

## **SOCIAL AND MORAL DEVELOPMENT**

### **4.1 SOCIAL AND MORAL DEVELOPMENT**

#### **4.1.1 Meaning of Social Development**

Social development refers to socialization process a child has to go through. Social development implies how a child grows social being, how learns to relate, deal and cope with other individuals, how interacts with others, how adjusts to social environment, and conforms to norms & values of society to which or she belongs. In short, social development refers to the development of social behaviours among children.

#### **4.1.2 Social Development and Pre-School Period**

During the period of 2 to 5 years, children experience various new types of interpersonal relationships. They begin to recognize and adopt socially approved behaviours. They become capable of forming various distinctive attitudes, preferences and manners. They become rapidly aware of themselves, of their bodies, their sexual identities, of what others think about their bodies. The process of self-awareness starts during this period. They develop new interpersonal relationship. They learn to share with their siblings and compete with peers and indulge in rivalries. Early childhood is a crucial period of socialization. During early childhood, children acquire social judgment and self-discipline to be responsible adult.

#### **4.1.3 Social Development and Childhood**

During Childhood, social development becomes slow and steady process. The child starts to enjoy pleasures, spends substantial time in playing discovering his/her world and learning about people. This is a period of entrance into school. The child starts going to school and become relatively independent less depending on the parents. Interpersonal relationships start to shift from the family members to the peers. They begin to spend more time with their friends and other community members than their family members. They start to learn facing challenges and opportunities. They develop sense of belongingness or of alienation. They begin to develop a psychological identity as fellows of either one or other sex.

#### **4.1.4 Social Development and Adolescence**

During the period of adolescence, accelerated physical growth and major bodily changes take place and visibly start appearance. This is period when social relationships begin to expand and liberation from the family starts to increase. The children strive for freedom and

independence. They initiate to determine their own values; love to be their own person, to plan their own future and to preserve their privacy. At this stage, neither being children nor being adults, they more rely on peer-group acceptance for sense of belongingness. During adolescence, hetro-sexual relationships gain prominence. The young boys and girls love to mix with each other and participate in male-female social functions. During this period, adolescents develop a sense of identity and self-image. Most of adolescents find them in conflict with their parents in relation to the value systems.

## 4.2 Moral Development

Through Piaget's major work concerns developmental changes in thinking, some of his earlier studies investigated children's understanding and judgmental of right and wrong. He observed children planning marbles for example, and asked question to probe their moral thinking. What are the rules of this game? Where did they come from?. Do you have to follow the rules? Can they be changed? Piaget pointed out those moral reasoning changes significantly from early childhood to adolescence, that the changes appear to be orderly and predictable and that they roughly coincide with development changes in thinking. The first stage moral realism is characterized by a belief that rules are fixed, unchangeable and must be followed: to break or try to change rules is wrong, to follow.

rules is right often children in this stage approximately 2 to 7 Years of age fully understand rules and may be unable to follow their even though they imagined they do.

Children in this stage view right and wrong as fixed and mutually excluding either something is right or it is wrong. And they take it for ground that everyone else sees right and wrong as they do this is often termed as "belief in moral absolutes". Pre-school children decide whether an act is right or wrong by the magnitude of the outcome. Young children also judge an act is right or wrong according to whether or not it will be punished.

In the second stage **Autonomous Morality** or the **Morality of Reciprocity**, children acknowledge situational and personal factors in deciding right and wrong. Children, in this stage, no longer conceive of rules as unchangeable. They know that roles are arrived at by agreement and may be changed by the some process. Children in the second stage no longer believe in imminent punishment but do believe punishment should be just and fit the crime. Thinking of

children become more flexible and abstract. At this stage they have an exaggerated sense of fairness and become increasingly aware of the right of other.

#### **4.1.1 Kohlberg's Theory of moral development:**

Lawrence Kohlberg's noted that there was not the age related to consistency in moral judgments predicted by Piaget's theory. Infact when confronted with "**Moral Dilemmas**" word problems posing two possible courses of action; some subjects in each age group could reason in ways to support either choice.

There were however define pattern in the types of reasons generalized. Kohlberg subsequently developed a model of moral reasoning counting three levels of moral development, each containing two stages. Kohlberg's stages were viewed as sequential and universal across cultures both to cognitive development and social experiences although Kohlberg's theory has been criticized by Carl Ligancy as biased against woman. It remains the dominant model of moral development today.

Reasoning does not reflect an awareness rules as a system with inherent benefits to those who use it. Thinking reflects an emphasis on the physical consequences of action the power of authority figures.

**At Stage 1:** The obedience and punishment orientation, children make choices based on principles of avoiding punishment and obeying authority figure.

**In Stage 2:** Native Hedonistic and instrumental orientation, choices are governed by the principle of self satisfaction governed by the principle of self-satisfaction (hedonism: seeking pleasure and avoiding pain), and satisfying the needs of other who are important in the life of the child.

**In Stage 3:** The good boy/good girls orientation, Children make choices reflecting a desire for the approval of other.

**At Stage 4:** Law and authority orientation, the decisions reflect a sense of "duty" to obey recognized authority and the avoidance of actions that might under-mine the social order. According to Kohlberg's research, most adolescents and adults demonstrate some form of level 2 thinking.

**In Stage 5:** Social contract orientation, Concern is focused on balancing the value of social stability with the rights of the individual. Morality is viewed as a social contract in which

individuals derive benefits from compliance with rules. Rules can and should be adjusted when adherence to those rules fails to protect the rights of individuals.

**At Stage 6:** Universal ethical principle orientations, decisions are based on conscience and principles such as justice, reciprocity, human rights, and personal dignity violation of principles, rather than law is condemned.