

Research on the Safety Education of Students in Sichuan Universities

Changshun Zhang *, Jinqiu Zhang

Security Department, University of Science & Engineering, Zigong 643000, China

Corresponding author: Changshun Zhang, 13890061086@163.com*

Abstract

Student safety education is the fundamental premise for the orderly conduct of higher education, an important guarantee for the smooth progress of talent cultivation in schools, and a reflection of the core value of "people-oriented" modern education. However, in recent years, frequent campus safety incidents in China's higher education sector have seriously affected the healthy development of higher education institutions, posing potential threats to the personal safety and property security of faculty and students, as well as national security. The current state of safety in universities has attracted widespread attention and deep reflection. The root causes of these safety issues are complex and multifaceted, including external factors such as the complexity of the social environment, negative social interactions, and improper social perceptions, as well as internal factors such as the inadequacy of internal safety management mechanisms, weak safety awareness, and insufficient safety education and training. The interplay of these factors has resulted in weak links in university safety management and severe challenges. Facing the current complex and severe situation, in-depth research and solutions to the safety education problems in Chinese universities hold significant theoretical and practical importance. This study conducts an in-depth analysis of the significance and existing problems of student safety education in universities, and proposes effective countermeasures and reflections to strengthen university safety education. The aim is to provide valuable insights for reducing or preventing safety incidents in universities, effectively ensuring the personal and property safety of educational stakeholders, and promoting the healthy and orderly development of higher education.

Keywords

Safety Education; People-oriented; Higher Education.

1. Introduction

On May 20, 2024, the Sichuan Provincial Department of Education held a meeting to discuss campus safety at universities. The meeting emphasized that student safety is a matter that affects countless families and involves the vital interests of the people. Universities must elevate their political standing, deeply reflect, and effectively maintain campus safety and stability. Student safety education in universities is the primary means of enhancing students' safety qualities. In recent years, universities in Sichuan have actively taken measures to address student safety education issues, achieving significant results. However, some universities still lack sufficient efforts in safety education, have inadequate safety management systems, and are influenced by social factors, posing ongoing challenges to safety education. In the face of these challenges, it is crucial to actively respond and keep pace with the times to improve student safety education. Universities in Sichuan should pay close attention to strengthening and improving the current state of student safety education, establish sound safety education

systems, deepen the content of safety education, build platforms that encourage multi-party participation, and effectively implement safety education to protect students' physical and mental health.

2. The Profound Significance of Research on Student Safety Education in Sichuan Universities

2.1. Meeting the Inevitable Needs of Higher Education Development

Higher education institutions are essential places for imparting knowledge, innovating science and technology, and cultivating high-level, high-quality, and innovative talents needed for socialist construction. The quality of student safety education and management directly affects the steady progress of higher education reform and its sustainable development. In-depth research on student safety education in Sichuan universities is not only a positive response to the concept of connotative development in contemporary higher education but also meets the inevitable needs of its goals for safety, stability, and sustainable development. As higher education moves towards universalization and internationalization, the student population exhibits diversity, high mobility, and wide exposure to information, posing unprecedented challenges to university safety management. In-depth exploration of student safety education issues in Sichuan universities can effectively enhance students' safety awareness and self-protection abilities, promote campus harmony and stability, and provide a solid safety guarantee for the comprehensive development of higher education. By closely integrating theory and practice, analyzing current shortcomings and deficiencies in safety education, and innovating safety education models and methods, this research is responsible not only for the individual growth of students but also for the overall improvement of higher education quality and social responsibility.

2.2. A Key Link in Deepening the Connotation of Quality Education

Strengthening safety education and management in universities is an important aspect of quality education and is necessary for modern talent cultivation. Quality education emphasizes the comprehensive and internalized knowledge and abilities of students. The research on student safety education issues in Sichuan universities has profound significance as it constitutes an indispensable key link in deepening the connotation of quality education. In today's comprehensive promotion of quality education, safety education is not only the cornerstone for ensuring students' life safety and physical and mental health but also an important way to enhance students' overall quality. By deeply researching student safety education issues in Sichuan universities, we can more accurately grasp the current state and challenges of safety education, propose targeted improvement measures, and build a more comprehensive safety education system. Essentially, the research on university safety education issues is a deepening and expansion of the connotation of quality education. It emphasizes that in addition to imparting knowledge and skills, great attention must be paid to cultivating students' safety awareness, legal literacy, emergency handling abilities, and teamwork skills. Therefore, the significance of researching student safety education issues in Sichuan universities lies not only in creating a safer and healthier learning environment for students but also in promoting higher education to more closely revolve around the core goal of comprehensive student development, continuously deepening the connotation of quality education, and cultivating more high-quality talents with social responsibility, innovative spirit, and practical abilities.

2.3. The Cornerstone for Building a Safety Barrier for Students' Lives

Safety education in universities is an important manifestation of the "people-oriented" philosophy in modern education. It is based on the theories of safety science, education science,

and management science, aiming to ensure the life safety, physical and mental health, property safety, and learning happiness of university staff and students. Firstly, building a safety barrier for students' lives is a practice of the "people-oriented" education philosophy. The core of education lies not only in knowledge transmission but also in the comprehensive development of individuals. As an essential part of education, safety education focuses not only on students' academic progress but also on their overall growth in physical, psychological, and social adaptation. Through effective safety education measures, schools can help students establish correct safety awareness and improve their ability to deal with dangers and disasters, thereby ensuring their physical and mental health and learning safety. Secondly, building a safety barrier for students' lives is a response to social responsibility. Universities not only have the mission of educating and cultivating talents but also shoulder social responsibilities, especially in ensuring student safety. Schools, as the second home for students, should provide a safe and stable learning environment. This is not just an internal management issue for schools but also a result of joint efforts from all sectors of society, requiring collaboration between schools and various social sectors to promote the in-depth development of safety education. Thirdly, building a safety barrier for students' lives is an important guarantee of education quality. Only in a safe learning environment can students concentrate on their studies and fully unleash their potential. Safety education is related not only to students' physical health and life safety but also directly affects education quality and academic achievements. Through systematic safety education courses and practical activities, students can gain more practical safety knowledge and skills, enhance their self-protection capabilities, and thus achieve better academic results and comprehensive quality improvement.

3. The Realistic Dilemmas of Research on Student Safety Education in Sichuan Universities

3.1. Limitations in Safety Education Content

The content of education is the core of safety education. Enriching the content of safety education is essential for the effective implementation of university safety education. A significant realistic dilemma currently faced by student safety education in universities is the limitation of the content itself. These limitations are reflected in the outdated nature of safety education content, narrow coverage, and disconnection from students' actual needs. With rapid social development, new safety challenges continually emerge, such as online fraud, mental health issues, and campus bullying. However, traditional safety education content often focuses on topics like traffic safety, water safety, and fire safety, leaving students unprepared for new challenges. Moreover, safety education content often lacks systematicity and specificity, failing to consider the individual differences and needs of students from different grades and disciplines. This "one-size-fits-all" approach fails to meet the diverse needs of different groups, affecting the effectiveness of education. Additionally, the integration of safety education content into academic teaching is insufficient, with safety education mainly taking the form of theoretical lectures, lacking practical exercises and case studies. This makes it difficult for students to apply the knowledge flexibly when encountering actual safety issues.

3.2. Single Approach to Safety Education

Most schools have carried out campus safety education activities, but the forms are relatively monotonous. This monotony not only limits the effectiveness of education but also fails to meet students' diverse learning needs. Currently, many universities still rely on traditional classroom teaching methods for safety education, where teachers unilaterally impart knowledge, and students passively receive it, lacking interaction and participation. This spoon-feeding teaching method fails to stimulate students' interest and enthusiasm, greatly reducing the effectiveness

of safety education. Moreover, with the rapid development of information technology, students have increasingly diverse channels for obtaining information, yet traditional safety education methods have not fully utilized these modern technological means, such as online courses and virtual reality experiences, making the educational content and forms appear outdated and unattractive. To change this situation, universities should actively explore diversified safety education methods, enrich the forms of safety education, and promote the widespread dissemination of safety knowledge so that students can receive diverse safety education knowledge.

3.3. Inadequate Emergency Management Mechanisms

Firstly, universities in Sichuan face deficiencies in emergency prevention. Prevention is the primary task of emergency management, but in practice, schools may lack systematic and scientific prevention strategies. The warning mechanisms, risk assessments, and preventive measures for common natural disasters such as fires and earthquakes, as well as sudden incidents like public safety accidents, are often incomplete. The absence of effective preventive measures can result in uncontrolled safety risks, increasing the likelihood of accidents. Secondly, there is a need to strengthen emergency response capabilities. Even if schools have emergency plans, their actual response capabilities during emergencies are not ideal. Faculty, staff, and students often lack sufficient skills for emergency evacuation and self-rescue, and the reserve and update of emergency supplies and equipment fail to keep up with demand. These issues directly affect the efficiency and quality of post-accident responses, potentially leading to increased casualties and delays in rescue operations. Thirdly, Sichuan universities also face challenges in emergency recovery. The ability to quickly recover after an accident is an important indicator of emergency management levels. However, the plans and resource arrangements for recovery and reconstruction in schools may be incomplete, failing to effectively mitigate the impact of accidents. This is particularly problematic for long-term significant events, such as major safety incidents, which can severely affect the school's reputation, social image, and subsequent educational activities.

3.4. Insufficient Participation of Social Forces

Firstly, the role of social organizations and volunteers in safety education has not been fully realized. Although some social organizations and volunteers actively participate in safety education activities, their coverage is limited, and there is a lack of systematic long-term cooperation mechanisms. This leads to insufficient continuity and depth in safety education activities, failing to meet the comprehensive safety knowledge and skills needs of students. Secondly, support from businesses and social groups for university safety education is inconsistent. Although some businesses and social groups provide funding, equipment, or technical support, the overall support and coverage are still inadequate. Many businesses do not place high importance on safety education and lack long-term strategic cooperation plans, making it difficult to sustain the in-depth development of safety education. Lastly, community and family involvement in safety education is also lacking. As an important environment for students' daily lives, communities play a crucial role in cultivating safety awareness and emergency response skills. However, most communities fail to effectively organize safety education activities, lacking systematic safety training and emergency drills. At the same time, families have not fully recognized or implemented their responsibilities and roles in student safety education, lacking effective coordination and collaboration with schools. Additionally, social public opinion and media involvement are relatively limited. The current media coverage of university safety education is not high, with insufficient reporting and promotion, and a lack of effective public opinion guidance and supervision. This results in low public attention to university safety education, impacting the advancement of safety education work and the enhancement of social support.

4. Breakthrough Paths for Student Safety Education Issues in Sichuan Universities

4.1. Expanding Safety Education Content

When conducting campus safety education, universities in Sichuan should focus on the comprehensiveness of the content. On the one hand, they should regularly update and supplement safety education content according to social development, regional specifics, and seasonal changes. This includes adding content on national security education, anti-bullying education, and sexual safety education, ensuring that the content is up-to-date and tailored to local needs. Additionally, based on professional characteristics, universities should offer targeted safety education and skill training courses, such as those covering chemical hazards, waste disposal, high-temperature and high-pressure equipment, basic and applied radiation experiments, biological safety laboratories, common laboratory issues, accident rescue and self-rescue, and network information security. On the other hand, content should be selected based on the psychological characteristics of students at different age levels and the differences in living conditions between urban and rural students, ensuring that the content is appropriate and targeted. Furthermore, safety education content should be deepened through case studies, simulation drills, and other methods to allow students to experience safety risks firsthand, enhancing their awareness and response abilities. For example, organizing counter-terrorism and anti-riot drills, earthquake evacuation exercises, and other practical activities can help students master self-rescue and mutual-rescue skills through hands-on experience.

4.2. Diversifying Safety Education Methods

Under the legal frameworks provided by the "Higher Education Law," "Code of Conduct for University Students (Trial)," "Regulations on Campus Order Management in Higher Education Institutions," and "Interim Regulations on Safety Education Management for Ordinary College Students," the responsibilities and powers for safety education management in universities have been clearly defined. This not only lays a solid foundation for law-based management of schools but also greatly promotes the in-depth development of safety education work in higher education institutions. On one hand, to enhance the effectiveness and appeal of safety education, it is important to integrate multimedia teaching technologies, moving away from traditional, singular lecture modes towards more visualized, systematic, and multidimensional presentations of safety education content. Engaging teaching methods such as simulation drills and video case analyses can invigorate safety education classes and significantly improve educational quality. On the other hand, educational methods should not be confined to classroom lectures. It is crucial to innovate educational approaches, breaking away from traditional, monotonous lecture formats. Instead, a variety of interactive and engaging methods should be employed, such as knowledge seminars, simulated accident scenario training, self-rescue and mutual-rescue drills, screening of safety education films, and safety knowledge competitions. By utilizing multiple formats, channels, and sustained approaches, students can experience safety education from different perspectives, thereby promoting the advancement of higher education work.

4.3. Improving Safety Management Systems

Firstly, improving safety management systems requires clarifying responsibility division and authority relations. Each university should define the main departments responsible for safety management and their scope of duties, ensuring coordination among departments in areas such as safety education, prevention, emergency response, and accident handling. In this process, school administrators and leaders at all levels should assume leadership responsibilities, formulate and promote safety management systems, and implement safety work tasks to ensure the responsibilities for safety management are fulfilled and executed. Secondly,

enhancing safety management systems involves establishing scientific and effective safety regulations and standards. Universities should develop and refine their safety management regulations to ensure that safety management practices comply with national laws, regulations, and relevant educational department requirements. These regulations should include campus safety inspections, hazard investigations, safety training, and emergency plan development, providing institutional support and operational guidelines for the implementation of safety work. Finally, improving safety management systems requires strengthening the construction of safety facilities and technical means. Universities should invest according to actual conditions to improve campus safety facilities and equipment, enhancing the coverage and effectiveness of safety monitoring and alarm systems. At the same time, advanced safety technologies, such as intelligent monitoring systems and emergency rescue equipment, should be introduced to improve response and rescue capabilities, providing a safer learning and living environment for students and faculty.

4.4. Enhancing Collaborative Capabilities

Firstly, establish multi-level and diversified communication mechanisms and collaboration platforms. Universities should create cross-departmental and cross-level communication channels and coordination mechanisms, including regular safety education meetings and the establishment of safety education leadership groups or committees. These platforms will ensure smooth information flow and resource sharing. Through these platforms, various stakeholders can exchange opinions, make decisions, and jointly formulate and adjust safety education plans and policies, improving decision-making efficiency and implementation effectiveness. Secondly, promote the involvement and cooperation of faculty, students, and parents. As the direct beneficiaries and implementers of safety education, the active participation of faculty, students, and parents is crucial. Schools should enhance attention and support for safety education by organizing safety education activities, establishing safety awareness days, and holding parent meetings. Additionally, a comprehensive safety awareness education system and home-school collaboration mechanism should be established to foster a cooperative environment where schools, families, and society jointly promote the safe development of students. Thirdly, strengthen policy support and supervisory guidance from government departments. The government plays a crucial role in safety education work and should increase policy support for university safety education, develop relevant laws, regulations, and policy documents, and promote the in-depth development of safety education. Additionally, government oversight and guidance should be strengthened to ensure the effective implementation and evaluation of safety education measures.

Student safety education is not only a foundation for the healthy and orderly development of higher education but also a critical aspect reflecting the "people-centered" values of modern education. Currently, universities face complex and diverse safety issues, influenced both by external environments and internal management deficiencies. By conducting in-depth research and systematic analysis of these issues and proposing targeted countermeasures, it is possible to effectively reduce or prevent safety incidents, protect the life and property of university faculty and students, and promote the stability and progress of higher education. This research aims to provide valuable references for improving university safety education and further advancing its development.

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