Moral Development

In adolescence
Moral Development

- Moral development involves thoughts, feelings, and behaviors regarding standards of right and wrong.
  1. How do adolescents reason or think about rules for ethical conduct?
  2. How do adolescents actually behave in moral circumstances?
  3. How do adolescents feel about moral matters?
Moral Thought

• Piaget
  – Heteronomous Morality
  – Autonomous Morality
  – Immanent Justice
Moral Thought

• Piagetian
  – Cognitive disequilibrium theory
  – Adolescents recognize that their set of beliefs is one of many.
Moral Development

- Intrapersonal and Interpersonal components
- Thoughts, Feelings and Behaviors regarding standards of right and wrong
- Moral reasoning is the *thinking*
- Micheline and the dog….
- Heinz and the medicine…..
Lawrence Kohlberg

- Created a Stage Theory of Moral Development
- Based on 20 years of research [interviews]
- Came up with 3 Levels, each with 2 Stages (6 Stages total)
- Important: the stance you take does not matter, but the quality of reasoning
Lawrence Kohlberg Is Dead

Published: April 08, 1987

The body of Lawrence Kohlberg, a professor of education at Harvard University who had been missing since Jan. 17, was found Monday in Boston Harbor after it washed up at Logan Airport.

Professor Kohlberg, 59 years old, had suffered from a tropical disease for 20 years. He left Mount Auburn Hospital in Cambridge, Mass., on a day pass on Jan. 17., and his car was found abandoned on a residential street in Winthrop, Mass. on Jan. 21.

His body, found at 12:30 P.M. by a state trooper on routine patrol, was found about 1,000 yards south of where he was believed to have gone into the water, according to Lieut. Angelo A. La Monica of the Winthrop police.

He said state medical examiners today identified the body through dental records. He said that an autopsy indicated drowning as the cause of death, and that no foul play was suspected.

Professor Kohlberg, a resident of Cambridge, became a professor of education and social psychology at Harvard in 1968. His book on moral development is used by teachers around the world to promote moral reasoning.

Patricia A. Graham, dean of the Graduate School of Education at Harvard, said, "We regret very much that we will never see him again."

She said his survivors include two sons, his sister and his mother.
Preconventional Level (I)

- **Stage 1:** Heteronomous Morality
  - AKA Obedience/Punishment Orientation
  - Children obey because adults tell them to
  - Example: “If Heinz lets his wife die, he will be in big trouble”

- **Stage 2:** Individualism, Purpose & Exchange
  - AKA Instrumental-Relativist Orientation
  - Pursuing one’s own interest and letting others do the same
  - Example: “Heinz needs to pay because the pharmacist is a businessman and needs to make money.”
Conventional Level (II)

- Stage 3: Mutual Interpersonal Expectations, Relationships & Interpersonal Conformity
  - AKA Good Boy / Nice Girl Orientation
  - Individuals value trust, caring and loyalty
  - Example: “If you truly love someone, you would steal for them.”
Conventional Level (II)

- **Stage 4: Social Systems Morality**
  - AKA Law and Order Orientation
  - Judgments based on social order, law, justice and duty
  - Example: “Heinz should obey the law because laws protect the order of society.”
Postconventional Level (III)

- Stage 5: Social Contract or Utility and Individual Rights
  - AKA Legalistic Orientation
  - Values, rights and principles transcend the law
  - Example: “Value of a human life transcends any right the druggist had to the drug.”
Postconventional Level (III)

• Stage 6: Universal Ethical Principles
  – Judgments based on universal human rights. In a dilemma between law and conscience occurs, conscience is followed
  – Example: “Heinz needs to consider the other lives involved; do other people need the drug as much as his wife?”
Most people reach Stage 4 by mid-20s.
Stage 5 emerges in 20-22, but majority of people don’t reach it (Stage 6 not included in studies).
Does moral thought equal moral behavior?
Can people twist moral reasoning to justify immoral actions?
Culture and gender bias

Evaluating Kohlberg
Carol Gillian ****

- Major critic of Kohlberg
- **Justice Perspective:** focuses on rights of individuals
- **Care Perspective:** views people in terms of connections with others
- Thought that Kohlberg underplayed a care
Carol Gillian ****

- Thought that Kohlberg underplayed a care perspective
- A gender issue?
Moral Thought

• Kohlberg’s Critics
  – Moral Thought & Moral Behavior
  – Assessment of Moral Reasoning
  – Culture & Moral Development
  – Gender & the Care Perspective
# Moral Thought

## Actual Moral Dilemmas Generated by Adolescents

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<th>Story subject</th>
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Fig. 8.4
Moral Thought

• Social-conventional reasoning focuses on thoughts about social consensus and convention.

• Moral reasoning emphasizes ethical issues.
Moral Behavior

• Basic Processes
  – Reinforcement
  – Punishment
  – Imitation
Moral Behavior

- Social Cognitive Theory
  - Moral competence: The ability to produce moral behaviors.
  - Moral performance: Performing those behaviors in specific situations.
Moral Behavior

• Prosocial Behavior

  – Altruism: Unselfish interest in helping another person.
  – Forgiveness: Occurs when an injured person releases the injurer from possible retaliation.
Moral Feeling

• Psychoanalytic Theory

  – Ego ideal: The component of the superego that involves standards approved by the parents.
  – Conscience: The component of the superego that involves behaviors disapproved by the parents.
Moral Feeling

• Empathy

– Reacting to another’s feelings with an emotional response that is similar to the other’s response.
Moral Feeling

- Contemporary perspective
- Personality
- Moral Identity
- Moral Character
- Moral Exemplars
Contexts of Moral Development

- Parenting
  - Discipline
    - Love Withdrawal
    - Power Assertion
    - Induction
Parenting Moral Children and Adolescents

• Parents of moral children and adolescents:
  – Are warm
  – Use inductive discipline
  – Involve children in family decisions
  – Model moral behavior
  – Foster an internal sense of morality
Schools

• The Hidden Curriculum
• Character Education
• Values Clarification
• Cognitive Moral Education
• Service Learning
Values, Religion, and Cults

• Values
  – Beliefs and attitudes about the way things should be.
Values

Changing Freshman Life Goals

- Be very well off financially
- Develop a meaningful philosophy of life

Fig. 8.5
Religion

- The Positive Role of Religion in Adolescents’ Lives
- Developmental Changes

“Religion enlightens, terrifies, subdues; it gives faith, inflicts remorse, inspires resolution, and inflames devotion”

– Henry Newman
Religion

• Fowler’s Theory
  – Stage 1: Intuitive-Projective
  – Stage 2: Mythical-Literal
  – Stage 3: Synthetic-Conventional
  – Stage 4: Individuative-Reflective
  – Stage 5: Conjunctive
  – Stage 6: Universalizing
Religion

• Religious Indoctrination and Parenting

• Religiousness and Sexuality in Adolescence

• Science of Good and Evil

• Sam Harris
Cults

• What is the difference between a cult and a church?
• Who Joins Them?
• Phase of Life
• Potential for Abuse
Morality, Religion and the Environment

- Is God Green?