

# Moral Development

## Social Learning

**EVALUATION**

- Explains why children are inconsistent across situations
- Importance of role models in developing moral behaviour
- Artificial research based on films etc.
- Predicts inconsistency but cognitive development shows consistent patterns

Observational Learning  
Imitation

Stein (p.73)

## Behaviourist

**EVALUATION**

- Variations in Effectiveness - e.g. unkindness after reward
- Punishment not effective but adults still use
- Explains how behaviour develops but not moral thinking

Reinforcement

- +ve - rewards
- ve - e.g. reduce discomfort

**INDUCTIVE DISCIPLINE**

- Reason, enable, think for self
- Internalised Moral Behaviour associated with Inductive
- Internalised Moral Behaviour associated with Power Assertive

Punishment

- LOVE WITHDRAWAL** - Ignore, Isolate - Anxiety
- POWER ASSERTIVE DISCIPLINE** - Force, anger withdraw privileges - Hostility and Anger

Hoffman (1970) studied parental discipline vs moral behaviour

## Psychoanalytic

## Cognitive

Imposed Morality - Rules based Do something wrong and get punished.

Pre-operational children - 1 Heteronomous Morality

Concrete operational - Can Decentre

Flexibility to allow for fairness - Judges intent as well as consequence - 2 Autonomous morality

Group size males being more moral than girls because more opportunity in the larger group

**EVALUATION**

- No evidence to show girls weaker morals
- We don't always follow our own moral reasoning
- Too simplistic - doesn't allow for complex moral decisions
- Typical Piaget - underestimates thinking of children.

Heinz dilemma - Kohlberg

Piaget

Piaget and Kohlberg used scenarios or stories and asked children to pronounce moral judgements