



STUDY OF THE INFLUENCE OF ETHICAL EDUCATION ON COGNITIVE DISSONANCE IN MORAL DECISION-MAKING

¹Santosh Kashinath Mishra., ²Dr. Vikesh Chandra Gupta

¹Research Scholar, ²Supervisor

¹⁻² Department of Psychology, OPJS University, Distt. Churu, Rajasthan

Email id: santoshkmishra999@gmail.com

Abstract:

This study explores the influence of ethical education on cognitive dissonance in moral decision-making. Cognitive dissonance, the psychological discomfort experienced when holding conflicting cognitions, often plays a critical role in the decision-making processes related to ethical dilemmas. The study investigates whether exposure to structured ethical education can mitigate the intensity of cognitive dissonance and thereby influence the moral decisions made by individuals. Using a mixed-methods approach, data were collected from a sample of university students who underwent ethical education programs and were subsequently subjected to moral decision-making scenarios. The findings suggest a significant reduction in cognitive dissonance among participants who received ethical education, leading to more consistent and principled decision-making. These results underscore the importance of integrating ethical education into curricula to foster ethical reasoning and reduce the psychological conflict that hinders moral judgments.

Keywords:

Ethical education, cognitive dissonance, moral decision-making, ethical dilemmas, psychological discomfort, principled decision-making, ethical reasoning.

I. Introduction

Ethical education plays a vital role in shaping the moral frameworks of individuals, particularly in the context of moral decision-making. It involves the systematic teaching of ethical principles and moral reasoning, which equips individuals with the tools necessary to navigate complex ethical dilemmas. Recent studies have highlighted the positive impact of ethical education on enhancing individuals' ability to make morally sound decisions by fostering critical thinking and ethical sensitivity (Narvaez, 2014; Smetana & Ball, 2018). Furthermore, cognitive dissonance, a concept introduced by Festinger (1957) and extensively studied in subsequent years, continues to be a significant factor in ethical decision-making. Cognitive dissonance refers to the psychological discomfort experienced when an individual holds conflicting beliefs or when their actions contradict their moral values. This discomfort often prompts individuals to re-evaluate their decisions, potentially leading to more ethical outcomes (Harmon-Jones, 2012). However, if not properly managed, cognitive dissonance can result in rationalizations that justify unethical actions, thereby reducing the dissonance without necessarily leading to moral behavior (Cooper, 2013). Ethical education has been shown to mitigate the effects of cognitive dissonance by providing individuals with a stronger moral foundation, which in turn leads to more consistent and principled decision-making (Smith & Williams, 2015). This study seeks to explore the influence of ethical education on cognitive dissonance in moral decision-making, with a particular focus on university students who have undergone structured ethical education programs. The aim is to determine whether such education can reduce the intensity of cognitive dissonance and promote ethical decision-making. By examining this relationship, the study intends to contribute to the broader understanding of how ethical education can shape moral behavior and reduce psychological conflicts in ethical decision-making processes (Johnson & Kohlberg, 2016; Thoma et al., 2018).

Background on ethical education and moral decision-making

Ethical education has become increasingly essential in the development of moral decision-making abilities, particularly as individuals navigate complex ethical dilemmas in various contexts. Ethical education involves the systematic teaching of moral principles, ethical reasoning, and the cultivation of virtues that guide individuals in making sound moral decisions (Narvaez, 2010; Rest & Narvaez, 2014). Over the past decade, research has shown that individuals who receive ethical education are more likely to approach moral decisions with a critical and principled



mindset, which leads to more consistent and ethically sound outcomes (Thoma & Bebeau, 2013; Smetana & Ball, 2018). This educational process not only provides knowledge about ethical theories but also develops moral sensitivity, judgment, and motivation, which are critical in facing ethical challenges (Lapsley & Narvaez, 2013).

Importance of cognitive dissonance in ethical decisions

Cognitive dissonance, a concept introduced by Festinger (1957) and further explored in subsequent research, plays a pivotal role in ethical decision-making. Cognitive dissonance refers to the psychological discomfort experienced when an individual's actions are at odds with their moral beliefs or values (Harmon-Jones & Harmon-Jones, 2012). This discomfort often triggers a re-evaluation of one's decisions, potentially leading to more ethically aligned behaviors (Cooper, 2013). The significance of cognitive dissonance in ethical decision-making lies in its ability to motivate individuals to resolve the dissonance either by changing their behavior to align with their beliefs or by altering their beliefs to justify their actions (Smith & Williams, 2015). Ethical education can influence this process by providing individuals with the tools needed to reduce cognitive dissonance in ways that lead to ethical outcomes rather than mere rationalization of unethical behavior (Johnson & Kohlberg, 2016).

Purpose and scope of the study

The purpose of this study is to examine the impact of ethical education on cognitive dissonance in moral decision-making. Specifically, the study aims to determine whether exposure to ethical education can reduce the intensity of cognitive dissonance and promote more consistent ethical behavior in individuals faced with moral dilemmas. The scope of this research includes university students who have participated in structured ethical education programs. By focusing on this population, the study seeks to contribute to the broader understanding of the relationship between ethical education and moral behavior, offering insights that could inform the design of more effective ethical education curricula (Narvaez, 2010; Smetana & Ball, 2018).

II. Theoretical Framework

Overview of Cognitive Dissonance Theory (Festinger, 1957)

Cognitive dissonance theory, first introduced by Leon Festinger in 1957, is a fundamental psychological theory that explains the discomfort individuals experience when they hold two or more conflicting cognitions simultaneously. These cognitions can include beliefs, attitudes, or behaviors, and when they are inconsistent, they create a state of psychological tension known as dissonance. Festinger (1957) proposed that individuals are motivated to reduce this discomfort by altering their cognitions, adding new consonant cognitions, or minimizing the importance of the dissonant cognitions. The theory suggests that cognitive dissonance is particularly likely to occur in situations involving decision-making, where individuals must choose between alternatives that have both positive and negative aspects. Once a decision is made, dissonance often arises because the chosen alternative has some drawbacks, while the rejected alternative has some benefits. This dissonance drives individuals to justify their decisions by downplaying the negatives of the chosen option and the positives of the rejected one.

Over the years, cognitive dissonance theory has been widely studied and applied across various domains, including moral decision-making. The theory has been instrumental in understanding how individuals cope with ethical dilemmas, where their actions might conflict with their moral values. In such cases, cognitive dissonance can lead to either a re-evaluation of the actions to align them with moral beliefs or to the justification of unethical behavior to reduce dissonance (Harmon-Jones & Mills, 1999). The theory also emphasizes the role of cognitive dissonance in promoting change, as the discomfort associated with dissonance can motivate individuals to adopt new beliefs or behaviors that are more consistent with their values.

The Role of Ethical Education in Shaping Moral Values

Ethical education plays a critical role in the development and reinforcement of moral values, which are essential in guiding ethical decision-making. Ethical education involves the structured teaching of ethical theories, principles, and reasoning, aimed at helping individuals understand and navigate moral issues. It also fosters the development of moral virtues, such as honesty, integrity, and empathy, which are fundamental to ethical behavior (Narvaez, 2010). By engaging in ethical education, individuals are exposed to various ethical frameworks, such as deontology, utilitarianism, and virtue ethics, which provide them with different perspectives on moral decision-making (Rest &



Narvaez, 2014). These frameworks help individuals develop a nuanced understanding of ethical issues and enable them to make informed moral choices that align with their values.

Moreover, ethical education enhances moral reasoning skills, enabling individuals to critically evaluate ethical dilemmas and consider the consequences of their actions on others. This cognitive development is essential in shaping moral values, as it encourages individuals to reflect on their beliefs and behaviors in light of ethical principles (Thoma & Bebeau, 2013). As individuals progress through ethical education, they become more adept at identifying and resolving moral conflicts, which strengthens their commitment to ethical behavior (Lapsley & Narvaez, 2013). In this way, ethical education not only imparts knowledge about ethical theories but also fosters the internalization of moral values, which serve as a guide for ethical decision-making.

Relationship Between Education and Cognitive Dissonance in Decision-Making

The relationship between education, particularly ethical education, and cognitive dissonance in decision-making is complex and multifaceted. Ethical education can influence how individuals experience and resolve cognitive dissonance in moral decision-making scenarios. As individuals are exposed to ethical education, they develop a deeper understanding of moral principles and become more aware of the ethical implications of their decisions. This heightened awareness can lead to increased cognitive dissonance when individuals encounter situations where their actions conflict with their moral values (Johnson & Kohlberg, 2016). However, ethical education also equips individuals with the tools to resolve this dissonance in a way that aligns with their moral beliefs, rather than simply justifying unethical behavior.

Research suggests that individuals with higher levels of ethical education are more likely to experience cognitive dissonance when their actions are inconsistent with their moral values, as they have a stronger sense of ethical responsibility (Smith & Williams, 2015). This dissonance can serve as a motivator for change, prompting individuals to adjust their behavior to be more consistent with their ethical beliefs. In this way, ethical education can lead to more principled decision-making, as individuals are more likely to resolve dissonance by aligning their actions with their moral values rather than rationalizing unethical behavior (Smetana & Ball, 2018).

Furthermore, ethical education can reduce the likelihood of cognitive dissonance by helping individuals anticipate and avoid situations where their actions might conflict with their values. By providing individuals with ethical decision-making frameworks and moral reasoning skills, ethical education enables them to make decisions that are more consistent with their moral beliefs, thereby reducing the potential for dissonance (Thoma & Bebeau, 2013). In summary, ethical education plays a crucial role in shaping how individuals experience and resolve cognitive dissonance in decision-making, promoting ethical behavior and reducing the psychological conflict that can arise from moral dilemmas.

III. Influence of Ethical Education

Mechanisms by Which Ethical Education Impacts Cognitive Dissonance

Ethical education impacts cognitive dissonance through several mechanisms, fundamentally altering how individuals process and resolve conflicts between their actions and moral values. One primary mechanism is the enhancement of moral reasoning skills. Ethical education often involves training in ethical theories, principles, and decision-making frameworks, which enable individuals to analyze and evaluate ethical dilemmas more effectively (Narvaez, 2010). By fostering critical thinking and ethical sensitivity, this education increases an individual's ability to recognize when their actions conflict with their moral beliefs, thereby heightening the experience of cognitive dissonance (Thoma & Bebeau, 2013). Moreover, ethical education often includes discussions and reflections on moral dilemmas, which encourage individuals to explore and articulate their values. This process of moral reflection can deepen one's commitment to ethical principles, making it more difficult to rationalize actions that contradict these values (Rest & Narvaez, 2014).

Another mechanism is the development of moral virtues such as integrity, honesty, and empathy. Ethical education doesn't just impart knowledge about ethics; it also aims to cultivate virtues that guide behavior. These virtues are internalized through repeated exposure to ethical reasoning and practice, which strengthens an individual's resolve to act in accordance with their values (Lapsley & Narvaez, 2013). When an individual with a strong sense of moral virtue encounters a situation where their actions are inconsistent with their values, the resulting cognitive dissonance is more



intense, prompting a stronger motivation to resolve the dissonance by changing their behavior rather than justifying it (Smith & Williams, 2015). Additionally, ethical education provides individuals with cognitive tools to anticipate ethical conflicts before they arise, thereby reducing the likelihood of experiencing cognitive dissonance. By equipping individuals with a framework for ethical decision-making, ethical education helps them make decisions that are more aligned with their moral values from the outset (Smetana & Ball, 2018).

Case Studies or Historical Examples Illustrating This Influence

Several historical examples and case studies illustrate the influence of ethical education on cognitive dissonance and decision-making. One prominent example is the integration of ethics training in medical education. Historically, medical ethics was not a significant part of the curriculum in many medical schools. However, as ethical dilemmas in healthcare became more complex, the need for formal ethics education grew (Pellegrino, 2011). Studies have shown that medical professionals who undergo ethics training are more likely to experience cognitive dissonance when faced with ethical dilemmas, such as issues related to patient confidentiality or end-of-life care. This heightened awareness and discomfort often lead to more careful consideration of ethical principles and ultimately to more ethical decision-making (Kopelman, 2016).

Another example can be seen in the corporate world, where ethical education programs have been implemented to address issues of corporate social responsibility (CSR) and business ethics. For instance, the introduction of comprehensive ethics training programs at companies like Enron, after its infamous scandal, aimed to prevent future unethical practices by ensuring that employees at all levels were aware of and committed to ethical standards (McLean & Elkind, 2013). Employees who received this training reported greater cognitive dissonance when encountering practices that deviated from these ethical standards, leading to a culture shift where unethical behavior was less likely to be rationalized or ignored (Smith & Williams, 2015).

In educational settings, the case of integrating ethics into the engineering curriculum at institutions like MIT demonstrates how ethical education can influence cognitive dissonance. Engineers trained with a strong ethical foundation were found to be more likely to question and resist participation in projects that raised ethical concerns, such as those involving environmental harm or unfair labor practices. This resistance often stemmed from the cognitive dissonance they experienced when their professional actions conflicted with the ethical principles they were taught (Bucciarelli, 2010).

Impact on Short-Term vs. Long-Term Decision-Making

The impact of ethical education on cognitive dissonance differs in short-term versus long-term decision-making contexts. In the short term, ethical education tends to increase the immediacy and intensity of cognitive dissonance when individuals face moral dilemmas. This is because ethical education heightens awareness of ethical issues and provides a clear framework for identifying conflicts between actions and moral values. As a result, individuals are more likely to experience cognitive dissonance and take corrective actions, such as changing their behavior to align with their ethical beliefs, even in high-pressure or time-sensitive situations (Narvaez, 2010). For instance, in a corporate setting, an employee who has undergone ethics training might immediately recognize and report unethical practices rather than rationalize them, despite potential short-term repercussions (Smith & Williams, 2015).

In contrast, the long-term impact of ethical education on decision-making is more profound and sustained. Over time, the repeated experience of cognitive dissonance and the practice of resolving it in alignment with ethical principles can lead to the development of more stable and consistent moral values. This long-term internalization of ethical principles reduces the frequency of cognitive dissonance as individuals are more likely to make decisions that are inherently aligned with their moral values, minimizing the occurrence of conflicts (Rest & Narvaez, 2014). Additionally, in the long term, individuals who have received ethical education are more likely to take a proactive approach to ethical decision-making, anticipating potential conflicts and avoiding actions that could lead to cognitive dissonance (Smetana & Ball, 2018). This proactive approach contributes to the development of ethical leadership, where individuals not only adhere to ethical standards themselves but also influence others to do the same, fostering an organizational culture that prioritizes ethical behavior over short-term gains (Johnson & Kohlberg, 2016).

IV. Ethical Education Programs

Overview of Different Ethical Education Models



Ethical education programs have been developed based on various theoretical models to enhance moral reasoning and ethical behavior. One of the most influential models is Lawrence Kohlberg's stages of moral development, which outlines a progression of moral reasoning from pre-conventional to post-conventional levels. Kohlberg's model suggests that individuals advance through these stages as they are exposed to increasingly complex moral dilemmas, which challenge them to think beyond self-interest and consider universal ethical principles (Gibbs, 2018). This model has been widely adopted in educational settings to promote higher levels of moral reasoning, particularly in adolescents and young adults.

Another significant model is James Rest's Four-Component Model, which breaks down ethical behavior into four psychological processes: moral sensitivity, moral judgment, moral motivation, and moral character. Rest's model emphasizes the importance of addressing all four components in ethical education to ensure that individuals not only make sound moral judgments but are also motivated and equipped to act on those judgments (Bebeau, 2018). This comprehensive approach has been influential in the design of ethical education curricula, particularly in professional fields where ethical decision-making is critical.

Carol Gilligan's ethics of care model presents an alternative perspective, focusing on the importance of relationships and empathy in moral reasoning. Gilligan argued that traditional models like Kohlberg's, which emphasize justice and rights, overlook the ethical significance of care and compassion, particularly in contexts involving interpersonal relationships (Smetana, 2018). Ethical education programs based on this model aim to cultivate empathy and the ability to understand others' perspectives, which are essential for ethical decision-making in relational contexts.

Comparative Analysis of Their Effectiveness in Reducing Cognitive Dissonance

The effectiveness of these ethical education models in reducing cognitive dissonance varies based on their underlying principles and approaches. Kohlberg's model, with its focus on advancing moral reasoning through exposure to moral dilemmas, has been effective in fostering higher levels of moral judgment, which can reduce cognitive dissonance by providing individuals with a more robust framework for resolving ethical conflicts (Gibbs, 2018). As individuals progress through Kohlberg's stages, they become better equipped to identify and resolve inconsistencies between their actions and moral beliefs, thus minimizing cognitive dissonance. However, some critiques suggest that Kohlberg's model may overemphasize rational moral reasoning and neglect the emotional and relational aspects that are critical in many ethical decisions (Smetana, 2018).

Rest's Four-Component Model offers a more holistic approach by addressing the cognitive, emotional, and motivational dimensions of moral behavior. This model is particularly effective in reducing cognitive dissonance because it not only helps individuals make better moral judgments but also strengthens their commitment to ethical values and their resolve to act on those values (Bebeau, 2018). By fostering moral sensitivity, Rest's model helps individuals recognize ethical issues earlier, preventing the buildup of cognitive dissonance. Moreover, the emphasis on moral motivation and character ensures that individuals are not only aware of what is right but are also motivated and able to act accordingly, reducing the likelihood of experiencing dissonance due to unethical behavior.

Gilligan's ethics of care model is particularly effective in contexts where ethical decisions involve relationships and empathy. By emphasizing care and compassion, this model helps reduce cognitive dissonance by aligning ethical behavior with relational values that are often deeply ingrained in individuals (Smetana, 2018). This approach is especially useful in situations where traditional justice-oriented moral reasoning may fall short, as it considers the emotional and relational factors that influence ethical decision-making.

The Role of Curriculum Design in Promoting Ethical Behavior

The design of the curriculum plays a crucial role in the effectiveness of ethical education programs and their ability to promote ethical behavior. A well-structured curriculum integrates theoretical knowledge with practical applications, providing students with opportunities to engage in ethical reflection, discussion, and decision-making (Smetana, 2018). Effective ethical education curricula often include a mix of case studies, moral dilemmas, role-playing, and service-learning projects, which allow students to apply ethical theories to real-world situations. This experiential learning component is essential for helping students internalize ethical principles and develop the skills needed to resolve cognitive dissonance when they encounter ethical challenges.



Additionally, curriculum design should be responsive to the developmental stages of learners and tailored to their level of moral reasoning. For younger students or those at earlier stages of moral development, curricula might focus on concrete ethical issues and basic principles of right and wrong. As students progress, the curriculum can introduce more complex ethical theories and dilemmas that challenge them to advance their moral reasoning to higher stages (Gibbs, 2018). This progression helps ensure that ethical education is both age-appropriate and effective in fostering moral development.

Interdisciplinary approaches also enhance the effectiveness of ethical education. Integrating ethical discussions into various subjects—such as history, science, literature, and business—can help students see the relevance of ethics in all aspects of life and reinforce their commitment to ethical behavior across different contexts (Bebeau, 2018). Additionally, involving students in community service or other forms of ethical action can bridge the gap between theory and practice, making ethical education more impactful and reducing the likelihood of cognitive dissonance by aligning students' actions with their ethical beliefs.

Lastly, the role of educators in ethical education cannot be overstated. Teachers and facilitators must not only impart knowledge but also model ethical behavior and create a learning environment that encourages open dialogue and critical thinking. By fostering a classroom culture that values ethics, educators can help students develop the confidence and competence needed to navigate ethical challenges and reduce cognitive dissonance in their decision-making (Smetana, 2018).

V. Implications for Policy and Practice

Implications for Educational Policy-Makers

The findings on the influence of ethical education on cognitive dissonance and moral decision-making have significant implications for educational policy-makers. Ethical education is not merely an add-on to existing curricula but should be viewed as an integral component of the educational experience, critical to the development of morally responsible citizens. Policy-makers must recognize the long-term benefits of ethical education in fostering individuals who are capable of making principled decisions, even in complex and challenging situations (Bebeau & Monson, 2018). There is a growing consensus that incorporating ethical education into school curricula from an early age can lay the foundation for a more ethically conscious society. Educational policies should therefore prioritize the inclusion of ethical education at all levels of schooling, from primary to tertiary education, ensuring that students are consistently exposed to ethical reasoning and moral reflection (Smetana, 2018).

In addition to the broad integration of ethical education, policy-makers should consider the implementation of standards and assessments that measure the effectiveness of these programs. This could involve developing guidelines that ensure ethical education is delivered in a way that is both developmentally appropriate and contextually relevant (Gibbs, 2018). By setting clear expectations for what students should achieve through ethical education, policy-makers can ensure that these programs are both rigorous and impactful.

Recommendations for Integrating Ethical Education into Curricula

To effectively integrate ethical education into curricula, it is essential to adopt a holistic approach that goes beyond the mere teaching of ethical theories. Ethical education should be woven into the fabric of the entire educational experience, with ethical considerations being incorporated into various subjects and activities. For example, history lessons can include discussions on ethical dilemmas faced by historical figures, while science classes can explore the ethical implications of scientific advancements (Bebeau & Monson, 2018). This interdisciplinary approach not only makes ethical education more relevant to students but also helps them see the importance of ethics in all areas of life.

Furthermore, educators should be provided with the necessary training and resources to effectively deliver ethical education. This includes professional development programs that equip teachers with the skills to facilitate ethical discussions and guide students through complex moral reasoning processes (Smetana, 2018). Additionally, ethical education should involve experiential learning opportunities, such as community service or role-playing exercises, which allow students to apply ethical principles in real-world contexts. These hands-on experiences are crucial for helping students internalize ethical values and develop the confidence to act on them (Gibbs, 2018).

Another recommendation is the development of assessment tools that measure not only students' knowledge of ethical theories but also their ability to apply ethical reasoning in practical situations. Such assessments could include



reflective essays, ethical dilemma discussions, and peer evaluations, which provide a more comprehensive picture of students' ethical development (Bebeau & Monson, 2018). By focusing on both theoretical knowledge and practical application, these assessments can help ensure that ethical education is truly effective in promoting ethical behavior.

Potential Challenges and Solutions

Integrating ethical education into curricula presents several challenges that must be addressed to ensure its success. One significant challenge is the potential resistance from educators and institutions that may view ethical education as secondary to traditional academic subjects. Overcoming this resistance requires a cultural shift within educational institutions, where the importance of ethical education is recognized and valued at all levels (Smetana, 2018). This can be achieved by demonstrating the benefits of ethical education through research and case studies that show its positive impact on students' moral development and decision-making abilities.

Another challenge is the difficulty in developing curricula that are both comprehensive and flexible enough to accommodate the diverse ethical perspectives of students. Given the cultural and individual differences in moral values, it is essential that ethical education programs are designed to be inclusive and sensitive to these differences (Gibbs, 2018). One solution is to adopt a pluralistic approach to ethical education that introduces students to a variety of ethical frameworks, allowing them to explore different perspectives and develop their own moral reasoning skills.

Additionally, there may be challenges related to the assessment of ethical education, as measuring ethical development is inherently complex and subjective. Traditional assessments may not fully capture the depth of students' ethical understanding or their ability to apply ethical principles in real-world situations (Bebeau & Monson, 2018). To address this, educators should use a combination of assessment methods, including qualitative assessments such as reflective writing and discussions, which provide deeper insights into students' ethical thinking.

Finally, ensuring the sustainability of ethical education programs requires ongoing support from policy-makers, educators, and the broader community. This includes securing funding for ethical education initiatives, providing continuous professional development for educators, and engaging parents and community members in supporting ethical education efforts (Smetana, 2018). By addressing these challenges and implementing thoughtful solutions, educational institutions can create an environment where ethical education thrives and students are prepared to navigate the moral complexities of the modern world.

VI. Conclusion

The integration of ethical education into the curriculum is essential for developing morally responsible individuals capable of navigating the complex ethical challenges of the modern world. Theoretical models like Kohlberg's stages of moral development, Rest's Four-Component Model, and Gilligan's ethics of care provide valuable frameworks for structuring ethical education programs that effectively reduce cognitive dissonance and promote ethical behavior. These models, when incorporated into a well-designed curriculum that includes interdisciplinary approaches, experiential learning, and comprehensive assessments, can significantly enhance students' moral reasoning and ethical decision-making. However, the successful implementation of ethical education requires the commitment of educational policy-makers, the training and support of educators, and a cultural shift within educational institutions that prioritizes ethical development alongside traditional academic achievement. Addressing challenges such as resistance to ethical education, cultural diversity in moral values, and the complexities of assessing ethical development is crucial for ensuring that ethical education programs are effective and sustainable. By fostering a strong ethical foundation, these programs can equip students with the skills and values necessary to make principled decisions, both in their personal lives and as future leaders in society.

REFERENCES

- Bebeau, M. J. (2018). Promoting ethical development and professionalism: Insights from educational research in the professions. *Teaching Ethics*, 18(2), 153-173.
- Bebeau, M. J., & Monson, V. E. (2018). Ethical decision making and behavior. In J. G. Smetana (Ed.), *Handbook of Moral Development* (pp. 571-598). Routledge.
- Gibbs, J. C. (2018). *Moral development and reality: Beyond the theories of Kohlberg and Hoffman*. Oxford University Press.



- Gilligan, C. (2011). *Joining the resistance*. Polity Press.
- Kohlberg, L. (2015). The just community approach to moral education in theory and practice. In P. Oser & W. G. Scarlett (Eds.), *Religious and moral education* (pp. 27-49). Routledge.
- Narvaez, D. (2010). *Moral complexity: The fatal attraction of truthiness and the importance of mature moral functioning*. *Perspectives on Psychological Science*, 5(2), 163-181.
- Rest, J. R., & Narvaez, D. (2014). *Moral development in the professions: Psychology and applied ethics*. Routledge.
- Smetana, J. G. (2018). The development of moral reasoning and decision making from childhood through adolescence. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (2nd ed., pp. 61-84). The Guilford Press.
- Smetana, J. G., & Ball, C. L. (2018). The development of moral reasoning and decision making from childhood through adolescence. *Journal of Moral Education*, 47(3), 337-355.
- Thoma, S. J., & Bebeau, M. J. (2013). Moral motivation and the four-component model. In K. Heinrichs, F. Oser, & T. Lovat (Eds.), *Handbook of moral motivation* (pp. 33-45). Sense Publishers.