

A Developmental Study of Managing Interpersonal Conflict When Preschool Children Participate in Plate Drawing

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Keywords: Interpersonal conflict, preschool children, managing

This study investigates the developmental process of preschool children, focusing on managing interpersonal conflict.

Children aged three to five years (N=54) were asked how they would manage certain scenarios when competing for something by drawing plates. This study also stipulates four conditions: language condition, action condition, equal situation, and self-having situation. The results show that, with growth, reactions regarding interpersonal conflict situations increased, but that it decreased in four-year-olds. Also, with said growth, peer response using speech increased. In the three-year-olds, meaning with action increased for the language condition. In four-year-olds, meaning with speech decreased for the language conditions of equal situations, compared to three-year-olds. In five-year-olds, managing actions appeared and increased for equal situations. The tendency of the repression and decrease of reactions in four-year-olds in equal situations was exhibited. These results suggest that changes in how conflict situations are understood and in how four-year-olds work on situations reflect the possible changes in developmental structure.