

A Case Study on the "Complaint" Behavior of Middle Class Children and Effective Guidance from Teachers

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ABSTRACT

Complaint behavior is a normal phenomenon in the socialization process of early children. [1] Complaints, from the psychological perspective of interpersonal communication, are the unique behavior of early children when they use the ability of a third party to handle disputes that they cannot resolve. This article takes the middle class children in the starting line kindergarten of Suining City as the specific research object, and explains the characteristics of children's complaints through individual cases; this article also analyzes the handling methods of three teachers through examples, and points out the problems in their handling methods; On this basis, corresponding guidance has been provided for teachers to effectively guide early children's complaint behavior.

Keywords: *Middle class children, Complaint behavior, Effective guidance, Case analysis.*

1. INTRODUCTION

In recent years, there are an increasing number of complaints from children in the teaching and daily life of kindergartens. The type and frequency of complaint behavior among middle class children are closely related to their environment. [2] This article mainly adopts a case study to conduct an in-depth analysis of the complaint behavior of middle class children. At the same time, the article also pointed out the shortcomings of teachers in their coping styles, and based on this, explored how to correctly treat young children's complaints and how to use reasonable educational strategies.

2. A STUDY ON THE "COMPLAINT" BEHAVIOR OF MIDDLE CLASS CHILDREN IN THE STARTING LINE KINDERGARTEN OF SUINING CITY

The appearance of young children's complaint behavior is caused by their motivation [3]. This article collects and categorizes 80 cases, and calculates the data based on their categories. Finally, a statistical table is obtained: ("Table 1")

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Table 1. Statistical table of the motivation of preschool children's complaint behavior

Motivation	Test the attitude of teachers	Seek help	Envy companions	Retaliate against young children	Express oneself	Explain the situation	Report the other party	Evade punishment
Number	10	10	15	10	5	7	20	3
Percentage%	12.5	12.5	18.75	12.5	6.25	8.75	25	3.75

2.1 Case Study on the "Complaint" Behavior of Middle Class Children

This article selects a typical case for case analysis, as follows:

- Testing the attitude of teachers

Case: Children were drawing houses, and experienced Yiyi was drawing faster than others. After painting, he colored the house. After seeing it, Yucheng ran to the teacher and tentatively said, "Teacher, Yiyi is coloring the house." If children find that their peers' behavior conflicts with the rules they recognize, they will use a complaint to explore the teacher's attitude. Children usually infer whether they can do something based on the teacher's reaction.

- Seeking help

Case: A child was building their own work in the construction area, but Haohao was a bit impatient. When he saw Youyou building it quickly and well next to him, he went forward and causes trouble, taking away the materials and damaging Youyou's work. Youyou warned him several times, but it was no use. She had no choice but to report to the teacher and said, "Teacher, Haohao always causes trouble and damages everything I have set up." When children's rights are violated and they cannot handle it on their own, they will use the method of "accusation" to seek help from the teacher.

- Envy companions

Case: Xiaoyu often played finger games with the teacher during breaks. Upon seeing this, Yixin reported to the teacher and said, "Teacher, Xiaoyu is always late for kindergarten. Don't play with him." As she spoke, she pulled the teacher away. When young children see that their peers have advantages they do not have, they will attempt to undermine their peers' superior state and undermine their good image in the eyes of teachers.

- Retaliating against young children

Case: In art class, Haohao was playing with clay. Suosuo saw it and said to the teacher, "Teacher, Haohao is playing clay secretly." Haohao glared at Suosuo and listened to the teacher's lecture. The teacher finished the class and asked everyone to pinch the animals themselves, but the Suosuo was pinching the little people. Upon seeing this, Haohao immediately said to the teacher, "Teacher, Suosuo is pinching the little people." When the child is reported by his partner, out of a retaliatory mentality, he will find a suitable time to retaliate against the plaintiff's child.

- Expressing themselves

Case: During lunch time in the afternoon, Yiyi dropped peach crisps all over the floor. After Xiangxiang saw it, he said to the teacher, "Teacher, Yiyi dropped all the crisps on the ground when eating peach crisps, and I didn't even drop them." When children discover that their companions have bad behavior, they will use a complaint to leave a good impression on the teacher.

- Explaining the situation

Case: Today's lunch was pumpkin rice, but Ranran picked out the pumpkin and placed it on the table. The teacher was about to stop it when Didi said to the teacher, "Teacher, Ranran always picks out things she doesn't like to eat." The child described the situation to the teacher through their own observation, hoping that the teacher could understand the entire development process of the matter.

- Reporting the other party

Case: mischievous Langlang saw a flower painting made of clay in the corridor and played with his hands. After seeing it, Xuanxuan reported to the teacher, saying, "Teacher, Langlang damaged the painting on the corridor." Xuanxuan's complaint was aimed at getting the teacher to criticize Langlang's illegal behavior.

- Evading punishment

Case: After a regional activity, Youyou played too hard and lost your own building blocks. Afraid of being criticized, he ran to the teacher and said, "Teacher, my building blocks are missing. It should have been taken away by another child." Once this type of child discovers a situation that is not conducive to themselves, they will find ways to evade.

2.2 The Characteristics of Complaint Behavior Among Middle Class Children

Overall, "distinguishing right from wrong" and "maintaining rules" are typical characteristics of young children in the middle class age group. [4] This study focuses on the first semester of the middle class, during which young children become more rule-based and believe that judging a person's behavior as "right" and "wrong" is based on whether they comply with the rules. This stage is also known as the "moral heteronomy stage".

There is still much to ponder on the analysis and research of the complaint behavior of middle class children. In the following studies, the authors will summarize relevant experience, collect more data, continue to observe, and gain more understanding and attention to the social development of children during this period.

3. A STUDY ON THE RESPONSE OF KINDERGARTEN TEACHERS AT THE STARTING LINE OF SUINING CITY TO THE "COMPLAINT" BEHAVIOR OF MIDDLE CLASS CHILDREN

According to the starting point of strategies, some scholars divide teachers' strategies for responding to young children's complaint behavior into: rule-based strategies, emotional strategies, and balanced strategies; Some scholars also classify teachers' strategies for responding to young children's complaint behavior according to their implementation methods into indirect strategies, direct strategies, etc. [5]. In this article, the authors divide teachers' feedback on young children's reporting behavior into three parts: positive, neutral, and negative.

3.1 Case Study on Teachers' Response to the "Complaint" Behavior of Middle Class Children

This article categorizes 50 cases through statistical analysis, and draws a set of statistical tables based on the data obtained after classification: ("Table 2")

Table 2. Statistical table of teacher feedback

Type	Positive	Neutral	Negative
Number	25	15	10
Percentage%	50	30	20

This article selects a typical case for case analysis, as follows:

- Positive type

Case: Yiyi ate slowly, but there was an open class this afternoon. Teacher S was planning to have the children take an early lunch break and wake up early. But Yiyi still ate and played. After seeing it, Langlang said, "Teacher, Yiyi doesn't eat seriously and still plays." Teacher S thought for a while and said, "Yiyi did a great job this morning. I want to praise you, and I believe you will continue to maintain it, right?" Upon hearing the teacher's praise, Yiyi immediately ate seriously. Upon hearing Yiyi's praise, other children also ate more seriously. In this example, Teacher S did not blame Yi. Instead, she used a method of motivating young children, which clearly worked.

- Neutral type

Case: Not long after I arrived in class today, Beibei complained to Teacher L and said, "Teacher, Xiaolei patted me on the back." Teacher L simply said, "Don't make trouble," and then continued to make teaching aids. But I noticed that Xiaolei was still patting Beibei's back and went over to inquire about the reason. Xiaolei said, "Because she's called 'Beibei', I'm calling her name." After understanding it clearly, I explained the origin of Beibei's name to Xiaolei and instructed them to play well. In this example, although it is understandable for Teacher L to simply respond to Beibei's complaint, I think that preschool teachers should not ignore every complaint from children at will, because in Xiaolei's understanding, patting the back is a manifestation of social interaction. If the others misunderstand Xiaolei without

understanding the beginning and end of the matter, it may have a negative impact on Xiaolei's development.

- Negative type

Case: Today at noon, Teacher L and Teacher S went out to do environmental innovation. They asked Teacher W and me to take care of the children's nap. After the lunch break, Teacher W is responsible for combing the girl's hair, and I am responsible for helping other children get dressed. At this moment, Xiaoya said to Teacher W, "Teacher, Lele just pushed me." But Teacher W did not respond to Xiaoya, so Xiaoya left. Teacher W looked at me with a puzzled expression on her face and said, "She always says that others are bullying her, and it's not true a few times." I didn't say anything. In this example, I feel that Teacher W has a bias against Xiaoya. Her approach is clearly incorrect, not only does it not comply with the teacher's ethics, but also does not comply with the teacher's code of conduct.

3.2 *The Way Teachers Respond to the Complaint Behavior of Middle Class Children*

From "Table 3", it can be seen that the three teachers adopted different ways to respond to children's complaint behavior: Teacher S adopted positive feedback, fair judgment, and patient guidance to help children correct their wrong behavior; On the contrary, Teacher W adopted a passive approach of ignoring biased children's complaints, which can have adverse effects on children's physical and mental development; Neutral type feedback is that L teacher used simple responses and restatement rules to respond to young children Beibei's complaints. This approach is a choice made by the teacher based on the situation at the time, although understandable, it should also be avoided as much as possible.

Table 3. Frequency analysis of teachers' response to children's complaint behavior

Type	Positive		Neutral		Negative	
	Patient guidance	Fair adjudication	Simple response	Restatement rules	Intentionally neglect	Bias towards individual young children
Proportion %	32	18	13	17	16	4

Therefore, the specific methods that teachers can adopt when facing complaints from middle class children include fair adjudication, patient guidance, simple but not concise responses, and avoiding intentional neglect.

4. SUGGESTIONS FOR TEACHERS TO EFFECTIVELY GUIDE MIDDLE CLASS CHILDREN'S "COMPLAINT" BEHAVIOR

In real life, how teachers handle young children's complaint behavior is a decisive factor for young children. Therefore, whether teachers can correctly educate and guide young children is very important. Chinese scholar Gao Pengfei has provided several suggestions on this point: teachers should analyze the content of complaints, know what children are paying attention to, and plan for the next step of education, and propose the content and requirements of education. [6]

4.1 *Improving Teachers' Professional Ability*

The professional ability of teachers has become an important condition for them to correctly and appropriately face and solve complex young children's complaint behaviors. [7] To this end, the authors propose some countermeasures:

The first is to improve teachers' professional literacy. Teachers should comprehensively utilize various resources to enhance and enrich their professional knowledge, especially for the psychological development stage of young children, and can apply it to practical teaching to improve children's social communication skills.

The second is to have a good attitude and patience towards children's complaints. When encountering situations where young children come to complain, teachers should give children as much positive feedback as possible, so that children can feel the teacher's care for them, help children build confidence and learn to respect and trust others.

The third is that timely attention should be given to the problems of young children. From the age characteristics of young children, it can be seen that their imagination gradually develops. [8] At this time, teachers must carefully observe and grasp the actual situation of young children in order to "prescribe the right medicine" for teaching.

4.2 Developing Children's Ability to Independently Solve Problems

A child's complaint is composed of three factors: "plaintiff", "defendant", and "arbitrator", among which the child itself is the two main subjects of the young child's complaint. [9] Therefore, teachers can also reduce young children's complaints from the following aspects:

The first is to cultivate children's awareness of collaboration and sharing. Teachers should create a situation for children to engage in cooperative communication; Then, in daily teaching, teachers should make full use of existing resources to provide opportunities for children to cooperate with others; Finally, teachers also need to teach young children how to cooperate, so that they can gradually grasp the strategies of cooperation and feel the joy it brings.

The second is to improve children's social skills. Teachers can train young children to be civilized and polite in their daily lives, in order to gradually enhance their ability to independently solve problems and reduce various forms of complaint behavior.

The third is to use one's own subjective initiative to guide young children to solve problems on their own. If they encounter difficulties, they will seek help from the teacher. At this point, it is necessary to first analyze the complaint of the child, and then consider whether the child's conflicts need to be resolved by the teacher.

4.3 Understanding the Purpose and Motivation of Children's Complaints, and Applying Appropriate Remedies to the Situation

In the "Guidelines for Kindergarten Education (Trial)", it is explicitly stated that "early childhood education should pay attention to individual differences, so that every child can receive full development" [10]. For children's complaints, teachers should promptly assess their motivation

and choose appropriate parenting methods based on their characteristics.

When a lawsuit is filed due to a complaint, the teacher should act as a mediator and patiently advise both parties of the child.

When a complaint is filed due to bullying the plaintiff or infringing on others, the teacher should ask clearly why and harshly criticize the offending child, pointing out their mistakes and how to correct them.

When a complaint is filed due to violating regulations or probing teachers, teachers must explain the regulations to young children in the shortest possible time or provide clear and definite answers to the questions that young children want to explore.

Teachers should guide young children to discover and correctly view the excellent side of others when they report their jealousy towards others. At the same time, teachers should also promptly discover the strengths of the child and pay full attention to them.

Teachers should have enough patience to listen to the content they want to express when there is a situation where they complain about explaining the situation or trying to express themselves. In addition, special activities can be established to meet the needs of young children to express themselves.

5. CONCLUSION

Children complaint behaviors are a common phenomenon in educational development, often referring to situations where children's physical or psychological health is violated or their parents' work methods are deemed to be not in line with kindergarten rules, teaching practices within the school, and teacher requirements, leading to active interaction with teachers. [11] Preschool teachers, as an important component of the harmonious development of teacher-child relationships, are not simply deterred from the complaint behavior of young children, but must be targeted and differentiated in order to find answers. This article mainly uses case study method to describe and analyze the problems exhibited by young children and three teachers in the starting line kindergarten in Suining City, and analyzes the causes of the problems, ultimately providing reasonable countermeasures. In short, teachers should educate children based on their individual characteristics

and their motivation to report. For children with different types of characteristics, corresponding processing methods should be adopted, and skills should be well applied, and flexibility and adaptability should be learned [12].

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