CHAPTER 3

Moral and Psychosocial Development

LEARNING OUTCOMES

After studying this chapter, you should be able to:

1. Explain what is moral development;

2. Describe the concepts in Piaget's and Kohlberg's theory of moral development;

3. Describe the concepts in Lickona's model;

4. Apply the principles of Piaget's, Kohlberg's and Lickona's theory to the teaching and learning process;

5. Explain what is psycosocial development;

6. Describe the theory of psycosocial development by Erickson and Marcia; and

7. Apply the principles of Erikson's and Marcia's theory to the teaching and learning process..

INTRODUCTION

As a future educator, you need to understand the moral development of your students. Why? The answer is, as a classroom teacher, you are confronted with hundreds of issues pertaining to your students' **moral reasoning** each day.

These may range from decisions they make about whether to cheat on a test to whether to be tolerant toward a classmate who is being picked on by others. Every day, your students make hundreds of comments and decisions that involve moral reasoning. Knowing how and when to respond, requires the teacher to understand the theory and principles underlying the process of moral development.

Here are several theories and principles by psychologists related to the process of moral development as shown in Figure 3.1.
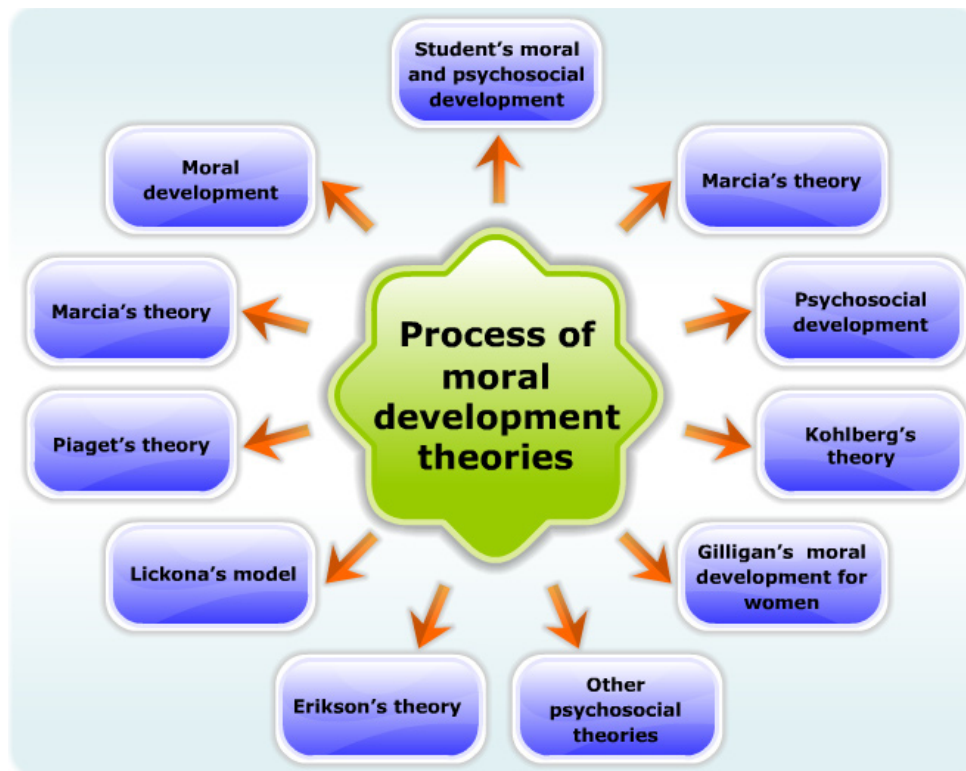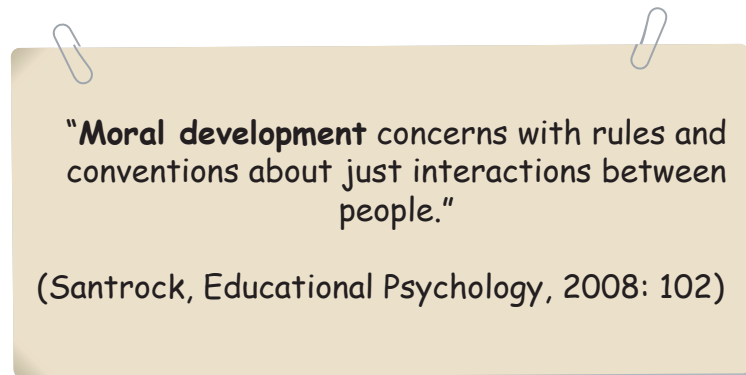

Figure 3.1: Theories and principles related to the process of moral development

3.1 MORAL DEVELOPMENT

3.1.1 Definition of Moral Development

According to Santrock,

> "**Moral development** concerns with rules and conventions about just interactions between people."
>
> (Santrock, Educational Psychology, 2008: 102)

These **rules** can be studied in 3 domains such as cognitive, behavioural and emotional. The descriptions of the 3 domains are shown in Figure 3.2.
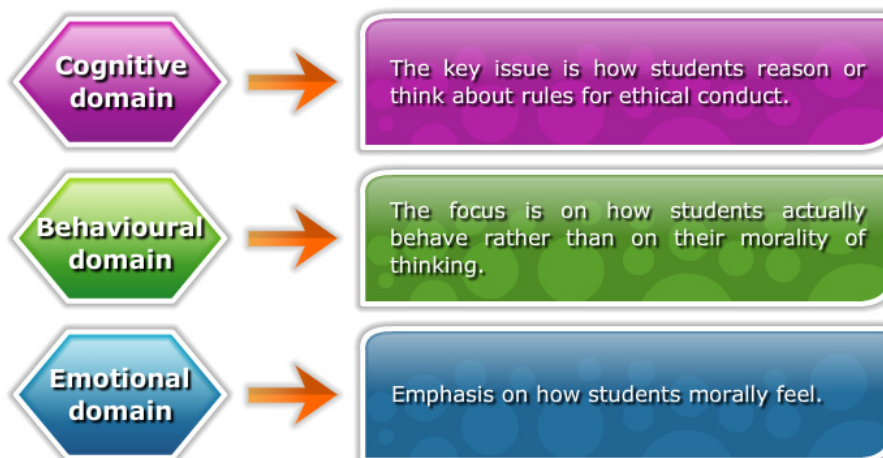

Cognitive domain	→	The key issue is how students reason or think about rules for ethical conduct.
Behavioural domain	→	The focus is on how students actually behave rather than on their morality of thinking.
Emotional domain	→	Emphasis on how students morally feel.

Figure 3.2 : Descriptions for cognitive, behavioural and emotional in rules of moral development

Look at the example below.

Example:
The strong guilty feeling in them when they want to cheat in a test, hinder them from doing the act.
• Moral development in children develops through their moral reasoning.
• Moral reasoning involve the thinking processes involved in judgments about question of right and wrong.

In conclusion, Santrock says:

> "**Moral development** is the development that involves thoughts, feelings, and actions regarding rules and conventions about what people should do in their interactions with other people."
>
> (Santrock, Life-Span Development, 2008: 279)

3.1.2 Piaget's Theory of Moral Development

Piaget (1932) proposed two stages of moral development that are **heteronomous morality** and **autonomous morality**. He derived his theory from observing, interviewing and quizzing the children on their thinking about game's rules. He extensively observed and interview 4 to 12 years old children. He watchedthem play marbles, seeking to learn how they used and thought about the game's rules.

Jean Piaget (1896 - 1980)

The Piaget's 2 stages of moral development are shown in Figure 3.3:

Stage 1
Heteronomous Morality
(4 – 10 years old)

Stage 2
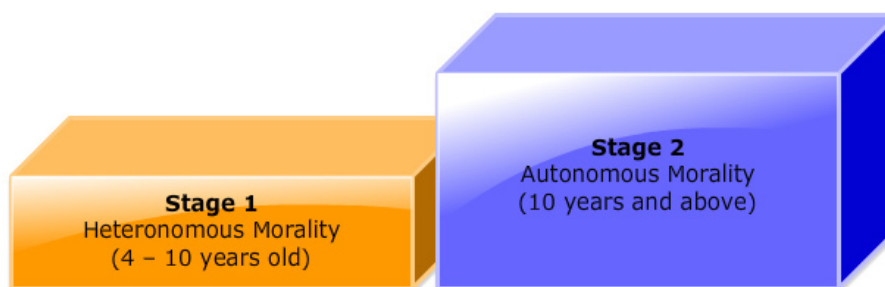Autonomous Morality
(10 years and above)

Figure 3.3: 2 stages in Piaget's theory of moral development

Stage 1- Heteronomous Morality (4 – 10 years old)

• From 4 to 7 years of age, children display heteronomous morality. Children think of justice and rules as unchangeable properties of the world, remove from the control of people.
• From 7 to 10 years of age, children are in transition showing some features of the first stage of moral reasoning and some features of the second stage, autonomous morality.
• Because young children are heteronomous   moralist, they

judge the rightness or goodness of behaviour by considering its consequences, not the intensions of the actor.

- *For examples* : Killing 10 birds accidentally is worse than killing 1 bird intentionally.

Stage 2 - Autonomous Morality (10 years and above)

- From about 10 years of age and older, children show autonomous morality. They became aware that rules and laws are created by people, and in judging an action. They consider the actor's intensions as well as the consequences.
- The older children, moral autonomist, accept change in rules example accept change in new rules of playing marbles suggested by Piaget, contrast with younger children, they resist change because they believes that rules are unchangeable.
- So older children accept change in rules and recognize that rules are merely convenient conventions, subjects to change.

SELF-CHECK

Explain the two sages of moral development in Piaget's theory.

WEB-SITE

http://faculty.mc3.edu/jhodges/PIAGETmoral%20theory%20.pdf

3.2   KOHLBERG'S THEORY OF MORAL DEVELOPMENT

A second major perspective on moral development was proposed by Lawrence Kohlberg (1958, 1986). Piaget's stage of cognitive stages of development serve as the underpinnings for Kohlberg's theory. Kohlberg arrived at his theory after interviewing children, adolescents, and adults (primarily males) about their views on a series of moral dilemmas. Here is an example of the type of dilemma he presented:

Lawrence Kohlberg

A woman is near death and is suffering from a special kind of cancer. There is only one drug that doctors think might save her. It was recently discovered by a druggist living in the same town as the woman. The drug was expensive to make, but the druggist is charging 10 times what the drug cost him to make. The sick woman's husband, Heinz tries to borrow the money to buy the drug from every place he can think of but he can't raise enough money. He tells the druggist that his wife is dying and asks him to sell it to him cheaper or let him pay later. But the druggist says, "No, I discovered it and I deserve to make money from it". Later, Heinze get desperate, breaks in to the druggist store, and steals the drug for his wife.

3.2.1 Kohlberg's Level and Stages of Moral Development

Kohlberg constructed a theory of moral development that has 3 main levels with 2 stages at each of the level as shown in Table 3.1.

Table 3.1: Levels and Stages in Kohlberg's Theory of Development

Level and Stage	Description
Level 1 Preconventional Reasoning	• The ethics of egocentricity. • Typical of children up to about age 10. • Called preconventional because young children don't really comprehend the rules set down by others. • The consequences of the act determine if it is good or bad.
	Stage 1: Punishment-Obedience — • The ethics of " What's in it for me?"
	Stage 2: Market Exchange — • Obeying rules and exchanging favors are judged in terms of benefit to the person.
Level 2 Conventional Ethics	• The ethics of others. • Typical of ten to twenty years olds. • The names come from conformity to the rules and conventions of society.
	Stage 3: Interpersonal Harmony — • Sometimes called "Nice girl/Good boy" • Ethical decisions are based on what pleases, helps, or is approved of others.

	Stage 4: **Law and Order**	• The ethics of order. • Right is doing one's duty, obeying the law, and maintaining an orderly society.
Level 3 **Postconventional** **Ethics**	• The ethics of principle. • Rarely reached before age twenty and only by a small segment of the population. • Focuses on the principles underlying society's rules.	
	Stage 5: **Social Contract**	• Rules are based on principles of justice and common good and are mutually agreed upon by members of society.
	Stage 6: **Universal Principles**	• Rarely encountered in life. • Ethics determine by individual's conscience guided by the abstract principles of justice and equality.

Source: From Lawrence Kohlberg, 1984 in Tan et. al. (2003) page 83.

3.2.1.1 Level 1: Preconventional Morality

Morality at this stage is determined by the consequences of an action rather than by the inherent goodness or badness of an act. This level consists of 2 stages as shown in Figure 3.4:

Punishment-obedience stage → Individuals reasoning in the punishment-obedience stage would say that if Heinz was caught stealing the drug, then he was wrong. However, if Heinz was not caught stealing, then he was right.

Market exchange stage → In the market-exchange stage, individuals are still driven by the consequences of an action when making decisions about morality, but are also focused on the idea of reciprocity.
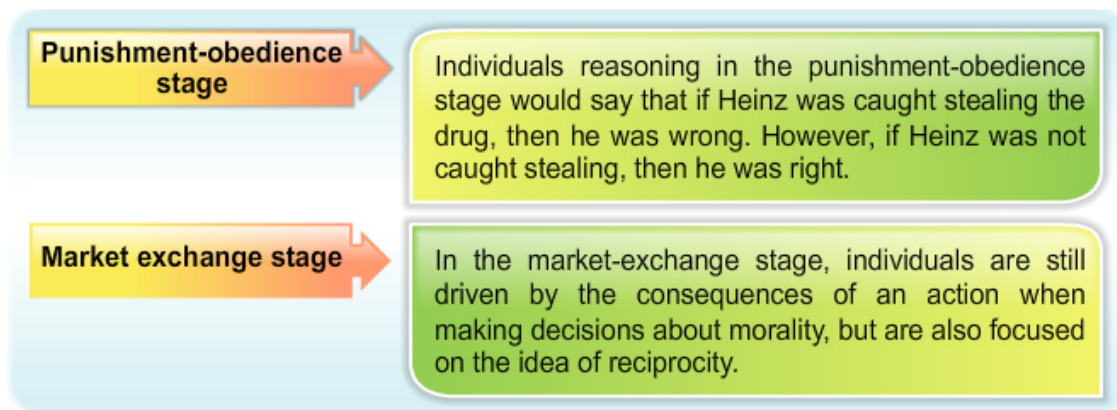
Figure 3.4 : 2 stages in Preconventional Morality

That is, they reason that an act is moral if the consequence of obeying a rule results in their obtaining something positive. A child reasoning at this hedonistic stage may argue that Heinz was right in stealing the drug if he left a note promising to do a favour for the druggist.

3.2.1.2 Level 2: Conventional Morality

As egocentrism continues to decline, the child increasingly views moral issues from the perspective of others. Rather than viewing morality in terms of immediate concrete consequences, the individual now make moral decisions by considering factors of a less concrete and more social nature, such as the approval of others, family loyalty, obedience to the law, and social order. Individuals operating at the conventional level, have internalized the rules or, if you will, the "conventions" of society.

This level of moral reasoning consists of 2 stages as shown in figure 3.5:

Interpersonal harmony stage → The key feature of the interpersonal harmony stage involves loyalty and gaining the approval of others, who may include family, peers, and teachers. An individual at this stage may say that Heinz was wrong because he didn't get approval from the druggist to take his drug. However, another individual at this stage may say that Heinz was right in stealing because he gained his dying wife's approval.

Law and order stage → Individuals in the law and order stage, base moral decision upon whether or not they are congruent with codified law. Individuals in this stage may argue that Heinz was wrong to steal because stealing is against the law.
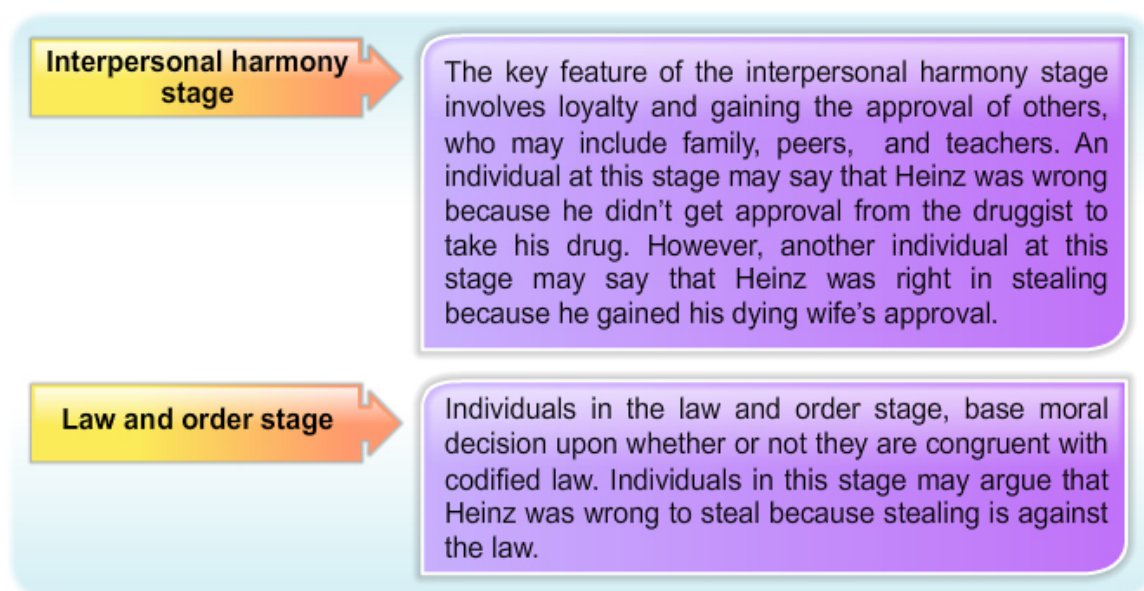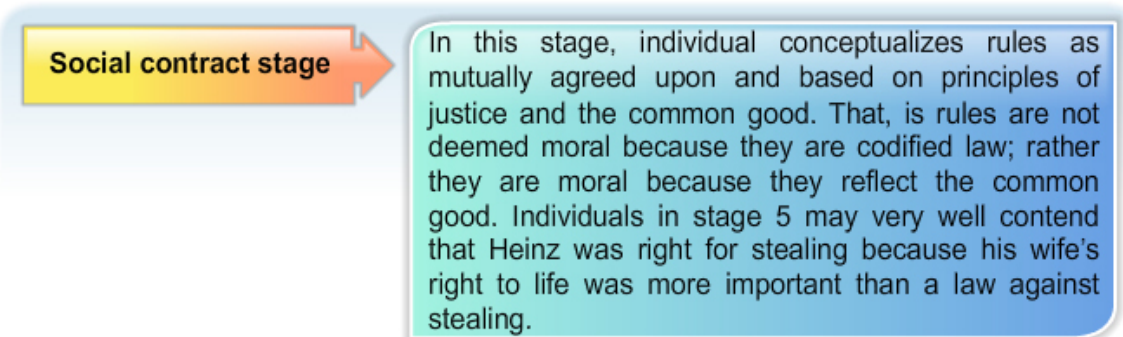
Figure 3.5 : 2 stages in Conventional Morality

3.2.1.3 Level 3: Post Conventional Morality

At this level, individuals begin to focus on the principles that underlie these rules. Comparatively few people reach Kohlberg's third level of moral reasoning. This level is made up of 2 stages as shown in figure 3.6:

Social contract stage → In this stage, individual conceptualizes rules as mutually agreed upon and based on principles of justice and the common good. That, is rules are not deemed moral because they are codified law; rather they are moral because they reflect the common good. Individuals in stage 5 may very well contend that Heinz was right for stealing because his wife's right to life was more important than a law against stealing.

Universal principles stage

In the universal principle stage, individuals reason about moral issues by referring to universal, abstract principles that transcend society's law. In fact, the specific laws have validity only to the degree that they are in accord with these abstract principles.
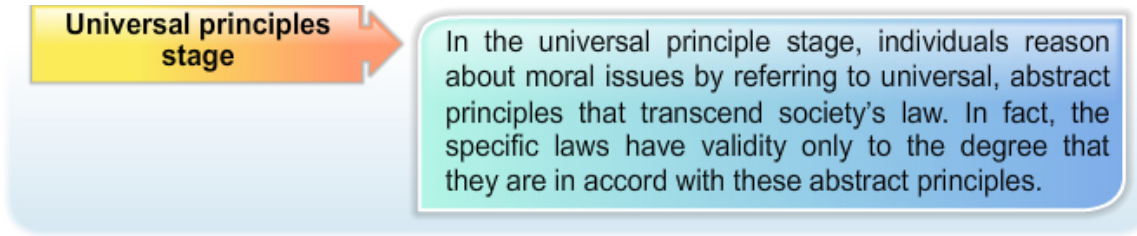
Figure 3.6 : 2 stages in Post Conventional Morality

SELF-CHECK

1. Explain the three levels and stages in Kohlberg's moral development theory.
2. What is the major moral issue face by the adolescent in conventional stage?

3.3 LICKONA'S MODEL – MORAL REASONING TO MORAL BEHAVIOUR

Dr. Thomas Lickona

Understanding our students' moral reasoning will certainly assist us in both understanding their decisions pertaining to moral issues and in maintaining good behaviour.

The Lickona's model proposes 4 components programmes designed to facilitate moral behaviour. The 4 components include self-esteem, cooperative learning, moral reflection and participatory decision making as shown in figure 3.7.
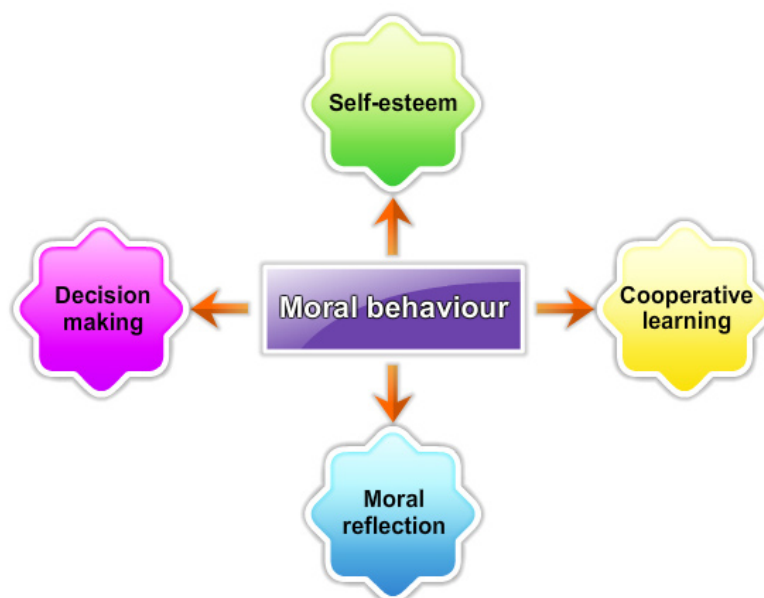

Figure 3.7: 4 components programmes designed to facilitate moral behaviour in Lickona's Model.

Lickona has collected data that demonstrate the systematic use of this model produces an increase in moral behaviour among students. Let us consider the implementation of this model in the classroom.

3.3.1 Self-Esteem

Lickona (1983) defines self-esteem as a student's sense of mastery or competence. He contends that, showing students that you respect their uniqueness as individuals is a powerful way to raise self-esteem. Higherself-esteem, leads to the greater likelihood of moral behaviours. Lickona suggested two ways to **promote self-esteem** in students:

- First, learn at least one unique positive character or personality traits in each one of your students early in the school year. Teachers must try to recognize and praise positive character that a student has in order to help the student to maintain it.
- Second, teachers find ways to recognize moral behaviours that the student already engaged in such as making positive comments on student's power point presentation.

3.3.2 Cooperative Learning

Lickona contends that **cooperative learning** is also linked with promoting moral behaviour, especially helping or prosocial behaviour. He defines cooperative learning as students learning from and with each other. Lickona recommends 2 strategies helpful in promoting prosocial behaviour.

- Teachers should start out in classes, which is unfamiliar with cooperative learning approaches by having students work in groups.
- Use an affirmation exercise in which students publicly affirm how someone else in the class helped them that day or week.

He cautions that such a practice may involve several weeks to model and teach to students, since many students are not in the habit of saying something positive about their peers.

3.2.1.3 Level 3: Post Conventional Morality

At this level, individuals begin to focus on the principles that underlie these rules. Comparatively few people reach Kohlberg's third level of moral reasoning. This level is made up of 2 stages as shown in figure 3.6:

For example:
A Secondary Four literature teacher covering the war poets gave her students the opportunity to turn the classroom into a war zone complete with tents, helmets, army uniforms and other army paraphernalia on display.

3.3.4 Participatory Decision-Making

Participatory decision-making means allowing students to participate in making decisions, which affect the quality of classroom life. Lickona contends that the more students are able to help make these decisions, the more students will exhibit moral behaviours as they begin to feel a sense of ownership in the rules that govern how the classroom works. Lickona suggests that holding class meeings in which students brainstorm a number of solutions related to these issues may be a useful first step in instilling a sense of ownership in the decision–making process.

According to Castle & Rogers

The concept of participatory decision-making involves the creation of a constructivist classroom in which students actively participate in the construction of classroom rules.
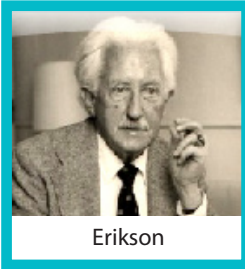
Castle & Rogers, 1993/1994.

SELF-CHECK

Discuss how teacher can apply the four component of Moral Reasoning in Lickona Model (1983) in teaching and learning process.

3.4 ERIKSON'S THEORY OF PSYCHOSOCIAL DEVELOPMENT

Erikson

In Erikson's theory of psychosocial development, Erikson highlighted the importance of relationship with others in the formation of one's own identity. Erikson believed that personality develops through eight stages or critical periods of life as shown in Table 3.2.

Table 3.2: Stages In Erikson's Theory of Psychosocial Development

Stages	Ages	Description
Stages 1 Trust versus Mistrust.	Birth to one year	A child have to develop a sense of trust in others.
Stages 2 Autonomy versus Shame and Doubt.	One to three years	The children want to do things autonomously.
Stages 3 Initiative versus Guilt.	Four to five years	The children develop a sense of initiative, explore and investigate.
Stages 4 Industry versus Inferiority.	Six to Eleven years	The children go to school, learn reading, writing and counting; eager to produce good work.
Stages 5 Identity versus Role Confusion.	Twelve to eighteen years	Adolescent have to develop self-identity. Look up for role model.
Stages 6 Intimacy versus Isolation.	Eighteen to thirty five years	Adolescent try to develop true and intimate relationship with opposite sex friends.
Stages 7 Generativity versus Stagnation.	Thirty five to sixty five years	Married couple taking good care and well-being of next generation.
Stages 8 Integrity versus Despair.	Over sixty five years	Old couple review their life with a sense of satisfaction and acceptance. Their lives have been fruitful, achieve a sense of integrity.

He also contended that at each stage of life, an individual is confronted by a crisis. Erikson assume the personality develops in accordance to one's ability to interact with the environment and to resolve the crises experienced. The manner in which the crises are resolved will have a lasting effect on the person's view of him or herself and the surrounding world.

Stage 1	**Stage 1 : Trust versus Mistrust (Birth to One Year)** • The first psychological challenge faced by a child involves developing a sense of trust in others. For the infant, this sense of trust develops if she is predictably cared for when she cries and is warmly treated by her primary caregivers. If an infant, instead, is cared for in unpredictable ways such as not being fed, diapered, or comforted when necessary, Erikson believed this infant would develop basic mistrust of others, which would lead to fear and suspicion. • One implication for practice is for teachers to develop predictable, consistent classroom routines. It will make the students' feel the classroom is a safe place for them to study and make friends. • Teachers must always show their genuine concern over student's best interest and make them feel that classroom are safe and loving place. Decorate the classroom with the students. • Give opportunity for the students to speak in front of the class or write on the whiteboard. • Give a clap when the student answer questions correctly. • Classroom teacher must be friendly with the students and communicate with them often.
Stage 2	**Stage 2 : Autonomy versus Shame and Doubt (Ages One to Three)** • At ages two and above, children want to do things on their own or act autonomously. Yet this need to become autonomous must be balanced by the reality of safety issues. • For instance, while Erikson thought it was healthy to allow the two-year-olds to explore the streets alone, this exploration must be done in a constraint way such that the child is not hit by a car. Therefore, Erikson called for a delicate interplay between freedom and restraint. • As for teachers, their role is to provide safe areas for physical as well as social exploration so that children can practice being autonomous.

- Several educational implication follow.

  - First, when teacher must impose restrictions, never humiliate a child either physically or verbally.

  - Second, provide young children with adequate opportunities to do things for themselves, no matter how messy it would be.

  - Third, set up discipline in which the same consequence is administered consistently each time a rule is broken. This gives the child a sense of a secure and ordered world.

Stage 3

Stage 3 : Initiative versus Guilt (Ages Four to Five)

- Erikson contends that children when face with new challenges, will want to explore and investigate. He termed this the development of a sense of initiative, whereby children begin to ask many questions about the world.
- The ever-present questions of "why" and "what" seem to engulf a child at this stage as do the inquisitive behaviours that often accompany taking initiative.
- For instance, children may ask question about and want to help with work in the kitchen. In situations in which a child is discouraged from taking the initiative, Erikson believed that the child would develop a sense of guilt regarding her natural tendency to explore and investigate.
- According to tan "A number of implications follow for teachers (Tan 2003: 94)".
  - First, praise children you work with for taking the initiative.
  - A second implication involves the use of developmentally approriate curriculum in which students have the chance to develop the necessary muscular coordination needed to manipulate the toys and other objects.
  - A third implication is to provide this age group with plenty of opportunities to play.

Stage 4

Stage 4 : Industry versus Inferiority (Age Six to Eleven)

- The major psychological task in the fourth stage is the development of competence or industry. The term industry means in this stage children not only continues their interest in trying new things, but they will try to succeed in learning and gain recognition for producing things or good result.

- In this stage of development, which last throughout the elementary school years, children are faced with the challenges

of producing good acdemic work related to reading, writing, and mathematical skills.

- Children also face the challenges to be competence in hobby, playing sports, maintaining a positive relationship with teachers, and developing friendship. Recent research has shown that social skills training as well as attention to social problem solving can be helpful in terms of developing social competence in forming friendships and developing social skills.

- Children who leave the elementary years without this sense of industry, may feel they are failure at everything. So it is the responsbility of parents and teachers to help them to become academically and socially competence.

Stage 5

Stage 5 : Identity versus Role Confusion (Ages Twelve to Eighteen)

- Erikson's fifth stage of psychosocial development is for the secondary and post-secondary school students. The major psychological task is to gain self identity.

- In this stage, adolescents struggle to resolve the questions of "Who am I?" and "Who will I become". That is why they move increasingly from their parents to peers as apoint of reference, they need to understand how they are both alike and at the same time uniquely different from everyone else.

- Physical appearance play important role in development of personal identity. For girls personal identity concerns including clothing, make-up, ways of walking and ways of dressing. Along with this search for ideal physical appearance is the advent of the personal fable and imagery audience.

- Personal fable is the self-generated, often romanticized story of one's personal destiny. The adolescent may develop an image of him-or-herself that protends a destiny, a life story as a great hero, rock star, or the great reformer of the world's evils.

- The potential danger of this notion is that the adolescents think he is invincible and that despite the recognition that bad things happen to others, they will not happen to him. This notion which is not true and the adolescents will suffer the same consequences if they involve in risk taking behaviour.

- Imagery audience is part of adolescent egocentrism, implies that the adolescent assumes that others are focused upon and concerned about the same issues which he personally feels so important such as

	the ways of dressing. • The adolescents also strive to find their own personalities. They need a figure or model to identify with. That's why the adolescents often imitate the attitudes and actions of others they admire. • Adolescents also face the issues of sexual identity that is the adolescent searches for comfortable expressions of sexuality through friendship and dating. • This in fact is the most difficult time in everyone's life. Teachers and parents have to be patience with the adolescents and guide them to cope effectively with the crises they are facing. • Parents and teachers should give the adolescent opportunity to explore different jobs such as working temporarily in fast food restaurant, become the chef of a restaurant, work in a bank, work in a factory etc.
Stage 6	**Stage 6 : Intimacy versus Isolation (Ages Eighteen to Thirty-five)** • The major psychosocial crisis in Erikson's six stage is the development of a true and intimate heterosexual relationship. Erikson contends that in this stage individuals should be able to care for others without losing their self-identity. • Erikson believes individual who never know this intimacy will develop a sense of isolation and tend to avoid relationships with others and make commitments. • This six stages crises faced mostly by college and university students. One of the ways for the adolescents to face this crisis is to be active in sports, clubs and participate in community social works.
Stage 7	**Stage 7 : Generativity versus Stagnation (Thirty-five to Sixty-five)** • The major concern of the people at this age is on the caring and well-being of the next generation rather than being overly sef-concerned. • Most parents focused their energy and time on bringing up their children to be succesful academically, socially and emotionally. • Erikson argued that if a sense of generativity is not present, the individual would experience stagnation and become overly self-preoccupied.

Stage 8	**Stage 8 : Integrity versus Despair (Over Sixty-five)** • In this last stage, individuals who have managed to adapt to the triumphs and tragedies of life are able to review their lives with a sense of satisfaction and acceptance which Erikson thought to be a prerequisite to achieving a sense of integrity at the end's of one's life. Others who have failed will be absorbed with despairing over missed oppurtunities, age and failure. • For those who have achieved a sense of satisfaction in life, it can be well-pictured during celebration such as Hari Raya, Chinese New Year and Deepavali as those who will be surrounded by their children and grandchildren, and have happy moments together year by year until they deceased.

SELF-CHECK

Describe the specific stage when adolescents are faced with crisis to develop their own identity.

3.5   JAMES MARCIA'S IDENTITY STATUS THEORY

Erikson had suggested that the normative conflict occurring in adolescence is the opposition between identity and confusion (identity crisis). Marcia elaborated on Erikson's proposal by suggesting this stage consists neither of *identity resolution* nor *identity confusion* as Erikson claimed, but the extent to which one both has explored and committed to an identity in a variety of life domains including politics, occupation, religion, intimate relationships, friendships, and gender roles.

James Marcia, Canadian Developmental psychologist

His Theory of Identity Achievement states that there are 2 distinct parts that form adolescent's identity:

• a crisis
• a commitment

He defined a crisis as a time of upheaval where old values or choices are being re-examined. The outcome of a crisis leads to a commitment to a certain value or role.

James Marcia expanded on Erikson's work and divided the identity crisis into 4 states. These are not stages, but rather processes that adolescents go through. All adolescents will occupy one or more of these states, at least temporarily. But, because these are not stages,

people do not progress from one step to the next in a fixed sequence, nor must everyone go through each and every state. Each state is determined by two factors:

• Is the adolescent committed to an identity?
• Is the individual searching for his true identity?

To better understand the identity formation process, Marcia conducted interviews with young people. He asked whether the participants in his study had established a commitment to an occupation and ideology and had experienced, or were presently experiencing, a decision making period (adolescent identity crisis). Marcia developed a framework for thinking about identity in terms of 4 identity statuses. It is important to note that these are NOT stages. Identity statuses should not be viewed as substages in a sequential or linear process as shown in Table 3.3.

Table 3.3 : 4 states in James Marcia's Identity Status Theory

Identity Statuses	Description
1) Identity foreclosure	When the adolescent selects a convenient set of belief and goals without carefully considering the alternatives an example would be accepting one's parents' choice of life-style and career.
2) Identity Moratorium	When the adolescent considers alternative choices, experiences different roles but has not made final decision regarding his/her identity.
3) Identity Diffusion	When adolescent has not made any firm commitments to any ideology, occupation, or interpersonal relationship and is not currently thinking about such commitments.
4) Identity Achievement	When the adolescent has a strong sense of commitment to life choices after careful consideration of options.

a) Identity Foreclosure

Identity foreclosure means that the adolescent blindly accepts the identity and values that were given in childhood by families and significant others. The adolescent's identity is foreclosed until they determine for themselves their true identity. The adolescent in this state is committed to an identity but not as a result of their own searching or crisis.

These people have made commitments to an occupational future, but have not experienced an identity crisis. They have conformed to the expectations of others concerning their future.

• For example, an individual may have allowed a parent to decide what career they will pursue. These individuals have not explored a range of options (experience an "identity crisis").

b) Identity Moratorium

New Identity

Adolescent has acquired vague or ill-formed ideological and occupational   commitments. He or she is still undergo-ing the identity search (crisis). They are beginning to commit to an identity but are still developing it. Individuals in moratorium are actively exploring alternative commitments, but have not yet made a decision. They are experiencing an identity crisis, but appear to be moving forward toward identity formation, making commitments.

c) Identity Diffusion

Diffusion is the state of having no clear idea of one's identity and making no attempt to find that identity. These adolescents may have struggled to find their identity, but they never resolved it, and they seem to have stopped trying. There is no commitment and no searching. The young person has not made a commitment, and may or may not have experienced an identity crisis. He or she appears to have given up any attempt to make the commitments needed for developing a clear sense of identity as Marcia defines the term.

d) Identity Achievement

The state of having developed well-defined personal values and self-concepts. Their identities may be expanded and further defined in adulthood, but the basics are there. They are committed to an ideology and have a strong sense of ego identity. The individual has experienced an identity crisis and has made commitments necessary for building a sense of identity as described above.

Note that, the above statuses are not stages and should not beviewed as a sequential process. The core idea is that one's sense of identity is determined largely by the choices and commitments made regarding certain personal and social traits. The work done in this paradigm considers how much one has made certain choices, and how much he or she displays a commitment to those choices. Identity involves the adoption of a sexual orientation, a set of values and ideals and a vocational direction. A well-developed identity gives an individual a sense of strengths, weaknesses, and individual uniqueness. A person with a less well-developed identity is not able to define his or her personal strengths and weaknesses, and does not have a well-articulated sense of self. Figure 3.8 shows 3 elements in Identity based on Marcia's Theory.
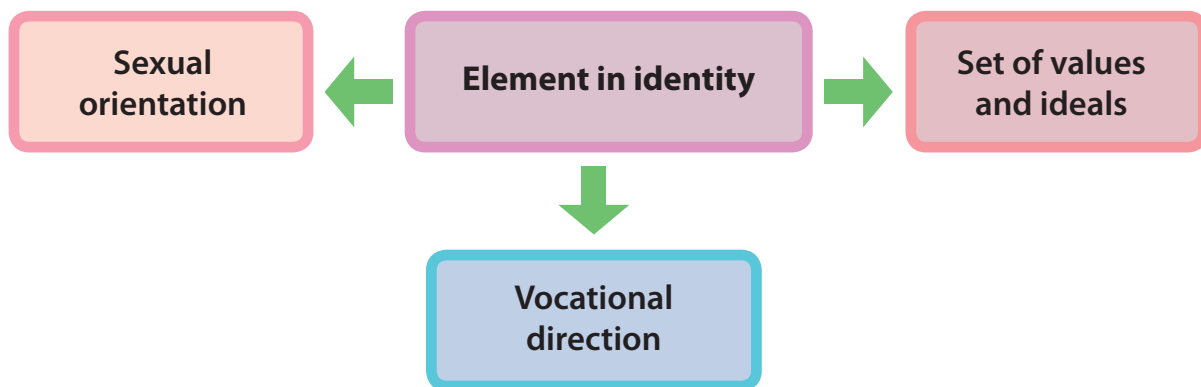
Figure3.4: Element in Identity regarding to Marcia's theory

SELF-CHECK

James Marcia's have comfounded a theory of identiy statuses. Describe the four identity statuses.

3.6   CAROL GILLIGAN'S MORAL DEVELOPMENT THEORY

One theorist, Carol Gilligan, found that morality is developed by looking at much more than justice. The following will discuss the Morality Development Theory of Carol Gilligan and its implications.

"As human beings grow, we somehow develop the ability to assess what is right or wrong, acceptable or unacceptable. In other words, we develop morality, a system of learned attitudes about social practices, institutions, and individual behavior used to evaluate situations and behavior as good or bad, right or wrong."

(Lefton, 2000).

Carol Gilligan was the first to consider gender differences in her research with the mental processes of males and females in their moral development. In general, Gilligan noted differences between girls and boys in their feelings towards caring, relationships, and connections with other people.

Carol Gilligan

More specifically, Gilligan noted that girls are more concerned with care, relationships, and connections with other people than boys (Lefton, 2000). Thus, Gilligan hypothesized that young girls are more inclined toward caring and young boys are more inclined toward justice (Lefton, 2000). Gilligan suggested these differences due to gender and the child's relationship with the mother (Lefton, 2000). Gilligan found that girls do in fact develop moral orientations differently than boys. According to Gilligan, the central moral problem for women is the conflict between self and others. Within Gilligan's theoretical framework for moral development in females, she provided a sequence of 3 levels, illustrated in Table 3.4.

Table 3.4: Carol Gilligan's Moral Development Theory

Level	Description	
Level 1 **Orientation to Individual Survival**	Here, decision centre on the self, and concerns are pragmatic.	
	First Transition From Selfishness to Responsibility	As attachment to others appears; self-interest is redefined in light of "what one should do."
Level II **Goodness as Self-Sacrifice**	A sense of responsibility for others appears (the traditional view of women as caretakers). Goodness is equated with self-sacrifice and concern for others.	
	Second Transition From Goodness to Truth	Women begin to conclude concern for self with their concern for others. It is possible to be responsible to one's self as well as to others? The answer requires knowledge, hence the shift from goodness to truth. Recognizing one's needs is not being selfish but rather being honest and fair.

Level III The Morality of Non-violence	Resolution of the conflict between concern for self and concern for others results in a guiding principle of non-violence. Harmony and compassion govern all moral action involving self and others. Level III defines both femininity and adulthood.

3.6.1 Levels in Carol Gilligan's Moral Development Theory

Carol Gilligan's moral development theory consisted of 3 levels as explained below:

- At level one of Gilligan's theoretical framework, a woman's orientation is toward individual survival, the self is the sole object of concern. The first transition that takes place is from being selfish to being responsible.

- At level two, the main concern is that goodness is equated with self-sacrifice. This level is where a woman adopts societal values and social membership. Gilligan refers to the second transition from level two to level three as the transition from goodness to truth. Here, the needs of the self must be deliberately uncovered, and as they are uncovered the woman begins to consider the consequences of the self and others.

Gilligan's theory contributed a great deal of information about the differences with the mental processes of males and females in their moral development. However, it still has positive and negative implications in the field of psychology. Figure 3.9 shows some implications of Gilligan's theory in the field of psychology.

Positive implications	• Gilligan's theory has influenced other psychologists in their evaluations of morality. • Gilligan's work highlights that people think about other people in a humanly caring way. • Gilligan emphasized that both men and women think about caring when faced with relationship dilemmas, similarly both are likely to focus on justice when faced with dilemmas involving others rights.
Negative implications	• The most criticized element to Gilligan's theory is that it follows the stereotype of women as nurturing, men as logical.

Figure 3.9 Positive and negative implications of Gilligan's Theory in the field of psychology.

The participants of Gilligan's research are limited to mostly white, middle class children and adults (Woods, 1996). In general, literature reviews have provided that Gilligan's work needs a broader multicultural basis.

In summary, Carol Gilligan has provided a framework for the moral orientations and development of women. Current research on explicit schemas as to how women come to real-life decisions when faced with real-life dilemmas is limited. Gilligan's theory comprises 3 stages: self-interest, self-sacrifice, and post-conventional thinking where each level is more complex.

SELF-CHECK

Discuss Gilligan's theory of moral development for women.

SUMMARY

- **Moral development** is the development that involves thoughts, feelings, and actions regarding rules and conventions about what people should do in their interactions with other people.

- **Piaget** (1932) proposed two stages theory of moral development:
  - Heteronomous morality, experiences by children below ten years old,
  - Autonomous morality, experiences by children above ten years old.

- **Kohlberg's** theory of moral development consists of three levels and six stages. The three levels are preconventional, conventional and post-conventional.

- The concepts in **Lickona's model** are self esteem, cooperative learning, self reflection and participatory decision making.

- Principles that underlie Piaget's and Kohlberg's theory and Lickona's model can be applied in resolving issues on morality in the classroom.

- **Erickson's** psychosocial development theory consists of eight stages. At each stage individual has to resolve crisis in order to obtain his or her self identity.

- Marcia's contended identity statuses theory comprising 4 identity statuses are as follows: (1) identity foreclosure (2) identity moratorium (3) identity diffusion and (4) identity achievement.

- Gilligan's theory of woman's moral development consists of 3 levels as follows:
  - Orientation to individual survival.
  - Goodness as self-sacrifice.
  - The morality of Non-violence.

KEY TERMS AND CONCEPTS

Terms	Definitions
Autonomous morality	From about 10 years of age and older, children became aware that rules and laws are created by people, and in judging an action, they consider the actor's intensions as well as the consequences. They accept change in the rules.
Conventional morality	The adolescents and adults conform to the rules and conventions of society.
Cooperative learning	The assignment of students of varying abilities and ethnicities and of both genders to small groups with a common goal in which each member has a role.
Egocentrism	The naïve belief that your point of view or visual perspective is shared by others.
Foreclosure	Individuals who would be accepting one's parents' choice of life-style and career.
Hedonism	The theory that individuals are motivated primarily by the desire to seek pleasure and avoid pain.
Heteronomous morality	Children think of justice and rules as unchangeable properties of the world, remove from the control of people. Children display heteronomous morality from 4 to 7 years of age.
Identity moratorium	When the adolescent considers alternative choices, experiences different roles but has not made final decision regarding his/her identity.
Imagery audience	Part of adolescent egocentrism, implies that the adolescent assumes that others are focused upon and concerned about the same issues which he personally feels so important such as the ways of dressing.

Integrity	**Individuals who have managed to adapt to the triumphs and tragedies of life are able to review their lives with a sense of satisfaction and acceptance which Erikson thought to be a prerequisite to achieving a sense of integrity at the end's of one's life.**
Moral development	**The development that involves thoughts, feelings, and actions regarding rules and conventions about what people should do in their interactions with other people.**
Participatory decision making	**Allowing students to participate in making decisions which affect the quality of classroom life.**
Personal fable	**The self-generated, often romanticized story of one's personal destiny. The adolescent may develop an image of him-or-herself that protends a destiny.**
Postconventional morality	**At this level, individuals begin to focus on the principles that underlie this rules.**
Preconventional morality	**Morality at this stage is determined by the consequences of an action rather than by the inherent goodness or badness of an act.**
Reciprocity	**The reason that an act is moral if the consequence of obeying a rule results in their obtaining something positive.**

ENDNOTES

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REVIEW AND DISCUSSION QUESTIONS

1. The definition of moral development is _____.

   A. the development that involves thoughts, feelings, and actions regarding rules and conventions about what people should do in their interactions with other people.
   B. the development of psycososial that involves eight stages of self-identity formation.
   C. the moral development which consisted of two stages theory as follow: heteronomous morality, and autonomous morality.
   D. the model that consisted four important concepts: self esteem, cooperative learning. Self reflection and participatory decision-making.

2. Piaget's theory of moral development consisted of two stages that are _____.

   A. Punishment and Obedience stage.
   B. Heteronomous and autonomous morality stage,
   C. Law and order stage.
   D. Interpersonal harmony stage.

3. According to Erikson's psychosocial theory the individual will face crisis at every stage of psychological development. The crisis face by elementary school children is obtaining _____.

   A. A sense of self identity
   B. A sense of autonomy
   C. A sense of industry
   D. A true and intimate relationship

4. According to Erikson's psychosocial theory at the ages between twelve to Eighteen the individual will face a crisis in obtaining _____.

   A. Autonomy
   B. Initiative
   C. Intimacy
   D. Self identity

5. Lawrence Kohlberg posed a theory of moral development which consisted of three levels and six stages. Level one in his theory is _____

   A. Conventional
   B. Preconventional
   C. Posconventional
   D. Universal principles