

Assessing Teachers' Interaction with Children in Early Childhood Education (ECE). Cambodian Preschool Teachers' Beliefs and Intensions

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Abstract : The association between teachers' beliefs and practices has been extensively studied across the levels of education. Yet, there is a lack of context-specific evidence on the relationship between teachers' beliefs and intentions regarding their interaction with children in early childhood education settings. Given the critical role of teachers' beliefs in their practices, the present study examined Cambodian preschool teachers' beliefs and intentions related to their interaction with children and what factors affect the relationship. Data was collected through a self-reported Beliefs and Intentions Questionnaire (BTQ) from preschool teachers teaching at different types of preschools in Cambodia. Four hundred nine preschool teachers teaching in public, private and community schools participated in the study through an online survey administered on Qualtrics. The quantitative analysis of the data revealed that teachers' beliefs predict their intentions in preschool. Teachers' teaching experience, level of education and professional training moderated the relationship between their beliefs and intentions. Differences existed between the groups of teachers teaching in different types of preschools and genders. Implications of the findings related to policy and preschool teachers' professional development are discussed.

Keywords : teacher-child interaction, teaching beliefs, teaching intentions, preschool teaching accreditations, Cambodia

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