

Exploring the role of Montessori pedagogy on students in Early Childhood schools with Saudi Arabia

Ertewaa Hassan A Madani

Bangor University

ABSTRACT

This study explores the role of Montessori pedagogy for early childhood pupils in Saudi Arabian. In order to fulfil this aim, this study collected data from a sample of 12 teachers in different five schools in order to explore their attitudes towards the adoption of Montessori pedagogy in early childhood schools. Two types of data collection methods (i.e. interviews and questionnaire) were used in this study. The numeric data collected from the questionnaire was analysed statistically and the textual data collected from interviews were analysed using thematic analysis. The findings indicate that teachers believe that using Montessori Pedagogy can help students in early childhood as it enhances their learning quality and performance. Furthermore, using Montessori pedagogy is preferable among teachers of younger ages. However, an efficient adoption of Montessori pedagogy requires sufficient experience from the teachers in using this pedagogy. Other factors that influence the attitudes of teachers towards using Montessori pedagogy include availability of specialist support and the existence of training courses for teachers. In regard to limitations, the results of this study cannot be generalized to the whole population due to the small size of sample adopted in this research.

Keywords: Montessori pedagogy; early childhood; analysed; population; Saudi Arabian