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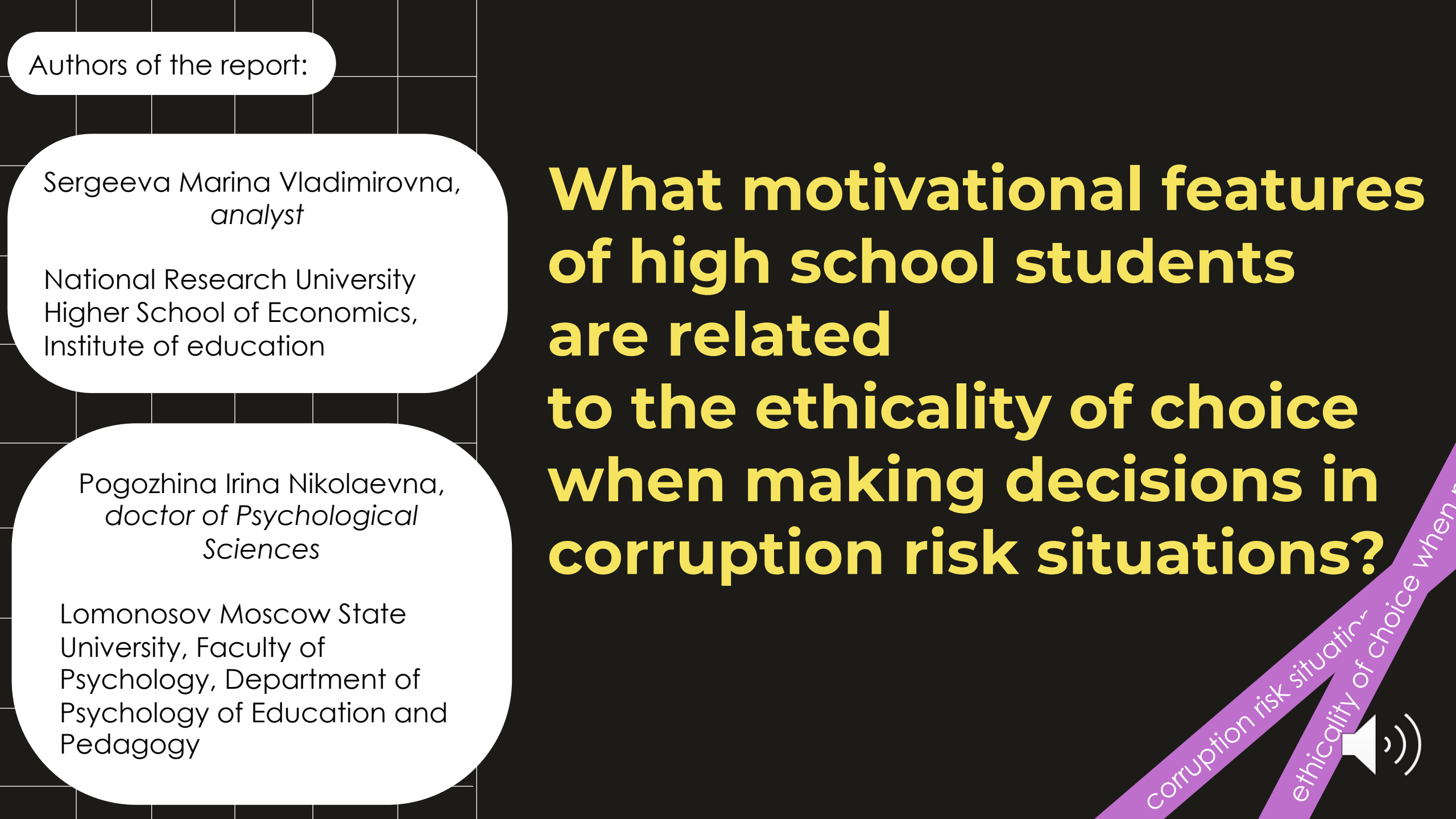
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What motivational features of high school students are related to the ethicality of choice when making decisions in corruption risk situations?



Relevance of the study

Popularization of anti-corruption education plays an important role in the formation of negative attitudes towards corruption among students.

Strategy for the development of education of the Russian Federation

To increase the effectiveness of such educational measures, it is necessary to take into account psychological regulation of decision-making in corruption risk situations. It becomes possible by combining knowledge from jurisprudence and psychology.

Purpose of the study

to investigate the links between **motivational features** of tenth graders

and **their choice** in situations of corruption risk.

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to investigate the links between **motivational features** of tenth graders

life goals

ethical positions

locus of control

suggestibility

individual value orientations

and **their choice** in situations of corruption risk.



Method and sample

Sample
112 tenth-graders
from Moscow schools
aged 16-18

Method
Correlation research

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112 tenth-graders
from Moscow schools
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Method
Correlation research

Author's diagnostic tools
moral dilemmas

choices in corruption risk situations
(ethical or corrupt solutions with
two types of moral orientations:
justice and care)

Standardized diagnostic tools

1. Aspiration index test (Kasser & Ryan, 1996, Unpublished adaptation by T.O.Gordeeva and E.N.Osin: the scale of importance of goals).
2. Russian-Language Version of the Ethics Position Questionnaire (Fedorov A., Badiev I., 2018).
3. Modifications of the subjective control level test for high school adolescents [Gretsov, Azbel, 2011].
4. Questionnaire "Conformity-suggestibility" by Klaucek and VV Delarue.
5. Schwartz's Portrait Values Questionnaire (PVQ).

Results

Variable	Ethical choices (justice)	Ethical choices (care)	Corruption choices (justice)	Corruption choices (care)	Total ethical choices	Total corruption choices
Personal growth					.315*	-.315*
Fame					-.153	.153
Idealism					.306*	-.306*
Relativism					-.355**	.355**
Subjective control					.319*	-.319*
Suggestibility					-.230	.230
Universalism					.395*	-.395*
Achievements					-.324*	.324*



Results

Variable	Ethical choices (justice)	Ethical choices (care)	Corruption choices (justice)	Corruption choices (care)	Total ethical choices	Total corruption choices
Personal growth	.309*	.114			.315*	-.315*
Fame	-.015	-.106			-.153	.153
Idealism	.327**	.096			.306*	-.306*
Relativism	-.180	-.317*			-.355**	.355**
Subjective control	.181	.176			.319*	-.319*
Suggestibility	-.116	-.206			-.230	.230
Universalism	.304*	.112			.395*	-.395*
Achievements	-.173	-.208			-.324*	.324*

Results

Variable	Ethical choices (justice)	Ethical choices (care)	Corruption choices (justice)	Corruption choices (care)	Total ethical choices	Total corruption choices
Personal growth	.309*	.114	-.244	-.224	.315*	-.315*
Fame	-.015	-.106	.301*	-.003	-.153	.153
Idealism	.327**	.096	-.334*	-.136	.306*	-.306*
Relativism	-.180	-.317*	.112	.414**	-.355**	.355**
Subjective control	.181	.176	-.118	-.347*	.319*	-.319*
Suggestibility	-.116	-.206	-.110	.365**	-.230	.230
Universalism	.304*	.112	-.369**	-.220	.395*	-.395*
Achievements	-.173	-.208	.255	.200	-.324*	.324*

Recommendations

combines knowledge from
law and psychology



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1

Educational programs aimed at developing personal autonomy, self-control in decision-making, awareness and individuality, raising awareness of situations containing moral risks (corruption, bullying, cyberbullying, etc.) and forming the ability to recognize them can increase the ethicality of high school students' decisions in situations of moral choice.

Recommendations

combines knowledge from law and psychology

1

Educational programs aimed at developing personal autonomy, self-control in decision-making, awareness and individuality, raising awareness of situations containing moral risks (corruption, bullying, cyberbullying, etc.) and forming the ability to recognize them can increase the ethicality of high school students' decisions in situations of moral choice.

2

The implementation by teachers in practice of one of the basic principles of the humanistic approach becomes especially relevant: never to compare students with each other, but only with oneself, supporting his/her efforts, emphasizing successes in relation to the achievement of goals.



THANKS FOR YOUR ATTENTION!



Are there any questions?

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