

# The Factors Affecting Teachers' Evaluation

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**Abstract:** *The value judgment of teacher evaluation is a common problem in teacher evaluation, and it is also the key element in the actual evaluation activity. It determines the existence significance of the whole evaluation activity. Starting from the value relationship of teacher evaluation, this paper discusses the factors that affect the value orientation of teacher evaluation, the essence of teacher evaluation and the main role of evaluation, and on this basis puts forward the functional orientation of value orientation.*

**Keywords:** *Teacher Evaluation, Value Orientation, Influencing factors*

## 1. Introduction

Socrates once said: "An unexamined life has no value", so the "examination" of values based on a certain meaning and orientation is a necessary means for human survival and development. In teachers' professional activities, teacher evaluation is the main means of "reviewing" teachers' professional value and an important way to generate meaning for teachers' professional value. It is very important to improve teachers' education and teaching level and promote their own professional development effect[1]. Therefore, teacher evaluation based on a certain value orientation will directly relate to the scientificity, correctness and effectiveness of evaluation, and then affect the professional growth and development of teachers.

## 2. The Value Relationship of Teacher Evaluation

Value orientation is put forward on the basis of certain value relations, different understanding of value relations will form completely different value orientations, so understanding and mastering the value relations in teacher evaluation is the premise and foundation of judging value orientation. From the perspective of ontology, evaluation is people's understanding or reflection of the value relationship. In the evaluation activity, there are two dimensions of relationship: the first dimension is the relationship between the value subject and the value object[2]; The second dimension is the relationship between the evaluation subject and the evaluation object. The evaluation object is the object to be judged by the evaluation, that is, the value relationship between the value subject and the value object. According to the above expression of the relationship between value and evaluation, the relationship between them can be constructed as follows: the first dimension of the relationship is the value relationship, which is composed of the subject A and the object A in the evaluation, such as the relationship between the listener and the symphony of fate. The value relation between the value subject and the value object as a whole is the object B of the second dimension evaluation relation, just like the subjective feeling of the person formed by the relation between the person and the song in the precedent. The actual process of evaluation is the confirmation of the existing value relationship and the significance of the object of value measured according to the needs of the value subject grasped by the evaluator[3]. Therefore, in the evaluation activity, the value relationship as the object becomes the standard and scale on which the evaluation depends, and the evaluator's grasp of the value subject's needs becomes a crucial factor. The relationship composition of teacher evaluation is similar. Teachers are not only the object of value and evaluation, but also the subject of value. Teachers' subject needs and subject value should be considered in teacher evaluation. In the actual evaluation, we are most likely to ignore the self-needs of teachers, that is, the value orientation of teacher evaluation should not only pay attention to the outside world, others' understanding and needs of teacher value, but also meet the needs and pursuit of teachers' own value. Therefore, the value orientation of teacher evaluation should form the understanding and grasp of the value orientation from the two dimensions of the value relationship: the need of the value subject (including the teacher) and the relationship between the subject and the object of evaluation.

### 3. Factors Affecting the Value Orientation of Teacher Evaluation

Value orientation is a basic theoretical problem in teacher evaluation, and it is also the most critical element in the actual evaluation activities. It decides where the overall evaluation activities will go. Because people in the teacher evaluation activities are intentionally or unintentionally to a certain value orientation as the standard to carry out the evaluation activities to promote the continuous progress and development of teacher evaluation. Value orientation can be externalized as the purpose of evaluation, but in the process of externalization, educational values, the knowledge background and role consciousness of evaluation subjects have the most direct impact on the formation and establishment of teacher evaluation value orientation[4]. First of all, educational values determine and influence the value orientation of evaluation. Educational value orientation is a kind of value tendency that people hold when they make choices and judgments on educational activities according to certain values and their own needs. In other words, it is why the school is founded, what kind of school it is, why the teachers teach the students, how to teach the students, what to teach the students, why the students learn, how to learn, what to learn, and so on. As an important part of school management, teacher evaluation plays an important role in the purpose, standard and the way and method of teacher evaluation. First of all, different educational values determine different value orientations and different evaluation views of teachers. Secondly, the knowledge system of evaluation subject influences the value orientation of evaluation. Evaluators have different knowledge structure, the evaluation results of the same thing will be different. Different knowledge condenses into different cognitive background, which directly influences the result of evaluation. In teacher evaluation, there are more or less differences in the knowledge background of the evaluation subjects, which will inevitably lead to their different understanding of the teacher's profession and role. This is because they have different understandings of the same object due to their different knowledge backgrounds, and different understandings constitute the evaluation of different value orientations. Finally, the role consciousness of evaluator influences the value orientation of evaluation. In the process of socialization, society conveys social expectations to individuals in various ways, and individuals take the initiative to accept these expectations in social activities and form their own role consciousness and role ideal, which will directly affect the orientation of their own value and the judgment of others' value. Through the above several aspects of the analysis of factors influencing the teachers' evaluation of the value orientation, to form scientific value orientation, is helpful to grasp the direction of the evaluation, scientific understanding of the nature of teacher evaluation, to make a objective, fair and accurate assessment, improving teachers' evaluation of the reliability, validity, to provide scientific decision service for education management, improve school running level and education quality, At the same time, teachers' professional development will be realized.

### 4. Functional Orientation of Teacher Evaluation Value Orientation

#### *4.1. Correctly Understanding the Essence of Teacher Evaluation is the Basis for Rational Positioning of its Function*

Teacher evaluation is an activity to judge the actual or potential value of teachers' work. Its purpose is to stimulate teachers' professional development and improve their teaching level. In the traditional teacher evaluation, we often regard the evaluation of teacher's teaching efficiency as the whole result of teacher evaluation, and consider it as the essence of evaluation, which will inevitably lead to the value orientation too pursue the "quantity" of teacher's work, but ignore the improvement of connotation[5]. However, the facts show that the assessment of teachers' teaching effectiveness can not reflect the full value of teachers, but only the measurement of realistic performance. Therefore, only after correctly grasping the essence of teacher evaluation, can we clarify the difference between the essence of teacher evaluation and the assessment of teaching effectiveness: That is to say, teacher evaluation is not equal to teaching efficiency assessment. The teacher evaluation that only carries out teaching efficiency assessment is to equate evaluation with measurement and evaluate teachers' teaching achievements with quantitative methods. Such teacher evaluation is a factual judgment in essence, while the essence of evaluation cannot only be factual judgment. Evaluation is a value judgment activity based on quantitative or qualitative description. Although his expression is slightly rough, it reveals the essence of evaluation activity, that is, it is a value judgment activity. The essence of evaluation activity is that value judgment is to judge the degree of value of objective things (evaluation objects) according to the needs and desire orientation of the evaluation subject on the basis of fact description. Therefore, value judgment is an activity of unity of objectivity and subjectivity. So-called "objectivity", which refers to the objective description of the evaluated object based on the value judgment of activities, such as description of the

teaching body language "subjectivity" refers to the evaluation of the subject of evaluation object "how should" an awareness of the impact assessment results of judgment, reflects the main body of evaluators need and desire. Through the above analysis of the essence of evaluation, we can extend that the essence of teacher evaluation lies in the good and bad, good and bad value judgment activities for the total value of teachers' professional activities. Therefore, teacher evaluation can not only make quantitative judgment, but also value judgment of all the potential and realistic values reflected in teachers' professional behavior. Based on the analysis of the essence of teacher evaluation, we can realize that the value orientation of teacher evaluation cannot be based on fact judgment, but should analyze the value relationship of teacher evaluation based on value judgment, establish a correct value orientation, and guide teacher evaluation to promote teacher professional development as the primary task.

#### **4.2. Correctly Grasp the Ontology and Auxiliary Functions of Teacher Evaluation**

The value orientation orientation of teacher evaluation is not only to take teacher evaluation as a tool to meet the needs of school management and students' development, but also to improve the quality of school teaching. At the same time, teacher evaluation should also serve for teachers' own development and respond to the needs of teachers' professional development. In general, the functions of teacher evaluation are mainly manifested in two aspects: on the one hand, the intrinsic ontological function of teacher evaluation, that is, the incentive and guiding function of teacher evaluation. The incentive function of teacher evaluation is that teacher evaluation can objectively reflect the actual situation and level of teachers' work, accurately point out the advantages and existing problems of teachers to be evaluated, so as to promote teachers to actively carry forward their advantages, overcome their shortcomings, make greater efforts, and motivate teachers to constantly improve themselves. The guiding function of teacher evaluation is the most important function of evaluation[6]. The index system and evaluation standard of teacher evaluation point out the direction for the improvement and development of teachers, provide effective guidance for teachers to determine their practical goals, realize their professional development, and provide useful suggestions for teachers. On the other hand, teacher evaluation has the external auxiliary function, that is, the identification and selection function of teacher evaluation.

#### **5. Conclusions**

The appraisal function of teacher evaluation can reveal whether the teacher's work meets the requirements of education and teaching, evaluate the quality and level of teachers' work in all aspects, and understand the relative position of the evaluated teacher in the teacher group. The selection function provides a basis for managers to employ, promote and reward teachers. In short, the value orientation of teacher evaluation is not only to identify the quality of teachers' work, but also to provide help for teachers to improve their work, so as to promote the professional development of all teachers and improve the quality of education.

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