



RESEARCH PAPER

Study of Existing Educational Facilities in Montessori Schools in District Quetta: Problems and Prospects

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ABSTRACT

Montessori emphasizes learning through all five senses and places children in three age groups. The environment is arranged according to the subject area and there is no limit to how long a child can work with a piece of material. Religion has a secondary place in the Montessori education. This study is based on descriptive research. For the purpose of gathering information to test the study's variables and hypothesis, the purposive sampling method was used to choose the teachers. From 15 private Montessori schools, the researcher has in this way chosen at least two Montessori teachers. The sample population for this study is made up of 30 Montessori teachers from private Montessori schools. These 30 teachers were surveyed for pertinent study data and served as respondents. The research tool used was a questionnaire. The closed form of the questionnaire was chosen by the researcher because it only allows for brief, carefully checked responses. It requires a majority of "Yes" and "No" responses. Simple frequency and percentage distribution tables were used in this study's analysis of the data. The "Chi square" analysis method was applied to the data. Positive recommendations and suggestions were made in light of the findings.

Keywords: Existing Educational Facilities Montessori Style, Montessori Environment, Traditional Style, Untrained Teachers

Introduction

The According to Dr. Maria Montessori, education is a natural process that arises spontaneously in people rather than something that teachers do. It is not learned through verbal instruction, but rather through the experiences that a child has while acting in his environment. Instead of speaking, the teacher's job is to plan and set up a variety of cultural activities in a setting that is specifically designed for the child. Education is everything a person learns and gains throughout their lifetime. Included are knowledge, awareness, skills, and habits. People continuously work on developing their skills, talents, attitudes, and personalities. In all societies, education is becoming increasingly important. Nothing could be more crucial and significant to the survival of society than youth education. Every child has a right to education, which is important for the healthy development of the personality as well as for assisting people in learning and acquiring the knowledge and awareness needed to become responsible, productive adults and responsible citizens.

Maria Montessori, who was born in 1870, was the first female doctor in Italy. She had careers in anthropology, education, and psychiatry. She thought that rather than being a "blank slate" waiting to be written on, every child is born with a special potential that is waiting to be discovered. Her main contributions are in setting up the child's environment

to be as natural and supportive of life as possible. observing the youngster playing freely in this setting. Adjusting the environment continuously so that the child can reach his full potential on all levels—physically, mentally, emotionally, and spiritually. Dr. Montessori gave the world a tried-and-true scientific approach for bringing out the best in children. She taught adults how to respect one another's differences, place an emphasis on interpersonal relationships, and educate the whole person rather than just imparting a particular body of knowledge.

The dynamic triad of the child, teacher, and environment is at the heart of the Montessori educational philosophy. One of the responsibilities of the teacher is to lead the child through the "prepared environment," as defined by Montessori, which is the classroom and method of instruction created to support the child's physical, emotional, intellectual, and social development through active exploration, choice, and leaning independently. For the purposes of this review, one way to understand the Montessori method is to focus on two of its key components: the learning materials and the ways in which the teacher and the prepared environment encourage kids to engage with the materials on their own. In terms of the teaching tools, Montessori created a collection of manipulable objects to aid children in learning academic concepts such as math, literacy, science, geography, and history as well as sensorial concepts such as dimension, color, shape, and texture. Regarding engagement, children learn by actively interacting with the materials most frequently alone, though they can also work in pairs or small groups, over the course of a 3-hour "work cycle" in which they are guided by the teacher in selecting their own activities. Within the confines of the class rules, they are free to choose what they work on, where they work, who they work with, and how long they work on any given activity. There is no system of extrinsic rewards or punishments, and there is no competition between the kids. The learning materials themselves and the nature of the learning are the two factors that distinguish Montessori classrooms from regular classrooms.

Montessori places a strong emphasis on learning using all five senses, not just hearing, seeing, and reading. Children in Montessori classes develop at their own, unique pace and according to the activities they select from a wide range of options. Discovering new things through learning fosters curiosity, motivation, self-discipline, and a love of learning. Children in Montessori classes are divided into groups of three years old, creating communities where older children naturally teach younger ones. The Montessori method of education takes a completely different tack.

The Montessori classroom is set up according to the subject matter, and the kids are always free to move around rather than sit at desks. The amount of time a child can spend working with a given object is unrestricted. All subjects, including math, language, science, history, geography, art, music, etc., will only be studied once a day at all grade levels. The Montessori environment teaches a variety of subjects, including language, science, math, history, and geography. The Montessori method of education places religion in a secondary role. The teaching process begins with exercises from everyday life, and also incorporates exercises in math, science, language, and the child's cultural and social development. The Montessori educational method has gained worldwide renown. Pakistan also uses its strategies and tactics. Due to its capacity for conceptual development and ability to give children the confidence and opportunity for free will, this educational system is extremely significant. There are numerous pre-primary education systems in use today that use what are referred to as traditional teaching methods. Due to the different national languages and religious foundations of many Pakistani educational institutions, the Montessori method of teaching has undergone changes.

This study will assess the facilities offered by Quetta's private Montessori schools as well as the original Montessori teaching methodology. the difficulties these institutions are having and the prospects for students enrolled in the Montessori system.

Individuals are essential to a nation's development. It is crucial that these people are raised in the right manner and in the right direction so that they can become responsible citizens. It is crucial to emphasize that teachers and parents are primarily responsible for children's education. From the time of birth until the age of six, educational institutions are responsible for helping children develop their personalities in accordance with their psychological needs.

All children can achieve their full potential through the Montessori method at their own individual pace. Children in a classroom with a range of abilities form a community where everyone shares knowledge and contributes. Additionally, multiage grouping enables every child to advance at their own rate without feeling "ahead" or "behind" in comparison to others.

Studies have shown that Montessori students are academically, socially, and emotionally ready for adulthood. Along with doing well on standardized tests, Montessori students also perform better than the norm on measures like following instructions, submitting work on time, paying attention, using fundamental skills, demonstrating responsibility, asking questions, demonstrating enthusiasm for learning, and adapting to new circumstances. The Montessori child will only possess the qualities listed above if he is given the freedom and equal opportunity to realize his potential. The purpose of this study is to determine the amenities offered in current private Montessori schools. The approach, methods, tools, and resources used in a Montessori classroom, as well as the manner of instruction and a directress's responsibilities. The study will also make an effort to assess any implementation-related issues. Additionally, the study will consider the facilities, requirements, and future prospects of the Montessori method of instruction.

"If educational activities are to be successful, they must tend to promote the full unfolding of life. To be this helpful, it is imperative to strictly avoid stopping spontaneous movements and imposing arbitrary tasks – Maria Montessori".

Literature Review

Teaching

According to Skinner (1984):

"The act to provide Knowledge and information to student is called teaching".

According to J.S. Brown (1989):

"Teaching is-not only transferring of educational contents but also complete development of human nature."

Teaching Method

According to Dictionary of Education:

"Method of teaching is a system of teaching which clarifies all the contents of curriculum and includes curricular and co-curricula's activities."

Barton (1998):

"Method of teaching is a process' which provide information to the individual to adjust to the environment".

Maria Montessori:

On August 31, 1870, Maria Montessori was born in Chiaravalle, Italy. A remarkable accomplishment at the beginning of the 20th century was Maria Montessori becoming the first female physician in Italy. She started her professional research on kids by observing kids who were mentally retarded, and Itasd and Begin's work had a big impact on her. In Rome's San Lorenzo neighborhood, she established a school for underprivileged kids. She hired a carpenter to create smaller, children's furniture for those who were younger than six. She observed and changed as she worked, then changed and observed. The kids showed self-discipline, preferred educational toys over playthings, worked with intense focus and

joy, and showed self-discipline. They valued order, respected their surroundings, and delighted in working quietly with their friends.

The successful and engaging teaching and learning that was occurring in the children's home impressed visitors from many different countries, and the Montessori movements started to spread around the globe. Schools were established in nations like America, Russia, Japan, Germany, and India, to name a few. Montessori now devoted all of her time to her new endeavors, including writing, teacher training, and public lectures. Fidelity is crucial because it may help to explain why evaluations of the Montessori method have produced such a variety of results. This is because different Montessori schools may not always adhere to the "ideal." (Lillard, 2012).

Early in the 1920s, Montessori was named Italy's Government Inspector of Schools. She traveled to Spain in 1934, where she soon after found a special institute for teacher training. Shortly after, she left Spain and headed for Holland. She was in India by 1939 when war broke out, preventing her from leaving. India is still today a hub for the Montessori business as a result. She returned to England in 1940 and rekindled interest in the movement. She continued to travel widely while lecturing and teaching, and numerous nations recognized her with royal civics and academic awards. In 1952, she died in Holland.

The Montessori Directress or Teacher

Using the specialized training tools of the Montessori "prepared environment," only a brained Montessori teacher can properly implement Montessori education in a classroom setting. Here, being in a supportive and distinctive environment with other kids, which is an essential component of Montessori education, leads to the development of the soul. A more accurate description of the Montessori directress is:

Self-Preparation:

- Period of Self-analysis
- Acquire moral alertness
- Tranquil and calm Patience
- Develop humanity and charity

Professional Preparation:

- Training and observation
- Knowledge of child development
- Knowledge of Montessori material
- She should continue to learn and keep up-to-date

Her Qualities:

- Scientific – she observes records
- She contributes by setting up and maintaining the environment. She should have faith in the child because of her informal, warm, and intense relationship with the child. passive to active.

The Environment:

- Freedom
- Structure and order
- Reality and nature
- Beauty
- Social community-atmosphere
- Intellectual environment

The Montessori Method

Some people credit Dr. Maria Montessori with discovering and exposing the qualities of children that are higher and different from those that are typically attributed to them.

Large groups of kids were expected to perform the same task simultaneously and in the same manner when she started her work. She was aware that there was a better way to educate kids. The majority of her teaching strategy was based on universal truths about human nature.

E. Mortimer Standing, a former associate of Montessori's;
"No one has so fully comprehended the child's soul in all its depth and greatness, all its boundless potential, and the enigmatic law of its development."

O' Brien wrote that;
"Montessori considered the child frequently at a disadvantage because adults often fail to recognize the children's knowing and willing facilities, which are greater than their abilities to express themselves; as a result, she emphasizes the importance of trying to understand the child." (O' Brien, 1998).

"The materials used by the senses are a doorway to the mind" (O' Brien, 1998).

Children aged four to six who were given some freedom in an environment specially prepared and full of activities learned to read on their own and opted to cooperate with others rather than compete with them (Standing, 1952). A typical room found in the Montessori school system is described in Dr. Montessori's own Handbook (1965). Typically, there is a large room in the center for intellectual work and a few smaller rooms on the sides. There is a lot of outdoor space, and working outside is an option. The room's furniture is light, allowing the kids to arrange it however makes them feel most comfortable. The children could access the items in the cabinets because they were placed low enough for them to reach. When it came time for their meal, they were expected to assist in setting up the table, wash their hands, and help clean up.

According to a recent study, even public (i.e., non-fee-paying) Montessori schools in the USA do not adequately reflect the diversity of racial and socioeconomic backgrounds found in the areas they serve. (Debs, M.C., 2016). The removal of parental choice would make it very challenging to randomly assign kids to Montessori or non-Montessori schools for the purposes of a randomized control trial.

As part of this method's three main focuses—motor education, sensory education, and language- Montessori also provides a ton of small activities for the kids to complete. According to Montessori, it was important for a teacher to guide a child without letting them notice her too much; the teacher was never supposed to be too present. It was never intended for the teacher to stand in the way of the student's learning.

According to Montessori in perspective, 1966, the fundamental Montessori ideas are.

- Rather than the student paying attention to the teacher, the teacher needs to focus on the student.
- The child develops at his own pace in a setting that is structured to offer educational opportunities.
- The process's core is creative teaching materials.
- Because each of them is self-correcting, the child can move at his own pace and recognize his own errors.

The resources for enhancing the senses were created by Maria Montessori. The tools aid in the child's ability to differentiate between sound, color, size, shape, smell, and touch. Despite the high cost of manufactured materials, many can be made at home with comparable results. The "practical life" curriculum in the classroom addresses the child's love of movement, focus, and repetition. Pouring, sweeping, dressing, stacking, folding, wiping, polishing, and washing are among the tasks that require grace and courtesy in addition to self- and environmental care. Activities in a Montessori classroom include teaching social skills like politeness to others, table manners, and conversation starters. Many people consider her math equipment to be the most comprehensive on the market. Children as young as four can easily comprehend the decimal system in its entirety. A lot of

the reading exercises are homemade and can be expanded upon at home. Additionally, there are materials in geography, music, art, science, and history. The approach can be applied to any subject. Movement, manipulative freedom of choice (within bounds), and a goal-oriented end are all used in AU Montessori exercises. Since the materials are frequently self-correcting, a child is able to identify their own errors and fully internalize a concept.

Hypotheses

A hypothesis is a speculative solution to the issue or, alternatively, it could be said that the phenomenon is assumed to be real. The research problem's hypotheses are as follows.

- In contrast to other traditional schools, private Montessori schools have class levels that allow the child to develop his activities.
- In contrast to traditional schools, private Montessori schools have teachers who have received training.
- In contrast to other traditional schools, private Montessori schools have work materials based on the interests of the students.
- Compared to students in traditional schools, Montessori students engage in more religious, cultural, and social activities.
- Compared to traditional schools, Montessori schools have better facilities, which benefits the students.

Material and Methods

The descriptive research that underpins this study. Research in education comes in a variety of forms. The type of phenomena being studied is the main distinction between educational research and other types of scientific research. Explaining, foreseeing, and controlling situations involving people is much more challenging.

Population

The population of Montessori teachers is represented in this particular research study. The researcher was unable to look into the entire population because it would have taken a lot of time and money. For this reason, the researcher chose a population of Montessori teachers from various schools.

Sampling

To select the teachers for data collection to test the study's variables and hypothesis, the purposive sampling method was used in this study. From 15 private Montessori schools, the researcher has thus chosen at least two Montessori teachers. The sample population for this study is made up of 30 Montessori teachers from private Montessori schools. These 30 teachers were surveyed for pertinent study data and served as respondents.

Data Collecting Instruments

To select a research strategy, then developing one or more hypotheses to test the hypothesis the researcher came up with to gather data.

When a data collection method produces consistent results and when it measures the intended outcome, it is said to be valid. The researcher has selected the most pertinent and practical tools from the wide range available, and the data's qualification allows for the questionnaire method's final analysis and interpretation.

The Questionnaire Method

The researcher used a questionnaire method to gather data for the current study.

The Questionnaire used in Research

The closed form of the questionnaire was chosen by the researcher because it only allows for brief, carefully checked responses. It requires a majority of "Yes," "No," and "To some extent" responses. Three distinct questions, each of which calls for a different kind of response.

The questionnaire, which had 20 questions for 30 Montessori teachers, was the tool used to gather the data.

Pre-testing

Following a pilot test with Montessori teachers, the questionnaire was made public and acknowledged. Then, a methodical, considerate, and skillful approach was taken.

The researcher in the current study objected to Ms. Erum's City School System questionnaire. She altered some of the questions' formats before the researcher completed it.

Plan of Analysis

For the data analysis in this study, the following methodology was employed. simple distribution tables for frequency and percentage. The "Chi square" analysis method was applied to the data.

Findings

- It is known that there is no significant trend of opinion among Montessori teachers about the levels of Montessori system.
- There is significant trend of opinion among Montessori teachers about their school having A.M.I trained Montessori directress.
- It is concluded that there is significant difference among directress about assistance provided in class.
- It is concluded that there is significant trend of opinion among directress about their school providing working material to students prescribed by Dr. Montessori.
- It is concluded that there is no significant trend of opinion among Montessori teachers about subjects taught to Montessori students.
- It is concluded that there is significant trend of opinion among Montessori teachers about giving attention to each individual student.

Recommendations

- Schools ought to hire Montessori-trained instructors.
- Teachers should be encouraged to take refresher courses by the school.
- To keep students' knowledge current, schools themselves should organize workshops and seminars.
- A Montessori teacher should adapt their lessons to each child's unique psychological needs.
- The Montessori teacher should steer the children's development in positive directions.
- Facilities should be provided for Montessori classes in accordance with the Dr. Montessori-prescribed curriculum.
- The school setting should be thought of as an extension of the home.
- The directress must sate the child's desire for work.
- The classroom settings in Montessori schools should be organized according to the subjects taught there, such as cooking, cleaning, gardening, art, animal care, and library studies, for example.
- Instead of forcing kids to sit at desks, allow them to roam the room.

- The Montessori teacher should support the child in developing all of his intellectual abilities.
- It is important to emphasize a child's positive character development in a Montessori environment.
- The director should make an effort to keep the kids from acting out.

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