

## **Abstract**

In recent years, kindergartens in Macao had been heading toward educational reform. They promoted various open education models; but to what extent these reforms implemented were in question? According to many academics, teachers' *instructional beliefs* are key to success of curriculum innovation. In this regard, this study seeks to investigate the relationship between teachers' background variables and their beliefs toward open education and instructional practices, explore the effects of external environmental factors on the implementation of instructional beliefs of teachers in Macao and analyze the relationship between teachers' instructional beliefs and instructional practices. This study used questionnaires to survey 408 kindergarten teachers in 58 Macao schools that use Chinese as medium of instruction. The followings are the main findings of research:

- A. The instructional beliefs of kindergarten teachers in Macao are inclined toward open education, but their instructional practices are inclined toward traditional educational mindset.
  
- B. The relationships between teachers' background variables and their beliefs reveal the following:
  - 1. Significant differences exist in instructional beliefs of kindergarten teachers of different ages. It was discovered that older kindergarten teachers tend to be less likely held educational beliefs in open education.
  - 2. No significant difference exists in kindergarten teachers' instructional beliefs among teachers with different tenure. Teachers with longer tenure tend to be less likely held educational beliefs in open education. However, the difference is not statistically significant.
  - 3. Significant differences exist in instructional beliefs of kindergarten teachers with different teachers' professional qualification in kindergarten education. It was discovered that those with higher degrees are more likely to hold educational beliefs in open education.
  - 4. Significant differences exist in instructional beliefs of kindergarten teachers working in different schools. Teachers teaching in traditional schools run by associations tend to hold educational beliefs in traditional education, whereas kindergarten teachers teaching in public schools are more likely to hold educational beliefs in open education.
  
- C. The relationships between kindergarten teachers' background variables and their instructional practices:
  - 1.No significant difference exists in instructional practices of kindergarten

teachers of different ages.

- 2.No significant difference exists in instructional practices of kindergarten teachers with different tenure.
- 3.Significant differences exist in instructional practices of kindergarten teachers with different teachers' professional qualification in kindergarten education. It was discovered that those with higher degrees are more likely held educational beliefs in open education, and the situation is similar to educational beliefs.
- 4.Significant differences exist in instructional practices of kindergarten teachers working in different schools, and the situation is similar to educational beliefs.

D. Moderate positive correlation exists between instructional beliefs and instructional practices of kindergarten teacher in Macao.

E. Several external environmental factors affect instructional practices and instructional beliefs of kindergarten teacher in Macao. Sorted according to frequency, they are: "school resources", "number of students in class", "workload", "principal's demand", and "classroom space".

Finally, recommendations for the educational administrators, kindergartens, teacher-training organizations and kindergarten teachers are provided in accordance with the results of the study.