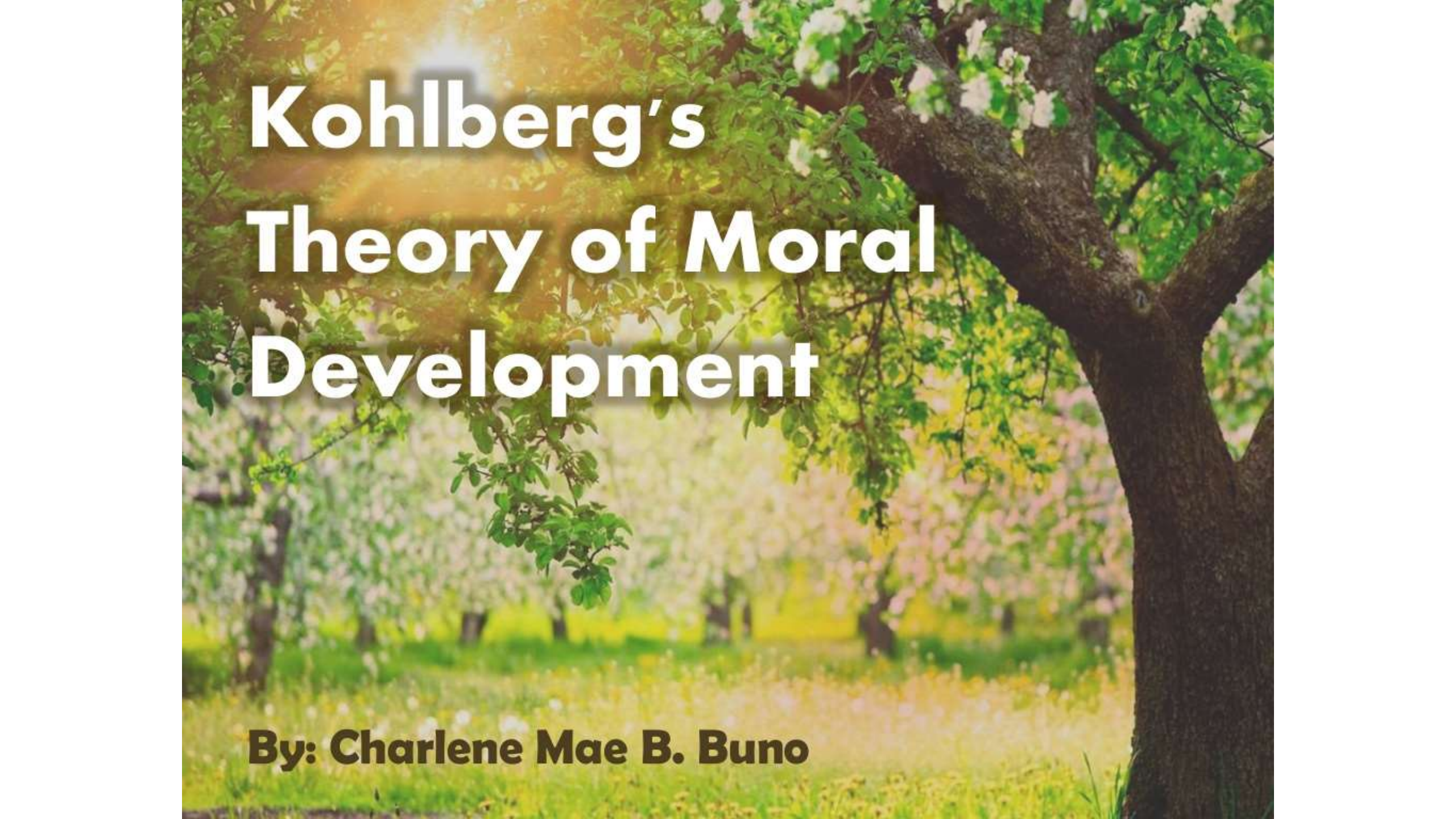


The background of the slide is a photograph of a large, mature tree with a thick, dark trunk and a dense canopy of green leaves and white blossoms. The tree is positioned on the right side of the frame. In the background, there is a field of green grass and more trees, some of which are also in bloom. The scene is bathed in warm, golden light, suggesting a sunny day. The overall atmosphere is peaceful and natural.

Kohlberg's Theory of Moral Development

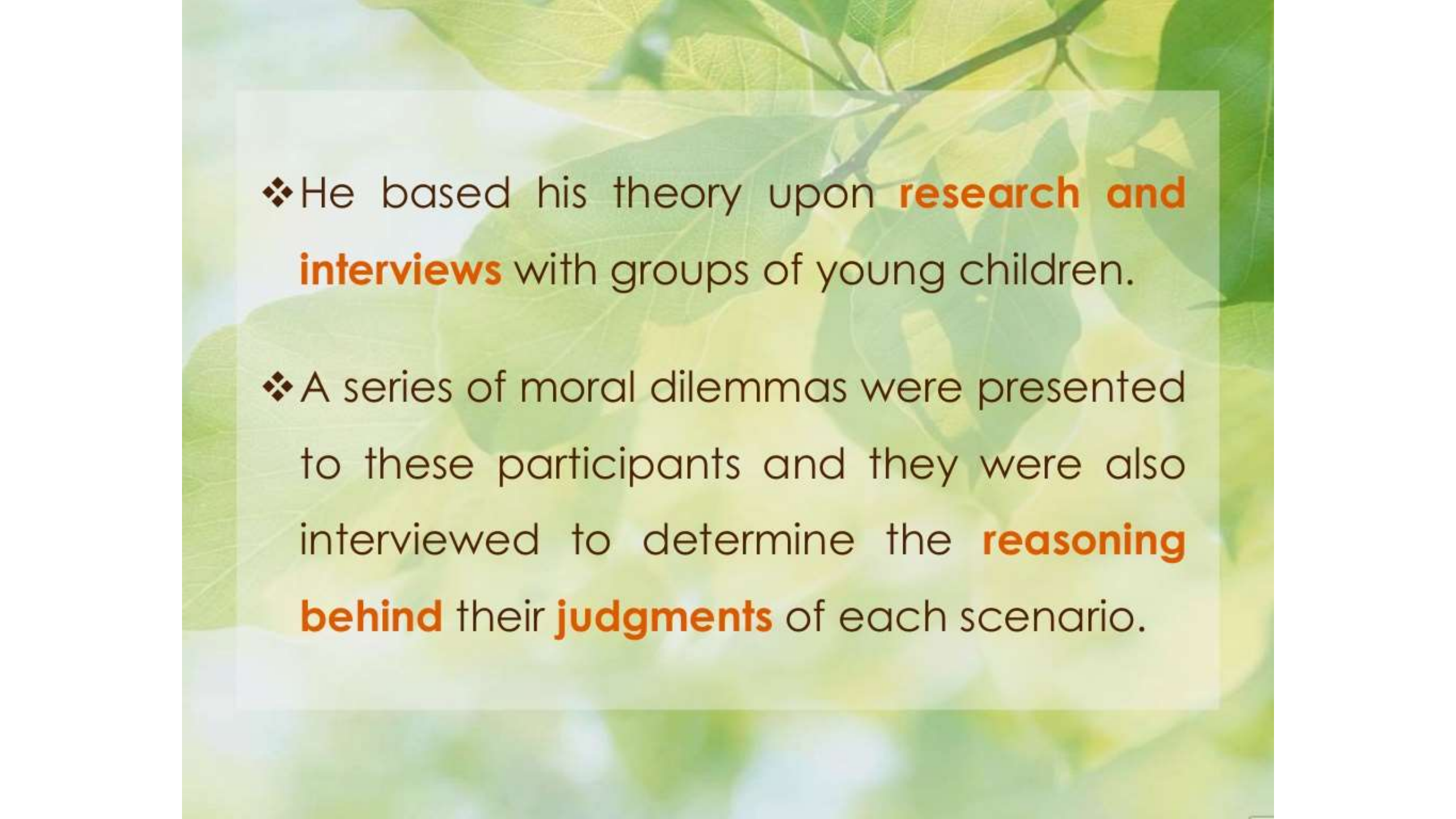
By: Charlene Mae B. Buno

Lawrence Kohlberg



Theory of Moral Development

- ❖ Kohlberg extended Piaget's theory; proposed that **moral development** is a continual process that occurs throughout the lifespan.
- ❖ used Piaget's **story-telling technique** to tell people stories involving moral dilemmas.

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- ❖ He based his theory upon **research and interviews** with groups of young children.
 - ❖ A series of moral dilemmas were presented to these participants and they were also interviewed to determine the **reasoning behind** their **judgments** of each scenario.

❖ One of the best known stories of Kohlberg's (1958) concerns a man called **Heinz** who lived somewhere in Europe.



A woman was near death from cancer. One drug might save her, a form of radium that a druggist in the same town had recently discovered. The druggist was charging \$2,000.00, ten times what the drug cost him to make.

The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said "no."

The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that? Why do you think so?

3 Levels of Moral Reasoning

1. Preconventional Morality
2. Conventional Morality
3. Post-Conventional Morality

1
Preconventional

Stage 1
Obedience and Punishment

Stage 2
Individualism and Exchange

2
Conventional

Stage 3
Interpersonal Relationships

Stage 4
Maintaining Social Order

3
Post-Conventional

Stage 5
Social Contract & Individual Rights

Stage 6
Universal Principles



1. Preconventional Morality

- ❖ (age 4 - 10)
- ❖ a person is motivated by obedience to authority.
- ❖ commonly associated with young children
- ❖ involves little thought about morality.
- ❖ moral code is shaped by the standards of adults and the consequences of following or breaking their rules.

A. Stage 1 - Obedience & Punishment

- ❖ earliest stage of moral development
- ❖ common in young children
- ❖ children see rules as fixed and absolute.
- ❖ Obeying the rules is important to avoid punishment.
- ❖ morality is motivated solely by punishment

B. Stage 2 - Individualism & Exchange

- ❖ children account individual points of view
- ❖ judge actions based on how they serve individual needs.
- ❖ Reciprocity is possible but only if it serves one's own interests.



B. Stage 2 - Individualism & Exchange

- ❖ children recognize that there is not just one right view and that different individuals have different viewpoints.
- ❖ focuses on individualism and different perspectives,
- ❖ the goal is to avoid punishment.



EXAMPLES:

Stage 1:

“I will keep quiet so that teacher won’t get mad at me.”

Stage 2:

“I will let you copy mine if you do my homework.”

2. Conventional Morality

- ❖ (age 10 - 13)
- ❖ people focus on following social norms and customs.
- ❖ begin to internalize the moral standards of valued adult role models.
- ❖ Reasoning is based on the norms of the group to which the person belongs.

C. Stage 3 - Interpersonal Relationships

- ❖ Also known as "good boy-good girl" orientation
- ❖ focused on living up to social expectations and roles
- ❖ emphasis on conformity, being "nice,"
- ❖ consider how choices influence relationships.

C. Stage 3 - Interpersonal Relationships

- ❖ emphasizes the maintenance happy interpersonal relationships and pleasing others.
- ❖ a need to avoid rejection, disaffection, or disapproval from others.



D. Stage 4 - Maintaining Social Order

- ❖ consider society as a whole when making judgments
- ❖ focus is on maintaining law and order by following the rules, doing one's duty and respecting authority.



D. Stage 4 - Maintaining Social Order

- ❖ please individuals to maintaining social order by following social norms, customs, and laws.
- ❖ becomes aware of the wider rules of society to avoid guilt.
- ❖ a need to not be criticized by a true authority figure



EXAMPLES:

Stage 3:

“I will buy that dress so that my friends will like me.”

Stage 4:

“You should not cut the class because it’s against school rules.”

3. Post-Conventional Morality

- ❖ (adolescence - adulthood)
- ❖ people look beyond convention to determine moral norms and appropriate social interactions.
- ❖ judgment is based on self-chosen principles
- ❖ moral reasoning is based on individual rights and justice

E. Stage 5 - Social Contract & Individual Rights

- ❖ begin to account the differing values, opinions and beliefs of other people.
- ❖ Laws are important but members of the society should agree upon these standards.



E. Stage 5 - Social Contract & Individual Rights

- ❖ becomes aware there are times when they will work against rules or the interest of particular individuals
- ❖ emphasis on the social contract and the maintenance of individual rights

F. Stage 6 - Universal Principles

- ❖ reasoning is based on universal ethical principles and abstract reasoning
- ❖ follow these internalized principles of justice, even if its against the law
- ❖ moral judgment is motivated by one's own conscience

F. Stage 6 - Universal Principles

- ❖ People have developed their own set of moral guidelines which may or may not fit the law.
- ❖ search for universal principles.



EXAMPLES:

Stage 5:

"It is her own decision, we should just respect that."

Stage 6:

"If abortion became legal in our country, I will be one of the people who will be against it because it's against God's Law."



Thank You!

THE END