



THE APPLICATION OF MONTESSORI METHODS IN BUILDING A CONDUCIVE CLASSROOM CLIMATE IN BHARATH MONTESSORI, A HIGHER SECONDARY SCHOOL, ILANJI, TAMIL NADU

¹S.Kanthimathi, ²B.William Dharma Raja¹
and ³Bhuvaneshwari Mahalingam, Chennai
Research Scholar (Reg. No:19134011042016)

Department of Education,
Manonmaniam Sundaranar University, Abishekapatti, ammukanthu1963@gmail.com
Tirunelveli-627012, TamilNadu, India.

²Professor and Head Department of Education, Manonmaniam Sundaranar University, Abishekapatti-
widh07@yahoo.com

Abstract

The Montessori approach is specified as a suitable educational method that relies on the movement of self-directedness. The process correspondingly assists in designing a cooperative mode for children as they willingly consult their major necessities or problems with their instructor. Similarly, the present study also illustrates that the authorities of the Montessori school can estimate a practical environment in the classroom to grow the motivation of all children. It is known that this article discusses the “**Bharat Montessori Higher Secondary School**” that is situated in Ilanji, Tamil Nadu. This study also discussed the effectiveness of Montessori-trained teachers and their pattern in improving their students' learning abilities.

Keywords: Transformational journey, conducive learning culture, Hands-on Learning, Montessori training, ground rules, Montessori-trained teachers, linguistic skills

DOI Number: 10.48047/nq.2022.20.19.nq99524

Neuroquantology 2022; 20(19):5425-5436

5425

Table of Contents

1	Introduction	3
2	Literature Review	3



3	Methodology	6
4	Findings and Discussions	7
5	Conclusion	8
6	References	10
7	Annexures	11

Introduction

The Montessori Method is determined as the proper educational technique that depends on the activity of self-directedness. The method helps develop a collaborative environment for children as they freely discuss their major requirements or problems with their teacher. Furthermore, the principal of the Montessori school gains the ability to build a suitable classroom to encourage all children. It can be noted that Montessori schools encourage children to work with specifically designed and manipulative elements. As a result, the manipulative aspects invite the correct exploration and engagement regarding the senses in addition to the procedure of learning. Besides, the Montessori Method nourishes the correct order, attention and independence that generally build the intentional class room. In this context, the present article describes the impact of Montessori methods on making a conducive classroom environment in "Bharat Montessori Higher Secondary School" in "Ilanji, Tamil Nadu". It is understood that applying this useful method helps teachers generate innovative and extracurricular activities to develop their capabilities towards studies and many other activities. Besides, the curriculum helps provide the correct possibilities for adolescents.

Literature Review

Characteristics of Montessori-trained Teachers in

Higher Secondary Schools

Montessori teachers offer major aspects to enhance the educational system among students. Montessori curriculum provides areas such as "practical life", "sensorial", "analytics", "tradition", and language (Burbank et al. 2020). Therefore, it can be understood that Montessori philosophy assists teachers in learning essential things from major mistakes.

The unique experience of Bharat Montessori School in Tamil Nadu provides a suitable environment that indicates a multi-dimensional approach to learning. Montessori education typically cultivates the proper scope of learning, and children are authorized to learn independently (Parker and Thomsen, 2019). Furthermore, there are many useful ways that the application of Montessori methods in Ilanji Bharat Montessori School assists and stands out from other schools. It is determined that this school thoroughly nurtures the correct order, maintains concentration and freedom and estimates the classroom design for intentional learning (Bharatmontessorischool.com, 2021). Therefore, it is understood that this school is better than other traditional schools as it allows for forming a productive bond between the instructor and students. Moreover, it can be understood that Montessori teachers can implement many beneficial strategies to improve their effectiveness. Montessori teachers can implement



the suitable discussion of student-centric, collaborative learning, VAK teaching and Dual coding.

Encouraging creativity

The Montessori-trained teachers gain the ability to set up brainstorming sessions as creativity is defined as the innovation engine. Montessori teachers depend on the major aspects of sharp observations and maintain the proper teaching procedure and goals (Siswanto and Kuswando, 2020). Therefore, the plans that Montessori teachers have prepared can assist in improving the mental ability of children regarding the friendly and contemporary academic aspects. Approximately 224 students have performed well in Bharat Montessori Higher Secondary School in Tamil Nadu (Bharatmontessorischool.com, 2021). The methods applied by the Bharat Montessori School in Ilanji, Tamil Nadu, have proved effective. The children's literacy rate has become extremely high; they perform executive functions, and their social skills have improved. (Bharat Montessori school.com, 2021).

Developing new opportunities

Furthermore, the school provides many effective opportunities that illustrate its integral elements concerning well-rounded and proportional education. The extracurricular activities of this school positively influence the provinces of the school life of higher secondary students (Bharat Montessori school.com, 2021). The students from this school received the award "Inspire" as state-level champions. Furthermore, this award is generally given in science project contests. Therefore, Montessori teachers thoroughly encourage students in higher secondary school as they learn the useful aspects of the study.

Embracing special training

It has been demonstrated that Montessori teachers can effectively train students to enhance their learning capabilities. The training course for Montessori teachers is basically determined by the "Transformational journey" (Parra-Martinez and Treat, 2022). Hence, those teachers provide

developmental components that also improve the students' physical, expressive, and educational requirements.

Various activity stations

Bharat Montessori School has implemented various activities, including student council, summer camp, extracurricular activities and child safety. The school authorities can maintain a proper communication strategy between the pupils and the administration of the school and plan to organize effective events. Furthermore, the school has implemented Literacy club, science club, art and craft club and math club as extracurricular activities for students (Bharatmontessorischool.com, 2021).

Teachers move from group to group.

Teachers at Bharat Montessori School in Tamil Nadu always seek to estimate the conventional setting in the classroom. With the help of the conventional setting, teachers mainly concentrate on teaching components such as lectures, team projects, and useful case studies (Peimani and Kamalipour, 2021). Therefore, the educators of this school have constructed a synchronous environment in addition to learning.

Maintenance of a conducive classroom environment in Higher secondary school

It can be determined that Montessori teachers thoroughly determine personal things with respect to the higher secondary students in this mentioned school. Furthermore, Montessori teacher can conduct an appropriate discussion of value analysis properly. Besides, those teachers carefully deliver positive statements and keep them positive and passionate in addition to their teaching responsibilities. It has been found that Montessori teachers perform significant duties as they generate suitable learning circumstances (Murray et al. 2021). Thus, it has been understood that the appropriate environment or culture for learning helps in creating a conducive classroom culture. Besides, it can be identified that the conducive culture motivates the students to set up major goals for success. Moreover,



encouraging a safe and secure environment helps illustrate the beneficial rules.

Furthermore, the school has conducted an "Inter-School Contest "regarding Tamil Elocution. Shameera was adjudged the best student in the ISROcamp and was awarded by renowned Scientist Thiru. Mayilsamy Annadurai. One of the students, B. Ramesh, ranked first in the 12th class, got 1183 marks out of 1200, and stood first in the entire state of TamilNadu. These two examples are indicators of mainstream success enabled by

Montessori methods in the formative years for children.

A conducive classroom culture utilizes positive reinforcement and maintains a growth mindset. Montessori teachers build favourable conditions where children thrive at their own pace. They establish and nurture interconnections with their pupils and with their parents. Therefore, this learning environment enhances the students' attention and evaluates meaningful learning experiences.

Figure1:Core Principles of Montessori Method of Teaching (Source: Siswanto and Kuswandono,2020)



5428



Teachers can encourage superior student performance and inspire students to enhance their practice strategies for specific learning. Furthermore, a "conducive learning culture" consists of five effective formulae: "sort," "set in order," "shine," "standardize," and "sustain." A conducive environment for learning can define the major components that thoroughly engage in major developments and creativity.

Grading system

There are approximately 314 pupils qualified in the XII Standard Board Exam Results. A student named Akshaya got 1178 marks out of 1200, and approximately 75% passed the NEET Exam. Two students, S. Abisneka and K. Priyadharsini, got 496 marks out of 500 and are toppers in the "X Public Examination, 2016" (Bharath Montessori school.com, 2021).

Social, emotional, intellectual and physical development of this Montessori school

Bharath Montessori School in Tamil Nadu assists young children in assessing emotional intelligence with the help of proper interactions, connections and activities. The school has achieved academic integrity and teaches the students to hold on to honesty or truthfulness (Bharatmontessorischool.com, 2021). Besides, the school has implemented many essential

intellectual and physical aspects. The school has conducted yoga sessions to improve students' physical fitness.

Advantages of Montessori Methods in Higher Secondary Schools

The first advantage of the Montessori Method is the high personalization of Montessori Education for every student. The students independently explore activities and topics according to their capabilities. There has been freedom for the students to pursue their passions. Another advantage is the "Hands-on Learning" that is focused on the curriculum. Montessori education generally innovates the major areas of academic and non-scholastic. This has been done by the Montessori teaching style in "Bharath Montessori higher secondary school", Ilanji in Tamil Nadu (Bharath Montessori school, 2023). A conducive atmosphere has been nurtured within the school. There has been the germination of seeds of excellent thoughts and potential. The students in this school are working on activities that teach lessons related to language, culture, practical life, and mathematics, focusing on tangible learning. Teachers urge the students to emphasize projects, and they have been discouraged by each other.

5429



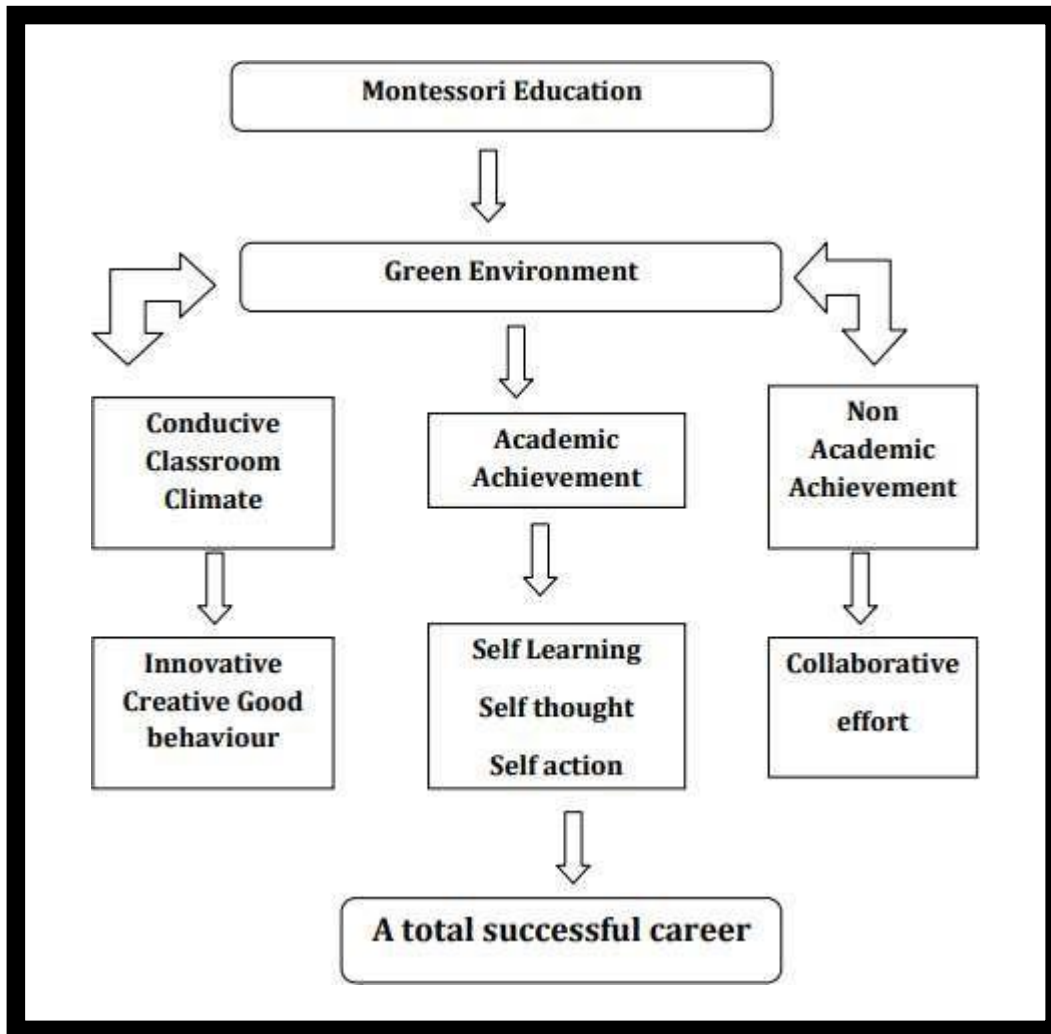


Figure2:Significant objectives and advantages of Montessori strategies in school

(Source: Murray *et al.* 2021)

They are allowed to emphasize assignments until they have completely become experts on them. As a specific example, the school typically offers distinct curriculum activities that help gain the optimal outputs regarding the comprehensive measurements. Furthermore, the schools determine their dynamics and provide collaborative and supportive circumstances to foster the major innovation strategies. They have been guided in learning the process of doing things themselves. Students acquire self-learning naturally. There has been a presence of specific **ground rules** for the students by the Montessori-trained teachers. This environment in the classroom instils self-discipline with in youngsters and advances crucial qualities. Among the

qualities involved are concentration, self-control, and motivation in **"Bharath Montessori higher secondary school"**. This education has emphasized the major development milestones within the children. Priority is given to the student's linguistic skills, and fieldtrips and special activities are organized.

Process of Applying Montessori Methods in the Higher Secondary School

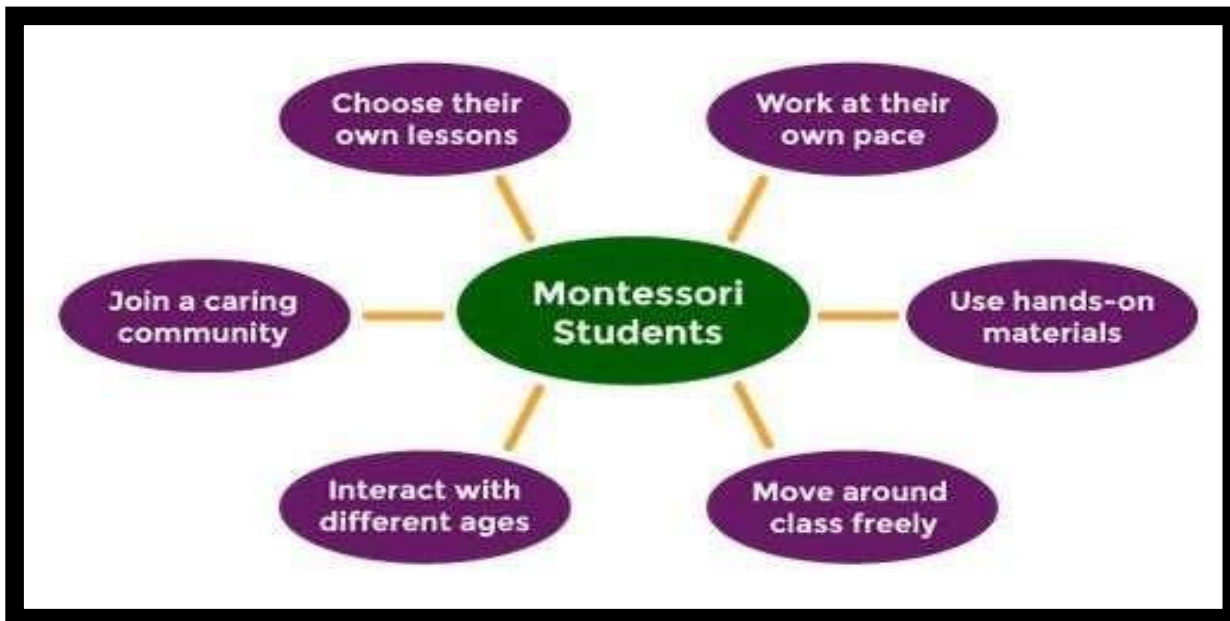
There has been a management of classroom behaviours by the Montessori by modelling continuous respect for all children and their work. They utilize sensitive periods, capabilities, and interests in planning activities. In addition, they have done this by diverting behaviour that is not appropriate to the meaningful tasks (Debs *et al.*



2022). Those things have been reduced, but there has been over-stimulation and distraction, including the classroom walls. The presence of a peaceful environment in the classroom provides

essential benefits to the Montessori-trained teachers. Teachers carefully select artwork, and it is displayed at the student's eye level.

Figure3: Advantages of Montessori Methods on Students



5431

(Source: Debsetal.2022)



There has been the utilization of a variety of resources that fully attract the five senses. There has been a separation of the classroom into distinct areas of learning, with the place being everything. Furthermore, the mentioned school has implemented the correct slogan, including "GoGreenGo", to cultivate important knowledge of the environment among children (Bharath Montessori school.com, 2021). Natural and real life activities and materials have been utilized. As opined by Debs (2022), students possess enough space to move without creating any disturbance in the matter of other students. There is an acquisition of enough storage for different students for storing personal items and projects in a sequence.

Methodology

It can be understood that this present research article has utilized the "Interpretivism Research Philosophy" to demonstrate the specific role of Montessori-trained teachers. "Interpretivism Research Philosophy" is completely based on the proper guidelines that generally state the performance of the investigator (Madhavan et al. 2022). Therefore, applying this useful research philosophy helps develop a major understanding of the proper methods that improve the standards of the whole research. Furthermore, the approach typically focuses on enhancing the specific knowledge or essential statement and the major understanding. Interpretive research helps upgrade the experiences of the entire research as it prefers the qualitative methods. On the other hand, it can be determined that this current research article has applied the "Inductive Research Approach" to increase flexibility. Furthermore, the "Inductive Research Approach" helps provide essential support for developing the specific theory (HR and Aithal, 2022). Hence, this research approach focuses on developing meaningful standards from the accumulated set of data that completely determines flexibility. Thus, applying this research

approach thoroughly recognizes the major methods and interconnections for building the essential hypothesis. Besides, this approach helps determine the underlying logic that increases the reliability of the research.

Besides, using this research approach thoroughly authorizes the learners to generate the fundamental rules for analyzing the major aspects of the research. Similarly, this research article has also utilized the "Descriptive research design" to describe the major facts regarding the major perspectives of the research. The application of "Descriptive research design" thoroughly describes the major variables and distributions of the research (Haraguchi, 2022). Therefore, using this research design helps the entire research to determine the appropriate preferences that enable the investigator to define the proper aim. It also helps the researcher identify the features, frequencies, tendencies, and categories.

5432

Findings and Discussions

From the specific study, it has been found that Montessori-trained teachers can set up a brainstorming session along with much creativity and innovation (Al Masri, 2019). The teachers of Montessori have high skills in understanding the requirements of students and some approaches, and the young students learn rapidly. However, applying the most useful procedure helps teachers generate extracurricular and innovative activities to develop their teaching ability. Thus, it has been understood that extracurricular activities and innovative ideas help the teacher, which greatly benefits the student. For example, Karen Ricks, the founder of the "International Montessori School in Japan", has stated that it is important that the teachers at Montessori schools can estimate a beautiful and accessible environment for developing the learning aspect of students. Besides, Anita Jackson, an educator at Montessori school, has said, "The best thing about a Montessori environment is that it allows for children to work, develop and learn at their pace".



It has been found from the above discussion that there are different traits among the teachers trained in Montessori in higher secondary schools. It is understood that the student's creativity is encouraged by those teachers at a rapid rate, and they have developed the latest opportunities in the case of the students. Furthermore, an educator of Sunnyside Micro-School has specified, "My favourite aspect of a Montessori classroom lies within the sensory-based materials we use with our students, particularly the geometric solids, sandpaper letters and the coloured bead stair used for arithmetic". Special training is embraced by the Montessori teachers in the matter of the students that facilitate their learning. The process of the maintenance of a conducive environment in the classroom has been understood.

The teachers conduct appropriate discussions about each topic in the different classrooms. The level of motivation has become high among the students of "Bharath Montessori Higher Secondary School" due to the presence of a conducive environment within the classroom (Shenoy et al. 2020). There has been the presence of positive reinforcement along with the maintenance of the probable mindset of the students. The researcher has inferred that "These independently used materials allow students to develop their concentration and coordination in addition to more traditional academic learning". There has been a creation of favourable interlinks by the teachers trained by Montessori teaching with pupils and their parents. This helps them to understand the process of teaching each student as the growth of different children occurs in different environments.

Moreover, children must learn by their understanding. Montessori teachers have implemented the five successful formulas to help students increase their level and build their careers successfully (Christensen, 2019). The acquisition of freedom in the children to explore different ideas and do activities in the classroom

of their own choice builds a high interest in learning. The teachers teach students according to their aspirations, which results in easy learning for the students in whatever subject matter they are studying. There has been an innovation of thoughts and ideas that help learn different things by applying Montessori Methods (Ishikawa et al. 2020). The above discussion indicates that the students become more curious about learning new things. They become self-disciplined, and their concentration level becomes high. It has been estimated that this school has enhanced social interaction, maintained independence, cultivated love regarding learning, and determined special requirements.

Enhanced social interaction.

The authorities of this school have improved social interactions for children that help them with cultural achievements. The school has provided an outstanding platform and has the scope to participate in contests in addition to ***the "CENTA Global Olympiad Exam"*** and ***"Teachers' Day Special Inter-School Contest"*** for teachers and students (Bharathmontessorischool.com, 2021). Furthermore, mixed-aged groups allow students to learn effective teaching skills and life skills, including inclusion and acceptance.

Independence is a main stay.

The researcher concurs with *the value of confidence and creative freedom*. "Students who experience a Montessori classroom tend to be more able to manage themselves and think independently."

A cultivated for learning

Bharath Montessori School has implemented consistent academic excellence to evolve many useful Montessori methods, including student career and job training (Bharathmontessorischool.com, 2021). An educational philosophy stated, "I think the biggest long-term impact I have seen is that Montessorians remain perpetually curious about the people and the world around them, seeing learning as an enjoyable lifelong process rather than a burden that ends when a school bell rings". It has been known that the



school has helped students generate their proper passions and created a supportive and motivating environment.

Inclusive of Special needs

Based on the opinion of Maria Montessori, children need to adopt special educational requirements. The special needs for disabled children in Montessori children are “observing”, “hearing”, “touching”, “tasting” and “smelling”. The school can motivate students by providing a passion that indicates their self-motivation and self-competence. The school seeks to estimate impeccable culture for eradicating severe problems and implement mental resilience or intellectual refinement for developing effective goals (Bharathmontessorischool.com, 2021).

Conclusion

From the above study, it has been concluded that Montessori teachers offer various major factors for educational purposes and extracurricular activities among the students. The curriculum particularly provides specific areas such as creating new opportunities, influencing new activities, and embracing various special training. The special philosophical quote “follow the child” states the special requirements for individualized education. A lesson plan made by a Montessori instructor has been estimated to have a unique learning style. Applying this learning style thoroughly assists students in developing their mental ability and determines their effective commitment. The Montessori teachers mainly obtained the ability to create various kinds of encouraging activities. From the study, it has been observed that the school provides different types of activities and extracurricular activities to elaborate on their proportional and well-rounded education primarily. Further, the above study elaborates that Montessori teachers can properly give effective training and learning sessions. Thus, for this reason, the students have been gaining major knowledge and influence in various extracurricular activities.

The Montessori teachers consider both personal and professional growth in alignment with higher secondary students in this school. Besides the teachers, the future delivers positive and appropriate training towards the students and influences them for extracurricular activities. Thus, from the above study, Montessori training among teachers has a significant impact, which further leads to the development of the students.

References

- Al Masri, A., 2019. The Impact of Using Brainstorming in the Development of Creative Thinking and Achievement in the English Language of the 10th Grade Students at King Abdullah II Schools of Excellence in Amman. *International Education Studies*, 12(2), pp.82-92.
- Bharathmontessorischool, 2023. *Could you join the Education of Bharath!*, [Online], Available at: <https://www.bharathmontessorischool.com/> Accessed on: 9th May, 2023.
- Bharatmontessorischool.com, (2021). *Bharath Montessori Matric HR Sec School*. Available at: [Accessed on: 9-05-2023]
- Burbank, M.D., Goldsmith, M.M., Spikner, J. and Park, K., 2020. Montessori Education and a Neighborhood School: A Case Study of Two Early Childhood Education Classrooms. *Journal of Montessori Research*, 6(1), pp.1-18.
- Christensen, O., 2019. Montessori Identity in Dialogue: A Selected Review of Literature on Teacher Identity. *Journal of Montessori Research*, 5(2), pp.45-56.
- Debs, M., 2022. Montessori in India: Adapted, Competing, and Contested Framings, 1915–2021. *History of Education Quarterly*, 62(4), pp.387-417.
- Debs, M., de Brouwer, J., Murray, A.K., Lawrence, L., Tyne, M. and von der Wehl, C., 2022. Global Diffusion of Montessori Schools: A Report From the 2022 Global Montessori Census. *Journal of Montessori Research*, 8(2), pp.1-15.
- Haraguchi, M., 2022. The Stress Experience of Fathers of Children with Chronic Illnesses: Qualitative Descriptive Research. *Pediatric Nursing*, 48(5).
- HR, G. and Aithal, P.S., 2022. Approaching



Research in Different Ways-How to Choose an Appropriate Research Approach/Reasoning During Ph.D. Program in India?. *International Journal of Philosophy and Languages (IJPL)*, 1(1), pp.59-74.

Ishikawa, M., Odagiri, M., Nakamura, K. and Matsumoto, M., 2020. Indian Classroom Management among Elementary School Teachers in India. *International Journal of Asia Pacific School of Psychology*, 1(2), pp.139-153.

Madhavan, S.P., Nithya, K., SS, S.B., NR, M.D. and Rathi, R.K., 2022. Analysis of Prevention Techniques for Post-Traumatic Stress Disorder. *HIV Nursing*, 22(2), pp.4159-4163.

Murray, A.K., Brown, K.E. and Barton, P., 2021. Montessori Education at a Distance, Part 1: A Survey of Montessori Educators' Responses to a Global Pandemic. *Journal of Montessori Research*, 7(1), pp.1-29.

Parker, R. and Thomsen, B.S., 2019. Learning through play at school: A study of playful integrated pedagogies that foster children's holistic skills development in the

primary school classroom.

Parra-Martinez, A. and Treat, A.R., 2022. The Rainbow Revolution: Empowering Gifted LGBTQ+ Learners for Transformative Action. In *The Palgrave Handbook of Transformational Giftedness for Education* (pp.287-312). Cham: Springer International Publishing.

Peimani, N. and Kamalipour, H., 2021. Online education and the COVID-19 outbreak: A case study of online teaching during lockdown. *Education Sciences*, 11(2), p.72.

Shenoy, S., Wagner, R.K. and Rao, N.M., 2020. Factors that influence reading acquisition in L2 English for students in Bangalore, India. *Reading and Writing*, 33, pp.1809-1838.

Siswanto, I.L. and Kuswandono, P., 2020. Understanding Teacher Identity Construction: Professional Experiences of Becoming Indonesian Montessori Teachers. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(1), pp.1-16.

5435

Annexures



