



(REVIEW ARTICLE)



A Study on the Correlation between the Cultivation of Student Cadres' Leadership and the Effectiveness of Class Construction in Universities

Cheng Chen*

Central University of Finance and Economics, China, 10081.

International Journal of Science and Research Archive, 2025, 17(03), 934-938

Publication history: Received on 08 November 2025; revised on 16 December 2025; accepted on 19 December 2025

Article DOI: <https://doi.org/10.30574/ijrsra.2025.17.3.3272>

Abstract

To clearly understand the inner link between student cadres' leadership development and effective university class management, and to solve the inefficiencies in current class work, this study uses three methods: reviewing existing research, analyzing real data, and studying specific cases. It defines what student cadres' leadership really means—including three key parts: moral guidance, ability support, and relationship coordination. It also explains what "effective class construction" involves, covering four areas: building a good learning environment, strengthening class unity, smooth management, and fostering class culture. The study deeply explores how these two aspects interact and offers practical ways to improve the current situation. Research shows that student cadres' moral leadership is the core of guiding class values; their ability leadership is the key to making class work run smoothly; and their relationship leadership is what holds the class together. Moreover, a positive cycle forms between the two: "developing leadership → practicing in class work → improving leadership further." These findings provide universities with both theoretical and practical support to enhance class construction by focusing on student cadres' growth.

Keywords: Student Cadre Leadership; University Class Construction; Correlation; Cultivation Path

1. Introduction

The university class is the basic unit for nurturing talents and an important place for moral education. How well a class is built directly affects students' growth, campus culture, and whether educational goals are achieved. In class management, student cadres act as the "link" between teachers and students, the "on-site organizers" of class activities, and the "leaders" of class values. With the deepening of higher education reforms, the traditional "task-executing" student cadres can no longer meet the diverse needs of today's class construction. Instead, student cadres with comprehensive abilities—such as making good decisions, coordinating resources, and motivating classmates—are becoming the key to promoting class development [1]. In this context, figuring out how student cadres' leadership development connects with effective class construction, and building a scientific training system, is of great practical significance for improving university class management and achieving all-round education.

1.1. Research Significance

The theoretical value of this study lies in breaking the traditional research pattern of "just managing student cadres." Based on leadership development theories, it systematically explains how student cadres' leadership and class construction effectiveness influence each other, bringing new ideas to university student management research. Its practical value is reflected in addressing the tough issues in class construction and providing actionable plans for developing student cadres' leadership. By effectively empowering student cadres, we can directly improve the class's learning atmosphere, strengthen unity, and make management more efficient—finally achieving a win-win situation where both the class and students develop well [2].

* Corresponding author: Chen cheng

2. Definition of Core Concepts

2.1. Student Cadre Leadership

Combining university students' growth characteristics and class management needs, this study defines student cadres' leadership as: a set of abilities that student cadres use to achieve common class goals. In managing class affairs, they inspire classmates' enthusiasm, integrate internal and external class resources through their own moral example, ability guidance, and emotional connection—using skills like planning, organizing, communicating, and motivating. Its core includes three parts: First, Moral Leadership, shown through qualities like honesty, self-discipline, a strong sense of responsibility, and willingness to help others. Second, Competency Leadership, covering key skills such as making good judgments, organizing activities, coordinating work, and solving problems. Third, Relational Leadership, focusing on communication, listening, resolving conflicts, and motivating the team—not just "managing with authority" [3].

2.2. Effectiveness of University Class Construction

Class construction effectiveness is a comprehensive measure of how well a class is developing. Based on university educational goals, this study builds a multi-dimensional evaluation system: First, Academic Atmosphere Effectiveness, measured by indicators like how strong the learning atmosphere is, class attendance rate, the percentage of students with good grades, and participation in academic activities. Second, Cohesion Effectiveness, judged by how many students join collective activities, how often classmates help each other, class identity survey results, and how many conflicts occur. Third, Management Effectiveness, including how efficiently class affairs are handled, how well class rules are followed, smooth communication between teachers and students, and accurate information sharing. Fourth, Cultural Effectiveness, reflected in the class's positive values, participation in volunteer work, collective awards, and the quality of unique class cultural activities.

3. Core Analysis of the Correlation between Student Cadre Leadership and Class Construction Effectiveness

3.1. Moral Leadership: The "Stabilizer" of Class Ethos

Student cadres' moral character directly determines the class's value orientation and is the "spiritual core" of building class culture. Student cadres who are honest and self-disciplined set a good example—like leading morning reading, volunteering to supervise evening self-study, and never cheating in exams. This effectively boosts the whole class's motivation to learn. According to a 2023 student affairs report from a provincial key university, classes with "Outstanding Student Cadres" had a 15% higher satisfaction rate with the learning atmosphere, and their exam violation rate was 20 percentage points lower than other classes. Meanwhile, student cadres who are willing to contribute—taking the initiative to handle class affairs and leading classmates in volunteer work, campus civility supervision, and group labor—can raise the class's participation in public welfare activities to over 80%. This greatly strengthens the class's sense of social responsibility and lays a solid foundation for a positive class culture.

3.2. Competency Leadership: The "Engine" of Class Operation

Competency leadership is the core driver of efficient class work, directly affecting how well class affairs are handled and activities are organized. In terms of organization and coordination, student cadres who understand classmates' needs and are good at planning activities—like autumn outings, professional culture festivals, and study experience sharing sessions—usually achieve a participation rate of over 90%, much higher than passive, task-oriented cadres. This effectively strengthens emotional bonds and academic exchanges among classmates. In decision-making and resource integration, student cadres who lead the creation of documents like "Class Academic Atmosphere Rules" and "Task Assignment Details," and coordinate resources such as on-campus labs and off-campus practice bases, can shorten the time to handle class affairs by 30% and save 15% of activity budgets. In problem-solving, student cadres who receive systematic training can quickly resolve class conflicts—such as dorm schedule disputes or group assignment disagreements—raising the effective conflict resolution rate to 80% and creating a harmonious environment for the class.

3.3. Relational Leadership: The "Bonding Agent" of Class Cohesion

Relational leadership improves the interpersonal environment in the class, building "understanding and trusting" peer relationships—making it the "emotional glue" that strengthens the class. Student cadres with good communication skills act as a "two-way bridge" between teachers and students: they accurately pass on teachers' requirements and students' reasonable suggestions, increasing regular teacher-student communication by 25%. This effectively solves

management conflicts caused by unclear information. In team motivation, student cadres who use different incentive methods—like setting up awards for "Progress Star" and "Mutual Aid Model," and organizing fun activities such as "Team Collaboration Challenges"—can raise the completion rate of class collective tasks from 75% to 90%. Class members' satisfaction with team collaboration reached 4.2 out of 5 points. Additionally, student cadres who are good listeners are more aware of classmates' thoughts, dynamics, and real needs—like connecting students with poor grades to support resources or providing emotional comfort to those under pressure. This care greatly enhances each student's sense of belonging to the class, which is the core of class cohesion [6].

3.4. Two-way Promotion between Leadership Cultivation and Construction Effectiveness

The connection between student cadres' leadership development and class construction effectiveness is not one-sided—it forms a dynamic cycle of "development-practice-improvement." Class construction provides a "natural training ground" for student cadres to practice leadership: they sharpen their organizational skills by planning class academic activities, improve communication by mediating peer conflicts, and strengthen decision-making abilities by coordinating graduation-related affairs. Tracking data on student cadres' growth from a university shows that cadres who participated in a full cycle of class management saw their overall leadership score increase by an average of 20 points. On the other hand, improved student leadership drives the class to develop better—creating a positive cycle where "cadres grow → class management improves → cadres gain more practice." This two-way promotion is the key feature of their relationship.

4. Examination of Practical Issues from the Correlation Perspective

4.1. Shortcomings in Cultivating Student Cadre Leadership

Currently, some universities have structural problems in developing student cadres' leadership: First, unclear training goals—still focusing on "finishing tasks assigned by the school" and ignoring key abilities like decision-making and innovative thinking. This leads to student cadres who are "good at executing but lack leadership." Second, single training methods—mainly relying on lectures and experience-sharing sessions, with no real practice like simulated decision-making, conflict-resolution role-plays, or hands-on class projects. This makes leadership training superficial. Third, unbalanced evaluation systems—paying too much attention to quantitative indicators like "how much work is done" and ignoring qualitative ones like class construction results and classmates' satisfaction. This fails to stimulate student cadres' initiative and creativity. These problems directly result in a clear "ability gap" in student cadres' leadership, which can't effectively support high-quality class construction [4].

4.2. Dilemmas in Applying Leadership in Class Construction

In actual class work, student cadres' leadership hasn't been fully utilized, facing many challenges. Some student cadres misunderstand leadership—equating "being a cadre" with "having power" and using an ordering style. This makes classmates resist, disrupting the harmonious class atmosphere. Some cadres face "role conflict": they spend too much time on class work, leading to poor academic performance, and thus lose the key advantage of "setting an example with good grades." Moreover, whether it's the head teacher's "over-management" or lack of guidance, both take away student cadres' chances to make their own decisions and practice—limiting the effective use of their leadership.

4.3. Fracture Points in the Correlation

The gap between training systems and practical needs creates a "disconnection" in their relationship. On one hand, training content doesn't match class construction needs—for example, focusing on administrative management knowledge but ignoring skills for common scenarios like improving the learning atmosphere or resolving dorm conflicts. On the other hand, there's no good feedback mechanism for how leadership is applied. This makes it hard for student cadres to see how their leadership shortcomings affect the class, and hard for universities to adjust training content based on class results. As a result, "training and application are separated" and can't work together effectively.

5. Constructing Enhancement Paths Based on Correlation

5.1. Building a Targeted Student Cadre Leadership Cultivation System

Guided by class construction needs, build a targeted "selection-training-evaluation" system covering the whole process. In selection, set multiple criteria: "moral character + ability potential + willingness to serve." Use a combined selection method: "democratic voting (60%) + teacher interview (40%)" to pick students with leadership potential, and assign them to positions that match their strengths. In training, use a model of "theoretical guidance + practical training +

reflection and improvement." Offer courses like "Student Leadership Development" and "Class Communication Skills"; assign practical tasks based on class activities, such as leading the "Academic Atmosphere Month"; and hold "semester work review meetings" to help them improve—achieving a 70% problem-solving rate. In evaluation, build a comprehensive assessment system: "class effectiveness (40%) + peer review (30%) + personal growth (30%)." Include indicators like the improvement of the class's learning atmosphere and activity satisfaction as key measures to boost student cadres' motivation to serve [5].

5.2. Establishing Class Practice Platforms for Leadership Application

Create class platforms for student cadres to apply their leadership, focusing on "independent decision-making and practical innovation." First, clarify responsibilities and authority: let student cadres take the lead in making class rules, planning activities, and recommending award winners. The head teacher only acts as a "guide" and "supervisor" to ensure they have space to practice decision-making. Second, set up a "model class visit" mechanism: organize student cadres to visit classes with excellent learning atmospheres and strong cohesion to learn management experience firsthand. After a university tested this mechanism, participating cadres' job satisfaction reached 95%. Third, establish a "Class Construction Innovation Fund" to support student cadres in carrying out special projects—like setting up "professional study groups" and "class culture studios" around academic support and cultural construction. This promotes deep integration of leadership development and class construction.

5.3. Improving the Safeguard Mechanisms for Their Correlation

Build a closed-loop safeguard mechanism: "training-application-feedback-optimization." At the university level, set up a "Student Cadre Leadership Development Center" to coordinate resources from counselors, professional teachers, and external mentors. Hold 2 centralized training sessions and 1 special supervision session every semester. At the class level, form "work feedback groups" to collect classmates' opinions on cadres' work through online questionnaires and offline meetings twice a semester—ensuring feedback is handled within 2 working days. Establish a dynamic adjustment mechanism to optimize training content based on key issues in class construction. For example, if a class has a weak learning atmosphere, strengthen training on academic guidance and organizational skills for cadres; if cohesion is insufficient, focus on improving their communication and motivation skills. This ensures training matches actual needs.

5.4. Strengthening the Guiding and Supporting Role of the Homeroom Teacher

Clarify the head teacher's role as a "bridge" in this relationship and strengthen their guidance and support. As a "concept guide," help student cadres establish the idea of "serving leadership" through "leadership-themed class meetings," clarify the relationship between "management" and "service," and strengthen their sense of responsibility. As a "resource supporter," assist student cadres in coordinating activity venues, applying for funds, and resolving complex conflicts. Data from a university shows that activities organized by cadres with the head teacher's targeted support had an 85% success rate. As a "balance coordinator," help cadres balance work and study through regular heart-to-heart talks, and resolve conflicts between cadres and classmates in a timely manner—clearing obstacles for them to use their leadership.

6. Conclusion

There is a deep inner connection and interaction between student cadres' leadership and university class construction effectiveness. Moral leadership lays the value foundation for class culture; ability leadership provides the core driving force for efficient class work; and relationship leadership builds emotional support for strengthening class cohesion. Together, these three form the core mechanism of "cadres leading class development." At the same time, class construction practice provides an essential platform for student cadres to improve their leadership—creating a positive cycle where "cadres grow to promote class development, and class development helps cadres grow." The existing problems in their relationship—training shortcomings, application difficulties, and mechanism gaps—need to be solved systematically by building targeted training systems, creating practical platforms, improving closed-loop safeguard mechanisms, and strengthening head teachers' support. Universities should fully recognize this connection, take student cadres' leadership development as a key way to improve class construction, and achieve better class management and all-round student development through effective empowerment. This provides a practical path for modernizing university class management in the new era.

References

- [1] Zhang Zaisheng, Li Jianbo. Leadership Development of University Student Cadres[M]. Tianjin: Tianjin University Press, 2020.
- [2] Wang Zhanren. Theory and Practice of Class Construction in Universities in the New Era[J]. Higher Education Research, 2021, 42(5): 87-93.
- [3] Chen Xiangming. Qualitative Research Methods and Social Science Research[M]. Beijing: Educational Science Publishing House, 2018.
- [4] Liu Xianjun. Innovation and Development of University Student Affairs[J]. China Higher Education, 2022(12): 28-31.
- [5] John C. Maxwell. The 21 Irrefutable Laws of Leadership[M]. Nashville: Thomas Nelson, 2018.
- [6] Li Xingdong, Zhao Lin. An Interactive Study on the Cultivation of Student Cadre Leadership and the Construction of Class Cohesion[J]. Journal of University Advisors, 2020, 12(3): 45-49.