



ABSTRACT

The present study aimed to examine and understand the emerging precursors of morality in young children within the socio moral domain of development. The sample comprised of 31 children in the age range of 3 year to 4 5 years from the Younger Group of Chetan Balwadi, the laboratory nursery school of the Department of Human Development and Family Studies, Faculty of Home Science, The M S. University of Baroda, Vadodara. The parents of children both fathers and mothers constituting a total of 62 also formed the part of the sample. The class teacher was included in the study. The total sample size was 94. The descriptive research design was employed. The tools used for data collection were observational guidelines, simulated tasks and perspective taking experiment for children and interview schedules for parents and teacher. The observations were done during indoor and outdoor free play and art sessions for a period of 120 minutes for each child to examine the sharing and conflict resolution behaviours of children. The simulated tasks in the preschool and home context were administered to know children's verbal responses on sharing. The teacher was interviewed to obtain her general views on sharing and conflict resolution behaviours of children and, to know her perception about children. The interviews of parents enabled

gaining insight about their perceptions on selected aspects of morality. The results revealed that majority of times children were willing to share, irrespective of age, gender, ordinal position and the family background, with younger children and boys indicating maximum sharing. The second borns and children from joint families shared most frequently. The older children indulged less in conflicts but the difference was moderate. The boys and second borns and children from joint families indicated maximum conflicts. Majority of times children resolved conflicts on their own.

The older children from stimulating family background were able to take other's perspective as evident from the experiment.

The teacher expressed that she encouraged sharing and facilitated children to resolve conflicts themselves.

The parents gave greater emphasis to the moral values rather than the social conventional description of morality. They aspired their children to have good sanskars, do good deeds, respect elders and be religious.