ON THE POSSIBILITY OF DEVELOPING

PSYCHOLOGICAL COMPONENTS OF THE DECISION-MAKING SYSTEM IN CORRUPTION RISK SITUATIONS IN ONLINE TRAINING

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RELEVANCE

the need to form a "stable system of moral and semantic attitudes of the individual, allowing to resist negative social phenomena," including corruption;

Strategy for the development of education of the Russian Federation

the digital age with constantly expanding information space requires the development of awareness, critical thinking, as well as the ability to remain committed to basic human values in an attempt to make a decision in morally ambiguous situations.
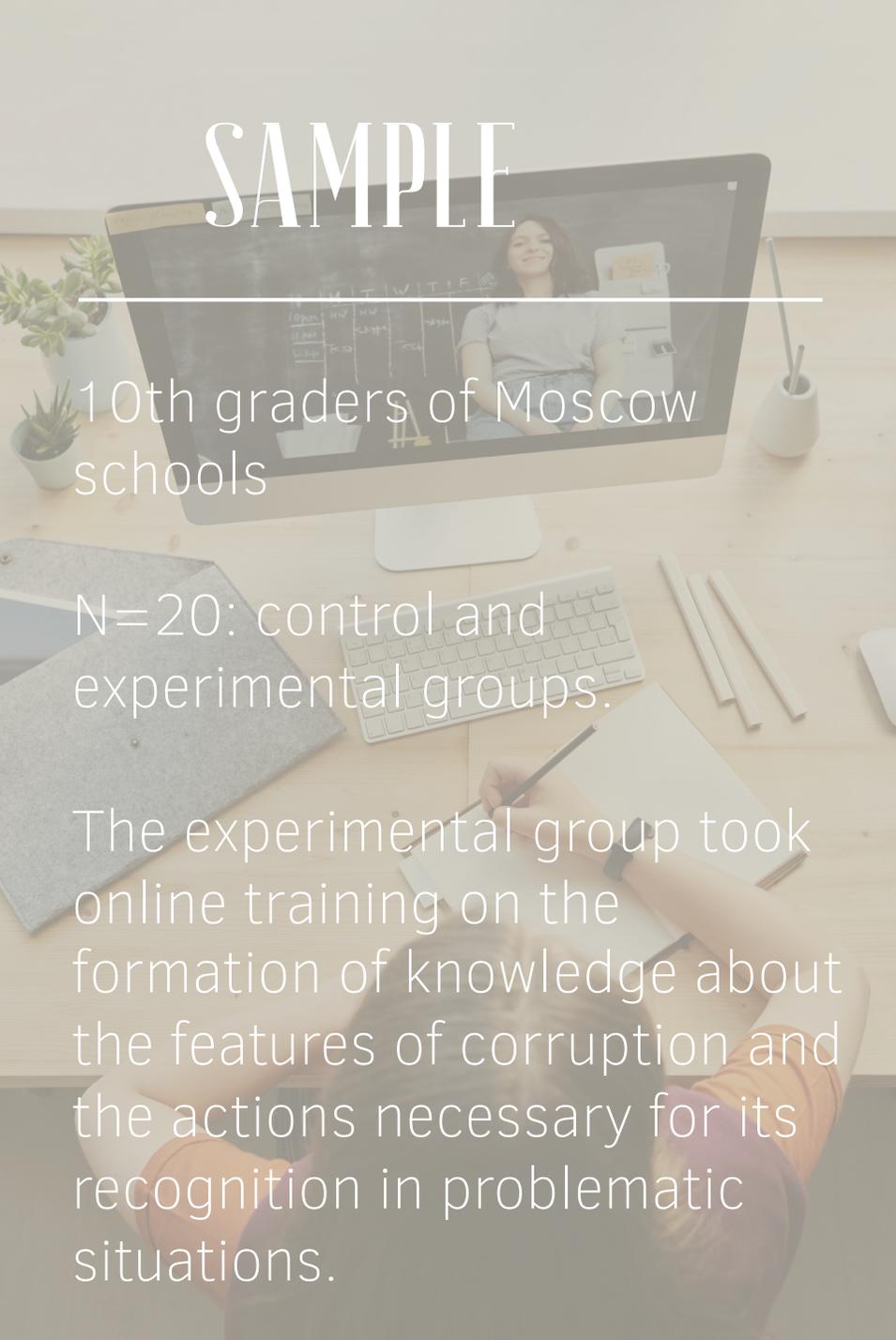
PURPOSE OF THE STUDY

Evaluate changes before and after guided online corruption recognition training

to assess the changes in:

- psychological indicators of the dynamic system of intellectual-personal potential (IPP) of high school students;
- the direction of decisions made (ethical vs. corruptive) in corruption risk situations.

SAMPLE

10th graders of Moscow schools

N=20: control and experimental groups.

The experimental group took online training on the formation of knowledge about the features of corruption and the actions necessary for its recognition in problematic situations.

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TRAINING METHOD

Formative technique of cognitive component in anticorruption competence by Pogozhina and Pschenichnyuk.

knowledge of each key feature of corruption
+
a complete and generalized indicative basis for performing the action of defining concepts

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DIAGNOSTIC METHODS

Author's case test	ability to recognize corruption
Author's questionnaire	representations of corruption
Tasks of the Meyer-Salovey-Caruso test	understanding of emotions and ability to manage emotions
Author's moral dilemmas	preferred alternatives in corruption risk situations (ethical or corrupt solutions with two types of moral orientations: justice and care)

RESULTS

Significant differences were found within the decision-making system in corruption risk situations and between high school students' preferred moral alternatives before and after online training.

WILCOXON T-TEST, P<0.01/0.05

Variable	Experimental group (n=10)			Control group (n=10)		
	M ±SD	Wilcoxon T-test	p	M ±SD	Wilcoxon T-test	p
Cognitive ability to recognize corruption pre-test	8.9 ± 5.59			5.8 ± 3.94		
		- 2.666	**0.008**		- 1.000	0.317
Cognitive ability to recognize corruption post-test	19.9 ± 7.75			5.0 ± 3.30		
Representations of corruption pre-test	4.9 ± 3.38			3.0 ± 1.76		
		- 2.120	**0.034**		0.000	1.000
Representations of corruption post-test	8.3 ± 2.21			3.0 ± 1.76		
Understanding of emotions pre-test	2.7 ± 1.70			3.6 ± 1.65		
		- 2.842	**0.004**		- 1.000	0.317
Understanding of emotions post-test	4.9 ± 1.37			3.7 ± 1.77		
Emotion management pre-test	3.1 ± 1.73			3.4 ± 1.95		
		- 2.844	**0.004**		0.000	1.000
Emotion management post-test	5.4 ± 1.07			3.4 ± 1.95		
Total number of ethical choices pre-test	1.1 ± 0.74			0.8 ± 0.63		
		- 2.859	**0.004**		- 1.414	0.157
Total number of ethical choices post-test	2.7 ± 0.48			1.0 ± 0.67		
Total number of corrupt choices pre-test	1.9 ± 0.74			1.9 ± 0.88		
		- 2.859	**0.004**		- 1.414	0.157
Total number of corrupt choices post-test	0.3 ± 0.48			1.7 ± 0.82		

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WILCOXON T-TEST, $p<0.01/0.05$

The formation of the ability to recognize corruption leads to significant changes in representations of corruption.

PEARSON'S χ^2-TEST, $p<0.01$

RESULTS

The level of the ability to recognize corruption	The level of representations of corruption $M \pm SD$		Total	Pearson's χ2- test	p
$M \pm SD$	Low level 2.90 ± 1.70	High level 9.00 ± 0.00			
1. Low level 4.10 ± 2.23	10	0	10		
2. Middle level 14.25 ± 1.50	1	3	4	16.970	**0.000****
3. High level 24.50 ± 3.08	0	6	6		
Total	11	9	20		

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PEARSON'S χ^2-TEST, $p<0.01$

Depending on the level of of representations of corruption, the orientation of high school students' decisions (ethical vs. corruptive) in corruption risk situations also significantly differs.

MANN–WHITNEY U-TEST, $p<0.05$

RESULTS

Variable	High group on the level of representations of corruption (n = 9)	Low group on the level of representations of corruption (n = 11)	Mann–Whitney U–test	p
	M ±SD	M ±SD		
Total number of ethical choices	2.77 ± 0.44	1.09 ± 0.70	3.000	**0.000****
Total number of corrupt choices	0.22 ± 0.44	1.64 ± 0.81	8.500	**0.001****
Ethical choices (justice)	0.55 ± 0.73	0.64 ± 0.67	45.500	0.766
Ethical choices (care)	1.78 ± 0.83	1.55 ± 0.82	43.500	0.656
Corruptive choices (justice)	0.11 ± 0.33	0.82 ± 0.75	18.500	**0.016***
Corruptive choices (care)	0.11 ± 0.33	0.82 ± 0.60	22.500	**0.038***

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MANN–WHITNEY U-TEST, P<0.05

CONCLUSION

The online training format is effective for:

- developing the components of the decision-making system in corruption risk situations,
- changing the focus of high school students' preferred alternatives towards ethical decisions when analyzing problematic situations.

THANKS FOR YOUR ATTENTION!

Are there any questions?
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