


1

Twelfth Edition

# Child Development

by John W. Santrock  
University of Texas at Dallas

 McGraw-Hill Higher Education

Power Point slides prepared by Leonard R. Mendola, Ph.D.  
Touro College

McGraw-Hill Copyright © 2009 The McGraw-Hill Companies, Inc. All rights reserved.

---

---

---

---

---

---

---

---

2

## Moral Development Chapter 13 Outline

### Domains of Moral Development

- What is Moral Development?
- Moral Thought
- Moral Behavior
- Moral Feeling
- Moral Personality

### Contexts of Moral Development

- Parenting
- Schools

McGraw-Hill Copyright © 2009 The McGraw-Hill Companies, Inc. All rights reserved.

---

---

---

---

---

---

---

---

3

## Moral Development Chapter 13 Outline (continued)

### Prosocial and Antisocial Behavior

- Prosocial Behavior
- Antisocial Behavior

### Religious and Spiritual Development

- Childhood
- Adolescence

McGraw-Hill Copyright © 2009 The McGraw-Hill Companies, Inc. All rights reserved.

---

---

---

---

---

---

---

---

## Chapter 13 Preview

Moral development is one of the oldest topics of interest to those who are curious about human nature.

In prescientific periods, philosophers and theologians debated children's moral status at birth, which they believed had implications for how children should be reared.

Today, most people have strong opinions not only about moral and immoral behavior but also about how moral behavior should be fostered in children.

*We will begin our coverage of moral development by exploring its main domains and then examine some important contexts that influence moral development. Next, we discuss children's prosocial and antisocial behavior. The chapter concludes with an overview of children's religious and spiritual development.*

---

---

---

---

---

---

---

---

## Domains of Moral Development

### What is Moral Development?

#### Moral Development:

- thoughts, feelings, and behaviors regarding standards of right and wrong
  - **Intrapersonal dimension:**
    - regulates a person's activities when she or he is not engaged in social interaction
  - **Interpersonal dimension:**
    - regulates social interactions and arbitrates conflict

---

---

---

---

---

---

---

---

## Domains of Moral Development (cont.)

### Moral Thought

#### Piaget's Theory

- Piaget concluded that children think in 2 distinct ways about morality, depending on their developmental maturity.
  - **Heteronomous morality**
    - 1<sup>st</sup> stage of moral development in Piaget's theory
    - occurs from 4-7 years of age
    - Justice and rules are conceived of as unchangeable properties of the world, removed from the control of people.

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Piaget's Theory** (continued)

- transitional period from 7 -10 years of age
- Children show features of both the 1<sup>st</sup> and 2<sup>nd</sup> stages of moral development.

**- Autonomous Morality**

- 2<sup>nd</sup> stage of moral development in Piaget's theory
- displayed by children about 10 years of age and older.
- The child becomes aware that rules and laws are created by people and that, in judging an action, one should consider the actor's intentions as well as the consequences.

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Piaget's Theory** (continued)

- The heteronomous thinker:
  - believes in immanent justice—if a rule is broken, punishment will be meted out immediately
- Children become more sophisticated in thinking about social matters as they develop, particularly through the give-and-take of peer relations.

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Kohlberg's Theory**

- Kohlberg believed that moral development is primarily based on moral reasoning and unfolds in a series of 3 levels of moral thinking, each characterized by 2 stages.

---

---

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

#### Moral Thought (continued)

#### Kohlberg's Theory (continued)

##### • Preconventional Reasoning

- lowest level in Kohlberg's theory of moral reasoning, when good and bad are interpreted in terms of external rewards and punishments

##### • Stage 1: Heteronomous morality

- moral thinking tied to punishment

##### • Stage 2: Individualism, instrumental purpose, and exchange

- what is right involves an equal exchange

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

#### Moral Thought (continued)

#### Kohlberg's Theory (continued)

##### • Conventional Reasoning

- 2<sup>nd</sup>, or intermediate, level in Kohlberg's theory of moral development. Individuals apply certain standards, but they are the standards of others, such as parents or the government.

##### • Stage 3: Mutual interpersonal expectations, relationships, and interpersonal conformity

- Individuals value trust, caring, and loyalty to others as a basis of moral judgments.

##### • Stage 4: Social systems morality

- Moral judgments are based on understanding the social order, law, justice, and duty.

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

#### Moral Thought (continued)

#### Kohlberg's Theory (continued)

##### • Postconventional Reasoning

- highest level in Kohlberg's theory of moral development in which individuals recognize alternative moral courses, explore the options, and decide on a personal moral code

##### • Stage 5: Social contract or utility and individual rights

- Individuals reason that values, rights, and principles transcend the law.

##### • Stage 6: Universal ethical principles

- Individuals develop a moral standard based on universal human rights.

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

Kohlberg's Three Levels and Six Stages of Moral Development




---

---

---

---

---

---

---

---

---

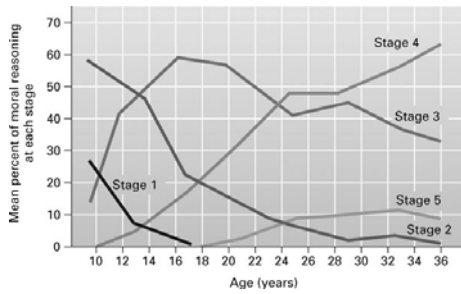
---

---

---

### Domains of Moral Development (cont.)

Age and the Percentage of Individuals at Each Kohlberg Stage




---

---

---

---

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

#### Moral Thought (continued)

#### Kohlberg's Theory (continued)

- Influences on the Kohlberg Stages
  - Kohlberg believed that:
    - children's moral orientation reflected their cognitive development and their experiences dealing with moral questions and moral conflict
    - peer interaction is a critical part of the social stimulation that challenges children to change their moral reasoning

---

---

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Kohlberg's Theory** (continued)

- **Kohlberg's Critics**
  - Moral Thought and Moral Behavior
    - Kohlberg's theory has been criticized for placing too much emphasis on moral thought and not enough emphasis on moral behavior.
  - Culture and Moral Reasoning
    - Some critics claim his theory is culturally biased (Miller, 2006, 2007; Wainryb, 2006).

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Kohlberg's Theory** (continued)

- **Kohlberg's Critics** (continued)
- **Culture and Moral Reasoning** (continued)
  - Although Kohlberg's approach does capture much of the moral reasoning voiced in various cultures around the world, his approach misses or misconstrues some important moral concepts in particular cultures (Miller, 2006, 2007; Wainryb, 2006).

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Kohlberg's Theory** (continued)

- **Families and Moral Development**
  - Kohlberg believed that family processes are essentially unimportant in children's moral development.
  - A number of developmentalists emphasize that *inductive discipline*, which uses reasoning and focuses children's attention on the consequences of their actions, positively influences moral development (Hoffman, 1970).
  - Parents' moral values influence children's developing moral thoughts (Gibbs, 1993).

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Kohlberg's Theory** (continued)

- Gender and the Care Perspective
  - Gilligan believes that Kohlberg's theory, based on a male norm, puts abstract principles above relationships and reflects a gender bias.
- **Justice perspective**
  - focuses on individual rights
  - Individuals independently make moral decisions.
- **Care perspective**
  - emphasized by Carol Gilligan
  - views people in terms of their connectedness with others
  - emphasizes interpersonal communication, relationships with others, and concern for others

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Thought** (continued)

**Kohlberg's Theory** (continued)

- Assessment of Moral Reasoning
  - Some developmentalists fault the quality of Kohlberg's research and believe that more attention should be paid to the way moral development is assessed (Thoma, 2006).

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Behavior** (continued)

**Basic Processes**

- based on Basic Learning Principles
- Behavior is situation-specific.
  - However, although moral behavior is influenced by situational determinants, some children are more likely than others to cheat, lie, and steal.
- Reinforcement, punishment, imitation, and the situation only partially account for moral behavior.

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Behavior** (continued)

**Social Cognitive Theory**

- Social Cognitive theory of morality distinguishes between moral competence (the ability to perform moral behaviors) and moral performance (performing those behaviors in specific situations).

**– Moral competencies:**

- what individuals are capable of doing
- outgrowth of cognitive-sensory processes

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Behavior** (continued)

**Social Cognitive Theory** (continued)

**• Moral performance:**

- determined by motivation and the rewards and incentives to act in a moral way

**• Bandura** (1991, 2002)

- believes that moral development is best understood by considering a combination of social and cognitive factors, especially those involving self-control
- Self-regulation (not abstract reasoning) is the key to positive moral development.

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Feeling** (continued)

**Psychoanalytic Theory**

- In Freud's view, guilt and the desire to avoid feeling guilty are the foundations of moral behavior.
- The ego ideal rewards the child by conveying a sense of pride and personal value when the child acts according to ideal standards approved by parents.
- The conscience punishes the child for behaviors disapproved by the parents by making the child feel guilty and worthless.

---

---

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

#### Moral Feeling (continued)

##### Empathy

- Positive feelings, such as empathy
  - Reacting to another’s feelings with an emotional response that is similar to the other’s feelings—contribute to the child’s moral development.
- Empathy has a cognitive component.
- **Global empathy:**
  - infant’s empathic response in which clear boundaries between feelings and needs of the self and those of others have not yet been established
  - is not consistently observed

---

---

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

Damon's Description of Developmental Changes in Empathy

Age Period	Nature of Empathy
Early infancy	Characterized by global empathy, the young infant's empathic response does not distinguish between her/his and needs of self and others.
1;6 to 2 years of age	Un differentiated feelings of discomfort or another's distress give rise to more genuine feelings of concern, but infants cannot distinguish realization of other's empathic feelings into effective action.
Early childhood	Children become aware that even parents and other people who may have a different reaction to a situation. This awareness allows the child to respond more appropriately to another person's distress.
10 to 12 years of age	Children develop an emergent orientation of empathy for people who live in unfortunate circumstances—the poor, the sick, the disabled, and the socially excluded. In adolescence, this reoriented sensitivity may give a humanitarian flavor to the individual's ideological and political views.

---

---

---

---

---

---

---

---

---

---

### Domains of Moral Development (cont.)

#### Moral Feeling (continued)

##### The Contemporary Perspective on the Role of Emotion in Moral Development

- Many child developmentalists believe that both positive feelings (e.g., empathy, sympathy, admiration, and self-esteem) and negative feelings (e.g., anger, outrage, shame, and guilt) contribute to children’s moral development.

---

---

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Personality**

- Three aspects of moral personality that have recently been emphasized are:
  - (1) moral identity
  - (2) moral character
  - (3) moral exemplars

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Personality** (continued)

**Moral Identity**

- Individuals have a moral identity when moral notions and commitments are central to one's life (Blasi, 2005).
- In this view, behaving in a manner that violates this moral commitment places the integrity of the self at risk (Lapsley & Narvaez, 2006).

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Personality** (continued)

**Moral Character**

- Involves having the strength of one's convictions, persisting, and overcoming distractions and obstacles.
- Moral character presupposes that the person has set moral goals and that achieving those goals involves the commitment to act in accord with those goals.

---

---

---

---

---

---

---

---

**Domains of Moral Development (cont.)**

**Moral Personality** (continued)

**Moral Exemplars**

- people who have lived exemplary lives
- Moral exemplars have a moral personality, identity, character, and set of virtues that reflect moral excellence and commitment.
- A number of traits characterize all 3 moral exemplars, considered by the researchers to reflect a possible core of moral functioning; includes being honest and dependable

---

---

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting**

- Both Piaget and Kohlberg held that parents do not provide unique or essential inputs to children’s moral development.
- Parents, in their view, are responsible for providing role-taking opportunities and cognitive conflict.
- Peers play the primary role in moral development.

---

---

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting** (continued)

- Research reveals that both parents and peers contribute to children’s moral maturity (Walker, Hennig, & Krettenauer, 2000).
- The most important aspects of the relationship between parents and children that contribute to children’s moral development are:
  - relational quality
  - parental discipline
  - proactive strategies
  - conversational dialogue

---

---

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting** (continued)

**Relational Quality**

- Parent-child relationships introduce children to the mutual obligations of close relationships (Laible & Thompson, 2007; Thompson, 2006).
- Parents' obligations include engaging in positive caregiving and guiding children to become competent human beings.
- Children's obligations include responding appropriately to parents' initiatives and maintaining a positive relationship with parents.

---

---

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting** (continued)

**Relational Quality** (continued)

- Warmth and responsibility in the mutual obligations of parent-child relationships are important foundations for the positive moral growth in the child.
- In terms of relationship quality, secure attachment may play an important role in children's moral development.

---

---

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting** (continued)

**Parental Discipline**

- Discipline techniques used by parents can be classified as:
  - love withdrawal
  - power assertion
  - induction

---

---

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting** (continued)

**Parental Discipline** (continued)

• **Love withdrawal**

- Parents withhold attention or love from the child.
- arousal generated may result in the child not paying attention
- when the parent refuses to talk to the child or states a dislike for the child
- For example, the parent might say, "I'm going to leave you if you do that again" or "I don't like you when you do that."

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting** (continued)

**Parental Discipline** (continued)

• **Power Assertion**

- discipline technique in which a parent attempts to gain control over the child or the child's resources
- Parents act as weak models of self-control who cannot control their feelings.
- Examples include spanking, threatening, or removing privileges.

---

---

---

---

---

---

---

---

**Contexts of Moral Development (cont.)**

**Parenting** (continued)

**Parental Discipline** (continued)

• **Induction**

- parent uses reasoning and explains the consequences for others of the child's actions
- The moderate level of arousal allows children to pay attention to parents' cognitive rationale.
- Examples of induction include, "Don't hit him. He was only trying to help" and "Why are you yelling at her? She didn't mean to trip you."

---

---

---

---

---

---

---

---

### Contexts of Moral Development (cont.)

#### Parenting (continued)

##### Parental Discipline (continued)

- **Proactive Strategies**

- Avert potential misbehavior by children before it takes place.
- With younger children, being proactive means using diversion, such as distracting their attention or moving them to alternative activities.
- With older children, being proactive may involve talking with them about values that the parents deem important.

---

---

---

---

---

---

---

---

---

---

### Contexts of Moral Development (cont.)

#### Parenting (continued)

##### Parental Discipline (continued)

- **Conversational Dialogue**

- Conversations related to moral development can benefit children whether they occur as part of a discipline encounter or outside the encounter in the everyday stream of parent-child interaction.

---

---

---

---

---

---

---

---

---

---

### Contexts of Moral Development (cont.)

#### Parenting (continued)

##### Parental Discipline (continued)

- **Parenting Recommendations for Raising a Moral Child**

- Children who behave morally tend to have parents who:
  - are warm and supportive, not punitive
  - use inductive discipline
  - provide opportunities for learning about others' perspectives and feelings
  - involve children in family decision-making and in the process of thinking about moral discussion

---

---

---

---

---

---

---

---

---

---

### Contexts of Moral Development (cont.)

#### Parenting (continued)

##### Parental Discipline (continued)

- **Parenting Recommendations for Raising a Moral Child (continued)**
  - Children who behave morally tend to have parents who:
    - model moral behaviors and thinking
    - provide information about what behaviors are expected and why
    - foster an internal rather than an external sense of morality

---

---

---

---

---

---

---

---

### Contexts of Moral Development (cont.)

#### Schools

##### The Hidden Curriculum:

- moral atmosphere that is part of every school, created by:
  - school and classroom rules
  - moral orientation of teachers and school administrators
  - text materials
- **Character Education:**
  - direct approach that involves teaching students “moral literacy” to prevent them from engaging in immoral behavior

---

---

---

---

---

---

---

---

### Contexts of Moral Development (cont.)

#### Schools (continued)

##### Values Clarification:

- helping people clarify what their lives are for and what is worth working for

##### Cognitive Moral Education:

- concept based on belief that students should learn to value things like democracy and justice as their moral reasoning develops

---

---

---

---

---

---

---

---

### Contexts of Moral Development (cont.)

#### Schools (continued)

##### Service Learning:

- form of education that promotes social responsibility and service to the community
- benefits students and community:
  - improved grades, motivation, and goal-setting
  - improved self-esteem and sense of being able to make a difference
  - decreased alienation
  - increased reflection on society's political organization and moral order

---

---

---

---

---

---

---

---

---

---

### Prosocial and Antisocial Behavior

#### Prosocial Behavior:

- behavior that is intended to benefit other people
  - **Altruism:**
    - unselfish interest in helping another person
    - important aspect of prosocial behavior.
  - **Reciprocity:**
    - societal norm involving the obligation to return a favor with a favor
- Ideas that children form in early childhood set the stage for giant strides that children make in the years that follow.

---

---

---

---

---

---

---

---

---

---

### Prosocial and Antisocial Behavior (cont.)

#### Prosocial Behavior (continued)

##### Sharing and Fairness

- During the first 3 years of life, children imitate sharing behavior or do it for the fun of social play.
- About 4 years of age, empathic awareness and adult encouragement produces a sense of obligation.
- By elementary school age, children express more complicated notions of fairness based on equality, merits, benevolence, and compromise.
- Adult authority has little to do with children sharing.

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Prosocial Behavior** (continued)

**Sharing and Fairness** (continued)

- Adolescents engage in prosocial behavior more than children.
- Girls engage in prosocial behavior more than boys.

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Antisocial Behavior** (continued)

**Conduct Disorder:**

- age-inappropriate actions and attitudes that violate family expectations, society's norms, and the personal or property rights of others
- 5% of children show serious conduct problems, also called an *externalizing or undercontrolled pattern of behavior*
- possible causes are:
  - genetic inheritance of a difficult temperament
  - ineffective parenting
  - living in a neighborhood where violence is the norm

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Antisocial Behavior** (continued)

**Juvenile Delinquency:**

- refers to an adolescent who breaks the law or engages in behavior that is considered illegal
- closely linked with conduct disorder
- broad concept
- Legal infractions range from littering to murder.
- 8 of 10 cases of juvenile delinquency involve males
- A distinction is made between early onset—before age 11—and late onset—after 11—antisocial behavior.
- Delinquency rates among minority groups and lower-socioeconomic-status youth are especially high in proportion to the overall population of these groups.

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Antisocial Behavior** (continued)

**Juvenile Delinquency** (continued)

- 3 developmental pathways to delinquency:
  - **Authority conflict:**
    - stubbornness prior to age 12, then defiance and avoidance of authority
  - **Covert**
    - minor covert acts (e.g., lying) followed by property damage and moderately serious delinquency, then serious delinquency
  - **Overt**
    - minor aggression followed by fighting and violence

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Antisocial Behavior** (continued)

**Juvenile Delinquency** (continued)

- Causes of Delinquency
  - The norms of many lower-SES peer groups and gangs are antisocial, or counterproductive, to the goals and norms of society at large.
  - These communities may be characterized by poverty, unemployment, and feelings of alienation toward the middle class.
  - Quality schooling, educational funding, and organized neighborhood activities may be lacking in these communities.

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Antisocial Behavior** (continued)

**Juvenile Delinquency** (continued)

- Causes of Delinquency (continued)
  - Certain characteristics of family support systems are also associated with delinquency.
  - Parents of delinquents are less skilled in discouraging antisocial behavior and in encouraging skilled behavior than are parents of non-delinquents.
  - An increasing number of studies have also found that siblings can have a strong influence on delinquency
  - Having delinquent peers greatly increases the risk of becoming delinquent.

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Antisocial Behavior** (continued)

**Juvenile Delinquency** (continued)

- Youth Violence and Gangs
  - special concern in the U.S. today
  - more than 750,000 gang members in more than 24,000 gangs in the United States
  - average age of gang members is 17-18 years
  - Gangs often engage in violent and criminal activities and use these activities as an indication of gang identity and loyalty.

---

---

---

---

---

---

---

---

---

---

**Prosocial and Antisocial Behavior (cont.)**

**Antisocial Behavior** (continued)

**Juvenile Delinquency** (continued)

- Youth Violence and Gangs (continued)
  - Risk factors that increase the likelihood an adolescent will become a gang member are:
    - disorganized neighborhoods characterized by economic hardship
    - having other family members in a gang
    - drug use
    - lack of family support
    - peer pressure

---

---

---

---

---

---

---

---

---

---

**Religious and Spiritual Development**

**Childhood**

**Applying Piaget’s Stages to Religious Thought**

- The 1<sup>st</sup> stage (up to 7 or 8 years of age)
  - Preoperational intuitive religious thought:**
    - children’s religious thoughts were unsystematic and fragmented.
- The 2<sup>nd</sup> stage (from 7 or 8 to 13 or 14 years of age)
  - Concrete operational religious thought:**
    - Children focused on particular details of pictures and stories.

---

---

---

---

---

---

---

---

---

---

**Religious and Spiritual Development (cont.)**

**Childhood** (continued)

**Applying Piaget’s Stages to Religious Thought** (continued)

- In the 3<sup>rd</sup> stage (14 through adolescence)
  - Formal operational religious thought:**
    - Adolescents revealed a more abstract religious understanding.

---

---

---

---

---

---

---

---

---

---

**Religious and Spiritual Development (cont.)**

**Childhood** (continued)

**Parenting and Religion**

- Societies use many methods—such as Sunday schools, parochial education, and parental teaching—to ensure that people will carry on a religious tradition.
- Individuals tend to adopt the religious teachings of their upbringing.

---

---

---

---

---

---

---

---

---

---

**Religious and Spiritual Development (cont.)**

**Childhood** (continued)

**Parenting and Religion** (continued)

- Adolescents who have a positive relationship with their parents or are securely attached to them are likely to adopt the religious orientation of their parents.
- Adolescents who have a negative relationship with their parents or are insecurely attached to them may turn away from religion or seek religion-based attachments that are missing in their family system.

---

---

---

---

---

---

---

---

---

---

**Religious and Spiritual Development (cont.)**

**Adolescence**

- In the 21<sup>st</sup> century, a downtrend in religious interest among adolescents has occurred.
- In a 2206 national study of American freshmen, 77% said they attended a religious service frequently or occasionally during their senior year in high school, down from a high of 85% in 1997.
- Analysis of the World Values Survey of 18-24 year-olds revealed that emerging adults in less developed countries were more likely to be religious than their counterparts in more developed countries.

---



---



---



---



---



---



---



---

**Religious and Spiritual Development (cont.)**

**Religion and Identity Development**

- During adolescence and emerging adulthood, identity development becomes a central focus.
- Adolescents and emerging adults want to know answers to questions such as: "Who am I?" "What am I all about as a person?" "What kind of life do I want to lead?"
- A recent analysis of the link between identity and spirituality concluded that adolescence and adulthood can serve as gateways to a spiritual identity that "transcends, but does not necessarily exclude, the assigned religious identity in childhood."

---



---



---



---



---



---



---



---

**Religious and Spiritual Development (cont.)**

**The Positive Role of Religion in Adolescents' Lives**

- Researchers have found that various aspects of religion are linked with positive outcomes for adolescents.
- Religion also plays a role in adolescents' health and whether they engage in problem behaviors.
- Many religious adolescents also internalize their religion's message about caring and concern for people.

---



---



---



---



---



---



---



---

## E-LEARNING TOOLS

To help you master the material in this chapter, visit the Online Learning Center for Child Development, twelfth edition at:

<http://www.mhhe.com/santrockcd12>

---

---

---

---

---

---

---

---