

# An Empirical Study on the Application of "Responsibility Cabinet System" to Class Management in Higher Vocational College

Feng Liwei

Institute of Moral Education, Nanjing Normal University, Nanjing, Jiangsu Province, P.R. China  
Jiangsu Judicial Police Vocational College, Zhenjiang, Jiangsu Province, P. R. China  
Email: jssf\_flw@163.com

Zhang Xinli

Jiangsu Normal University, Xuzhou, Jiangsu Province, P.R. China  
Email: zhangxinlixuzhou@163.com

**Abstract**—The traditional Chinese class management mode has advantages as well as shortcomings. Educational researchers are exploring the application of the "responsible cabinet system" to the class management of students. This study applies this management mode to the actual class management and conducts a test. The study uses teacher experience comparison, student cognition comparison, and horizontal comparison of classes under different management modes to clarify the application of the "responsible cabinet system" to class management in higher vocational college.

**Index Terms**—responsible cabinet system, higher vocational education, class management, empirical research

## I. PREFACE

The responsibility cabinet system of class management is a kind of student management mode in which the main students in charge are democratically elected by the class, and the class management system is constructed by the students in charge for management, thus forming a student management mode with students' self-management as the main part and teachers as the auxiliary part. In the actual application of the class management of "Responsible Cabinet System", although there are certain differences in specific implementation details, there are basically the same characteristics. For example, the squad leader or the class leader, just like a prime minister in the cabinet, is elected by all members of the class or the representative group elected by class members, corresponding to the parliament. The squad leader selects the class members from the class to form a leader group, the "cabinet" and to distribute different persons in charge of the specific duties, corresponding to the cabinet; the squad leader and his/her leader group are responsible to all the students; if the election fails or fails to be trusted, the squad leader and the cabinet should be

dismissed and re-elected. This system can be known from the research literature as early as in 1992, when teachers in our country began to carry out practical research on class management through the use of the responsible cabinet system[1].

The traditional school class management mode in China is based on the teacher appointment management system. The class teacher chooses to appoint class cadres and assist the class directors in class management based on their own judgment, academic level or daily performance. In the traditional class management mode, teachers have many advantages by appointing class cadres directly. For example, they can ensure that the overall quality of class cadres is high, the ability is strong, and they have the mode of academic or moral character. At the same time, they can cooperate with the class teachers, which is conducive to the class management from top to bottom. But there will also be a series of problems, such as the long-term class cadres will produce a certain inertia, some class cadres are troubled by a large number of class trivia lack of motivation, loss of responsibility, and then reduce the vitality of the class[2]; Fixed class cadres tend to form superior mind over others[3], which will lead to the opposition between class cadres and ordinary students, affecting the development of class management; Many students in the managed class can not participate in the class management, nor get the opportunity of exercise ability and self-development[4], and also have a certain negative impact on the acquisition of learning opportunities[5]. Therefore, many scholars think it is necessary to "return the class to the students"[6] and "let the class radiate the vitality of life"[7], and show the students' subjectivity in the process of daily education management.

In recent years, some teachers proceed from actual needs, adhere to the people-oriented education spirit, and use the "responsible cabinet system" to practice class management. Although there is the possibility of survivor bias, practitioners almost unanimously affirmed the positive role of the responsible cabinet system in class

management, and thought that some problems that have troubled the first-line teachers in the work have been solved. From the needs of the development of the youth, the responsibility cabinet system can adapt to the psychological characteristics of middle school students, and can cultivate the youth's competitive consciousness and the spirit and courage of active participation [8], [9]. The implementation process itself is the opportunity to educate and train the students [10]. From the implementation strategy of management, this class management mode can guide students to learn self-monitoring, self-education and self-management, so that the management class and service students are unified, and the dialectical unity of managers and candidates is realized, which meets the students' independent self-needs [11]. From the perspective of management effects, this class mode can effectively guide students to carry out activities around the class from an overall perspective, so that the class has a strong cohesion [12].

From the relevant research literature, there are some problems in the current research on this management mode. Including: first, although researchers generally think that the application of responsibility cabinet system has better effect on class management, the empirical judgement is the main criterion for the effect, lacking empirical research and data support. second, the research lacks the specific elements related to the growth and development of students, including psychological quality, specific social relationships or subjective feelings. It is difficult to reflect the influence of management mode changes on the physical and mental development of students. Third, the main focus of practical research is on secondary schools, and the object of study is mainly middle school students. For other groups of students who are more influenced by class management than other students, the relative lack of attention is concerned. For example, the main learning and activity units of the five year higher vocational school are still dominated by class, and the management mode of the class has an important impact on students, but it has its own characteristics from the aspects of education level and age. Therefore, it is necessary to further expand the test with higher vocational students as the object.

## II. RESEARCH PURPOSE AND OVERALL DESIGN

During the period from 2016 to 2020, the researchers used the responsibility cabinet as the management mode for the management class, and re-elected the squad leader and set up a cabinet in a one-year period. The implementation process accorded with the general characteristics of the responsibility cabinet system in the class management mode. The class was the experimental class below. After more than four years of education practice, researchers can feel the effect of management in the sense of daily management experience, and can also feel positive changes in students. What is the reason for this change? Is it related to the class management mode used? If so, what role does the management mode play and what aspects of the students play a role? Does this

effect come from its independence or because of the effects of various educational factors?

With this doubt, the researchers designed three parts of research. The first part is the comparison of teachers' longitudinal experience. The researchers selected two different classes of management models which were administered by themselves to compare include experimental classes and traditional classes of teacher appointment management, and to find out the differences between them in management experience. And from these differences, we can sum up the psychological quality that students may improve.

The second part is a horizontal comparative study, using the corresponding psychological measurement before the psychological elements. The control class is checked by independent sample T test to demonstrate the effect and function of the class management system of responsible cabinet system.

## III. RESEARCH QUESTION 1: LONGITUDINAL EXPERIENCE COMPARISON STUDY

### A. Research Objects and Research Steps

The subjects were the classes administered by researchers from 2011 to 2016 and the classes administered in 2016 to 2020. The former's whole educational management process adopted the traditional teacher appointment management system short for the traditional class, while the latter, experimental class adopted the responsibility cabinet system in the whole educational management process.

There were 55 participants in the traditional class and 1 dropout in the middle of the class, 49 in the experimental class, and 4 in the midway due to enlistment and suspension. The researchers compared the two classes with different class management modes according to the experience of their management experience.

### B. Research Findings

Through comparison and collation, the researchers believe that from the perspective of experience comparison, the management effect is obviously different in the following aspects.

Firstly, the self-management ability of the experimental class is stronger. When the two classes enter school, some students are less disciplined. Violation of school regulations and discipline is common. After entering the senior class, the traditional discipline has a downward trend. With the increase of their grades and familiarity with the school, many students will relax themselves if their teachers are not there. The phenomenon of various kinds of loopholes is common and repeated. At the same time, a considerable number of students will take an attitude of shirking responsibility and justification for their discipline or other bad behavior. They refuse to admit that some of their behaviors will cause damage to class and others, and then rationalize their bad behavior. The ability of self-management and self-control of students is obviously enhanced. Most of the students, even in the absence of teachers, are able to conduct orderly self regulation and management. They are brave

enough to admit their wrongful actions to the class or others, and to take more responsibility for the problem behaviors.

Second, from the perspective of the development of the overall ability level of student cadres, the experimental class is stronger than the traditional class. The squad leader will be reelected every year in the experimental class, and there will be five class leaders and League branch secretaries in the whole school process. Before graduation, almost all the vast majority of students had the opportunity to take at least one class job training. More than half of the students had the opportunity to rotate jobs in many classes and greatly exercised their ability to work. It is difficult to fully enhance the level of personal ability. Another result of more students' participation in class management is that students are generally more capable of looking at and analyzing problems in a variety of positions and perspectives, making it easier to understand the feelings of others and the requirements of the school system.

Third, the experimental class is more cohesive, more united, and the content of class work is easier to promote and execute more. Because the squad leader is elected by himself, representing the tendencies and opinions of most people. At the same time, the squad leader will select students who have strong working ability or have better relations with themselves to do class work, with less friction and familiarity with each other. In class and project activities, it is easy to form a resultant force, and it is not easy to avoid buck passing and shuffling because of the contradiction between classes. The squad leader has the authority to appoint and replace class exercises, and recommend the priority of assessment, so that the squad leader is more authoritative and easy to direct the class and the students to complete the corresponding tasks. At the same time, it has further enhanced the motivation of management and service class. Ordinary students, whether elected or elected by class leaders, have great opportunities to participate in class management and specific class things. Students generally have stronger class responsibility and service awareness. More people are interested in class development, more willing to participate in class affairs, and more concerned about the overall honor and development of classes.

Fourth, the psychological entitlement consciousness of experimental class cadres and ordinary students has been weakened. The opposition of different groups of students has weakened, and their classmates have been getting along more harmoniously. Such problems often occur in traditional classes. Class cadres and ordinary students often have their identity antagonism due to their

differences in identity, position, management, manner and position. The opposition of this position of identity, in addition to a certain degree of destruction of class unity and implementation efficiency, will create other problems. For example, class cadres generally feel better because of their daily participation in organizational work and management of other students, and at the same time showing more opportunities to show themselves and win honor. Feeling that they are working hard, they often feel that they have the right to get preferential treatment or to be exempted from the corresponding responsibilities. Interestingly, there are also a large number of ordinary students in the class, especially the "problem students". Often through the self suggestion itself is different and from the psychological level to the rationalization of specific behavior (often some violations of discipline) to complete their own self-esteem and self affirmation of my value.

Finally, the relationship between teachers and students is more harmonious. The student cadres in the experimental class are less responsible for the class teacher than the traditional class. The class runs more through self-management and democratic consultations. For general classes and routine work, they can operate on their own, which objectively liberates teachers from heavy and routine work. The effort to invest in specific details of students has been reduced, and many links to deal with and criticize students have been eliminated. More conflict links have been resolved from within the class itself. Teachers can concentrate more energy and attention on students' constructive growth links and transform their roles from managers to guides and mentors. Students' rebellious consciousness has also been weakened. By designing and revising the class rules and regulations, students can understand and support the relevant regulations and systems of schools.

From the above comparison, we can see that from the perspective of vertical experience comparison, there are obvious differences in experience between the two class management modes in the above aspects. Through consulting the theoretical literature and analyzing with other student management workers, the researchers believe that there may be differences in the four psychological qualities, leading to different feelings in this experience. They are moral disengagement, empathy, public service motivation and psychological entitlement. Meanwhile, the relationship between teachers and students in the responsibility cabinet system is more harmonious. The psychological quality of management experience and corresponding influence is shown in Table I.

TABLE I. PREDICTION OF PSYCHOLOGICAL QUALITY AND MANAGERIAL EXPERIENCE

Prediction psychological quality	affects	Concept	Corresponding phenomenon	management	experience
Moral disengagement		Redefining one's behavior makes it less harmful, minimizing its responsibilities in the consequences of actions and reducing the recognition of the sufferings of the victims[13].	He will shirk responsibility and excuse for his discipline or bad behavior. He refuses to admit that his behavior will cause damage to class and others, and tends to rationalize his bad behavior.		

Empathy	Personal differences involving feelings and thoughts of others in interpersonal (Batson 1990), communication involve the ability of individuals to handle problems in other people's Perspectives[14] .	Being able to see and analyze problems in a variety of positions and perspectives is easier to understand the feelings of others and the requirements of the school system.
Public service motivation	Altruistic motives serving the interests of groups, localities, countries or all mankind[15].	Class responsibility and strong sense of service. Care about class development, willing to participate in class affairs, pay attention to the overall honor and development of the class.
Psychological entitlement	Psychological entitlement refers to a stable and universal subjective belief or perception that has the right to receive preferential treatment and be exempted from social responsibility[16] .	I feel good about myself, and feel that I deserve more, get preferential treatment or be relieved from my responsibilities.

Comparing the psychological quality of the experimental class with the traditional class and the subjective experience of teacher-student relationship, there are obvious differences in moral disengagement, empathy, public service motivation, psychological entitlement and teacher-student relationship. The comparison is shown in Table II.

TABLE II. LONGITUDINAL EXPERIENCE COMPARISON OF INFLUENCING FACTORS

Prediction factors	Traditional class	Experimental class
Moral tendency to shirk	strong	Not obvious
Empathy	commonly	Stronger
Public service motivation	commonly	Stronger
Psychological entitlement	Stronger	Not obvious
Teacher-student relationship	commonly	better

#### IV. RESEARCH QUESTION 2: HORIZONTAL COMPARATIVE STUDY

Because this research is a long-term education research, it is impossible to determine the index from the beginning of the experimental class, and it can not be compared by the way of pretest and post test.

##### A. Research Objects and Selection Methods

In order to eliminate the influence of irrelevant factors as far as possible, the control class should choose a class with a number of people, professional and overall situation close to the experimental class. After careful discussion by the researchers and school leaders and class teachers, the parallel class of the same grade and the professional class should be chosen as the control group. The number of the two classes is close, and the scores are close to school. The content of the course is basically the same as that of the course teachers. From the same grade group, they receive the same grade management requirements. The number of the control class is 48, the effective questionnaires are 44, the number of classes in the experimental class is 45, the effective questionnaires are 41, and the final number of samples is Table III.

TABLE III. SAMPLE SIZE OF EXPERIMENTAL CLASS AND CONTROL CLASS (UNIT: PERSON)

	Total number of students	Effective sample size	Male sample size	Female sample size
Experimental class	45	41	26	15
Control class	48	44	32	12

##### B. Testing Tools and Procedures

All the tests included 5 scales: moral withdrawal scale, empathy scale, public service motivation scale, psychological entitlement scale, and teacher-student relationship scale.

Among them, the moral disengagement scale was asked by Bandura et al. to modify the moral evasive question (Bandura, 1996, 2001), Professor Yang Jiping and other translations, the total 32 items[17]; the empathy scale was Dietz and Kleinlogel's (2014) according to the Davis' (1983) scale reduction of the composition of a total of 10 questions[18]; the public service motivation scale is designed by Bao Yuanjie and Li Chaoping (2016) to translate the scale of Kim into Chinese, consisting of 8 questions[19].Campbell and et al. (2004) the original scale of psychological entitlement scale developed has 9 questions, some of which are not in line with Chinese culture. In this study, a total of 4 questions were selected after the deletion of He Wei's teacher and so on[20]. Using the scale for teacher student relationship compiled by Zhu Xinyu, the scale was composed of 18 subjects[21]. All the above scales had good reliability and validity, and the data collected were statistically analyzed using SPSS 22.0.

##### C. Research Findings

The average scores and standard deviations of the scores of the experimental class and the control class in each variable and the results of T test are shown in Table IV.

TABLE IV. THE AVERAGE AND STANDARD DEVIATION OF THE SCORES OF THE EXPERIMENTAL CLASS AND THE CONTROL CLASS ON THE 5 SCALES

Gauge	Experimental class =41 contrast class =44				t	p
	M	SD	M	SD		
Moral disengagement	65.975	19.076	66.613	17.386	-0.161	0.872
Empathy	37.487	5.599	37.181	6.161	0.239	0.812
Public service motivation	33.365	4.542	32.113	5.054	1.198	0.234
Psychological entitlement	10.073	5.125	12.340	4.817	-2.103	0.039*
Teacher-student relationship	42.292	11.724	44.818	15.808	-0.832	0.408

Compared with teachers' experience contrast and student's cognition, the results obtained are different. The data in Table IV show that there is no obvious difference in moral disengagement tendency, empathy, public service motivation and teacher-student relationship from

the comparison between experimental class and control class, while the scores of psychological entitlement are statistically significant ( $p=0.039<0.05$ ). The mean score ( $M=10.073$ ) of the experimental class is significantly smaller than that of the control class ( $M=12.340$ ). This shows that the psychological entitlement of the class students who use the responsibility cabinet system for class management is significantly lower than that of the control class.

## V. DISCUSSION

By comparing the subjective experience of the two different students who use different class management modes, the teacher draws a similar conclusion with other practical researchers, that is, using responsibility cabinet system can achieve clear effect in class management, and concludes that students' behaviors in corresponding psychological quality are improved. At the same time, a good teacher-student relationship was promoted. This effect was further confirmed by students' own cognitive comparison. Most students thought that class management system was an important factor to make them change. However, the final horizontal comparative study showed that apart from psychological entitlement, there is no obvious difference between the experimental group and the contrast group in terms of moral evasive tendency, empathy, public service motivation and teacher-student relationship. This may indicate that the improvement of students' psychological quality and the change of corresponding social relations may be achieved through a variety of ways or more complicated educational influence paths, and the use of different class management systems is only one of the influencing factors. It is not enough to play a decisive role in the change of various mental qualities.

Of course, this change is not significant. It may also be due to the lack of contrast between pre-test and posttest. Due to the lack of a comparative study index at the beginning of the responsibility cabinet system, the relevant psychological quality or social relationship has not been advanced. It is impossible to make clear whether the effect exists by comparing the changes before and after, so it is necessary to further improve the relevant design in the future research.

The two studies show that the psychological quality of psychological entitlement has obvious changes in students. It proves that the use of responsible cabinet system for class management can effectively reduce the psychological entitlement level of students. Because high level psychological entitlement tends to overestimate their abilities and contributions, it further seeks higher or even unreasonable rights and interests. It may even be possible to do something harmful to the group by unreasonable means or shortcuts [22]. Reducing the psychological entitlements of students in the group will help to dispel students' self perception of "superior" psychological superiority, and thus eliminate the negative mentality and bad behavior patterns resulting from them, and reduce the possibility of groups' internal wars and internal friction. The cohesion and efficiency of

the class are enhanced. From the actual management effect, it is true that the members in the class management mode of the responsible cabinet system seldom make unreasonable demands, and at the same time, shirk their responsibilities for the problems and are more willing to cooperate with others in low returns or even no returns. There is no obvious difference between the students in the experimental class and the control class in the motivation of public service and the tendency of moral disengagement. One possible explanation is that the reduction of students' psychological entitlement level causes students to not regard class work or activities as additional requirements, but only for themselves as a normal and equal member in the group, so there is no need to consider the attribution of responsibility too clearly, and they also willing to actively cooperate with each other in completing the tasks of different groups, without the need to lower the level of moral evasion and extra high public service motivation. Of course, this needs to be confirmed through further research.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

## AUTHOR CONTRIBUTIONS

Feng Liwei conducted the research and analyzed the data; all authors discussed the results and wrote the paper; all authors approved the final version.

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**Zhang Xinli** (PhD of Education) is Professor of Psychology at the School of Educational Sciences, Jiangsu Normal University, China. He is Director of the Institute of Preschool Education, Jiangsu Normal University. He researches on children's psychological development and education, psychological counseling and psychotherapy.



**Feng Liwei** is lecturer of Jiangsu Judicial Police Vocational College. He holds a master's degree in psychology from Jiangsu Normal University, and is currently studying for a doctor's degree in education at Nanjing Normal University. His research interests currently focus on student management and adolescent psychological development.