HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF BUSINESS ADMINISTRATION

"i-Relay" Youth Integrity Project

1. Decision-making of young people in integrity challenges and practical advice on smart decisions

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Table of Content

1. Introduction 3
2. Objectives 3
3. Literature Review 4
4. Data Collection 5
   Methodology 5
   Limitation 5
5. Data Analysis and Discussion 6
   Rejection rule 6
   Hypothesis 1 6
      Correlation 1.1 6
      Correlation 1.2 7
      Correlation 1.3 9
   Hypothesis 2 9
      Correlation 2.1 10
      Correlation 2.2 11
      Correlation 2.3 11
      Correlation 2.4 12
   Hypothesis 3 13
      Correlation 3.1 13
      Correlation of 3.2.1 15
      Correlation of 3.2.2 16
      Correlation of 3.3.1 17
      Correlation of 3.3.2 18
      Correlation of 3.4.1 19
      Correlation of 3.4.2 20
   Hypothesis 4 21
      T-test 4.1 21
   Suggestion 22
6. Conclusion 25
7. References 25
8. Appendix I 28
   Questionnaire 28
9. Appendix II 32
   Basic Finding 32

1. Introduction

Nowadays, the society becomes more materialized due to the rapid global economic growth. Dishonest behaviors are common in Hong Kong. Center for Academic Integrity (2008) indicated that nearly 70% of undergraduate students commit dishonest behaviors during the college studies. Why the problems of integrity challenges are so serious? Is it because young people do not have experience to handle those temptationsor because they are lacking of self-control? Integrity is a common value shared among human. Everyone should have responsibility on keeping it and passing it on to next generation.

2. Objectives

This project focuses on undergraduate students and investigates what kind of integrity conflictstheyface most frequently nowadays. When they face integrity challenges, what kind of decisions will they make is our concern. This project will find out the reasons that undergraduate students encounter in dishonest behaviors. Through academic studies done by previous researcher and our survey, some practical recommendations will be made to enhance the integrity standard in society.

3. Literature Review

Recent researches find there is a culture of student involve in dishonesty in universities (Gallant, 2008). Kellogg (2002) states over 90% of students report their classmates frequently or often involve in plagiarism. They perceive copying information from the Internet is only minor misbehavior (Kwong, Ng, Mark and Wong, 2010). Kirkland (2009) found half of the 1853 respondents reported cheating has become a cultural norm in their society. 62.4% of respondents stated they witnessed dishonest behavior, but only 4.8% have reported it.

Students involve in plagiarism because of the design and nature of assignments, teachers' attitude, grading behavior being beyond student's ability, convenience of copying, poor time management, pressure for grades, too much academic work and laziness (Yeo, 2007).

To reduce plagiarism, teachers should create misconduct-free environment and design assessment tasks to motivate students learning and self-integrity (Kwong, Ng, Mark and Wong, 2010). Teachers can hold discussions of academic honesty and policy implications to build students’ respect for honest and appropriate behaviors. (Kirkland, 2009)

4. Data Collection

Methodology

Both first-hand and second-hand information are collected in this project. Informationcollection processes is divided into two parts. First part focuses on searching secondary information from online, such as search engines and ProQuest. Second part focuses on the online questionnaires with the use of Google to collect first-hand information as well as quantitative data. To ensure validity of the results, pilot test was done. The questionnaires are distributed through Facebook. The convenience sampling is adopted because the resource and time of collecting samples is limited. 150 questionnaire results were received back while 144 were valid.

Limitation

There are several limitations in this project, major in resources limitation and sample size. Firstly, with limited manpower, information collecting methods need to be labor-freed. Therefore, all questionnaires are collected through online system. Those data was collected by the use of self-report data which may include bias. Secondly, with limited 144 valid returns, participation is not uniform throughout country. Current sample might not have a high degree of representative of total population of undergraduate students in Hong Kong.

5. Data Analysis and Discussion

The basic founding of the valid return can be referred to Appendix II.

Rejection rule

Confident level is set at 95% which means α level for the hypothesis is set at 5%.

Fromtable below that shows the result of SPSS, when significant level is smaller α level 0.05 (p value<α level 0.05), there is 95% confidence to reject the null hypothesis (H0) and accept the alternative hypothesis (Ha).

Hypothesis 1

1. *The relationship between perceived themselves as an honest person and experience in the academic dishonesty behavior.*

Correlation 1.1

The result of the basic findings can be referred to Graph 1,3 and 5 in Appendix II.

Correlations

		你認為以下各項是一個不誠信行為?		
		抄襲功課	遲到早退	曠課
你有多大程度認為自是一個有誠信的人?	Pearson Correlation	.236**	.295**	.218**
	Sig. (2-tailed)	.004	.000	.009
	N	144	144	144

The self-perception towards honesty level is positively related to thought of dishonest behaviors. When they perceive themselves as honest people, they tend to agree more plagiarism, being late or leave earlier, skipping classes are dishonest behaviors. From the analysis, it states that when they are honest, they tend not to experience in dishonest behaviors because they proud of being honest people. It harms their reputation when they participate in dishonest behaviors (Wang, 2006).

Correlation 1.2

The result of the basic findings can be referred to Graph 1, 12 and 15 in Appendix II.

Correlations

		對於身邊同學出現不誠信的情況，你有多大程度上同意以下的行為?			
		憤怒及制止	舉報	在社交網絡發洩	名節保身/不聞不問
你有多大程度認為自是一個有誠信的人?	Pearson Correlation	.198*	.215**	.164*	.014
	Sig. (2-tailed)	.017	.010	.049	.870
	N	144	144	144	144

The level of self-perception towardshonesty is positively related to the actions they take.

When they perceives themselves as honest people, they tend to report the dishonest behaviorsbecause they believe faculty takes student misbehaviors seriously and want those classmates to face punishment to reduce vicious circle for repeatingdishonest behaviors.

When they perceives themselves as honest people, they tend to be angry and stop the dishonest behaviors as they think themselves should be responsible to stop selfish and unfair behaviors. If classmates can use dishonest behaviors to get a better performance, they will feel no guilt and then redo(Scott, 2003). The students do not want to damage relationship, so they give advices rather than report the misbehaviors to faculty.

When they perceive themselves as honest people, they tend to vent on Internet. Although they may be hurt by unfair treatment, they do not stop opposing classmates since they fear the verbal and physical assault(Scott, 2003). Therefore, they tend to vent on Internet rather than report the misbehaviors.

Correlation 1.3

The result of the basic findings can be referred to Graph 1 and 26 in Appendix II.

Correlations

		誠信挑戰始終堅守誠信處事
你有多大程度認為自是一個有誠信的人?	Pearson Correlation	.174*
	Sig. (2-tailed)	.037
	N	144

The level of self-perception towardshonesty is positively related with one insist doing things honestly. When they perceive themselves as honest people, they tend to insist as they can control themselves. They able to resist the temptation which they do not be affected even they see their classmates successfully get the benefits from dishonest behaviors.They expect themselves to behave ethically and be academically honest which can be fair to every classmate.

Hypothesis 2

2. <u>The relationship between the decision making on integrity challenge and experience in the dishonest behavior.</u>

Correlation 2.1

The result of the basic findings can be referred to the graph 7, 8, 9, 11 and 12 in Appendix II.

Correlations

		你或身邊的同學遇到以下誠信問題嗎?				
對於身邊同學出現不誠信的情況, 你有多大程度上同意以下的行為?		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
憤怒及制止	Pearson Correlation	-.202*	-.443**	-.463**	-.189*	-.266**
	Sig. (2-tailed)	.015	.000	.000	.023	.001
	N	144	144	144	144	144

When studentsfind that their classmates are being academically dishonest, the more they agree to feel angry and stop their classmates of doing so, the lesser students and their classmates will experience in the dishonest behaviors of cheating in exam, plagiarism, being late/leave earlier, skipping class or sign attendance for others. It shows a negative relationship between studentsfeeling angry and stops their classmates and all these dishonest behaviors.

When studentsdecide to put effort in eliminating those dishonest behaviors, the behaviors will be stopped before they actually occur.

Correlation 2.2

The result of the basic findings can be referred to the graph 7, 8, 9, 11 and 13 in Appendix II.

Correlations

		你或身邊的同學遇到以下誠信問題嗎?				
對於身邊同學出現不誠信的情況, 你有多大程度上同意以下的行為?		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
舉報	Pearson Correlation	-.153	-.319**	-.427**	-.203*	-.134
	Sig. (2-tailed)	.066	.000	.000	.015	.110
	N	144	144	144	144	144

When students find that their classmates are being academically dishonest, the more they agree to report their classmates, the lesser students and their classmates will experience in the dishonest behaviors of plagiarism, being late/leave earlier, skipping class. It shows a negative relationship between students reporting their classmates' misbehaviors to schools and these three dishonest behaviors.

However, when students decide to report those dishonest behaviors, this only can be done after the behaviors actually occur.

Correlation 2.3

The result of the basic findings can be referred to the graph 7, 8, 9, 11 and 14 in Appendix II.

Correlations

		你或身邊的同學遇到以下誠信問題嗎?				
對於身邊同學出現不誠信的情況, 你有多大程度上同意以下的行為?		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
在社交網絡發洩	Pearson Correlation	-.087	-.131	-.294**	-.220**	-.112
	Sig. (2-tailed)	.299	.119	.000	.008	.181
	N	144	144	144	144	144

When students find that their classmates are being academically dishonest, the more they agree to vent on the Internet, the lesser people and their classmates will experience in the dishonest behaviors of being late/leave earlier, skipping class.It shows a negative relationship between venting on the Internet and these two dishonest behaviors.

When studentsdecide to report those dishonest behaviors by venting on the Internet, the peer may add pressures on those classmates who always academically misbehavior. Because it may disturb the normal school activities like discussion on group projects, students may have lesser chance of being late or leave earlier and skipping classes. Otherwise, they may feel left out due to the peer pressures.

Correlation 2.4

The result of the basic findings can be referred to the graph 7, 8, 9, 11 and 15 in Appendix II.

Correlations

		你或身邊的同學遇到以下誠信問題嗎?				
對於身邊同學出現不誠信的情況, 你有多大程度上同意以下的行為?		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
名節保身/不聞不問	Pearson Correlation	-.011	.407**	.292**	.071	.171*
	Sig. (2-tailed)	.898	.000	.000	.398	.041
	N	144	144	144	144	144

When students find that their classmates are being academically dishonest, the more they agree not to hear, not to question, the more students and their classmates will experience in the dishonest behaviors of plagiarism, being late/leave earlier and sign attendance for others.It shows a positive relationship between students trying not to hear, not to question and these three dishonest behaviors. Because the students are being affected by their classmates, they may also act in academically dishonest.

Hypothesis 3

3. *The relationship between experience in the dishonest behavior and external factors about integrity challenge.*

Correlation 3.1

The result of the basic findings can be referred to the graph 8, 9, 11, 22, 23 and 25 in Appendix II.

Correlations

你或身邊的同學遇到以下誠信問題嗎?	你認為學校對於以下不誠信行為的懲罰嚴厲嗎?
	抄襲功課

1. 抄襲功課	Pearson Correlation	-.398**
	Sig. (2-tailed)	.000
	N	144
		遲到早退
2. 遲到早退	Pearson Correlation	-.472**
	Sig. (2-tailed)	.000
	N	144
		代他人簽到
3. 代他人簽到	Pearson Correlation	-.381**
	Sig. (2-tailed)	.000
	N	144

The students experience in dishonest behaviors (plagiarism, being late/leave earlier, skipping class or sign attendance for others) is negatively related with the severity level of punishment for dishonest behaviors. Students would less experience in dishonest behaviorswhen the faculty introduce a sufficiently severe punishment police encounter the dishonest behaviors.

Firstly, high severe punishment policy is a deterrence police for the students. Normally, faculty will set the consequences of being caught engaging in such dishonest behaviors. For example, student who cheats in exam will be failed in that subject when he is caught engaging in such behavior.A survey indicated rigorously imposing and publicizing potential penalties will assist in reducing the incidence of academic misconduct (Woessner, 2004).

Secondly, when punishment police are severe sufficiently, students would think the risk of doing that dishonest behaviors is greater than the benefit from doing so, like higher marks with lower effort. The willingness of students engage in dishonest behaviors will decrease when faculty encounters the dishonest behaviors frequently and significant punishments are introduced.

We conclude that the frequency of students engage in dishonest behaviors is negatively influenced by the severity level of punishment against such behaviors.

Correlation of 3.2.1

The result of the basic findings can be referred to the graph 7, 8, 9, 10, 11 and 17 in Appendix II.

Correlations

當面對誠信挑戰的時候，你有多大程度會咨詢以下人士?		你或身邊的同學遇到以下誠信問題嗎?				
		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
家長	Pearson Correlation	-.241**	-.237**	-.320**	-.251**	-.281**
	Sig. (2-tailed)	.004	.004	.000	.002	.001
	N	144	144	144	144	144

Student experiences in dishonest behaviors (cheating in exam, plagiarism, being late/leave earlier, skipping class or sign attendance for others) is negatively related

with what extent students consult with their parents when they face integrity challenge. It may because when students consult and express more about their thinking; it is easier for parents to catch up the thinking about dishonest behaviors of their children. So, parents can do more things to prevent their children engage in dishonest behaviors. Such as discuss with children about the importance of integrity is greater than the score in school. We conclude that when students consult with their parents frequently, it will lower their experience in facing those integrity challenges.

Correlation of 3.2.2

The result of the basic findings can be referred to the graph 7, 8, 9, 10, 11 and 19 in Appendix II.

Correlations

當面對誠信挑戰的時候，你有多大程度會咨詢以下人士?		你或身邊的同學遇到以下誠信問題嗎?				
		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
老師	Pearson Correlation	-.240**	-.279**	-.436**	-.335**	-.301**
	Sig. (2-tailed)	.004	.001	.000	.000	.000
	N	144	144	144	144	144

Student experiences in dishonest behaviors (cheating in exam, plagiarism, being late/leave earlier, skipping class or sign attendance for others) is negatively related with what extent the students consult with teacher when they face integrity challenge.

When students perceive that the teacher knows them as individuals, cares about them, and cares about integrity, they are less likely to cheat (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Through more consultation and communication with students, teacher can catch students' thinking in dishonest behaviors. Thus, the teacher can modify his teaching methods to improve the climate of being integrity in the classroom, and send a clear message to students that teacher cares about them and integrity. We conclude that when students consult with teacher frequently, it will lower their experience in facing those integrity challenges.

Correlation of 3.3.1

The result of the basic findings can be referred to the graph 7, 8, 9, 10, 11 and 29 in Appendix II.

Correlations

你有多大程度認為以下是青少年欠缺誠信的原因?		你或身邊的同學遇到以下誠信問題嗎?				
		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
學校只著重學生的成績	Pearson Correlation	.227**	.338**	.060	.398**	.375**
	Sig. (2-tailed)	.006	.000	.479	.000	.000
	N	144	144	144	144	144

The extent university mainly focusing on student's result as a reason for student lacks integrity is positively related with student experiences in dishonest behaviors (cheating in exam, plagiarism, being late/leave earlier, skipping class or sign

attendance for others). When the university mainly focuses on result of student's performance, students will have higher chance to cheat at exam for higher marks or copy others' homework in order to get good academic results. Also, they may skip the classes and go to tutorial or simply doing self-revision. Due to this, they will ask classmate to sign attendance for them.

Correlation of 3.3.2

The result of the basic findings can be referred to the graph 7, 8, 9, 10, 11 and 31 in Appendix II.

Correlations

你有多大程度認為以下是青少年欠缺誠信的原因?		你或身邊的同學遇到以下誠信問題嗎?				
		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
自我控制能力不足	Pearson Correlation	.133	.198*	.201*	.325**	.328**
	Sig. (2-tailed)	.112	.017	.016	.000	.000
	N	144	144	144	144	144

Lack of self-control is positively related to one or their classmates on experience in dishonest behaviors. When they lack of self-control, they tend to experience in dishonest behaviors of plagiarism, being late or leave earlier, skipping classes and sign attendance for others. It fulfills the general theory of crime by Gottfredson and Hirschi (1990) states lack of self-control is a reason for dishonest behaviors since it prompts

them to experience in deviant activities. When they lack of self-control, they are more unlikely to resist in a tempting environment. Also, Cochran (1999) suggested a major cause of dishonest behaviors among students was low self-control.

Correlation of 3.4.1

The result of the basic findings can be referred to the graph 7, 8, 9, 10, 11 and 38 in Appendix II.

Correlations

你有多大程度認為以下方法能夠有效提升誠信?		你或身邊的同學遇到以下誠信問題嗎?				
		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
學校課程	Pearson Correlation	-.045	-.151	-.214*	-.269**	-.215**
	Sig. (2-tailed)	.593	.071	.010	.001	.0101
	N	144	144	144	144	144

The effectiveness of school curriculum enhance the academic integrity is negatively related with students experiences in dishonest behaviors (being late/leave earlier, skipping class or sign attendance for others). When students perceive that school curriculum can enhance their academic integrity, they will lower the experience in those dishonest behaviors. It may because school curriculum is one of the major sources for them to receive and learn the information of being integrity. When there is

a regular school curriculum of integrity, students can understand and concern more about the importance of integrity on their academic performance.

Correlation of 3.4.2

The result of the basic findings can be referred to the graph 7, 8, 9, 10, 11 and 39 in Appendix II.

Correlations

你有多大程度認為以下方法能夠有效提升誠信?		你或身邊的同學遇到以下誠信問題嗎?				
		考試作弊	抄襲功課	遲到早退	曠課	代他人簽到
家庭教育	Pearson Correlation	-.303**	-.243**	-.330**	-.353**	-.229**
	Sig. (2-tailed)	.000	.003	.000	.000	.006
	N	144	144	144	144	144

The effectiveness of parental learning enhance the academic integrity of students is negatively related with student experiences in dishonest behaviors (cheating in exam, plagiarism, being late/leave earlier, skipping class or sign attendance for others). The behaviors of parents are samples for their children to learn and follow. Thus, when parents act integrity themselves and help their children to build up a family value of acting integrity and ethically as they are young, children will have less experience in dishonest behaviors. It is because they are likely to perceive those behaviors are incorrect and violate their family values.

Hypothesis 4

4. *The difference on perceiving themselves as honest people with the difference in gender.*

In this hypothesis, μ1 is the mean for male while μ2 for female of degree of perceiving themselves as honest person.

T-test 4.1

Group Statistics

	性別	N	Mean	Std. Deviation	Std. Error Mean
你有多大程度認為自是一個有誠信的人?	男	45	4.27	.447	.067
	女	99	3.76	.784	.079

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
你有多大程度認為自是一個有誠信的人?	Equal variances assumed	4.063	142	.000	.509	.125	.261	.757
	Equal variances not assumed	4.934	134.712	.000	.509	.103	.305	.713

The mean of male perceives himself as an honest person is higher than that of female (4.27>3.76). The lower mean of female shows that female is more humble to admit that they are honest. The lower mean also reflect female tends to hold themselves to higher moral standards than male (Franke, Crown and Spake, 1997). Based on this result, it is suggested that male should be given more education on integrity

acknowledge and the standard of integrity. However, there is small gender difference in perceiving themselves as honest people. This result is consistent with Whitley (1999) suggested both male and female students are about equal likely to experience in dishonest behaviors if they perceive themselves as dishonest people.

Suggestion

Family

From the analysis, lack of control is primary cause of dishonest behaviors. Parental educationcan reduce dishonest behaviors. Self-control is a stable personality trail that is shaped in childhood (Gottfredson & Hirschi, 1990). Therefore, parents teach them the right attitudes toward the integrity when children are young. Besides, parents should practice what they preach to establish a good role model in order to help the children to build up an appropriate value towards honesty.

Teacher

Our analysisfinds that school only focusing on the academic performance is one of major reasons for dishonest behaviors. Therefore,teachers should create a misconduct-free environment by developing a fair and creative form of assessment. Teachers should design assessment tasks that motivate students learning and self-integrity (Kwong, Hing-Man, Kai-Pan & Wong, 2010).Teachers should teach

students to treat the assignment as a process rather than a product (Born,2003). Pfeffer (2003) suggest that teachersshould stress reflection of their skills and character, not just be performed to get a grade. Moreover, developingthe role of a teacher as a guide and mentor(Just Ask Perspective, 2004) is also a good way because our result shows that student reducing dishonest behaviorsby consulting teacher.

School

For the Faculty, it should build up dishonest standard by defining the code and policiesclearly because many students perceived it wrongly (refer to Appendix table2-6). Besides, faculty should establish a fair and consistent process procedure for reporting and handling (McCabe & Pavela, 2004). For the punishment, our result show that the more severity the punishment on dishonest behaviors, the less one will experience in dishonest behaviors. Therefore, it can increase the severity of penalty slightly. We also suggest that integrity issue should be incorporated in the coursesbecause course education is one of perceived effective ways to gain the integrity information from our result. Therefore, the school can held some integrity workshops, seminars or competitions to raise student's awareness and discipline in the integrity.

Society

According to our result, the society's integrity atmosphere is also main factors to dishonest behaviors. Society should discourages dishonest and create an honesty culture to increase students' commitment to integrity. Institutions can held more educational programs, campaigns, workshops and competitions for to promote integrity. To make this information can reach the youth, it is suggested that institutions should promote integrity using TV drama, Microblog Film, Search Engine and social network such as Facebook since youth access these media frequently.

Government

Form our analysis, ICAC's campaigns is considered effective while government's promotion on integrity is perceived ineffective (refer to table 38, 43&44).Government should improve its strategies. First, the government should practice what they preach to create an integrity culture by establishing a clean civil service. Government should support the school's integrity campaigns. ICAC can continue to promote integrity in school. Additionally, it can add more cases analysis and encourage students to discuss to increase the interaction and attention. For the promotion,government can use creative ways access the youth easier. With the efforts and measures taken by the families, teachers, school, society andgovernment, we believe integrity situation can be

improved.

6. Conclusion

Dishonest behaviors reflect teenagers' general lack of integrity. From our research, we find that students who experience less in the dishonest behaviors will stop, report, concern and vent in the Internet about others'dishonest behaviors. For the external factor, the main reasons of thesedishonest behaviors are lack of self-control and school only focusing on marks. The punishment can help to deter dishonest behaviors. Also, we find that parents, teacher, mentor play positive roles in reducing these dishonest behaviors. Dishonest behaviors should not be tolerated. We will in deep trouble if young people maintain these habits as the next generation. It is of import and urgency to shape their values and attitudes toward the integrity.

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8. Appendix I

Questionnaire

您好！我們是香港樹仁大學工商管理學系四年級學生，現正就青少年誠信抉擇的情況作一項調查，希望您能夠完成這份問卷。本問卷調查結果僅作學術研究用途，絕對保密，請放心填寫，謝謝。

第一部分

	非常不同意				非常同意
1. 你有多大程度認為自是一個有誠信的人?	1	2	3	4	5

2. 你認為以下各項是一個不誠信行為?	非常不同意				非常同意
考試作弊	1	2	3	4	5
抄襲功課	1	2	3	4	5
遲到早退	1	2	3	4	5
曠課	1	2	3	4	5
代他人簽到	1	2	3	4	5

3. 你或身邊的同學遇到以下誠信問題嗎?	從不				經常
考試作弊	1	2	3	4	5
抄襲功課	1	2	3	4	5
遲到早退	1	2	3	4	5
曠課	1	2	3	4	5
代他人簽到	1	2	3	4	5

4. 對於身邊同學出現不誠信的情況，你有多大程度上同意以下的行為	從不				經常

憤怒及制止	1	2	3	4	5
舉報	1	2	3	4	5
在社交網絡發洩	1	2	3	4	5
名節保身/不聞不問	1	2	3	4	5
跟風	1	2	3	4	5

<u>第二部分</u>

5. 當面對誠信挑戰(考試作弊，抄襲功課，遲到早退，曠課，代他人簽名)的時候，你有多大程度上會咨詢以下人士?	**非常不同意**				**非常同意**
社工	1	2	3	4	5
家長	1	2	3	4	5
朋輩	1	2	3	4	5
老師	1	2	3	4	5
指導員(Mentor)	1	2	3	4	5

6. 你認為學校對於以下不誠信行為的懲罰嚴厲嗎?	**非常不同意**				**非常同意**
考試作弊	1	2	3	4	5
抄襲功課	1	2	3	4	5
遲到早退	1	2	3	4	5
曠課	1	2	3	4	5
代他人簽到	1	2	3	4	5

7. 當你面對誠信挑戰時會如何處理?	**非常不同意**				**非常同意**
始終堅守誠信處事	1	2	3	4	5

8. 你有多大程度認為以下是青少年欠缺誠信的原因	非常不同意				非常同意
社會上不誠信的風氣	1	2	3	4	5
家長朋輩的影響	1	2	3	4	5
學校只著重學生的成績	1	2	3	4	5
學校道德教育不足	1	2	3	4	5
自我控制能力不足	1	2	3	4	5

9. 你經常透過什麼途徑來接收誠信資訊?	非常不同意				非常同意
學校課程	1	2	3	4	5
家庭教育	1	2	3	4	5
朋輩影響	1	2	3	4	5
媒體及網絡	1	2	3	4	5
實踐活動(如比賽,講座,攤位)	1	2	3	4	5
政府推廣	1	2	3	4	5

10. 你多大程度認為以下方法能夠有效提升誠信?	非常不同意				非常同意
學校課程	1	2	3	4	5
家庭教育	1	2	3	4	5
朋輩影響	1	2	3	4	5
媒體及網絡宣傳	1	2	3	4	5
實踐活動(如 ICAC 大使,比賽, 講座,攤位)	1	2	3	4	5
政府推廣	1	2	3	4	5

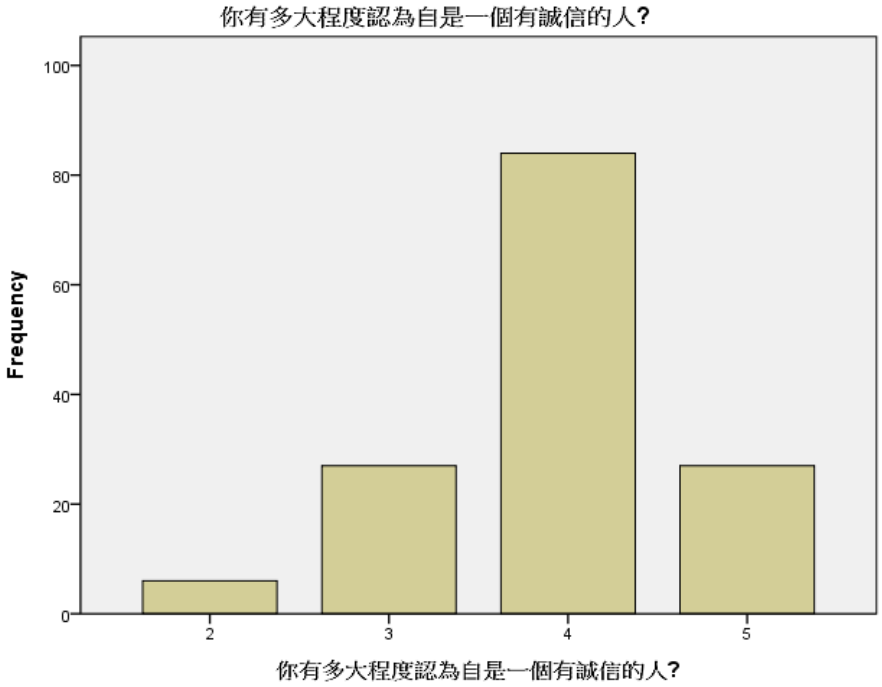
第三部分

請您完成個人信息，在提供的“□”內打“√”。

個人信息					
性別	□男	□女			
年齡	□15-18 歲	□19-25 歲	□25 歲以上		
教育程度：	□大專	□學士	□碩士	□博士	□其他_____
你是仍在學的大學生嗎?	□是	□否			

9. Appendix II

Basic Finding



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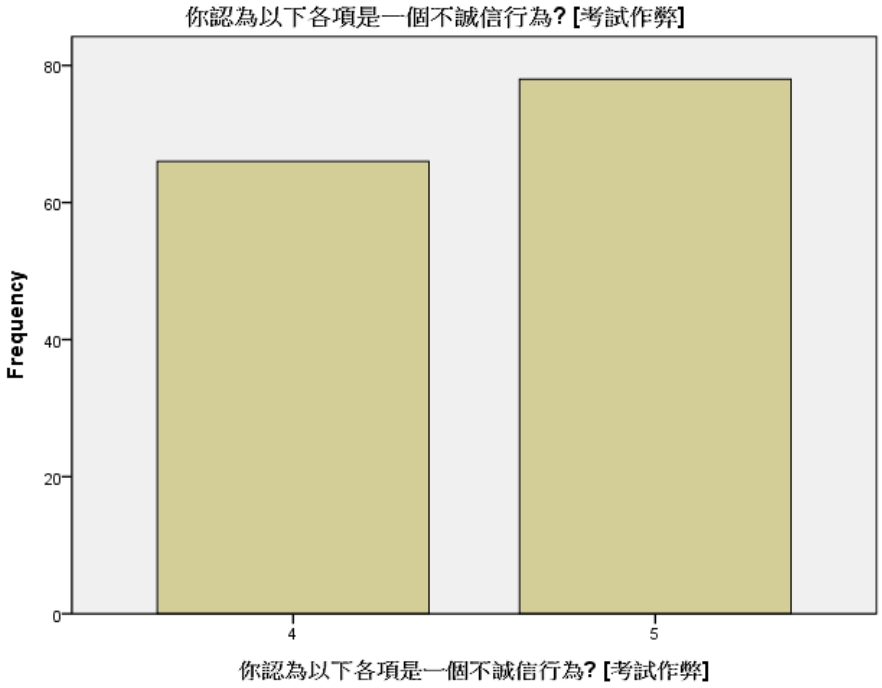

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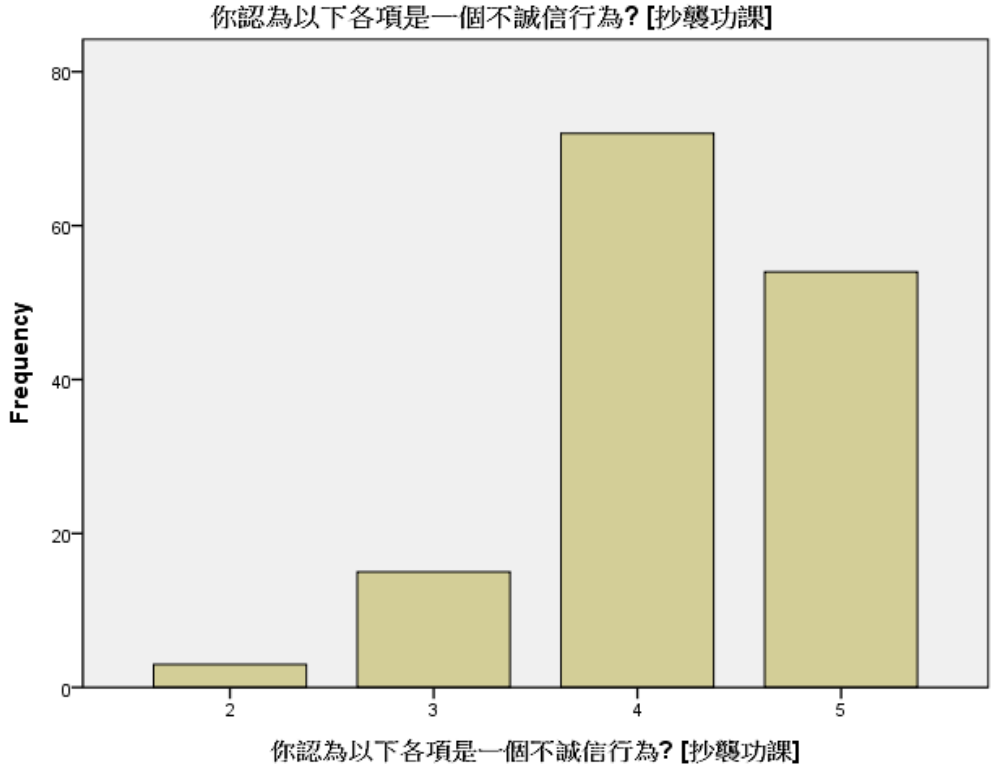

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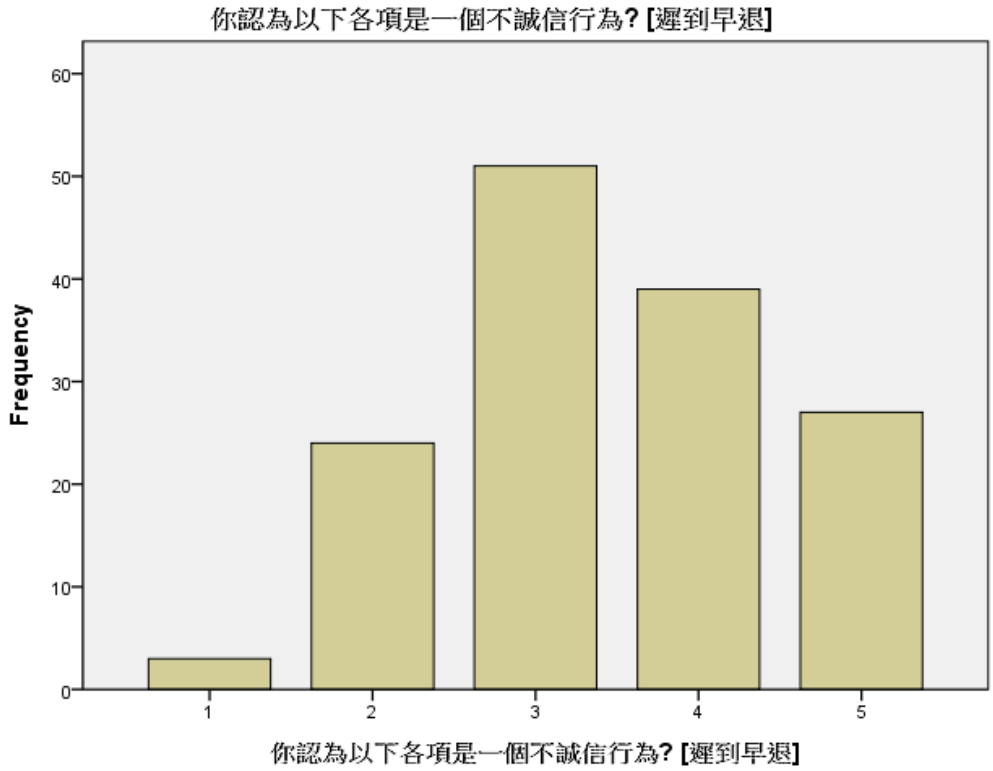

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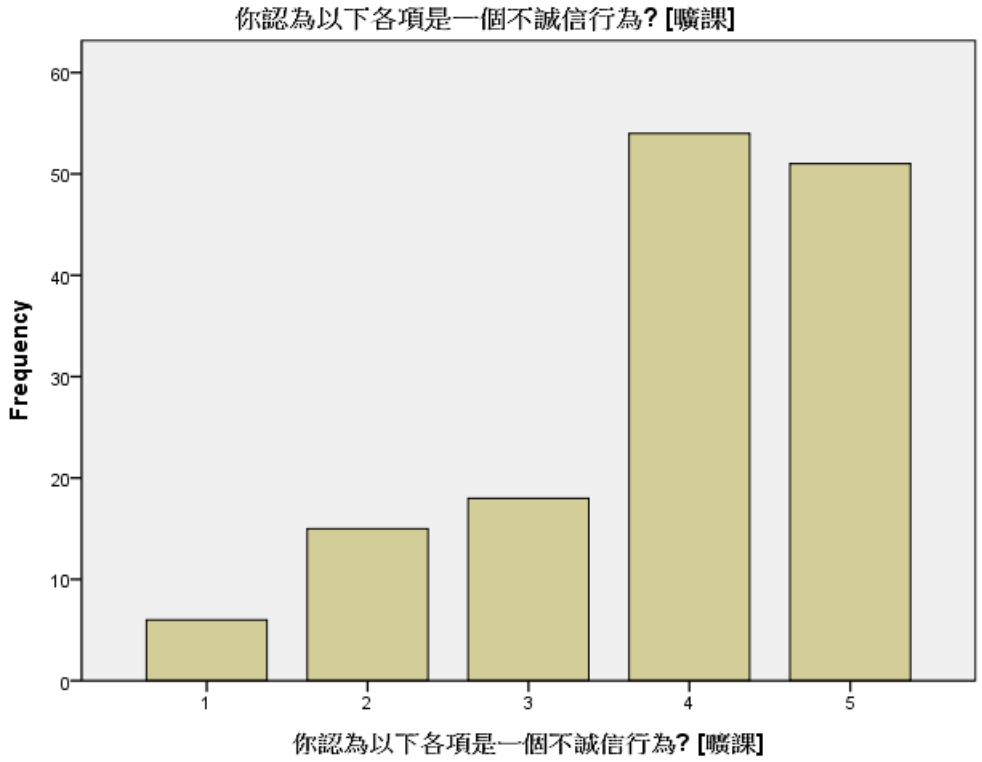

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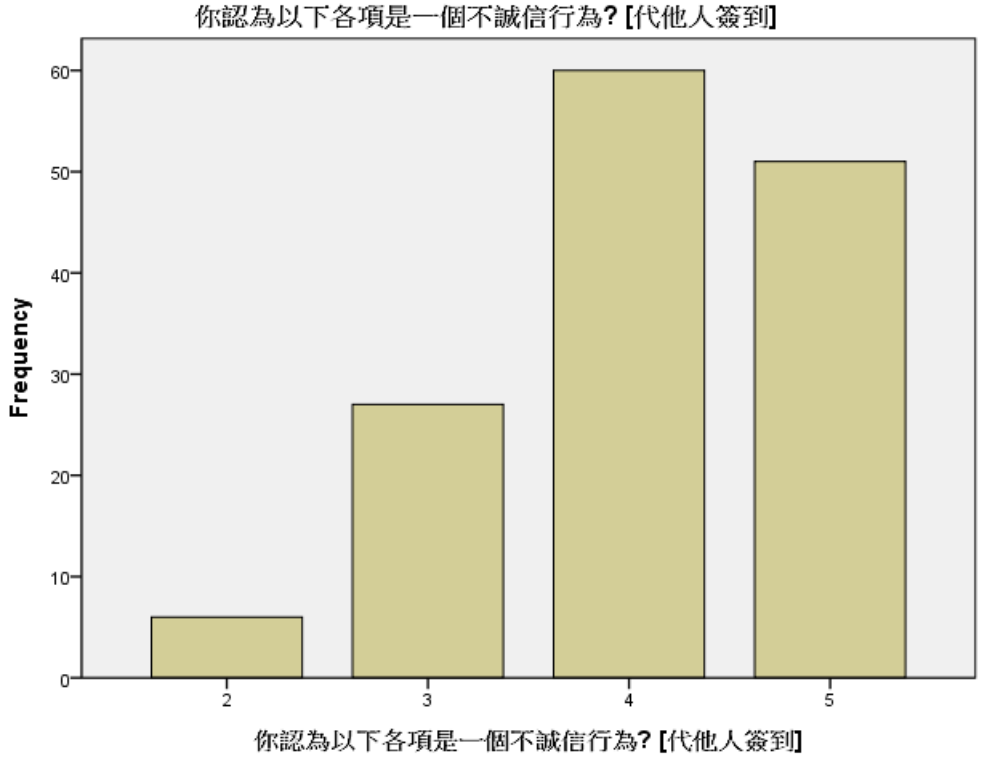

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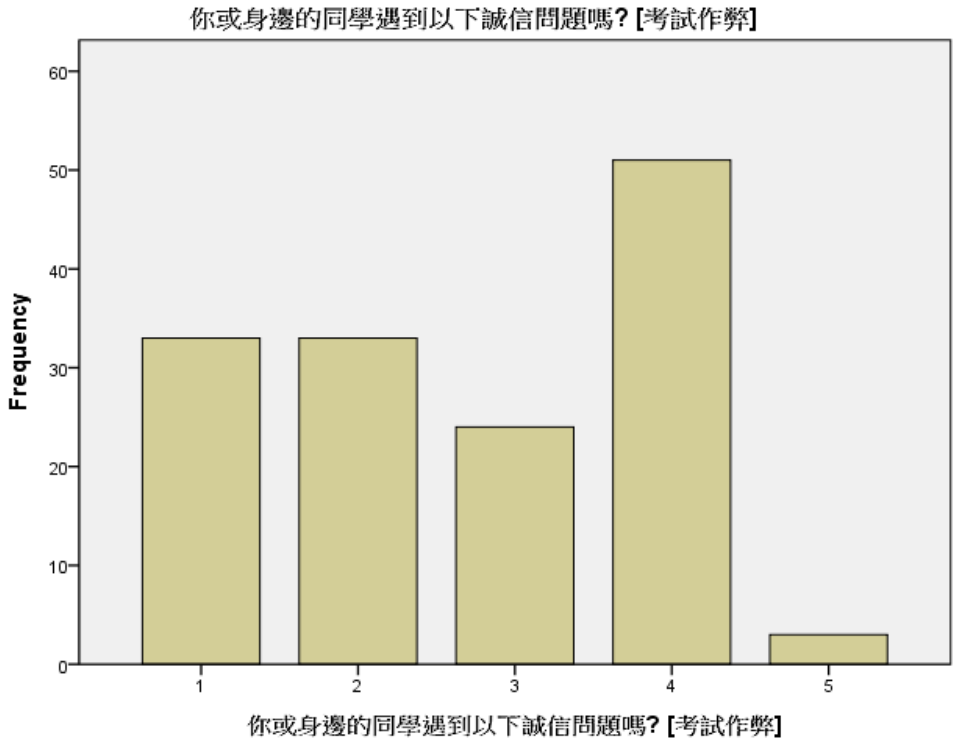

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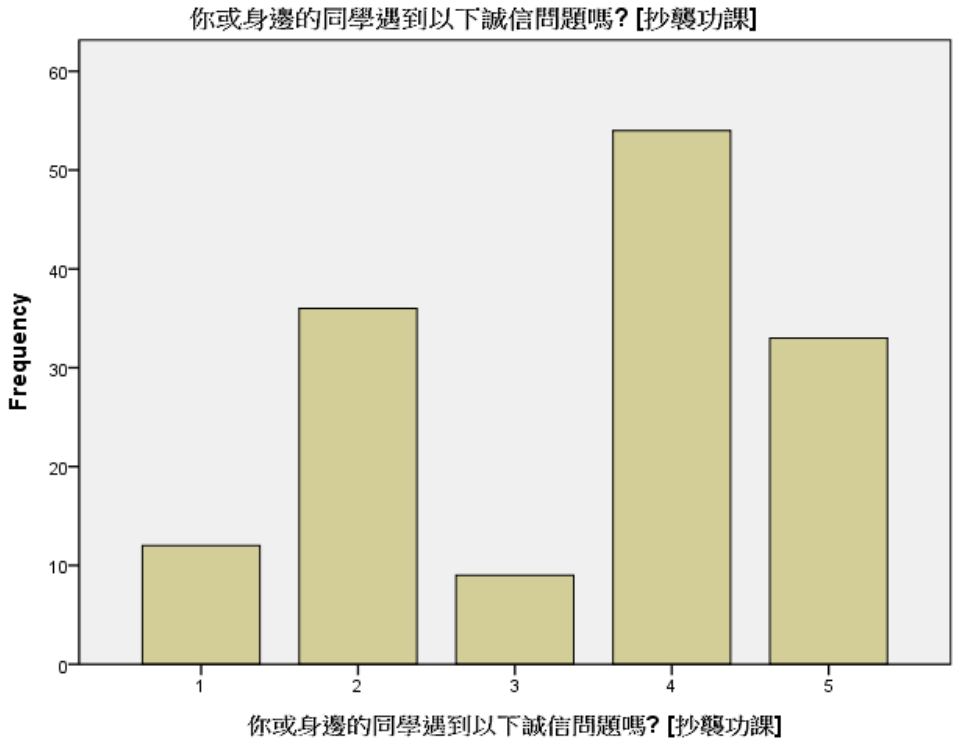

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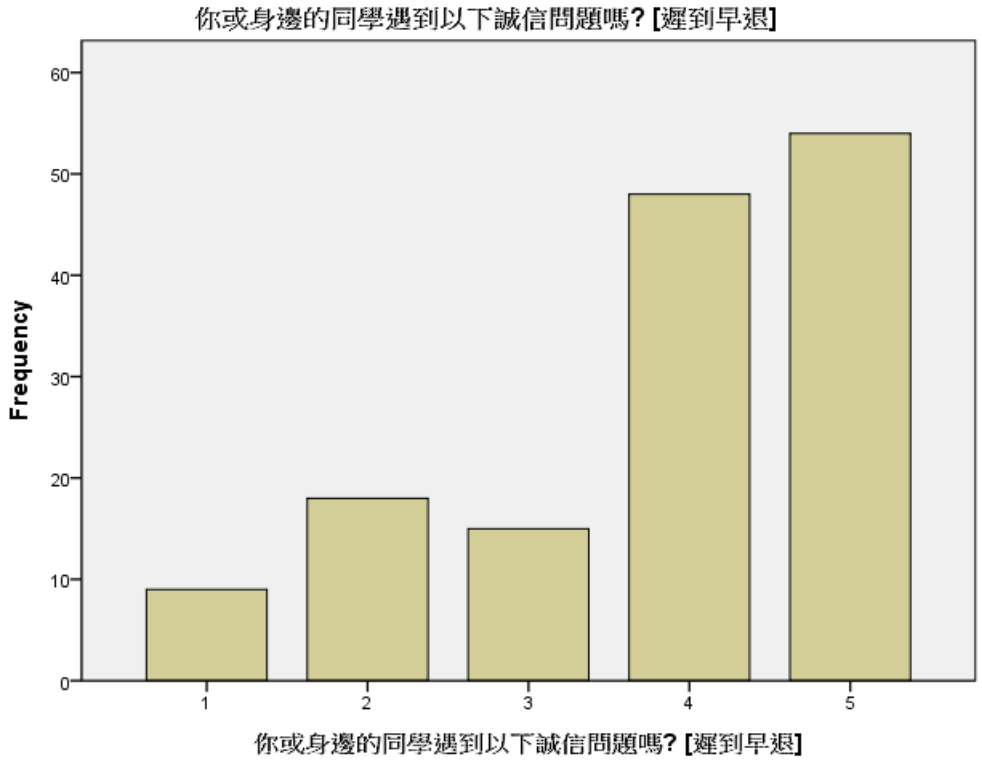

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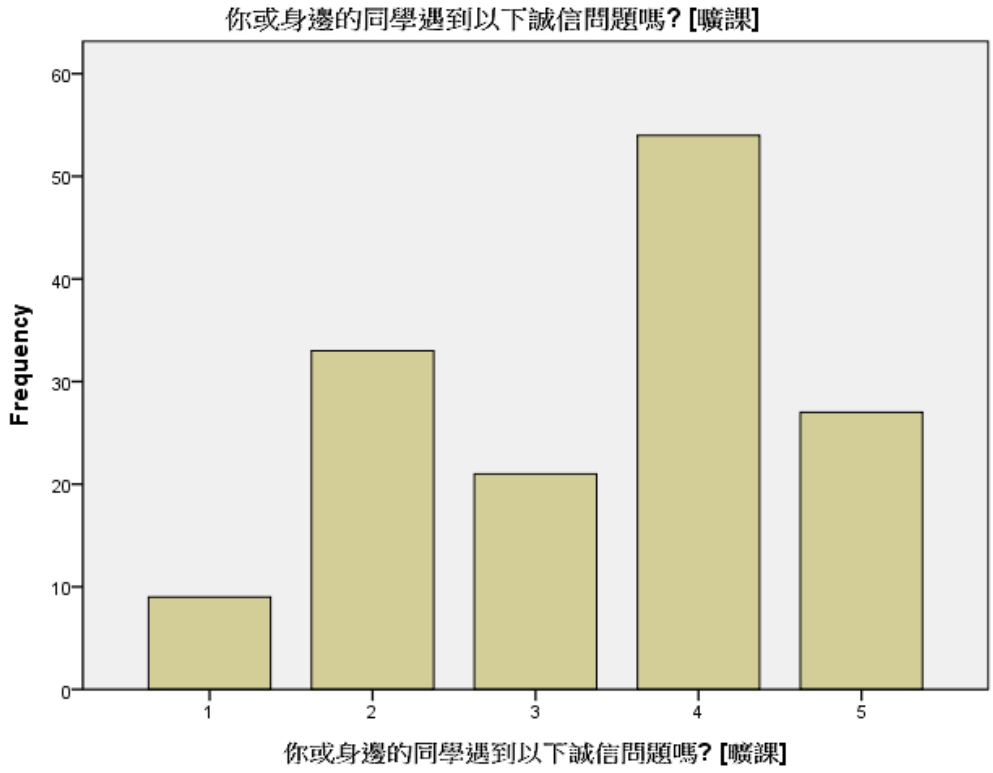

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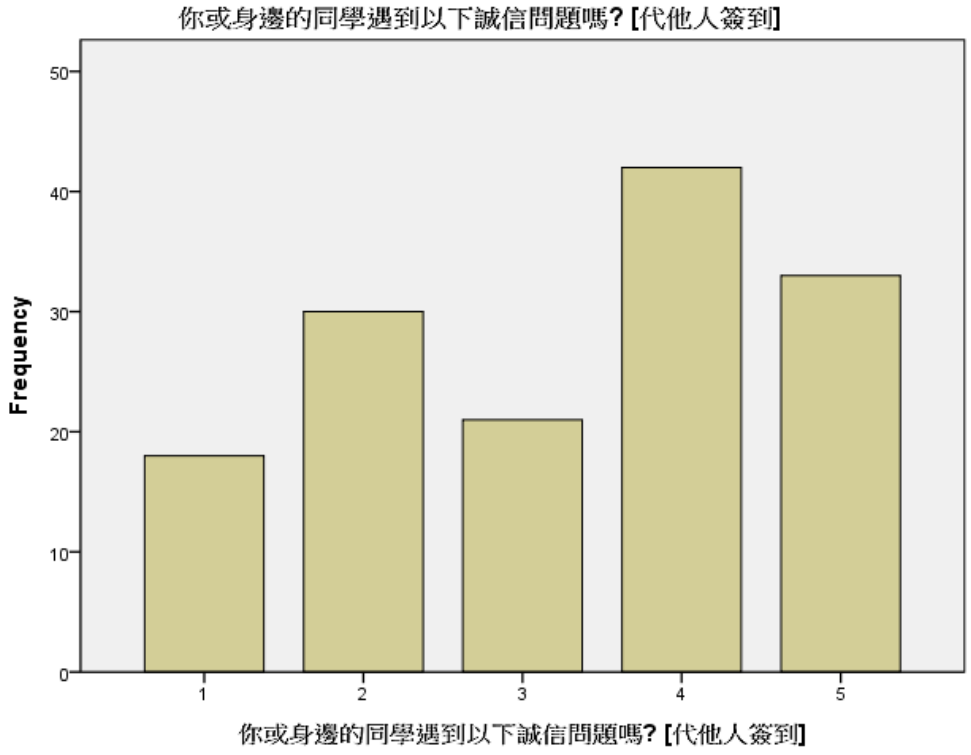

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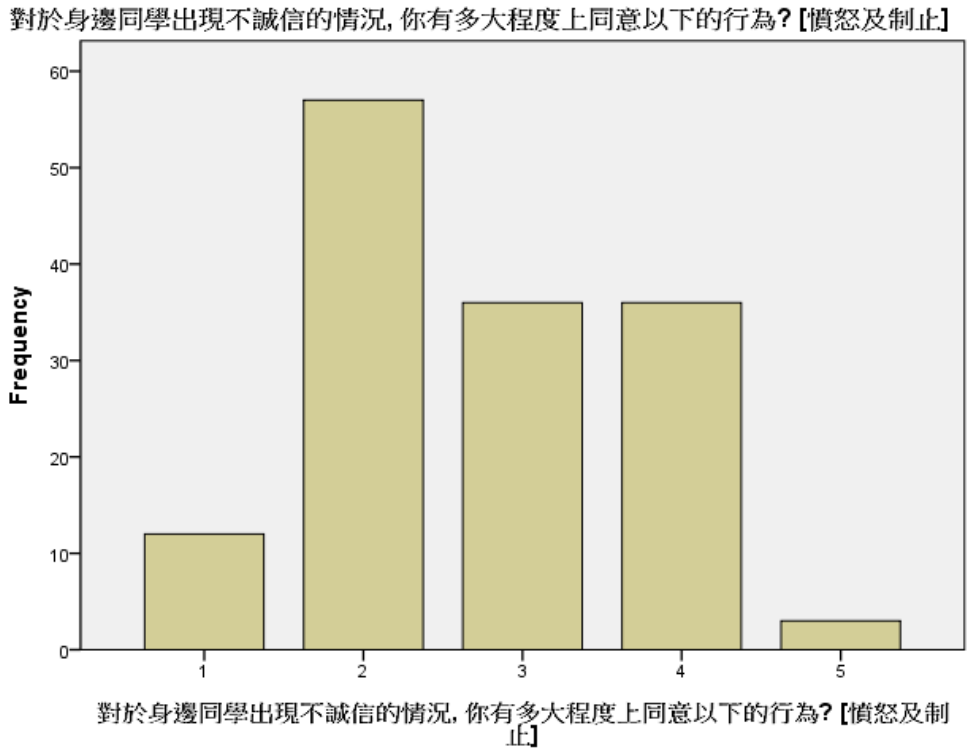

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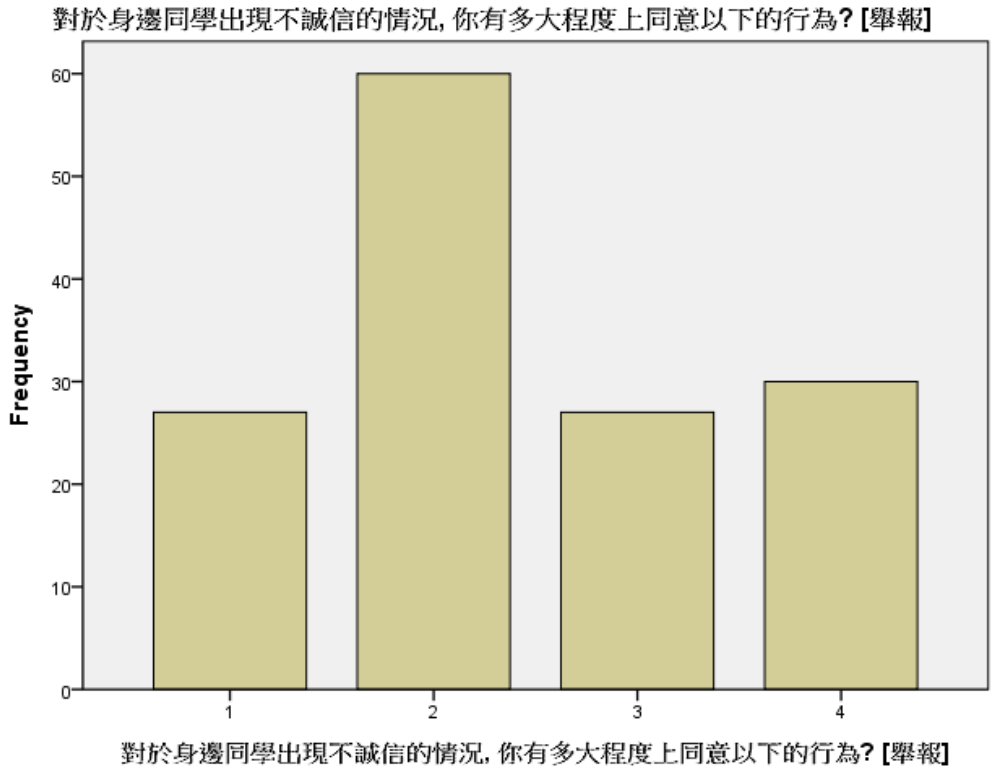

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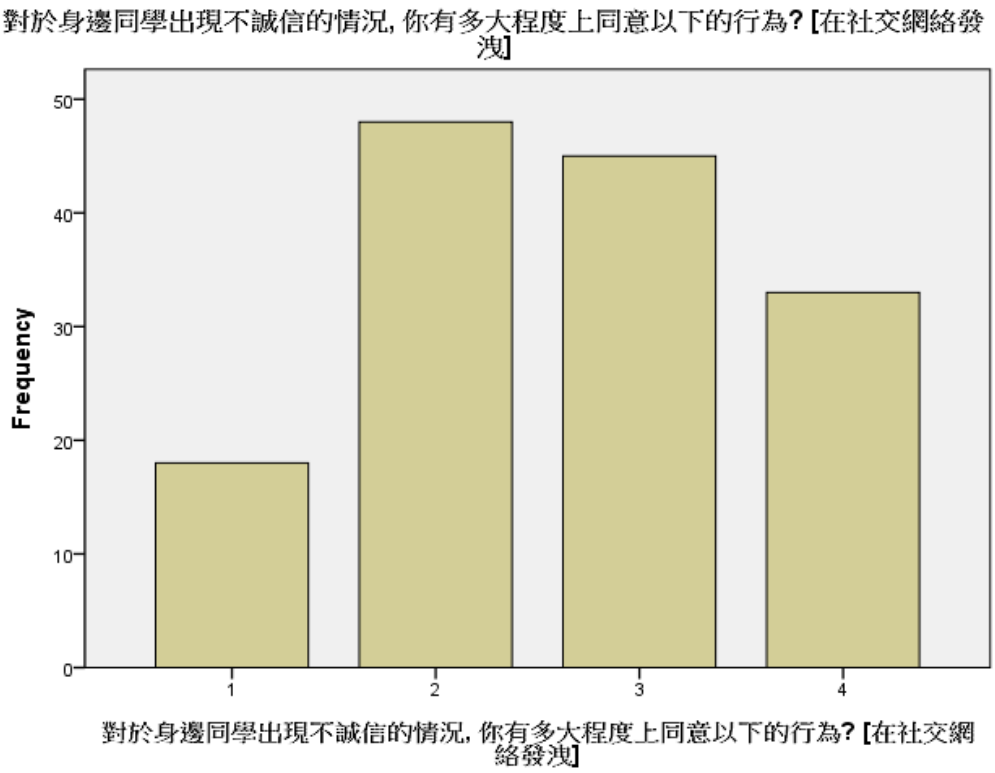

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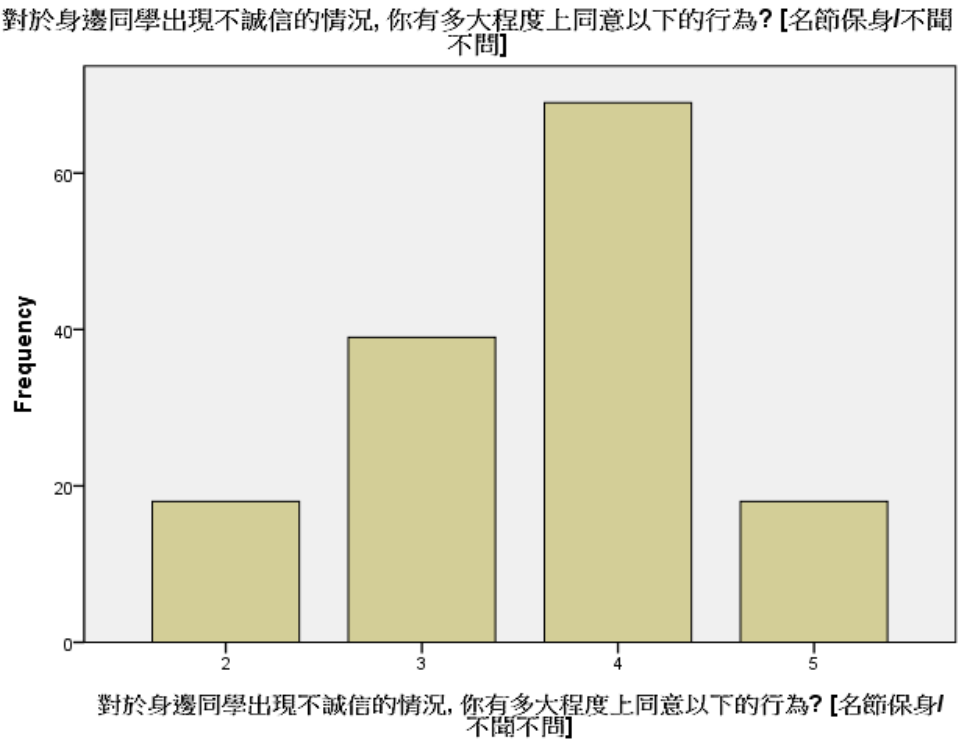

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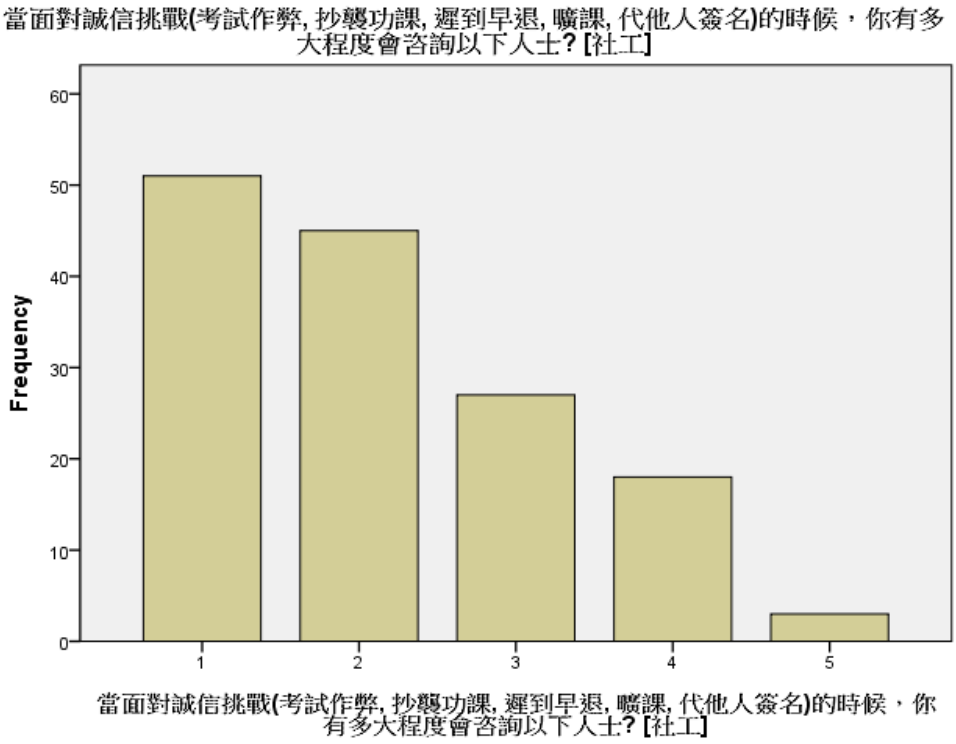

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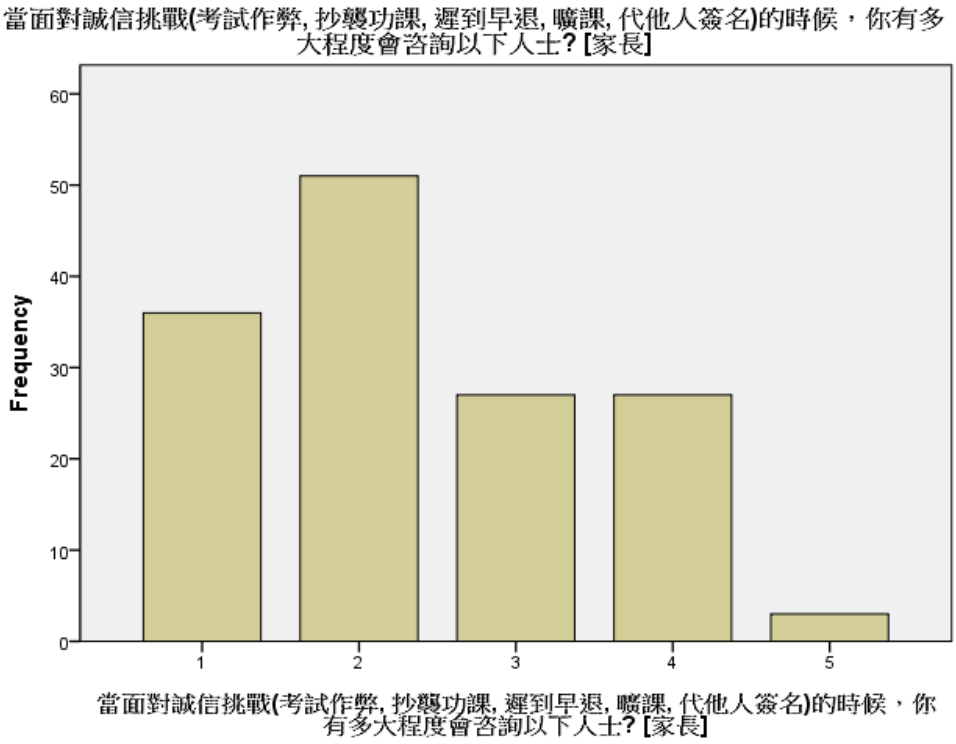

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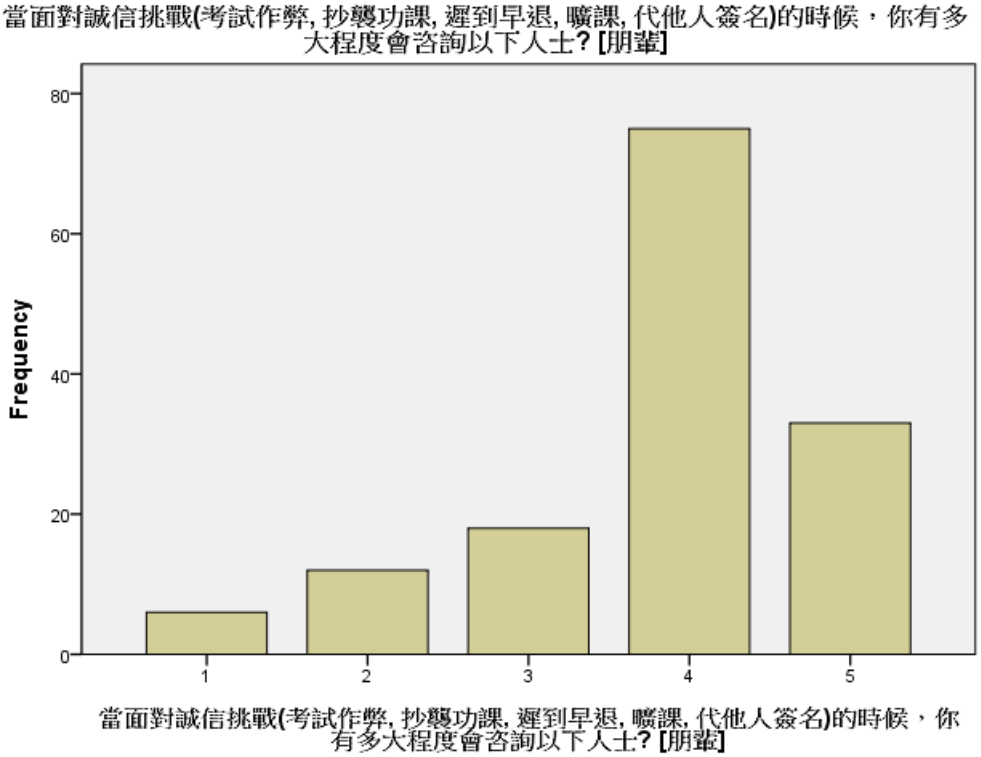

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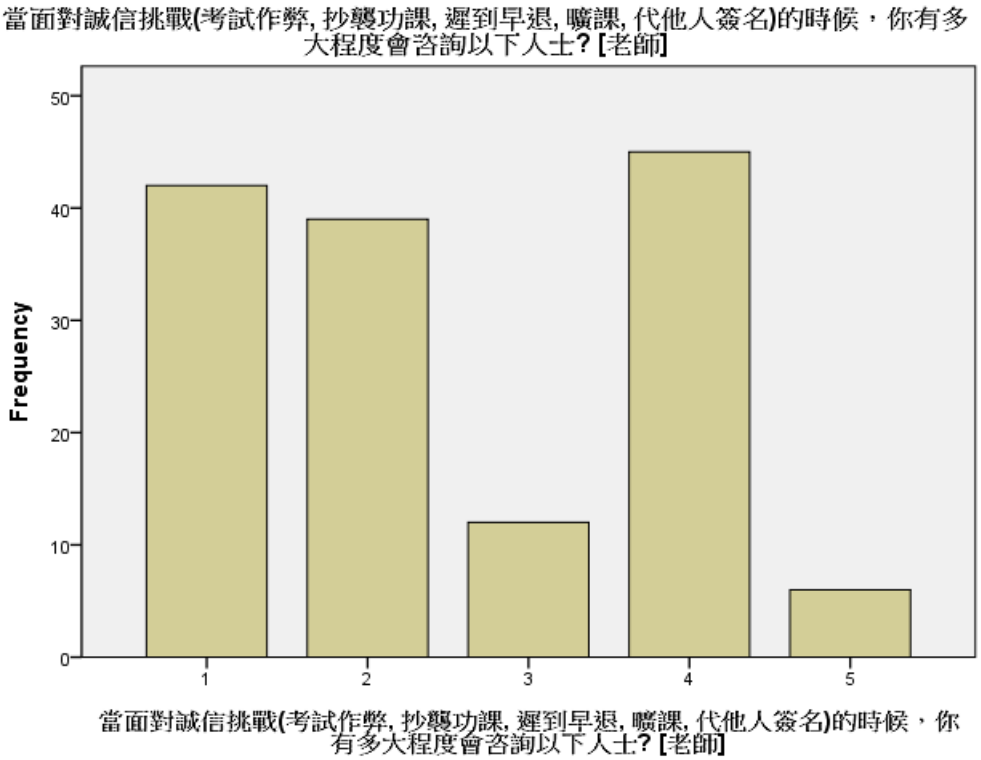

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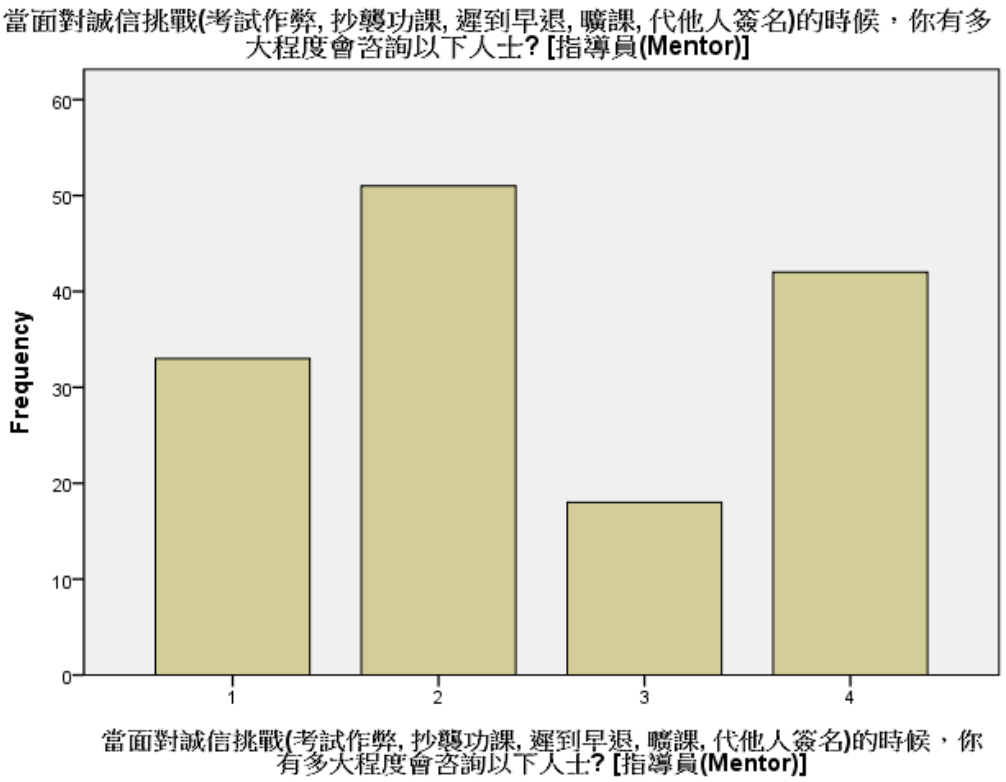

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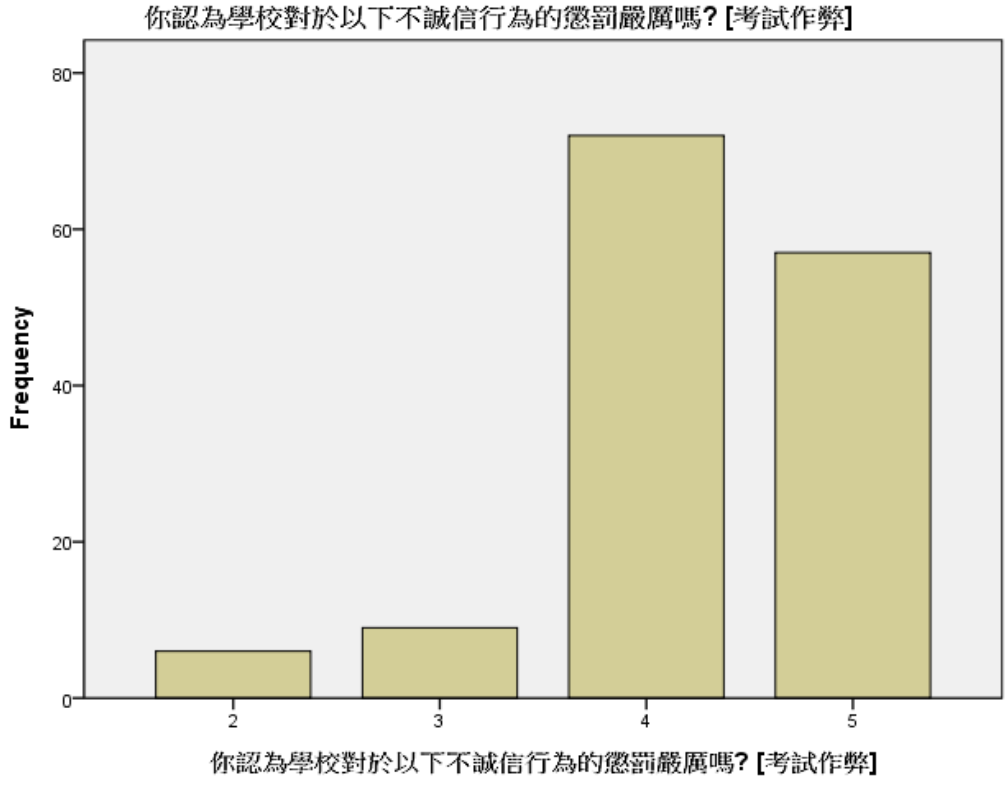

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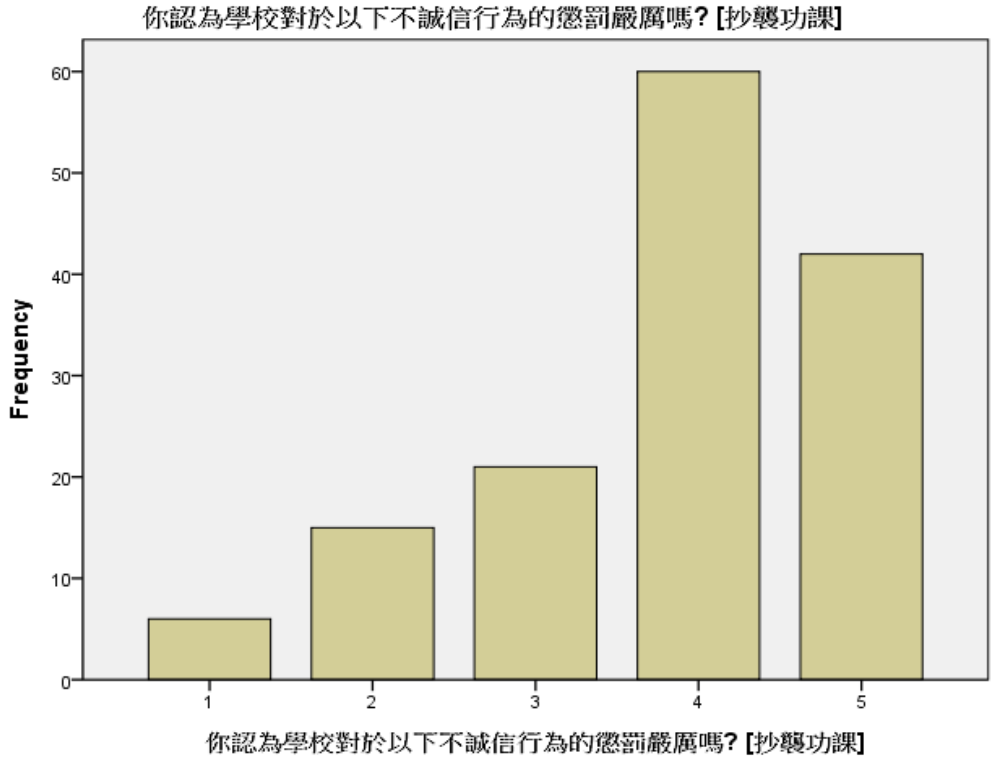

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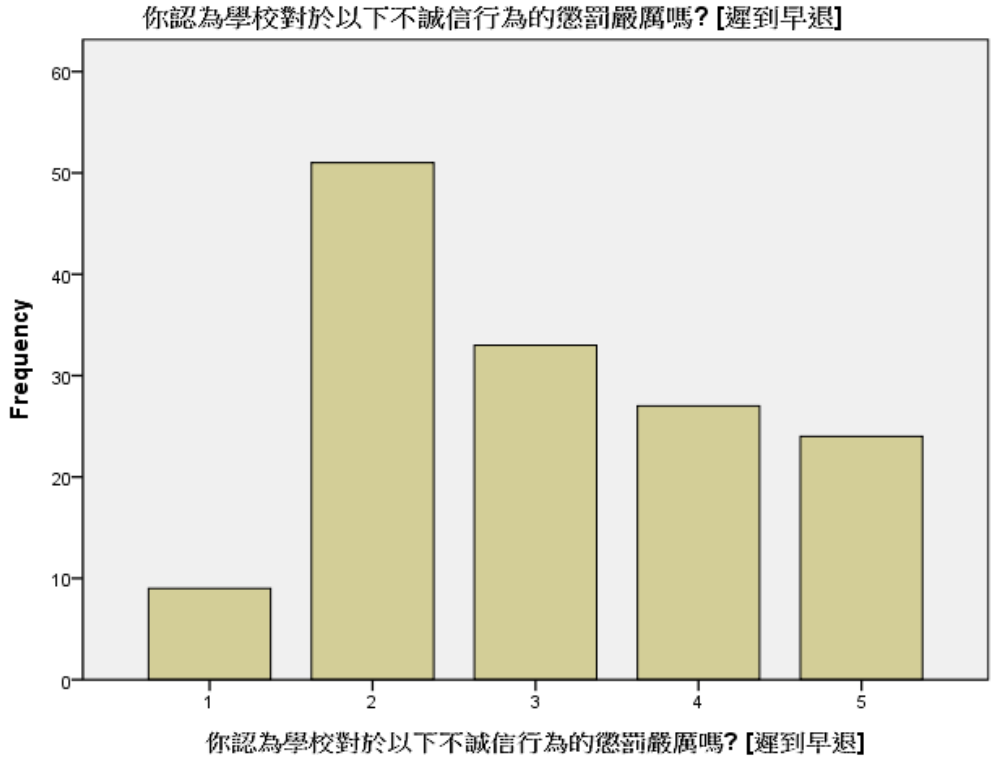

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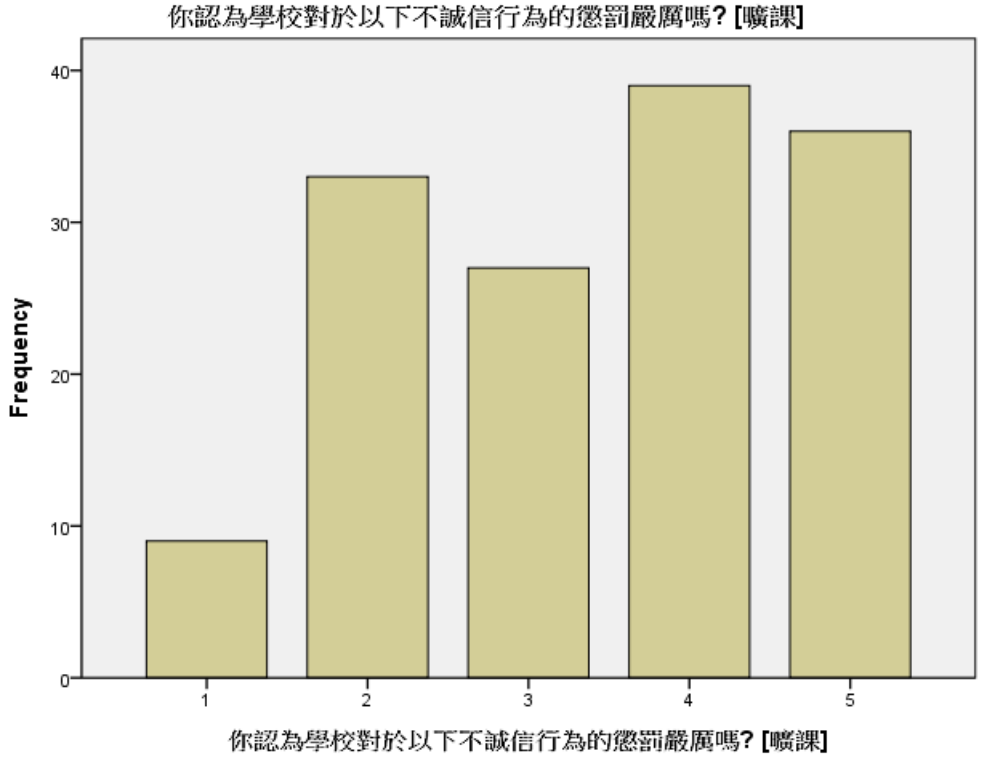

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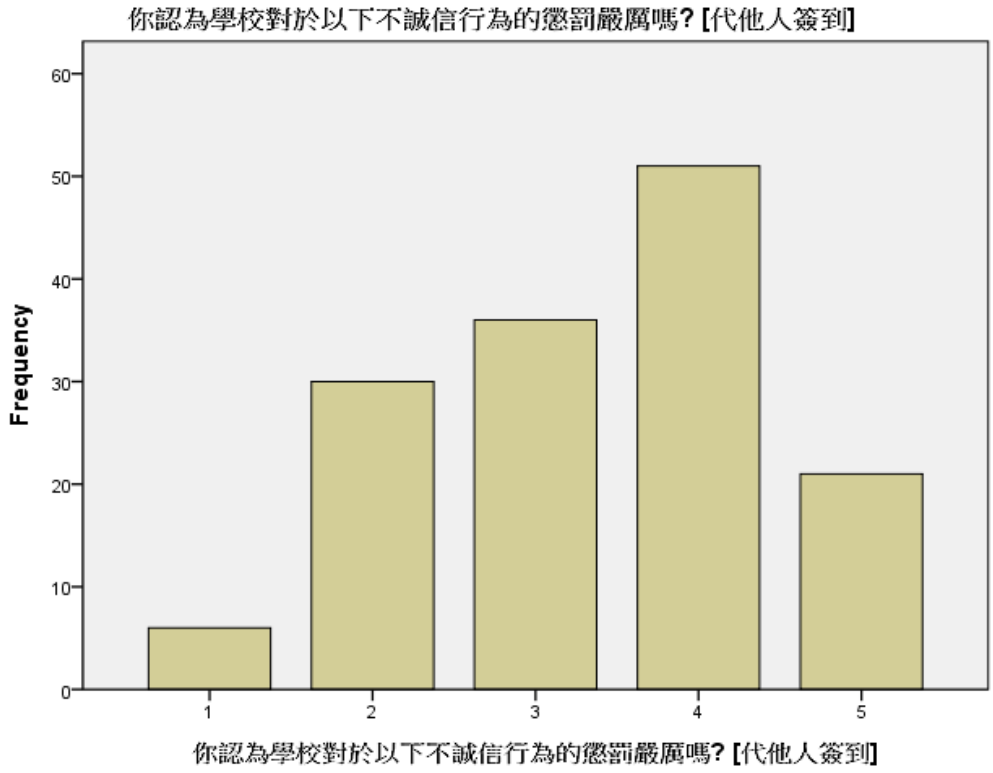

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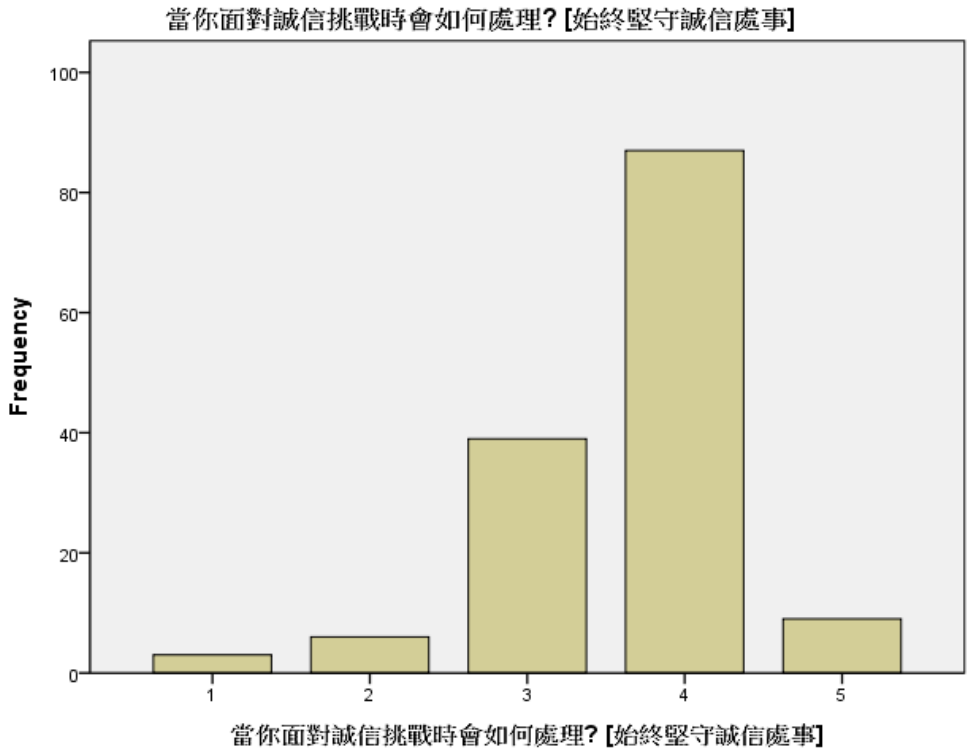

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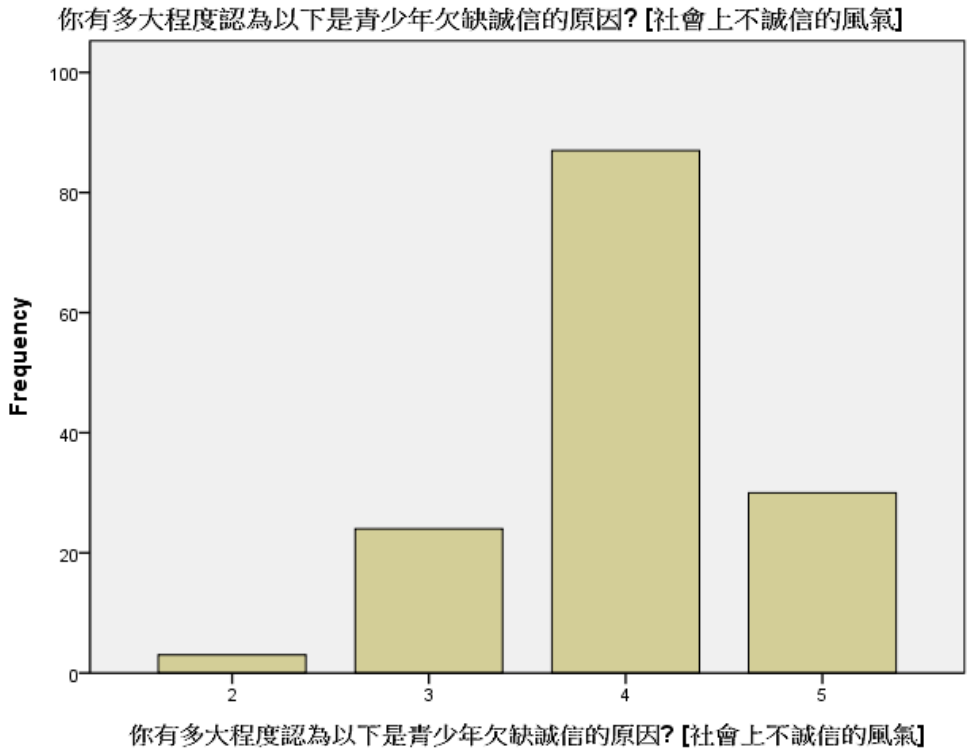

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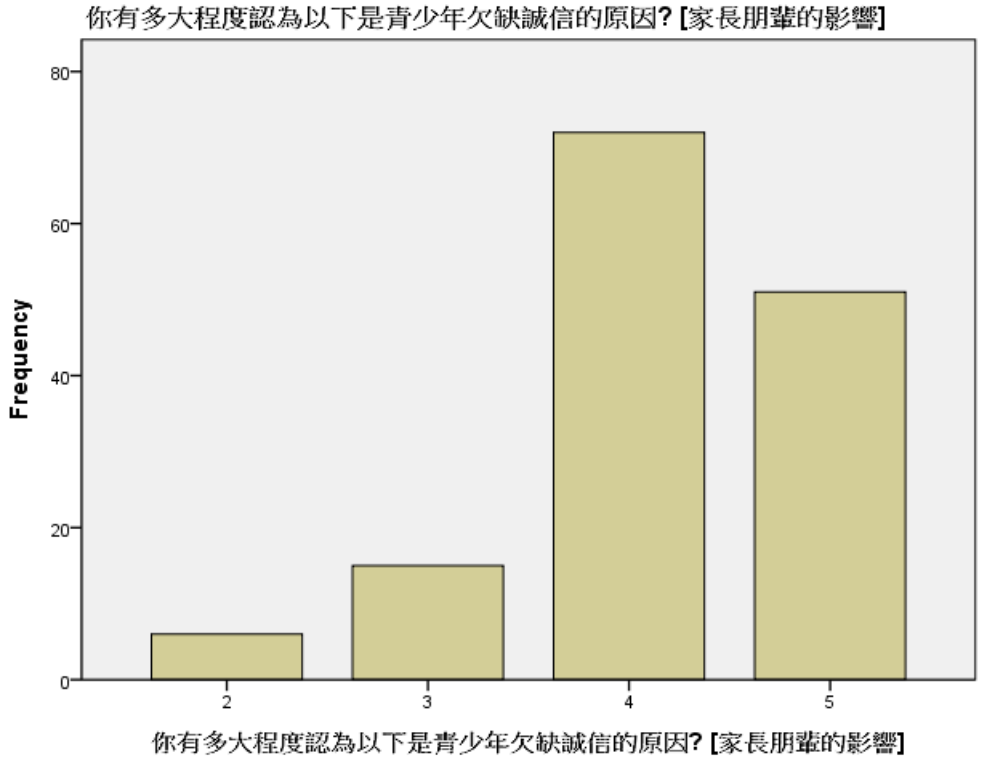

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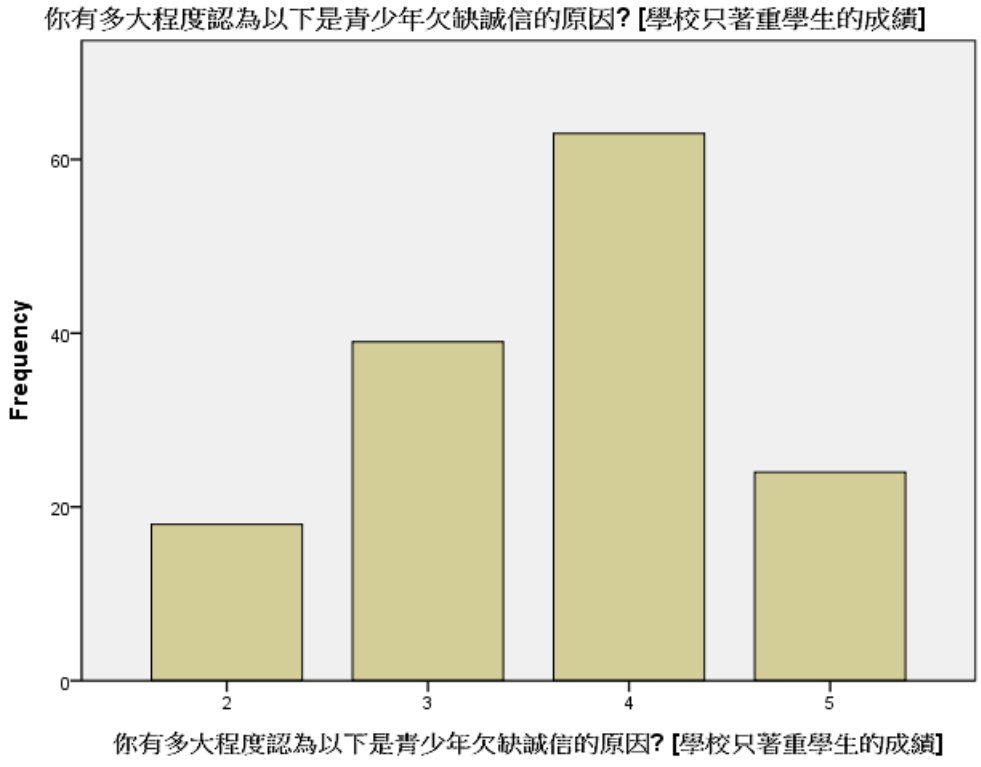

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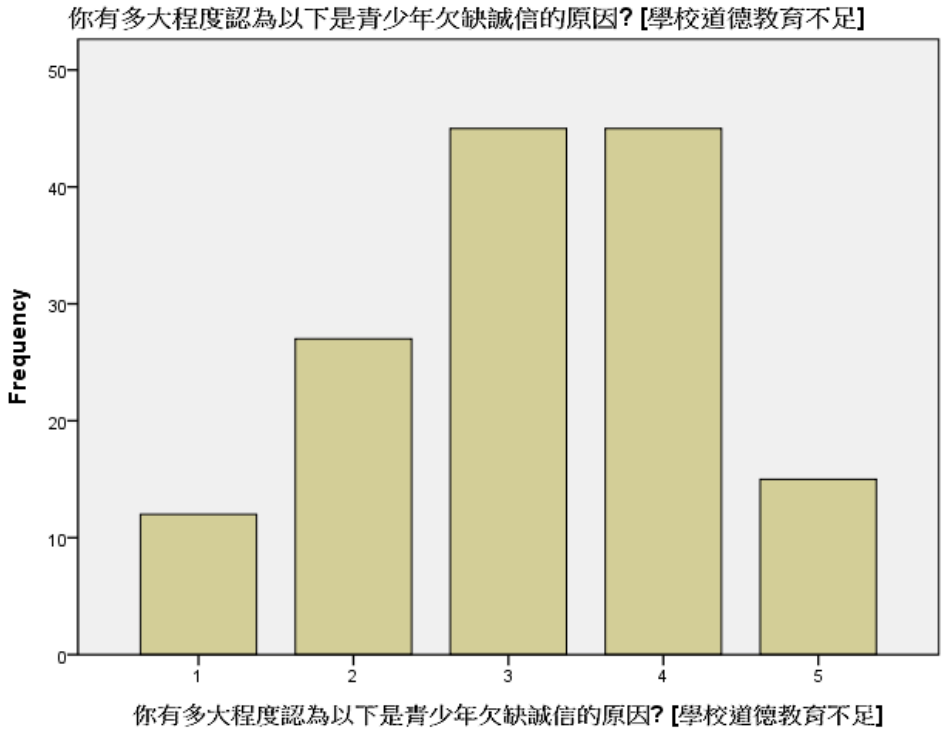

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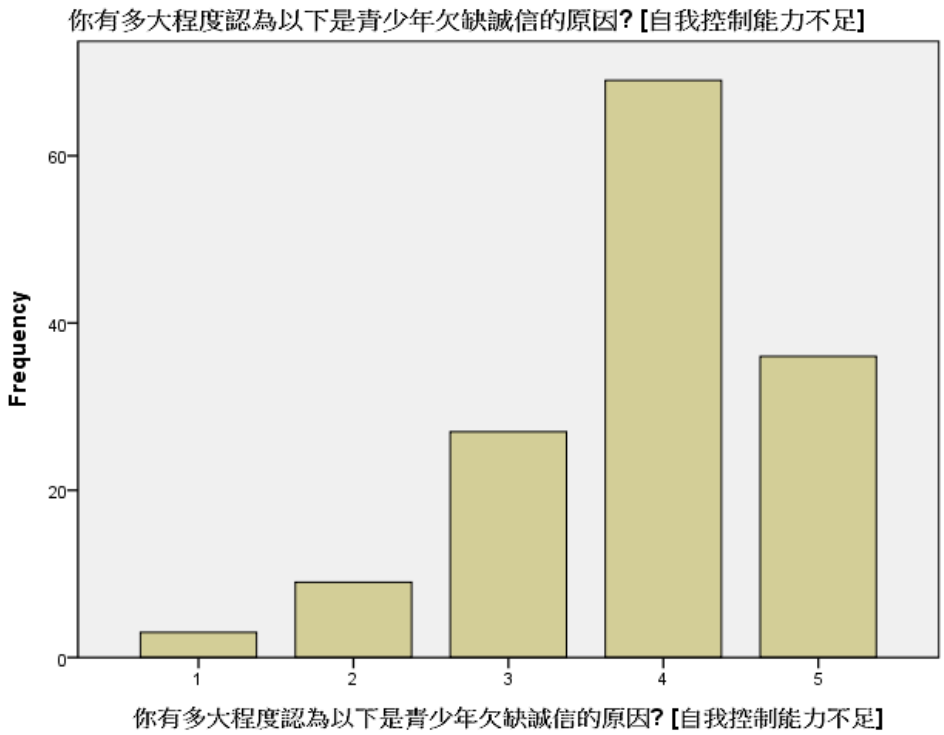

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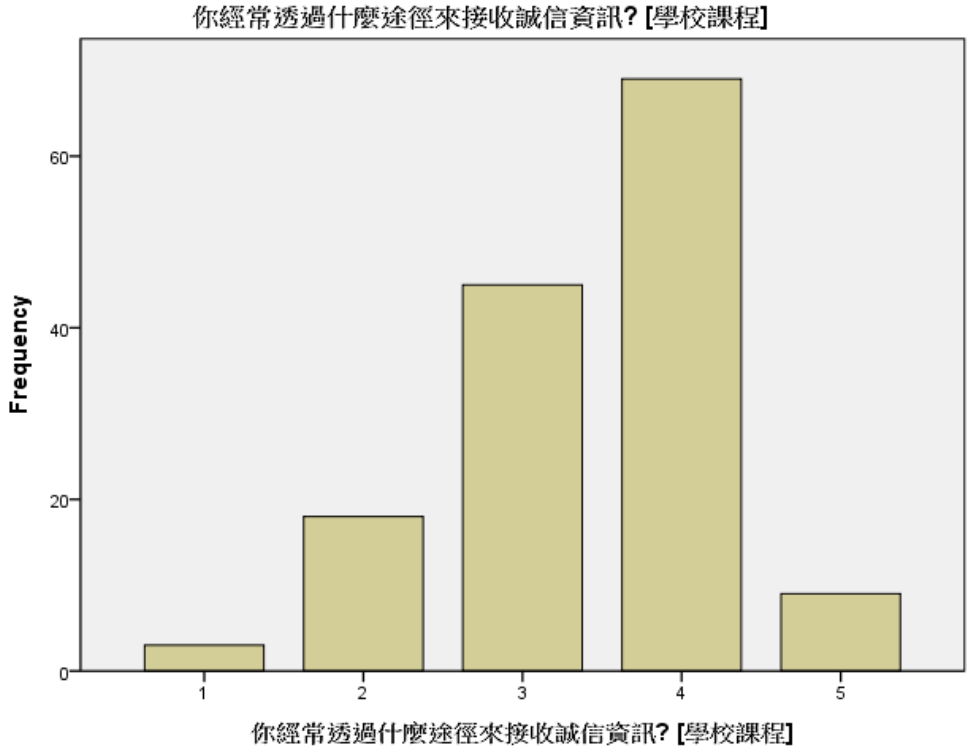

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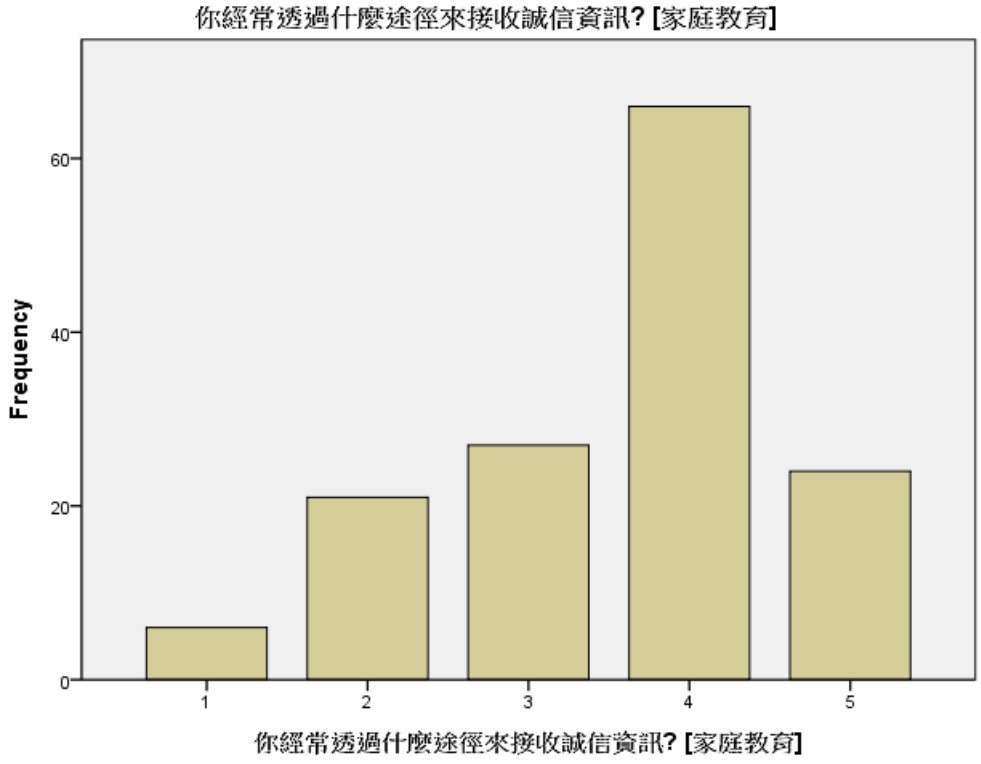

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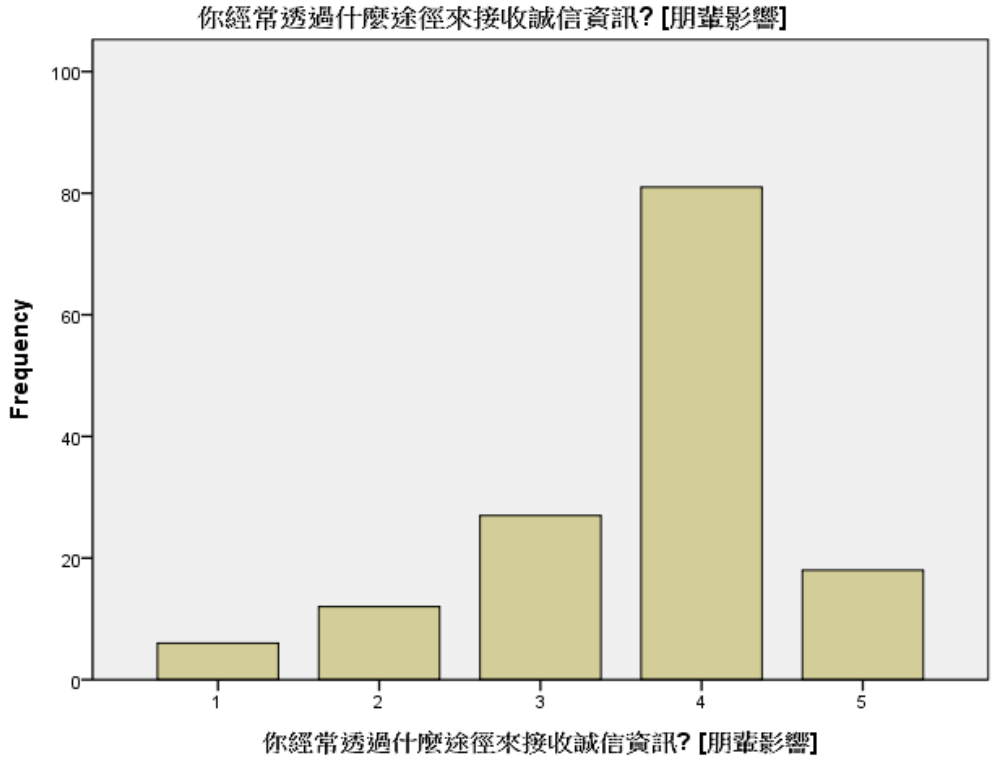

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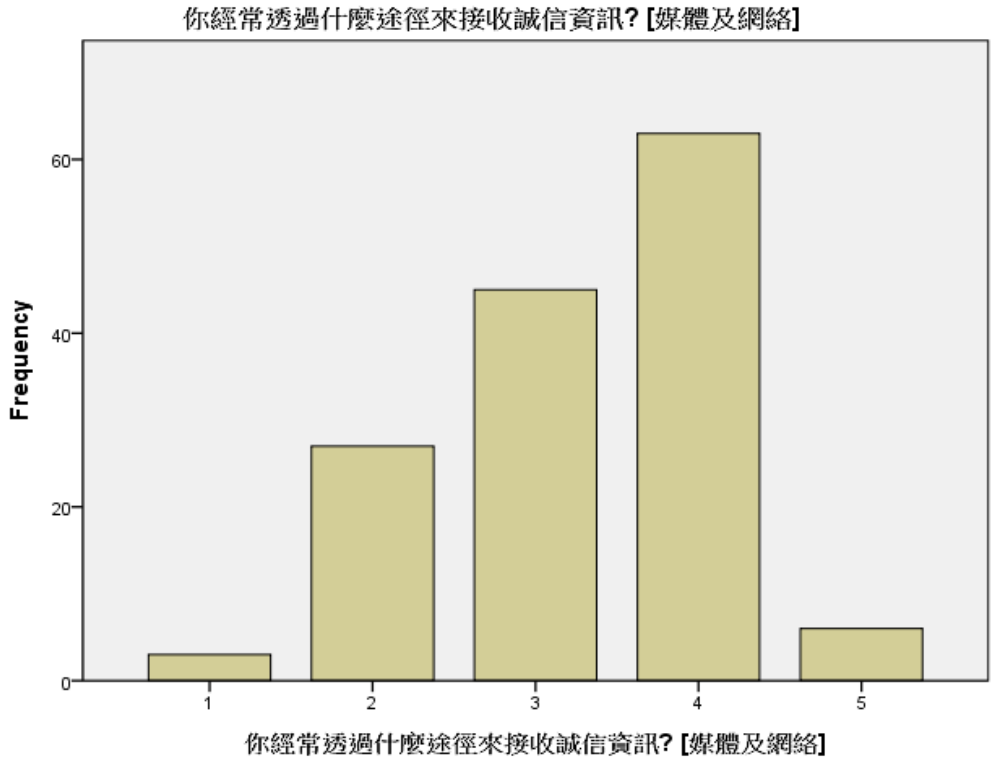

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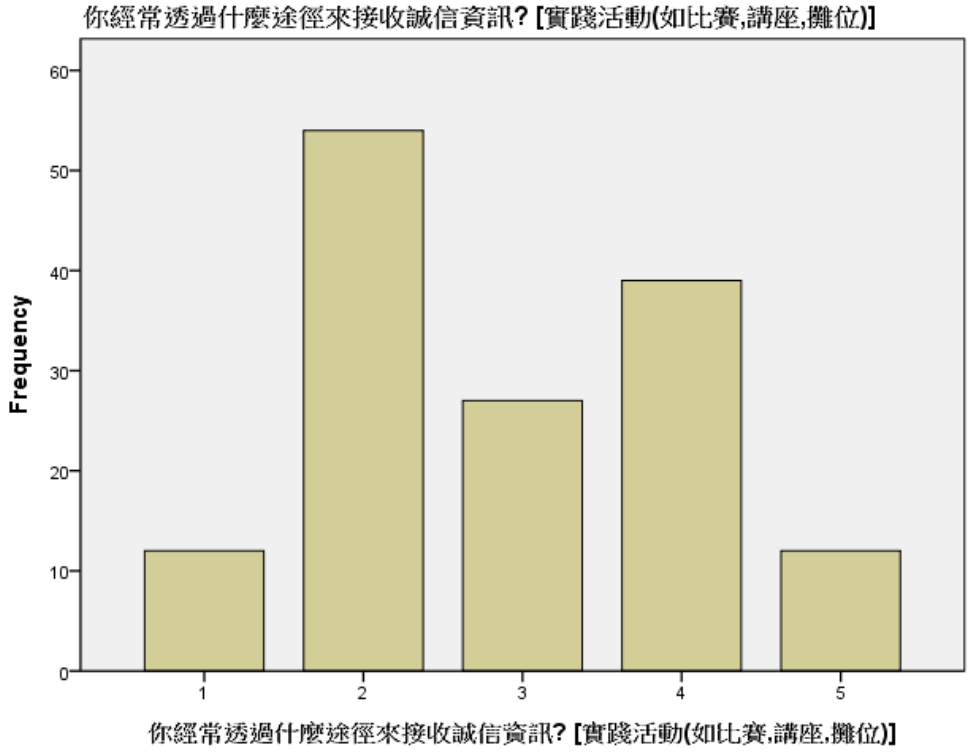

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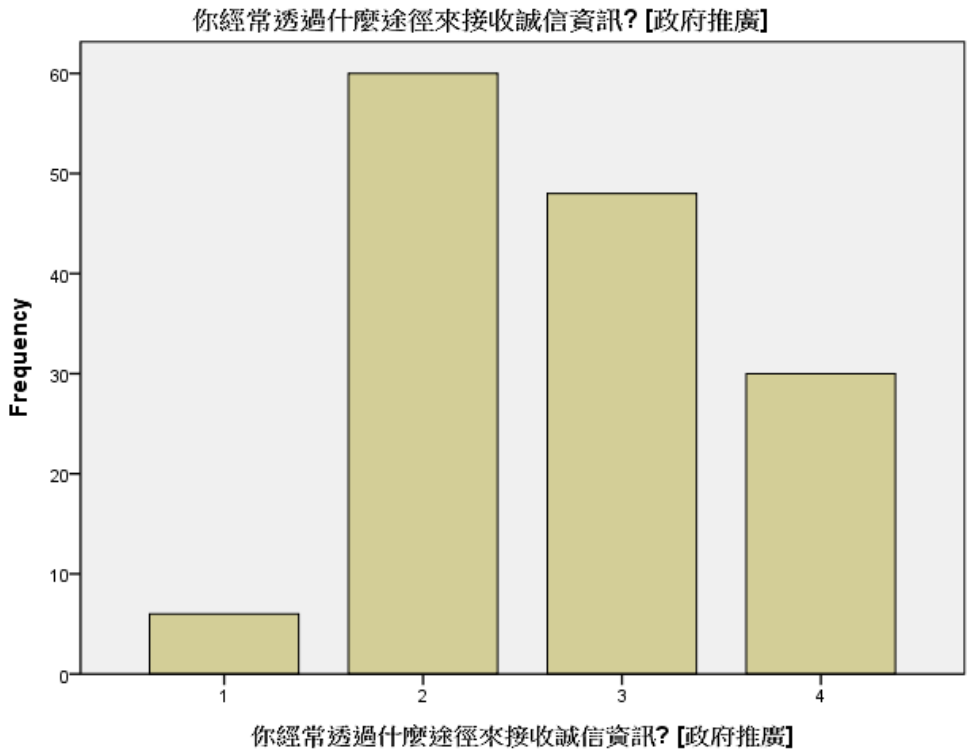

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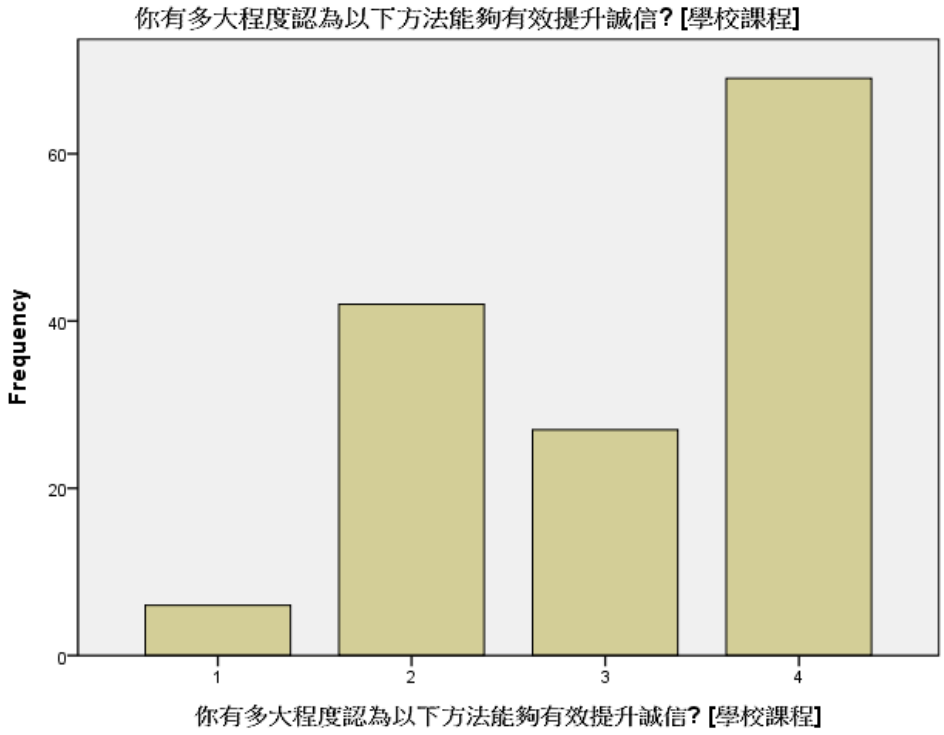

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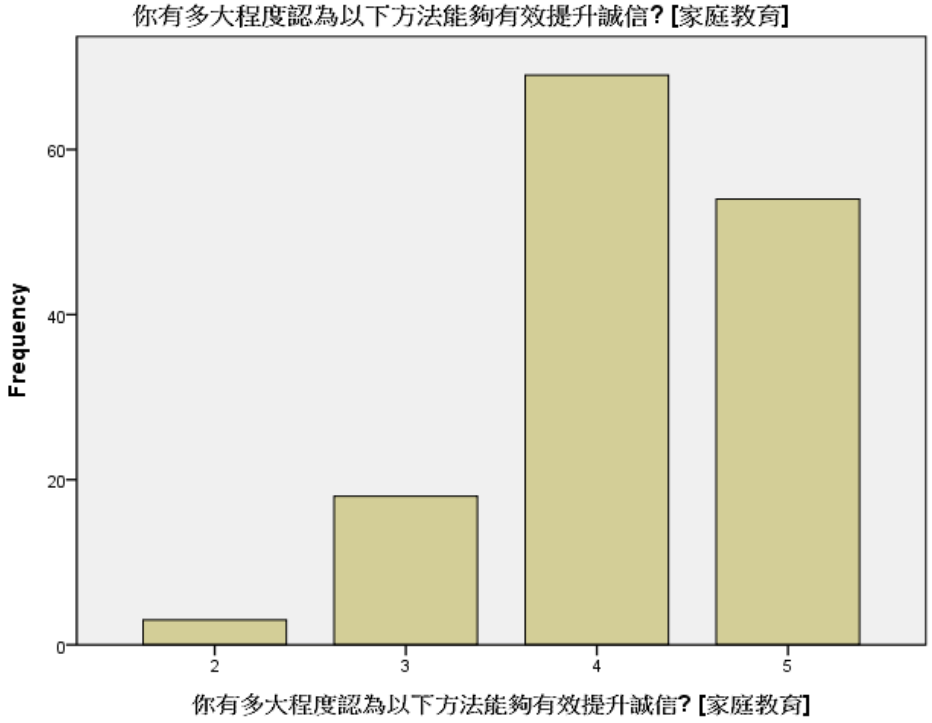

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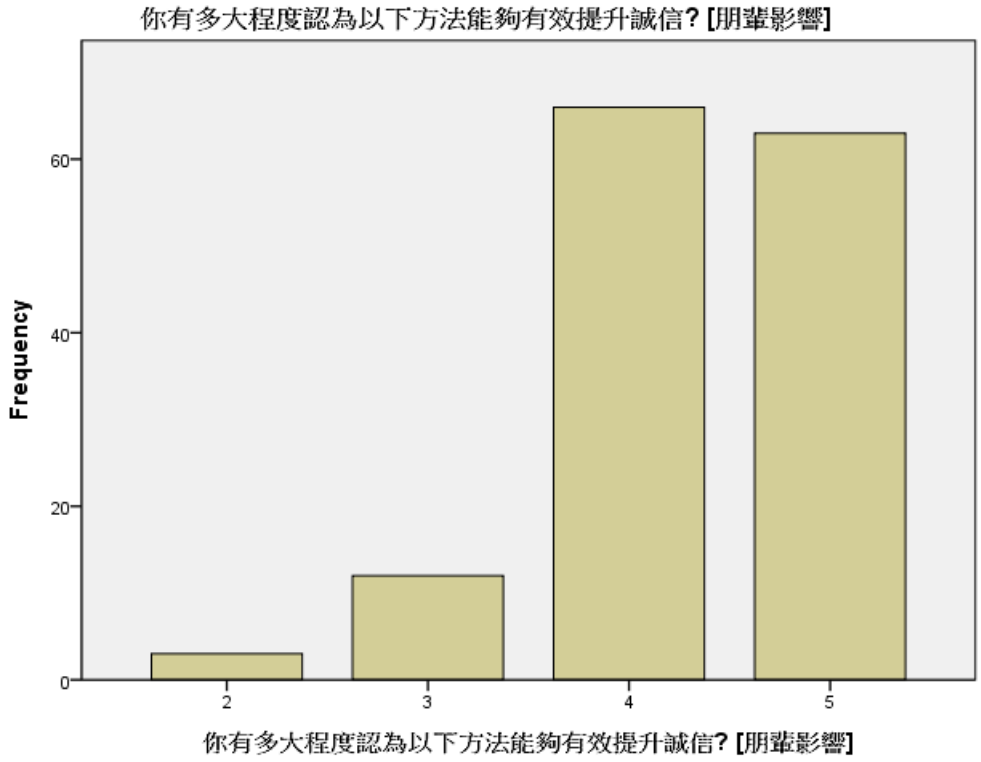
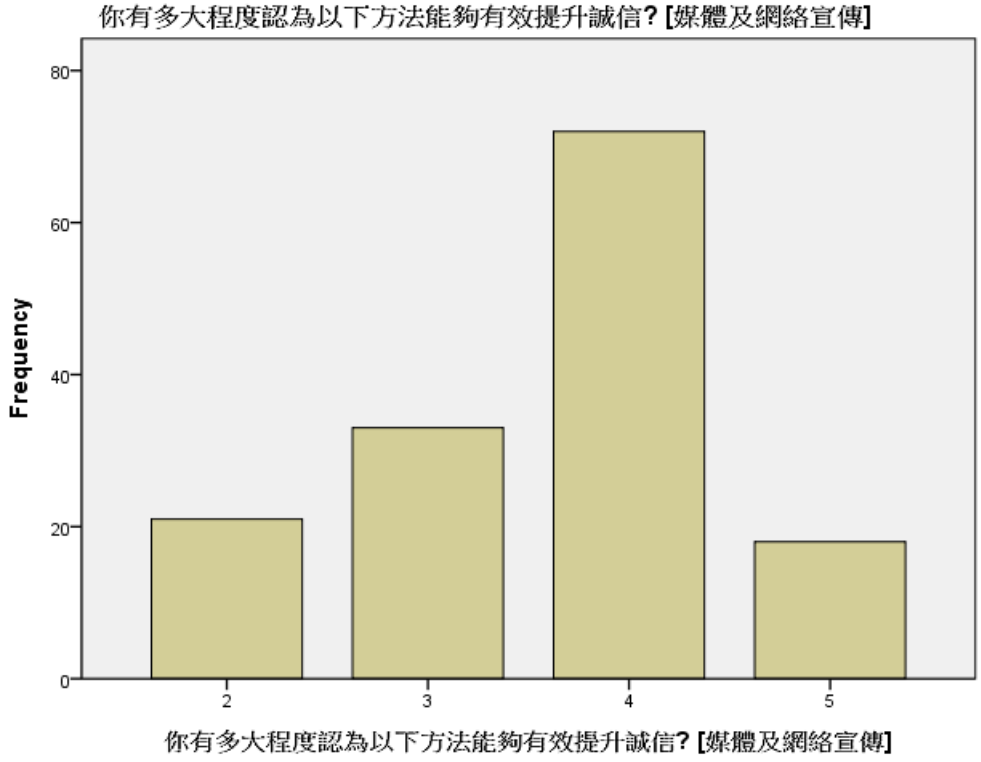
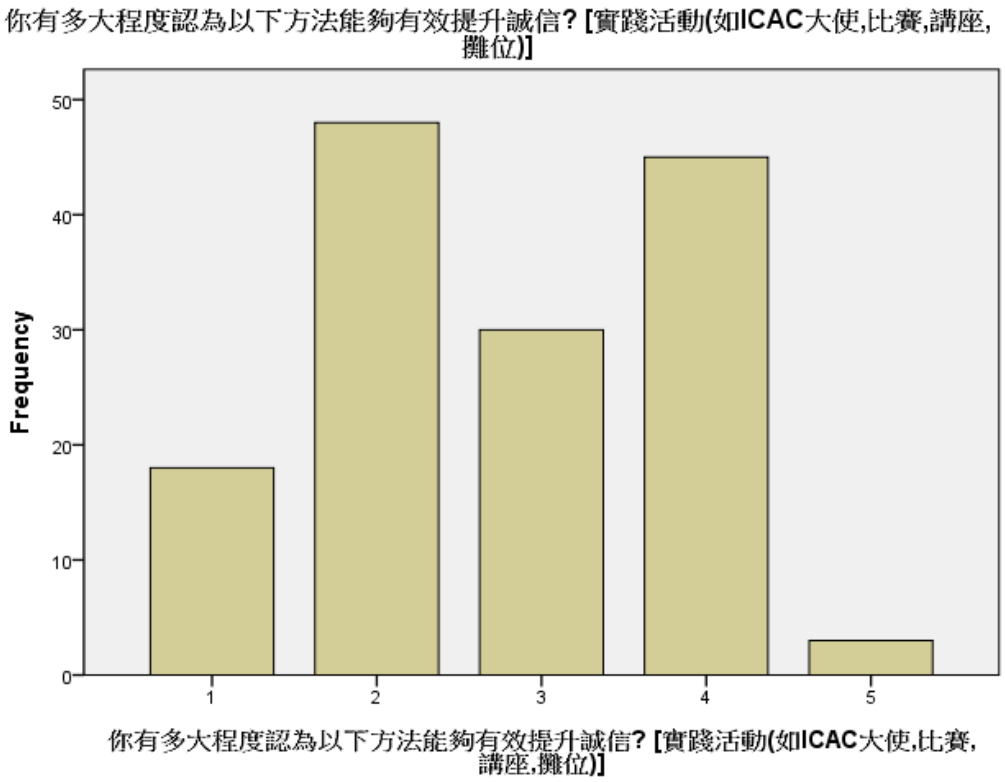


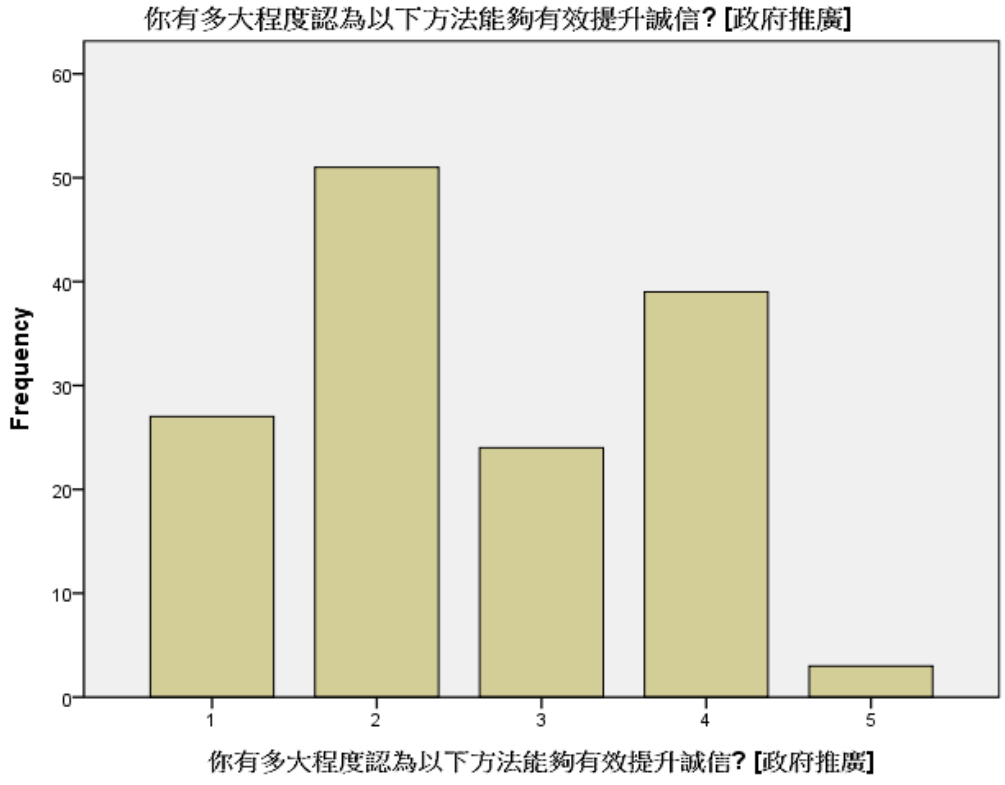
Graph 40



Graph41



Graph 42



Graph 43