
UNIT 2 PHYSICAL, SOCIO-EMOTIONAL AND MORAL DEVELOPMENT

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2.1 INTRODUCTION

In the previous unit we discussed the concept of human growth and development. We discussed various stages of human development. Human development is predictable to some extent and as such is based on certain principles that are discussed in Unit 1 in brief.

We also discussed the role of the teacher in facilitating the growth and development of students. Physical, socio-emotional and moral development are important factors that affect learning. The discussion in Unit 1 was mainly related to the individual's experience of growth and development within the physical parameters. Now, we discuss more about how these changes affect the socio-emotional and moral development of a student.

This unit focuses on the various aspects of the development of students studying at the upper primary, secondary and senior secondary levels, i. e., in the age-group 10 years to 17 years. By and large, students in the upper primary levels have fewer problems compared to students who are at the adolescence stage. This is due to many factors which will be explained in this unit.

Briefly, the unit's emphasis is on various aspects of the physical, socio-emotional and moral development of students in the age group of 10 years to 17 years. The problems faced by such students will also be discussed in brief. The educational implications of physical, socio-emotional and moral development have been highlighted to make you aware of the need to facilitate students development in the desired direction at a satisfactory rate.

2.2 OBJECTIVES

After going through this unit, you should be able to :

- discuss the need and importance of studying the physical, socio-emotional and moral development of students;
- differentiate between the physical characteristics of boys and girls, especially of early and late maturers;
- identify and discuss the problems of adolescents (secondary school students) in India; and
- explain the characteristics and implications of various types of development for the teaching-learning process.

2.3 PHYSICAL DEVELOPMENT

Physical growth and development describe the physical as well as psychomotor changes in an individual. You have studied physical development of children at various stages in Unit 1. In this section we shall further elaborate on the physical development of children studying at the upper primary and secondary school levels.

Children entering the first grade are in a transitional period that marks the end of early childhood — a time of rapid growth and development in all areas. Thereafter a phase of gradual development starts, when children reach the upper primary grades. This is the stage when they cross childhood and enter the pre-adolescence age.

To learn the implications of physical growth and development for the teaching-learning process, children have been categorised into two groups : upper primary school children (10-13 years) and secondary/senior secondary school children (13-17 years). We shall discuss each age group in the following sub-sections.

2.3.1 Upper Primary School Children

Children in the lower elementary period, i.e. from 5 to 8/9 years, show relatively slow physical development. A typical child in the primary grades reflects certain physical characteristics. For instance, the girls tend to be slightly shorter and lighter than the boys until around the age of nine, when the height and weight tend to be approximately equal for boys and girls.

Upper primary students are, on the average, healthier than those younger to them. They tend to have better resistance to fatigue and disease. Their motor-coordination is better than that of seven or eight years old children.

During the latter part of the fourth grade, however, many girls begin a sudden growth that tends to continue till puberty. The arms and legs grow rapidly though there is not a proportionate growth in the trunk size. The result is a **gangly** or **all-arms-and-legs** appearance.

Bone growth occurs before the growth of associated muscles and cartilages. Children at this growth stage temporarily lose the efficiency of motor-coordination and strength. They appear to be clumsy and sometimes confused as compared to seven and eight years old children.

Girls of this age-group experience pre-puberty developments like breast budding and traces of public hair. In addition to muscles and cartilages, the limbs grow in early maturing females and they tend to regain their strength and efficiency of motor-coordination. Because of this most girls on the completion of their fifth grade look taller, heavier and stronger than boys.

Since boys remain twelve to eighteen months behind the girls in physical development, even the early maturing boys do not start their growth spurt until the age of eleven. By the start of the twelfth/thirteenth year, most girls attain the peak of their growth spurt, while all including early maturing boys continue the slow and steady growth level of late childhood. The girls usually start their menstrual periods by the age of thirteen. For boys, the end of pre-adolescence and the onset of early adolescence as identified by the first ejaculation, occurs around the age of thirteen which may extend up to the age of sixteen in some cases.

2.3.2 Secondary and Senior Secondary School Students

The adolescence period of development begins with puberty. Early adolescence is a time of rapid physical and intellectual development. Middle adolescence is a more stable period of adjustment to and integration of the behaviour patterns of early adolescence. Later adolescence is marked by preparations for the responsibilities, choices and opportunities of adulthood. The major changes during adolescence are discussed below :

i) Variability in onset and rate of puberty : Directly related physical development/change that adolescents must face is the consciousness of sexual identity. This includes the expression of sexual needs and feelings and the acceptance or rejection of sex roles. Puberty is a series of physiological changes that make the organism capable of reproduction. Nearly every organ and system of the body is affected by these changes. The pre-puberty child and post-puberty adolescent changes in outward appearance because of the changes in the stature and proportion and the development of primary and secondary sex characteristics.

Although the sequence of events at puberty is generally the same for each person, the timing

and the rate of weight gain vary widely. The average girl typically begins pubertal changes around eleven years, one and a half to two years before the average boy. In each sex, however, the normal range of getting sexual maturity is approximately six years. Like the onset, the rate of change also varies widely. Some persons take only one and a half to two years to go through the pubertal changes to reach reproductive maturity, while others may require six years to pass through the same stage.

These differences mean that some individuals may mature before others of the same age who may have just entered puberty. The children make comparison among themselves. The tendency to hold maturity in high regard can be a problem for the less matured students. On the other hand, the early maturers are also likely to experience temporary discomfort because they stand out from the less matured majority.

ii) Reactions to puberty : One of the most important challenges adolescents have to face is to adapt to the changes in their bodies. Coordination and physical activity must be adjusted rapidly as height, weight and skills change. The new developments in body must be integrated into the existing self-image. New habits have to be developed. As adolescents become more like adults in appearance, they are expected to behave more like adults, regardless of their emotional, intellectual or social maturity.

The purpose of puberty is to make people able to reproduce. Thus the adolescent is faced with a new potential that includes increased interest in sexual activity, erotic fantasy and experimentation. Masturbation becomes a regular activity for many adolescents and some adolescents even indulge in sexual acts. The sexual activity necessitates facing the possibility of conflict with parents, pregenancy, sexually transmitted diseases, etc.

iii) Early and late maturing : Researchers have long been interested in the possible differences between the children who enter puberty early and those who enter it late. Peskin (1967) demonstrated that early maturers have a harder time at puberty. Youth who mature earlier experience more anxiety and have more temper tantrums, more conflict with their parents, and lower self-esteem at puberty than those who mature later. But by the time the early matures are in high school, long post puberty and having accommodated its changes, they are more at ease, popular, and mature than are late maturers. The late maturers are still experiencing pubertal changes.

If early maturity is an asset for teenage boys, it is a real liability for teenage girls. They develop breasts. They have fewer changes to discuss with peers the physical and emotional changes they are undergoing.

Peskin's data suggest that the early maturer may need more help in understanding pubertal changes, while the late maturer may need more help coping with being relatively immature and less able to compete in situations where maturity and size are important.

One clear conclusion that can be drawn from research on puberty is that this period is a relatively difficult one for most children. Neither they nor their peers nor adults find puberty easy to cope with. Both self-esteem and peer-esteem decline temporarily during puberty.

Check Your Progress 1

Note : Compare your answer with those given at the end of the unit.

- i) Which of the following statements about adolescents are true ? Tick mark (✓) the correct statements.
 - a) Girls typically start their pubertal growth spurt more than a year before boys.
 - b) Although the age at which individual children begin to mature varies, the time required for pubertal changes is quite uniform.
 - c) During adolescence people begin feeling the need for both intimacy and sexual gratification.
- ii) Fill in the blank :
The perception that people have about their own abilities, strengths and weaknesses is called their

2.4 SOCIO-EMOTIONAL DEVELOPMENT

Children are not like machines with gradually developing abilities. The development of various aspects like physical, social, emotional, intellectual, etc., are simultaneous. Therefore, their development is inter-dependent and also inter-related with the development of cognitive skills, self-concepts, ways of interacting with others, social attitudes and values. Like cognitive development, social development proceeds in stages. Let us discuss some of the issues related to the socio-emotional development students studying at the upper primary and secondary/senior secondary school levels.

2.4.1 Upper Primary School Children

A child's social development during the primary grades is shaped by three major influences. First are the parents and the family, the second is the peer group and the third is the school experience.

During this stage children start trying to prove that they are really **grown up**. This is often described as the "I - can - do - it - myself" stage. Children's powers of concentration grow, they can spend more time on chosen tasks and often take pleasure in completing them. This stage also includes the growth of independent action, cooperation with groups, performing in socially acceptable ways, and a concern for fairplay.

By the sixth grade, students often form groups that include both boys and girls. Whatever the composition of peer groups, they serve important purposes to shape their social behaviour. The children compare their abilities and skills with those of other children. Members of peer groups also exchange notes with one another about their different worlds. Children learn to sort out and form their own attitudes and values. For both boys and girls in the upper primary grades, the membership of groups tends to promote feelings of self-worth. Not being accepted by the group can bring serious emotional problems.

Herein lies the major cause of the pre-adolescent's changing relationship with parents. It is just that their friends are more important than ever and will continue to be throughout adolescence. This behaviour may be a result of their change in physical and cognitive structures. They want their parents to treat them differently, even though many parents are unwilling to see them differently. Nine to twelve years old children still depend heavily on their families and generally affirm that they love their parents. They also affirm that though they feel their parents love them, they do not think they understand them.

Thornburg (1979) suggests that parents (and teachers) of pre-adolescents should remember two facts

- When these changes occur, pre-teens break up the well-defined, predictable behaviours and attitudes of childhood. They grow up and change the ways they do things, ways to which their parents have become accustomed.
- When changes occur, pre-teens need additional guidance. Parents must remember that many of their children's ways of acting are as new and as unpredictable to the children themselves as they are to them. Therefore, parental direction and reassurance are important to their normal growth.

School also affects the social development of children. Through school, children's public selves and social skills develop. The middle childhood years often bring changes in the relationship between children and their teachers. In the primary school years, children easily accept and depend on their teachers. During the upper primary years their relationship with teachers becomes more complex. Sometimes they discuss/share with their teachers their personal problems about which they may not tell their parents. Some pre-adolescents even choose teachers as role models. At the same time, however, some pre-teens behave with teachers in ways they would never have thought of several years earlier, and some openly challenge teachers.

Television as a socialising agent : Television is an important socialising agent that influences children's behaviour and hence their development. Children learn both aggressive and pro-social behaviour from television. They also acquire knowledge about social relationships and social behaviour from television programmes. You will study the role of media in Unit 12 / Block 3.

Emotional development : It is common to have emotional problems related to the development of upper primary children. Though pre-adolescents are generally happy and optimistic, they also may have many fears, such as :

- not being accepted into a peer group
- not having a best friend
- being punished by their parents
- not doing well at school
- getting hurt.

Other emotions in this age group include anger and fear of being unable to control it, guilt, frustration, and jealousy. Pre-adolescents need help in realising that these emotions are a natural part of their growth. Many children, for instance, have fears that seem unrealistic to adults. They should be encouraged to discuss those fears. Feelings of guilt often arise when there is a conflict between children's actions (based on the values of the peer group) and their parents values.

Anger is another common emotion displayed by children at this age. It is displayed with more intensity than many other emotions. Just as parents often tell their children that they should not **have any fears**, they **have** often to tell them they should not get angry. Unfortunately, this is an unrealistic **expectation from adults**, including parents.

Other emotional characteristics of upper primary children are :

- They are impatient and want to get things done in a hurry.
- They have conflicting desires. They want freedom, yet fear the loss of security.
- They exhibit a wide range of behaviours and their moods can swing from one extreme to the other.
- They need to feel successful and desire attention and recognition for their personal efforts and achievements.
- They seek adults approval and acceptance.
- They are **very** sensitive to criticism of their personal shortcomings.
- They **are anxious**, doubtful and confused about their physical and intellectual development **as well as** their social relationships. For instance, boys and girls whose physical **growth spurts come** early or late are greatly concerned and self-conscious.

Harlocks also discusses the characteristics of this age group as follows :

- **Emotions are intense :** Young children respond with equal intensity to a trivial event and to a serious situation. Even the pre-adolescent reacts with intense emotions to what appears to an adult, to be a trivial frustration.
- **Emotions appear frequently :** children display their emotions frequently. As they grow older and discover that disapproval or punishment often follows an emotional outburst, they learn to adjust to emotion arousing situations. They then curb their emotional outbursts or react in a more acceptable way.
- **Emotions are transitory :** Young children's rapid shifts from laughter to tears, from anger to smiles, or from jealousy to affection are attributable to three factors: clearing the system of pent up emotions by unreserved expressions; lack of complete understanding of the situation because of intellectual immaturity and limited experience; and short attention span, which makes it possible for the child to be diverted easily. As children grow older, their emotions become more persistent.
- **Responses reflect individuality :** In all newborns, the pattern of response is similar. Gradually, as the influences of learning and environment are felt, the behaviour accompanying the different emotions becomes individualised. One child will run out of the room when frightened, another will cry and still another will hide behind a piece of furniture or a person.
- **Emotions change in strength :** Emotions that are very strong at certain ages wane in strength as the child grows older, while others, formerly weak, become stronger. These variations are due partly to changes in the strength of drives, partly to the child's intellectual development, and partly to changes in interests and values.

- **Emotions can be detected by behaviour symptoms :** Children may not show their emotional reactions directly. They show them indirectly by restlessness, day-dreaming, crying, speech difficulties and nervous mannerisms such as nail-biting and thumb sucking.

2.4.2 Secondary and Senior Secondary School Students

One of the first signs of early adolescence is the appearance of reflectivity, or the tendency to think about what is going on in one's own mind and to study oneself. Adolescents begin to look more closely at themselves and to define themselves differently. They start to realise that there are differences between what they think and feel and how they behave. They are also prone to be dissatisfied with themselves. They critically examine their personal characteristics, compare themselves to others, and try to change the way they are.

Adolescents may also ponder whether other people see and think about the world in the same way as they themselves do. They become more aware of their distinctiveness and uniqueness from other people. They learn that other people cannot know fully what they think and feel. The issues of "who" and "what" really dominate their personality development.

Identity : The physical and intellectual changes during adolescence disrupt their sense of continuity and personal wholeness. The cognitive ability to relate the past to the present, and to think about the future, presents the young adolescents with the problem of understanding the continuity of experience across time and projecting that continuity into the future. To accomplish this, adolescents usually depend on several activities. The important activities are as follows :

- i) They pay great attention on how other people view them. They have sensitive antennas, tuned to receive subtle messages about themselves from other people. They listen carefully to their peers, parents, teachers and other adults for any information that indicates how these people view them. Information obtained is chewed over, compared to other views, and inserted into their self-concept if it can be made compatible with the information already there.
- ii) They search the past and often want to know about their ~~ancestors~~, family tree, their own infancy and childhood experiences. Some learn basic genetics, and are concerned about the sources of their physical and psychological characteristics. All these contribute to their understanding of continuing across time and of their potential future.
- iii) They experiment with roles. They attempt to find out what kind of persons they are and for this they adopt different ways. They adopt the characteristics of other people to see if the characteristics fit in them. They take on and quickly cast off the traits of peers, teachers and other acquaintances. They also watch carefully as to how other people respond to their experiments in order to see if they can fit them into their relationships with others. For example, you might have observed your students talking about the behaviour of a popular film star thereby gaining popularity among his peers. Similarly, you may find some students adopting the role model's most attractive behaviour patterns to be accepted by their role model.
- iv) They act on their feelings and express their beliefs and opinions accordingly. They place a high value on being honest and behave in the ways that are true to oneself. Some of them become distressed if they think they are not presenting their real feelings or if they are not being consistent in their behaviour. Gradually most of them come to realise that feelings, beliefs and people can change, and that consistency is less important than accurate representation of oneself.

Erikson calls the experience of not having a sense of one's identity as **identity diffusion**. This is the unpleasant awareness of continual change in oneself and of the difference between one's self-concept and how others see one to escape this troubling situation. Some adolescents adopt a sense of identity prematurely. Such a choice, which Erikson calls **identity foreclosure**, gives a person a self-concept around which feelings and behaviour are organised. The choices are usually supported by the reactions of parents and other people, because they find it helpful to know how to relate to the adolescent. Often adolescents choose a role that they know will be socially desirable. Sometimes, however, their behaviour may draw disapproval, even though it may have been forecast by anxious parents.

Adolescents do experiments and remain flexible if they successfully find their own identity. By trying out various ways and then testing and modifying them, they can pick those characteristics that are most comfortable, and drop the others. To do this, the adolescent must have the self-confidence to vary behaviour through experiment, and to drop characteristics that don't fit, even if the characteristics are supported by others. It helps to have a stable and accepting set of parents, teachers and peers who will respond to the adolescent learner's experimentation in search of this true identity.

Adolescents need time and freedom to experiment. Erikson prescribes for the adolescent a **psychosocial moratorium**, a period when the adolescent is not forced to make lasting commitments and when adults refrain from harbouring lasting expectations from his/her identity.

Autonomy : Another important personality development during the adolescence years is an increase in demands for autonomy, for self-determination. As adolescents' awareness of their increasing similarity to adults grows, and as their ability to analyse and plan their responsibilities improves, it becomes increasingly difficult for them to accept adult directions. Adolescents know that they will have to take responsibility for their actions as adults, and they need to practice that responsibility in more and more arenas.

Those adults who work with adolescents sometimes give more advice than is necessary or than the adolescents can allow. Sensitivity to the need of adolescents to maintain their autonomy is a valuable characteristic for teachers to keep in mind while dealing with them. Proper guidance can be given, sometimes even firmly, without stopping them from exercising their choice. By allowing choices, you, as a teacher, can help them develop both responsibility and independence. By expecting them to gradually take on more responsibility and to face the consequences of their choices, you can help prepare them for adulthood.

Conformity : At the time when adolescents seek autonomy from their parents and other adults, they often seek to conform to their group. Adolescents are desperate to be accepted by their peers. To gain peers' acceptance they copy one another's style of dress, language and behaviour. They may form a group that excludes all those who do not wear similar clothes, use similar language, hold similar opinions and engage in similar activities.

Interpersonal development : Peers are the focus of adolescence, much to the dismay of their parents and teachers. Friendship, popularity, conflict with peers, dating and sexual relationships all take a tremendous amount of the adolescent's time and energy. The actions and opinions of peers may loom large as adolescents try to establish their own identity. Adolescents with similar interests and values form groups. The friendships made in adolescence may endure through life, on at least in nostalgia (sentimentality).

Intimacy : In early adolescence, two new needs arise. First is the need for intimacy, for a relationship, with a person to share their feelings and thoughts. The second and comparatively less important need is for sexual gratification.

The skills of intimacy are not easily learned, and their practice occupies a large portion of the interactions among adolescents. Intimacy is first felt and needed by adolescents. They feel that there should be someone with whom they can share their feelings and emotions. They attempt to have intimacy first with peers, usually drawn from the same sex, classmates, etc.

To communicate intimacy requires learning to talk about one's feelings and thoughts in ways that can be understood by other persons. Such communication requires trust in the partner's goodwill and tolerance.

Learning to develop intimate communication with peers of the other sex is one of the major interpersonal attributes of the adolescence stage. Intimacy with the same sex is easier to achieve because they go through similar changes and are more familiar. The other sex is less familiar for most adolescents. Intimacy with peers of the other sex is made more complicated by the fact that such intimacy often involves concern for others' needs.

Adolescents who manage to develop relationships with the other sex without a major mishap are those who can separate their needs for intimacy and for sexual gratification. They give priority to developing friendships with peers of both sexes. They do not confuse sexual intimacies with intimacy that does not include sex. Adolescents seem to know that mature adult relationships are those in which intimacy is maintained and lasting sexual gratification is achieved with an intimate relationship.

Peer relations : There may be gradual changes in peer interactions around the time of puberty. The playmates, chosen mainly on the basis of proximity, begin to split up into pairs. Friends spend more time talking than doing things. Young people seek privacy from adults and peers. Friendships may shift rapidly as adolescents seek other friends at similar stages of development. Friendships are tested repeatedly. Exclusivity is sought – “We have to be the best of friends” – to protect the adolescents who want to share inner feelings. But, inevitably, confidences are broken, secrets are shared and the best of friends become untrustworthy enemies. Concern, trustworthiness and loyalty characterise these early efforts at intimacy.

For example, as a teacher you might have observed the students of a particular age group coming to you to sort out interpersonal problems, or displaying preference only to sit, play and study with a specific friend.

Dating: Dating provides one of the most thrilling pastimes in adolescence and some of the most outstanding memories in later years of life. Dating provides adolescents with the opportunity to improve their interpersonal and social skills and to try out roles that characterise the marital relationship without having to commit themselves to the responsibility of marriage. In addition to providing friendship, affection, and at times love, dating may be the means by which adolescents prove or maintain status in society. Dating also prepares the way for eventual mate selection. Cooperation with peers of the opposite sex is enhanced to some extent as a result of dating. At the same time, some adolescents have also used dating as a means of sexual experimentation.

Although dating has proved to be quite beneficial in orienting the adolescent towards marriage and helping him or her to develop more intimate relationships with the opposite sex. Some adolescents have been hurt or even exploited by their dating partner. Then, too, some dates are so superficial and circumscribed that couples never transcend the pattern of their respective lives. Many youngsters embark on their first real date with some apprehension and shyness but usually this wears off in time.

Dating includes a vast range of activities beyond formal arrangements for calling or going out to the movies or a party or dance. Some youngsters date by means of long private telephone conversations long before they start to get together in public. Often, by prior understanding or an unspoken arrangement, boys and girls meet or seemingly just happen to meet in the halls or library at school, on the street, a community fair, a school dance, or elsewhere.

Emotional disorders : Emotional disorders frequently arise during adolescence. Such disorders range from simple depression to being over anxious about health to suicidal thoughts or attempts (Masterson, 1967). Many adolescents who engage in delinquent, bizarre, or self-abusive behaviour do so as a call for help during a difficult period. Some adolescents use drugs, alcohol, or sex as a response to emotional disorders.

You, as a teacher, should be sensitive to the fact that adolescence is a difficult time for many students and that emotional disturbances are common. By saying so we mean that emotional disorders should be detected and resolved, hopeless or unaccountably angry behaviour is a clue to understand that the adolescent needs help. Such students should be given special attention by school counsellors or other experts.

Drug and alcohol abuse : Drug and alcohol abuse among adolescents has increased in recent years. It is pertinent to mention here that you may, sooner or later, encounter students who come to school drunk.

Pregnancy : Pregnancy and child birth are increasing among all groups of female adolescents, particularly in the girls of lower income groups. Early child bearing makes it difficult for adolescent girls to continue their schooling. It is a primary cause of the continuation of the cycle of poverty.

Check Your Progress 2

Notes : a) Tick mark (✓) the right answer(s).

b) Compare your answer with those given at the end of the unit.

- i) Teachers should use which of the following teaching strategies to help students develop a sense of industry?
 - a) Maintain a classroom environment that can be described as “unidimensional”.
 - b) Avoid applying labels to students such as “good”, “bad”, or “above average”.

- c) Praise only ability, not effort.
 - d) Demonstrate to students that there are many paths to success.
 - e) All of the above can be used.
- ii) Teachers who want to help adolescents develop a healthy sense of identity should do which of the following?
- a) State expectations from the students clearly and also set out the consequences of achieving or failing to meet the expectations.
 - b) Expose students to various career opportunities.
 - c) Give students responsibilities.
 - d) Accept that adolescents will sometimes confront parents, teachers and other authority figures.
 - e) Teachers should do all of the above.

2.5 MORAL DEVELOPMENT

You might be telling your children/students about socially desired behaviour, such as : "Obey your elders;", "Be honest", "Greet your visitors", "Don't tell a lie", "Speak politely", "Don't hurt animals", "Pray to God", "You are a girl, don't do this" and similar preaching. By telling such things you recognise the importance/need of rules in a society. In other words, you want to make them aware of socially desired behaviour.

Generally, students at the middle and secondary school stage get confused when they find that people sometimes break the rules and that the rules that apply to some are not always applied to others. For example, we tell children not to tear pages from their exercise books. But many a time we take out one or two blank pages from their exercise books. Similarly we teach them not to tell a lie. But at school and in the community as well, they observe many people telling a lie for petty things. Such experiences probably change the children's concept of rules.

In this unit, considering the age-groups we are catering to, Kohlberg's theory of moral development is worthy of mention. Kohlberg (1969, 1981 and 1984) refined, extended and revised Piaget's basic theory of the development of moral values. Before talking about Kohlberg's theory of moral development, let us give an idea about Piaget's views of moral development.

Piaget's views on moral development

Piaget (1932) used the interview method to find out the various stages of moral development of the child. According to him, there are four stages :

- Anomy – the first five years,
- Heteronomy – Authority (5 – 8 years),
- Heteronomy – Reciprocity (9 – 13 years), and
- Autonomy – Adolescence (13 – 18 years).

Let us discuss each stage of moral development in brief :

- i) **Anomy (first five years)** : Piaget called the first stage anomy, the stage without the law. At this stage the behaviour of the child is neither moral nor immoral but is non-moral or amoral. That is, his behaviour is not guided by moral standards. The regulators of behaviour are pain and pleasure.
- ii) **Heteronomy–Authority** : This stage of moral development may be called the discipline of artificial consequences imposed by adults. Moral development at this stage is controlled by external authority. Rewards and punishments regulate moral development.
- iii) **Heteronomy–Reciprocity (9–13 years)** : At this stage, there is the morality of cooperation with peers or equals. This stage is regulated by reciprocity which implies, "We should not do to others what will be offensive to us." Conformity with the group becomes imperative at this stage.

- iv) **Autonomy–Adolescence (13–18 years) :** Piaget calls this stage the equity stage also. As Piaget puts it, while reciprocity demands strict equality, autonomy demands equity, taking into account such factors as motive, circumstances, etc. The individual at this stage is fully responsible for his behaviour.

A word of caution is necessary here. The different levels of moral development associated with different age levels should not be looked upon as fixed stages for all children.

Like Piaget, Kohlberg focussed on the development of moral judgement in children rather than their actions. He treats the child as a moral philosopher.

Kohlberg investigated how children (and adults) reason about rules that govern their behaviour in certain situations. He did not study children's game playing which is what Piaget did. He rather secured their responses to a series of structured situations or moral dilemmas. His most favoured situation is presented below:

In Europe a woman was near death from cancer. One drug might save her, a form of radium that the druggist in the same town had recently discovered. The druggist was charging \$ 2,000, ten times what the drug cost him to make. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said, "No". The husband got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that ? Why? (Kohlberg, 1969 p. 379).

On the basis of the responses he received from children, he concluded that people pass through a series of six stages of moral judgement or reasoning.

Kohlberg's stages of moral reasoning : When people are confronted with moral dilemmas, it is their reasoning that is important, and not their final decision, Kohlberg theorized that people progress through three levels (comprising six stages) as they develop abilities of moral reasoning. They are:

Kohlberg's stages of moral growth

- i) **Pre-conventional level :** This level of moral reasoning includes the rules set down by others and the children follow them. There are two stages of this level:
- **Stage one – punishment and obedience orientation :** At the first stage physical consequences of an action determine whether it is good or bad.
 - **Stage two – instrumental relativist orientation :** What's right satisfies one's own needs and occasionally the needs of others. Elements of fairness and reciprocity are present, but they are mostly interpreted in a "you scratch my back, I scratch yours" fashion.
- ii) **Conventional level :** At this level the individual adopts rules, and sometimes subordinates his own needs to the needs of the group. The expectations of the family, the group, or the nation from adolescents are seen to be valuable in their own right, regardless of immediate and obvious consequences.
- **Stage three – good boy–good girl orientation :** Good behaviour is what pleases others and is approved by them. One earns approval by being nice.
 - **Stage four – law and order orientation :** Law and order orientation means performing one's own duty properly, showing respect for authority, and maintaining the given social order for its own sake.
- iii) **Post-conventional level :** People define their own values in terms of ethical principles they have chosen to follow.
- **Stage five – social contract orientation :** What's right is defined in terms of both the general individual rights and in terms of the standards that have been agreed upon by the whole society. In contrast to the stage four, laws are not frozen, they can be changed for the good of society.
 - **In Stage six – universal ethical principle orientation :** What's right is defined by the decision of the conscience according to self-chosen ethical principles. These principles are abstract and ethical (such as the golden rule), not specific moral prescriptions.

At the pre-conventional level of moral reasoning, children simply obey authority figures to avoid being punished. For example, if a piece of chocolate/biscuit falls from the child's hand

and the mother has seen it, the child usually will not eat it. Children's needs and desires become important at this stage, yet they are aware or take care of the interests of other people. In a nutshell, they consider the interests of others when they make moral judgements. But they still look out for ways to satisfy their needs.

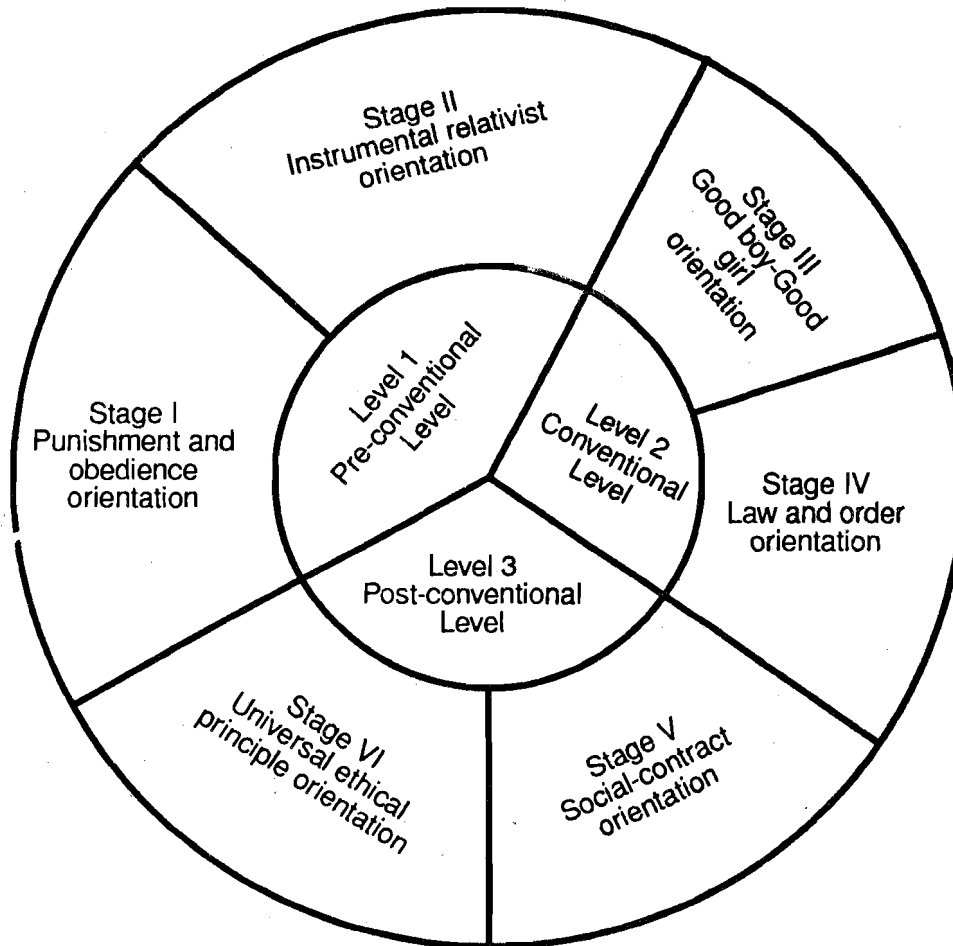


Fig. 2.1: Kohlberg's stages of moral growth. Source : Adapted from Kohlberg, 1969

Morality is defined in terms of cooperation with peers. This is the stage at which children have an unquestioning belief in the Golden Rule (Hogan & Emfer, 1978). Because of the decrease in egocentrism that accompanies concrete operations, children are cognitively capable of putting themselves in someone's else's shoes. Thus they consider the feelings of others while making moral decisions. No longer do they simply do what will not get them punished. (stage 1) or what makes them feel good (stage 2).

Society's rules and laws replace those of the peer group. A desire for special approval by parents no longer determines moral judgements. Laws are followed without question, and breaking the law can never be justified. Most adolescents are probably at this stage.

At this stage, the children realise that the laws and values of a society are somewhat arbitrary and specific to that society (Hogan and Emfer, 1978). Laws are seen as necessary to preserve the social order and to ensure the basic rights of life and liberty.

In stage 6 one's ethical principles are self-chosen based on abstract concepts such as justice, equality and the value of human rights. Laws that violate these principles can and should be disobeyed because justice is above the law.

Limitations of Kohlberg's theory of moral development : One of the major limitations of this theory is its focus on reasoning rather than on actual behaviour. It is a common observation that children of various ages exhibit undesirable behaviour while copying from peers answer books on tallying answers (generally objective type of questions) during examinations while the invigilator is not around or he/she encourages those children who behaved honestly in every case, and discourages those very few who behaved dishonestly. It shows that children's moral reasoning and moral behaviour may be quite weak. Children may have learned to say certain things about moral decisions at various ages but what they do is different.

Indian philosophers and educationists also believe that values should be a part of an individual, his reasoning or decision-making, so that what he/she does (should be) is in harmony with his (thoughts) values.

2.6 ROLE OF TEACHER IN FACILITATING DEVELOPMENT OF CHILDREN

The teacher or the school has a major role in facilitating the overall development of children once they are enrolled in the school. The purpose of discussing various levels and types of development in this course is to make you aware of the underlying principles of child development in the school environment. The knowledge thus gained will help you understand the educational implications of the physical, social, emotional and moral development of children. While designing curricular and co-curricular activities of the school, you are expected to consider certain points which contribute towards the smooth development of children's personality. Some of the important points are discussed in the following paragraphs.

Educational implications of physical development : It should, by now, be obvious that the physical health of children is indispensable for their success and efficiency in all fields of life. This aspect of development should, therefore, be paid the attention it deserves by all those dealing with the education and welfare of the children.

The school must have a regular programme of health education. Ample and adequate facilities for liberal participation in sports and games and other physical exercises appropriate to the level of growth should be provided. Practical information concerning physical growth, personal hygiene, food habits, etc., should be imparted to children in an interesting manner. You will agree that brief, interesting and easily understandable tasks, introducing them to various development stages, is bound to help them form a correct picture in their own minds regarding their own changing selves and their roles in life. This may also serve as safeguard against the possibility of their developing irrational worries regarding abrupt development taking place in their bodies. You, as a teacher, can accomplish this task properly if you possess a sound knowledge of the physical development of children.

With the increased rate of physical change consequent upon the transition from one phase of development to another, their behaviour and attitudes are also bound to change. You should, therefore, realise that varying treatment, suitable to the physical growth level, is needed by children. The upper primary, secondary and senior secondary students are very tender physically. They need as much affection and tender treatment in the classroom as possible. Developing children must not be rashly stuffed with bookish learning. Their educational programmes should include a combination of varied activities in and out of the classroom. Adolescents need sympathetic understanding and friendliness. They are clumsy, awkward, aggressive and often violent. Intelligent guidance of their maturing physical energies can direct their vigour and enthusiasm to healthy and useful channels. In short, a differential treatment adequate to the developmental stage of children is needed from your hands. A rigid and uniform treatment for all levels of children's growth are obviously bound to be ineffective as well as disastrous.

The all-round and healthy development of children is exceedingly dependent upon healthy physical growth. Children who enjoy a feeling that they are physically fit are bound to be favourably affected by this internal picturing of themselves. They are most likely to develop confidence and a will to improve further. They live gracefully and enjoy life. Conversely, children suffering from a feeling that there is something wrong somewhere in their bodies have less of a chance to approach life confidently and to make any substantial achievement. The physical condition of one is largely responsible for the development of a number of habits, attitudes, views, etc., among children and adults. You as a teacher should, therefore, endeavour to promote a sense of well-being in the children by developing an interest among them in the physical culture programmes of the school. You should also promote the development of positive and healthy feelings in children, regarding the present state of their physical health. A strongly optimistic approach towards their physical well-being is bound to have a desirable effect on their general health as well as on social, cultural, emotional and intellectual growth.

Taking care of physical health of the children at the school leave is the primary function of the physical health instructor and the gymnastics and sports teacher.

Check Your Progress 3

- Notes : a) Write your answer in the space given below.
b) Compare your answer with the one given at the end of this unit.

Why is physical education necessary in schools?

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Educational implications of social development : It might have become evident by now that the social growth of children is a significant process which cannot be ignored by the teachers and the parents. Children's social development affects their entire life, including their scholastic achievement. The school should, therefore, endeavour to provide adequate and ample opportunities favourable to the social growth of the children. It should aim at creating such a healthy atmosphere in and outside the classroom that children feel it convenient, pleasant and desirable to develop satisfying social relations with all those with whom they come in contact.

The general attitude of a class teacher must aim to promote a feeling of security in the minds of children. Each student should be helped to develop healthy and desirable relations with classmates. He should be stimulated to participate in group activities in and out of the classroom. The aim of education is to develop in the student useful knowledge, skills, habits and attitudes that are fundamental to successful and effective social living. The teacher should, therefore, take care that he imparts knowledge in an interesting and stimulating manner so that the students do not develop the feeling of being inferior to others. Merely bookish stuff is not enough. Whenever possible you should endeavour to bring out the social and cultural implications of the various subjects taught in the classroom. Similarly, the training of a student in a skill in a particular field is also socially very essential. Each student must be motivated to take interest in a practical scientific, mechanical or technical subject. Such an early practical bias eventually enables him to develop a taste for mastering useful skills in a particular practical subject. Such a mastery and the allied technical skills are not only economically paying but also socially very helpful. It also aids a student in making and maintaining desirable social relations throughout adult life.

School is the best place for a student to acquire socially desirable habits and attitudes. Different children react differently to the same classroom situation. Individual attention is needed in guiding children effectively. The aggressive children must be taught the art of submission. The shy children need opportunities for self-assertion. The delinquent child needs to be introduced to the desirability of respecting the law. Unless these opportunities are forthcoming the child has little chance to develop into a socially healthy adult.

Adequate provision of wider socio-cultural activities is as fundamental duty of the school as the imparting of bookish instruction. Children must be stimulated to develop a keen interest in hobbies and in indoor and outdoor recreation. Group play and other organised recreational activities play a vital role in the child's development. It is mostly through these recreational activities that the child makes contacts with other children, student learns to abide by the rules of the game. He receives training in the art of getting along with others cheerfully. The experienced teacher uses his own discretion in selecting the kinds of cultural and recreational programmes which are best suited to the developmental level of children he teaches.

The organisation of clubs, camps, groups and societies is also very helpful in maintaining the social health of children. The establishment of small literary and social groups, screening of educational films, drama, clubs, boy scout groups, girl guide groups, camp fires, etc., provide extremely wholesome social diet for school children. Participation in such groups at the school level has an extremely desirable effect on the development of a child's character and personality.

You should never leave the activities of these organisations entirely in the hands of children themselves. Judicious guidance, advice and direction of the programmes by the teacher is always helpful in getting the maximum social gain out of these group activities. Nevertheless,

sufficient liberty and freedom should be entrusted to children to manage these group organisations. Besides yielding them immense pleasure, this will satisfy their desire to direct their own affairs.

Check Your Progress 4

Note : Compare your answer with those given at the end of the unit.

Which is the best place for a student to acquire socially desirable habits and attitudes?

Tick mark (✓) the correct statements.

- | | |
|---------------|-----------|
| a) School | b) Home |
| c) Playground | d) Groups |
| e) Clubs | f) Camps |

Educational implications of emotional development : There may be several situations in the home and the school which make a child unhappy and disturbed. Usually children express many emotions like anger, fear, jealousy, affection, joy, pleasure, etc. Positive emotions help the child develop a positive outlook about life. It is also true that the experience of positive emotions in life is not always possible for everyone. One does come across a number of both pleasant and unpleasant situations. This means that a child should learn to accept unpleasant emotional experiences in such a way as he does not show undue concern and disturbance. He must learn to adjust himself to such experiences, situations, events, ideas and persons that cause annoyance. The home and the school should create such situations in which pleasant experiences predominate. The following methods are offered to help children maintain emotional balance.

Fatigue : Tired children are difficult to handle. Therefore, efforts may be made not to cause undue fatigue to them.

Poor health : Children in poor health are irritable. Hence the health of children should be properly looked after.

Association with emotional people : Children imitate the behaviour of their elders parents, teachers and other adults and peer groups. Suitable examples of emotional stability should be presented by the elders.

Thwarted desires : The more restrictions are imposed on the child, the more revolting he becomes. This means that a suitable disciplinary mechanism should be evolved.

Unpreparedness : A child shows emotional outbursts when he is faced with a strange situation or for which he is not prepared. Proper training to face such situations needs to be given gradually.

Expression of feelings : Children should be helped to express their emotions in a natural way. They should be helped to develop a realistic understanding of situations that arouse unpleasantness.

Self-control : Children should be helped to learn how to control their feelings which may offend others. They should be gradually directed to exercise more of self-control.

Counselling : Counselling may be useful in cases of a highly disturbed emotional state of the mind.

Check Your Progress 5

Notes : a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

Which method do you think is best for helping children in maintaining emotional balance?

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Educational implications of moral development : Schools should have an activity-oriented programme for the moral development of children. The school plays a very important role in

the moral development of the students. Through the organisation of various curricular and co-curricular activities, the teacher can foster among students various moral qualities. In teaching of different subjects like languages and social studies, etc., the teacher may stress moral qualities like love, sacrifice, self-control, truthfulness, uprightness, etc.

A list of some suggested activities for the moral development of students is given below:

- Organising group projects, camps, social service programmes and games
- Organising school panchayats
- Addressing daily morning school assembly
- Celebrating festivals including national days
- Showing appropriate films, stage dramas and plays
- Highlighting the teachings of saints and seers
- Encouraging them to clean the school campus, playgrounds, public places etc.,
- Looking after the school garden
- Organising girl guide and boy scout groups
- Celebrating festivals of different communities religions
- Organising educational excursions and trips
- Domesticating and rearing animal pets
- Visiting backward and slum areas and rendering some sort of service to the people living in such areas
- Arranging community and school get-togethers
- Organising a comprehensive programme of guidance and counselling for bringing about moral changes.

Check Your Progress 6

Notes : a) Write your answer in the space given below.

b) Compare your answer with the one given at the end of the unit.

Which moral qualities a teacher uses in teaching languages and social studies?

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2.7 LET US SUM UP

The major influences on a child's social development during the upper primary grades are parents, the family, the peer group and the school where the child develops social skills. Girls and boys tend to value different attitudes and behaviour. Boys become more aggressive and develop skills in sports. Attractiveness and popularity becomes more important for girls.

Puberty is a series of physiological changes that make individuals able to reproduce. One of the most important challenges adolescents face during this period is to accommodate the changes in their physical self. Early maturers may need help in coping with their physical maturity.

Some of the signs of adolescents socio-emotional development are reflectivity and thinking about whether others see the world in the same way as they do. To create a sense of identity, adolescents pay a great deal of attention to how others view them, search their past, experiment with rules, act on feelings and express beliefs and opinions. Identity foreclosure occurs when an adolescent chooses a role prematurely.

Kohlberg's theory of moral development is based on children's responses to moral dilemmas. The three main stages of moral development are :

- Pre-conventional level : when children simply obey authority figures to avoid being punished,
- Conventional level : when children consider the feelings of others in making moral decisions, and
- Post-conventional level : when children realise that values are somewhat arbitrary and relative to each society.

Adults can help children advance to the next stage of moral development by allowing them to freely explore problems. At the same time they can challenge their (children) reasoning by introducing concepts from the next higher stage.

2.8 UNIT-END EXERCISES

1. Select any ten adolescents studying at secondary/senior secondary schools. Interview them on the various problems pertaining to their physical, socio-emotional or moral development. Prepare a report.
2. Select any situation related to moral development. Explain that situation to a group of school students and collect their responses. Try to classify those responses in different stages according to Kohlberg's theory of moral reasoning.

2.9 SUGGESTED READINGS

Dutt, N. K (1974) : *Psychological Foundations of Education*, Doaba House, Delhi

Shah, A.B (Ed.) (1978) : *Social Context of Education* : Essays in honour of Prof. J. P. Naik, Allied Publishers, Bombay

Thornburg D. Hershel (1984) : *Introduction of Educational Psychology*, West Publishing Company, New York.

2.10 ANSWERS TO CHECK YOUR PROGRESS

1. i) a)
ii) Self-concept
2. i) b) & d)
ii) e)
3. Physical education is necessary for developing physical growth, personal hygiene and good food habits among children.
4. a) School
5. Counselling
6. Love, sacrifice, self-control, truthfulness and uprightness.