

MONTESSORI AND KINDERGARTEN SYSTEM OF EDUCATION IN THE DEVELOPMENT OF SOCIAL AND LANGUAGE SKILLS OF CHILDREN

Asghar Abbas

Ph D (Education) Scholar IIU Islamabad
 E-Mail: simpleabbas72@yahoo.com

Abdul Ghaffar Tahir

Ph D (Education) Scholar IIU Islamabad:
 E-Mail: ag_tahir71@yahoo.com

Ghayoor Ahmad Ghazali

Lecturer English HITEC College Taxilla
 E-Mail: g.a.ghazzali@gmail.com

ABSTRACT

Early childhood education plays an important role in further education. These are two system of education i.e. Montessori and Kindergarten system of education. This study entitled “Montessori and Kindergarten System of Education in the Development of Social and Language Skills of Children”. The objectives of study were to compare the development of the both system in social and language skills of the students. It was a quantitative type research. The research was delimited to the private schools of Rawalpindi having pre-school education. The sample was comprised of ten schools and hundred students. The observational checklists were developed to check the social and language skills of children. Chi-square test was applied to check the significance difference of the statement. The mean value technique was used to compare the differences of both systems. The study concluded that early childhood education is most important part of primary schooling years. Both systems play the role to promote the pre-school education. Finding of the study, the kindergarten system of education were better in social skills. Montessori system were better in language skills. Both system promote the pre-schools education on activity base learning and help the children to show better performance in learning and development.

Key word: Early childhood education, Montessori system of education, Kindergarten system of education, Social Skills of Children and Language Skills of Children.

1. Introduction

Education being an indispensable tool in nations building is a process of systematic training and instruction designed to transmit knowledge and acquisition of skill, potentials and abilities which will enable an individual to contribute efficiently to the growth and development of his society and nation. It involves all round development of an individual physically, socially, morally, intellectually, and mentally (Osakwe, 2006).

Anderson (2002) is of the view that when children are exposed to early childhood education, they develop superior communication skills necessary physical ability and social unity needed in adult life and an increased cognitive and effective educational balance.

The different effects of the environment on the growth of mental structures of the child which are facilitate learning. He said that the environment stimulates learning and the development of the cognitive domain that the early years hold the key to learning. There is therefore the need for special attention to be given to the sensitive nature of early learning by affording the child the right environment where he will develop the potentials and skills for later life experience and education (Piaget, 1956).

The effectiveness and advantages of early child hood education has long been the subject of debate and research. There are many studies that indicate negative and positive outcomes, but research must be conducted over a period of years and track the progress of students from various ethnic and educational backgrounds as well as the types of early child hood program attended for the results to be reliable and verifiable (Government of Pakistan, 2009).

2. Statement of the Problem

First time in Pakistan history ECE was included as a component in the education sector reforms program. It was also included in the National plan. Pakistan is committed to Dakar frame work of action, the first goal of which is to expend and improved comprehensive ECE for all children (Government of Pakistan, 2009). So, it was studied montessori and kindergarten system of education in the development of social and language skills of children

3. Objectives of the Study

The objectives of the study were as under:

1. To investigate social and language skills of the students of Montessori and Kindergarten systems.
2. To compare social and language skills of the students of Montessori and Kindergarten systems.

4. Significance of the Study

The study was providing us sufficient information about the Montessori and kindergarten educational systems. The study was helpful for parents to understand the importance of pre-primary education. The study was useful for the policy makers to include pre-primary education in educational policy. The study was helpful for the curriculum developer to design better pre-primary curriculum.

5. Delimitation of the Study

Due to time and resources constraints, the study was delimited to Rawalpindi District

6. Research Methodology

The research design for this study was descriptive and survey in nature.

6.1 Population of the Study

The population for this study comprised all private schools of Rawalpindi District having the pre-primary sections.

6.2 Sample of the Study

Simple random sampling technique was used to select the sample. There were selected ten private schools of Rawalpindi.

6.3 Research Instrument

Observational Checklist: An observational checklist was framed to collect the data about the social and language skills of the children. It consisted of twenty items of each type and five point Likert scale was used for social skills i.e. always, usually, sometime, rarely and never and for language skills i.e. excellent, very good, good, satisfactory and average.

6.4 Data Collection

The data was collected from relevant documents and observational checklist. The observational checklist was used to observe social and language skills from the sampled schools. The researcher personally visited the schools and filled the observational checklists with the help of class teachers.

6.5 Data Analysis

There were to find out the similarities and dis-similarities in both the system. In analyzing the collected data, chi-square and mean values were used.

7. Review of the related literature

1. Education is being an essential tool in nations building. It is a process of systematic training and instruction designed to transmit knowledge and acquisition of skill, potentials and abilities which will enable an individual to contribute efficiently to the growth and development of his society and nation. It involves all round development of an individual physically, socially, morally, intellectually, and mentally (Osakwe, 2006).
2. Pre-primary education is the education meant for children between the ages of three to six years. That is to say that early education is a special kind of education provided in an institution for children, Prior to their entering the primary school (Omozeghian, 1995).
3. Day-to-day fluctuations in a child's behavior may be expected as he strives between dependency of infancy and the dependency of childhood. He goes further to expose the world around him curiously seeking to acquire knowledge. The drive for curiosity is innate in every child and can be developed to yield greater results by given him early education (Osakwe, 2006).
4. Anderson (2002) is of the view that when children are exposed to early childhood education, they develop superior communication skills necessary physical ability and social unity needed in adult life and an increased cognitive and effective educational balance.
5. Early childhood education, usually defined as "pre-school provides the best opportunity to engage children in active instruction and build the foundation for future learning" (Hollowell, 1994).
6. The pre-primary is schooling of a child before the primary education. A prepared environment full of age appropriate manipulative learning equipment is available allows the child to progress at his pace (Myers, 1945).
7. Kindergarten: A school for young children, conducted on the theory that education should begun by gratifying and cultivating the normal aptitude for exercise, play, observation, imitation, and construction (Ahmad, 1929).

8. Montessori education emphasizes learning through all five senses, not just through listening, watching, or reading. Children in Montessori classes learn at their own, individual pace and according to their own choice of activities from hundreds of possibilities. Montessori classes play children in multi-age groups, forming localized communities in which the older children spontaneously share their knowledge with the younger ones (Tedsco, 1997).
9. Social Skills: Practical life encompasses the activities of daily living which allows for a child to become independent in self-care and care of his/her school and home environment (Montessori, 1973).
10. Language Skills: Language includes the development of refinement of oral language, writing and reading. The pre-primary class room language rich environment where children were encouraged to take part in verbal discussion through lessons, storytelling, sharing times and reading (Mohanthy, 2004).

8. Findings

1. In Montessori system, social skills, such as the response of children, the eye contact were better as compared to kindergarten system.
2. In the response of greeting to familiars and non familiars kindergarten respondent were better than the Montessori system.
3. In the response of introducing themselves and understand the concept of sharing kindergarten was better than the Montessori system of education.
4. In the response to participation in art and craft activities kindergarten was better than the Montessori system of education.
5. In the response to enjoy food with peers kindergarten was better than the Montessori system of education.
6. In the response to positive attitude kindergarten respondents were better than the Montessori system of education.
7. In the response to close observation kindergarten respondents were better than the Montessori system of education.
8. In the response to behavioral problem kindergarten respondents were better than the Montessori system of education.
9. In the response of using polite words kindergarten respondent were better than the Montessori system of education.
10. In the response of helping others kindergarten respondents were better than the Montessori system of education.
11. In the response to participate in others ideas and suggestions words kindergarten respondents were better than the Montessori system of education.
12. In the response to blurt out inappropriate comments Montessori system respondents were better than the kindergarten system of education.
13. In the response to answer telephonic message kindergarten respondents were better than the Montessori system of education.
14. In the response to body language in reading kindergarten respondents were better than the Montessori system of education.
15. In the response to truth speaking kindergarten respondents were better than the Montessori system of education.
16. In the response to organize the own room kindergarten respondents were better than the Montessori system of education.

17. In the response about misplace or lose items Montessori system respondents were more than the kindergarten system of education.
18. In the response about explanations kindergarten respondents were better than the Montessori system of education.
19. In the language skill question air the response of identification of letters in Urdu the respondents of both systems were equal.
20. In the response of identification of letters in English Montessori system respondents were better than the kindergarten system of education.
21. In the response of identification of the capital and small letters in Urdu and English Montessori system respondents were better than the kindergarten system of education.
22. In the response to spell the own name kindergarten system respondents were better than the Montessori system of education.
23. In the response to three or four words in written form and creation of sentences Montessori system respondents were better than the kindergarten system of education.
24. In the response to expending vocabulary Montessori system respondents were better than the kindergarten system of education.
25. In the response to answer simple question kindergarten system respondents were better than the Montessori system of education.
26. In the response to contribution in group discussion Montessori system respondents were better than the kindergarten system of education.
27. In the response of sharing about home activities and family introduction Montessori system respondents were better than the kindergarten system of education.
28. In the response of shade of vowels and consonants Montessori system respondents were better than the kindergarten system of education.
29. In the response of three or four letter word in Urdu Montessori system respondents were better than the kindergarten system of education.
30. In the response of create a story Montessori system respondents were better than the kindergarten system of education.
31. In the response of show curiosity in stories and book reading kindergarten system respondents were better than the Montessori system of education.
32. In the response to understand action words kindergarten system respondents were better than the Montessori system of education.
33. In the response of creativity Montessori system respondents were better than the kindergarten system of education.
34. In the response to know about five senses Montessori system respondents were better than the kindergarten system of education.

9. Conclusions

1. Students under Montessori system have better eye contact than those of kindergarten.
2. Children under kindergarten system were better in greeting familiars, non familiars, and introducing themselves, sharing and participating in art and craft activities than Montessori student.
3. In kindergarten children enjoy food with peers, positive attitude close observation, using of polite words, helping others, and participate in others ideas comparatively better than Montessori students.
4. Montessori children blurt out inappropriate comments better than kindergarten system children.
5. Kindergarten student gives telephonic answer, speaks truth, organizes his/her room, tells about lost item and gives explanations comparatively better than Montessori students.
6. In language skills, Montessori student perform better in identification of letters, than kindergarten students.

7. In the spelling domain, kindergarten children were better than Montessori students
8. Montessori students create sentences, have extensive vocabulary, answer questions, contribute in group discussion, utter openly about their home activities, instant introduction of family, shade of vowels, making of three or four letter words and create a story better than kindergarten students.
9. Kindergarten students were better to show the curiosity in stories, in book reading and understanding of action words than Montessori students.
10. In creativity and use of five senses Montessori students were better than kindergarten students.

10. Recommendations

After this thorough study of comparison of Montessori and Kindergarten system of education, findings and conclusions were drawn and the following recommendations are made on the basis of the findings and conclusions of the study.

1. Teaching through activities and role plays may be used in pre schooling years.
2. Montessori system of education may be used to improve language skills of children and to understand art of language at early childhood level.
3. Montessori system of education may be used to identify the direction in selection of field in which a specific child is interested.
4. Teachers may use group activities and team work in students of Montessori system to improve their social skills.
5. In kindergarten system of education teachers may use language exercises to improve children's language skills.
6. There may be public and private partnership in understanding and promotion of both systems.
7. There may be a common system based on these two early childhood education systems.
8. Pre-schooling education systems may be modified according to the environment.
9. In kindergarten system there may be focused to improve language skills.

References

1. Abass, A. (2011). A Comparative Study of Montessori and Kindergarten System of Education in the Development of Social and Language Skills of Children. Thesis of Master Studies, Department of Education, Islamabad: International Islamic University.
2. Ahmad, Z. (1929). *Systems of Education Longmans*, New York: Green & Co.
3. Anderson, R. H. & Shane, H. G. (2002). *Implications of Early Children Education for Life Long Learning*. Chicago: National Society for the Study of Education Year Book II.
4. Barbe, W. (1980). *Basic Skills in Kindergarten*, Columbia: Columbia University Press.
5. Brosterman, N. (1997). *Inventing Kindergarten*, USA: Kessinger Publisher.
6. Chattin, M. N. (1992). *The Montessori Controversy*. Albany. New York: Delmar Publishers, Inc.
7. Egbule, J. F. (2000). *Readings in Educational Psychology*. Owerri: Barloz Publishers Inc.
8. Elizabeth, H. (2005). *Montessori Method and Kindergarten*. Chicago: National Kindergarten College.
9. Encyclopedia, (2002). *The World Book Encyclopedia*, Chicago: World Book, Inc. E vol 6.
10. Feeney, S., Christensen D, & Moravcik, E. (1987). *Who Am I in the Lives of Children Columbus Ohio: Merrill Publishing Company*
11. Franks, F. (1897). *Kindergarten System (Its Origin and Development)*, Columbia: Columbia University Press.
12. Goode, C. (1970). *World of Kindergarten*. Columbia: Columbia University press.
13. Government of Pakistan (2007). *National Curriculum for Early Childhood Education*, Islamabad: Ministry of education.
14. Government of Pakistan (2008). *Early Childhood Education. Policy Review*. Islamabad: Ministry of Education.
15. Government of Pakistan (2009). *Early Childhood Education (ECE)*, Islamabad: Ministry of Education
16. Government of Pakistan (2009). *National Educational Policy*. Islamabad: Ministry of Education.
17. Henry, W. (2001). *The Montessori Method*, USA: Harvard University Press.
18. Hollowell, K. (1994). *Early Childhood Education*, Chicago: National Kindergarten College.
19. Loeffler, M. H. (1992). *Montessori and Constructivism Montessori in Contemporary American Culture Portsmouth, USA: Heinemann*, pp. 101-103.
20. McIntyre, M. (1984). *Early Childhood and Science* Washington DC: National Science Association.
21. Miedel, W. T. & Reynolds A. J. (1999). Parent Involvement in Early Intervention for Disadvantaged Children: Does it matter? *Journal of School Psychology*, 37(4), 379-402.
22. Mohanty B. (2002). *Early childhood Education*, New Delhi: Deep & Deep Publisher.
23. Mohanty J. (2004). *Early Childhood Care and Education*, New Delhi: Deep & Deep Publishers.
24. Mohiuddin, M. (2002). *An Evaluation Study of Early Childhood Education in Pakistan*, Thesis of Doctor of Philosophy, Hamdard Institute of Education Karachi: Hamdard University.
25. Montessori, M. & Hunt, J. (2005). *The Montessori Methods*. USA: Kessinger Publisher, pp. 72-82 & 310-322.
26. Montessori, M. (1912). *The Montessori Method Scientific pedagogy as Applied to Child Education "The Children's Houses" with Additions and Revisions*, (2nd ed), New York: Frederick A. Stokes Company McMxii,
27. Montessori, M. (1962). *Discovery of the Child*, Madras: Vasanta Press.
28. Montessori, M. (1968). *The Absorbent Mind*. Karachi: Feroz Sons, p.205.
29. Montessori, M. (1973). *The Secret of the Childhood*. Calcutta: Orient Longman.
30. Myers, A. F. & Williams, C. O. (1945). *Education in a Democracy an Introduction to the Study of Education*, New York: Prentice-Hall, Inc.
31. Neubrt, A. B. (1992). *Is There An American Montessori Model? Loeffler Ed. Montessori in Contemporary American Culture Portsmouth, USA: Heinemann*.
32. Osakwe. R. N. (2006). *Understanding Teaching Profession*, Benin City: Osasu Printing Press.
33. Osakwe. R. N. (2009). The Effects of Childhood Education Experience on the Academic Performances of Primary School Children, *Journal of Study Home Comm Sci*, Vol. 3(2), pp. 143-147.
34. Piaget, J. (1995). *The Language and Thought of the Child*, London: Routledge & Kougall Publishers.

35. Rahman, Z. (2004). *Modern Teaching Method and Techniques*, New Delhi: Anmol Publication.
36. Ross, K. N. (1995). *Sample Design for Educational Survey Research*, UNESCO International Institute for Educational Planning Module III, USA: IBH Publishing
37. Shami, P. A & Hassain, K. S, (2008). *Research Methodology in Education*, Islamabad: Academy of Education Planning and Management, Ministry of Education. pp. 23-25.
38. Spodek, B. (1986). *Today's Kindergarten*, Chicago: National Kindergarten College.
39. Stern, A. D. (1974). Maria Montessori on Speech Education, *Communication Education*, Vol. 22, (3), pp.208-214.
40. Tedesco, J. C. (1997). *Thinkers on Education*, UNESCO USA: IBH Publishing.
41. Vaida, N. & Vaida, S. (2002). *Concepts, Theory and Thinkers on Education*, New Delhi: Deep & Deep Publications.
42. Young, E. (1998). *Early Childhood Development: Investing in our Children Future*. USA: Expert Service.