The Development and Validation of Activities to Enhance Moral Development at Primary Level

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Abstract

The purpose of this study was to explore "the development and validation of activities to enhance moral development at primary level". Moral development relates to individuals learning of the values of his/her surroundings that "What is right and what is anti-socially behavior "The individual has to comply the values of the society to be safe oneself from punishment. Whenever children do not comply the values set by the authorities in learning process they always notice the issues from different angles according to his/her restraints. The norms of the societies are maintained to protect the human beings, where as some members are not concerned to maintain the values. It is very unfortunate fact that most of the parents and even professional educational experts are not well aware of the moral development. Most of the schools do not promote moral development programs effectively. Where else some school tries to make efforts to implement the scheduled program, but do not get their set goals. As we are well aware of the importance that primary Schooling plays a vital role in moral development in our societies. The main function of the primary school level is to develop the children in every aspect i.e. physically, psychological. Social and spiritual. It helps to improve and promote every aspect of the development including moral development of the child. The research was carried in Government primary schools of the Quetta city to explore the development and validation of activities to enhance moral development at primary level. In the light of this research it is evident that the parent may pay full attention for the moral development of the child.

Key Terms

Moral Development, Psychological needs, Altruism, Human relationships, Justice reasoning, Heteronomous Morality.

Introduction

The moral development can be defined as principles, a student/ child has to be treated with respect in society. It helps children to bring intellectual developments and changes from infancy to adulthood.

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This study is focused on the importance of the moral development with especial reference to Balochistan. The Moral development is a complex issue. The moral development is a blessing since the birth of human civilization. In the late 1950 the moral development has been core interest scholars including, theologians, and psychologist

Form the last two decades moral development is given more attention as compare to the past. Some remarkable works were done on the emotion and regulation in morality. Various researchers have done some remarkable work been done to differentiate among embarrassment, guilt shame and with negative emotions and regulation.

Socially accepted behavior and anti-social behavior and the empathy and sympathy distanced and reward against socially accepted and anti-social behavior such as anger, sadness are developed by sociability.

Rewards help to maintain expectations with in family of the Individuals who may be loyal to their core values, wherein individuals recognize their own rights.

Socially accepted behavior are placed before society, majority conform behavior which may be frequently judged internally and becomes important at first sight.

Literature review

Moral development

Moral development is focused to change and understand the morality from the childhood adult focuses on the emergence, The only principle of the moral development is, that individual have to treat each other with respect, beside this their welfare, and rights are safe guarded with justice. To investigate the measurement of the moral development (emotions, attitude, and behavior). The moral development studies the importance of the role of friends and parents with in socially accepted norms and values. That influences the social process and cultural. The empathy and altruism, and positive development are the core interest of morality spans of every discipline. (Hillsdale, NJ: Erlbaum. 71-129).

Altruism and Human Relationships

The study of altruism in psychology is quite extensive. Psycho-analytic theorists explained the altruistic behavior as an . It has discussed that human beings have very strong tendency for deep and long-lasting attachments. The theory of moral development is established by Freud. But some behaviorists believed that the altruism is a conditioning process habits of humans which are

learned from societies. The altruistic behavior's exception needs reward, and aimed to and be beneficial in various ways:-

(a) Darwinian fitness is increased,

(b) The enhancement of the skills i.e. morality, psychological abilities such as ego, intellectual and social skills development at higher stages.

(c)The enhancement of the basic needs for instances esteem, and self-actualization needs, physiological, safety, belonging and love, (Freud, S. 1962).

Early Childhood Moral Development

Morality builds human capacity to distinguish, what is right and what is wrong. Children get experiences at home; in the environment around them, and their physical, cognitive, emotional, and social skills influence their developing.

The age 2 -5, of children understands the moral based behaviors and beliefs. For instance, John may see Juan takes the books of Miller's hands and say, "Juan! You are going to get in trouble. To this point children may feel guilt whenever the rules are broken For example, if Juan from the above example sees John cry because his books were stolen, Juan may feel something must have hurt John's feelings.

In Piaget, theory moral development the children between the ages of 5- 10 see the world through a Heteronymous Morality. The Rules to be thought, unchangeable guidelines in spite of evolving, or situational. As the children become older, develop their abstract thoughts, and become less self-focused, and become object oriented and share objects.

Lawrence Kohlberg has followed Piaget's work to create his theory's stages. Kohlberg says morality is based on reward and punishment system, because children comply the rules due to fear of authorities. In other words, little kids follow the rules because they don't want to get in trouble. It's too much to expect preschool-aged children to automatically "do the right thing". Most young kids easily distinguish between "what is good and socially accepted" and "what is bad and not socially accepted" in societies.

This contemporary research is provided, with some additional information about young children to understand morals and norms. Children between the ages 5 -6 think in terms of the idea that material goods or "stuff" should be fairly shared. In other words, everyone should get his or her exact "fair share."

(Angela oswalt, msw jan 16, 2008)

Cultivating a Moral Identity

Honesty and respect are the most important characters in the moral identity, because these values, in many children, especially adolescents, feel patronized in primary schooling. Some children, are suggested, and become nimble at simply parroting back what adults want to hear. Many schools post the core values on walls to impart values in young pupils while reading and studying classrooms, an as well as during assemblies, and at other school events.   (RICHARD WEISSBOURD Volume 28, pp.64)

Moral and Character Development

The role of religion in a culture has an important and has huge impact on moral development of the children, and sense of moral identity. The intrinsic aspects of religion play a very positive role to the moral and character development. Religion in the families is a symbol of moral and character development. The involvement of the region at the early age of the child may be predictive for healthy moral development.

The importance of culture on moral development is very important and answers some fundamental questions of the moral development, what is culture has specific about morality and moral development. Some researchers have examined the social-cognitive and structural developmental as a universal requirement. The expectation is that if morality exists, it has to deal with the norms and values in groups and cultures. (Bennett, W. 1993, April 7).

Kohlberg's Theory of Moral Development

Kohlberg's theory of moral development has six stages, that invariant for all man. Kohlberg particularly, applies quite extensively. Kant and Rawl's have developed their theories moral philosophy and theory of justice on the base of Kohlberg's theory of moral development.

The theory of justice is defined in six stages i.e. content-free,. Self-chosen, and non-contingent to all human beings must be equally, treated and commutative justice is regarded as reciprocity, contract, and trust. Assumption is applied to all to human beings.. Kohlberg explained the principles of justice in Six steps . (p. 221). He finally argues that no other concept of morality is stronger and more positive than this one.

Kohlberg concluded moral development theory and explained the stages. Stage 4 and 5 was extremely rare and included subjects in the 18 to 60 age range.

Bergling and Edwards reviewed about the Kohlberg's theory of moral development higher stages (5 or 6) were not universal.

Krebs and Denton has discussed in detail about the cognitive developmental approach to morality by Lawrence Kohlberg that is considered inadequate. They have given a pragmatic theory of morality of day to day moral behavior, but Gibbs refused the Krebs and Denton's theory. He suggested that the both scholars have underestimated the moral stages of the moral development (Pp. 666).

Physiological Needs

Some psychologists e.g., Kegan's Loevinger's have argued that the human beings act and function more or less like a pets. According to the Kegan the human beings are in-corporative self and Loevinger's said men are per-social and ego developers who deal with the earliest times of biological and socialized aspect of moral development. Their basic inborn qualities and the behavior are similar to that of a wild animal. Children are socialized and have developed some per-operational cognition which are the animal characteristics for instance survival instinct and skills are still exist . For survival and personal comfort human beings have to act like their parents or other authorities. In this connection Sigmund Freud's concepts of id and ego can also be applied .here. The id avoids pain, reduces tension, and maximizes pleasure or satisfaction irrationally. The ego represents principles of the reality the sense of the real world.'s achievement of satisfaction. . But the degree of per-potency is still the highest for the physiological needs and decreases consistently to safety, belongings, esteem, and self-actualization needs.

Primary Group Norms

When conflicts of interests occur among individuals, at this stage people get aware about the concept what is socially considered as wrong and right. The individuals must be protected, and the social norms have to comply the norms of the society by all means, such as social laws, moral principles and personal interests. The human beings live in groups and die in groups as well. One of the common norms of a primary group is that members of the primary group. So the groups have the responsibility to contribute to the primary group in order to maintain its survival and prosperity. "A Doctor's Dilemma" as follows:

Q: what are the conditions due to one gives up the present job. if your father is suffered of a stroke and wants you to come back?

A: Here I suppose that she can't take care of herself and no one is available to take care of her. Since I am the only one that can take care of her, I therefore have to go back to look after her.

Q: That is, you feel that your (purpose for) return is to take care of her.

A: Yes.

Q: Why would you give up the job in the village to take care of your mother?

A: It is difficult to say, except that I feel I am the only one who can help members of the family. As for the job in the village which I give up, may be after I leave, there is still a chance that it will be carried out by someone else. But if I do not go back, there will be no chance for my mother to be taken care of by someone.

Conclusion

The moral development is one of the most complex ed process and has been considered a blessing from the invoice of the human civilization. The moral development have become the core interest of the psychologist, theologians, and the cultural from the last two or three decades. The importance of the moral development has been highlighted science 1950 . The scholars of various filed have done on emotion and moral behavior, beside this some researches to differentiate among embarrassment, guilt, shame and negative emotions.

It is a process of different responses among sympathy and personal distance to socially accepted and antisocial behavior which make link to related responses to various situations, on the other hand development of the various emotions such as guilt, shame empathy have become the main interests of the scholars. The action in human behavior is an social sep-up are considered as good and bad are imparted on principles of punishment and reward.of the human behavior and the important and values of the punishment to deference the power and the values and the social values and rights, not in terms of respect of moral order which is supported any authority. Moral development helps a Individual to understand and maintain the expectation of one's family. He becomes well aware of values and social rights. He learns how to comply the social values and orders. An individual learns to justify the activities and the loyalty for values and the conformity to personal expectations.

Socially accepted behaviors i.e. good behavior are acceptable to in societies and the majority of natural behavior are frequently judged internally that becomes important at first sight.

The upper stages are preferred and may be or may be not understood fully on the contrary lower stages are mostly disliked.

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