

LIVE IN PRESCHOOL CHILDREN BY MORAL CHANGES

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ABSTRACT

In this research, the subjects that are emotional development of pre-school children and development of their understanding the moral and social principles were investigated. 191 pre-school children between 4 and 6 years old at the kindergartens and preschools in Kayseri province constitute the working group of the research. 10 pictures developed by Smetana (1981) to evaluate children's sense of moral and social principles were used in the research.

Keywords: Preschool Period, Moral Development, Individual differences

INTRODUCTION

Education begins in family as the children are born, continues inside and outside school for a lifetime. As the children are born, they try to adapt to social and cultural atmosphere and environment. Obtaining present social behaviors in society enables individuals to adapt to the society and integrate with the society in which they live. Gander and Gardiner (1998) describe the social development in this sense as a process in which individuals and children acquire the values, behaviors and beliefs of other members in a group. Mission of societies, which is to maintain and improve their cultures, can be accomplished with the education of young generations. Education begins in family as the children are born, continues inside and outside school for a lifetime (Yavuzer, 1998:153).

Research Model

This research was conducted by relational screening model due to the purpose of the research that is determining the effects of preschool educational institutions on children's social and emotional development depending upon their families and ages. Screening models were researched according to conditions in the past or now. The event, individual or object that is subject of the research are tried to describe under their own circumstances. Relational screening model is a screening model that determines the existence and/or the level of the change between two or more variables (Karasar, 1995).

Universe

Children attending kindergartens and preschools of Ministry of National Education in

Kayseri province in 2015-2016 school year constitute the universe of the research.

Sample

12 educational institutions out of 78 (6.5%) in Kocasinan county of Kayseri province are in the sample group of the research

Application

Marmara Social Emotional Development Scale, developed in order to measure the level of social emotional adaptation of 191 students from 12 different schools that was chosen haphazardly from Kocasinan county of Kayseri province in the first term of 2015-2016 school year, was filled in by form teachers. The scale consists of items that teachers evaluate children's social emotional adaptation marking "Never",

"Sometimes" and "Always" options. In addition, 10 pictures developed by Smetana (1981) to evaluate children's sense of moral and social principles were used in the research.

Data Gathering

The pictures used in order to determine the sense of moral and social principles of children who participated in the research were developed by Smetana (1981). 5 pictures which demonstrate violation of moral principles in order to determine the sense of moral principles in children and 5 pictures which demonstrate violation of social principles in order to determine the sense of social principles in children, totally 10 pictures, were used in the research. Experts' opinions were consulted in the work of the validity of the scale. Consistency among experts' opinions was calculated as $r=0.81$. The test confidence level of the scales is $r=0.78$ (Seçer, Sarı and Olcay, 2006).

Pictures related to moral principles that were showed to the children are as follows:

Picture 1. A child hits another,

Picture 2. A child do not want to share his/her teddy bear,

Picture 3. A child pushes another,

Picture 4. A child throws water on another,

Picture 5. A child seizes another's apple.

Pictures related to social principles that were showed to the children are as follows:

Picture 1. A child does not attend the game,

Picture 2. A child does not sit down the wanted point in story time,

Picture 3. A child throws apple skin to the ground instead of garbage after eating it,

Picture 4. A child does not put his/her toy in right place.

Picture 5. A child does not hang his/her coat up and throws it to the ground.

Analysis of Data

In the survey of measuring of moral values, an answer was sought to the Smetana's question that "Is there statistical significance in sense of moral and social principles of children of 4-6 age group due to their being fast accurate, reflective, impulsive and slow inaccurate according to their ages and gender? All statistical operations of the research were made on SPSS package program.

		Sum of Squares	df	Mean Square	F	Sig.
SMETANA01	Between Groups	40,817	5	8,163	16,614	,000
	Within Groups	90,901	185	,491		
	Groups	131,717	190			
	Total					
SMETANA02	Between Groups	17,686	5	3,537	37,968	,000
	Within Groups	17,235	185	,093		
	Groups	34,921	190			
	Total					
SMETANA03	Between Groups	6,734	5	1,347	7,232	,000
	Within Groups	34,450	185	,186		
	Groups	41,183	190			
	Total					
SMETANA04	Between Groups	4,475	5	,895	3,940	,002
	Within Groups	42,017	185	,2		
	Groups	46,492	190	27		
	Total					
SMETANA05	Between Groups	8,350	5	1,670	8,584	,000
	Within Groups	35,995	185	,1		
	Groups	44,346	190	95		
	Total					

SMETANA06	Between	16,728	5	3,346	11,532	,000
	Groups	53,670	185	,290		
	Within	70,398	190			
	Groups Total					
SMETANA07	Between	41,173	5	8,235	25,214	,000
	Groups	60,419	185	,327		
	Within	101,592	190			
	Groups Total					
SMETANA08	Between	17,773	5	3,555	36,204	,000
	Groups	18,164	185	,098		
	Within	35,937	190			
	Groups Total					
SMETANA09	Between	6,255	5	1,251	5,751	,000
	Groups	40,238	185	,218		
	Within	46,492	190			
	Groups Total					
SMETANA10	Between	15,101	5	3,020	20,868	,000
	Groups	26,774	185	,145		
	Within	41,874	190			
	Groups Total					

When Table 25 above is analyzed, it can be seen that there is statistical significance in all SMETANA scales according to reacting appropriately to social event. ($p < .05$)

Conclusion and Discussion

In this research, according to Table 25, all of SMETANA scales are statistically significant in reacting appropriately to social event ($p < .05$). Sense of moral and social principles of children in pre-school period differs according to age and mother's educational status. Children of age 4 are seemed to be surpassed by children older than them in social and moral judgment. They have difficulties in perceiving events and situations. However, children of age 5 and 6 use moral judgments more appropriately since concepts make sense to them more.

Grand total of Moral Judgment Scale is statistically significance at the level of cronbach's $\alpha > .70$ according to age and economic status of family variables as a result of two-way analysis of variance (ANOVA) made in order to

determine whether total scores of Moral Judgment Scale differ according to age and economic status of family variables. In this research, it seems that age and economic status of family together affect children's moral judgment levels.

As regards the hypothesis that is "Mother is the first teacher of children." children whose mothers have received education are better at social emotional adaptation. Children whose mothers have received more advanced education are much better at moral attitude and interpreting behaviors and events.

Recommendations

1. Moral and emotional development of children who are in a social atmosphere and spend more time with peers will be more extensive and moral. Therefore, pre-school education should be spread.

2. School-family cooperation should be improved by increasing activities with family participation and activities that improve children's social, emotional and moral aspects should be done.

3. Parents should be informed about parenting education seminars and moral values.

4. Teachers should be informed that children's positive social and emotional development will affect other stages of their lives positively.

5. Bulletins and brochures, which emphasize and draw attention on educational programs in preschools and social emotional development, should be prepared by both related departments of universities and school counseling services.

6. Supportive activities related to social emotional and moral development should be added to pre-school educational programs and informing meetings should be held in order to draw attention on these developments.

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