



Impact of Human Resource Practices with Reference to Montessori School Chennai City

Prabha P^{1*}, Dr Elumalai D²¹Ph.D Research Scholar, Department of Commerce, Vels Institute of Science Technology & Advanced Studies, Pallavaram, Chennai- 600 117, Email. padmanabhan.prabha@gmail.com²Assistant Professor, Department of Commerce, Vels Institute of Science Technology & Advanced Studies, Pallavaram, Chennai - 600 117, Email: delumalai.sms@velsuniv.ac.in***Corresponding Author:** Prabha P¹Ph.D Research Scholar, Department of Commerce, Vels Institute of Science Technology & Advanced Studies, Pallavaram, Chennai- 600 117, Email. padmanabhan.prabha@gmail.com**Citation:** Prabha P et al (2024), Impact Of Human Resource Practices With Reference To Montessori School Chennai City, Educational Administration: Theory and Practice, 30(4), 9098-9104, Doi: 10.53555/kuey.v30i4.2370

ARTICLE INFO**ABSTRACT**

This study delved into analyzing the impact of human resource practices with reference to Montessori school Chennai city. A random sample of 150 individuals from the Montessori school. To achieve the study's objectives, a questionnaire was designed as a data collection tool, and appropriate statistical tests and tools within (spss.v 20) were used. this study examines the impact of human resource practices in Montessori schools, with a specific focus on the educational landscape of Chennai city. Montessori education is known for its unique approach to child development, emphasizing individualized learning and holistic growth. human resource practices play a crucial role in shaping the quality of education and the overall functioning of Montessori schools. The research adopts a qualitative approach, utilizing interviews, surveys, and observations to gather data from Montessori schools across Chennai city. the study investigates various aspects of human resource management, including recruitment and selection, training and development, performance evaluation, and employee engagement. Human resource management and educational outcomes in Montessori schools, this study provides valuable insights for school administrators, policymakers, educators, and researchers. ultimately, the findings contribute to the ongoing discourse on enhancing educational practices and fostering positive learning environments in Montessori schools. Enhanced Educational Quality to understanding how human resource practices influence Montessori schools can lead to the implementation of more effective strategies for teacher recruitment, training, and development. This, in turn, can enhance the quality of education provided to students, fostering their holistic development.

Keywords: Education, Teacher Satisfaction, Student, human resource and Montessori schools

INTRODUCTION

Education is a multi-dimensional phenomenon so that it progresses under the effect of so many factors. On the other hand, learning is a complex activity that tests students' motivation and physical condition. Teaching resources, teachers' skill and curriculum play a vital role in a child's education (Selda Ala, Reyhan Midilli Sari, & Nimet Candas Kahya, 2012). Montessori education is an educational approach developed by Italian physician and educator Maria Montessori. Montessori education is practiced in an estimated 20,000 schools worldwide, serving children from birth to eighteen years old (URL 1).

Montessori Method called for free activity within a "prepared environment", meaning an educational environment can create spaces matching the needs of children at different ages. The function of the environment is to allow the child to develop independence in all areas according to his or her inner psychological directives (Selda Ala, et.al, 2012) Another important characteristic of the Montessori approach

is the practitioner's assertion that the approach produces superior academic achievement outcomes. (Christopher, Wallace Kristin & Finn, 2005)

Regardless of organizational affiliation, many Montessori classrooms worldwide adapt the basic program. Besides supplementary materials, other common Montessori adaptations are shorter work periods, special classes and additional teachers for extracurriculars, grades, and homework. Without such flexible adaptation, Montessori might not have taken root and thrived in America as it has since 1960. At issue is whether adaptation might be associated with different levels of effectiveness. (Angeline & Lillard, 2012)

Figure 1. Theories of Motivation

	Ryan & Deci (2000)	Seifert (2004)	Pintrich (2003)	Montessori Practice
Autonomy	Included	Included	Control beliefs Included	Student control of work time Teacher as guide Individualized goal setting and conferences "Going out"
Interest	Meaning related to intrinsic motivation	Perceived meaning/relevance included	Impact of interest and perceived meaning addressed separately	Linking new knowledge to larger universe Following the child Uninterrupted work cycle
Competence	Included	Included	Included	Sequential and individualized nature of the curriculum Three-year age span Evaluation process
Relatedness	Included	Not considered	Subsumed under control beliefs: "build supportive and caring personal relationships in the community of learners in the classroom" (p. 672)	Three-year age cycle Frequent small group work Class meetings





LITERATURE REVIEW

Greater Chennai Corporation will increase the number of Montessori environments in schools run by it owing to the increase in enrolment after the pandemic. Commissioner Gagandeep Singh Bedi has directed officials to impart training to teachers in the Montessori methodology. As many as 200 schools will get infrastructure for creating the Montessori environment shortly. D. Sneha, deputy commissioner (education), Greater Chennai Corporation, said the GCC has a total of 200 schools with kindergarten (KG) classes. "As many as 31 schools have Montessori environments. We have a total of 66 environments. Student enrolment in KG has increased from 10,748 to 15,901 during the pandemic," said Ms. Sneha. The Chennai Corporation has recruited 330 temporary teachers on consolidated pay and has planned to impart training in Montessori methodology in six months. As many as 73 permanent teachers are also part of the Montessori environment. A total of 14 schools have developed a Montessori environment with support from NGOs. (Url - 2) Montessori education has been gaining popularity in India in recent years. This is due to the fact that it is seen as a more holistic and child-centered approach to education. Additionally, Montessori schools are known for their strong focus on independent learning and self-directed exploration.(Url - 4)

H1: There is no significant relationship between the demographic profile of respondents and its impact. The authors stated that preschools now provide education that prepares children for elementary school and supports their growth in a variety of ways. These institutions fill the gap by addressing the need to create a social environment that evolves alongside rising living standards. For this reason, different preschools use different teaching methods in practice. The Montessori method is one option in this approach to diversity. According to Montessori, the goal of education is to produce free children who know what they want to achieve and what they are doing (Lubie Wentworth & Felix Wentworth, 2013)

H2: There is no significant difference in the demographic profile of the respondents.

METHODOLOGY

The nature of the current research study was descriptive and empirical. The researcher uses both primary and secondary sources of information. A sample of respondents from Chennai (school children) provided the bulk of the study's data. Several journals, official publications, annual reports, manuals and the Chennai Center for Commerce report were used to collect secondary data. These were also collected.

STATISTICAL TOOLS

The researcher used Percentage analysis, Analysis of Variance (ANOVA), and Multiple Regression as statistical tools.

SAMPLING DESIGN

In the present study, the researcher used convenience sampling methods. The sample size is 150 samples of respondents in Chennai city. The socioeconomic profile of a selected group of people includes both quantitative and qualitative characteristics. The following section details the social and economic profiles of respondents, including demographics, gender, and age.

DESCRIPTIVE ANALYSIS

The following sections contain the respondent's demographic profile.

Table 1 Descriptive Analysis

Demographic Factors	Number of Respondents	Percentage
Gender		
Male	100	75
Female	50	25
Age		
Below -5	30	9
6 – 10	40	45
11 – 15	40	27
Above 16	40	19

Sources: Computed Primary Data

A data consisting of n observations (x_1, \dots, x_n) (x_1, \dots, x_n) then the mean $\bar{x} = \frac{1}{n} \sum_{i=1}^n x_i$. The data shows that the vast majority of respondents are men. The majority of respondents (45%) are between 25 and 35 years old, followed by those aged 36 to 45 (27%) and those aged over 46 (19%).

Table 2 Reliability Analysis of the Impact of Learning Practice on Montessori School

S.No	Statement	Cronbach's Alpha
1	Pedagogical style works	.856
2	Psychological development	.818
3	Children and Developing Adults	.816
4	A set of practices	.802
5	Student selection of activity from a given range of options	.821
Cronbach's Alpha		.853

Sources: Computed Primary Data

The table above shows that only five-dimensional solutions were used for the Cronbach alpha test in this study and that all five claims received a Cronbach alpha value greater than 0.8. Since the numbers are sufficient to proceed with data analysis for upcoming research, the value of Cronbach's alpha coefficient of 0.853 indicates good reliability of the five statements.

$$\alpha = \frac{K \cdot \text{Cronbach's Alpha}}{K - 1}$$

$$(K) \cdot \text{Sy}_2 \cdot \text{Sy}_2 - \text{Sum} \cdot \text{Si}_2$$

Where:

α = Cronbach's Alpha

K = the number of items in the scale

Si_i = the sum of the item scores for each item

S = the sum of the total scores for all items

Table 3. Reliability Analysis of Factors That Influence Children and Montessori Education

Sl. no	Factors	Cronbach's Alpha
1	Toddler community	.861
2	Tailored to the size and abilities of the children	.885
3	Opportunities for movement development	.825
4	Activities to Develop Independence	.871
Cronbach's Alpha		.875

Sources: Computed Primary Data

The value of Cronbach's alpha coefficient of 0.875 shows that the four statements are very reliable, which means that the response for the four items of this statement is more than 0.8. Consequently, the values are sufficient and data analysis for the study was completed before analyzing the study results.

Ho: There is no significant relationship between the level of education and the factors influencing Montessori school.

Table 4. Relationship Between Learning Practice and The Factors Influencing the Montessori School

Statement		Sum of Squares	Df	Mean Square	F	Sig.
1 Toddler community	Between Groups	4.45	10	1.483	0.862	0.4628*
	Within Groups	338.804	140	1.72		
	Total	343.254	150			

2	Tailored to the size and abilities of the children	Between Groups	5.723	10	1.908	1.43	0.235*
		Within Groups	262.825	140	1.334		
		Total	268.547	150			
3	Opportunities for movement development	Between Groups	9.938	10	3.313	2.507	0.060 *
		Within Groups	260.281	140	1.321		
		Total	270.219	150			
4	Activities to Develop Independence	Between Groups	29.052	10	9.684	9.345	0.000
		Within Groups	204.152	140	1.036		
		Total	233.204	150			

Sources: Computed data (SPSS 26)

Significant @ 5 %

Rated significant using the Tukey HSD test at 5% alpha difference between categories. In this section, the researcher tried to test whether education level and factors influence Montessori schools using ANOVA test to design and test the hypothesis. Since the p-value is above 0.05, the null hypothesis is accepted with a significance level of 5%. It can be concluded that, according to the respondents, there is no significant mean difference between education and the factors influencing Montessori schools.

Anova: $SSB = \sum n_j (X_j - \bar{X})^2$, $df_1 = k - 1$, $MSB = SSB / (k - 1)$, $f = MSB / MSE$.

DISCUSSION

Here the researcher has tried to summarize the entire presentation as follows and make a list of findings.

- i) The data shows that the vast majority of respondents are men. The majority of respondents (45%) are between 25 and 35 years old, followed by those aged 36 to 45 (27%) and those aged over 46 (19%).
- ii) The table above shows that only five-dimensional solutions were used for the Cronbach alpha test in this study and that all five claims received a Cronbach alpha value greater than 0.8. Since the numbers are sufficient to proceed with data analysis for upcoming research, the value of Cronbach's alpha coefficient of 0.853 indicates good reliability of the five statements.
- iii) Rated significant using the Tukey HSD test at 5% alpha difference between categories. In this section, the researcher attempted to test whether educational level and factors influence Montessori schools using the ANOVA test used to design and test the hypothesis.

CONCLUSIONS AND RECOMMENDATIONS

For every problem there is a reasonable solution and most solutions arise from the problems themselves. The implications for educational thought and practice are universal. The Montessori education system has become established in all developed countries. Many of the ideas above seem too good to be true, but one of the best aspects of Montessori philosophy is how well the philosophy on paper matches the philosophy in practice. According to Montessori, education is essential to a child's development. As a result, lessons often introduce students to difficult topics earlier than the public education system. And they seem to capture such ideas with special materials. The great Italian educator lives on in new generations of young people through such imaginative classroom design.

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