

## Adapting Montessori Education in Saudi Classrooms

**Lila Alhashim**

Department of Humanities & Social Sciences, Prince Mohammad bin Fahd University, Khobar 31952, Saudi Arabia

### Abstract

This study investigated how teachers have adapted Montessori education in Saudi classrooms to align with Saudi socio-cultural practices. Data from semi-structured interviews and on-site observations of two Saudi instructors in two Montessori classrooms in Saudi Arabia were gathered using a qualitative multi-case study approach. NVivo software was used to analyze the data thematically. According to the study's findings, the teachers most effectively incorporated Saudi sociocultural norms into circle time, classroom activities, and the daily classroom routine. The sociocultural theory sheds light on how teachers' experiences, backgrounds, and beliefs influenced their adaptation to Saudi sociocultural practices. The study's implications were examined, and recommendations were made for higher education programs and the Saudi Ministry of Education. Future research might compare and contrast Montessori implications in Saudi Arabia and a Western nation to illustrate the cultural influences on adopting the Montessori method.

