

Investigation on the Performance of Class Cadres in the School of Foreign Languages and Cultures

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Abstract: *The rationality of the selection mechanism for class cadres in universities directly affects the quality of the class cadre team. This study surveyed 238 freshmen to juniors from the School of Foreign Languages and Cultures at a certain university to examine their evaluations of the current selection mechanism. The results showed that 95.8% of students considered the mechanism relatively reasonable, yet 4.2% pointed out specific issues, mainly including vague ability criteria, elections becoming a mere formality with an emphasis on popularity over ability, a lack of term-based evaluations, and long-term incumbency without replacement. Drawing on relevant literature analysis, these problems stem from differences in role expectations, rough election procedures for freshmen, the absence of evaluation and feedback mechanisms, and job rigidity. Based on this, improvement strategies are proposed: clarifying standards through role positioning communication; optimizing elections using a two-step "voting and concentration" method; establishing regular evaluation and accountability systems; and implementing a yearly rotation and dynamic adjustment mechanism. The study concludes that while the overall selection mechanism for class cadres is good, there is still a need to strengthen refinement and institutionalization.*

Key Words: *University class cadres; Selection mechanism; Ability criteria; Term-based evaluation; Dynamic adjustment*

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I. Introduction

University class cadres serve as the terminal nerves of the student management system and a crucial bridge connecting the school with ordinary students. They undertake multiple functions, including information dissemination, event organization, opinion feedback, and leading by example. The quality of the class cadre team directly influences class cohesion, the construction of academic atmosphere, and even the cultural ecology of the campus. In recent years, although universities have invested considerable effort in cultivating class cadres, some persistent issues have still surfaced in practice, such as vague selection criteria, perfunctory elections, a lack of distinction between good and poor performance, and long-term incumbency without rotation. These problems, while seemingly trivial, actually touch upon the core of the class cadre system: how to select the right individuals and enable them to continuously play their roles.

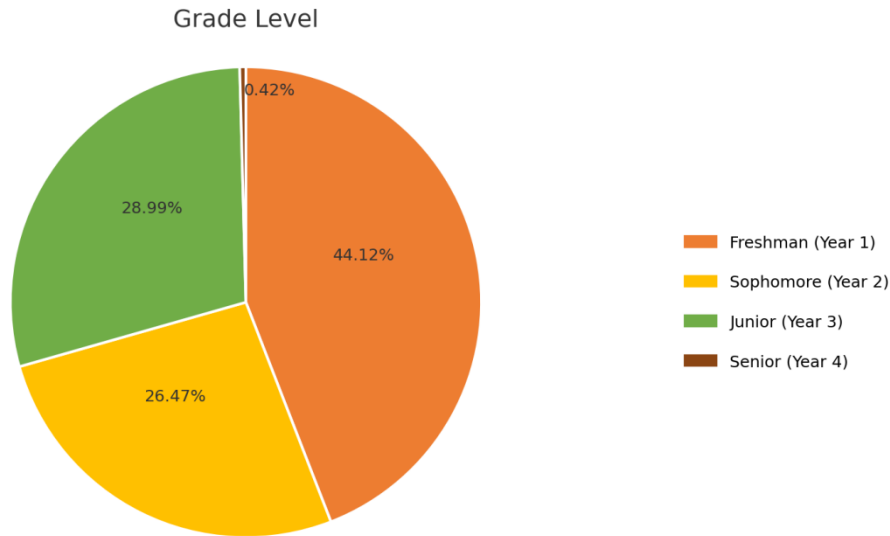
Previous studies have analyzed issues related to class cadres from perspectives such as role conflict, role identity, and work style construction. Wen Jia (2010) found that there are significant differences in the role expectations of class cadres among different groups, and this discrepancy manifests as "vague ability criteria" during the selection process. Li Gang (2020) focused on the election procedures, pointing out that relying solely on freshmen voting tends to result in the selection of "popularity kings" rather than diligent workers. Through qualitative interviews, Li Yu (2019) revealed cadre burnout caused by the absence of an evaluation mechanism. Shao Zhibo et al. (2020) further criticized the work style laziness brought about by the "life tenure" of cadres.

This study takes freshmen to juniors from the School of Foreign Languages and Cultures at a certain university as the survey subjects and collects 238 valid questionnaires, focusing on examining students' evaluations of the current class cadre selection mechanism. The results show that 95.8% of students consider the mechanism relatively reasonable, while 4.2% of students point out specific issues. Although these opinions account for a relatively small proportion, they precisely reflect the loopholes in the system. This paper will analyze the aforementioned issues in combination with relevant literature and propose targeted improvement suggestions to provide empirical evidence for optimizing the class cadre selection mechanism in universities.

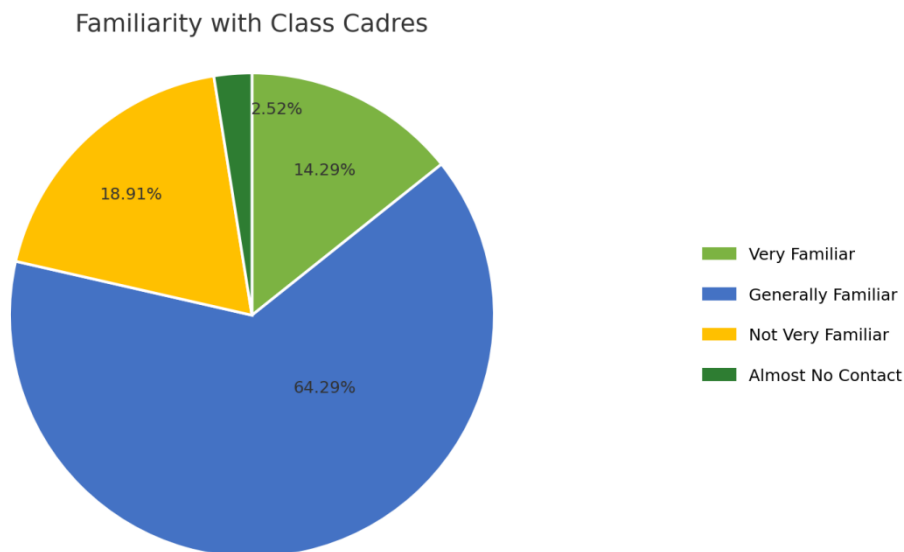
II. Basic Information of the Survey

2.1 Basic Information

This study took students from the freshman to junior years at the School of Foreign Languages and Cultures as the survey subjects, with a total of 238 valid questionnaires collected. Among them, there were 105 freshmen, accounting for 44.12% of the total sample; 63 sophomores, making up 26.47%; and 69 juniors, representing 28.99%.

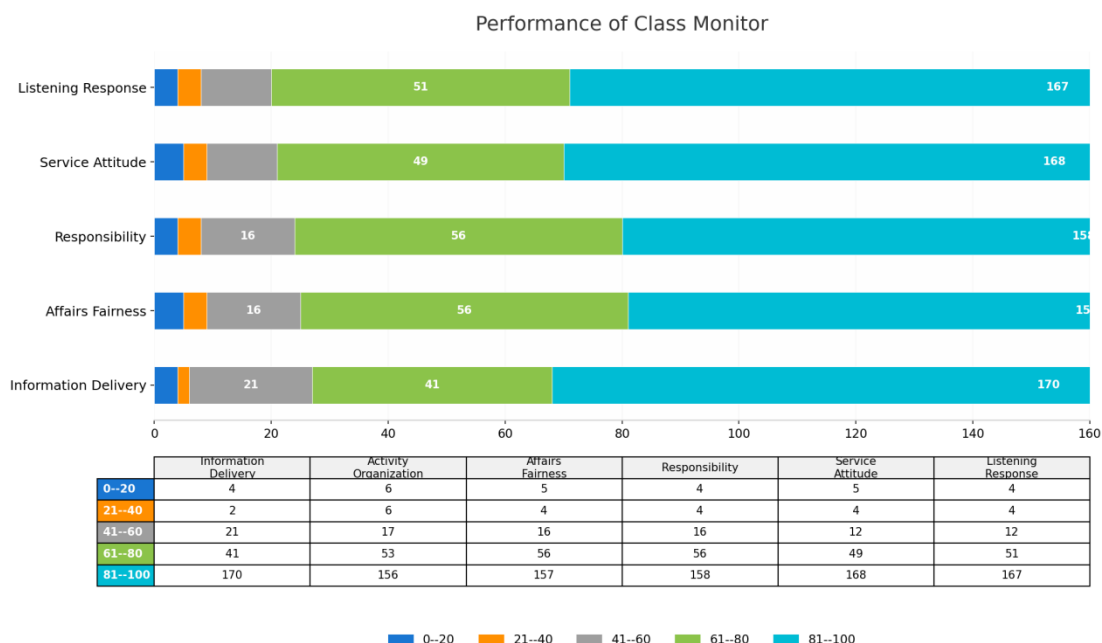


When referring to their level of familiarity with current main class cadres, 14.29% of the students indicated being very familiar, being roommates or close friends. The vast majority reported a moderate level of familiarity, accounting for 64.29%. 18.91% of the students stated that they were not very familiar, and even 2.51% of the students indicated almost no interaction.

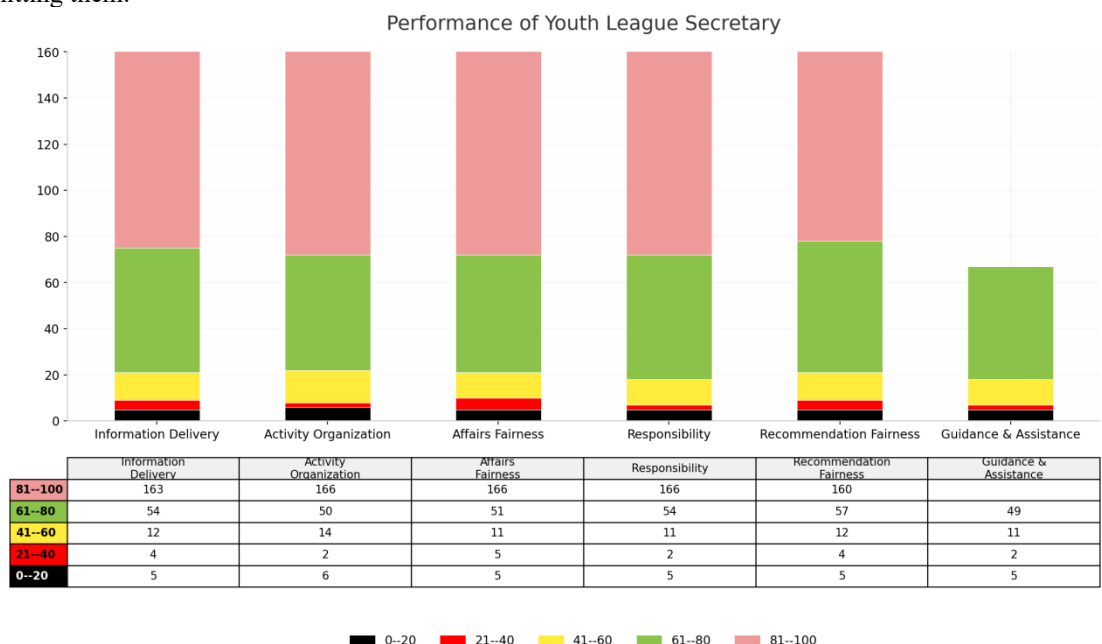


2.2 Evaluation of Class Cadres' Performance

When evaluating the performance of class monitors, this study conducted measurements from the following six dimensions: information dissemination, which refers to the ability to promptly and accurately convey various notices issued by the school or counselor, ensuring no omissions or delays; event organization, which refers to the ability to effectively plan and organize class activities and mobilize students' enthusiasm for participation; fairness in affairs, which refers to being open, transparent, and impartial in class affairs such as award evaluations, identifications of students in need, etc.; responsibility-taking, which refers to taking the initiative to undertake class affairs without prevarication or perfunctory behavior; service attitude, which refers to caring about students' needs, being willing to provide assistance, and avoiding bureaucratic tendencies; and listening and responding, which refers to being willing to listen to students' opinions and responding to reasonable appeals.

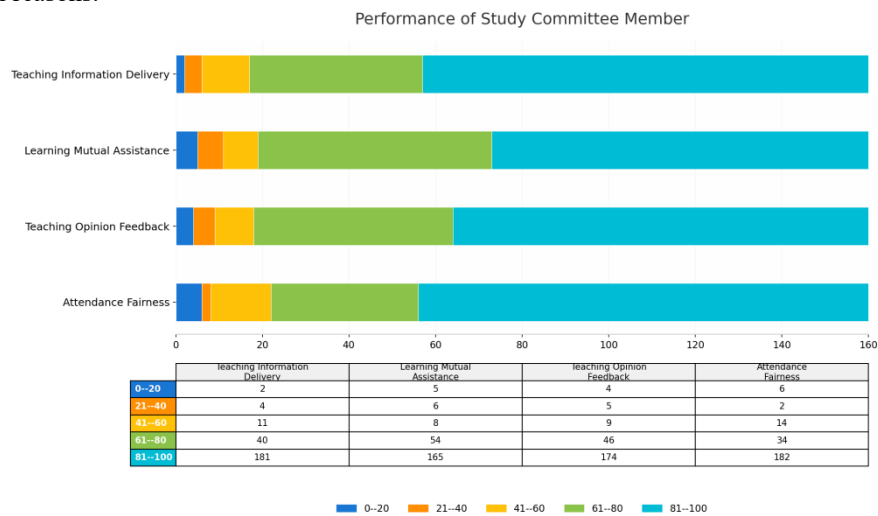


When evaluating the performance of the League branch secretary, this study conducted measurements from the following six dimensions: information dissemination, which refers to the ability to convey notices from the school or counselor in a timely and accurate manner without any omissions or delays; event organization, which refers to the capability to effectively organize class activities and mobilize students' enthusiasm for participation; fairness in affairs, which means conducting award evaluations, identifications of students in need, and other work in an open, transparent, and impartial way; responsibility-taking, which indicates taking the initiative to undertake class affairs without prevarication; impartiality in recommendation, which means recommending activist members for Party membership based on their ideological consciousness and mass foundation rather than personal relationships; guidance and assistance, which refers to providing practical guidance when classmates write Party membership applications and ideological reports, rather than merely collecting and submitting them.

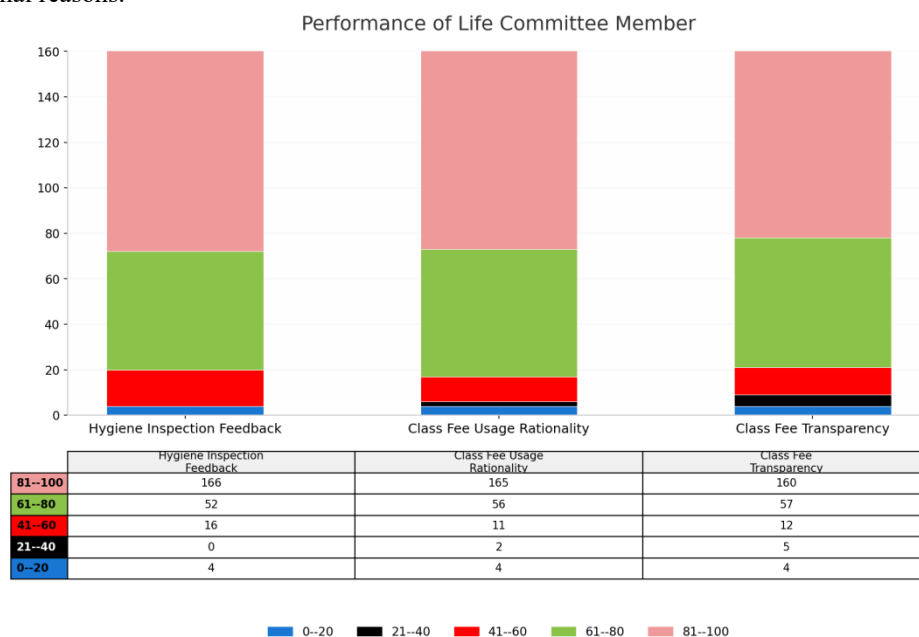


When evaluating the performance of the study committee member, this study conducted measurements from the following four dimensions: dissemination of teaching information, which refers to the timely conveyance of teaching information such as course adjustments and exam arrangements; organization of learning mutual-aid activities, which means actively organizing activities like learning mutual-aid and resource

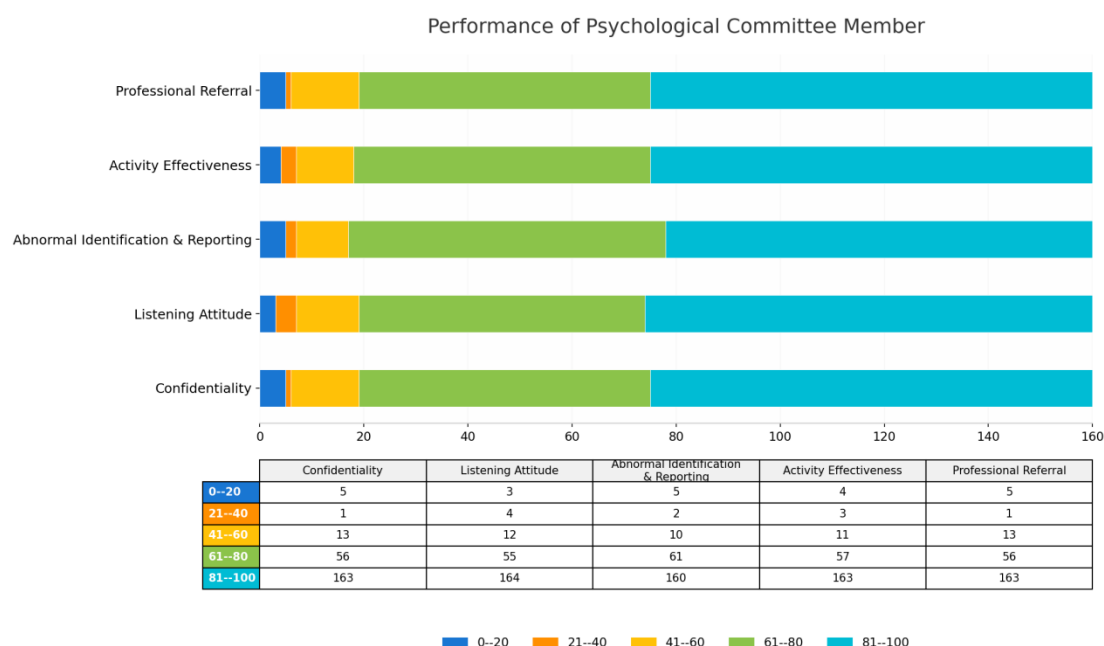
sharing; feedback on teaching opinions, which indicates effectively relaying students' learning opinions to the instructors; and impartiality in attendance recording, which means truthfully recording late arrivals and early departures during class attendance checks, without covering up for friends or maliciously making false records due to personal reasons.



When evaluating the performance of the study committee member, this study conducted measurements from the following four dimensions: dissemination of teaching information, which refers to the timely conveyance of teaching information such as course adjustments and exam arrangements; organization of learning mutual-aid activities, which means actively organizing activities like learning mutual-aid and resource sharing; feedback on teaching opinions, which indicates effectively relaying students' learning opinions to the instructors; and impartiality in attendance recording, which means truthfully recording late arrivals and early departures during class attendance checks, without covering up for friends or maliciously making false records due to personal reasons.



When evaluating the performance of psychological committee members, this study measures the following five dimensions: confidentiality, which refers to strictly keeping classmates' psychological distress shared in confidence and not spreading it as gossip; listening attitude which refers to patiently listening when classmates are in low spirits, avoiding perfunctory preaching or excessive advice; abnormality identification and reporting, which refers to the ability to promptly detect abnormal signals such as prolonged absenteeism, social withdrawal, and drastic emotional changes in classmates and report them accordingly; activity effectiveness, which refers to ensuring that organized psychological class meetings and stress-relief activities genuinely produce relaxing effects rather than being mandatory formalities; and professional referral, which refers to the ability to appropriately refer psychological issues beyond one's own competence to the university's psychological counseling center.



This study evaluates the performance of other class committee positions based on the core responsibilities of each role, with specific criteria as follows:

Arts Committee Member: refers to the ability to organize artistic activities (such as evening parties and choir competitions), identify class talents in arts, and complete the procurement of performance costumes and props.

Sports Committee Member: refers to the ability to organize sports event registrations, lead team training, manage sports equipment, and urge classmates to participate in extracurricular physical exercise.

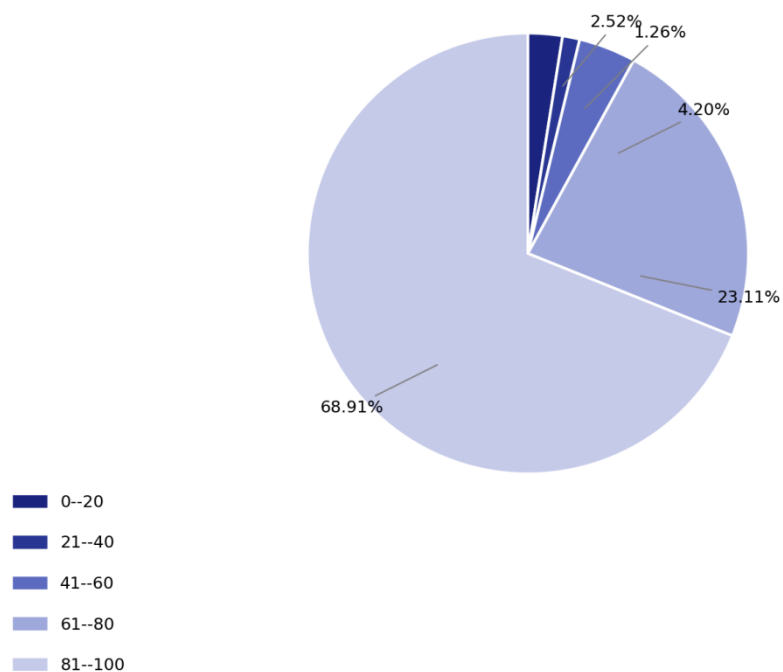
Organization Committee Member: refers to the ability to assist the League branch secretary in carrying out league affairs, manage league members' archives, and organize organizational life meetings.

Publicity Committee Member: refers to the ability to operate the class group chat, conduct photographic documentation of activities, produce publicity posters, and write press releases.

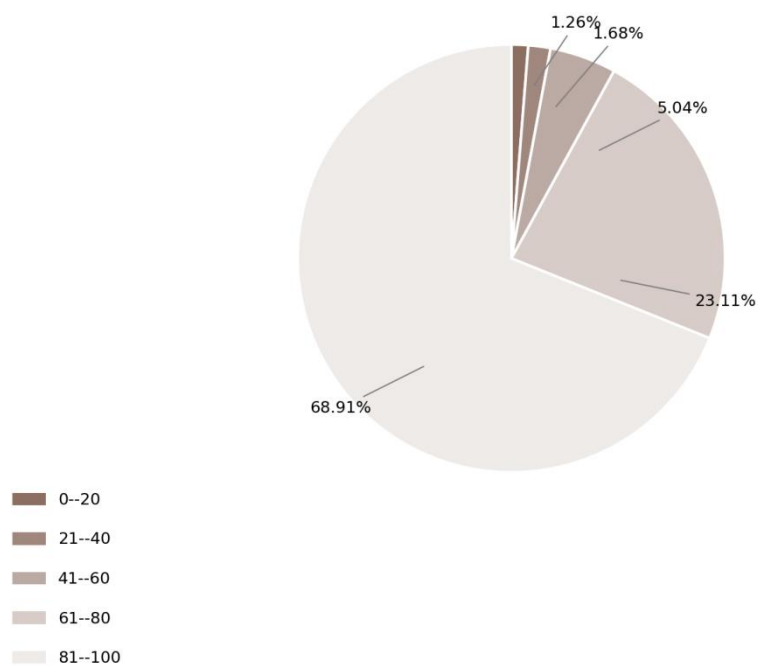
Discipline Committee Member: refers to the ability to maintain classroom and self-study discipline, record disciplinary violations, and mediate disputes among classmates.

Safety Committee Member: refers to the ability to conduct safety education, inspect dormitory safety hazards, and organize emergency drills.

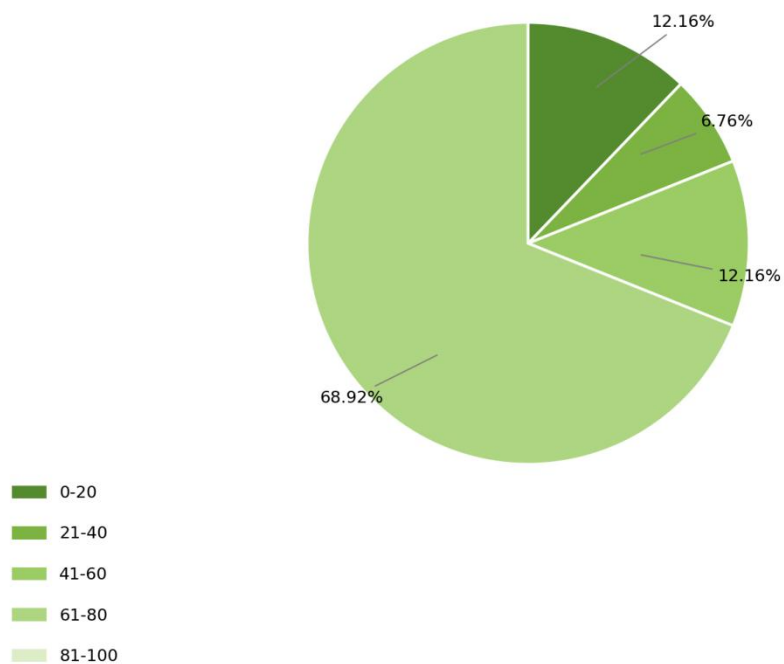
Performance of Arts Committee Member



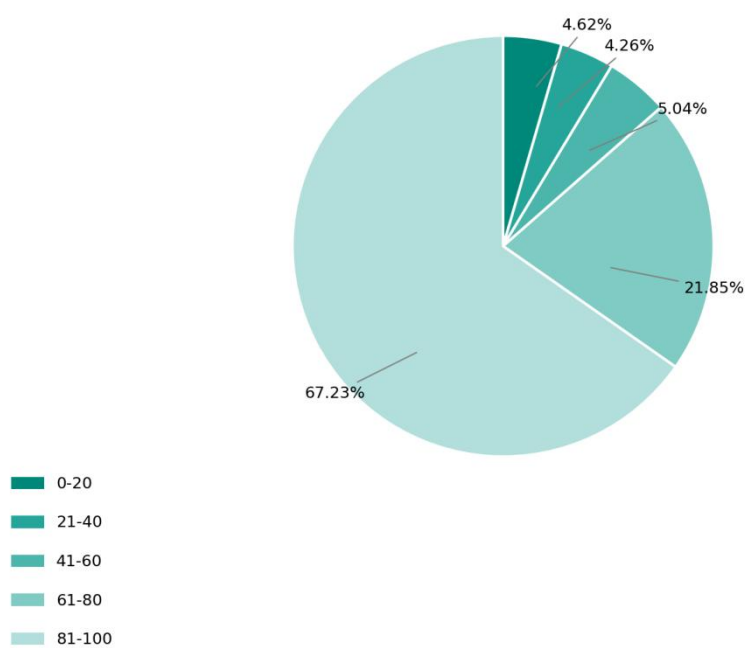
Performance of Sports Committee Member



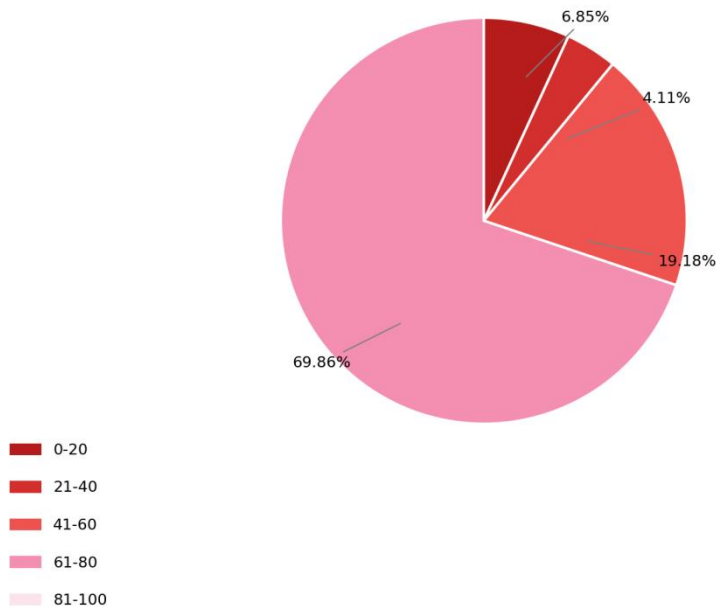
Performance of Organization Committee Member



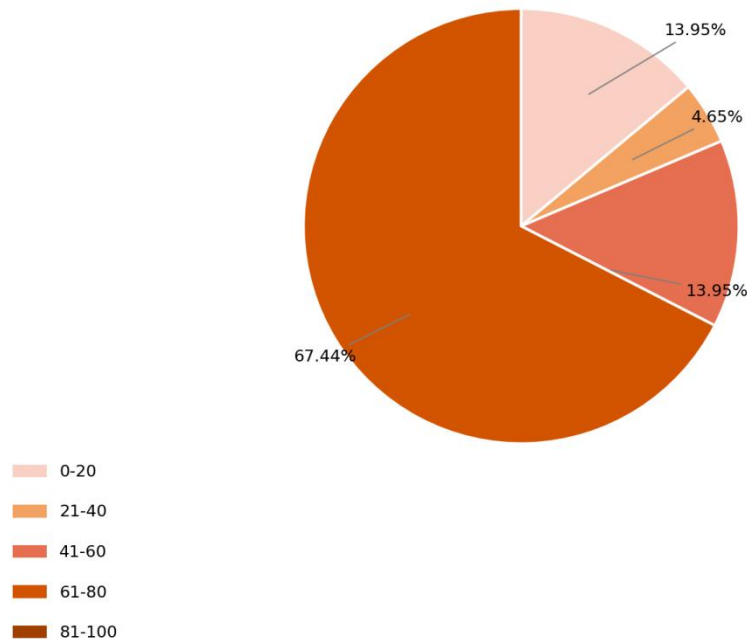
Performance of Publicity Committee Member



Performance of Discipline Committee Member

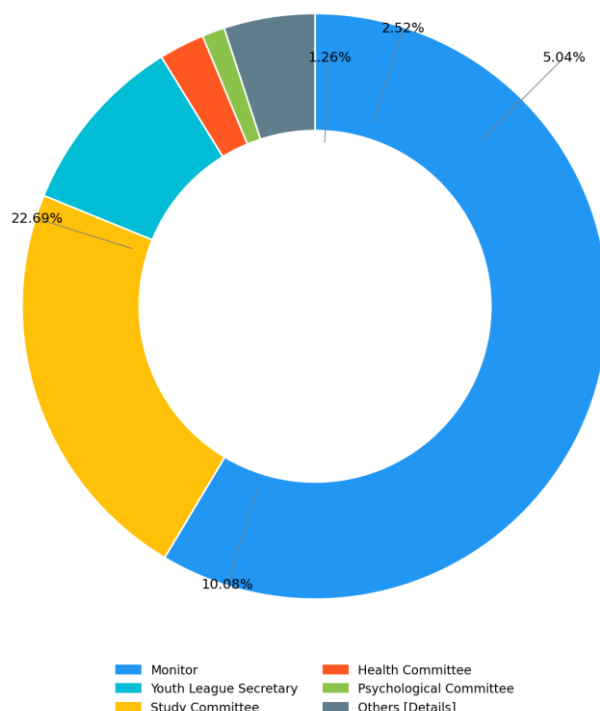


Performance of Safety Committee Member

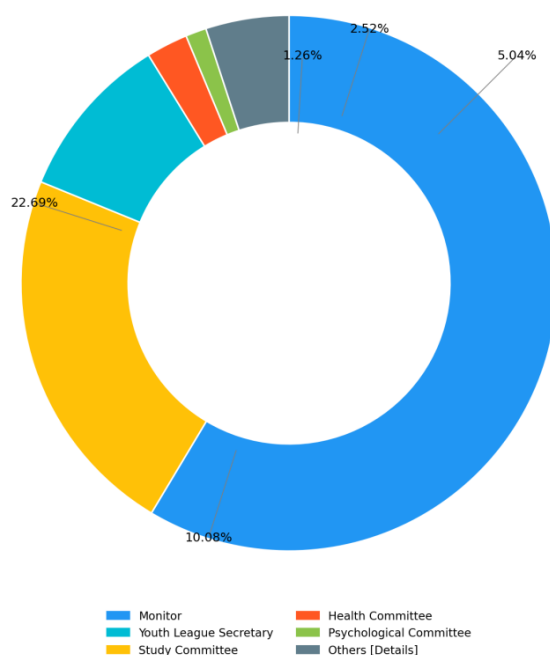


Overall, the mean scores of the surveyed students' ratings for class committee members' performance ranged between 80 and 90 points.

When asked "Which class committee position do you consider the most dedicated?", the vast majority of surveyed students identified the class monitor as the most dedicated, accounting for 56.30%; those who considered the league branch secretary most dedicated accounted for 10.08%; those who considered the academic committee member most dedicated accounted for 24.79%; those who considered the life committee member most dedicated accounted for 1.26%; and those who considered the psychological committee member most dedicated accounted for 2.52%. An additional 5.04% of respondents selected other positions (such as the discipline Committee Member, Publicity Committee Member, and Sports Committee Member).



When asked “Which class committee position do you consider the least dedicated?”, the vast majority of surveyed students (86.13%) reported that all class committee members were generally responsible, with no obvious under performers. Among the remaining respondents, 2.10% considered the Class Monitor the least dedicated, 4.20% considered the League Branch Secretary the least dedicated, 2.94% considered the Academic Committee Member the least dedicated, 1.26% considered the Life Committee Member the least dedicated, 2.94% considered the Psychological Committee Member the least dedicated, and 0.42% considered the Discipline Committee Member the least dedicated.



When asked whether they had experienced specific incidents of “obvious dereliction of duty” by class committee members, among 238 valid respondents, 234 (98.32%) reported that they had never experienced such

incidents, while only 4 (1.68%) reported that they had. The specific descriptions of these 4 affirmative responses are as follows:

For instance, the committee member did not attend events themselves but consistently asked non-committee members to attend on their behalf.

The League Branch Secretary failed to forward important notifications, which were ultimately relayed by the Class Monitor.

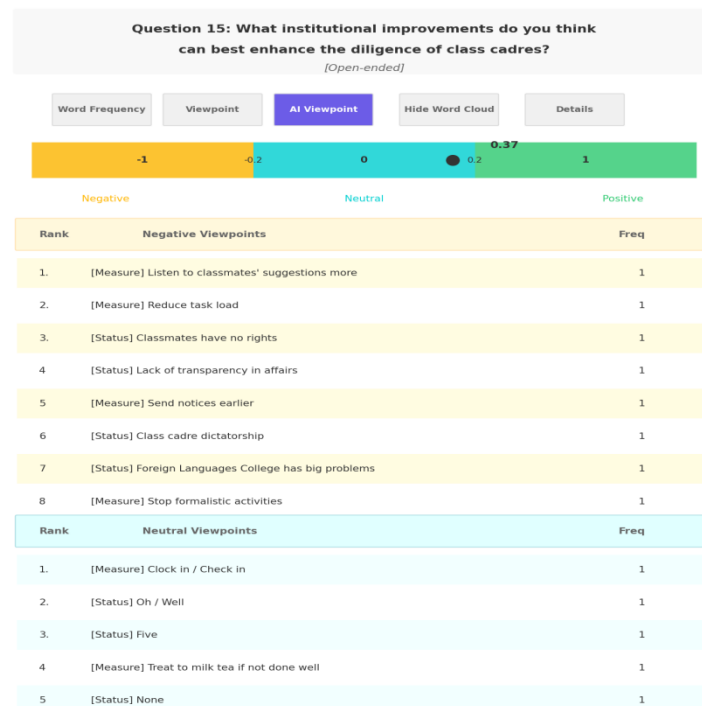
The Class Monitor performed duties in a perfunctory manner without fulfilling responsibilities.

The Academic Committee Member failed to promptly notify the entire class after the instructor cancelled an assignment.

When asked “Are there any problems with the current class committee selection mechanism?”, among 238 valid respondents, 228 (95.8%) perceived the current mechanism as relatively reasonable with no obvious problems; the remaining 10 (4.2%) identified existing problems and provided specific comments. These 10 comments are summarized as follows:

1. Absence of term-based performance assessment
2. Insufficient personal initiative
3. Ambiguous competence criteria
4. Elections becoming formalistic
5. Prolonged tenure without rotation
6. Prioritizing popularity over competence
7. Appearance-based preference
8. Unreasonable conduct

When asked about “institutional improvement suggestions that could most effectively enhance the dedication of class committee members,” the suggestions proposed by surveyed students included the following (listed in original order): listen more to classmates’ suggestions, reduce workload, democratic supervision, issue notifications earlier, clarify position responsibilities, establish assessment and feedback mechanisms, strengthen management, optimize communication skills, and avoid formalistic activities. Meanwhile, some students provided descriptions of the current situation, including: “classmates have no rights,” “lack of transparency in handling affairs,” “dictatorship within the class committee group,” “very good,” “the School of Foreign Languages has significant problems,” “business as usual,” “quite good,” “none,” and “the system is very good.”



Rank	Positive Viewpoints	Freq
1.	[Measure] Democratic supervision	2
2.	[Status] Very good	2
3.	[Status] Everything as usual	2
4	[Measure] Rotation voting	2
5	[Measure] Clarify job responsibilities	2
6	[Measure] Assessment & feedback mechanism	2
7	[Status] Quite good	2
8	[Measure] Strengthen management	1
9	[Measure] Optimize communication skills	1
10	[Status] System is very good	1

III. Cause Analysis

3.1 Ambiguous Competence Criteria

Some students pointed out that “competence criteria are ambiguous” in the selection of class committee members, meaning that there is a lack of clear and operable evaluation standards. This is not an isolated phenomenon. Wen Jia (2010), in a survey of university student cadres, found that different groups often hold contradictory expectations for the same role: teachers emphasize work competence more, while students value dedication and work style more. Such differences in expectations themselves constitute an important inducement of role conflict ^[1]. When applied to the selection process, if teachers, classmates, and candidates lack consensus on the competencies a “qualified class committee member” should possess, the criteria naturally become ambiguous, and the selected individual will consequently struggle to satisfy all parties.

3.2 Elections Becoming Formalistic, Prioritizing Popularity over Competence

“At the beginning of the semester, everyone votes for people they know without considering whether they are truly responsible,” “judging by popularity rather than actual competence,” and even “picking whoever looks good”—these comments directly address the formalistic nature of elections. Li Gang (2020) analyzed the typical dilemmas in freshman class committee elections: shortly after enrollment, freshmen have limited knowledge of one another; if teachers completely step back and adopt purely democratic voting, it is easy to elect “popularity stars” rather than “competence stars.” When students vote based on brief impressions and personal relationships, the election degenerates into a popularity contest, losing its original purpose of selecting truly responsible and capable individuals ^[4].

3.3 Absence of Term-Based Performance Assessment

“Term-based assessment” and “absence of term-based assessment” were mentioned repeatedly. Li Yu (2019), through in-depth interviews, found that class committee members tend to experience burnout in the middle and later stages of their tenure: some members’ attitudes noticeably slackened after serving for half a year, becoming careless in their work and lacking initiative, while the university lacked a sound evaluation mechanism to provide timely and comprehensive feedback. Without term-based assessment, there is no distinction between good and poor performance; the enthusiasm of diligent members is worn down, while

negligent members become even more complacent [3].

3.4 Once Elected, Never Replaced

“Once elected, never replaced” and “long-term absence of rotation” reflect the problem of position solidification. Shao Zhibo et al. (2020) pointed out that some student cadres lack clear self-positioning, becoming arrogant and putting on airs due to past achievements, with their sense of responsibility gradually diminishing. Once elected, they occupy their positions for extended periods without competitive pressure or crisis awareness. This tendency toward a “tenure system” not only fosters complacency among cadres but also blocks opportunities for other students to develop and gain experience [2].

IV. Corresponding Strategies

4.1 Strategy for “Ambiguous Competence Criteria”

The solution proposed by Wen Jia (2010) is to strengthen communication between teachers and students as well as among students themselves, adjust expectations regarding the role of class committee members from all parties, and help cadres identify their proper positioning. Specifically, student cadres should be made clear that their primary identity is “student,” with academic learning at the center; their secondary identity is “cadre,” serving as a role model; and only lastly are they “student cadres,” with service consciousness and dedication at the core. Through role-positioning education, ambiguous competence criteria can be transformed into clear behavioral guidelines [1].

4.2 Strategy for “Elections Becoming Formalistic, Prioritizing Popularity over Competence”

Li Gang (2020) proposed an operable election scheme: democratic voting should not be entirely laissez-faire but should adopt a two-step process of “voting plus centralization.” First, the entire class votes to select candidates at a ratio of 1:2; then, the class advisor comprehensively deliberates and determines the final candidates based on their performance during registration, military training, records of orientation education, and prior experiences documented in personal registration forms. Particular attention should be paid to students with strong responsibility, willingness to help others, prior student cadre experience, or special talents in certain areas. This approach both respects public opinion and avoids the drawbacks of purely popularity-based voting [4].

4.3 Strategy for “Absence of Term-Based Performance Assessment”

Li Yu (2019) emphasized the establishment of an assessment system: constructing a comprehensive evaluation, accountability, and reward-and-punishment system for student cadres. Cadres who fail to adequately fulfill their position responsibilities, receive low public satisfaction ratings, fail assessment standards, or exhibit prominent problems in work style should be held seriously accountable, up to and including removal from their positions. Regarding assessment methods, a combination of periodic and routine evaluations should be adopted, integrating self-assessment, teacher evaluation, and mutual assessment among cadres. Assessment results should be publicly disclosed to make feedback visible and pressure transmittable [3].

4.4 Strategy for “Once Elected, Never Replaced”

Shao Zhibo et al. (2020) proposed a dynamic adjustment mechanism: establishing a system for student cadres where individuals can both ascend and descend, with dynamic adjustments. It is preferable to hold re-elections every academic year, with priority in principle given to students who have not previously served as cadres. This approach can instill a sense of urgency in incumbents to avoid work burnout while also providing more students with opportunities for development. For cadres who are genuinely incompetent or exhibit problems in their conduct, timely adjustments should be made without implementing a “tenure system” [2].

V. Conclusion

This study aimed to examine the current status and problems of the class committee selection mechanism in higher education institutions, hypothesizing that the existing mechanism is generally reasonable but contains localized institutional deficiencies. The results indicate that 95.8% of students endorsed the current mechanism; however, criticisms from the remaining 4.2% pointed to four typical problems: ambiguous competence criteria, formalistic elections, absence of term-based performance assessment, and long-term retention of cadres without rotation. In the evaluation of position performance, the Class Monitor, Academic Committee Member, and League Branch Secretary received significantly higher recognition than peripheral positions such as the Life Committee Member and Psychological Committee Member. Additionally, 1.68% of students reported specific cases of dereliction of duty, primarily characterized by inadequate information dissemination.

Theoretically, this study verifies the constraining effects of role expectation differences and crude electoral procedures on the development of the class committee corps, revealing the progressive relationship among “ambiguous criteria—absence of assessment—position solidification.” Practically, the proposed strategies—including role-positioning communication, two-step election procedures, periodic assessment and accountability, and annual rotation—possess direct operational value.

Overall, the foundation of the class committee selection mechanism in higher education institutions is

sound; however, refined and institutionalized development remains the key to enhancing the quality of the cadre corps.

References

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