This is to certify that the
thesis entitled

COMPARING EARLY CHILDHOOD EDUCATORS' TEACHING BELIEFS AND INTENTIONS BETWEEN THE U.S. AND TAIWAN

presented by

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has been accepted towards fulfillment
of the requirements for the

M.A. degree in CHILD DEVELOPMENT

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May 6, 2009
Date

COMPARING EARLY CHILDHOOD EDUCATORS' TEACHING BELIEFS AND INTENTIONS BETWEEN THE U.S. AND TAIWAN

By

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A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ART

Child Development

2009

ABSTRACT

COMPARING EARLY CHILDHOOD EDUCATORS' TEACHING BELIEFS AND INTENTIONS BETWEEN THE U.S. AND TAIWAN

By

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The purpose of this research was to examine (1) early childhood educators' teaching beliefs and intentions across two countries, the United States and Taiwan, and (2) the relationship between teaching beliefs and intentions. Fifty early childhood teachers and teaching aides working in child development laboratories affiliated with child development or related programs at universities or colleges from the U.S. (N = 24) and Taiwan (N = 26) participated in this study. The participants completed a demographic survey, two open-ended questions, and a self-report Briefs and Intentions Questionnaire (Wilcox-Herzog & Ward, 2004). Descriptive statistics, Independent-Samples T Test, and Pearson Correlation were conducted for data analyses. The results of this study indicate that early childhood educators' teaching beliefs differed in the two countries, the U.S. and Taiwan, whereas intentions do not. The results also indicate that early childhood educators' teaching beliefs are related to their teaching intentions.

To my parents

ACKNOWLEDGMENTS

I would like to express my appreciation to those who helped me to complete this thesis. First, I would like to thank Dr. Lillian Phenice, my major professor. She always encouraged me when I doubted whether I could complete the thesis. Without her encouragement, guidance, support, and assistance, I could not have completed the thesis. Also, I want to thank Dr. Robert Griffore and Dr. Esther Onaga, my committee members, for their helpful suggestions and comments on my thesis. Then, I would like to thank you Dr. Fu-Mei Chen, my mentor in Taiwan, for her helpful suggestions.

I would like to thank the early childhood directors and educators from the following institutions in the U.S. and Taiwan: Oakland University, Central Michigan University, University of Michigan-Dearborn, Michigan State University, Cardinal Tien College of Healthcare and Management, Chang Gung Institute of Technology, the Fu-Jen Catholic University, and Hungkuang University. Their participations offered valuable information for this thesis.

Finally, I would like to thank my parents, Shun-Tien Sui and Suh-Jen Chen, and my boyfriend, Gabriele Lepori, for their love and support.

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CHAPTER 1

INTRODUCTION

Early childhood educators, teachers, and teaching aides, play an important role in early childhood settings. This context is one of the most immediate and most influential settings for developing children. According to Hsueh and Barton (2005), early childhood educators' personal beliefs and intentions about teaching can affect young children's developments and learning. For example, in the United States, a child-centered approach with a developmentally appropriate philosophy is popular. In recent years, early childhood education practices and early childhood educators in Taiwan have been influenced by the Western child-centered and developmentally appropriate philosophy. However, in Taiwan, the early childhood educators still maintain some traditional Chinese cultural practices in early childhood education programs (Hsieh, 2004). Even though early childhood programs in different countries hold similar principles and teaching philosophy, it is hypothesized that teachers might have their own cultural personal teaching beliefs and intentions which influence what is considered a child-centered developmentally appropriate teaching practice. Consequently, the researcher investigated whether there are significant similarities and differences in teaching beliefs and intentions (see p.13) of early childhood educators from two different cultures, the United States and Taiwan.

Purpose Statement

The purpose of this research is to examine (1) early childhood educators' teaching beliefs and intentions across two countries, the United States and Taiwan, and (2) the relationship between teaching beliefs and teaching intentions. Therefore, this cross-cultural study will allow researchers to have a better understanding of whether cultural context is an important factor when working with young children. Moreover, this research may lead to a clearer idea about how the developmentally appropriate philosophy of teaching young children in culturally different countries relate to their teaching and intentions. This research may also provide insights into the cultural impact of how informative concepts are expressed in teaching attitudes, beliefs, and directions in early childhood programs for pre-service and in-service teachers, teaching aides, and caregivers. Furthermore, this research may lead to future studies examining how cultural factors might affect early childhood teaching practices.

Problem Statement

Specific research questions of this study include:

1. Are there similarities and differences in teaching beliefs and intentions among teachers and teaching aides in early childhood programs affiliated with child development or related programs at universities or colleges within the United States and Taiwan?
2. Do teaching beliefs in the U.S. and Taiwan correlate with teaching intentions in early

childhood programs?

Theoretical Overview

Urie Bronfenbrenner's ecological model of human development describes how the environment or context, in which a developing human being lives, affects the person's development. From Bronfenbrenner's early work, the basic definition of the ecology of human development is:

> the ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in which the developing person lives, as this process is affected by relations between these settings, and by the larger contexts in which the settings are embedded. (1979, p.21)

The Bronfenbrenner's model, ecology of human development, includes four ecological system levels: microsystem, mesosystem, exosystem, and macrosystem (See Figure 1). Later, Bronfenbrenner added another dimension, the chronosystem, and renamed the model as "bioecological" (Bergen, 2008).

The microsystems are the immediate settings that the developing person, namely the child in this study, experiences. The most important components of a microsystem are activities, roles, and the interpersonal relations that occur at this level (Thomas, 2005). In this study; for example, young children's microsystems include the home, preschool, and playground. Children spend eight hours per day in preschools where they engage in various activities and interact with others such as teachers, parents, and other children. Children are influenced by the people in these settings, and at the same time the children also influence the people in these settings.

The mesosystem refers to interrelations among two or more microsystems. For example, there are interactions between the home microsystem and the preschool microsystem. Children spend time at home and in preschool, and each of these microsystems is important for their development. However, the relations between the people inside the home and those inside the preschool may also affect the children due to teachers-parents interactions. For example, if parents distrust preschool teachers, the parents' attitudes may affect their relationships with the teachers, their children, and other parents. An extreme case of this example is from the researcher's experience in Taiwan, where a grandmother accused that the researcher and co-teacher that they did not provide an adequate snack and lunch to her grandson. Because she thought her grandson did not gain any weight, she questioned the teachers in a loud voice in front of other parents. After a discussion, the grandmother was satisfied by the answer giving by the teachers. This caregiver-teacher communication led to the teachers paying more attention to the little boy during snack and lunch time, as they tried to encourage the boy to eat more. In addition, the grandmother's distrust of teachers has had a slight negative effect on teachers' images of other parents and possibly other parents' image of their children teachers. Another example occurred while observing in a U.S. preschool laboratory. A Head Teacher noticed that a Chinese girl's parents were unsatisfied with the teachers which also included a negative image of the child center. The parents thought the teachers did not love their child and made the child sick because the teachers forgot to dress their child with a scarf and gloves before going outside in the winter. The parents reminded the student teachers many times, but the situation did not change. The parents thought the teachers were not caring people and expressed their ideas in front of their child. Their

attitude can indirectly affect how their child thought about the school and teachers. It might be one of the reasons why they transferred to another school the following semester. These are examples of the interrelationships between two microsystems which form the level called mesosystem.

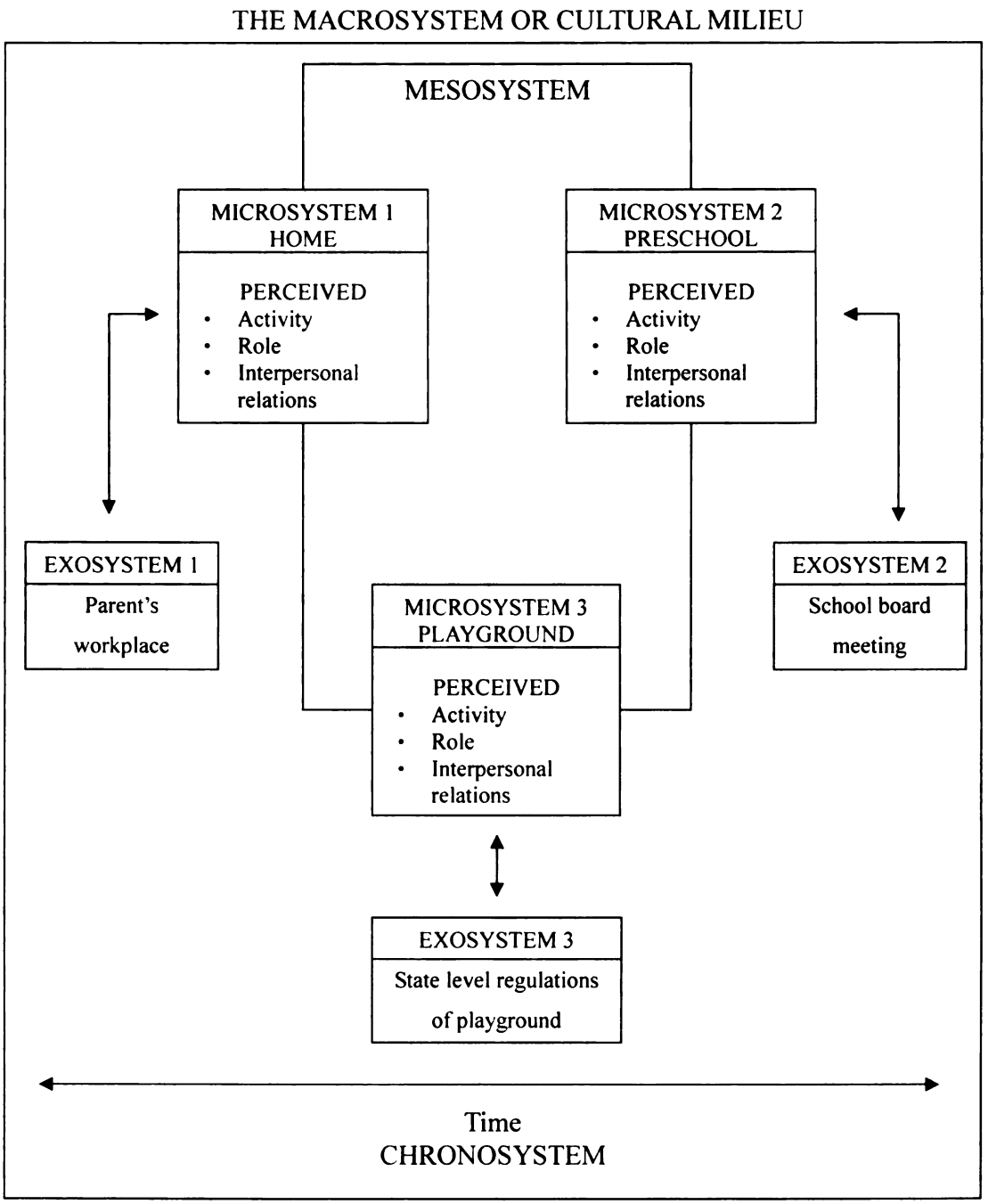
The exosystem refers to settings that do not involve the developing person directly, yet what happens in these settings will influence the person's development. For example, although children do not spend many hours at their parents' work place, the context including various events and policies at their parent's workplace can affect the child. If the parents work late, the time that they spend with their children is reduced, or their children may have to stay at a child care center longer. Another good example of the exosystem comes from school board meetings. Children do not attend the school board meeting; however, the decisions made in those meetings may directly or indirectly affect the welfare of children in the center.

The macrosystem encompasses the microsystem, mesosystem, and exosystem. All these levels include and are impacted by the cultural milieu such as cultural beliefs and values, economic systems, public policies, and societal norms. For example, one country's laws may affect the developing person's educational and growth opportunities. A clear example is in the policies and requirements of schooling. Both the U.S. and Taiwan require school attendance; however, the age ranges and years for compulsory school attendance are different. In the U.S., the age of compulsory attendance for elementary and secondary education is usually 12 academic years with kindergarten being an option in many areas of the country. These requirements vary from state to state beginning at age 5 and usually ending at 18 years old (U.S. Department of Education,

2005). In Taiwan, all children from 6 to 15 are required to attend 6 years of elementary schooling and 3 years of junior high school (Ministry of Justice of the Republic of China, 2009). There are many macrosystemic policies that affect a developing child's context whether growing up in the United States or in Taiwan.

The chronosystem focuses on the effect of time on the person within contexts and environments, and it emphasizes the interacting nature of these changes (Muuss, 1996). Developmental changes were usually caused by life events or experiences such as the birth of a sibling or puberty (Bronfenbrenner, 1989). For example, a family structure might change due to an addition of a new born baby in the household which affect the developing child. The interactions between the mother and the child are different before and after the arrival of a new baby in the family. It is assumed that the ecological systems are constantly changing and interacting, and any change in a given system will impact other systems (Bergen, 2008). For example, at the home microsystem, a child getting sick may change the parents' work schedules, and one of the parents may need to be absent from work to take care of the sick child. There may be other changes in other parts of the microsystems or in the mesosystems such as in the school and peer groups. Therefore, the chronosystem allows for the process of dynamism and change within any cultural context.

Figure 1 Bronfenbrenner's Ecological Model of Human Ecosystem of Children



Source: Adapted from Comparing Theories of Child Development (p.353), by R. Murray Thomas, 2005, CA: Thomson Wadsworth.

According to Bronfenbrenner's theory, the transactions within the human ecological system will influence the individuals' development and behaviors; therefore, it can be also applied to early childhood educators (See Figure 2).

In this study, the microsystems of early childhood educators include the home, child development laboratory, and community. Teachers design the curricula, prepare materials, arrange the classroom, interact with children, observe children, evaluate children's development, communicate with children's parents, and work with other adults such as co-teachers, student teachers, or volunteers in child development laboratories. Teachers influence the people in the laboratories as well as the people in the laboratories are influenced by the teachers.

The mesosystem refers to interrelations among two or more microsystems. For example, teachers spend time in the child development laboratory and the community, and each of these two microsystems is important to the teachers. Also, there are interactions between the child development laboratory microsystem and the community microsystem. The relations between the people inside the child development laboratory microsystem and those inside the community microsystem may affect teachers. For instance, if the child development laboratory has a good image and a good relationship with the community, teachers may get more resources and support for their teaching from the community.

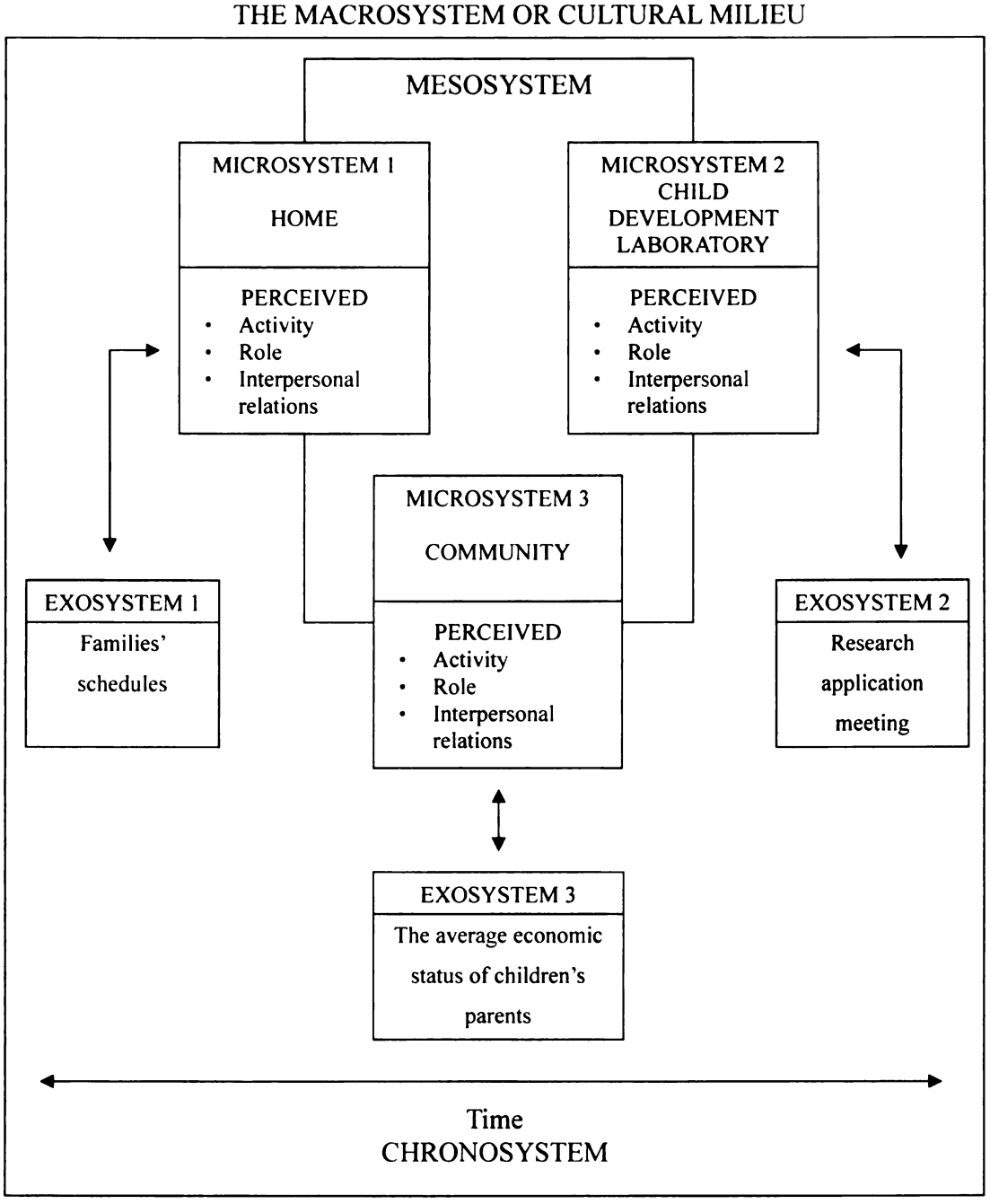
The exosystems of early childhood educators may include their families' schedules, professional research application meetings, as well as the average economic status of the children's parents in the communities. However, a teacher's decision not to participate in a research application meeting to review research applications may have consequences.

The result may affect the teachers' ability to garner resources and have a say in what happens. If the committee members of the meeting approve the application, teachers will have to assist with the on going research, even though it may sometimes interrupt their teaching practices. Another example of this is the teachers' family schedules. If the teachers' spouses are not available to stay home with their children in the evenings or on the weekends, the teachers may not be able to join most school activities held at nights or on the weekends.

The cultural beliefs and values, economic systems, public policies, and social norms of the United States are different from those of Taiwan. Teachers and teacher aides in the U.S. and Taiwan are working in different macrosystems which then influence all other ecosystemic levels. In Taiwan, early childhood educators as those in the U.S. are deeply influenced by developmentally appropriate practices of the Developmentally Appropriate Practice Guidelines, which were established by child development specialists and early childhood professionals. The DAP was based on three important types of knowledge: age-appropriate practice, individually appropriate practice, and culturally appropriate practice (Nelson and Nelson, 2006). However, Taiwanese early childhood educators' teaching practices still include some Taiwanese culture-based practices influenced by Confucianism (Hsien, 2004). Therefore, under differing ecological systems, the researcher has assumed that cultural factors will influence the teaching beliefs and intentions among teachers and teaching aides in early childhood programs affiliated with child development or related programs at universities or colleges within the United States and Taiwan. Although in both countries early childhood teachers adopt the practice of the Developmentally Appropriate Philosophy (DAP), the beliefs and intentions of the

teachers may differ and intentions influence their teaching practices because of cultural influences. By carrying out this study, it is hoped that these similarities and differences will be made clear for those interested in cultural influences in implementing early childhood education programs.

Figure 2 Bronfenbrenner's Ecological Model of Human Ecosystem of Early Childhood Educators



Source: Adapted from Comparing Theories of Child Development (p.353), by R. Murray Thomas, 2005, CA: Thomson Wadsworth.

Research Hypotheses

According to the research questions, the following hypotheses will be tested in this study.

Ho 1: Teaching beliefs do not vary between U.S. and Taiwanese early childhood teachers and teaching aides.

Ha 1: Teaching beliefs vary between U.S. and Taiwanese early childhood teachers and teaching aides.

Ho 2: Teaching intentions do not vary between U.S. and Taiwanese early childhood teachers and teaching aides.

Ha 2: Teaching intentions vary between U.S. and Taiwanese early childhood teachers and teaching aides.

Ho 3: Teaching beliefs are not associated with teaching intentions in early childhood education.

Ha 3: Teaching beliefs are associated with teaching intentions in early childhood education.

Ho 4: Teaching beliefs in the U.S. are not associated with teaching intentions in early childhood education in the U.S.

Ha 4: Teaching beliefs in the U.S. are associated with teaching intentions in early childhood education in the U.S.

Ho 5: Teaching beliefs in Taiwan are not associated with teaching intentions in early childhood education in Taiwan.

Ha 5: Teaching beliefs in Taiwan are associated with teaching intentions in early

childhood education in Taiwan.

Definitions of Terms

The following definitions are used in this study.

Teaching Beliefs

Belief refers to a strong feeling that something is true or real (Macmillan English Dictionary, 2002).

In this study, teaching beliefs refer to how teachers think and what they believe about teaching young children.

Teaching Intentions

Intention refers to a plan in someone's mind to do something (Macmillan English Dictionary, 2002).

In this study, teaching intentions refer to what teachers want or plan to do when they teach young children.

CHAPTER 2

REVIEW OF LITERATURE

Teachers' beliefs

Early childhood educators play an influential role in children's early experiences. Their beliefs, values, and professional behaviors stimulate and facilitate children's development and learning (Hsueh & Barton, 2005). Every day in classrooms, teachers have to make hundreds of decisions to deal with a variety of situations as they work with children and adults. For example, when teachers encounter a disciplinary problem in the classroom, they have to decide what practice is a better way to deal with the problem. There are many ways to discipline a child, and a teacher must make a decision, and the choice depends upon a teacher's beliefs. Teachers' beliefs about child-rearing practices will also affect the child-care environment (Chazvini & Mullis, 2002). Teachers vary widely in their teaching practices, and their beliefs are often associated with their teaching practices. Many studies indicate that teachers' beliefs are highly related to their behaviors. It is well documented that teachers' beliefs are positively associated with their classroom behaviors and practices (Charlesworth, Hart, Burts, & Hernandez, 1991). Stipek and Byler (1997) found preschool and kindergarten teachers' beliefs about appropriate and effective practices for young children were significantly correlated with their practices in their classroom.

However, not all the studies support teachers' beliefs being highly related to their

behaviors. From a 3-year study, Simmons and her colleagues (1999) found that teachers believed and claimed they taught in student-centered ways, but the result of the studies showed their teaching practices were teacher-centered. In Wilcox-Herzog's study (2002), she examined 47 early childhood educators' teaching beliefs and teaching actions, and she found no relationship between teachers' beliefs and actions.

Cultural Influence

Research shows culture and contexts may be factors influencing teachers' teaching beliefs. Hsueh and Barton (2005) found despite under shared cultural beliefs, educators' professional practices and beliefs are based upon the backgrounds educators come with. According to Walsh (2002), his study found there were different teachers' beliefs about children's natural sensibleness in U.S. school settings and Japanese ones. For example, in Taiwanese early childhood education settings, teaching practices include developmentally appropriate practices influenced by DAP Guidelines, but also contain some Taiwanese culture-based practices influenced by Confucianism (Hsien, 2004). Moreover, according to the researcher's personal observations and experiences, the researcher noticed several similarities and differences between Taiwan and U.S. early childhood teachers and their settings. Although in both countries, teachers espouse very similar philosophy and principles of working with children, the practices in these two settings were very different. For example, both settings offer snacks in the morning, however, the ways in which it is carried out is different. In the U.S., snacks are offered during the free choice time period meaning children can go to get their snacks whenever they want to during the free choice

time. While in Taiwan, all children at the child development laboratory have their snacks at the same time, and the snacks are prepared by a cook in the kitchen found in the laboratory. Therefore, when teachers in Taiwan design their curriculum, their schedules are less flexible since they have to include a designated snack time. Also, in Taiwan, teachers are expected to encourage children to finish all their servings. The amount offered is based on an individual's situation. In the U.S., teachers allow children to express their thoughts and decisions in order to determine for themselves if they do not wish to finish their snacks. Although these programs apply a different teaching practice in serving snacks, the outcomes of these two programs are similar in order to achieve their goals. In the other words, there is no absolutely correct way to teach young children.

Early childhood education in the U.S. and in Taiwan

There are no national or centralized early childhood programs, curriculum standards, philosophical approaches, and professional requirements in the U.S. Developmentally appropriate practice (DAP) recommended by the National Association for the Education of Young Children (NAEYC) has influenced and has been used widely among the early childhood programs in the U.S. (McMullen, 1999). As stated earlier the position statement of NAEYC points out that DAP is based on three important types of knowledge: age-related human characteristics, individual variation, and social and cultural contexts. Most of early childhood educators are in programs permeated with DAP-related values (Dunn & Kontos, 1998; McMullen & Alat, 2002).

In Taiwan, there are two systems of early childhood education – kindergartens and

preschools. They are regulated by different government departments, however, they are very similar in teacher training and teaching practices. There are a variety of early childhood programs or approaches in Taiwan because of no national standardized curriculum (Wei, 1995). Also, early childhood education in Taiwan has been changing due to the integration of traditional Chinese beliefs and Western teaching beliefs. For example, in Taiwan, most teachers represent the two dominant systems of early childhood education based under the child-centered principles such as DAP and traditional practices (Hsieh, 2004; Lin, Gorrell, & Silvern, 2001). Today, teachers or future teachers are taught with a child-centered philosophy using methods that are in conflict with the traditional cultural values in which teachers try to support the parental wishes that emphasize children's academic achievement (Hsieh, 2004).

CHAPTER 3

RESEARCH METHODOLOGY

Research Design Statement

This non-experimental study was carried out in a quasi-natural setting and was cross sectional in nature. A convenience sample of early childhood teachers and teaching aides in the U.S. and Taiwan were identified, all of whom were working in child development laboratories affiliated with child development or related programs at universities or colleges. This inferential survey design utilized a univariate analysis.

Participants

Fifty early childhood teachers and teaching aides working in child development laboratories affiliated with child development or related programs at universities or colleges within the U.S. and Taiwan participated in this study. Twenty-four participants were from Michigan, the U.S., and 26 participants were from Taiwan.

Data Collection Procedure

The United States

The data were collected from January to March 2009 in the U.S. The researcher contacted the directors of the early childhood education programs affiliated with child development or related programs at universities or colleges within Michigan, U.S. by email to explain the purpose and procedure of the study and to ask for their support in allowing the participation of their center teachers in the study. There was immediate support by four university institutions, the Oakland University Lowry Center for Early Childhood Education, the Central Michigan University Human Growth and Development Laboratory, the University of Michigan-Dearborn Early Childhood Education Center, and finally after weeks of waiting for a positive response, the approval came from Michigan State University Child Development Laboratory. After getting the directors' approval and consent for the centers to participate, the researcher mailed a pre-paid envelope, the SIRB approved Research Participant Information and Consent Forms, and the self-reported questionnaires which include 37 statements, two open-ended questions, and a demographic survey to the directors and asked them to distribute the materials to the teachers and teaching aides in their centers. The teachers who participated in the study were requested to sign the research consent forms. After completing the consent forms and the questionnaires, the teachers were then asked to put the consent forms and the questionnaires into small envelopes and seal the envelopes for confidential reasons. Lastly, the teachers put all the small envelopes into the prepaid envelope, and the director mailed the prepaid envelope back to the researcher.

Taiwan

Like in the U.S., the survey followed a similar procedure. The researcher emailed and called the directors of the Child Care Laboratory of Cardinal Tien College of Healthcare and Management, the Child Care Laboratory of Chang Gung Institute of Technology, the Fu-Jen Catholic University Kindergarten, and the Child Development Laboratory of Hungkuang University to explain the purpose and procedure of the study and ask their consents to allow the participation of their centers' teachers to participate in the study. After getting the directors' consent, the researcher mailed the directors a pre-paid envelope, which included the Chinese version of the Research Participant Information and Consent Form, the Chinese version of the self-reported questionnaires, and small stipends for directors and participants. For validity reasons, the translated Chinese version of the Research Participant Information and Consent Form was reviewed by an associate professor at Fu-Jen Catholic University, Taiwan. Small stipends were given to the directors and participants in Taiwan as it is customary to offer stipends to the participants. This practice was advised by a Taiwanese research professor. After the teachers completed the consent forms and the questionnaires, the teachers were asked to put the consent forms and the questionnaires into the small envelopes and seal the envelopes for confidential reasons. Lastly, the teachers put all the small envelopes into the prepaid envelope and the director mailed the prepaid envelope back to the researcher.

Data Collected and Received

The United States

Questionnaire packets which contained the Research Participant Information and Consent Forms and the Briefs and Intentions Questionnaires, two open-ended questions and demographic surveys were distributed to 34 early childhood teachers or teaching aides working in child development laboratories affiliated with child development or related programs at universities or colleges in Michigan, U.S. Thirty packets were sent back, and 24 consent forms and questionnaires were completed. The usable response rate was 70.6 percent.

Taiwan

Twenty-seven early childhood teachers or teaching aides working in child development laboratories affiliated with child development or related programs at universities or colleges in Taiwan participated in this study. All packets were sent back, but only 26 participants completed the consent forms and questionnaires. There was a 96.3 percent response rate.

Research Instruments

The Beliefs and Intentions Questionnaire is an established measure based on teacher sensitivity, teacher verbal involvement, teacher nonverbal involvement, and teacher play styles. This instrument assesses teachers' and teaching aides' beliefs and intentions (Wilcox-Herzog & Ward, 2004). Based on the research of Wilcox-Herzog and

Ward (2004), the Cronbach's alpha is .85. The questionnaire includes two parts: teaching beliefs and teaching intentions. There are 17 statements for teaching beliefs, 20 statements for teaching intentions. Each statement is rated on a 5-point Likert scale with 1 "never" and 5 "always." Total scores of teaching beliefs and teaching intentions are counted separately. Higher scores in teaching beliefs indicate stronger beliefs about the importance of behaving in sensitive and involved manner toward children. In teaching intentions scale, higher scores imply intentions were more sensitive and involved in nature. Besides, in order to explore the relationship between the teachers' teaching beliefs and their teaching practices and to understand the teachers' background information, two open-ended questions and demographic surveys were added to the measure. The English version of the beliefs and intentions questionnaire was translated into Mandarin Chinese by the researcher, a Chinese native speaker. Then, the Chinese version of the questionnaire was translated back into English by a Chinese native speaker with a Master's degree in Early Childhood Education from the U.S. These procedures were followed to ensure validity of the translation.

Data Analysis

Data were coded by the researcher and analyzed by using the SPSS Statistic 16.0 software. Demographic Characteristics of the sample from the U.S. and Taiwan are shown by using descriptive statistics. To compare the teaching beliefs and teaching intentions between the U.S. and Taiwan, the Frequency distribution and Independent-samples t Test were conducted. Also, Pearson Correlation was used to

examine the relationship between the teaching beliefs and teaching intentions. To compare U.S. and Taiwanese participants' responses to the open-ended questions related their philosophy of early childhood education and teaching intentions, the data were coded by thematic methods.

Ethical Considerations

This research project and the Research Participant Information and Consent Form were reviewed and approved by the Social Science/Behavioral/Education Institutional Review Board (SIRB) at Michigan State University. All participants were provided the Research Participant Information and Consent Forms, for the purpose to inform the participants about the study, to convey that their participations were voluntary, to explain risks and benefits of their participation, to notify them that all the information they provided would be confidential, and to indirectly empower them to make informed decisions in their role as an early childhood teacher.

CHAPTER 4

RESULTS

Demographic Characteristics

Demographic characteristics of the participants were obtained from the demographic surveys which provided the age, gender, experience, and education level of the participants from the U.S. and Taiwan. There were 24 early childhood educators and teaching aides working in child development laboratories affiliated with child development or related programs at universities or colleges in Michigan. The number of years of working within early childhood programs in the U.S. was an average of 11.19 years (range = 0.3-35). All of them were females with an average age of 36.5 years (range = 21-58). Most participants held Bachelor's Degrees (43.48%) and Master's Degrees (47.83%), one had a High School Diploma (4.35%), and one was a Doctoral Candidate (4.35%). Twenty-seven early childhood female educators and teaching aides with an average age of 30.52 years (range = 21-48) were from Taiwan. The average length of teaching was 6.16 years (range = 0.5-19). The majority of the participants held Bachelor's Degrees (80.77%), 11.54% of them had Master's Degrees, and 7.69% had an Associate's Degree. The comparison of participants' age, experience, and education between the U.S. and Taiwan is presented in Table 1.

Table 1

Comparison of Participants' Age, Experience, and Education Between the U.S. and Taiwan

		U.S. (N = 24)	**Taiwan (N = 26)**
Age	**Range**	21-58 years	21-48 years
	Mean	36.5 years	30.52 years
Length of Teaching	**Range**	0.3-35 years	0.5-19 years
	Mean	11.19 years	6.16 years
Education	**High School Diploma**	4.35%	0%
	Associate's Degree	0%	7.69%
	Bachelor's Degree	43.48%	80.77%
	Master's Degree	47.83%	11.54%
	Doctoral Candidate	4.35%	0%

Teaching Beliefs

The total scores of teaching beliefs were calculated from the self-reported beliefs questionnaires which contains 17 statements. Though all efforts were made to ensure that all questionnaires were precisely prepared, it turned out that two inaccuracies were involuntarily introduced by the researcher in the Chinese version of the questionnaires. Statement number 9 was not accompanied by a corresponding 5-point Likert scale, and statement number 11 was printed in an incomplete form which was missing the last two words. As such, statement number 9 and number 11 were both discarded in the English and Chinese versions of the questionnaires when carrying out the empirical analysis. The

total possible score ranged from 15 to 75. The mean score of teaching beliefs for the U.S. was 53.96 (r = 48-58), and for Taiwan the mean scores was 55.96 (r = 48-64). Around 70 percent of U.S. participants, their scores of teaching beliefs were within the range between 51 and 56, whereas more than 60 percent of Taiwanese participants' scores were within the range between 54 and 59. The frequency distribution table of the teaching beliefs between the U.S. and Taiwan is presented in Table 2.

Table 2

Frequency Distribution Table of Teaching Beliefs Scores Between the U.S. and Taiwan

Teaching Beliefs Scores (R = 15-75)	**U.S. (N = 24)**		**Taiwan (N = 26)**	
48-50	3	12.5%	3	11.54%
51-53	8	33.33%	3	11.54%
54-56	9	37.5%	6	23.08%
57-59	4	16.67%	10	38.46%
60-62	0	0%	3	11.54%
63-65	0	0%	1	3.85%
Mean	53.96		55.96	
SD	2.73		4.04	

Independent-samples t Test was used to compare the overall mean scores for the responses of the teaching briefs from the early childhood educators within the U.S. and Taiwan. The test of the equality of variances by Levine showed there was not enough evidence to reject such a hypothesis. Results indicated that there was a significant difference between the two mean scores of teaching beliefs from the U.S. and Taiwan; therefore the null hypothesis that teaching beliefs do not vary between U.S. and

Taiwanese early childhood teachers and teaching aides was rejected ($t = -2.039$, $p < 0.05$), and in particular the evidence suggested Taiwanese early childhood educators had higher scores (See Table 2 and Table 3).

Table 3

Independent-samples t Test for Teaching Beliefs from the U.S. and Taiwan

	t	df	Sig.	Mean Difference	Std. Error Difference
Teaching Beliefs	-2.039	48	.047	-2.003	0.982

This research design did not plan to examine the relationships between teaching beliefs items, therefore item-by-item comparison in this study were not carried out. However, when coding the data, the researcher noticed that although the mean scores of teaching beliefs from the U.S. and Taiwan were close, there were some obvious differences in the responses of items between U.S. and Taiwanese participants. In Table 4, the numbers in bold represent the mean scores of teaching beliefs from the U.S. and Taiwan differ indicating more than a 1.5 points ($r = 0.08$-2.56) difference. U.S. participants had higher scores in statement number 4, yet Taiwanese participants showed stronger beliefs on statements number 12 and number 14. Statements indicate "making children do (number 12 and14)" versus "encouraging children to do (number 4)." Also, the statements number 4 and number 12 are "with adult assistance" versus "without adult assistance."

Table 4

Teaching Beliefs Item-by-item Comparison (Mean Score)

Teaching Beliefs	U.S. (N = 24)	Taiwan (N = 26)
1. When children hit each other, teachers should help them to understand each other's feelings.	4.83	4.58
2. During group time, teachers should encourage children to sit and listen most of the time.	3.79	3.56
3. Teachers should plan some novel activities that will challenge children to try new experiences (sometimes with adult assistance).	4.5	4.28
4. Teachers should encourage children to pick up their toys (with adult help) during clean-up time.	**5**	**3.12**
5. When a child takes a toy from another child, teachers should observe and see what happens.	3.75	4.65
6. Teachers should speak to children at their own level (e.g., use language familiar to young children, make eye contact).	4.70	4.62
7. Teachers should talk to children like adults (e.g., use long sentences and words unfamiliar to young children).	2.33	2.15
8. Teachers should encourage children to use good manners (even if children don't always use them).	4.33	4.54
10. Teachers should put a variety of interesting activities out during free choice time and then let children make their own activity choices.	4.54	4.69
12. Teachers should make children pick up all of their toys (without adult help) during clean-up time.	**1.79**	**3.42**
13. When a child throws playdough one time, teachers should remind her that playdough is for rolling.	4.42	4.2
14. When children hit each other, teachers should make them apologize (say sorry) to each other.	**1.79**	**4.35**
15. When many children in the class lose interest during story time, teachers should stop and go on to something else.	3.5	3.42
16. When many children in the class lose interest during storytime, teachers should make them sit on their bottoms until the story is finished.	1.92	2.19
17. When a child takes a toy from another child, teachers should intervene quickly.	2.92	2.65

To compare U.S. and Taiwanese participants' philosophy of early childhood Education open-ended questions, see Table 5 for thematic comparison of the participants' descriptions from the U.S. and Taiwan. Taiwanese teachers wrote "teachers should

respect children" and "polite manners and moral education are important" as parts of their philosophy of early childhood education, yet no U.S. teacher mentioned it in their responses.

Table 5

Comparison of Descriptions about Philosophy of Early Childhood Education Between the U.S. and Taiwan

Philosophy of Early Childhood Education	**U.S. (number of participants)**	**Taiwan (number of participants)**
1. Children learn through play and doing.	10	2
2. Children learn through investigating and exploring environment and various materials.	9	3
3. Children are active learner.	3	11
4. Teachers are guides or facilitators.	5	15
5. Teachers should support children's interests.	6	3
6. Children are individuals and should be treated that way/child-centered.	4	15
7. Teachers should provide developmentally appropriate activities.	4	5
8. Teachers should provide safe and warm environment.	4	5
9. Teachers should respect children.	0	6
10. Polite manners and moral education are important.	0	3

Teaching Intentions

The total scores of teaching intentions were calculated from the self-reported beliefs questionnaires which contains 20 statements. The possible range of the total score is from 20 to 100. The mean score of teaching intentions for the U.S. was 86.46 (r = 71-100), and for Taiwan the mean scores was 85.31 (r = 66-99). The majority of both U.S. and Taiwanese participants' scores of teaching intentions were within the range of 81 to 95. The frequency distribution table of the teaching intentions between the U.S. and Taiwan is presented in Table 6.

Table 6

Frequency distribution table of Teaching Intentions Scores Between U.S. and Taiwan

Teaching Intentions Scores (N = 20-100)	**U.S. (N = 24)**		**Taiwan (N = 26)**	
66-70	0	0%	1	3.85%
71-75	2	8.33%	3	11.54%
76-80	2	8.33%	3	11.54%
81-85	6	25%	4	15.38%
86-90	7	29.17%	9	34.62%
91-95	4	16.67%	4	15.38%
96-100	3	12.5%	2	7.69%
Mean	86.46		85.31	
SD	7.08		8.11	

Independent-samples t Test was used to compare the overall mean scores for the responses of the teaching intentions from the early childhood educators within the U.S. and Taiwan. The test of the equality of variances by Levine showed there was not enough evidence to reject such a hypothesis. There was not enough evidence to reject the null hypothesis that teaching intentions do not vary between U.S. and Taiwanese early childhood teachers and teaching aides ($t = .597$, $p > 0.05$) (See Table 7).

Table 7

Independent-samples t Test for Teaching Intentions from the U.S. and Taiwan

	t	**df**	**Sig.**	**Mean Difference**	**Std. Error Difference**
Teaching Intentions	.533	48	.597	1.151	2.16

This research design did not plan to examine the relationships between teaching intentions items, therefore item-by-item comparison in this study were not carried out. However, when coding the data, the researcher noticed that although the mean scores of teaching intentions from the U.S. and Taiwan were close, there were some differences in the responses of items between U.S. and Taiwanese participants. In Table 8, the numbers in bold represent the mean scores of teaching intentions from the U.S. and Taiwan which differ more than 0.7 points ($r = 0.06$-0.77). U.S. participants had higher scores in statement number 16, yet Taiwanese participants were more likely to indirectly influence behavior as on statements number 9 and number 11.

Table 8

Teaching Intentions Item-by-item Comparison (Mean Score)

Teaching Intentions	**U.S. (N =24)**	**Taiwan (N = 26)**
1. I get down on the floor and play with children.	4.54	4.23
2. I speak warmly to the children when I interact with them.	4.79	4.12
3. I watch children play.	4.29	3.85
4. I ask children open-ended questions rather than yes-no ones.	4.54	4.31
5. I engage children in two-way conversations about their play.	4.5	4.12
6. I am enthusiastic about children's activities and efforts (e.g., I congratulate them when they do good job).	4.43	4.5
7. I help children use play materials.	4.08	4.42
8. I talk with children about their play.	4.54	4.35
9. I make suggestions for how to use materials.	**3.42**	**4.19**
10. I listen attentively when children speak to me.	4.92	4.46
11. I help children remember to clean up as they finish activities.	**4**	**4.77**
12. I hug and hold children.	4.17	4.64
13. I get involved in children's dramatic play.	4.04	4.35
14. I am firm with children when it is necessary.	4.71	4.65
15. I talk with children in order to enhance their play.	4.5	4.08
16. When children talk to me, I restate their comments.	**4.17**	**3.46**
17. When I describe what children are doing, I give extra information (e.g., "Your red car is going really fast.").	4.08	3.77
18. I help children find activities to play with.	3.92	4
19. I enjoy being with children.	4.96	4.58
20. I show children the appropriate way to use play materials.	4.04	4.46

To compare U.S. and Taiwanese participants' responses to the open-ended questions about how to put their beliefs into practices, Table 9 represents the thematic comparison of the participants' descriptions from the U.S. and Taiwan. U.S. and Taiwanese participants had similar responses about how they put their beliefs into practices.

Table 9

Comparison of Descriptions about Theory to Practice Between the U.S. and Taiwan

Teaching Intentions/Practices	**U.S. (number of participants)**	**Taiwan (number of participants)**
1. Let children explore environment and materials.	1	3
2. Help and support children as needed.	4	3
3. Children are encouraged to be problem-solvers.	5	4
4. Teachers provide activities and materials which children are interested.	2	4
5. Observe and document children.	4	5
6. Use open-end activities and conversations.	2	6
7. Provide various materials and activities.	5	2
8. Provide age-appropriated activities.	1	7
9. Curriculum is designed incorporating all/multiple domains of development.	3	1
10. Parents/families are welcome into classroom.	3	1

The Relationship between Teaching Beliefs and Intentions

Pearson Correlation analysis was conducted to examine whether there was a relationship between the teaching beliefs and teaching intentions. The analysis revealed that teaching beliefs and intentions were positively associated ($R = .348$, $p < 0.05$) (See Table 10). Moreover, the relationship between U.S. teaching beliefs and intentions was also examined. Table 11 shows that U.S. teaching beliefs were not associated with teaching intentions ($R = .197$, $P > 0.05$). However, teaching beliefs in Taiwan were positively associated with teaching intentions ($R = .493$, $p < 0.05$) (See Table 12).

Table 10

Correlation between Teaching Beliefs and Intentions

	Beliefs	**Intentions**
Beliefs	1.000	.348*
Intentions	.348*	1.000
* $p < .05$		

Table 11

Correlation between U.S. Teaching Beliefs and Intentions

	U.S. Beliefs	**U.S. Intentions**
U.S. Beliefs	1.000	.197
U.S. Intentions	.197	1.000

Table 12

Correlation between Taiwan Teaching Beliefs and Intentions

	Taiwan Beliefs	**Taiwan Intentions**
Taiwan Beliefs	1.000	.493*
Taiwan Intentions	.493*	1.000
* $p < .05$		

CHAPTER 5

DISCUSSION, LIMITATIONS, AND INPLICATIONS

Discussion

The characteristics of the demographic data show that U.S. early childhood educators working in child development laboratories affiliated with child development or related programs at universities or colleges are six years older than Taiwanese early childhood educators. The U.S. educators have five years more on teaching experience than the early childhood educators in Taiwan. According to the researcher's opinion and observations, parents of young children in Taiwan generally prefer young early childhood teachers because the parents think young teachers are more energetic to work with young children. Teachers' ages are one of parental criteria for choosing a preschool and making a decision (Hsieh, 2008). It is also found in Liu's study (2006) that the older kindergarten teachers in Taiwan are more concerned about their appearances and maintaining their physical energies since they think that parents care more about teachers' appearances and their physical energies.

In addition, the educators in the U.S. have a higher percentage of Master's degrees than those in Taiwan. It seems there are higher educational requirements in U.S. child development laboratories affiliated with child development or related programs at universities or colleges than those in Taiwan.

The first purpose of this research is to examine early childhood educators' teaching

beliefs and intentions across two countries, the United States and Taiwan. The results indicate a variation of early childhood educators' teaching beliefs that reflect a cultural representation of the U.S. and of Taiwan. It is consistent with Bronfenbrenner's ecological model of human development, which assumes that the environment or context, in which a developing human being lives, affects the person's development. However, there is no enough evidence to support that teaching intentions varied between U.S. and Taiwanese early childhood educators.

When looking at the responses of each item from U.S. and Taiwanese early childhood educators, there are some obvious differences between these two groups of teachers. The differences may be caused by cultural factors. For example, when asking the beliefs about encouraging children to pick up their toys during clean-up time (statements number 4 and number 12), U.S. teachers have stronger beliefs about encouraging children to pick up their toys with adult help, yet Taiwanese teachers are more likely to agree with making children pick up their toys without an adult's help. In addition, Taiwanese teachers have stronger beliefs about making children apologize (say "I am sorry") to each other when children hit each other (statement number 14).

Although statistically teaching intentions do not vary between U.S. and Taiwanese early childhood educators, there are some differences between two groups of teachers. For example, Taiwanese teachers are more likely to make suggestions on how to use materials and help children remember to clean up as they finish their activities than U.S. teachers (statements number 9 and number 11). However, U.S. teachers are more likely to restate children's comments when children talk to them (statement number 16).

From the teachers' responses to the open-ended questions about their philosophy of

early childhood Education, Taiwanese teachers wrote "teachers should respect children" and "politeness and moral education are important" as parts of their philosophy of early childhood education, yet not one U.S. teacher mentioned it. These differences may reflect cultural factors. In traditional Taiwanese society, polite manners and teachers' authority were valued. Nowadays, Taiwanese early childhood teachers have been influenced by child-centered principles; however, they still keep and maintain some traditional Confucianism cultural values of their macrosystem (Hsieh, 2004). In addition, this finding is consistent with Bronfenbrenner's ecological model of human development, which assumes that individual's development is affected by the surrounding context. For example, U.S. and Taiwanese early childhood teachers grew up in different macrosystems which include different cultural beliefs and values, economic, public policies, and social norms.

The second purpose of this research is to examine the relationship between teaching beliefs and teaching intentions. The results indicate that there is not enough evidence to support that teaching beliefs are related to teaching intentions of U.S. early childhood educators. For Taiwanese teachers, there is a significant relationship between their teaching beliefs and intentions indicating that they may be more socially sensitive. Overall, early childhood educators' teaching beliefs are related to their teaching intentions, and this finding is consistent with previous research that suggests teachers' beliefs are related their intentions (Wilcox-Herzog & Ward, 2004).

Limitations of the Research

It is important to note there are several limitations of this study. First of all, the sample size of 24 early childhood educators from the U.S. and 26 early childhood educators from Taiwan is fairly small. Also, the samples are only from four university institutions of each country and cannot represent all early childhood educators in the U.S. and Taiwan. Therefore the findings of this study cannot be generalized to other early childhood educators in the U.S. and Taiwan.

Second, the items of the research instrument, Beliefs and Intentions Questionnaire, focus on the teaching beliefs and intentions about interactions with children. Therefore, the findings of this study cannot be generalized to other early childhood educators' teaching beliefs and intentions such as dimensions of academic achievements or discipline.

Third, this study utilizes a univariate analysis, so it does not control other factors such as children's age or teachers' teaching experience that may influence teaching beliefs and intentions. For example, teachers may have different teaching beliefs and intentions when they teach two year-old children and five year-old children.

Finally, this study examines the early childhood educators' teaching beliefs and intentions from their self-report questionnaires. Therefore, the data do not reflect what exactly are the similarities and differences between the teaching beliefs and intentions of U.S. and Taiwanese early childhood educators. Moreover, the data do not reflect the educators' teaching behaviors and actions in the childhood settings. Teaching beliefs and intentions do not always correspond to teaching behaviors and actions. For further studies,

researchers may apply other research methods such as observational designs to examine the relationships between the beliefs, intentions, and practice.

Implications for Further Research

This research involves early childhood educators' teaching beliefs and intentions representing two countries and cultures. The results suggest that teaching beliefs vary between U.S. and Taiwanese early childhood educators, even though the Developmentally Appropriate Practices (DAP) is emphasized in both countries. Future studies examining how cultural factors might affect teaching beliefs, intentions, and practices in early childhood settings could lead to important findings about the impact of culture on teaching practices. Moreover, this study may provide insights into the cultural impact of informative concepts that are found in teaching attitudes, beliefs, and directions in early childhood programs for pre-service and in-service teachers, teacher aides, and caregivers.

APPENDIX A

Cover Letter (English Version)

Dear Sir/Madam,

I am currently a graduate student in Child Development at Michigan State University, and I have been working on my thesis, "Comparing early childhood educators' teaching beliefs and intentions between the U.S. and Taiwan." I am writing to ask for your consent as I would like to invite your school teachers to participate in the study. The teachers will be asked to sign the research consent forms and complete the Teaching Beliefs and Teaching Intentions Questionnaires which include 37 statements and 2 open-ended questions. The participation in this study will take about 10 to 15 minutes. All the information obtained for the purpose of this study will be confidential and will be kept in a locked file.

If you have any questions regarding this study, please feel free to contact me by e-mail at suichiay@msu.edu. Thank you very much for your consideration.

Sincerely,

Chia-Yu Sui

APPENDIX B

Cover Letter (Chinese Version)

親愛的園/所長 您好：

我是美國密西根州立大學(Michigan State University)家庭與兒童生態學系碩士班的學生隋佳諭，我的研究興趣是幼兒教育與保育，目前正在撰寫我的碩士論文—「比較美國和台灣的幼教老師/保育人員的教學信念與教學意圖」，我希望能夠邀請您園所內的老師參與我的研究。我預計於民國98年2月初進行研究，願意參與的老師需要填寫一份研究同意書及一份中文問卷，問卷內容包括兩大部分：教學信念與教學意圖，總共37個選擇題及2個簡答題，約需10~15分鐘。研究同意書及中文問卷將會郵寄至貴園所。所有的資料將絕對予以保密。為了感謝園/所長您與老師們的協助，將致贈小禮物一份表達誠摯的謝意。

非常感謝您的熱心協助，如果您對於此研究有任何的疑問，懇請您與我連絡。我的電子信箱為 suichiay@msu.edu

密西根州立大學 家庭與兒童生態學系

研究者 隋佳諭

APPENDIX C

Research Participant Information and Consent Form (English Version)

You are being asked to participate in a research study. The purpose of this document is to provide a consent form to inform you about the study, to convey that participation is voluntary, to explain risks and benefits of participation, and to empower you to make an informed decision. You should feel free to ask the researcher any questions you may have.

1. Who will be conducting the study?

   Chia-Yu Sui
   Graduate Student in Child Development
   Department of Family and Child Ecology
   Michigan State University
   Email: suichiay@msu.edu
   Phone: 517-353-3633

2. What is the purpose of the research and who is being asked to participate?

   The purpose of the research is to study and compare early childhood educators' teaching beliefs and intentions between the U.S. and Taiwan. Early childhood teachers or teaching aides who are working in child development laboratories affiliated with universities or colleges in the U.S. and Taiwan are being asked to participate.

3. What procedures will be performed for research purposes?

   After getting your consent, you will be requested to sign the research consent form, and then complete a demographic survey and a self-report questionnaire, Briefs and Intentions Questionnaire which includes 37 statements and 2 open-ended questions. Your participation in this study will take you about 10 to 15 minutes. The research consent form and the questionnaire will be sent to the laboratories, centers, and kindergarten by mail.

4. What are the potential benefits for taking part in this study?

   You will not directly benefit from your participation in this study. However, your participation in this study may contribute to a better understanding about (1) teaching beliefs and intentions among early childhood educators (2) comparison of the teaching belief and intentions in the U.S. and Taiwan.

5. What are the potential risks of participating in this study?

   There are no foreseeable risks associated with participation in this study.

6. Who will know my participation in this study?

   All information obtained for the purpose of this study will be confidential and will be kept in a locked file cabinet for a minimum of 3 years, and only researchers will have access to the information. The data for this study are being collected anonymously, and the result of the study will be presented using group variable with no reference to individual answers. Your confidentiality will be protected to the maximum extent allowable by law.

7. Is my participation in this study volunteer?

   Your participation in this research study is voluntary, and you may change your mind at any time and withdraw without any effect.

8. Will I be charged for the participation and will I get any compensation for the participation?

   You will neither be charged nor receive money or any other form of compensation for participating in this study.

Research Consent Form
(Signature Page)

If you have any concerns or questions regarding this study, please feel free to contact the researcher, Chia-Yu Sui, at 517-353-3633, or email suichiay@msu.edu.

If you have questions or concerns about your role and rights as a research participant, would like to obtain information or offer input, or would like to register a complaint about this study, you may contact, anonymously if you wish, the Michigan State University's Human Research Protection Program at 517-355-2180, Fax 517-432-4503, or e-mail irb@msu.edu, or regular mail at 202 Olds Hall, MSU, East Lansing, MI 48824.

I have read all of the above statement and explanation. By signing this form, I agree to participate in this study and confirm that my participation is voluntary.

_____ _____

Signature of Participant Date

_____ _____

Chia-Yu Sui Date
Researcher

APPENDIX D

Research Participant Information and Consent Form (Chinese Version)

親愛的老師 您好：

我是美國密西根州立大學(Michigan State University)家庭與兒童生態學系碩士班的學生隋佳諭，我的研究興趣是幼兒教育與保育，目前正在撰寫我的碩士論文—「比較美國和台灣的幼教老師/保育人員的教學信念與教學意圖」，我希望能夠邀請您參與我的研究。研究的程序是請您填寫一份教學信念與教學意圖問卷，問卷內容包括兩大部分：教學信念與教學意圖，總共37個選擇題及2個簡答題，約需10~15分鐘。所有的資料將絕對予以保密。為了感謝您的協助，將致贈小禮物一份表達誠摯的謝意。

衷心感謝您的協助與參與，如果您對於本研究有任何疑問，歡迎您隨時和我連絡。我的電子信箱為 suichiay@msu.edu

請在下方簽名，代表您已經閱讀上述內容，並願意參與此項研究。

_____ _____

參與者簽名 日期

_____ _____

隋佳諭

研究者簽名 日期

APPENDIX E

Beliefs and Intentions Questionnaire (English Version)

(Wilcox-Herzog & Ward, 2004)

(Permitted to use from Dr. Wilcox-Herzog)

A. Teaching Beliefs

Please circle the number which matches your teaching beliefs most.

		Never	Seldom	Sometimes	Usually	Always
1.	When children hit each other, teachers should help them to understand each other's feelings.	1	2	3	4	5
2.	During group time, teachers should encourage children to sit and listen most of the time.	1	2	3	4	5
3.	Teachers should plan some novel activities that will challenge children to try new experiences (sometimes with adult assistance).	1	2	3	4	5
4.	Teachers should encourage children to pick up their toys (with adult help) during clean-up time.	1	2	3	4	5
5.	When a child takes a toy from another child, teachers should observe and see what happens.	1	2	3	4	5
6.	Teachers should speak to children at their own level (e.g., use language familiar to young children, make eye contact).	1	2	3	4	5
7.	Teachers should talk to children like adults (e.g., use long sentences and words unfamiliar to young children).	1	2	3	4	5

	Never	Seldom	Sometimes	Usually	Always
8. Teachers should encourage children to use good manners (even if children don't always use them).	1	2	3	4	5
9. When a child throws playdough one time, teachers should tell her to leave the playdough area.	1	2	3	4	5
10. Teachers should put a variety of interesting activities out during free choice time and then let children make their own activity choices.	1	2	3	4	5
11. When children play, teachers should sit down sometimes and talk with them about what they are doing.	1	2	3	4	5
12. Teachers should make children pick up all of their toys (without adult help) during clean-up time.	1	2	3	4	5
13. When a child throws playdough one time, teachers should remind her that playdough is for rolling.	1	2	3	4	5
14. When children hit each other, teachers should make them apologize (say sorry) to each other.	1	2	3	4	5
15. When many children in the class lose interest during story time, teachers should stop and go on to something else.	1	2	3	4	5
16. When many children in the class lose interest during story time, teachers should make them sit on their bottoms until the story is finished.	1	2	3	4	5
17. When a child takes a toy from another child, teachers should intervene quickly.	1	2	3	4	5

B. Teaching Intentions

Please circle the number which matches your teaching intentions most.

		Never	Seldom	Sometimes	Usually	Always
1.	I get down on the floor and play with children.	1	2	3	4	5
2.	I speak warmly to the children when I interact with them.	1	2	3	4	5
3.	I watch children play.	1	2	3	4	5
4.	I ask children open-ended questions rather than yes-no ones.	1	2	3	4	5
5.	I engage children in two-way conversations about their play.	1	2	3	4	5
6.	I am enthusiastic about children's activities and efforts (e.g., I congratulate them when they do good job).	1	2	3	4	5
7.	I help children use play materials.	1	2	3	4	5
8.	I talk with children about their play.	1	2	3	4	5
9.	I make suggestions for how to use materials.	1	2	3	4	5
10.	I listen attentively when children speak to me.	1	2	3	4	5
11.	I help children remember to clean up as they finish activities.	1	2	3	4	5
12.	I hug and hold children.	1	2	3	4	5
13.	I get involved in children's dramatic play.	1	2	3	4	5
14.	I am firm with children when it is necessary.	1	2	3	4	5
15.	I talk with children in order to enhance their play.	1	2	3	4	5
16.	When children talk to me, I restate their comments.	1	2	3	4	5

	Never	Seldom	Sometimes	Usually	Always
17. When I describe what children are doing, I give extra information (e.g., "Your red car is going really fast.").	1	2	3	4	5
18. I help children find activities to play with.	1	2	3	4	5
19. I enjoy being with children.	1	2	3	4	5
20. I show children the appropriate way to use play materials.	1	2	3	4	5

C. Open-ended Questions

1. What is your philosophy of early childhood education? Please describe briefly.

2. How do you put your belief into practices? Please describe briefly.

D. Background Information

1. Age: _____

2. Gender: Male _____ Female _____

3. Length of Teaching: _____

4. Educational Attainment: High School Diploma _____ Associate Degree _____

Bachelor's Degree _____ Other _____

Thank you very much for your participation!!

APPENDIX F

Beliefs and Intentions Questionnaire (Chinese Version)

信念與意圖問卷

(Wilcox-Herzog & Ward, 2004)

A. 教學信念

請圈出與您教學信念最適當的描述。

	從不	很少	有時	常常	總是
1. 當幼兒互打對方時,老師應該幫助他們了解彼此的感覺。	1	2	3	4	5
2. 在團體活動時,老師應該鼓勵幼兒大部分時間都坐好聽講。	1	2	3	4	5
3. 老師應該設計一些新穎的活動,來挑戰幼兒嘗試新的經驗(有時在老師的協助下)。	1	2	3	4	5
4. 在收拾玩具時,老師應該鼓勵幼兒在成人的協助下收拾玩具。	1	2	3	4	5
5. 當幼兒從其他幼兒手中搶走玩具,老師應該觀察發生了什麼事。	1	2	3	4	5

	從不	很少	有時	常常	總是
6. 老師應該使用符合兒童程度的語言(例如:使用兒童熟悉的辭彙;眼神接觸)。	1	2	3	4	5
7. 老師和幼兒說話時應該像與成人說話(例如:使用長句子,以及使用幼兒不熟悉的詞彙)。	1	2	3	4	5
8. 老師應該鼓勵兒童使用良好的禮儀與行為(即使兒童並不總是做到)。	1	2	3	4	5
9. 當幼兒丟擲黏土一次,老師應該請他離開藝術角。	1	2	3	4	5
10. 自由角落時間,老師應該設置各種有趣的活動讓幼兒自由選擇。	1	2	3	4	5
11. 當幼兒遊戲時,有時老師應該坐下並告訴幼兒他們正在做什麼。	1	2	3	4	5
12. 在收拾玩具時,老師應該讓幼兒在沒有成人的協助下收拾玩具。	1	2	3	4	5
13. 當幼兒丟擲黏土一次,老師應該提醒他黏土是用搓揉的。	1	2	3	4	5
14. 當幼兒互打對方時,老師應該要求他們互相道歉(說對不起)。	1	2	3	4	5
15. 當教室內許多兒童對於聽故事失去興趣時,老師應該停止講故事,改成進行其他活動。	1	2	3	4	5

	從不	很少	有時	常常	總是
16. 當教室內許多兒童對於聽故事失去興趣時, 老師應該要求他們繼續坐著直到故事結束。	1	2	3	4	5
17. 當幼兒從其他幼兒手中搶走玩具, 老師應該迅速介入。	1	2	3	4	5

B. 教學意圖

請圈出與您教學信念最適當的描述。

	從不	很少	有時	常常	總是
1. 我坐在地板上與幼兒一起玩。	1	2	3	4	5
2. 當我和幼兒互動時, 我使用溫暖的語氣和幼兒說話。	1	2	3	4	5
3. 我看著幼兒玩耍。	1	2	3	4	5
4. 我問幼兒開放式的問題, 而不是只有對錯的問題。	1	2	3	4	5
5. 我開啟雙向對話和幼兒討論他們的遊戲。	1	2	3	4	5
6. 我熱衷於幼兒的活動及努力(例如:當幼兒有好的表現時, 我稱讚他們)。	1	2	3	4	5
7. 我協助幼兒使用遊戲器材/素材。	1	2	3	4	5
8. 我和幼兒討論他們的遊戲。	1	2	3	4	5
9. 我提供幼兒關於如何使用器材/素材的建議。	1	2	3	4	5

	從不	很少	有時	常常	總是
10. 當幼兒和我說話時, 我仔細聆聽。	1	2	3	4	5
11. 在活動結束時, 我提醒幼兒記得收拾。	1	2	3	4	5
12. 我擁抱幼兒。	1	2	3	4	5
13. 我參與幼兒的扮演遊戲。	1	2	3	4	5
14. 當需要時, 我很堅定的對待幼兒。	1	2	3	4	5
15. 我和幼兒說話是為了擴展他們的遊戲。	1	2	3	4	5
16. 當兒童和我說話時, 我重複他們的話。	1	2	3	4	5
17. 當我描述幼兒正在做什麼時, 我提供額外的資訊 (例如:你的紅色車子跑得非常快)。	1	2	3	4	5
18. 我協助幼兒找到活動並參與。	1	2	3	4	5
19. 我享受和幼兒在一起。	1	2	3	4	5
20. 我示範適當的遊戲器材/素材使用方法。	1	2	3	4	5

C. **簡答題**

1. 請簡短敘述您對於幼兒教育的教學理念。

2. 請簡短敘述您如何將您的理念應用於教學。

D. **基本資料**

1. 年齡: _____

2. 性別: 男 _____ 女 _____

3. 教學年資: _____

4. 教育程度: 高中/職 _____ 專科 _____ 大學 _____ 其他 _____

誠摯的感謝您的參與!!

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