

Quadrant II - Notes

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Module Name: Educational Implications of the following: Lawrence Kohlberg

- Moral Development

Module No:14

Introduction:

Morality is the standard of human behaviour determined either subjectively or objectively and based on what is considered ethically right or wrong (Briannica,1977). Moral development is one of the most important phases in the development of an individual. It implies learning moral, or social values. These could include lessons in honesty, punctuality, kindness, etc.

Kohlberg's levels of Moral Development:

Level 1: The Preconventional Level

At this level, moral understanding is based on rewards, punishment, and the power of authority.

- Stage 1 -The Punishment and Obedience orientation: At this stage, children focus more on authority and fear (God, teachers, and parents) and escape from punishment as reasons for behaving correctly (morally).
- Stage 2 - The Instrumental Purpose orientation: At this stage, children develop an awareness that people can differ in their perspectives of moral dilemma. Whatever satisfies their personal needs is considered to be the right action.

Level II: The Conventional Level

At this level, moral understanding is based on conforming to social rules to ensure positive human relationships and a harmonious social order.

- Stage 3: The Morality of Interpersonal Cooperation ('Good boy – Good girl's orientation) – Individuals want to maintain their reputation of being 'good persons' – nice, loyal, helpful, etc. They have the desire to obey rules in order to promote social harmony.
- Stage 4: The Social Order Maintaining orientation: Moral choices do not

depend on personal bonds or ties. At this stage, rules must be enforced and should apply to everyone. It is believed at this stage that that laws have to be obeyed.

Level III: The Post Conventional or Principled Level

Stage 5: At this stage, one regards laws and rules as being flexible tools for the purpose of fulfilling our needs.

Stage 6: The Universal Ethical Principle orientation: At this stage action is defined by self-chosen principles of conscience that are valid for all humanity, regardless of social agreement and law. These values are abstract. Not concrete moral rules like the ten commandments.

Educational Implications:

- 1) The school should provide a peaceful and friendly environment for the children. This helps in inculcating moral values in a natural way.
- 2) The school should understand the problems of children – especially the adolescents. Adequate arrangement for games, sports, and other activities should be provided so that the children's energies are channelised in the right way.
- 3) Arrangement should be made to provide healthy sex education.
- 4) The ideals of patriotism, nationalism, citizenship and sacrifice needs to be inculcated in the children.
- 5) Moral education is best imparted by example. Hence, teachers, parents, and elders need to be good role models. Thus, setting a good example is very important as children learn to follow these.

Conclusion:

The development of morality is the process whereby individuals adopt standards of right and wrong. Moral judgement, moral behaviour and moral emotions are the three aspects of moral development.