
Analysis of the Present Situation of Primary School Teachers' Classroom Inspection

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Abstract: Classroom inspection is an important means for teachers to play a leading role, timely grasp the learning situation, control teaching, optimize the teaching process, so as to make classroom teaching more effective. Timely and effective classroom inspections not only help teachers obtain generated resources and feedback information from students, and adjust the teaching rhythm in a timely manner; they also reduce the spatial distance between teachers and students, facilitate dialogue and communication, and so on. Classroom inspection is a small part of classroom teaching, but it is an effective auxiliary means to improve the efficiency of classroom teaching and enhance the emotions of teachers and students. Classroom inspection runs through the entire classroom teaching process, and plays an indispensable and important role in achieving teaching goals and interacting with teachers and students. Taking a primary school as a case, this article studied the actual situation of classroom teaching of front-line teachers from grade 2 to grade 6, investigated the scope, object and purpose of teachers' classroom inspection, and defines the factors affecting the effect of classroom inspection. Based on the data analysis of the current situation, it put forward relevant suggestions from both the school and the teacher's perspective, in order to truly bring the classroom inspection to practically, effectively improve the classroom teaching effect.

Keywords: Primary School Teacher, Classroom Inspection, Influencing Factor

1. Introduction

Teaching is a dynamic process, which requires teachers to fully presume their academic conditions and have flexible classroom control capabilities. Timely and effective classroom inspections not only help teachers obtain generated resources and feedback information from students, and adjust the teaching rhythm in a timely manner; they also reduce the spatial distance between teachers and students, facilitate dialogue and communication, and help enhance the feelings of teachers and students; and It helps teachers understand students' knowledge, find students' weak links and provide targeted counseling; it also allows teachers to give tips to distracted and burnout students to make them focus and so on. These roles have been fully reflected in the teaching activities carried out by teachers during the epidemic. Online education cannot really replace the impact of classroom inspections. Classroom inspection is a small part of classroom teaching, but it is an effective auxiliary means to improve the efficiency of classroom teaching and enhance the emotions of teachers

and students. Classroom inspection runs through the entire classroom teaching process, and plays an indispensable and important role in achieving teaching goals and interacting with teachers and students.

Through the retrieval of the previous research data on teacher classroom inspections, the researcher found that most of them are the summary of the experience of teachers, but there are few investigations and studies on the phenomenon of classroom inspections. This study mainly focus on the problems: What is the overall situation of teacher's classroom inspection? Through field investigation and observation of teachers' classroom teaching of A Primary School, the researcher discussed the status and existing problems of classroom inspections of teachers in this elementary school in terms of scope, object, purpose. At the same time, based on students' views on teacher classroom inspections, this study provides specific suggestions for teachers, hoping to help teachers have a deeper understanding of their own inspections, to improve the effectiveness of inspections in future teaching and achieve the optimization of inspection effects.

2. Methodology

This research is based on the teachers of A Primary School. A sample survey method is used to select a class in the second to sixth grades respectively, and the survey is conducted from three vertical dimensions: high, middle, and low to ensure the representativeness of the survey sample.

In this study, the questionnaire survey method and the observation method are mainly used. Teachers often walk unconsciously and unconsciously with the classroom dynamic changes during the inspection, so it is difficult to obtain the general situation of teacher inspection through the questionnaire survey of teachers. Therefore, this study mainly understands the general situation by distributing the questionnaires of students' evaluation of teachers' classroom inspection. At the same time, it combines targeted classroom observations and interviews with some teachers and students to obtain more comprehensive and true information. This study used two data analysis methods, χ^2 test and percentage.

3. Result

In A Primary School, due to the limitation of class space and class size, teachers' classroom inspections are easily concentrated in the first three rows, and it is difficult to popularize the whole class; the teacher's preference for classroom inspections is not related to the students' gender and personality, but is related to the students' academic performance; teachers mostly visit beside the excellent students and the lagging students, which is often easy to ignore for middle performance students; the main purpose of teacher classroom inspection is to view and guide students' learning, followed by management of student behavior, and the frequency of management of student behavior in the lower grades is higher.

4. Discussion

Classroom inspection refers to the teaching behavior that when students are in autonomous learning or activities, teachers step down from the podium, observe students' thinking results, listen to their thinking process, point out their confusion in learning, and collect typical methods [1]. The purpose and function of classroom inspection are different, and the inspection methods are also different [2, 3]. The general strategy includes fast inspection, tolerant inspection, point inspection and incentive inspection [4]. Through the form of classroom inspection, teachers can adjust teaching objectives, rhythm and methods in combination with the actual situation to make up for the deficiencies, so as to continuously enrich the experience of teaching activities and improve the effect of classroom teaching [5, 6]. For classroom inspection, some teachers often perform very "formalized", which does not play a certain teaching effect [6]. At present, teachers' classroom inspection has the phenomenon of inaction and disorderly action, which is due to the improper role orientation [7].

Effective classroom inspection can not only enable teachers to timely understand and master students' learning dynamics and control the teaching rhythm, but also enable students to maintain a good cognitive state in the process of thinking and exploration [8, 9].

In the actual teaching, the classroom inspection should face all and pay attention to every student [10]. When operating, teachers should dial in time [11]. The classroom under the new curriculum concept should reflect different inspection strategies according to students' independent attempt, group cooperation, exploration and communication, operation experiment, classroom homework and so on [12]. To improve the effectiveness of mathematics classroom inspection, should have a definite aim, make good use of generation and be just right [13]. Because art teachers can not find the role positioning in "inspection guidance", they are prone to problems such as inspection without guidance [14]. Information technology classroom inspection should capture the learning situation, solve the problems of end students [15], emphasize layered teaching and pay attention to the personalization of students' creative process [16]. Although there are many researches, the depth of analyzing the current situation of classroom inspection is insufficient. Based on the collected data, the overall situation of classroom inspection of Primary School A was discussed from three aspects: the scope, object and purpose.

4.1. The Scope of Teacher's Classroom Inspection

In the questionnaire statistics, 86 students (57.33% of the total) said that their teacher was moving within the class, which means that more than half of the students thought that the teacher paid attention to the overall range of the class during the inspection. 39 students (26.00% of the total) said that teachers usually walk in the first three rows, paying little attention to the entire class, especially the students in the back row. At the same time, 12 students (8.00% of the total) thought that teachers would usually go to the fixed students to check. This shows that although some teachers can use inspections, they only pay attention to fixed students and ignore the classroom development of most students. Teachers' awareness and skills of using inspections need to be strengthened. Another 13 students (8.67% overall) said that teachers usually walk around aimlessly during inspections, indicating that some teachers' awareness of inspections is still relatively weak, and they did not make good use of the time of classroom inspections to realize the value of inspections.

According to the data collected by observation, the frequency of teacher inspections varies greatly, indicating that different teachers have different awareness of inspections. The scope of teacher classroom inspections is concentrated in the first three rows with a frequency of more than 50.00%, and there are 4 lessons, some even as high as 75.00%, indicating that these teachers inspect the classroom in the previous three rows. From the observation of the classroom records, the main reason is that the time and space of the classroom are limited, the time for student activities is short, the number of students in the class is large (about 40 students per class), and the

teacher does not have enough time to walk from the front row to the back row, so that the teacher's inspection activities are concentrated in the first three rows.

But at the same time, the frequency of the 9 teachers' classroom inspections concentrated in the first three rows is not more than 50.00%, which is consistent with the statistics of the survey statistics, indicating that most teachers can achieve the attention of the class as a whole during classroom inspections. For students, when the teacher moves around the class, the space for active students in the classroom will be significantly enhanced, and the students' attention will be more concentrated. Therefore, the expansion of the classroom inspection range of teachers can not only realize the attention to students, but also expand the activities of students to ensure the participation of all students in the classroom.

The statistical results of the combination of the two data indicate that in this elementary school, a large part of teachers are still very concerned about the overall scope in the classroom, and can consciously maintain the status of all students by walking among students, understand the overall learning situation of students, and ensure that achievement of classroom teaching effects; on the other hand, due to the limitations of class time and teaching objectives, teachers cannot move within the entire class within a limited time, so they can only be limited to the first three rows or targeted selection of fixed students to view or test the student's learning situation, in order to estimate the overall student's knowledge grasp, it is not possible to achieve an accurate grasp of all students.

4.2. The Objects of Teacher's Classroom Inspection

The direction and position of the teacher's walking in the classroom inspection are not fixed, but usually because of personal preference, they start more from a certain path, or go to some fixed students to view. The teacher's preference also reflects the teacher's attention to the corresponding students to a certain extent. The article analyzed the factors that affect the preferences of teachers in class inspections from the students' gender, personality and performance.

4.2.1. Gender Factor

Combining the gender of the students and the students' choices about the teacher's walking around the classroom, the results are statistically as follows.

According to the result of Chi-Square test, $\chi^2 = 0.50$, $\chi_{0.05(3)}^2 = 7.81$, $0.50 < 7.81$, There is no gender difference in the students' views on the teacher's classroom inspection. That is to say, the views on the teacher's classroom inspection have nothing to do with the students' gender, thus ensuring the accuracy of the statistics. The trend of the three broken lines in the figure shows a high degree of consistency. On the other hand, it is believed that teachers do not have gender preferences in class inspections.

Although in our usual consciousness it is believed that female teachers are more inclined to view the classroom activities of boys in the class, the data derived from Figure 1

has overturned our traditional understanding, the objects that teachers choose to inspect are not affected by the gender of the students. And from the classroom observation records, I also found that elementary school teachers walked in the classroom to check which students were random. Among the students viewed by the teachers, both boys and girls have no special gender orientation. Although there are more female teachers than male teachers in elementary schools, judging from the statistical data, the female teachers' inspection in the classroom do not take boys as the main object, but maintain a uniform rate for boys and girls. From the frequency distribution of each option in Figure 1, it can be seen that the data distribution of male and female students is consistent in the four different degrees of teachers' inspections, further illustrating that teachers do not have gender preferences during inspections, and the probability and the overall situation of inspections among male and female students remain highly consistent.

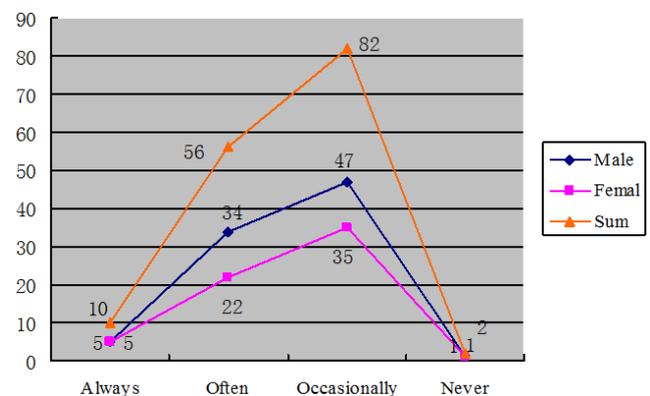


Figure 1. The reflections of students of different genders on teachers inspecting them.

4.2.2. Personality Factor

According to the students' self-character evaluation in the questionnaire, I classify the students' personality as introverted and extroverted. The extroverted students are active, willing to express themselves in the class, and can participate actively in the classroom; while introverted students have personality gentle, likes to be quiet, treats others with more restraint, who participate in the class are relatively less active than extroverts. Combining the questionnaires of students' choices about the situation of teachers walking to themselves, to explore whether the teacher's classroom inspection objects have personality preferences. The result statistics are shown below.

Through chi-square test on the frequency selected by students with different personality, the results show that, $\chi^2 = 0.728$, $\chi_{0.05(3)}^2 = 7.81$, $0.728 < 7.81$, $P > 0.05$, There is no personality difference between students' views on teachers' classroom inspection. It can be seen from the frequency distribution of the various options in Figure 2 that there are more students with extroverted personality on the whole, about 2.5 times of introverted personality. However, from the perspective of the overall distribution of reflections, the

probability of teachers walking next to students of different personalities during classroom inspections is consistent with the overall inspection situation, that is, teachers do not pay special attention to students with cheerful or introverted personality in classroom inspections. In other words, the teacher's inspection in the classroom is not based on the personality of the students.

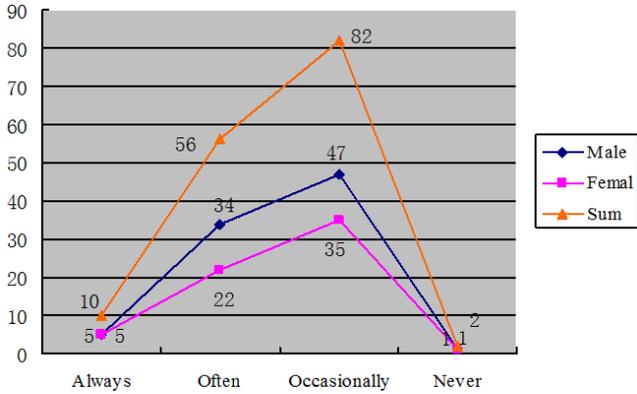


Figure 2. The reflections of students with different personalities to the teachers inspecting them.

4.2.3. Performance FACTOR

According to the question 3 of the questionnaire, the students are divided into three levels according to their learning level, namely A represents excellent students, B represents middle students, and C represents backward students. The statistical table is as follows.

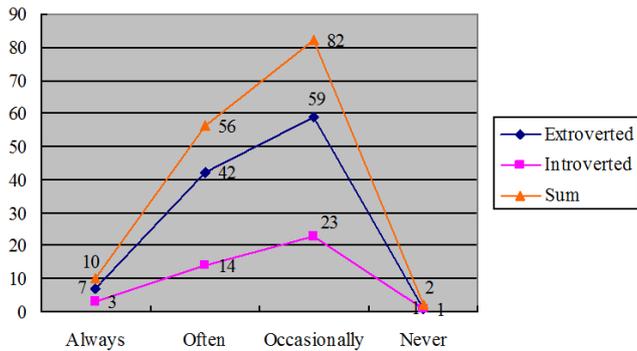


Figure 3. The reflection of students with different grades on Teachers' inspection.

The Chi-Square test show that, $\chi^2=12.47$, $\chi^2_{0.05(6)}=12.6$, $12.47<12.6$, $P>0.05$, there is no degree difference in the views of students with different learning levels on the inspection of teachers around them. From the broken line trend and the distribution of percentage in Figure 3, there are obvious differences in the situation of teachers' inspection beside students of different degrees, that is to say, the preference of teachers' inspection objects is related to students' learning level.

In the "always" item, there are 3 level students at the same time, indicating that the teacher has a fixed target during the classroom inspection, and will pay attention to different students at all levels. However, excellent students accounted for more than half of the proportion, which also indirectly

shows that teachers pay more attention to them. The data from "often" and "occasionally" shows that teachers can still pay attention to most students in the classroom, and can arrange the inspection objects more reasonably. But at the same time, it can not be ignored that in the "never" one, 4.00% of the middle students said that they have never been inspected by the teacher, which shows that there are still omissions and deficiencies in the teacher's classroom inspection. Teachers are mainly concerned with students at the poles, and middle students are often overlooked.

4.3. The Purpose of Teacher's Classroom Inspection

Combined with question 15 in the questionnaire, the purpose of teachers' classroom inspection and the different vertical dimensions of grades are analyzed. The main purpose of the teacher's inspection in the classroom is to check the students' learning situation, and then to guide individual students or individual groups. The third purpose of teachers' inspection is to manage students' behavior, which is also a common phenomenon in primary school classroom. Pupils' attention lasts for 20 to 25 minutes and is easily distracted. In the 40 point class, it is difficult for primary school students to maintain sustained attention and listen carefully. In addition, there are many small movements of primary school students, and the concept of classroom discipline is not strong. Therefore, it is necessary for teachers to manage it. However, teachers should give lectures at the same time, but they can't divert the attention of the students who listen carefully. Therefore, the general strategy adopted by teachers is to go to the side of distracted students and give hints, which not only reminds the distracted students, but also ensures the normal classroom teaching. This is another purpose and positive significance of classroom inspection.

For the purposes of teachers' classroom inspection in different vertical dimensions of grades, the data show that the distribution of the four options in the high section and the middle section is consistent with the overall situation reflected by The main purpose of teachers' inspection is to check the learning situation, then to guide individual students, and then to manage students. But in the low stage, the second purpose of teachers' inspection is to manage students' behavior.

Combined with the classroom observation records, in a class, the number of teachers in the middle and high sections is about 6 times, while that of the low level teachers is about 10 times, which is 4 to 5 times more than that of the middle and high sections. Moreover, teachers manage students' behavior in the process of inspection and guidance, which is in line with the age characteristics of low-level students. They are hyperactive and easy to be distracted. Teachers should not only achieve teaching objectives, but also pay attention to students' classroom behavior, so as to help them form good learning habits and maintain good classroom order.

5. Conclusions

Based on investigation and observation in A Primary

School, many teachers (especially young teachers) had relatively weak awareness of using inspections in the classroom. Although some teachers inspected, they did not achieve the effect of inspections. Therefore, the school should add classes, expand the teaching staff, and realize small-class teaching; teachers should grasp the timing of class inspections and conduct purposeful inspections. During the inspection, pay attention to the introverted students and improve the participation of all students in the classroom; pay attention to the students at different levels to achieve a comprehensive understanding of the students; accompany with the touch behaviors to improve the emotional communication between teachers and students; pay attention to the students' psychology and protect the students' self-esteem.

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