



**THE EFFECTIVENESS OF MONTESSORI'S TEACHING APPROACH ON
PRESCHOOLR'S SOCIAL DEVELOPMENT IN SHIRAZ REGIONII**

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ABSTRACT

This Study aimed to analyze the effectiveness of Montessori's teaching approach on preschooler's Social development in Shiraz RegionII. This study was a semiexperimental method with Per-Tet and posttest. The research population included all Preschoolers form twenty five (25) kindergartens in Shiraz regionII. The respondents of the study included hundred forty eight (148) preschoolers, seventy six (76) as experimental group and seventy two (72) as control group. These two groups were chosen randomly. Ravon's test was used to determine the preschoolers' I.Q (IntelligenceQuitient). Vailant social development was used to evaluate the preschoolers' social development rates. The experimental group attended the Montessori's teaching approaches secessions for four months. Then the post test was conducted, SPSS was used to analyze the findings statistically. The findings of the study showed that:Montessori's teaching approach has a great effect on preschoolers' social Development in Shiraz regionII.

Keywords: Montessori's teaching approach, Social development, Preschoolers

INTRODUCTION

Education in a Wide concept refers to all processes that Provides both cultural life and Social life for human beings (**Abass 2011**). Undoubtly, the early years of life which the bases of later life are built, are the most important, (**Frobel 1887**). In this

relation different teaching approaches Provide Children's Social development. The Knowledge of these modern teaching approaches plays an important role in Children development.

Among the children developments, children's social development seems to be the more essential. There are many different factors Such as family background, society cultural aspects, peers, child's personality, social interactions, School and teaching approaches that effect the development of these Social Skills.

Since 1970 till now social skills and its importance has been the most important topic attended to and many cite that Social Skills can be learned (Lillard 2011). According to Whitesman Social Skill is one of the most important aspect of individuals that deals not only With Social interactions With others but also influences career and Social achievements (Whites man 2006).

In recent Years many different teaching approaches such as Montessori, Regio Emili, and Waldof's are Used to improve the Children's Social Skills. Montessori's teaching approach is Soinnovative and Child Centered (Lillard 2012). This teaching approach Was first introduced by Dr: Maria Montessori. In her approach,She emphasizes On some Pprinciples Such as Child's respect as an individual, Knowledge of Child development, Child Observing, and academic freedom. The aim of Montessori's approach Was to her natural instincts (Yousefi 2012). There are lots of activities in Montessori's teaching approach such as Child's emotional and Social developments.

With these activities, Child learns to respect himself /herself and others. In addition, The children learn to acknowledge Values Such as: truth, true action, peace, love, friendship, and to respect others rights as part of Social Skills development (Montessori M. and Hunt J 2005).

METHODOLOGY

The research was a semi experimental types of research with two experimental and Control group who took the Pre-test and Post test. Statistical Population and Study Sample:

The statistical Population included One thousand One hundred thirteen (1113) five to six year old Children. From twenty five (25) Schools in Shiras. The study samples were hundred forty eight Children (148). Seventy six (76) Students attended the schools With Monte seventy two (72) attended the ordinary Schools

Research tools and Instruments

The two groups took the Pre-test. The experimental group attended the Montessori's teaching approach for four (4) months and the two groups Were post tested by Whailand's Social Skills development Scales.

RESULTS AND DISCUSSION

In this research the researcher hypothesized that Montessori's teaching approach has a great effect on preschooler's Social development in shiraz region II. It further

aimed to answer the following question in details: 1) Dose Montessori's teaching approach effect the Preschoolers' Self - sufficiency? 2) Dose Montessori's teaching approach effect the Preschoolers' Self - feeding? 3) Dose Montessori's teaching approach effect the Preschoolers' Self - dressing? 4) Dose Montessori's teaching approach effect the Preschoolers' Self - leadering? 5) Dose Montessori's teaching approach effect the Preschoolers' amusements? 6) Dose Montessori's teaching approach effect the Preschoolers' movement? 7) Dose Montessori's teaching approach effect the Preschoolers' interactions? and finally 8) Dose Montessori's teaching approach effect the Preschoolers' Socialization ?

The findings of the Study based On the t-test showthat : 1) Montessori's teaching approach has significant effect on preschoolers' Self - sufficiency. ($t=7.145$, $p<0.001$) 2) Montessorres teaching approach has significant effect on Preschooler's Self - feeding ($t=3.86$, $p<0.001$) 3) Montessorres teaching approach doesn't have any significant effect on preschoolers' Self - dressing ($t=1.62$, $p\leq 0.109$). 4) Montessorres teaching approach has significant approach cn preschooler's Self - leadering ($t=8.46$, $p<0.001$) 5) Montessorres teaching approach has significant effect cn

preschoolers' amusements ($t=12.07$, $p<0.001$) 6) Montessorres teaching approach has a significant effect cn preschoolers' Movements ($t=3.99$, $p<0.001$) 7) Montessorres teaching approach doesn't have any significant effect on preschoolers' interactions ($t= 1.79$, $p\leq 0.075$) and 8) Montessorres teaching approach has a significant effect cn preschoolers' Sozialization ($t=8.190$, $p,0.001$). The descriptive information of the gathered data is shown in table - I and the Statistical information of t - test is Shown in table II .

CONCLUSIONS

Montessori's teaching appoach has significant effect on preschooler's Social Skills development. Thus, It is important to achnowlcdge the individual's Social developments form childhad, and through Montessori's teaching approaches, develop friendly Social interaction, Cooperation, Sense of responsibility and Social adjustment in Children.

ACKNOWLEDGEMENT

This article is extracted from my thesis writing title "The Effectiveness of Montessori's Teaching Approach on Preschooler's Social Development in Shiraz RegionII". Hereby I would like to appreciate my parents first hand and all the teaching and non-teaching staffs of Arsanjan Islamic Azad University for their kind help and effort they provided me.

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Table 1: Descriptive Information

Standard Devistion(sd)	Mean score	Sample	Group	Social behavior perspectives
0.51	0.83	76	Experimental	Preschoolers' Self - sufficiency
0.44	0.26	72	Control	
0.56	0.55	148	Total	
0.45	0.47	76	Experimental	Preschoolers' Self -feeding
0.43	0.19	72	Control	
0.46	0.33	148	Total	
1.01	1.65	76	Experimental	Preschoolers' Self - dressing
0.66	1.42	72	Control	
0.86	1.54	148	Total	
1.96	3.28	76	Experiment	Preschoolers' Self - Leadering
1.01	1.1	72	Control	
1.91	2.22	148	Total	
1.87	4.11	76	Experiment	Preschoolers' amusement
1.18	0.99	72	Control	
2.21	2.59	148	Total	
0.97	1.01	76	Experiment	Preschoolers' Movements
0.75	0.44	72	Control	
0.91	0.74	148	Total	
1.15	2.42	76	Experiment	Preschoolers' interactions
0.93	2.11	72	Control	
1.06	2.27	148	Total	
1.26	2.47	76	Experiment	Preschoolers' Socialization
0.95	0.97	72	Control	
1.35	1.74	148	Total	

Table 2: Statistical t-test Information formation

Level	d.f	t-test	Samples	Groups		Social behavior Perspective	
0.001	146	7.145	76	Pre-test	Exp	Preschoolers' Self -Sufficiency	
			76	Post-test			
			72	Pre-test	Control		
			72	Post-test			
0.001	146	3.86	76	Pre-test	Exp		Preschoolers' Self -feeding
			76	Post-test			
			72	Pre-test	Cont		
			72	Post-test			
0.109	146	1.62	76	Pre-test	Exp	Preschoolers' Self -dressing	
			76	Post-test			
			72	Pre-test	Cont		
			72	Post-test			
0.001	146	8.96	76	Pre-test	Exp		Preschoolers' Self -Leadeving
			76	Post-test			
			72	Pre-test	Cont		
			72	Post-test			
0.001	146	12.07	76	Pre-test	Exp	Preschoolers' amusements	
			76	Post-test			
			72	Pre-test	Cont		
			72	Post-test			
0.001	196	1.79	76	Pre-test	Exp		Preschoolers' Movcmcnts
			76	Post-test			
			72	Pre-test	Cont		
			72	Post-test			
0.075	146	1.79	76	Pre-test	Exp	Preschoolers' interactions	
			76	Post-test			
			72	Pre-test	Cont		
			72	Post-test			
			76	Post-test	Cont		Preschoolers' Socializations
			72	Pre-test			
			72	Post-test			