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## UNIT 5 DEVELOPMENT OF PERSONALITY AND MORAL VALUES

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### 5.0 OBJECTIVES

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In this unit you will be learning about the nature of personality, its development and the role that moral or ethical values play in personality development. The first part of the unit is devoted to the discussion of the various theories of personality. The second part considers the development of morality and moral values in an individual. The factors affecting personality and moral development are also discussed.

After learning this unit, you should be able to:

- explain the nature of personality;
- describe the theories of personality development;
- be able to describe the meaning of moral values;
- list the various theories of moral development;

- point out the relationship between personality and moral values; and
- discuss the measures of control of HIV/AIDS on the basis of personality development and moral values.

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## 5.1 INTRODUCTION

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Personality is a term widely used in popular language. People at large consider personality as the external appearance and behaviour of the individual. We usually attribute personality to a person on the basis of his/her personal grooming, manner of walking, talking, style of dressing, etc. Personality, if equated to one's character is a wrong notion. Personality is purely a psychological term. The task of understanding personality is one of the primary goals of psychology.

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## 5.2 NATURE, DEFINITION AND DEVELOPMENT OF PERSONALITY

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You know that personality is of great significance in every walk of our life. Naturally you may ask certain questions. What is the nature of this highly valued thing? Do all of us have personality? Is personality determined at the time of birth? Why are some people calm and quiet while some others are hot tempered and aggressive?

In this unit, we try to find out answers to these questions.

The term 'personality' is derived from the Latin word 'Persona', which means 'mask'. In ancient Rome, actors used masks to hide their identity on the stage. Hence persona denotes 'as one appears to others, not as one actually is'. Persona does not indicate the internal organisation of an individual which affects external behaviour. So persona does not represent the real personality.

Personality is something deeper than the outward appearance. It describes a person's character, emotional disposition, sociability and other aspects of what a person says and does. It is the product of a long process of his physical, mental, emotional and moral development. For the psychologist, personality is a dynamic concept describing the growth and development of the psychological system of an individual.

### Definitions

It is very difficult to find an ideal definition for personality.

The first problem faced by us in the study of personality is the need to find out an ideal definition for this phenomenon. Different psychologists have different views about personality. They have defined personality according to their viewpoints. We can go through some of the definitions.

Munn has defined personality as the characteristic integration of an individual's structure, modes of behaviour, interests, attitudes, capacities, abilities and aptitudes. The particular way in which these qualities are integrated in a particular person determines his personality.

The most frequently used definition for personality is given by Gordon Allport. According to him, "Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment to his environment." This definition emphasises the dynamic nature, i.e., the changing values of personality. It recognises the importance of adjustment to the environment. It also stresses the importance of psychophysical systems, i.e., the habits, sentiments, emotions and motives of an individual which are psychological in nature, but have a physical base. The disadvantage of this definition is that it stresses only the theoretical part of personality.

### Check Your Progress I

**Note:** a) Use the space provided for your answer.

b) Check your answer with those provided at the end of this unit.

1) What is the nature of personality?

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How does growth occur? It occurs in two patterns-enlargement and change. Take the examples of a leaf and butterfly. The leaf expands in size in the process of growth. But it retains its essential form. On the other hand the butterfly passes through different stages of change to attain its adult form. Human beings manifest both kinds of development. As a child grows older, his/her body becomes larger and heavier. But like the leaf, the same structure is retained. On the other hand, the psychological process undergoes many changes during the early years of his/her life.

Personality development implies tracing the connection between the personality of a child and that of an adult. It is the understanding of how adult behaviour and psychological processes evolve from a child. In other words, how does the butterfly emerge from the caterpillar?

### Need for Studying Personality Development

Why do we study the development of personality?

There are many reasons for this. The most important ones are the following:

- 1) Studying personality helps us to understand the functioning of a personality in its mature form.
- 2) It helps us to predict adult personality and personality disturbances.
- 3) We can understand the behaviour of a person only if we know about the specific organisation of his motives, beliefs, skills, attitudes, etc., at different ages.

## **Moulding of Personality**

What makes personalities and what are they?

There are no specific causes leading to changes in personality. But a number of factors interact with one another in the formation of personality and in its development.

### **a) Heredity**

How important is heredity in shaping the personality of an individual? Heredity plays an important part in determining one's personality. An individual gets his entire hereditary endowment at the time of conception from his/her father and mother through the genes located in the chromosomes. The personality pattern of a person is actually framed at this time. A child inherits the main raw materials of his/her personality – physique, sex, intelligence, etc. Later these develop further on his/her interaction with environment.

### **b) Environment**

Unfavourable conditions in the prenatal as well as postnatal environment will have lasting and damaging influences on personality development at a later stage. The important environmental factors that exert pressures on our personality formation are culture in which we are growing up, our family, friends, social and community groups.

#### **i) Culture**

Culture establishes the norms, attitudes and values that are transmitted from one generation to the other.

#### **ii) The family**

A child spends his formative years in the family with his parents and siblings. The family is a small group. But the intimate relationship among the family members influences the personality development of the individual in a powerful manner. The home environment, the school the child attends, his friends, the number of siblings, their personalities, the ordinal position of the child all contribute to his/her personality development. The presence of harmonious, loving, peaceful family atmosphere fosters healthy personality development.

#### **iii) Economic environment**

Unfavourable economic conditions usually lead to the development of undesirable personality traits like inferiority feelings, nervousness, emotionality, lack of social initiative or sometimes even bitterness against society. Of course there are exemptions. But self made men/women are rare.

#### **iv) Social role**

The social conditions in the family are also decisive factors in personality development of an individual. Family is instrumental in providing training to a child to adjust to other people, to control his/her emotional expressions, and to cooperate in various fields of activities. There is a continuous learning process between a child, its family, its social and community group.

**c) Situation**

A third factor which has effects of heredity and environment on personality is situation. An individual's personality may be generally stable and consistent. But it undergoes changes in different situations. Different demands made in different situations bring about different changes in personality.

**Relative Importance of Heredity and Environment**

At this stage an important question arises as to what plays a more important role in personality development? Heredity or environment? It is not easy to answer this question. Personality appears to be the result of both influences. Inherited qualities set the parameters or outer limits in shaping the personality. Social environmental factors can strengthen or weaken the inherited abilities. The social environment reinforces the development of inherited personality traits as the child grows older. Heredity and environment are supplementary to each other. Personality development is not possible in the absence of either heredity or environmental factors.

How consistent is an individual in his personality traits as he grows up?

Studies show that distinctive qualities noted early in life tend to persist. It is assumed that there is a strong thread of consistency running through the life of an individual.

**Check Your Progress II**

**Note:** a) Use the space provided for your answer.  
b) Check your answer with those provided at the end of this unit.

1) Explain the factors influencing the moulding of personality.

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Development of personality is a unique feature of an individual. Different psychologists approach personality development from different viewpoints or perspectives. Can the personality theories help us to explain and predict the personalities of people? We do not get a complete picture of personality development from any one theory alone. Let us see what each theory has to offer. The best from each will help us to understand personality development in a better manner.

### **i) Biological Perspective**

The biological basis of personality is provided by researches conducted in this field. It has been found that 50 per cent of personality characteristics are genetically determined. The rest is determined by interaction with the physical and social environment. According to the theories of Darwin the inherited qualities help an individual to adjust to his environment.

### **ii) Psychoanalytic Theory of Personality Development**

This theory assumes that the basic dynamics of personality includes the conflict between two opposing forces – anxiety arising from the inhibition of desires and defence against those desires that arouse anxiety.

#### **Freud's Theory**

The major contribution in this field comes from Sigmund Freud. He explained 'personality' as the existence of conscious, preconscious and unconscious in an individual.

#### **Id, Ego and Superego**

Freud also believed that our personality is built around three interacting processes, the id, the ego and the super ego.

**Id** is the unconscious reservoir of psychic energy. The other two systems operate on this psychic energy. There are two basic instincts in man – the 'life' or sex instinct and the 'death' or aggressive instinct. All the drive required by a man is derived from these two instincts.

**Id** is present at the time of birth. It does not know any morality or reality. It is concerned only with satisfaction of its wishes. It is guided by the pleasure principle.

**Ego** functions as the manager of personality. It obeys the principles of reality. It controls, selects and decides what instincts of the id are to be satisfied and in what manner it can be done.

**Super ego** works on morality principles. It represents the values of society. Human personality is the result of the interactions among these systems. What will be the outcome if one of the systems dominates over the other two?

The presence of a powerful ego ensures a well balanced personality. The dominance of super ego leads to a neurotic personality while supremacy of id over ego and super ego ends up in the development of a delinquent personality.

#### **Psychosexual Stages in Personality Development**

In addition to the concepts of id, ego and super ego, Freud emphasised the importance of sex in personality development. He regarded the psychic energy for sex drive as the basis of

personality. So Freud explained personality development on the basis of the five stages of psychosexual development.

**Erogenous Zones:** In each stage of development a child derives pleasure by stimulating a particular area of the body. These are known as erogenous zones. The environment, however, imposes restrictions in the satisfaction of his desires. How the child manages this conflict is crucial in his personality development.

**Fixation:** Too much or too little satisfaction in any stage results in fixation. This means that personality becomes emotionally fixed at a particular stage. This is also detrimental to personality development.

The development takes place in five stages:

**a) Oral Stage (1st year)**

Pleasure is obtained by the stimulation of the mouth. Satisfaction at this stage lays the foundation for a man's adult personality traits like adjustability and tenacity. What are the traits developed if libido is fixed at this stage? Fixation results in the formation of passive personality. It is associated with over eating, smoking, drinking, or sarcastic criticism of other's ideas.

**b) Anal Stage (2 to 3 years)**

Eliminatory process provides the focus of pleasure. The child achieves bowel control at this stage. We can see the beginning of the development of ego in the child. If parents are too strict in teaching toilet habits, the child develops anxiety. He manifests his anxiety and anger by excreting at the most inappropriate time and place. These are the prototype of all kinds of expulsive traits – cruelty, destructiveness, temper tantrums, disorderliness, etc. On the other hand, praise for excreting at the proper time and place makes him feel that it is an important activity. This idea lays the foundation of creativity and productivity.

What type of personality is developed due to anal fixation? A stubborn, compulsively orderly personality is developed.

**c) Phallic Stage (4-6 years)**

This is a very important period in the personality development of a person. At this stage pleasurable sensation comes from self manipulation of genital organs. In some cases sexuality produces guilt feelings in an individual.

**Oedipus Conflict**

This stage is also marked by the emergence of Oedipus conflict in children. This is a complex in which there is a strong attraction for the parent of the opposite sex and envy for the same sex parent. At the same time the child knows that it is a wrong thing. S/he does not want to lose the love and affection of the same sex parent. To resolve this conflict, the child tries to identify with the same sex parent. He/ She tries to incorporate the sexual orientation, mannerisms and values of the same sex parent.

Resolution of Oedipus complex results in the formation of super ego. Unresolved Oedipus complex results in many problems in later marital life. Such children can never get closer to their

partners when they grow up nor make normal sexual relationships. A highly seductive female continues to feel guilty about sex.

Freud assumed that every person is bisexual. What does this mean? There is attraction towards members of the opposite sex as well as those of the same sex. This is the constitutional basis for homosexuality. In most people this instinct remains latent.

**d) Latency Period (6-12 years)**

Freud thought that sexual urges were dormant at this state. The fact however, is that this is the stage in which a person learns to befriend people of the same sex. The friends of a boy at this stage are other boys; those of a girl are other girls. A sexually mature person should know to be at home in the company of people of the same sex and of the other sex. This is a stage in which this learning takes place. The child also begins to achieve emotional independence. An increase in the knowledge about his/ her environment enhances his/her ego development.

**e) Genital Stage**

This is the final stage of development. Sexual interest reawakens at this stage. There is interest in the opposite sex. Sexual attraction, socialisation and planning for a vocation, marriage and family life begins at this stage.

If a person is well adjusted in the previous stages, he will be capable of establishing normal heterosexual relationships. Most of the sexual problems in adult life come from failure at earlier stages. There are no sharp lines dividing the different stages of development. The final personality attained by an individual includes contribution from all stages.

**Criticisms of this Theory**

- 1) Too much importance is given to sex in explaining human behaviour.
- 2) Freud's views are derived from his clinical experiences of people with disturbed personalities.
- 3) Many points raised in this theory did not have empirical support. Then what does Freud's theory have to offer?

We cannot accept or reject Freud's theory as a whole. We can accept some parts, reject some others and revise a few. Freud put forward some challenging ideas which have relevance even today.

From the above theories we know that id works on the pleasure principle. The impulses of id are controlled by ego and super ego. But if id is more powerful it will not give an importance to the voice of ego or super ego. It will not give any concern for moral values also. It goes on enjoying pleasure giving activities. By controlling the id, undesirable sexual life can be prevented.

**Check Your Progress III**

**Note:** a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) How do id, ego and super ego function?

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### **Social Cognitive Theories**

You have already learnt that psychoanalytic theory focuses mainly on the unconscious for the development of personality. Now, we shall go through the social cognitive theories. Psychoanalytic theory is a broad term including behavioural and social learning theories as well as cognitive psychology.

Learning theorists focused their attention on observable behaviour. They also stressed the role of environment in personality development.

How is the child's personality developed?

The pioneers in this field, John B. Watson and B.F Skinner believed in a single Stimulus Response relationship in the formation of behaviour. They emphasised the importance of reinforcement and excluded the role of consciousness in behaviour.

Most of the learning theorists followed the pioneers in this field. However, in the modern times, behaviourism is concentrating on real life problems with respect to human behaviour.

### **Observational Learning**

Albert Bandura gave a new approach to personality development on the basis of social learning theory. Bandura and his co-workers (1986) demonstrated that we acquire most of our personality traits through observational learning with or without direct reinforcement.

A child for example, observes and imitates the behaviour of a role model. The reinforcement received by the model serves as reinforcement for the child also. Like this, by observing such models, the child acquires many traits. This paves the way for the formation of his unique personality. The various component of learning (environment, behaviour, and personal cognitive variables) interact with each other to form a particular pattern of behaviour. Let us take the example of a student choosing a particular subject for study (behaviour). His/her choice is influenced by his/her family and friends (environment) and also by his/her own personal preference (personal cognitive factor). All these are mutually influencing factors.

### **Drive Reduction Theory**

This theory was presented by Dollard and Miller. When a person is impelled by drives, he learns responses to reduce them. Drive reduction provides rewards and reinforcement. This in turn gives rise to other drives. In this way, the individual learns new responses and new behaviour patterns from our social environment. Consequently his/her personality develops accordingly.

### **What are the Factors Influencing the Learning Process?**

They are the abilities of the individual – innate and acquired, his/her level of maturity, stimulation and the reinforcement he/she gets from the environment.

Personality traits are acquired through interacting with the environment. Our lives are not determined merely by our past experiences even though they are important. Learning processes and their continuity help the individual to give up his/her habits. If a person has acquired a bad habit in sex, it can be changed. The presence of positive models is also of help in changing our bad habits.

### **The Humanistic Perspectives on Personality Development**

This perspective emphasises the holistic characteristic of human experience. This is also known as the third force in Psychology, an alternative to Psychodynamic and Behaviour Psychology.

### **Carl Roger's Self Theory**

Carl Rogers proposed the Self-Theory to explain personality development. Every day and every minute, we are confronted by a number of events in our environment. How do we perceive and interpret these experiences determines our behaviour.

How does personality development occur according to this theory?

There are two basic systems underlying Rogers personality theory – the organism and the self. These two systems are operating in the phenomenological field of an individual. Personality is

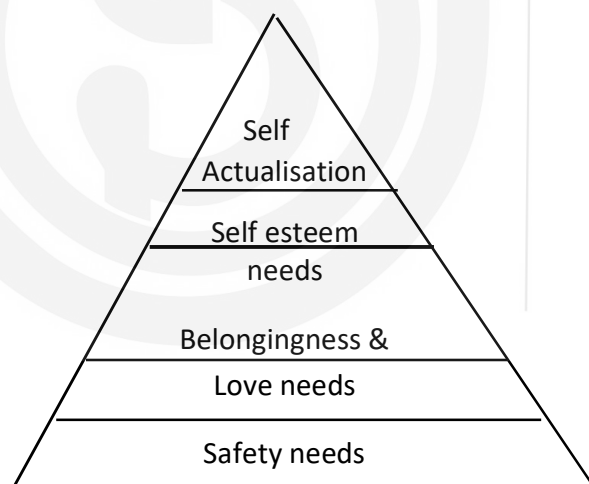
the product of this interaction. Phenomenological field means the reality as experienced by an individual or it is the personal reality of the individual. The organism represents the totality of experience (conscious and unconscious). Self is the accepted awareness part of experience.

The acquisition of self concept is a long and a continuous process. How we perceive our experience – negative or positive – depends upon our self-concept. Self concept is developed as a result of a person's interaction with social experience. For example, if somebody tells you that you are a very smart and intelligent young boy, you will include this image in your concept of yourself. You will make every effort to maintain this self-concept. We regulate our behaviour in order to suit the already formed self-concepts.

What happens if an individual develops a false self image? Inconsistency between real and imagined concepts may result in abnormal behaviour. A healthy personality development occurs if there is a harmonious union of one's self image and his/her real experience in life.

### **Self Actualisation Theory**

The most well known theory on self actualisation is Abraham Maslow's theory of hierarchy of needs. He believed that human personality depends upon the fulfilling of inborn potentials. He hypothesised that within every human being, needs are arranged in order of their importance or hierarchy, from the basic to the complex. He explained five stages of motivational fulfillment of personality development as shown in the diagram below.



Only after the satisfaction of a need at a lower level does the next need become dominant. The satisfaction of primary needs motivates secondary needs. Every individual moves up the steps of the given hierarchy because only after satisfying the basic needs which are essential for one's survival, one can think about the higher needs. A hungry man for example, cannot think about reforming the society. There are, however, a few exceptions. There are some people who stand for ideals, religious and social values without caring for the satisfaction of their own needs. But such people are very rare.

### **Criticism**

Still Maslow's need theory has received wide recognition. These theories have contributed much to the individual's freedom, love, personal growth and values. Humanistic theorists have called attention to the constructive side of psychology.

Humanist psychologists encourage us to see ourselves in terms of positive traits. Problems occur because of our faulty self image or unsupportive environmental forces. The message from this theory is that by controlling the environment we can control negative exposure to life, especially in unhealthy sexual relations. If we cannot control ourselves, we may fall a victim to many-sexual diseases.

### **Trait Approach**

According to the proponents of this approach the basic conceptual unit of personality is the trait. Traits are relatively permanent and consistent with a general behaviour pattern that a person exhibits in many situations.

G.B. Allport was the first personality theorist to put forward the trait approach to explain personality. He classified traits into cardinal, central and secondary traits. Cardinal traits are very effective and dominant. These are few in number. Central traits are the building blocks of personality. They are the focus of an individual's personality. Secondary traits are less important.

The most recent theory of personality is developed by R.B. Cattell. Cattell viewed personality as a complex structure of traits. He used the theory of factor analysis to develop his theory. According to him there are four types of traits.

- 1) Common traits: These are traits which are distributed to the general population; traits which are common to all people.
- 2) Unique traits: These are unique to a person
- 3) Surface traits: These are traits which are recognised by the manifestation of our behaviour. They are on the superficial level. They are readily observable.
- 4) Source traits: These are the underlying structures or the sources which determine the behaviour of an individual. Source traits are more important than surface traits. These traits are the basic source of individuality.

According to this theory, the source and surface traits are very important in shaping a personality. The source traits are determined by heredity while surface traits are influenced by environment. The inherited traits should help the individual to control the environment.

### Check Your Progress IV

**Note:** a) Use the space provided for your answers.

b) Check your answers with those provided at the end of this unit.

1) What are the factors influencing the learning process?

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2) Briefly explain Maslow's Hierarchy of Needs Theory.

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### 5.4 DEVELOPMENT OF MORAL VALUES

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Moral values refer to a set of principles that guides an individual on how to evaluate right versus wrong.

Every cultural group has its own morals or standards of approved behaviour. Certain acts are considered right because they are conducive to the welfare of its members while certain other acts are wrong as they are dangerous to the welfare of society.

What accounts for the emergence of morality in children? How do they learn the moral values as they grow up? Psychologists have been trying to find answers to these questions for many years. Even today, many psychologists are doing intensive research in this field.

No one is born with knowledge of what one's cultural group considers right or wrong. As the child grows older, his/her conduct also develops and reflects upon his/her own moral life as well as that of the group in which the person is a member. He/she unconsciously begins to imitate the behaviour of others around him/her, imitates the customs, manners, traditions and culture of the society, learns that others judge his/her behaviour as right or wrong based on the acceptance of the act by the society. Thus gradually he/she learns the lessons of morality. Learning what the group approves of is a long and a difficult process.

**How do moral values influence the personality of an individual?**

Moral values directly influence the quality of the person's behaviour and judgement. A person learns the values that satisfy his/her needs and desires and are, at the same time, approved by the group. The moral values acquired by an individual are the reflection of his/her personality. Each individual develops values which are important for him/her and which guide his/her life.

### How do we learn moral values?

There are certain cultural norms of behaviour which are controlled by the society. Learning moral values refers to the manner in which a child internalises these norms of behaviour. He/she develops moral concepts by learning what is right and what is wrong and also by understanding the use of punishment and other techniques in inculcating moral values in children.

The determinants of morality exist on many levels. In every society, there are specific rules to protect morality and to guarantee good behaviour. In addition to this, there are psychological determinants also. Morality has emotional, cognitive and behavioural components. These three components are inter-related. All these factors interact with one another in the development of morality.

#### Check Your Progress V

**Note:** a) Use the space provided for your answer.

b) Check your answer with those provided at the end of this unit.

1) Briefly describe morality.

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## 5.5 THEORIES OF MORAL DEVELOPMENT

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In this unit, we shall also discuss the major theories of moral development. Each theory explains only certain aspects of moral development. Our description highlights the strengths and limitations of each theory.

### Socio-biological Theories

The biological perspective of moral development is represented by the field called sociobiology. It assumes that morality is rooted in the genetic heritage of our species. This can be seen from the prosocial behaviour such as helping, co-operating, sharing, etc. This theory cannot explain all aspects of moral development, but it does point out the adaptive significance of moral behaviour.

## **Psychoanalytical Theories**

### **a) Freud's Theory**

You have already learnt about the Oedipus complex arising during the phallic stage of psychosexual development. You also know how it can be resolved.

Freud assumed that the resolution of Oedipus complex at the phallic stage marks the beginning of morality. This conflict arouses fear and anxiety in child. He/she is worried about the loss of parental love. To overcome the anxieties children identify with the same sex parent. The hostility directed towards the same sex parent is redirected towards the self in the form of guilt. This is the beginning of moral development in children.

What are the limitations of this theory? Freud's theory is built around guilt as a motivator in moral development. But guilt feeling does not foster conscience development. Physical punishment and rebukes make child rebellious to authority. Instead induction is more effective in conscience formation. Now the question arises, what is induction? It is pointing out to children the consequences of their misbehaviour on others. It gives positive instructions to children. This is of immense value in future situations.

### **b) Current Psychoanalytic Theories**

Recent psychoanalytic ideas place greater importance on the sensitive emotional relationship between parents and children. According to Robert Emde and others (1987) emotional attachment is the vital foundation for acquiring moral standards. Children who feel secure in their relationship with parents are more likely to learn right behaviour even from early years in life. Parents give not only prohibitions, but also positive guidelines for behaviour. Both these are included in the super ego of a child. Rewards help the child to internalise the moral standards of parents. For example, an approving smile from the parent makes him understand the acceptability of an act. Disapproval evokes shame and hurt feelings.

## **Social Learning Theories**

Now let us find out the opinion of the social theorists on moral development. They believe that moral behaviour is acquired just like any other set of responses through modelling and reinforcement.

According to the traditional behaviouristic view, children learn new responses through operant conditioning. They learn adult moral standards if their behaviour is reinforced by the most important adult in their life -- parents and teachers. The reinforcement can be in the form of praise, approval or rewards.

Another way in which children pick up good or bad behaviour is by imitating a role model. The influence of the model may last for several weeks after the actual experience.

What are the qualities of a model?

Children are more receptive to those personalities who are warm, responsive, powerful and practice what they preach. Punishment is a good motivator for moral actions. But it has limitations. Harsh punishments usually do not promote socially desirable behaviour.

## **Cognitive Theories**

Cognitive theorists assume that individuals develop morally through construction.

What is meant by construction in moral development? It means the process by which the child becomes capable of making a correct decision about the rightness or wrongness of an act in a conflicting situation. By this process the child derives new moral insights. They also learn about the principles and procedures for the regulation of human relationships.

## **Piaget's Theory**

One of the earliest theories in this field is propounded by Piaget. Piaget emphasised the importance of rules in moral development. According to him moral development is acquiring the acceptance and respect for rules applied in different situations.

### **Piaget's Stages of Moral Development**

Piaget identified two stages of moral development. In the early years of life, children are not concerned about rules and their implications. But around the age of five, they begin to recognise rules and show respect for them. This stage is called Heteronomous morality. The word heteronomous means under the authority of another. Rules are viewed as external features of society. There is automatic obedience to rules without reasoning or judgement.

Why does a child obey rules without questioning? There are many reasons. First of all, these rules are enforced on him by adults who are very powerful people in his life. The second reason is the intellectual immaturity of the child. He does not know that rules can be modified.

The second stage of moral development according to Piaget is Autonomous morality. At this stage, children use their reasoning power and question the propriety of rules. In 5-12 years age group, a child's concept of justice changes. He/she understands that rules are not rigid, they are flexible and can be revised according to the situation, depending on the will of majority. Peer group influence is very prominent at this stage.

Today moral development is regarded as a more extended process than Piaget believed.

### **Kohlberg's Extension of Piaget's theory**

Kohlberg developed a detailed theory on moral development using Piaget's theory as the primary reference. Kohlberg employs a level and stage approach to describe moral development. According to him there are six moral stages. They are grouped into three major levels each consisting of two stages.



To understand the stages, an understanding of the three moral levels are essential.

**i) Pre-conventional level**

Moral values reside in external happenings. Moral understanding is based on rewards, punishment and the power of the authority figure.

**Stage 1: Punishment Obedience Orientation**

Children adopt good behaviour out of fear for punishment. They do not want to get into trouble by disobeying authority.

**Stage 2: Instrumental Purpose Orientation**

Moral choice is made on the basis of the satisfaction of personal needs and occasionally the needs of others. They begin to understand that people can have different perspective in a moral dilemma.

**ii) The Conventional Level**

This is the stage of most adolescents and adults in our society. You may ask now what is meant by the term conventional? The term conventional means conformity to the rules, expectations and conventions of the society in which one lives.

Moral values at this stage reside in conforming to social rules. Conforming will ensure social order and behaviour according to the expectations of others. It helps the individual to establish positive human relationships.

**Stage 3: Good Boy/Girl Orientation**

The desire to get approval and affection from relatives and the peer group motivates good behaviour in children. They want to please and help others. We can also notice the effort on the part of the child to conform to the stereotypical good boy/girl images of the majority.

**Stage 4: The Social Order Maintaining Orientation**

In this stage, the individual does his duty to maintain the roles of society. He respects the authority. The social order is maintained for one's own sake and for the welfare of the society.

**iii) The Post Conventional Level**

This is Kohlberg's highest level of moral development. At this level the individual defines morality in terms of abstract principles and values that apply to all situations and societies.

**Stage 5: The Social Contract Orientation**

This stage shows a contract between the rights of the individual and the accepted laws of the society. He understands that laws can be changed to protect the rights of the majority. The main emphasis of this stage is community welfare. It focusses on the protection of human rights.

### **Stage 6: Universal Ethical Principle Orientation**

This stage is conscience oriented. He/she does not strictly adhere to social rules, but is motivated by universal human values. They guide the individual in making moral decisions. The question arising from this context is: how can we understand the three levels of moral development in the best manner? We can understand the three levels well if we take them as three different types of relationships between the self and society's rules and expectation. At level I, rules and expectations are something external to the self. At level II, the person identifies the self with rules and social expectations of others especially those in authority. At level III, the self is differentiated from the rules and expectations of others. He defines his values in terms of self chosen principles.

#### **Criticism**

Kohlberg's stages are strongly related to age and form an invariant sequence. But in real life moral development fits a less tightly organised stage conception than the one assumed by Kohlberg. His theory does not take into consideration the full range of moral reasoning in all cultures. This theory underestimates young children's moral understanding.

#### **Check Your Progress VI**

**Note:** a) Use the space provided for your answer.

b) Check your answer with those provided at the end of this unit.

1) What are the two stages of moral development according to Piaget?

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### **5.6 ENVIRONMENTAL INFLUENCES ON MORAL DEVELOPMENT**

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What are the factors promoting development of moral values? A few are mentioned below.

#### **1) Peer Group Interaction**

Interaction among with age mates promotes moral understanding. The child has no inhibitions in engaging in intense, animated discussions about moral issues with friends of the same age group.

## 2) Child Rearing Practices

How do child rearing practices adopted by parents influence a child's moral development? Often physical punishments for a wrong act produce negative attitudes in a child. Children are afraid of punishment. To avoid punishment, a child may rationalise his action or may tell lies to escape. The child may even become aggressive with no concern for others. Parents can disapprove of a wrong act and withdraw some privileges given to the child in which case, the child accepts his wrong doing and there is great resistance to temptation. The best method is to have a discussion with the child. Make him understand the consequences of the act as related to himself and to others. Under such circumstances, a mother can influence the child more than the father.

## 3) Discipline

Discipline aids the individual in developing moral values. While disciplining children, adults should emphasise the reason why an act is considered right while another one is wrong.

- a) **Rewards:** It has a strong educational value. It shows the child whether or not he/she has behaved in the correct and accepted manner. It motivates him/her to repeat the act.
- b) **Punishment:** It influences the development of values only if it is appropriate to the age and activity of the child. It should be administered fairly. Only then will it motivate him/her to conform to social expectations.

## 4) Other Factors

The neighbourhood, school, mass media, TV, news papers, magazines, etc., teach the child culturally approved values of his social group.

## Personality Development and Moral Values

The development of personality takes place at home, at school and in society in the presence of others. The child learns moral values also from these sources. We notice a breakdown in family and social life today. We are faced with many problems like genetic technology, sexual perversions, HIV/AIDS and so on. These issues threaten the lives of our future generation. Today, in our society, we come across many young persons who are proficient in science and technology but ignorant of moral values. In order to equip our youth to fight against all these forces of degradation, we have to inculcate good moral values in them. We should make our young people aware of the importance of good values in life. So, as the child grows older and as his/her personality develops we should acquaint him/her with a moral code accepted by the society.

In today's society learning a moral code is very difficult. The reasons are:

1. There are a number of different codes the person encounters within his environment.
2. There are inconsistencies between the moral codes and the behaviour of people, and
3. Social acceptance of new behaviour patterns brings about changes in moral codes. These conflicts slow down the development of moral values in an individual. The social group tolerates the violation of the moral codes by young child. But as one grows old one can be punished if the behaviour falls short of social acceptance. If a person realises that he/she falls short of the expectations of the society, it may create guilt feelings in the

person. The self concept of such a person will be low. Uncertainty, doubt, insecurity will be the personality characteristics if one cannot conform to the values of society and behave accordingly. On the other hand, if he/she conforms to them, he/she will be a comfortable and adjusted person.

### Check Your Progress VII

**Note:** a) Use the space provided for your answer.

b) Check your answer with those provided at the end of this unit.

1) What are the factors promoting development of moral values?

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### 5.7 LET US SUM UP

In this unit, you have learnt, about the nature of personality and the different theories on personality development. You are also acquainted with the importance of the development of moral values. We have discussed the various theories on moral development. We have also briefly pointed out the relationship between personality development and moral values and how moral values can help individuals to develop healthy lifestyles.

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### 5.8 KEY WORDS

- Adaptation** : In Piaget's theory, an adaptation refers to the process of building schemes through direct interaction with the environment.
- Drive** : An aroused reaction tendency that set up activities in an individual and sustains them for increasing his/ her general activity level.
- Delinquency** : Criminal behaviour of a minor (person below 18 years of age).
- Empirical** : Pertaining to observable and tangible events.
- Heterosexuality** : Sexual interest or behaviour directed towards a person of the opposite sex.
- Homosexuality** : Sexual interest or behaviour directed towards a person of the same sex.

- Motive** : It is an affective-cognitive factor operating to determine the direction of an individual's behaviour towards an end or goal.
- Operant Conditioning** : It is a kind of learning process whereby a response is made more probable or more frequent by reinforcement.
- Norm** : A standard value for a group.
- Prosocial** : Actions that benefit another person without any expected reward for oneself.
- Reinforcement** : The process of strengthening a response with the help of an appropriate stimulus making it likely to occur.
- Response** : An activity of an organism as a result of a stimulation.
- Stimulus** : An energy change which excites a receptor.
- Self actualisation** : It is the need that drives an individual to discover one's self and fulfill one's potential.
- Self concept** : A set of beliefs about one's own character.

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## 5.9 SUGGESTED READINGS

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- Lickona, Thomas, *Moral Development and Behaviour*, Holt, Rinehart and Winston, New York, USA.
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- Voss, James T., *Psychology as a Behavioural Science*, Good Year Publishing Co; Pacific Palisades, California.

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## 5.10 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress I

- 1) When psychologists speak of personality, they mean a dynamic concept describing the growth and development of an individual's whole psychological system. It is the quality of an individual's total behaviour. It describes a person's character, emotional disposition, sociability and others aspects of what a person says and does.

### **Check Your Progress II**

- 1) An individual inherits the entire heredity endowment from his/her parents through genes. These qualities develop by interacting with the environment. The family, school, social and economic environment and particular situations play important role in moulding the personality.

### **Check Your Progress III**

- 1) Id works on pleasure principle. It is not concerned about morality or reality. Ego obeys reality principles. Superego works on morality principles.
- 2) Mention the stages of psycho sexual development. Point out the importance of each stage in the personality development of an individual.
  - a) Oral stage: Satisfaction at this stage leads to adjustability and tenacity. Fixation results in formation of passive personality.
  - b) Anal stage: Too strict a discipline leads to the development of traits like cruelty, destructiveness, disorderliness, etc. Proper discipline lays the foundation for creativity and productivity. Fixation results in the formation of stubborn, compulsive orderly personality.
  - c) Phallic stage: Marked by the appearance of Oedipus complex. Unresolved Oedipus conflict leads to many sexual and marital problems in later life.
  - d) Latency period: Sexual urges are dormant at this stage.
  - e) Genital stage: Normal heterosexual relations are established at this stage if the person was well adjusted in previous stages.

### **Check Your Progress IV**

- 1) The abilities of an individual, his/her level of maturity, the stimulation and the reinforcement she/ he gets from the environment.
- 2) Needs of an individual are arranged in a hierarchy of prepotency. There is a hierarchy of five needs-physiological, safety, social, esteem and self actualisation. The satisfaction of the lower level needs motivates the needs at the next level.

### **Check Your Progress V**

- 1) Morality involves in internalising the cultural norms of the society. It includes learning what is regarded as right or wrong by the cultural group. Social concepts are developed in the child through punishment and other techniques. The child is taught to develop the ability to show concern for others.

### **Check Your Progress VI**

- 1) Stage I: Heteronomous morality: The child knows that he is under the authority of another. Rules are viewed as external features of society.  
Stage II: Autonomous morality: At this stage, children use their reasoning power and question the propriety of rules. He/ she is no more rigid or inflexible about his/her previous ideas about rules.

### **Check Your Progress VII**

- 1) Peer group, child rearing practices, disciplines, rewards, punishments, neighbourhood, school, mass media, etc.