MORAL DEVELOPMENT

Freud's psychoanalytic theory

How do conscience and guilt develop?

structure of personality/ psychic apparatus

- id — pleasure principle
- ego — reality principle
- superego — conscience, ego ideal

[Freud 1923]

[Freud, 1933]

Psychosexual development

- Oral stage (0-1)
- Anal stage (1-3)
- Phallic stage (3-5/6)
- Latency period (5/6 - puberty)
- Genital stage (puberty - maturity)

infantile sexuality

Fixation → adult personality traits

Oedipus complex

Freud [1905]

Boys: Fear of castration/ castration anxiety → repression of desire for mother/hostility towards father → identification with father (identification with the aggressor) → superego / male sex role

Girls (Electra complex): Penis envy → fathers as love object → identification with mother (anaclitic identification) → superego / female sex role

'Little Hans' [Freud, 1909]

Malinowski [1929]

Piaget's theory

[1932]

('subject to another's laws/ rules')

Heteronomous moral orientation

Autonomous moral orientation

('subject to one's own laws/rules')

Cross-cultural validity?

	Understanding rules	Moral judgement & punishment
5-9/10 year-olds: Heteronomous moral orientation	• Rules represent an external law • Unilateral respect	• Objective/ external responsibility Belief in: • expiatory punishment • moral realism • collective punishment • immanent justice
10 year-olds/above Autonomous moral orientation	• Mutual respect	• Internal responsibility Belief in: • principle of reciprocity • moral relativism

social interaction with peers → sociological conflict

Cognitive-developmental theories

How do we come to understand moral rules and principles?

Kohlberg's theory

Do the stages occur in an invariant sequence?

Distributive justice [Damon, 1977]

Are they universal?

Culturally biased? → moral diversity [Haste et al. 1998]

Gender biased? → Gilligan [1982] → Walker [1989]

Heinz dilemma (and other moral dilemmas)

Kohlberg [1984]
Colby et al. [1983]
Colby & Kohlberg [1987]

How are moral reasoning and moral behaviour related?

Level 1: Preconventional morality
- Stage 1 (punishment and obedience orientation)
- Stage 2 (instrumental relativist orientation)

Level 2: Conventional morality
- Stage 3 (interpersonal concordance/'good boy-nice girl' orientation)
- Stage 4 (maintaining the social order orientation)

Level 3: Postconventional morality
- Stage 5 (social contract-legalistic orientation)
- Stage 6 (universal ethical principles orientation)

Eisenberg's theory of prosocial moral reasoning

moral reasoning = prohibition-oriented

conflict between own and others' needs

[Eisenberg, 1982, 1986; Eisenberg et al., 1991]

Level 1 (hedonistic, self-focused orientation)
Level 2 (needs of others orientation)
Level 3 (approval and interpersonal orientation and/or stereotyped orientation)
Level 4a (self-reflective empathic orientation)
Level 4b (transitional level)
Level 5 (strongly internalised stage)

situational variables

sympathetic/ empathic emotional responses more likely to helping (as opposed to personal distress)

importance of moral emotions (especially positive ones) in moral development [Eckensberger, 1999]

Social learning theory (SLT)

[Bandura, 1977a, Mischel, 1973]

How do we learn the appropriate patterns of behaviour required by our culture?

Is it a developmental theory?

reciprocal determinism [Bandura, 1977a, 1986]

social cognitive theory (SCT)

[Bandura, 1986]

self-concept

self-monitoring

self-efficacy

Differences between SLT and orthodox learning theory

SLT emphasis on:
- human learning
- cognitive mediating variables
- observational learning (modelling)
- learning vs. performance
- reinforcement as information about the future