

RAISING SOCIALLY RESPONSIBLE INDIVIDUALS: MONTESSORI EDUCATION MODEL

Figen GÜLEŞ

Selcuk University Faculty Of Health Sciences, Konya-Turkey

fgules@selcuk.edu.tr

Abstract: To fulfill the social responsibility of the person or institution is directly related with to be trained as an individual with responsibility awareness. Here is education that will make the biggest impact. Although there are many training methods that contribute to the formation and development of responsibility consciousness, Montessori education is an educational model that stands out in the formation of this consciousness. This paper is a literature review which aims to describe the understanding of Montessori education on growing socially responsible individuals. The paper draws attention the important role of Montessori education model in creating "social responsibility consciousness" on people.

KeyWords: Social Responsible Individuals, Montessori Education Model

Introduction

Social responsibility, defined as that private sector and non-governmental society go toward a common life, bringing together around an aim, requires to be made actions that will develop and protract not only their own interest but also the general interests of society (www.siviltoplumakademisi.org.tr,2012). That the people or institutes perform their social responsibilities is directly related to their being raised as individuals having this consciousness. Here, what that will create the largest effect is educational area. As a result of education, individuals having "social responsibility" hold the qualities of

- being able to well know himself/herself and their roles in society;
- having the different qualities;
- being able to unite on a common aim;
- valuing the work he/she makes;
- judging the collective work and success;
- giving importance to the culture to share and cooperate;
- participating in the decisions;
- actively listening to his/her friends and making open communication;
- equally behaving to each other and moving together;
- respecting the person in his/her face and accepting him/her as he/she is; and
- having the consciousness to become "we". (Yeşilyurt, 2010)

In the various countries contributing to the developmental processes of the individuals having these gains, there are numerous educational methods, formed in the direction of the different understandings. Each educational method has the different educational program, content, instruction principles, methods, teacher raising systems, material selection, and classroom order. The schools, selecting one or some of these educational methods for themselves, realize their educational applications (Güleş and Öngören, 2008). Montessori Educational Model, one of these models and developed by Maria Montessori in 1907, with the content of its program, is an educational model targeting the development of "social responsibility consciousness" in children. In this education, the responsibility children begin to feel to each other, one of the most important elements in the development of social life, emerges with the independent efforts, carried out in the classroom. In education giving freedom to each child in the social relationship, it is only intervened, when the rights of others are violated. Thanks to this freedom, in child, the natural interest toward others and desire to help spontaneously develops (Lillard, 2013).

Social Responsibility in Montessori Education

M.Montessori, saying that the primary interest area of education should be "humanity and culture", because all humans have a single land called "world; underlines that all humankind should be viewed as a single nation. She sees the way that will take to this point on child (Çakiroğlu Wilbrandt, 2009). According to

Montessori, the aim of education, beginning from the birth, should be to provide benefit for life and unite for a peaceful structure and a common aim. Therefore, the contents of Montessori Education Program is based on the features of

- 1-Education for life,
- 2-Universal education,
- 3-Holistic education,
- 4-Peace education,
- 5- Ethics education
- 6-Disposiition education , and
- 7-Spiritual education(Korkmaz ,2012).

Due to her vision and efforts to achieve world peace through education, M.Montessori, presented candidates, for Nobel Peace Prize in the years of 1949, 1950, and 1951, argues that education should be rearranged and attributed to the rules of nature. For achieving this, she accounts for the answer of what should be done in her “cosmic theory” The thought that “every humans depends on to the other and that every individual should make contribution to the existence of other” is important here. For this thought to be able to reach its target, it is important to stimulate the sense of “gratitude and affinity” in children (Çakıroğlu Wilbrandt, 2011).

Even though Montessori education is toward preschool in the years, when it first began, in the following years, in the direction of the demands of educators and families, were enlarged in such a way that it will include the educational periods of primary schools and over. When all schools in the worlds are considered, it is seen that the number of Montessori schools providing education at this level is not very much. However, research indicates that that the features of Montessori education create the desired change on individual reached to the maximum level with that family supports Montessori education and that the number of Montessori educational year increases (Korkmaz, 2005).

Montessori primary school program encourages children to the spontaneous activity, self- education and exclusive motivation, development in cultural experience and knowledge, sufficiency via the repeated experience; and cooperative learning through peer education and social interaction. In addition, for intangible thoughts, fostering the emotional education, creativity, and imagination, aim it provides learning opportunities by physical activities and outdoor activities. The most important element of program curriculum is 5 courses, called “the Great Lessons “ depending on to each other. These courses includes stories about “*how the world appears, development of life in the world, humankind history, development of script, and development of mathematics*”. The courses are planned to provide a viewpoint about taking place of world and humankind in universe to children and to develop “an *universal consciousness*”. Students are encouraged to examine the subjects acquiring their imaginations. They rarely use textbooks. The children collect and form information, report, portfolio, and handmade books. They transmit the knowledge and skills to their friends (Lillard, 2014; Korkmaz, 2005; www.montessoriegitimi.org 2008; www.cosmiceducation.org, 2009).

Secondary education model of M. Montessori is based on the tendencies and developmental needs of preadolescents . The adolescents, who are enrolled to these programs, using the cases of cooperative learning requiring multi-disciplinary subjects, skills of critical thinking skills, and real life experiences, work in mixed age groups. Their levels of achievement are high, because most of students come from Montessori primary schools and early childhood programs (Korkmaz, 200) Montessori, in secondary education, mentions about adolescents as “Erdkinder” or “land children”. The target of Erdkinder, for being able to live in the real world, is to raise individuals, who equipped themselves with the real skills and confidence. (w.montessoriforeveryone.com/Erdkinder,2010) The support point of this program of age period is the necessity to make conscious the world belonging to primary school and ethical viewpoint.]In that period], philosophical thoughts about information on nature and culture are begun to be used. “The Great Lessons” slowly develops toward the opinions, obtained from a serious approach toward humanitarian sciences (Korkmaz, 2005).

Developmental Results of Montessory Education

M.Montessori expresses education in the way that “*it either contributes to universal freedom movement, viewed as a way for escalating and defending humankind or becomes an organ, which is not used or which dried throughout the evolution of organism*”. She emphasizes that reality is to see whole, considering on details; on the one hand, that human is a part of an universal order; and on the other hand, thanks to his/her intelligence, that he/she is in a specific position.

According to Montessori, education should raise “**citizens modifying the world to correct it**” in an universal order. In the direction of this aim, as a result of education provided in the range of 6 – 12 ages, it is expected that

- the child is sociable and ready for social interaction;
- he/she comprehends a relationship between action of a person the needs of others and that the concept justice emerges; and
- he/she recognizes the elements of his/her culture.

At the end of education in the range of 12-18 ages, it is expected that

- the child approaches to the problems of humans with an investigative viewpoint;
- he/she knows how to make contribution to social structure;
- he/she comprehends the necessity of making cooperation and solidarity with his/her relatives and adult people for the peace of world;
- social consciousness begins;
- he/she comprehends working as a product necessary for social life;
- he/she enjoys contributing to group; and
- the gains form in the direction of that he/she serves for universal needs of humankind (Korkmaz,2012).

According to P.Oswald, specialist for Montessori education, in the period of 12-18 ages, children not only show sensitivity toward this case, but also can realize the discovery of the gaps between demanding and being able to success, between to be able to do and to oblige to do, and between the rights and duties. Thus, children discover that they should hold responsibility for everything i.e. their own life and others', when its time comes (Çakıroğlu Wilbrandt, 2009).

Conclusion and Suggestions

The most important factor is education in forming “social responsibility consciousness”, which requires to be made the actions that will develop and protect general interests of society as much as the self-interests of persons or institutes.

As a natural result of Montessori education, environment, health, and education that are main subjects related to social responsibility are the subject areas child is interested in all over the world, not only in the city and country he/she lives. The individuals raising with this understanding view this as a life style with the conscious of social responsibility that are internalized, rather than realizing their social responsibilities for the reasons such as a sponsorship activity, enhancing the personal or social credibility, and raising brand value. As will be foreseen, the individuals or institutes having this understanding will be more diversified their activities and services regarding “their social responsibilities and will be in effort to become widespread them.

It is possible to make the following suggestions related to this study:

- In Turkey, the number of the preschool educational institutes and basic educational institutes (according to the existing situation, 1 school) should be increased.
- In Turkey, secondary education institutes applying Montessori Education
- For our educators to be made conscious about Montessori Education applications in our country and the other countries, in-service training courses, seminars, and meetings should be held.
- In Turkey, the scarcity in the number of scientific studies, carried out on Montessori Education throughout history, is a noticeable state. Therefore, scientific studies on the subject should be supported.
- In the content of course programs of the primary and secondary schools that subject to Ministry of National Education and school activities, the arrangements developing social responsibility should be made.
- Via education, the subject of study, and with the different educational models toward developing social responsibility consciousness, also carrying out studies, the results can be evaluated.

References

- Çakıroğlu Wilbrandt, Emel. “Maria Montessori Yöntemiyle Çocuk Eğitimi Sanatı” Sistem Yayıncılık, İstanbul, Mayıs, 2009.
- Çakıroğlu Wilbrandt, Emel. “Okul Öncesi Eğitimde Montessori Yaklaşımı” Kök Yayıncılık, Ankara, Mart, 2011.
- Güleş, Figen ve Sema Öngören. “Okul Öncesi Dönem Montessori Eğitim Uygulamalarında Öğretmen-Çocuk-Veli İletişiminin Değerlendirilmesi.” 5.Uluslararası Çocuk ve İletişim Kongresi, İstanbul, 2008.
- Korkmaz, Eylem. “Montessori Metodu: Özgür Çocuklar İçin Eğitim” Alçı Yayın, 2.Baskı, İstanbul 2012.
- Korkmaz, Eylem. “Montessori Metodu ve Montessori Okulları: Türkiye’de Montessori Okullarının Yönetim ve Finansman Bakımından İncelenmesi.” Yayımlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, 2005.
- Lillard, Paula Polk. “İlk ve Ortaokulda Montessori Eğitimi”. Kaktüs Yayınları, İstanbul, 2014.
- Lillard, Paula Polk. “Montessori Modern Bir Yaklaşım”. Kaktüs Yayınları, İstanbul, 2013.
- www.montessoriforeveryone.com/Erdkinder (2010).

www.siviltoplumakademisi.org.tr (2012)

www.montessoriegitimi.org (2008)

www.cosmiceducation.org (2009)

Yeşilyurt, Ethem. “Öğretmen Adayları Niteliklerinin İşbirliğine Dayalı Öğrenme Yöntemine Uygunluğunun Değerlendirilmesi” Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 14, 2010.

STRATEGIC MANAGEMENT GUIDANCE IN HEALTH INSTITUTIONS MANAGEMENT: DETERMINATION OF MISSION-VISION-STRATEGY SELCUK UNIVERSITY MEDICAL FACULTY HOSPITAL SAMPLE

¹Hakkı GÖKBEL, ²Hasan Kürşat GÜLEŞ, ³Zeynep ERGEN IŞIKLAR, ⁴Tuğba ŞENER

³Selcuk University Faculty of Economics and Administrative Sciences, Konya-Turkey

⁴Selcuk University Faculty of Art and Design, Konya-Turkey

¹hakkigk@selcuk.edu.tr, ²hkgules@selcuk.edu.tr, ³ergen_zeynep@windowslive.com, ⁴tugbamerve@hotmail.com

Abstract:As the nature of the services they offer and areas in which they operate health care institutions are always in the process of change. Especially with the impact of technological advances, new techniques are constantly emerging in health care presentation, in parallel to innovation in health care change is also becoming necessary in the way of health care management. On the other hand today, research conducted in hospitals has reached a holistic and administrative size with the understanding that the development of institutions are connected with improvements not only in a sub-unit in all subunits in an integrated way. For a holistic assessment and progress accurate determination of mission-vision statement adopted by all stakeholders and strategies which will serve this purpose is very important.

In this study¹ mission, vision and core strategies have been identified for the strategic management process planning of Selcuk University Medical Faculty Hospital. In this context at first, keywords which are intended to be absolute in the hospital's mission and vision are determined by the focus group discussions with managers and content analysis method. Secondly main strategies that will shape the hospital's future have been identified in the balanced scorecard concept. The focus group interviews and content analysis results are summarized and made some evaluations and suggestions.

Keywords: Strategic Management in Health, Mission-Vision Determination, Strategy Determination

Introduction

In health services, with standing out of strategic management and an service approach creating value, the studies toward maximizing value for all parts in health institutes increasingly gain importance at the present days. These studies are adapted to health sector in the scope of strategic management scope in health institutes in the way of determining mission-vision-strategy and targets, identifying the existing situation, analyzing shareholders in health sector, and calculating concrete indicators such as effectiveness, profitability, and performance, and reporting.

The subject of this study is to determine the mission –mission, and main strategies for Medical Faculty Hospital, Seljuk University. It is considered that this study can make a support to health managers, through the design and application of strategic management process, in shaping the future of management in health institutes.

Theoretical Framework: Importance of Strategic Management in Health Institutes

Quality, whose important increases, as an instrument of providing the competition and advantage, has become obligation today. Businesses wanting to increase quality should first of all gain ability to be able to respond in time and at the expected level to the desires and expectations of customers Awareness increasing on this issue, as in many sectors, also in health sector, led the importance of measuring service quality to use (Gökbel, 2014.)

Today, with the effect of factors such as population increase, gradually aging of population, and negativities in nourishing habits, health problems and, in parallel with this, the expenditures of health institutes increase and this also forces the countries about lowering costs. The expectations of patients from health institutes and competition between institutes presenting health services increase every passing days. All of these developments make obligatory to measure and raise the service quality provided, to provide the quality and service with the most convenient cost, and to utilize the suitable models in this

¹ This study is taken from the doctoral thesis work (it's name is "Strategic Performance Management in Healthcare Institutions: A Model Proposal for Selcuk University Medical Faculty Hospital) that is still ongoing.