

A Survey on Teachers' Evaluation Behavior in Kindergarten Group Teaching Activities

Lizhu Wang*, Yuanying Wang

Chengdu University Normal College, Chengdu 610000, Sichuan Province, China

*Corresponding author: Lizhu Wang, 1374428438@qq.com

Copyright: © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract:

Based on the 8 kindergarten teachers in Chongqing C, using observation and interview methods, the teacher evaluation type is unreasonable, and the evaluation frequency is inappropriate. To solve the above problems and realize the high-quality development of kindergarten teacher evaluation, the following improvement suggestions are put forward: (1) advocate "developmental evaluation," avoid criticism and education; (2) promote "specific and effective evaluation," avoid generalization and ineffective; (3) pay attention to "non-language evaluation," avoid curing mode; (4) improve "diversified evaluation" and avoid one-sided content.

Keywords:

The top class in a kindergarten
Group teaching activity
Teacher evaluation behavior

Online publication: September 12, 2024

1. Introduction

Teacher evaluation behavior refers to teachers' value judgment on children's speech and behavior in a certain situation through verbal or non-verbal forms. In 2020, the Central Committee of the Communist Party of China and The State Council issued the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era," pointing out the reformation of teacher evaluation and promoting the implementation of the mission of teaching and educating people^[1]. Kindergarten teacher evaluation highlights the practice of kindergarten education, takes the ability to promote children's active learning and all-round development with games as the basic activity as a key indicator and includes the training standards for preschool education professionals and the important content of post-service training for preschool teachers^[1]. Therefore, the evaluation behavior of teachers is of great significance to promoting the interaction between teachers and children, establishing a good relationship between teachers and children and promoting the harmonious and comprehensive development of children's body and mind.

In kindergarten collective education activities, teachers can provide feedback information for children through evaluation, stimulate children's cognitive interest and curiosity, give teachers expectations, and then promote the

achievement of educational goals. Moreover, teachers make it easier for children to observe children's learning situations and find problems in time in their collective learning [2]. Therefore, the research of teacher evaluation behavior in collective education activities is of important value and urgency, which can further find out the problems existing in teacher evaluation type, evaluation frequency, evaluation method and evaluation content and put forward effective suggestions for these problems.

2. Research technique

2.1. Research object

This study in Chongqing C public kindergarten teachers as the research object through the kindergarten eight large teachers in section 10 collective education activities of non-participatory observation and randomly selected two large teachers (excluding conservation teachers) interview, further comprehensive understanding of the current situation of teachers evaluation, found and analysis the problems and causes, and put forward teachers' quality, kindergarten importance and parents and social concept is the main factors affecting teacher evaluation.

2.2. Research tools

This paper's main research methods are the observation and interview methods. The research tool used by the observation method is the Observation Table of Teacher Evaluation Behavior in Kindergarten Centralized Teaching Activities [3]. The observation items of teacher evaluation behavior in the large class collective education activities include the type, method, content and evaluation frequency of teacher evaluation. The evaluation types of teachers are divided into praise, encouragement, criticism, punishment and neglect. The teacher evaluation method is divided into verbal evaluation and non-verbal evaluation. The teacher evaluation content includes knowledge and skills, emotional attitude, learning quality and social level. At the same time, the evaluation effect can be divided into two types: general and ineffective evaluation and specific and effective evaluation. In the study, the author used the event sampling method to observe the observation tools designed in advance to evaluate the teachers and write the observation record, which included 10 collective education activities. In the interview method, two

preschool teachers from the kindergarten were randomly selected to conduct semi-structured interviews. The ethical principles were followed during the interview process: the interview recording sought the interviewees' consent in advance, and the informed consent was signed.

3. Study results and analysis

According to the non-participatory observation, teacher evaluation behavior is divided into four dimensions: evaluation type, evaluation frequency, evaluation method and evaluation content, to make a more accurate analysis of teacher evaluation behavior in collective education activities. The current results and analysis of teacher evaluation behavior are as follows.

3.1. The teacher evaluation type is unreasonable

The distribution of the use frequency of different types of evaluation in teachers' collective education activities is different, and the distribution of the proportion of different evaluation types is shown in **Table 1**.

Table 1. Types and distribution of teachers' evaluation behaviors in the collective teaching activities in kindergarten

Action	Frequency	Percentage (%)
Encourage	30	16.85
Praise	69	38.76
Criticize	53	29.76
Punish	9	5.07
Ignore	17	9.56
Total	178	100

From Table 1, it can be found that, first of all, the most important type of teacher evaluation is praise, which occurs 69 times in total, accounting for 38.76% of the total. It can be seen that the effectiveness of "praise" evaluation in the development of children has been affirmed by teachers, which indicates that teachers think praise is more beneficial to the development of children. It was followed by "criticism" with 29.76 percent. The proportion of teachers who once again supported "encouragement" was 16.85%, "neglect" was 9.56%, and

the least was “punishment,” only 5.07%, which happened nine times. The research results show that the proportion of teachers’ criticism and evaluation behavior ranks second, much higher than “encouraging evaluation,” indicating that when children make mistakes or violate relevant disciplinary rules, teachers will still criticize and educate them to let them know the seriousness of the consequences. Teachers still regard evaluation as a means to discipline and manage children rather than a way to promote the development of children. Therefore, teachers should be inclined to use “encouragement” and “praise” as two types of positive evaluation ^[4].

3.2. The frequency of teacher evaluation is not appropriate

The problem of “general invalid evaluation” is too high in teacher evaluation. In the 10 sections of collective education activities observed, there were 178 times of teacher evaluation behaviors, and on average, each section of collective education activity had about 18 times of evaluation behaviors. The specific teacher evaluation frequency is shown in **Table 2**.

Table 2. Frequency distribution of teachers’ evaluation behaviors in centralized teaching activities in kindergartens

Evaluation behavior	Frequency	Percentage (%)
General invalid evaluation	63	35.39
Concrete and effective evaluation	115	64.61
Total	178	100

3.3. Inappropriate teacher evaluation method

Teacher evaluation methods are divided into three types: verbal evaluation, non-verbal evaluation and superposition evaluation. Verbal evaluation refers to the feedback evaluation language made by teachers to students’ classroom performance. Non-verbal evaluation refers to the evaluation of students’ classroom behavior with body language as the main medium. Superposition evaluation refers to an evaluation method that combines verbal evaluation and non-verbal evaluation. The specific frequency distribution map of the teacher evaluation methods is shown in **Table 3**.

Table 3. Distribution of teacher’s evaluation methods in the centralized teaching activities in kindergartens

Way	Frequency	Percentage (%)
Speech evaluation	105	58.99
Non-verbal evaluation	45	25.28
Superposition evaluation	28	15.73
Total	178	100

As can be seen from **Table 3**, the largest proportion of teacher evaluation behavior is verbal evaluation, with a total of 105 times, accounting for 58.99% of the total frequency, followed by non-verbal evaluation, 45 times, accounting for 25.28% of the total frequency. The least is superposition evaluation, 28 times, accounting for 15.73% of the total frequency. Body movements and facial expressions will provide more information compared to language. It can be seen that verbal evaluation can give students the most direct feedback, while non-verbal evaluation can also make children feel the emotional color of teacher evaluation ^[5]. Therefore, advocating non-verbal evaluation feedback and superimposed evaluation can better help children’s development and growth.

3.4. The content of teacher evaluation is not comprehensive

The content of teacher evaluation is divided into four aspects: knowledge and skills, emotional attitude, learning quality, and activity performance. The following are the detailed charts of the content distribution.

Table 4. Distribution of teacher evaluation content in centralized teaching activities in kindergartens

Content	Frequency	Percentage (%)
Knowledge and skill	65	36.52
Emotional attitude	37	20.79
Learning quality	25	14.04
Activity performance	51	28.65

As can be seen from **Table 4**, in the collective education activities, teacher evaluation behavior is divided according to the content. The highest is knowledge skills (65 times), accounting for 36.52% of the total, followed

by activity performance (51 times), accounting for 28.65% of the total. In addition, emotional attitude (37 times) accounted for 20.79% of the total, and the evaluation of learning quality only occurred (25 times), accounting for 14.04%. This shows that teachers pay more attention to children's mastery of knowledge and skills and their performance in the activities, and the evaluation of emotional attitude and learning quality needs to be further strengthened. As an important form of teacher-child interaction, teacher evaluation influences the formation of children's self-concept and learning motivation. Therefore, the content of teachers' evaluations for children should be comprehensive, reasonable and targeted.

4. Conclusion

4.1. Advocate “developmental evaluation,” avoid criticizing education

The evaluation of children's exploratory learning activities emphasizes developmental evaluation, aiming to promote children's all-around development with individuality and diversifying activity evaluation subjects and evaluation methods ^[6].

- (1) The teacher's evaluation should allow children to feel, reflect and generate, and the child's answer should be targeted evaluation. If the child's answer is completely correct, the teacher can further ask about the child's thinking process so that the child can clarify the way of thinking; if the child's answer is not completely correct, the teacher can promote the child to further think and deepen the understanding of the problem through guidance. Teachers who adopt incentive evaluation should have growth thinking, respect children, treat children from the development perspective, and believe that children are independent and capable individuals ^[7].
- (2) Teachers should see students as developing people, and it is normal for students to make mistakes.
- (3) Teachers can use a combination of rewards and punishments. They should grasp the appropriateness of rewards and punishments. Teachers can still point out the incorrect places for children, but they should be based on evaluation types such as good guidance, praise and encouragement.

4.2. Strengthen the “specific and effective evaluation,” avoid the general and invalid

First, the teacher's evaluation and praise should be specific. Teachers should collect information on children's learning and development consciously and in a planned way, observe the learning process of children, reflect on whether the record is effective, and make targeted evaluations of children through comprehensive consideration ^[8].

Second, teachers should not use threatening language. Teachers should be tolerant of children, make clear the matter, give positive guidance, find children's shining points, and use more encouraging evaluations.

Third, teacher evaluation should be emotional. Teachers' evaluation language should be accurate, vivid, emotional and humanistic ^[9].

4.3. Pay attention to the “non-verbal evaluation,” avoid the way of solidification

American psychologist Albert Merabin (1968) proposed a formula through experiments: the total effect of information = 7% of words + 38% of voices + 55% of human movements and facial expressions ^[10]. It is necessary to strengthen the theoretical knowledge of teachers' evaluation, understand the meaning of non-verbal evaluation and how to apply it. On the other hand, teachers learn theoretical knowledge to practice, and the kindergarten conducts regular assessments ^[11]. Teachers regularly check the relevant personnel every month, observe, assess and score the teachers' collective teaching activities, help teachers point out the deficiencies and implement improvement strategies. The second is to provide diversified learning methods and approaches. Network learning has many advantages, such as object-wide range, resource richness and autonomy ^[12].

4.4. Improve the “diversified evaluation,” avoid one-sided content

According to the theory of multiple intelligences, each person possesses nine kinds of intelligence simultaneously. These nine intelligences are relatively independent and have no primary or secondary functions ^[13]. Teachers should establish a correct evaluation concept, master the age characteristics of children, attach importance to the comprehensive and diversified evaluation content,

comprehensively use a variety of evaluation methods and realize the diversification of evaluation subjects. At the same time, they can integrate evaluation with teaching and improve the evaluation language properly and so on ^[14]. Evaluation should be diversified, multi-subjective, contextually oriented, etc. The enlightenment for Chinese children's evaluation is: (1) pay attention

to the evaluation of children's learning quality, (2) promote the development of weak points with intellectual strengths, (3) carry out the evaluation in a real situation through the development of area corner activities and (4) establish a standardized and perfect archive for children to make the evaluation visible ^[15].

Disclosure statement

The authors declare no conflict of interest.

References

- [1] Han C, 2007, Teacher Evaluation Behavior Affects the Formation of Children's Self-Concept. *Early Childhood Education (Education Science Edition)*, 2007(3): 46–48.
- [2] Ye P, 2010, Current Situation and Existing Problems of Preschool Teachers' Daily Teaching Evaluation Behavior. *Preschool Education*, 2010(6): 19–24.
- [3] Ye P, Xi R, Wen J, 2011, Current Situation and Problems of Preschool Teachers' Nonverbal Evaluation Behavior in Daily Teaching. *Journal of Guangzhou University (Social Science Edition)*, 10(3): 49–53.
- [4] Hu J, 2014, Research on Teacher Evaluation Behavior in Kindergarten Education Context, thesis, Southwest University.
- [5] Hou C, 2001, Halo Effect: Attitude Misunderstanding in Teacher Evaluation Behavior. *Science of Education*, 2001(4): 43–45.
- [6] Yao W, Zhang T, Tan M, 2006, Developmental Evaluation of Children's Inquiry Learning Activities. *Preschool Education Research*, 2006(3): 44–45.
- [7] Ye P, 2022, An Empirical Study on the Impact of Teacher Incentive Evaluation on Early Childhood Development. *Research in Educational Sciences*, 2022(3): 92–96.
- [8] Chen J, 2017, How to Evaluate Children's Development in Games. *Preschool Education Research*, 2017(5): 67–69.
- [9] Peng B, Liu X, 2008, Current Situation and Improvement of Teachers' Evaluation Behavior in Kindergarten Art Activities. *Research on Preschool Education*, 2008(1): 42–44.
- [10] Wang M, 2006, On Non-Language Arts in Kindergarten Teaching, thesis, Central China Normal University.
- [11] Gong L, 2020, Research on Teacher Evaluation Behavior in Kindergarten Construction Area, thesis, Shandong Normal University.
- [12] Zhang Q, 2018, Research on Evaluation Literacy of Kindergarten Teachers, thesis, Southwest University.
- [13] Liu X, 2007, Multiple Intelligence Theory and Evaluation Reform of Early Childhood Development. *Education Guide (Early Childhood Education)*, 2007(5): 7–10.
- [14] Nong L, 2014, Investigation and Research on Evaluation Behavior of Rural Kindergarten Teachers in Collective Teaching Activities, thesis, Guangxi Normal University.
- [15] Zhao J, 2014, Enlightenment of Multiple Intelligences Theory to Children's Evaluation. *Education and Teaching Forum*, 2014(3): 117–119.

Publisher's note

Art & Technology Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.