

Investigation and Analysis of Dormitory Monitors' Performance in the School of Foreign Languages and Cultures

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Abstract: As grassroots nodes in the university student management system, dormitory monitors' role effectiveness directly affects the fulfillment of dormitories' educational function. Based on questionnaire survey data and analyses of multiple publications, this study found that the current selection methods for dormitory monitors are primarily voluntary assumption of duty and democratic election, with students' performance evaluations of dormitory monitors concentrated in the 80–90 point range, indicating a generally high level of recognition. However, several problems were also identified: complaints about hardware facilities obscure evaluations of management competence; negative assessments of soft skills (emotional mediation, self-discipline, and organization), though few in number, are critical; and the small proportion of rotation and appointment systems in the selection methods has generated dissatisfaction. The underlying causes lie in the ambiguous role positioning and mismatched authority-responsibility of dormitory monitors, the absence of selection and training mechanisms, interference from physical environmental pressures on individual performance, and a weak incentive system. This study proposes countermeasures including standardizing selection procedures, constructing a hierarchical training system, improving a material-and-spirit-combined incentive mechanism, and promoting Party and League organizations into dormitories, with the aim of enhancing the professionalization level and educational effectiveness of the dormitory monitor corps.

Keywords: dormitory monitor; student management; role effectiveness; selection method; incentive mechanism

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I. Introduction

University student dormitories are not merely spaces for daily living but also important venues for ideological and political education and academic atmosphere construction. Du Jiangyue noted that dormitories constitute students' "first society, second family, and third classroom," and their management quality directly affects students' behavioral habits and psychological health [1]. Within the framework of "comprehensive ideological and political education," Xiao Ying emphasized that dormitory monitors occupy the most grassroots level of the student cadre corps, possessing dual identities as both "manager" and "natural leader," enabling them to exert unique advantages in value guidance, problem resolution, and educational practice [6]. However, for a long time, the development of the dormitory monitor corps has not received due attention. Li Qiuyan's investigation of four universities in Liaoning Province found that the vast majority of students either did not consider dormitory monitors as student cadres or were unclear about their responsibilities, indicating low position identification [5]. Hu Qun also pointed out that under the traditional class management model, the quality of class committee members is uneven and information dissemination contains blind spots; as "advocates of dormitory life," dormitory monitors can precisely compensate for this deficiency [3].

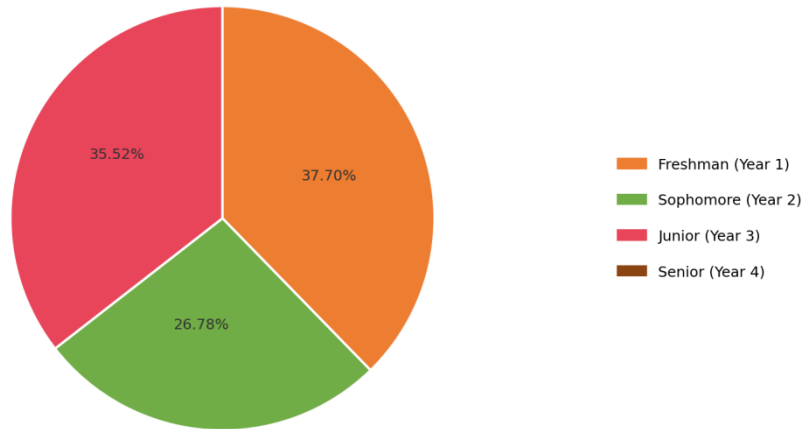
The questionnaire survey covered dormitory monitors' selection methods, rationality evaluations, performance ratings, and open-ended feedback. Data showed that voluntary assumption of duty and democratic election accounted for the majority, with approximately 90% of students considering the selection methods reasonable or very reasonable, and performance ratings concentrated in the 80–90 point range. However, 7.1% of students rated the methods as "average," and 1.64% considered them not very reasonable or even very unreasonable. In open-ended responses, negative terms such as "sanitation needs improvement," "emotionally unstable," "poor self-discipline," and "poor organizational ability" appeared, alongside hardware complaints such as "frequent power trips in the dormitory," "dilapidated dormitory," and "overcrowded dormitory." These phenomena suggest that dormitory monitor effectiveness is not determined solely by individual competence but is jointly influenced by institutional design, environmental conditions, and incentive measures. Drawing upon empirical materials from student evaluations and existing literature, this paper attempts to analyze the key factors affecting dormitory monitors' role effectiveness and propose operable optimization pathways.

II. Data Analysis

2.1 Basic Information

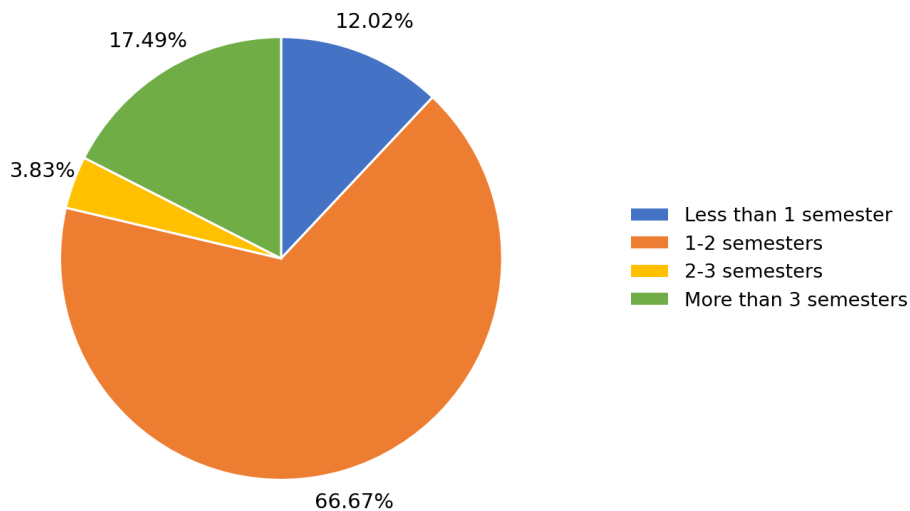
This study surveyed freshmen through junior students in the School of Foreign Languages and Cultures, collecting 183 valid questionnaires in total. Among them, 69 were freshmen, accounting for 37.3% of the sample; 49 were sophomores, accounting for 26.78%; and 65 were juniors, accounting for 35.52%.

Grade Distribution



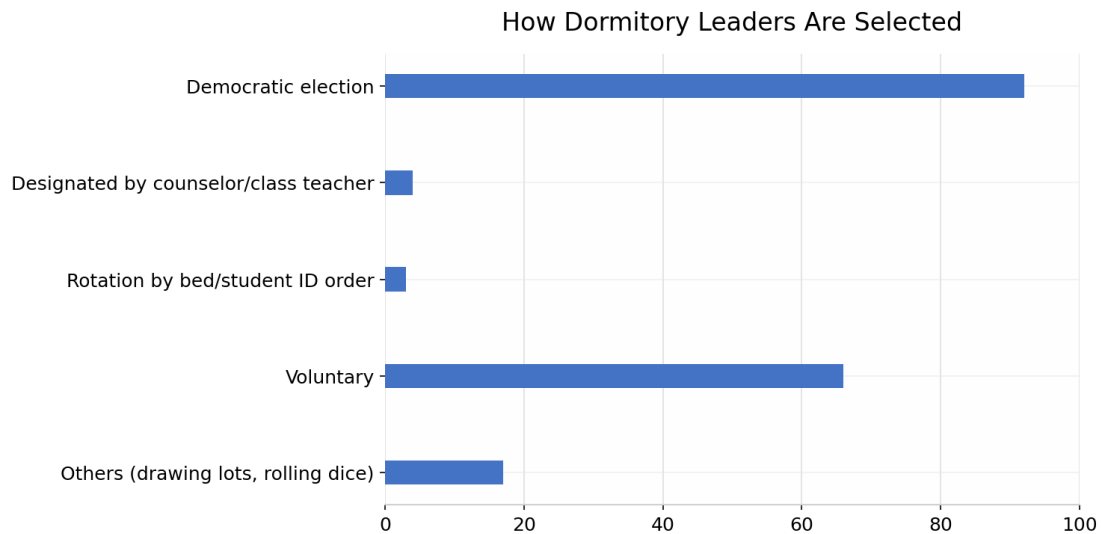
When asked about the tenure length of their dormitory monitors as known to the respondents, 12.02% of students reported less than one semester; the vast majority, accounting for 66.67%, reported a tenure of 1–2 semesters; 3.83% reported 2–3 semesters; and 17.49% reported more than 3 semesters.

Tenure Duration

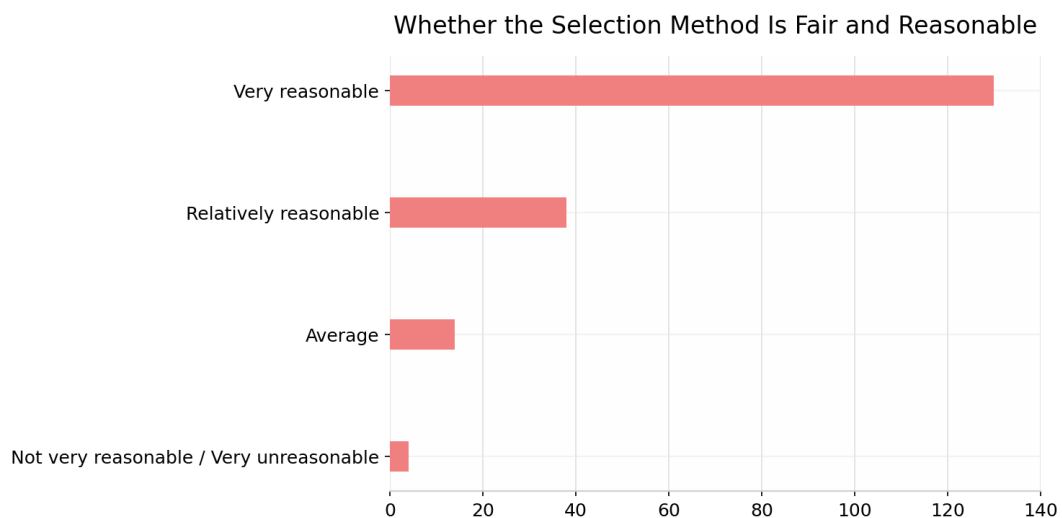


2.2 Selection Methods for Dormitory Monitors

When asked about the selection methods for their dormitory monitors, half of the students reported democratic election, accounting for 50.27%; 2.19% reported appointment by counselors/class advisors; 1.64% reported rotation by bed number/student ID sequence; 36.61% reported voluntary assumption of duty; and 9.29% reported determination by drawing lots or rolling dice.

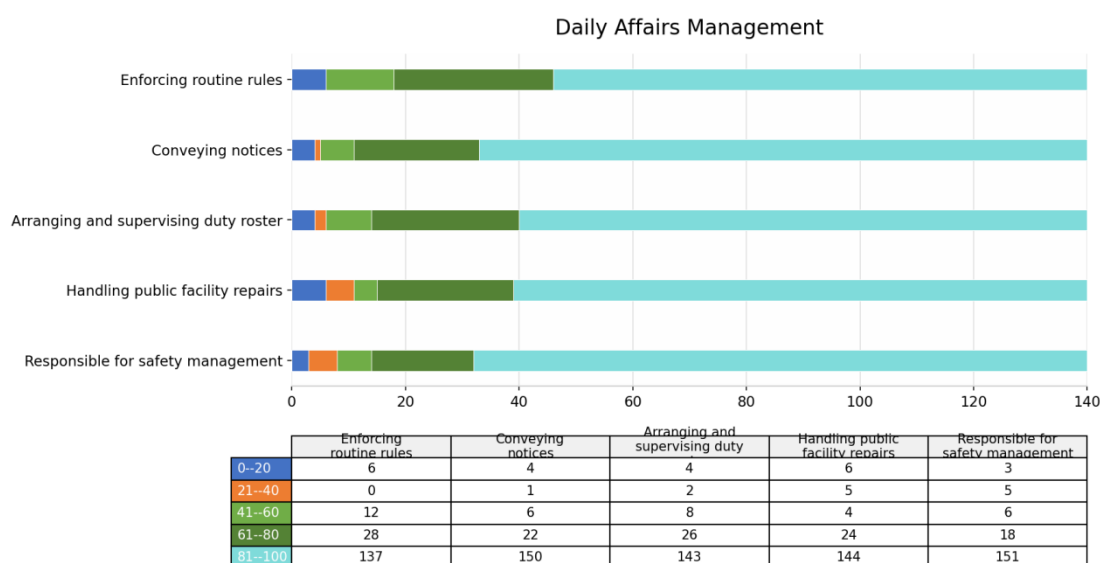


When asked whether the current selection method for dormitory monitors is fair and reasonable, the vast majority reported very reasonable, accounting for 70.49%; 20.77% reported relatively reasonable; 7.1% reported average; and 1.64% reported not very reasonable or even very unreasonable.

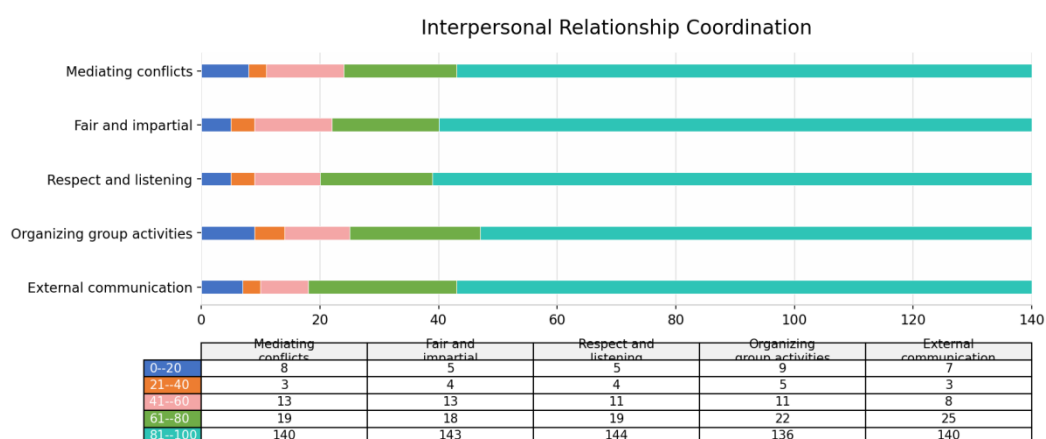


2.3 Evaluation of Dormitory Monitors' Performance

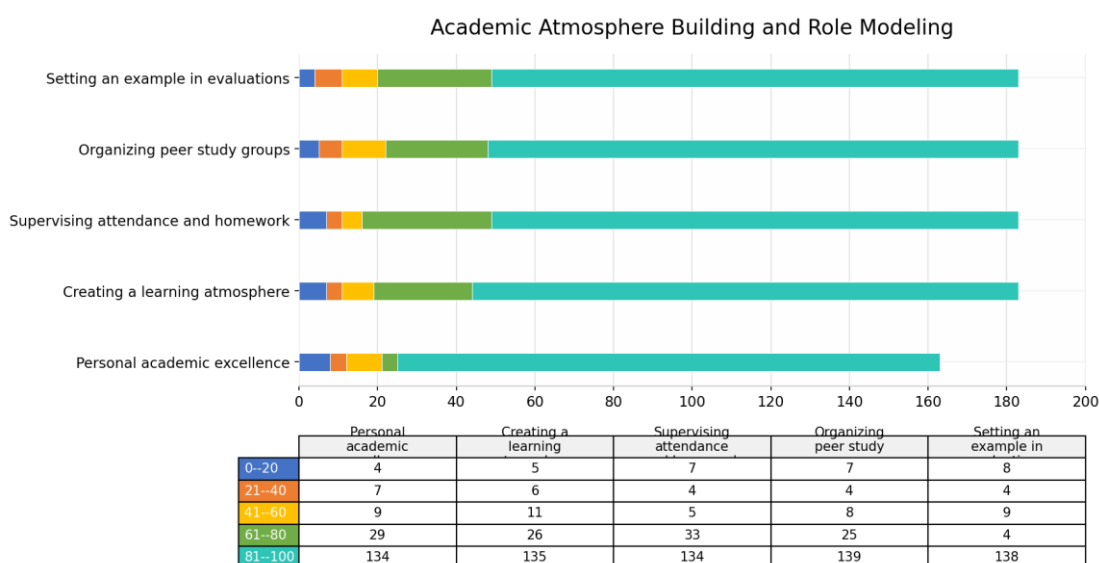
In evaluating dormitory monitors' daily affairs management, this study measures the following five dimensions: Implementation of Routine Regulations, which refers to the dormitory monitor's ability to complete routine tasks such as sanitation inspections and evening roll calls on schedule; Upward and Downward Communication of Notifications, which refers to the dormitory monitor's ability to promptly convey school notifications to roommates; Arrangement and Supervision of Duty Rotations, which refers to the ability to reasonably arrange duty rotations and supervise their execution; Handling of Public Facility Repairs, which refers to the timely handling of matters such as repair requests for public facilities in the dormitory; and Safety Management Responsibility, which refers to the ability to effectively manage dormitory safety, including electrical appliance usage, fire prevention, and theft prevention.



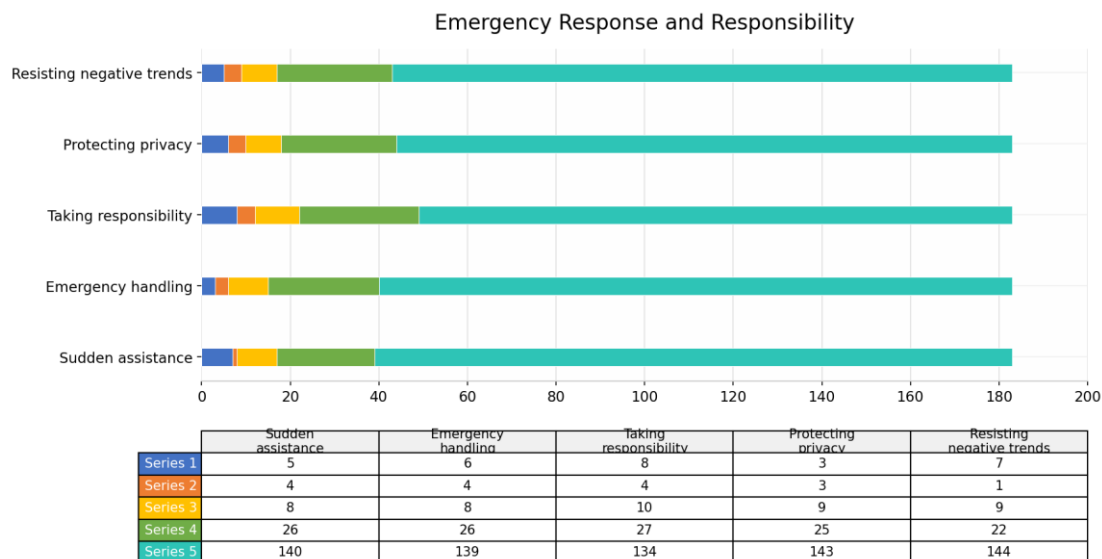
In evaluating dormitory monitors' interpersonal coordination, this study measures the following five dimensions: Conflict Mediation, which refers to the dormitory monitor's initiative in mediating when conflicts arise among roommates; Fairness and Impartiality, which refers to treating every roommate equitably without favoring any party; Respect and Listening, which refers to being adept at listening to roommates' opinions and respecting different living habits; Organization of Collective Activities, which refers to the ability to organize collective activities among roommates to enhance mutual affection; and External Communication and Advocacy for Rights, which refers to the dormitory monitor's smooth communication with dormitory administrators and the ability to secure legitimate rights and interests for the dormitory.



In evaluating dormitory monitors' role in academic atmosphere construction and exemplary function, this study measures the following five dimensions: Personal Academic Excellence, which refers to the dormitory monitor's proper learning attitude and good academic performance; Fostering Learning Atmosphere, which refers to the ability to motivate the dormitory to form a positive learning atmosphere; Supervision of Attendance and Assignments, which refers to the ability to urge roommates to attend classes on time and complete assignments; Organization of Academic Mutual Assistance, which refers to the ability to organize academic mutual assistance activities such as pre-examination review sessions and resource sharing; and Leadership in Evaluations, which refers to playing a leading role in various evaluation activities.

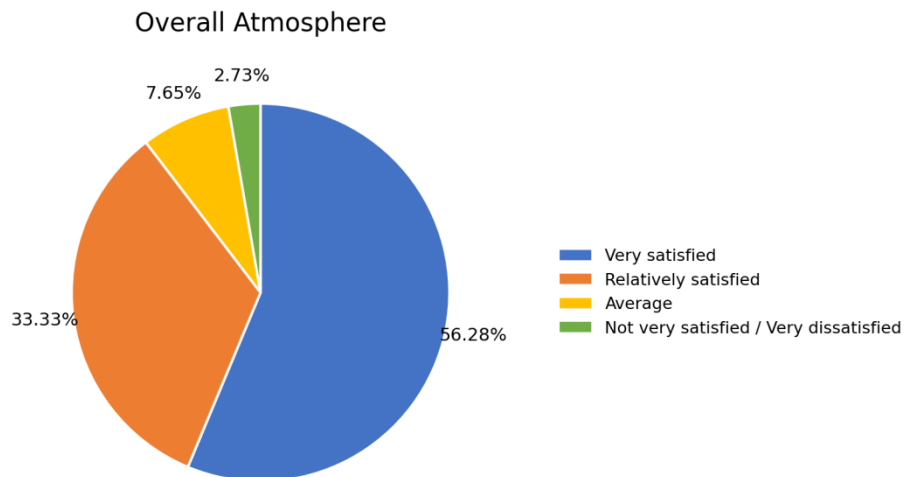


In evaluating dormitory monitors' emergency response and accountability, this study measures the following five dimensions: Emergency Assistance, which refers to the dormitory monitor's timely provision of help when roommates encounter sudden situations (such as illness or psychological distress); Emergency Disposition, which refers to the ability to respond calmly and handle correctly under emergency circumstances (such as fires or epidemics); Courage to Assume Responsibility, which refers to the willingness to take responsibility for matters involving the dormitory's interests without shirking; Privacy Protection, which refers to the ability to protect roommates' privacy and refrain from disclosing personal information; and Resistance to Unhealthy Tendencies, which refers to the ability to resist the infiltration of unhealthy tendencies (such as alcohol abuse, gambling, and internet addiction) into the dormitory.

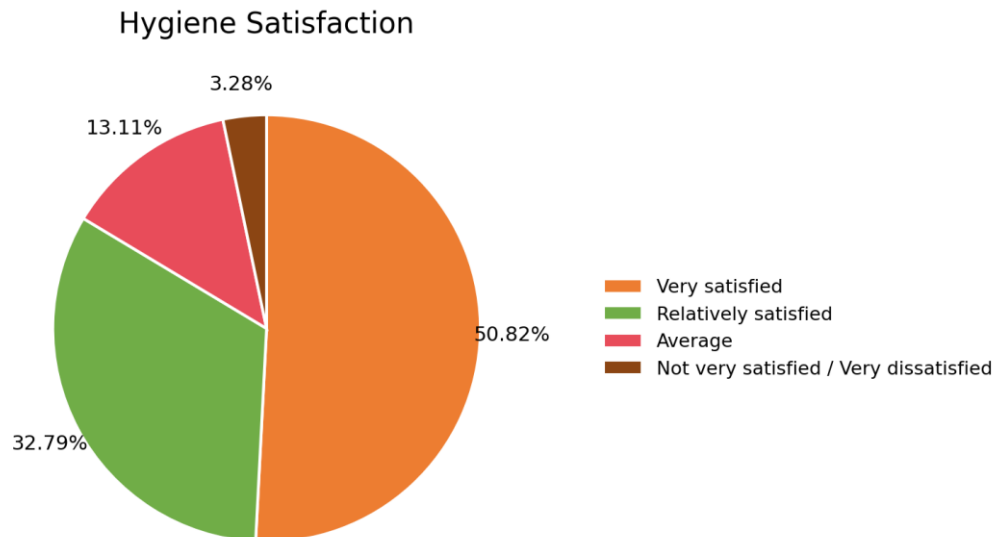


2.4 Evaluation of Dormitory Monitors' Work Effectiveness

When asked about their satisfaction with the overall atmosphere of their dormitory, half of the students reported very satisfied, accounting for 56.28%; 33.33% reported relatively satisfied; 7.65% reported average; and 3.74% reported not very satisfied or even very dissatisfied.

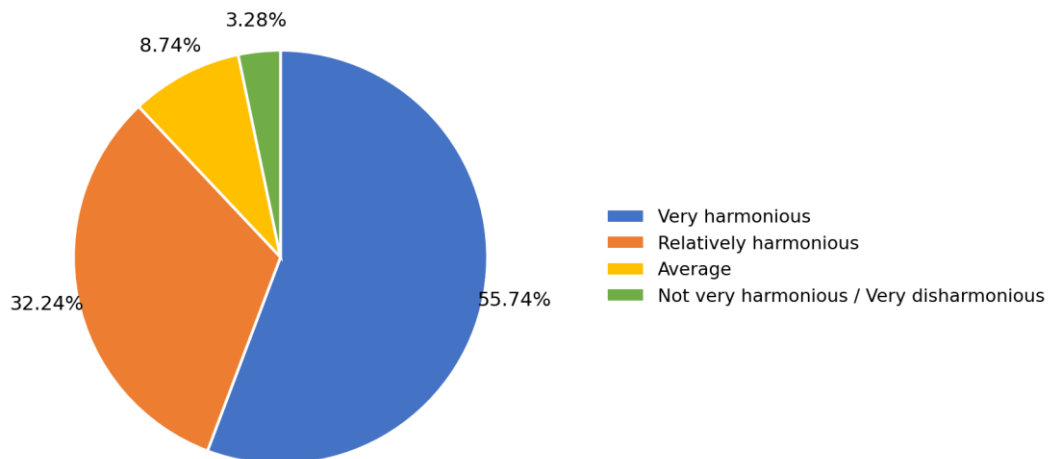


When asked about their satisfaction with the sanitation condition of their dormitory, half of the students reported very satisfied, accounting for 50.82%; 32.79% reported relatively satisfied; 13.1% reported average; and 3.28% reported not very satisfied or even very dissatisfied.



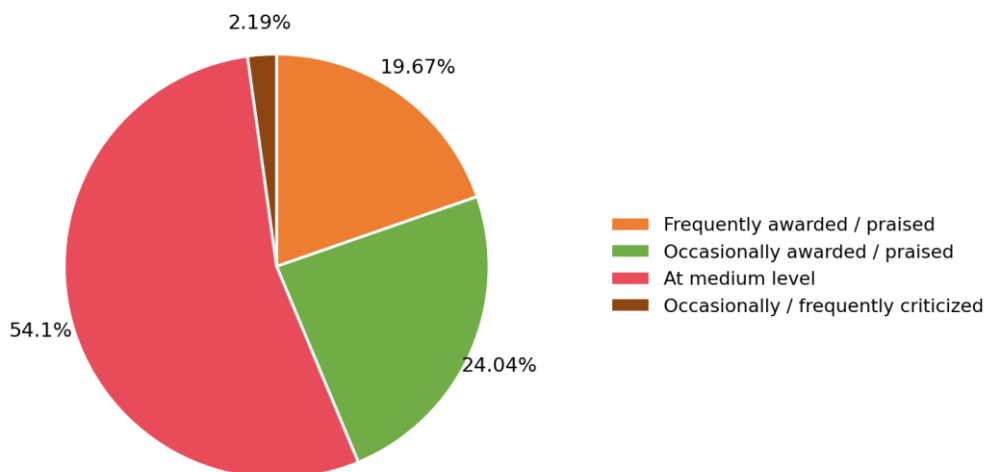
When asked about their evaluation of interpersonal harmony in their dormitory, half of the students reported very harmonious, accounting for 55.74%; 32.24% reported relatively harmonious; 8.74% reported average; and 3.28% reported not very harmonious or even very disharmonious.

Interpersonal Harmony



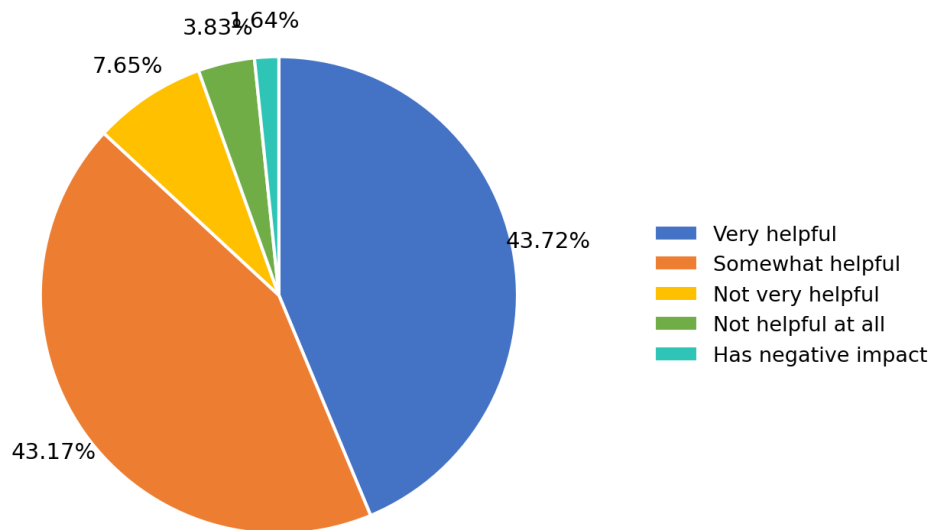
When asked about their dormitory's performance in sanitation and civility evaluations at the school or university level, 19.67% of students reported frequently receiving awards or commendations; 24.04% reported occasionally; 54.1% reported being at a moderate level; and 2.18% reported occasionally or even frequently being criticized.

Hygiene Evaluation Results



When asked about the extent to which the dormitory monitor's presence had helped their university life, 43.72% of students reported very helpful; 43.17% reported somewhat helpful; 7.65% reported not very helpful; 3.83% reported no help; and 1.64% reported negative effects.

Helpfulness of Dormitory Leader to Daily Life

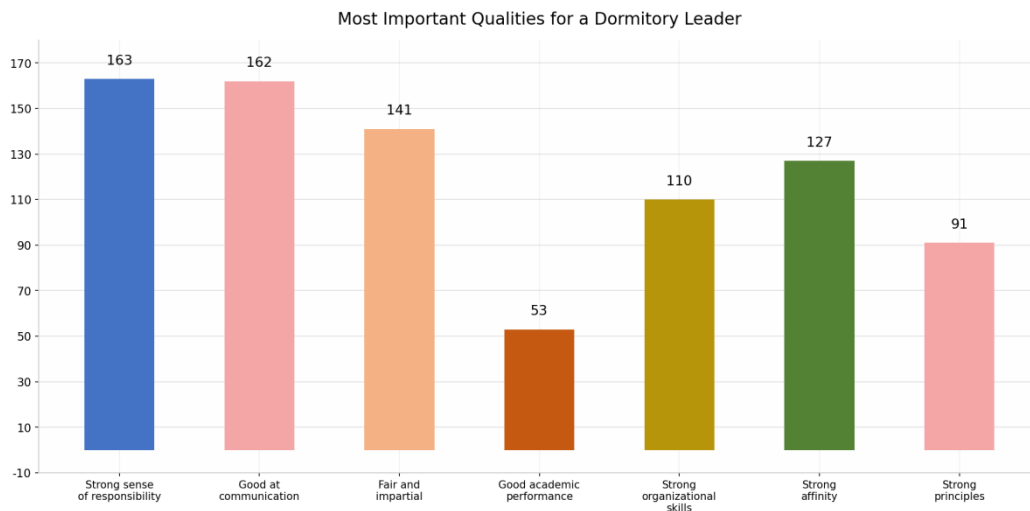


In the open-ended question “What do you think is the one aspect your dormitory monitor most needs to improve?”, positive evaluations accounted for the vast majority of total feedback frequency, with “perfect,” “very good,” and “excellent” appearing most frequently. Improvement-oriented comments were primarily concentrated on “sanitation needs improvement,” “poor self-discipline,” “emotionally unstable,” and “poor organizational ability.” Some responses simultaneously proposed improvement measures, such as “sanitation supervision” and “motivating dormitory learning.”

Rank	Negative Views	Frequency
1	[Status] Hygiene needs improvement	2
2	[Measure] Keep quiet	1
3	[Measure] Change mindset	1
4	[Measure] Hygiene supervision	1
5	[Status] Academic performance needs improvement	1
6	[Measure] Be more approachable	1
7	[Status] Emotionally unstable	1
8	[Status] Poor self-discipline	1
9	[Measure] Supervise hygiene	1
10	[Status] Poor organizational skills	1

Rank	Positive Views	Frequency
1	[Status] Good	2
2	[Status] Very good	2
3	[Status] Did very well	2
4	[Status] Perfect	2
5	[Measure] Keep it up	1
6	[Status] No improvement needed	1
7	[Status] Very nice	1
8	[Status] Too perfect	1
9	[Status] Excellent	1
10	[Measure] Lead dormitory in studying	1

When asked “What quality do you think an excellent dormitory monitor should possess most?”, surveyed students generally mentioned strong sense of responsibility, good communication skills, fairness and impartiality, strong organizational ability, and strong affinity.



In the open-ended question “What suggestions do you have for the university’s dormitory monitor system or dormitory management work?”, the main problems reflected by surveyed students were concentrated on hardware facilities: power trips, power outages, dilapidated dormitories, overcrowded spaces, and dissatisfaction with eight-person dormitories. Improvement expectations included: more equitable and timely mnagement, strengthened supervision, reduced dormitory inspections, greater recognition of the dormitory monitor’s role, and conversion to four-person dormitories. Positive feedback mostly indicated that “management is acceptable,” but was also accompanied by specific improvement suggestions, indicating that students endorsed the general direction of management while hoping

for more meticulous implementation.

Rank	Negative Views	Frequency
1	[Status] Dormitory frequently trips circuit	1
2	[Status] Dormitory frequently loses power	1
3	[Status] Dormitory is very run-down	1
4	[Status] Dormitory is very cramped	1
5	[Status] No 8-person dormitories	1
6	[Measure] Manage nearby disturbances	1
7	[Measure] Reduce room inspection frequency	1

Rank	Positive Views	Frequency
1	[Status] Management is acceptable	2
2	[Status] Management work is good	2
3	[Measure] Management should be fair	1
4	[Measure] Management should be open and reasonable	1
5	[Measure] Strengthen supervision	1
6	[Measure] Management should be more timely	1
7	[Measure] Report electric fan for repair	1
8	[Measure] Set up 4-person dormitories	1
9	[Measure] Value the dormitory leader position	1
10	[Measure] Have leadership ability	1

Rank	Neutral Views	Frequency
1	[Status] Cleaning and hygiene aspects	1
2	[Measure] Self-reflection is sufficient	1

III. Cause Analysis

3.1 Ambiguous Role Positioning and Mismatched Authority-Responsibility

In daily work, dormitory monitors undertake a series of procedural tasks including sanitation inspections, evening roll calls, notification dissemination, facility repair requests, and safety management. However, these responsibilities are predominantly “executive” rather than “decision-making.” Students’ expectations of dormitory monitors often exceed their actual authority—for instance, hoping for “four-person dormitories,” expecting dormitory monitors to “manage fairly,” or requesting that they “report broken electric fans,” yet

hardware renovation and resource allocation are entirely beyond the competence of dormitory monitors. Xiao Ying's research noted that although dormitory monitors are required to exert "problem resolution" effectiveness, once they encounter complex problems beyond their handling capacity, they can only report to counselors, lacking on-site disposition authorization [6]. This state of "responsibility without authority" leads to two consequences: first, students indirectly transfer their hardware dissatisfaction into criticism of the dormitory monitor's personal competence (such as "poor organizational ability"); second, dormitory monitors themselves experience role confusion. Xu Youming's measurement showed that female dormitory monitors' self-acceptance was significantly lower than that of males, with higher levels of rumination and loneliness, indicating that prolonged exposure to a position of "being responsible yet unable to make decisions" depletes psychological resources [4].

3.2 Arbitrary Selection Procedures and Absence of Training Systems

The data still show that 1.64% of dormitory monitors are selected through rotation by bed number or student ID sequence, and 2.19% are appointed by counselors or class advisors. Although these proportions are not high, the rationality evaluations in these dormitories are noticeably lower. The rotation system essentially treats managerial responsibilities as "assigned duties," disregarding willingness and competence; the appointment system tends to select "obedient" rather than "suitable" candidates. Li Qiuyan criticized this arbitrariness, emphasizing that dormitory monitor selection should adhere to principles of fairness, openness, and impartiality, allowing genuinely competent students to assume the role [5]. A more critical issue is that even dormitory monitors produced through voluntary assumption or election generally lack pre-service training and in-service guidance. Xu Youming found significant differences in self-acceptance and peer relationship evaluations among dormitory monitors of different grades, with large discrepancies between freshmen and juniors, indicating that over time dormitory monitors can only rely on experiential exploration rather than systematic training [4]. Hu Mingliang proposed establishing an information feedback network of "dormitory monitor—floor monitor—student cadre—counselor," yet in reality this network often remains on paper, lacking normalized training in communication skills, emotional recognition, and crisis disposition specifically for dormitory monitors [2].

3.3 Physical Environmental Pressure Amplifying Management Difficulty

Negative comments in the open-ended responses such as "frequent power trips in the dormitory," "frequent power outages," "dilapidated dormitory," "overcrowded dormitory," and "no more eight-person dormitories" were concentrated on hardware conditions. On the surface, these complaints appear unrelated to the dormitory monitor's personal performance; however, poor living environments can trigger students' negative emotions and interpersonal friction. Du Jiangyue pointed out that problems such as poor dormitory sanitation, overcrowded spaces, and internet addiction are widespread, with students lacking autonomous management consciousness and easily venting their dissatisfaction on the dormitory monitor nearby [1]. From the perspective of environmental psychology, high-density, low-quality physical spaces reduce individuals' self-control and prosocial behavior; thus, criticisms such as "sanitation needs improvement," "emotionally unstable," and "poor self-discipline," although directed at the dormitory monitor personally, have deep-rooted triggers in the oppressive nature of the dormitory environment itself. Hu Mingliang also observed that some students become engrossed in online games in their dormitories and skip classes; rather than becoming venues for learning and exchange, dormitories have instead turned into spaces for self-indulgence. In such environments, dormitory monitors attempting to maintain order often find their efforts inadequate.

3.4 Weak Incentives and Lack of Sustained Motivation

Data show that 90.6% of students expressed satisfaction with their dormitory monitor's work. Together with the numerous positive evaluations such as "perfect" and "very good" in the open-ended responses, this may be influenced by social desirability bias. In reality, Li Qiuyan's investigation found that dormitory monitors are not incorporated into the formal student cadre corps, possessing virtually no voice or bonus points in award evaluations, excellence assessments, or Party membership recommendations [5]. Xiao Ying proposed establishing a trinity incentive mechanism combining spiritual, material, and developmental dimensions; however, most universities currently remain at the level of verbal praise or minimal material rewards [6]. Xu Youming's research further revealed that female dormitory monitors experience more negative emotions than males, and post-2000s dormitory monitors exhibit higher levels of rumination and loneliness than their post-1990s counterparts, indicating that younger-generation dormitory monitors are in greater need of psychological support and value recognition [4]. Without institutionalized incentives, dormitory monitors are prone to burnout under the mentality that "good and poor performance make no difference," with their performance of duties remaining at the minimum standard—completing dormitory inspections, notifications, and repair requests—while higher-level responsibilities such as proactively mediating conflicts, organizing

academic mutual assistance, and cultivating dormitory culture are set aside.

IV. Corresponding Strategies

First, standardize selection procedures and establish the principle of prioritizing voluntariness and democracy.

Abolish the rotation system and arbitrary appointment; clarify that each dormitory should give priority to voluntary assumption of duty or democratic election in selecting dormitory monitors. Li Qiuyan recommended incorporating dormitory monitors into the class student cadre corps and explicitly defining their identity and responsibilities through university-level documentation [5]. Xiao Ying further proposed that selection criteria and procedures should be institutionalized to ensure the selection of students possessing responsibility, organizational ability, and communication competence [6]. For dormitories where no one volunteers, counselors should intervene to understand the reasons and, when necessary, employ mobilization or temporary appointment with periodic rotation as transitional measures, avoiding long-term “assignment of duties.”

Second, construct a hierarchical training system to address deficiencies in soft skills.

In response to the problem of performance ratings concentrated in the 80–90 point range with a lack of outstanding performance, design a stepped training curriculum. For freshmen dormitory monitors, the emphasis should be on role cognition and basic affairs handling (repair request procedures, dormitory inspection standards, and information dissemination); for sophomores, the focus should be on communication skills and conflict mediation; for juniors, the priority should be academic atmosphere construction and crisis identification (preliminary response to psychological problems and emergencies). Hu Qun emphasized that dormitory monitors are “supervisors of university regulations” and “persons responsible for class information collection”; case studies and scenario simulations should be incorporated into training [3]. Du Jiangyue recommended that dormitory monitors concurrently serve as psychological liaison officers, regularly conducting mental health education thematic activities to enhance their emotional recognition and support capabilities. Training may be incorporated into second-classroom credits and linked to dormitory monitor performance assessment [1].

Third, improve the incentive mechanism and incorporate dormitory monitor work into comprehensive evaluation.

At the spiritual level, regular selection of “Outstanding Dormitory Monitors” should be conducted, with their exemplary deeds publicized through campus media; Xiao Ying proposed expanding channels for dormitory monitors to participate in campus democratic management [6]. At the material level, special bonuses or daily necessities rewards should be established, providing substantive feedback to dormitory monitors with excellent assessment results. At the developmental level, dormitory monitor performance should be incorporated as a bonus item in comprehensive assessment, scholarship evaluation, and Party membership recommendation. Li Qiuyan recommended establishing a school-level dormitory monitor joint council, with participation from the school Party secretary, counselors, and dormitory monitor representatives, to regularly discuss dormitory construction issues, enabling dormitory monitors to feel heard and valued [5]. Xu Youming’s research reminds us that female and post-2000s dormitory monitors should receive more encouragement and affirmation to help them establish positive self-evaluation [4].

Fourth, promote Party and League organizations into dormitories to strengthen political guidance and identity recognition.

Xiao Ying pointed out that establishing Party and League groups within dormitory units, with dormitory monitors concurrently serving as group leaders, can extend the political guiding force of Party organizations to the smallest unit of student life [6]. Hu Mingliang also proposed establishing a system of leading cadres contacting dormitories, forming an integrated guarantee system combining “teaching—management—service” [2]. Party and League activities should be integrated with dormitory culture construction, for instance by organizing activities such as “Party Member Dormitory Plaque Display,” “Excellent Academic Atmosphere Dormitory Selection,” and “Top Postgraduate Entrance Examination Dormitory Sharing.” These initiatives can both enhance the sense of honor among dormitory monitors and subtly influence the value orientation of dormitory members. Hu Qing, in the “Four-in-One” management model, emphasized that counselors are leaders of ideological guidance, while dormitory monitors serve as the foothold for such guidance within dormitories; the two need to form a normalized communication mechanism [3].

V. Conclusion

Dormitory monitors constitute an irreplaceable grassroots force in the university student management system. Empirical data show that dormitory monitors produced through voluntary assumption and democratic election receive relatively high recognition, with performance ratings concentrated in the good range; however, latent concerns persist regarding the rotation system, appointment system, hardware environmental problems,

and insufficient soft skills. The deep-seated causes of these problems include mismatched role authority and responsibility, absence of selection and training, physical environmental pressure, and weak incentives. Optimization pathways should be systematically advanced through four dimensions: standardizing selection procedures, hierarchical training, diversified incentives, and promoting Party and League organizations into dormitories. Transforming dormitory monitors from mere “affairs notifiers” into genuine dormitory leaders possessing both managerial competence and humanistic care can not only enhance the micro-effectiveness of student management but also serve as a critical link in implementing the “Three-Whole Education” concept and consolidating the primary front of ideological and political education in higher education institutions.

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