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The Six Stages of Kohlberg

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CNL-518 Topic 4: The Six Stages of Kohlberg

Scenario: A female adolescent's parents place a low priority on the value of education. In fact, they prefer that she care for younger siblings instead of studying or completing a high school education. It is March. To avoid caring for her younger siblings, she has made up a story that she has mandatory in-school suspension (ISS) for the rest of the school year. Her hope is that she can be able to participate in school activities and pursue her educational dreams.

Directions: Read the scenario listed above. Complete all sections of the matrix provided below from the perspective of an individual in each of the six stages of Kohlberg's theory of moral development and the information from the provided scenario. Use complete sentences and include proper scholarly citations for any sources used.

Level 1: Preconventional Morality

Stage	Adolescent's Perspective	Rationale for your Responses
Stage 1: Obedience and Punishment Orientation	The adolescent has made a decision to avoid punishment from her parents she must be untruthful and report that she has in-school suspension.	According to Kail & Cavanaugh, (2019) stage 1 individuals do what authorities say is right to avoid being punished. The adolescent is looking at ways she will not be punished by her parents. She knows that if she is untruthful, she will not be punished by her parents and she will be following the school rules.
Stage 2: Instrumental Relativist Orientation/Exchange of Favors	The adolescent has made this decision to be untruthful so she can finish school towards success.	In this stage the adolescent is clearly looking out for her own needs and her reward, which is to complete her education and participate in school activities. This stage focuses on reward for the adolescent.

Stage	Adolescent's Perspective	Rationale for your Responses
Stage 3: Conventional Level/Good Boy or Girl	The adolescent was untruthful to prevent her parents from looking at her as she was avoiding supporting her siblings, and she might be looked down on from other family members.	The aim is to win the approval of other people by behaving as “good boys” and “good girls” would (Kail & Cavanaugh, 2019). In stage 3 the adolescent wants to appear as though she is following the rules of the school and by staying after school, she will be unable to attend to her siblings.
Stage 4: Maintaining the Social Order	The adolescent identifies the rule as needing to take care of her siblings but if she is suspended then she must follow that rule.	In stage 4 the adolescence believes that her untruthfulness will appear to others that she is following the rules set in place by the school. Additionally, she justifies the untruthfulness as she will meet her education goal.
Stage 5: Social Contract and Individual Rights	The adolescent sees that her right to an education is interrupted and determines that being untruthful is worth getting her education.	Adolescent sees her untruthfulness as the only option for her right to complete her education and participate in sports. Other children are allowed to participate, and she believes that she should also, if a small bit of untruthfulness gets in the way, it is still more important for her to have equality.
Stage 6: Universal Principles	In order to be successful in the eyes of family and to finish school she must be untruthful.	According to Kail & Cavanaugh (2019) abstract principles such as justice, compassion, and equality form the basis of a personal code that may conflict with society's expectations and laws. This adolescent believes that her untruthfulness is beneficial and supports her success and besides mother and father can watch the children.

References

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