

The Current Situation of Primary School Teacher's Evaluation in China-take the Several Schools in Nantong City as Example

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Abstract

Education is a social activity in cultivating talent, the quality of talent education is decided not only by education aim, but also affected by the way of cultivating and evaluating talent. As the direct executor, teacher's quality and ability effect the quality of talent. In order to ensure teacher's quality, we need to build a system of teacher's evaluation on basis of the investigation of the evaluation on teacher in many primary schools in China. So in this article, we carry on a investigation with the method of interview, questionnaire about how school evaluate teacher, how teacher evaluate themselves, how teacher evaluate student and how student evaluate teacher. From the result, we can see that the evaluation on teacher from the perspectives of principal, teacher and student are concord. They all think scientific teacher evaluation will have positive effect not only on teacher but also on student. But there are also some problems. Then according to the result of the investigation. Some suggestions were given on how to improve the evaluation on teacher in school.

Keywords: *Teacher's evaluation; Student's quality; Teacher and student's concord development; Student's incremental evaluation*

Evaluation has important function on people's development. If we evaluate one student who is not good at studying as diligent but not clever, he will lose his confidence, but if we evaluate him as clever but not diligent, that will make him be more diligent. Also, in like manner, If we evaluate a teacher who can develop more talents of the student's as good teacher. Teacher will try their best to develop student's more talents. While if we evaluate a teacher who can make student get high score as good teacher, teacher will take every way to make student know how to get high score in every tests and will not pay attention to student's development on other aspect. So evaluation has the function of leading, monitoring and inspiring teacher and student's development. So making a research and investigation about the evaluation on teacher is a great importance to the improving of education quality.

1. Introduction

Teacher evaluation has been the focus of educators' attention in recent years, while primary school teacher's evaluation becomes the priority. Nantong is one of renowned cities for education. It has been a leader in the field of basic education in Jiangsu. It has large number of teachers with high quality especially in basic education. However, there has been no systematic study on teachers' evaluation of the status in primary schools in Nantong area. Therefore, no one can provide reasonable solutions to problems which have been existed in teacher evaluation. In order to change this situation, in this article, we analyze on the current situation of teacher evaluation from the three dimensions of school, teachers and students. In order to understand the status of primary school teachers' evaluation in Nantong, we select 373 students and 142 teachers in three schools. The exact number is list 1-1 and 1-2.

Table 1.1. Information of teacher

sample Characteristic	School			Sex				
	Eight one primary school	Lu Hongzha primary school	Development Zone Experimental Primary School	male	female			
Sample number	38	30	74	34	108			
percent (%)	26.8	21.1	52.1	23.9	76.1			
sample Characteristic	Age				Teaching time			
	<30	30-40	41-50	>50	<3	3-8	9-15	>15
Sample number	34	82	18	8	22	22	46	52
percent (%)	23.9	57.7	12.7	5.6	15.5	15.5	32.4	36.6
sample Characteristic	Educational record				professional title			
	specialty	junior	bachelor	master	The primary	Primary level	Level 2	Senior level
Sample number	2	22	114	4	72	40	26	4
percent (%)	1.4	15.5	80.3	2.8	50.7	28.2	18.3	2.8

Table 1.2. Information of primary school student

Sample characteristics	School			Sex		Grade		
	Eight one primary school	Lu Hongzha primary school	Development Zone Experimental Primary School	male	female	3	4	5
Sample number	135	80	158	202	171	80	95	198
percent (%)	36.2	21.4	42.4	54.2	45.8	21.4	25.5	53.1

1.1 Measure

In order to know evaluation on teacher in primary school, we carry on research from the perspective of principal, teacher, and student. On the research of principal's perspective, we use the method of interview. On the research of teacher's and student's perspective, we use method of investigation and statistic.

1.1.1 School level

This study conducted interviews with five primary school principals in Nantong city. Among them, two principals were male and three principals were female. One principal's qualification is college, four principals are undergraduate. Five principals are the title of senior primary school teachers, and their teaching experience are more than 15 years.

1.1.2 Teacher level

The object of this study is primary school teacher in Nantong city, Taking into account the different levels of school teacher evaluation will be different, Therefore, three different types of schools were selected, they are eight-one primary school (urban and rural primary school), Lu Hongzha primary school (rural primary school), Development Zone Experimental Primary School (urban primary school). Teacher evaluation questionnaire design a total of 18 questions from the three dimensions of teachers' view on the school's evaluation, on students and teachers' self evaluation, including single-choice questions, multiple-choice questions and one open question.

1.1.3 Student level

This study respectively selects a class from third, fourth, fifth grade of Eight-One, Lu HongZha, The Development Zone Experimental Primary School. Student evaluation questionnaire was designed with 20 questions from two dimensions: self evaluation and evaluation of teachers, including the single, multiple-choice and open-ended questions.

1.2 Method

Use Spss20.0 software to analyze the data, using interviewing method and questionnaire to get information.

2. Research Outcome

2.1 Evaluation on teachers from schools

2.1.1 The situation of evaluation on teacher from school

'Does your school have a systemically evaluation on teachers?' On this issue, the five principals interviewed described the status of their school.

"Our school has a relatively complete system of teacher evaluation, mainly has been implemented in < performance evaluation and implementation plan >, specifically manifested in the following aspects: 1. Ethics; 2. Safety management; 3. Attendance; 4. Workload; 5. The teaching quality; 6. Teaching and research achievements; 7. Teacher professional development; 8. Excellent talent evaluation; 9. Good team; 10. Special contribution allowance; 11. Life-long Teaching Award."

——Interview records of principal Zhang

"The system of the evaluation of teachers in our school, specific performance in: ethics, education and teaching ability, dedication and work performance"

——Interview records of principal Zhu

"Our school has a system of teacher evaluation system. The specific performance in the identification of outstanding teachers, the public opinion of the teacher group and the way of performance "

——Interview records of principal Cai

"Our school has a system of teacher evaluation. Specific performance in professional ethics, the work of a teacher in charge of a class, teaching attitude, the workload of security duty, the activities of the organization, teaching and research achievements, individual and team collaboration."

——Interview records of principal Luo

"Our school has teacher evaluation system. Specific performance in: 1. Professional ethics: dedication, law-abiding, teacher; 2. Knowledge: Master teaches discipline knowledge, combined with teaching practice; 3. Teaching ability: well-organized teaching, excellent management capabilities. Cultural literacy: lifelong learning, knowledge and extensive influence on students; 5. In the ability of working: has the team spirit and good coordination of all aspects of the relationship."

——Interview records of principal Wang

Throughout the interview to principals, all schools have a teacher evaluation program of their own, although there are differences in details, but mainly focus on Teachers' morality, professional ability, work performance, achievements in scientific research and the quality of personal ability aspects.

2.1.2 The significance of school teacher evaluation

All the principals have talked about the most direct and close relationship between teacher evaluation and teacher development, and it also affects the sustainable and healthy development of the whole school. Among them, Zhu and Luo also mentioned that teacher evaluation not only has a direct impact on teachers, but also affects the development of students.

"Teacher evaluation is the starting point of the school management; is the goal and direction of teacher education and teaching; but also enhance the grade of school culture, social image."

——Interview records of principal Zhang

"Teacher evaluation can promote the overall optimization of the teacher's own quality and the overall optimization of the teacher's function, forging an excellent teacher team, and also affect the development of the school "

——Interview records of principal Zhu

"Teacher evaluation has a positive impact on the healthy development of students' physical and mental health. It plays a positive role in promoting the sustainable development of teachers, and has a far-reaching impact on the sustainable development of the school."

——Interview records of principal Cai

"Teacher evaluation can help teachers find a sense of identity, to promote the professional development of all teachers, and promote the development of the school."

——Interview records of principal Luo

"Teacher evaluation affects a school teacher quality, school spirit and style; determines the process and the height of the development of teachers; decided on cultivating what kind of people and in which way to develop a person."

—Interview records of principal Wang

2.1.3 Attitudes towards teachers' self assessment

All the principals have talked about the most direct and close relationship between teacher evaluation and teacher development, and it also affects the sustainable and healthy development of the whole school. Among them, Zhu and Luo, the principals also mentioned that teacher evaluation not only has a direct impact on teachers, but also affects the development of students.

2.1.4 Views on the influence of teachers' self evaluation on Students

Although all principals have different views, but they all show a meaning, that isteachers' self evaluation will has a great influence on Teachers' evaluation to students and the development of the students. And in the interview process, the author from the look on the faces of the principals, attitude feel their attention to this problem.

Teacher's self - assessment will fundamentally change his personal education teaching concept, improve his daily teaching behavior, thus more objective and scientific evaluation of students, promote students to better, more comprehensive development "

—Interview records of principal Zhang

"Teachers' self evaluation and teacher evaluation on student development was positively correlated. Teachers self-evaluation is closely related to scientific view of education, students view, and it has a long-term impact on the healthy growth of students body and mind."

—Interview records of principal Zhu

"Teachers' self evaluation will play a direct role of teachers on students' evaluation and development of the students. Because education work is the spirit and soul of the cultivation, teachers' psychological health, spiritual realm will directly reflected in education."

—Interview records of principal Cai

"Teacher" s self - Assessment determines the direction of the development of students. In other words, if the content of self - Evaluation of teachers, the concept can not stand in a higher field of vision, the training of students can only be mediocre "

—Interview records of principal Luo

"Teachers who can correctly evaluate themselves will guide students to self evaluation, and have a positive impact on the development of students"

—Interview records of principal Wang

2.2 Teachers' evaluation of themselves

2.2.1 The importance of teachers' self evaluation

Table 2.1. The importance of teacher self evaluation (N=142)

		Which do you think is the importance of teachers' self evaluation?			
		To guide teachers to Respect	Reduce the pressure from the external	Meaning is not very	
		feel and to seek	evaluation of teachers, enhance the	big, the teacher	
		of their own progress	independent consciousness of	seldom can evaluate	
		in all aspects	Teachers teachers' development	oneself	
Eight one primary school	count	28	16	16	2
	% in school	73.7%	42.1%	42.1%	5.3%
Lu Hongzha schoolelementary school	count	26	18	10	2
	% in school	86.7%	60.0%	33.3%	6.7%
Development Zone Experimental Primary School	count	50	40	28	4
	% in school	67.6%	54.1%	37.8%	5.4%
total	count	104	74	54	8
	% of total	73.2%	52.1%	38.0%	5.6%

Table 2-2. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Sig.	95% Confidence Interval		Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	1.879 ^a	6	.930	.936 ^b	.932	.941			
Likelihood Ratio	1.932	6	.926	.935 ^b	.930	.940			
Fisher's Exact Test	2.103			.922 ^b	.917	.927			
Linear-by-Linear Association	.048 ^c	1	.827	.860 ^b	.853	.867	.442 ^b	.432	
N of Valid Cases	240								

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is 1.87.

b. Based on 10000 sampled tables with starting seed 2110151063.

c. The standardized statistic is .218.

As shown in table 2-1, a total of 142 people, per person can choose two options. The total number of selections of the less than or equal to 284 (2 x 142); table 2-2 shows the times and is 240 times. Therefore the statistical validity.

After the cross table chi square tests (table 2-2), the sum of the expected value is greater than 40, the expected count less than 5 is greater than 1, and thus the use of Pearson chi square test, and the sig value of 0.93 is greater than 0.05. Therefore, there is no significant difference between the importance of teachers' self-evaluation and the school. This shows that the vast majority of teachers are aware of the importance of teacher self-evaluation, psychologically identified teacher self-evaluation. And most of the teachers aware that self-evaluation has extremely important significance on enhancing teacher's self-awareness and true respect for teachers. However, there are few teachers who is not aware of the importance of self assessment.

2.2.2 The purpose of teacher self evaluation

Table 2-3. The purpose of teacher self evaluation(N=142)

		What do you think is the purpose of teacher self evaluation?				
		To cope with the assessment in the teaching of the school	discover the Problems Independently	Promote their professional development	For students to develop better	
Eight one primary school	count	6	22	26	4	
	% in school	15.8%	57.9%	68.4%	10.5%	
	Lu Hongzha elementary school	count	0	22	20	12
		% in school	0.0%	73.3%	66.7%	40.0%
Development Zone Experimental Primary School	count	6	60	52	16	
	% in school	8.1%	81.1%	70.3%	21.6%	
total	count	12	104	98	32	
	% of total	8.5%	73.2%	69.0%	22.5%	

Table 2-4. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)			Monte Carlo Sig. (1-sided)		
				Sig.	95% Confidence Interval		Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	12.531 ^a	6	.051	.049 ^b	.045	.053			
Likelihood Ratio	14.015	6	.029	.038 ^b	.034	.041			
Fisher's Exact Test	11.749			.058 ^b	.054	.063			
Linear-by-Linear Association	.133 ^c	1	.716	.732 ^b	.723	.741	.384 ^b	.374	
N of Valid Cases	246								

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.63.

b. Based on 10000 sampled tables with starting seed 605580418.

c. The standardized statistic is .364.

As shown in Table 2-3, a total of 142 people, each of 12 options up to choose two. The total number of selections of the less than or equal to 284 (2 x 142); table 2-4 shows the times and is 246. Therefore the statistical validity.

After the cross table chi square test (table 2-4), the sum of the expected value is greater than 40, the expected count less than 5 but is greater than 1, and thus the use of Pearson chi square test, where the sig value of 0.51 is greater than 0.05. Therefore, there is no significant difference between the purpose of teachers' self evaluation and the school. From the point of view of the results of the survey, teachers think the main purpose of teacher self-evaluation is still to find problems of teaching, improve the quality of teaching. As the purpose of the assessment on development, the majority of teachers has also enough attention to promote their own professional development, which is the new requirements proposed in new curriculum reform on teachers' self rating. It is worth mentioning that the attitude of teachers on teachers' self evaluation can promote students to better development is different in different schools, primary school teachers has not yet paid enough attention on the concept of collaborative development.

2.2.3 Methods of teacher self evaluation

Table 2-5. Methods of teacher self evaluation

		Which the following methods would you like to make a self - evaluation?				
		Reflexive method	Value added evaluation method	Comparative method	Self archiving method	
School	Eight one primary school	count	28	36	18	8
		% in school	73.7%	94.7%	47.4%	21.1%
	Lu Hongzha elementary school	count	22	24	6	6
		% in school	73.3%	80.0%	20.0%	20.0%
	Development Zone Experimental Primary School	count	52	46	30	26
		% in school	72.2%	63.9%	41.7%	36.1%
Total	count	102	106	54	40	
	% of total	72.9%	75.7%	38.6%	28.6%	

Table 2-6. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)			
				Sig.	95% Confidence Interval		Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	8.438 ^a	6	.208	.208 ^b	.200	.216			
Likelihood Ratio	8.828	6	.183	.192 ^b	.184	.200			
Fisher's Exact Test	8.357			.210 ^b	.202	.218			
Linear-by-Linear Association	1.239 ^c	1	.266	.274 ^b	.265	.283	.138 ^b	.131	.145
N of Valid Cases	302								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.68.

b. Based on 10000 sampled tables with starting seed 205597102.

c. The standardized statistic is 1.113.

As shown in table 2-5, a total of 142 people, per person can choose three options. The total number of selections of the less than or equal to 426 (3 x 142); table 2-6 shows the times and is 302. Therefore the statistical validity. After cross table chi square test (table 2-6), the expected value of frequency is the sum total of more than 40 expected count is greater than 5, thus the use of the Pearson chi square test. The sig value 0.208 greater than 0.05. Therefore, there is no significant difference between the methods of teachers' self-evaluation and the school.

Teachers' favorite self evaluation method is Reflexive method and Value added evaluation method. Comparative method is an important channel for teachers to obtain Self perception and evaluation. Teachers can find their own shortcomings and make up the defects quickly by making comparison with colleagues.

2.2.4 Content of teachers' self-assessment

Table 2-7. Content of teachers' self-assessment

		Which aspects should be included in the content of teachers' self evaluation?				
		Educational ideals and beliefs	Knowledge, ability and morality	emotion and attitude to teaching and students'	Teaching result	
School	Eight one primary school	count	20	38	32	12
		% in school	52.6%	100.0%	84.2%	31.6%
	Lu Hongzha elementary school	count	12	28	22	4
		% in school	40.0%	93.3%	73.3%	13.3%
	Development Zone Experimental Primary School	count	46	70	58	16
		% in school	62.2%	94.6%	78.4%	21.6%
	Total	count	78	136	112	32
		% of total	54.9%	95.8%	78.9%	22.5%

Table 2-8. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)	
				95% Confidence Interval		95% Confidence Interval	
				Sig.	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	3.254 ^a	6	.776	.785 ^b	.777	.793	
Likelihood Ratio	3.251	6	.777	.788 ^b	.780	.796	
Fisher's Exact Test	3.104			.805 ^b	.797	.812	
Linear-by-Linear Association	1.174 ^c	1	.279	.281 ^b	.272	.290	.147 ^b .140 .154
N of Valid Cases	358						

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.90.
- b. Based on 10000 sampled tables with starting seed 1615198575.
- c. The standardized statistic is -1.083.

As shown in table 2-7, a total of 142 people, per person can choose three options. The total number of selections of the less than or equal to 426 (3 x 142); table 2-8 shows the times and is 358 times. Therefore the statistical validity. After cross table chi square test (table 2-8), the expected value of frequency is the sum total of more than 40 expected count is greater than 5, thus the use of the Pearson chi square test. The sig value 0.776 greater than 0.05. Therefore, there is no significant difference between teachers' self evaluation and school.

Teachers do not want to only use the teaching results to measure themselves, evaluate themselves, but prefer to the virtue, ability, enthusiasm for teaching, students' care, education ideals and beliefs as the basis for self evaluation.

2.3 Teachers' evaluation of students

2.3.1 The influence of teachers' self evaluation on students' development

Table 2-9. The influence of teachers' self evaluation on students' development

		What is the impact of teacher's self evaluation on student development?				
		Teachers' self evaluation will affect students' feeling	Teachers find the problems in the development of students by their own changes.	Have little influence on the development of students	Never paid attention to this problem	
School	Eight one primary school	count	30	36	4	0
		% in school	78.9%	94.7%	10.5%	0.0%
	Lu Hongzha elementary school	count	20	28	0	0
		% in school	66.7%	93.3%	0.0%	0.0%
	Development Zone Experimental Primary School	count	54	64	4	2
		% in school	73.0%	86.5%	5.4%	2.7%
	Total	count	104	128	8	2
		% of total	73.2%	90.1%	5.6%	1.4%

Table 2-10. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)	
				95% Confidence Interval		95% Confidence Interval	
				Sig.	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	5.085 ^a	6	.533	.541 ^b	.531	.550	
Likelihood Ratio	7.213	6	.302	.391 ^b	.382	.401	
Fisher's Exact Test	4.009			.685 ^b	.676	.694	
Linear-by-Linear Association	.004 ^c	1	.947	.951 ^b	.946	.955	.502 ^b .493 .512
N of Valid Cases	242						

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .40.
b. Based on 10000 sampled tables with starting seed 792558341.
c. The standardized statistic is .066.

As shown in table 2-9, a total of 142 people, per person can choose two options. The total number of selections of the less than or equal to 284 (2 x 142); table 2-10 shows the times and is 242 times. Therefore the statistical validity. After cross table chi square test (table 2-10), the expected value of total frequency of greater than 40, expected count less than 1, so the use of Fisher's exact test. The sig value 0.685 greater than 0.05. Therefore, there is no significant difference between the influence of teachers' self evaluation on students' development and the school.

Thus it can be seen that the vast majority of teachers can discover the problems in developing students through their own feelings, and further solve the problems existing in the development of students and promote the development of students; and more than half of the teachers think that teachers' self evaluation has a close contact with students' self evaluation, so that both teachers and students can realize that collaborative development, mutual benefit. Of course, there are very few teachers' sensitivity is not strong, they think self-assessment can not influence on students development. Or even individual teachers' consciousness is weak. They have never been so concerned about this problem.

2.3.2 Teachers' attitude toward the evaluation of students in Teachers' evaluation

Table 2-11. Teachers' attitude toward the evaluation of students in Teachers' evaluation

		Do you think students should be an important part of the evaluation of teachers as a teacher?				
		very agree	agree	indifferent	disagree	
School	Eight one primary school	count	4	28	6	0
		% in school	10.5%	73.7%	15.8%	0.0%
	Lu Hongzha elementary school	count	4	26	0	0
		% in school	13.3%	86.7%	0.0%	0.0%
	Development Zone Experimental Primary School	count	18	36	6	14
		% in school	24.3%	48.6%	8.1%	18.9%
	Total	count	26	90	12	14
		% of total	18.3%	63.4%	8.5%	9.9%

Table 2-12. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)	
				95% Confidence Interval		95% Confidence Interval	
				Sig.	Lower Bound	Upper Bound	Sig.
Pearson Chi-Square	26.694 ^a	6	.000	.000 ^b	.000	.000	
Likelihood Ratio	34.174	6	.000	.000 ^b	.000	.000	
Fisher's Exact Test	26.305			.000 ^b	.000	.000	
Linear-by-Linear Association	1.616 ^c	1	.204	.223 ^b	.215	.231	.107 ^b .101 .113
N of Valid Cases	142						

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 2.54.
b. Based on 10000 sampled tables with starting seed 2000000.
c. The standardized statistic is 1.271.

After the cross table chi square test (table 2-12), the sum of the expected value is greater than 40, the expected count less than 5 is greater than 1, and thus the use of Pearson chi square test, where the sig value of 0 is less than 0.05. Therefore, there is a significant difference between teachers' attitude toward the evaluation of students on Teachers' evaluation and the school.

More than 80% of the teachers are in favor of the student evaluation as an important part in teacher evaluation, which indicates that the teachers are still very concerned about the students' opinions on them. Of course, there are the remaining less than 20% of the teachers of this problem hold negative attitude. These teacher may be consider that the students is lack of subjective emotion, knowledge due to age.

2.4 The evaluation of students to teachers

2.4.1 Students like the type of teaching

Table 2-13. Students like the type of teaching

		If let you choose, what kind of teaching do you like?				
		The teacher always said	Teachers and students discussed together	Group learning in cooperation with several students	Study in the campus sunshine	
School	Eight one primary school	count	16	95	67	54
		% in school	6.9%	40.9%	28.9%	23.3%
	Lu Hongzha elementary school	count	17	98	74	82
		% in school	6.3%	36.2%	27.3%	30.3%
	Development Zone Experimental Primary School	count	10	65	39	20
		% in school	7.5%	48.5%	29.1%	14.9%
	Total	count	43	258	180	156
		% of total	6.8%	40.5%	28.3%	24.5%

Table 2-14. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)	
				95% Confidence Interval		95% Confidence Interval	
				Lower Bound	Upper Bound	Lower Bound	Upper Bound
Pearson Chi-Square	12.571 ^a	6	.050	.052 ^b	.047	.056	
Likelihood Ratio	13.053	6	.042	.045 ^b	.041	.049	
Fisher's Exact Test	12.919			.043 ^b	.039	.047	
Linear-by-Linear Association	1.496 ^c	1	.221	.233 ^b	.225	.241	.121 ^b
N of Valid Cases	637						.127

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.05.

b. Based on 10000 sampled tables with starting seed 1634676757.

c. The standardized statistic is -1.223.

As shown in table 2-13, a total of 373 people, per person can choose two options. The total number of selections of the less than or equal to 746 (2x 373); table 2-14 shows times and is 637. Therefore the statistical validity. After cross table chi square test (table 2-14), the expected value of frequency is the sum total of more than 40 expected count is greater than 5, thus the use of the Pearson chi square test. The sig value 0.05 equals 0.05. There are significant differences between students like the type of teaching and the school.

2.4.2 Students do not like the practice of Teachers

Table 2-15. Students do not like the practice of Teachers

		If let you choose, what kind of teaching do you like?				
		Too much homework	Too serious	eccentric	Striking students' confidence	
School		count	52	48	71	59
	Eight one primary school	% in school	22.6%	20.9%	30.9%	25.7%
		count	55	46	83	70
	Lu Hongzha elementary school	% in school	21.7%	18.1%	32.7%	27.6%
		count	30	37	33	29
	Development Zone Experimental Primary School	% in school	23.3%	28.7%	25.6%	22.5%
		count	137	131	187	158
	Total	% of total	22.3%	21.4%	30.5%	25.8%

Table 2-16. Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		Monte Carlo Sig. (1-sided)			
				Sig.	95% Confidence Interval		Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound		Lower Bound	Upper Bound
Pearson Chi-Square	6.913 ^a	6	.329	.327 ^b	.318	.336			
Likelihood Ratio	6.736	6	.346	.348 ^b	.338	.357			
Fisher's Exact Test	6.728			.344 ^b	.334	.353			
Linear-by-Linear Association	.597 ^c	1	.440	.459 ^b	.449	.469	.240 ^b	.232	.248
N of Valid Cases	613								

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 27.57.

b. Based on 10000 sampled tables with starting seed 792558341.

c. The standardized statistic is -.773.

As shown in table 2-15, a total of 373 people, per person can choose two options. The total number of selections of the less than or equal to 746 (2x 373); table 2-16 shows the times and is 613 times. Therefore the statistical validity. After cross table chi square test (table 2-16), the expected value of total frequency of greater than 40, the expected count less than 5 is greater than 1, and use Pearson chi square test. The sig value 0.329 greater than 0.05. As a result, there is no significant difference between students do not like the practice of Teachers and school.

From table 2-15, 22.3% people choose too much homework, 21.4% people choose "too serious", 30.5% people choose "eccentric"; 25.8% of people choose to "Striking students' confidence". The choice of most people is "eccentric".

3. Discussion and Analysis

1. School is an important executive power to promote the evaluation of teachers. The quality of teacher evaluation is closely related to the attention and way of school evaluation on teacher. Theories and policy which concern about teachers' evaluation is not enough, and the low efficiency of the organization evaluation on teachers' will directly affect the work of teacher evaluation, and further affect the quality of school education and national education quality. Therefore, the government and school should do a good job in the study of teacher's evaluation and make teacher evaluation policy and theory, follow the paces of the Teacher evaluation policy and theory, developing teacher evaluation in an orderly manner according to the realistic situation.
2. Teachers' educational practice should be the practice of virtue, that is, the practice of moral practice. (Li Fangan, 2015)The concern on teacher's virtueevaluation is the hope of student, teacher and educators. Teachers pay more attention to the evaluation of self morality will help teachers to pay attention to their own moral cultivation, and further make themselves a favorite teacher, set a good example for the students.
3. In order to replace the single evaluation method, we needs to learn and introduce a variety of evaluation methods on teacher evaluation such as teachers' ability testing, rating scale, classroom observation, clinical evaluation, student evaluation of teaching, clinical guidance, peer evaluation, student test scores, the career

ladder and teacher portfolio (T. Husen, T. n. Bosiersi waite editor, Zhang Lili.2011). Thus we can carry out reasonable and scientific evaluation on teachers.

4. For the understanding of the connotation of teacher's evaluation, there are differences and common understanding between teachers and students in school. Therefore, it is necessary to give full attention on the positive role of inter subjectivity in order to promote mutual understanding. Inter subjectivity is a kind of negotiation and dialogue activity, which is taken as the main method in the thought and behavior Zhiquan Zhang, Chenyun Cai, 2014). Thus, school understands the teachers' understanding on evaluation, students understand the teachers' understanding on evaluation, teachers understand students' expectations for excellent teachers, teachers understand the expectations of the school for excellent teachers. Schools, teachers and students are consistent with the vision of excellent teachers. Therefore, teachers should pay more attention to the requirements of students for teachers and listen to the voice of the students; Schools need to know more about teachers and pay more attention to the teacher's self evaluation and teacher's need.

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