

Full Length Research Paper

System of Montessori Education Vs Kindergarten System of Education

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Accepted July 22, 2013

Early childhood education is considered as back bone in any education system traditionally there are two types of early childhood education in the world. These are Montessori and Kindergarten system of education. This study entitled "Montessori and Kindergarten System of Education" focused on investigating difference between two systems. The objectives of study were to compare the both system in terms of philosophy, objectives, contents, teaching methodology, evaluation system. It was a document analysis. The study concluded that early childhood education is most important part of primary schooling years. Learning and development of child in pre schooling years is faster than the adolescence age. Both systems play the role to promote the pre-school education. Montessori system is more scientific more practical than the kindergarten system of Education. Kindergarten system of Education focuses on inner side training learning and betterment of children. Both systems promote the pre-schools education on activity base learning and help the children to show better performance in learning and development in future education.

Keywords: Early childhood education, Montessori System of Education, Kindergarten System of Education

INTRODUCTION

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).

Montessori was first woman doctor of Italy. Since 1907 her educational philosophy has been adopted all over the world with great success. It is a method of education developed by Maria Montessori. A prepared environment full of age appropriate manipulative learning equipment is available which allows the child to progress of his own pace. Positive reinforcement, learning by doing, order

and movement are principles that are advocated. Children learn self-confidence and responsibility through purposeful activity, observation and discovery (Mezieobi, 2006).

Kindergarten is a system of pre-school education. Froebel designed in 1837 the kindergarten to provide an educational situation less formal than that of the elementary school but one in which children's creative play instincts would be organized constructively. Through the use of songs, stories, games, simple manual materials, and group activities for which the furnishings of a kindergarten adapted, children develop habits of cooperation and application, and the transition from home to school is thought to be made less formidable (Goode, 1970).

According to Feeney, Christensen and Moravick

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(1987), early childhood education is an asset of immense value in the later academic pursuit of a child and much more lately in life. This eventually aids and facilitates his learning. The early childhood institution aims at developing the cognitive and affective potential at an early age.

Statement of the problem

There were generally two types of pre-schooling system of education i.e. Montessori and Kindergarten System of Education. In present research the similarities and dissimilarities were highlight the both systems.

The research design for this study was documentary analysis, to look into and compare the educational systems of Montessori and Kindergarten system in term of basic philosophy, objectives, contents, teaching methodology and evaluation system.

Objectives of the study

The objectives of the study were to compare the both system in terms of philosophy, objectives, contents, teaching methodology and evaluation system.

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. It was helpful for all public and private schools. The study was useful for the educationist and policy makers to include pre-primary education in educational policy.

Kindergarten system of education

It remained for Froebel, with his philosophical mind, his poetic feeling for the fundamental principles of evolution, to comprehend infancy the first six or seven years of life as the most important period in the life of individual, and its proper treatment as the most important problem in education. This discovery of the kindergarten for such he called it made a new tendency in education, and is one of the significant events marking a new era in the history of the world (Harrison, 1992).

A school for young children, conducted on the theory that education should begin by gratifying and cultivating the normal aptitude for exercise, play, observation, imitation, and construction (Ahmad, 1929).

Montessori system of education

After becoming interested in the education of children, Montessori observation led to many new discoveries about how children learn. She was a spokes woman for children's rights knowing that children absorb their whole world and from much are their character and intelligence from birth to age six. She developed a multitude of educational equipment where children could learn by doing. She believed inner values, high morals and good work habits made strong responsible adults. A prepared environment full of age appropriate manipulative learning equipment is available which allows the child to progress of his own pace. Positive reinforcement, learning by doing, order and movement are principles that are advocated. Children learn self-confidence and responsibility through purposeful activity, observation and discovery (Mezieobi, 2006).

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).

Comparison

The comparison of the both system are given as under: (Table 1)

FINDING

On the basis of data analysis the findings of the research are given as under:

1. Montessori system of education gave importance to child care and development through education. The system enabled child with sense training through a set of purposeful activities. Friedrich Froebel was the pioneer of pre-school education, he identified that the education is basic right of every individual.
2. Montessori was a Doctor by profession who did a lot of work for children rights, after Vietnam War when a number of children suffered on the early child hood education. This system was based on self discovery and self realization. Child performs individually with the help of purposeful activities. Pioneer of kindergarten system of education Froebel was neglected child so his positive mental approach motivated him to work for children's education. He presented child like a plant, school like a garden and teacher like a gardener.

Table 1. Provide table legend

Kindergarten System of Education	Montessori System of Education
1. Introductory Differences	
1. Educationist	1. Doctor/ physician
2. Father of Early childhood education (ECE) before him there was no practice of pre-school education.	2. Pre-school education was introduced before Montessori's ideas.
3. Education is basic right of every individual child.	3. Senses training in child development.
2. Historically Differences	
4. The sad memories of his early age as well as in his youth made him very eager in promoting the happiness of children.	4. The children's conditions after Vietnam war impress Montessori and she started thinking about early childhood education.
5. Start from small school for the children in age of 3 to 7 years in 18 16 in Griesheim.	5. She developed a new system of education as a joy full process of self discovery and self realization.
6. School is as a garden, teacher as a gardener and child as a plant.	6. Set of purpose full activities and children perform their own individual pace.
3. Philosophy of both Systems	
7. System based on his own theory and philosophy	7. Self own philosophy reflected in her experiments on children education.
8. Basic principles explain Froebel's philosophy.	8. Montessori philosophy based on principles
9. Principle of unity	9. Individuality
10. Unity of substance	10. Development
11. Unity of origin	11. Freedom
12. Unity of purpose	12. Auto education or self education
13. The principle of development	13. Senses training
14. The principle of self activity	14. Motor or muscular training
15. Function of education	15. Social development
16. Unity with God	16. No place for Fairy tales
17. Peace with nature	17. Scientific basis of development and education
4. Role of Teacher	
18. School as a Garden	18. Teacher as a directress
19. Teacher as a Gardener	19. Doctor-cum scientist-cum-missionary
20. Child as a plant	20. Faith in the personality of the child
5. Evaluation System	
21. Observation	21. Observation
22. Anecdotal records	22. Anecdotal records
23. Portfolios	23. Portfolios
24. Standardized achievement test	24. Standardized achievement tests
25. Student demonstration of skill mastery	25. Student demonstration of skill mastery
26. Written skill test	26. Written skill test
27. Checklists of materials	27. Checklists of materials
6. Teaching Methodology	
28. Froebel's aims of education are "living out" and giving expression to the child's ideas, emotions, beliefs, desires and purposes in him.	28. According to Maria Montessori reading is more important than writing and reading is the reproduction of the sounds from the symbols
29. Basic principles in methodology	29. Methods of teaching advocated by Maria Montessori were practically adopted organizing the types of exercises
• Free self activities	30. Exercise of practical life
• Education through doing	31. Exercise in "sensory training"
• Education through play	32. The lesson is divided in three stages or steps
• Study of Nature	• Association
30. Religious education	• Recognition
31. 'Drawing out' as the object of teaching	• Recall
32. Teaching learning a double side process	33. Didactic exercise
33. Discipline through love	

Table 1. Continue

7. Emphasis	
34. Pioneer of pre-school education	34. Scientific concept of education
35. Active not Passive	35. Individualism in education
36. Love and Attention to the children	36. Sensory training
37. Native ability to be recognized	37. Motor and muscular activity
38. Joyful and interesting	38. Moral qualities
39. Psychologically & sociologically sound	39. Children's house known as school
40. New concept of school	40. Scientific and practical
41. Stress on the study of the child	41. Provide prepared environment
42. Nature study in education	42. Learning through all five senses

3. Montessori system focused on the experiments, individuality, development, freedom and sense training. Kindergarten system was based on the theory and philosophy of Froebel's Principles of development and principles of self activity. Both systems recommend female teacher at pre primary level.
4. Role of teachers in Montessori as a directress and in kindergarten teacher is like a gardener.
5. Evaluation system in Montessori and kindergarten system of education was mostly same process. Major parts to assess the child are commonly used in both systems. Main steps for assessment are observation, anecdotal record, and portfolios.
6. In the Montessori system of education, the lesson is divided into three stages: association, recognition, and recall. In this system reading and writing is considered as a mechanical activity and reading as a part of intellectual process. Kindergarten methodology focuses on learning by doing and education through play way method. Religious education has much importance and the child learns about discipline through love, rather than strictness.
7. Montessori system gives a scientific concept of education and individualism in education in sense of freedom for child. The system develops moral qualities, scientific and practical approach and fully prepared joyful environment with learning through the use of all five senses. Kindergarten system emphasizes on giving the child guidelines. Child plays his/her role actively. System creates natural and interesting environment for learning process and enhances the child's understanding psychologically and sociologically.

CONCLUSIONS

The following conclusions were drawn on the basis of the finding of the research:

1. Montessori system focuses on individual activities and kindergarten system prefers group activities and team work (Finding 1).

2. Kindergarten system is primarily based on philosophy and Montessori system focuses on scientific background (Finding 2-3).
3. Evaluation system and role of teacher in both systems mostly remain same (Finding 4-5).
4. Montessori system is far more practical and scientific, prefers individual activities and kindergarten system gives guidance to the children (Finding 6-7).

RECOMMENDATIONS

After the thorough study of comparison of Montessori and kindergarten pre-schooling system of education the following recommendations are made on the basis of the findings and conclusions.

1. There may be a common system based on these two early childhood education systems
2. The parents may better identify the appropriate system of pre-schooling for their children.
3. Pre-schooling education systems may be modified according to the environment

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