



(Gobalo, 2017)

Kohlberg's Theory of Moral
Development
Stages of Moral Reasoning

**PSYCHOLOGY IN HEALTH
AND SOCIAL CARE**

BMHP4003

**DIYA GANGULY – MODULE
LEADER**

**COMPONENT 1: GROUP
PRESENTATION**

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Introduction

What is Psychology ? - Scientific study of mind and behaviour

Goals in psychology? - To describe, To explain, To predict, To control

What is development in psychology? – study of human development and factors that shape behaviour from birth to old age (McLeod, 2017)

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Psychology is the scientific study of the mind and how it controls and affects every aspect of our behaviour, including thinking, emotion, communication and memory. It is about figuring out what makes people behave and how to use that knowledge to solve many of the difficulties and problems facing modern world. (The British psychological Society,2019)

The four most important goals in psychology are to describe, explain, predict and to control behaviour. Similar to what we do every day when we communicate with others.

Development in psychology is a study of human, how we

grow and what influences from birth to old age affect who we are (McLeod, 2017) . It is about figuring out what makes people tick and how to use that knowledge to solve many of the issues and problems facing our society.

Kohlberg's Theory of Moral Development Stages of Moral Reasoning

- Lawrence Kohlberg – 1927-1987
- professor in the Psychology Department at the University of Chicago
- Reflect and extend Piaget's theory
- In 1958 Lawrence Kohlberg proposed the Theory of Moral Development
- Research used only boys

(Sanders, 2019)

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Lawrence Kohlberg born in 1927-1987, is a American psychologist, working in the Psychology Department at the University of Chicago. His work reflect and extend Piaget's theory and creating new field in psychology, called moral development. Fascinate by children's reaction In 1958 Lawrence Kohlberg proposed the stage of moral development theory based on Jean Piaget's theory of moral judgement (Sanders, 2019) , based on research used only boys, which later in 1980 been criticized by Carol Gilligan for disregarding the unique patterns specific to girls. Moral Development is when we grow, we go through different stages in our life, we develop individual concept of right and wrong base on our surrounding-family, friends, culture, influence and individual experience. (Wikipedia, 2022)

Kohlberg stages of moral development

- **Level 1.** *Preconventional Morality*
 - **Stage 1** Obedience and Punishment and **Stage 2** Individualism and Exchange
- **Level 2.** *Conventional Morality*
 - **Stage 3** Developing Good Interpersonal Relationships and **Stage 4** Maintaining Social Order
- **Level 3.** *Postconventional Morality*
 - **Stage 5** Social Contract and Individual Rights and **Stage 6** Universal Principles (Cherry, 2021)

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Kohlberg's theory is divided into 3 levels and 6 stages.

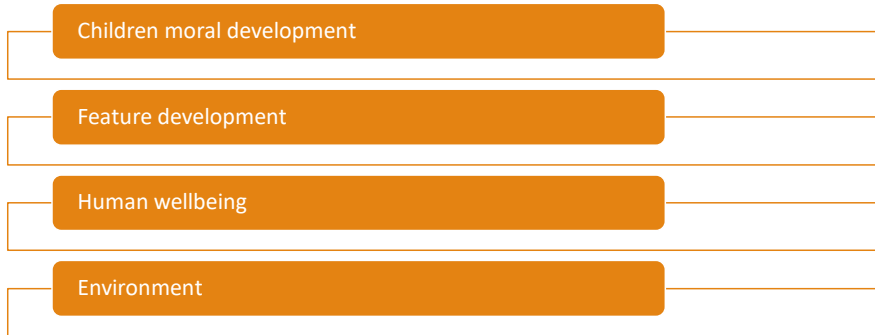
Level 1. Preconventional morality. the first stage of moral growth. Up until about age nine, it persists. At this age, rules and consequences for breaking them influence children's decisions more than anything else. Level 2. Standard Morality

The acceptance of social norms regarding what is right and moral marks the beginning of the next stage of moral development. Adolescents and adults internalise the moral principles they have learnt from society and their role models during this time. The acceptance of authority and adhering to social standards are also major topics throughout this time. Level 3. Postconventional Morality. At this stage of moral growth, individuals learn to comprehend impersonal moral principles.

Stage 1 (Obedience and Punishment): Obedience and punishment are typically exhibited in the early stages of moral development by young children, although adults are also capable of doing so. Stage 2 (Individualism and Exchange): Children at this phase in their moral development consider opposing viewpoints and evaluate how various behaviour options serve various demands. Stage 3 (Building Effective Relationships with others): This stage of moral growth of interpersonal interactions, sometimes known as the "good boy-good girl" attitude, is concerned with respecting social standards and roles. Making ensuring that social order is sustained is the focus of stage 4, "Maintaining Social Order." At this stage of moral development, people

begin to consider society as a whole while making judgments. The ideas of a social compact and individual rights introduced in stage 5 encourage people in the stage that follows to begin taking other people's differing values, opinions, and beliefs into account. Stage 6 (Universal Principles): Kohlberg's highest level of moral thinking is based on general ethical standards and abstract reasoning. (Cherry, 2021)

The importance of Kohlberg's theory



(Cherry, 2021)

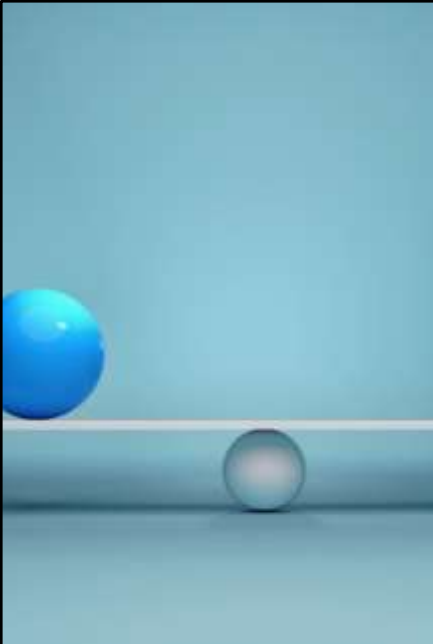
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As we mature, our moral growth assists us in making decisions about what is right and wrong. According to Lawrence Kohlberg's thesis, most people's moral development starts with a desire to avoid personal punishment and may progress through time to a desire to improve and create a more equitable environment for all individuals

It supports a beneficial and constructive learning atmosphere where children's development is encouraged.

It aids youngsters in developing the highest moral standards so they can grow up to be responsible citizens.

It shields kids from bad influences and supports them in making wise choices that are healthy for them. With the aid of Kohlberg's moral growth theory, individuals may decide what is right and wrong and resist the temptation to act on those decisions. It enables experts to support people in cultivating feelings of cooperation and respect for others. When children have a proper upbringing and are taught to protect the environment and nature, the world will be a better place. (Cherry, 2021)



KOHLBERG MORAL DEVELOPMENT
THEORY- LEVEL 1, STAGE 1 AND 2.

Profounder of moral development theory – Professor
Lawrence Kohlberg.

Stages and Levels of moral development theory

* Level 1- [Preconventional Level]: This is subdivided into two
stages:

Stage 1 - Avoidance of punishment, and
Stage 2 – Self-reward.

Kendra Cherry [2021]

Professor Kohlberg, born in 1945, was a psychologist of moral development, he developed an interest in Piaget's cognitive theory of children which made him to developed the six-stages theory of moral development, and died on January 17, 1987, in Boston, due to physical illness and major depression he suffered, by committing suicide.

Kohlberg uses the pyramid as an iceberg to illustrate the six stages and three levels of his morality which he expects every person to develop as they grow up-
-----McLeod S.A[2013]

The Level 1 has two stages, Avoidance of punishment, and Self- Interest. These are between the ages of 0 – 9years old.

The children's moral development changes due to external factors as they grow to understand the ethics of society.

The two stages of pre-conventional morality are Avoidance of punishment and self Interest/reward.

The children try to obey the rule to avoid being punished, and also ask for rewards for doing things right. Kendra Cheery [2021].

LEVEL ONE OF KOHLBERG MORAL THEORY

Enforcement of moral Ethical rules

Parents, and

The teacher.

Criticism of the moral theory.

McLeod, s [2013]

The children's attitude toward people within the community they live in and the society, in general, is due to changes in their moral development

Parents must ensure the moral value and norms of society are impacted on the children for them to understand the right and wrongdoing. McLeod [2013]

Teachers must ensure the morality and values of the community be inculcated into children under their authority, and the punishment of any wrongdoing These will be a corrective measure for the children

to avoidance of being punished.

[Kendra Cherry [2021].

CRITICISM OF THE THEORY: He was biased for using only boys for his studies. And the age of the children used was between the ages of 10-16 years.

He was also biased in consideration of cultural values, Norms in one society with another society without considering if the same weight and norms will work when implemented

THE THEORY IN EVERYDAY LIFE

- Private life
- Professional life



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Moral development definition is the opportunity in childhood or adulthood to do the right or wrong things in life. Kohlberg theories is about moral development. This theory is considered in center of learning because is one of the sectors where model, guideline and relevance are not forfeited. The theory shadow on person's level of moral thinking by keeping him to one of the six stages. The first stage is a total surrender to the people in charge and the last is universal ethics for all.

As an instructor is vital to figure out where your students could easily and successfully gain the effective personality along the results of Kohlberg's six global foremost for positive and encouraging learning the domain.

This theory helps the teacher to support or aid the children to become responsible citizens and give proper guidance to student about their moral behavior.

Wark and Krebs (1996) discovered few people who give way to real-life desire often insist they have the privilege to satisfy their wants, then justified their wanted choices with Stage 2 moral judgements. Kohlberg believed moral judgement gives rise to moral choices.

And how Kohlberg theory have help
health and social care professionals

Aspire
Ethic

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The ethics of Health and social care are important by moral development. Hsc should have a good foundation of morals this is required or demanded of them Universal principles orientation the final stage and also the detailed stage of moral reasoning. Some individuals who at this stage of moral development believe in adopting basic human rights but sometimes may be contrary to legal rights. Hsc are encourage to reflect logically as much as possible. This could assist their service user with more compassion and efficacy. Sometimes it could

be difficult to achieve moral reflection once Hsc are out in the workforce.

McGuire, 1985, People seize in different attitudes for whatever cause, then refer to moral judgements to give reason for them.

Critical evaluation of Kohlberg's theory

STRENGTHS:

1) Reaffirms and extends the sensorimotor stages of Piaget's theory.

2) Expands understanding of certain social behaviours.

3) Can be useful in various educational settings.

(Vergara, C. 2019)

1) Not only does it reaffirm Piaget's four-stages theory, but it is extended by adding two more stages. Kohlberg in his theory ensures that moral development is not only until adolescence, but extends throughout life, concluding that few adults can reach the last stage.

2) Kohlberg's theory helps to understand certain social behaviours, it can be seen how in stage six ethical social reaction are identified. Adults act because it is ethically correct to do so, and not because they want to avoid punishment. A current example of this would be the controversy created by the new abortion law in the USA.

3) Understanding how and why people act based on moral dilemmas can be useful in different settings such as schools or home cares in order to apply therapies.

(Vergara, C. 2019).

Critical evaluation of Kohlberg's Theory

WEAKNESSES:

1) Focused on the western view ignoring other moral perspectives.

2) Based on the study of white males raised in upper-middle class families.

3) Sex-gender social structures were not taken into account.

4) He did not consider certain unconsciousness within the moral judgments.

(Gibbs, J. 2019)

(Medina - Vincent, M. 2016)

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- 1) Totally centered on Western culture, ignoring the different moral perspectives that exist for example in Eastern cultures. Where more respect is shown to elderly figures.
- 2) The study is between the decades of the 50s and 70s, in white American men and raised in upper-middle class families. Currently there are many other family models.
- 3) This theory is also based on the fact that in the case of women, they do not reach moral maturity due to the role play in households. However, it does not consider the social structure of sex-gender exclusion, or the patriarchal society lived at that time.
- 4) There is a big difference between Knowing what we should do and our actual actions. The acceptance of homosexual couples in the society of many countries could be given as an example, but in those same countries a Disney movie is criticized because a homosexual couple appears among the characters.

(Gibbs, J. 2019). (Medina - Vincent, M. 2016).

Practical Application of Kohlberg's Theory

"The dictionary definition for morals is standards or behaviour principles of right and wrong; a lesson that can be derived from a story or experience."

We are taught morals from our parents from their understanding of what to do and what not to do in different dilemma's. This is founded from personal experiences and their own cultural background. Our parents give us the moral compass of understanding right and wrong within their chosen religion and cultural preferences.

(Kohlberg L. 1981) (Piaget J. 1932).



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- Taught morals
- Through our Christian Beliefs
- Knowing Right from Wrong
- Cultural Backgrounds
- Stages of Crisis
- Resulting in our personality in Adulthood

Through our Christian Bel

(Kohlberg L. 1981) (Piaget J. 1932).

Conclusion

A perfect example of this would be a Christian teaches that theft is a sin to their child; this is enforced by the community as stealing is punishable by law. Religion should be at the forefront of the child mind which should prevent him/her from committing this sin. If a child decides to follow peers who do not have the same moral compass and steal; the child will feel bad and ashamed.

Piaget theory informs us that moral thinking appears to change with age, at stage 3 individuals cognitive development start to question whether this is it a feeling or a thought? To know when something is wrong or right.

Kohlberg would say that "it is to give or gain pleasure or to win approval and recognition from others". This is described by Kohlberg as an "adrenaline rush" which will later develop into an obsession. Attempting to gain that "rush" or "high" which is impossible, hence the feeling of guilt will set in. The choice not to follow their morals will lead to psychological guilt and discomfort.

(Kohlberg L. 1981) (Piaget J. 1932).

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Moral compass compromised and may continue if a punishment has not be put in place.

(Kohlberg L. 1981) (Piaget J. 1932).

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