

Theories of Moral Development

Kohlberg's theory of moral development

- This theory focuses on how children develop morality and moral reasoning. Moral development occurs in a series of six stages.
- Moral development is the process by which people develop the distinction between right and wrong and engage in reasoning between the two.

It is one of the best known theories of moral development.

It is based on theory on the series of moral dilemma.

Example is "Heinz Steals the Drug"

women have cancer a drug
local pharmacist make up for 2002 per dose, ^{and sell at} 2000 ^{per dose} to dose husband
have ₹ 1000 negotiations no change
husband broke into the pharmacy
and stole the drug.

Kohlberg "Should the husband have done that?"

3 primary level (0-9)

1) Pre-conventional level - earliest period of moral development. It lasts until age of 9. The children's decisions are ~~based~~ ^{primarily} shaped by the expectations of adults and the consequences of breaking rules.

- Stage 1 (Obedience & punishment)
sense linked with punished or not

- Stage 2 Individualism and exchange
linked with self interest
(adolescence to adulthood)

2) Conventional level, marked with the acceptance of social rules regarding what is good and moral. In this adolescence and adults internalize the moral standards they have learned from their role models and society.

Stage 3 (Good girl - Good boy)
living up to social expectations
roles.

Stage 4 (Maintaining social order)
considers society as a whole when making judgments. maintaining law and order by following rules, doing one's duty & respecting authority.

(some adults are)

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34 Post conventional level
of people develop an understanding
of abstract principles of morality.

Stage 5 (social contract and individual
rights)

begin to account for the different
values opinions and beliefs of
other people.

Stage 6 Universal principles

(based on universal ethical
principles and abstract reasoning)

At this stage, people follow these
internalized principles of justice
even if they conflict with laws
and rules.

CRITICISM.

1) overemphasis on justice ^{for making} and other
impo. factors like caring compassion
etc ~~also~~ also play role.

2) Moral reasoning is not equal to
moral behaviour
what to should do versus what we
do

3) Different culture have different outlook
regarding this theory.

Piaget's Theory of Moral Development

Jean Piaget identified stages of moral development in which child adheres to rules and make decisions.

Piaget was mainly interested in 3 aspects of children's understanding of moral issues - rules, moral responsibility and justice.

Morality is a code of conduct that guides our actions and thoughts.

Acc. to Piaget, the basis of children's reasoning and judgement about rules and punishment changes as they get older.

There ~~are~~ Piaget did a experiment told a story of a other children like stole a cookie from the jar.

He asked whether the child did good or bad. He understood that the young children are focused on authority while as with the age they became increasingly autonomous and judge actions with a consistent set of principles.

of morality.

Piaget's Theory of Moral development described 2 stages of Moral development

- 1) Heteronomous morality
- 2) Autonomous morality

1) Heteronomous morality is also known as other-directed morality from age 5-10.

Younger children actions are based on the results of the action and how action affected them

The outcome is more imp. than intention

The behaviour is judge either good or bad in terms of consequences.

There is no room for negotiation or compromise

- Rules made by authority can not be changed or broken.

- Follow rules on the bases of outcome, not following will have - outcome

- Hungry child taking cookie and child eating whole jar are equally wrong

27 Autonomous Morality,
also known as morality of
cooperation. typically from the age
of 10 continues through adolescence

There appreciation of morality changes
as a result of their newly acquired
ability to view situations from other
perspective.

They are also capable of considering
rule from someone else point of
view.

They ~~and~~ understand that rules are for
the benefit of all the group members
and are adjustable.

Older children can assess if rules are fair or
not. but know its important to
follow the rules and see them as
complex and flexible.

For instance playing game, older child
want to implement their own rules
or change the ones they find unfair

As the children grow older they begin to
understand that the motives ~~at~~ behind
actions are as imp. as consequences

They start to follow rules not because of fear of negative outcome but because of complex moral reasoning.

During this stage children recognize that morality depends upon the intention rather than consequences.

CRITICISM

During the study the Piaget game boys play marbles and girls hide and seek.

Research does not found a great comparison.