1-1-2009

Conventional Morality

Maria Rosario de Guzman
University of Nebraska-Lincoln, mguzman2@unl.edu

Follow this and additional works at: http://digitalcommons.unl.edu/cyfsfacpub

Part of the Pre-Elementary, Early Childhood, Kindergarten Teacher Education Commons

de Guzman, Maria Rosario, "Conventional Morality" (2009). Faculty Publications from CYFS. Paper 10.
http://digitalcommons.unl.edu/cyfsfacpub/10

This Article is brought to you for free and open access by the Children, Youth, Families & Schools, Nebraska Center for Research on at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications from CYFS by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
Maria Rosario T. de Guzman
Department of Child, Youth, & Family Studies
University of Nebraska-Lincoln

Published in David Matsumoto, ed., Cambridge dictionary of psychology
(Cambridge, MA: Cambridge University Press, 2009), p 133.
conventional morality

*n.* In Kohlberg's theory of moral development, this is the second level of moral reasoning, characterized by an awareness and focus on societal laws, norms, and rules. Two stages comprise this level of moral reasoning. In stage 3, good-boy-good-girl orientation, individuals judge behaviors on the basis of how closely actions conform to accepted norms of behavior, and what is considered appropriate or is approved by others. In stage 4, authority orientation, individuals judge actions on the basis of their adherence to authority and rules, and insofar as they maintain the social order or fulfill obligations. In this stage, there is respect for rules, authority, and the social order not because of any underlying principles or the benefits that can be reaped but because of unquestioning respect for authority. Youth in the early to mid-adolescent years are typically categorized in this level of moral reasoning. — MRTG