

Abstract

The aim of this dissertation is to analyze curriculum integration theories and reform experiences, investigate possible strategies to reduce student pressure correlated to actual situation in Macau, enhance overall student achievement and quality, review existing curriculum situations and subsequently improve existing educational conditions.

The following findings were discovered through investigative questionnaires:

- Teachers do not hold consistent views on existing curriculum problems in Macau.
- Teachers believe that curriculum integration will make teaching materials more diverse and enjoyable.
- Teachers consider excess workload as the main obstacles implementing curriculum integration.
- Teachers consider themselves able to communicate effectively with students.
- Positive correlation exists between teachers' attitudes towards effective curriculum integration and their self-evaluated ability levels of implementing curriculum integration.
- Positive correlation exists between teachers' effectiveness level and self-awareness on complicatedness of curriculum integration.
- Divergence exists between secondary and primary teachers' effectiveness level of curriculum integration.
- No significant divergence exists between secondary and primary teachers' self-awareness on complicatedness of curriculum integration.
- Teachers with professional degrees tend to have lower level of conscious towards difficulties facing curriculum integration.
- English teachers' views on the difficulties facing implementing curriculum integration differ significantly from Chinese language teachers, multiple subject teachers and teachers of other subject areas.
- Teachers do not hold consistent views on whether curriculum integration should be implemented.

In summary, significant background differences among secondary and primary teachers in Macau led to varied and complicated views towards curriculum integration.

Keyword: curriculum integration, integrated curriculum, teacher, Macau