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PhD THESIS

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Title of PhD thesis:

**DEVELOPING A GROWTH MINDSET THROUGH AN ALTERNATIVE
EDUCATION SYSTEM: THE CASE OF THE MONTESSORI SCHOOL**

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SUMMARY

Keywords: alternative educational system, growth mindset, development, skills.

A comprehensive description that would cover the content and depth of a PhD thesis in language on the topic of Montessori education in Romania and its effect on a growth mindset formation, as well as the general influence on the educational level and role of alternative educational organizations, involves consideration of several layers and domains.

Indeed, in the following text, it is possible to find a **systemic dive into different dimensions** starting from theoretical examination and ending with the analysis of practical implications and empirical outcomes of the Montessori system implementation compared to standard approaches. In this summary, the main highlights from every chapter will be synthesized to create a coherent and logical flow of the research journey.

The Introduction, the opening chapter, encompasses general information about the Montessori system as a perfect alternative to traditional approaches in education. More so, the introduction part puts some light on the Romanian context and the identified gap in the literature. Such a move precisely defines the theoretical framework and terms to be elucidated furtherly as well as the justification of the mixed-method design applied to overcome the potential narrowness of the single approach choice. Henceforth, the opening part serves as a layout for the future investigation unfolding the structure of the doctoral thesis and defining the expected contributions to the scientific sphere and future practical implications in the educational domain.

The **Literature review** part dives into the scientific discourse, focusing primarily on the alternative nature of educational organizations, and, therefore, describing as many characteristics as possible, concerning the Montessori characteristics. Here the reader familiarizes himself with the theoretical background of research, stakeholder theory, and the relationship between organizational units and their constituents. Finally, the chapter incorporates the rationale for the doctoral investigation presenting research questions and objectives, characterizing, in this way, the scientific methodology of the analysis.

The **Methodology** chapter explains both the quantitative and qualitative analysis that has been undertaken. It takes the reader through the design, data collection approach, and analyses conducted thus ensuring transparency and robustness. Ethical considerations such as informed consent and confidentiality of the data further ground the integrity of the research process. It is an essential section to relies on to decipher the empirical basis of the outcomes of the study.

Findings - a summary of the quantitative and qualitative results is presented in this Chapter. A detailed discussion of the variables that build value in the education system and an in-depth examination of some of the key skills that develop with the growth mindset is presented. The qualitative information obtained from the tool which is the interview of teachers, and the GMS map aids in providing an enhanced comprehension of the impact the Montessori system has.

In the next chapter, the **Discussion**, the findings are discussed considering the study's original objectives and questions to make sense of how far the alternative education systems advance in nurturing the growth mindset. It summarizes how the research has either theoretically or empirically informed the academic and or other communities.

In the **Conclusions and Limitations** chapter, a summary of the main findings is discussed here. It recognizes the limitations of the research and recommends areas that can be researched on in the future. It is a section that encapsulates how the research has contributed to building the academic body of knowledge and future studies.

The thesis is finalized with a list of all the **references** used to compile the research and a range of **appendices** are included to provide all the additional material to aid in understanding the work presented.

Ultimately, the doctoral thesis under consideration appears to be an important contribution to the field of studying the Montessori education system. However, it appears that the most important aspect of this research is that it furthers our general knowledge on how Montessori and other alternative learning system can shape the environments contributing to the new mindset. The statistics, information, and discussion contained in the research have the potential to produce a positive change in terms of educational quality and student preparation for further challenges in the future.