



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

Entry number: B162

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## 1. INTRODUCTION

In nowadays Hong Kong, it had been changed a lot when compared to the past. Young people in this generation are having their own viewpoint on anything. Since the establishment of ICAC, integrity is becoming more and more important. It is successful in educating the public about the concept of integrity. In Hong Kong, integrity and probity is a generally accepted concept to the society. Teenagers are the hope and pillars of Hong Kong's future, therefore the inheritance of integrity became an important issue to our society. In this paper, four factors are chose for studying the relationship of them with teenagers facing integrity challenges and what can be done to help them to do the right thing when facing integrity challenges.

## 2. OBJECTIVE

Due to many teenagers' misconduct of being dishonest all around the world, it is necessary to look closer in this phenomenon. And this research paper has the following objectives:

1. The different dilemma about integrity that the young people would face will be investigated.
2. The factors affecting the young people to have misconduct will be found out; they are peer pressure, family influence, money and social factor.
3. Whether there is a difference between male and female towards misconduct will be investigated.
4. Recommendation on how to enhance the integrity among young and teenagers will be listed on each factor.

### 3. LITERATURE REVIEW

#### 3.1. FAMILY

Whether teenagers or young people go astray or not when they face the dilemma about integrity greatly depends on family factors.

According to Hirschi's social control theory, the assumption that persons will engage in delinquent behavior when their "social bond" to society is weakened (Alston, Harley, & Lenhoff, 1995). It means that whether the people would break the laws and regulation depends on their relationship and interaction with the society. Family, which is accepted as having a crucial role in the socialization process, is an important social control agent. Because of this, family has an important effect on the deviant behavior of young people (Burcu, 2003). When the teenagers or youngsters are confused in making the right or wrong decision is affected by its parents' attitude toward ethical decision making, parents' honesty and parents' education to their children. (Petts, 2009) also argue that youths who interact more, argue less, and receive more affection and supervision from their parents may develop stronger family bonds and consequently be less delinquent., It is found that family structure and family processes are important predictors of

delinquency trajectories and parents play a key role in influencing their children's development, especially in providing social support and social control (Petts, 2009).

### 3.2. PEER

Peer influence plays an important role in youth's life. Positive peer influence contributes to positive behaviors while negative peer influence may lead to bad outcomes. Peer influence is one of the underlying reasons for youth integrity challenges (McCornac, 2012). There is an increasing trend of committing academic misconduct of dishonesty in academic institutions. The possibility for students to commit dishonesty behaviors increases when friends are involved (Resurreccion P. F., 2012). It shows how peer influences the decision on whether to cheat or not. Besides, it is pointed out that peer influence not only plays an important role in cheating, but also hiding or concealing the dishonesty behavior and corruptions of the faculty (Teodorescu & Andrei, 2009). It indicated that peer influence may lead to the concealment of truth as to shield friends.

### 3.3. MONEY AND POWER

For the factor that link to money, it is the most common thing that will be related to the problem of integrity. When teenagers facing integrity challenges, money or any form of benefit will be an important factor that affects their decision making process. In economic concept, money is a medium of exchange. It is asset generally accepted that can be exchange for products or services (Yang, 2007). There is a concept of money in the mind of every teenager. According to a study on young people's concept of quality of life, they viewed money as an important part of their everyday life. They think that everything costs money in life (Berglund, Claesson, & Kröldrup, 2006). To the teenagers in Hong Kong, most of the integrity challenges are from their school life and also from their part time job for example cheating, copy of homework, practice bribery in an election etc.

### 3.4. SOCIAL NORMS

Integrity refers to “having conscious personal value and a desire to act in accordance with these” (Holian, 2002). As teenagers have limited working and



life experience, they will conform to social norms to avoid punishment or negative consequences. Further, a research also pointed out teenagers would face psychological pressure to conform to social norms (Resurreccion P. F., 2012). Thus, they act unethically and face integrity challenge (Palazzo, Krings, & Hoffrage, 2012). For example, although people believe that corruption is incorrect, they will follow others so as to become friends with others (Mele, 2010). So, it is clear that the influence of social norms will make teenagers fail to protect their own stands, face ethical challenge and fail to have correct decision-making.

#### 4. DATA COLLECTION

For primary data, electronic questionnaires are used. Our target audience is aged from 15 to 24. The distribution of questionnaire is based on convenience sampling. Facebook and e-mail are chosen as the distribution channels. Questionnaires are distributed to 150 youngsters and 100 effective questionnaires are received from respondents.

For secondary information, academic journals are used for further support in the part of data analysis and discussion.

For limitation, the gender ratio of respondents is uneven that only 17 male respondents participated in this survey with the total respondent of 100. Hence, bias may exist in our research that accuracy of the result would be doubted.

## 5. DATA ANALYSIS AND DISCUSSION

### 5.1. FAMILY

The descriptive statistic shows how respondents value on the family influence.

From Table 1 (in Appendix 1), many respondents agree with the statement “I have strong family values” (Mean=4.16). It reflects that many respondents put their family members in a high priority. That’s why many respondents would easily affected by their family member’s attitudes and behavior.

Second, we have investigated the relationship between cheating and family influence.

#### Hypothesis 1: There is relationship between cheating and family influence

From the result from Pearson correlation analysis (Appendix 1: Table 2), there is a negative relationship between commitment of dishonesty behaviors and family influence. At the significant level of  $\alpha=0.05$ , the Pearson Correlation value between the variables is  $-0.213^*$  and the significant value is  $\alpha=0.033$  which is smaller than the significant level  $\alpha=0.05$ . It shows that a strong negatively relationship between the two variables. Therefore, the hypothesis 1 is accepted.

The result can be attributed to the high expectation of the parents to their children. Nowadays, many parents raise one to two children only, so they spend all the times and resources on their children, so they have high expectation on their children. Moreover, in this knowledge based economy, the parents are always brainwashed that high educational level is the only key leads to a successful life, so the parents always hope their children can be the winners, especially in academic aspect. As a result, this high expectation from the parents on their children may make the young people to cheat so as to get a satisfactory result.

## 5.2. PEER

The descriptive statistic shows how respondents value on the influence of peer pressure. From Table 3 (in Appendix 1), respondents admitted that peer is important (Mean=4.51). Also, when they are facing challenges, they will take reference to peer's opinion (Mean=4.10). And when they suffered in dilemma, peer will support their decision (Mean=4.02).

On the other hand, we have investigated the relationship between commitment of dishonesty behaviors and influence of peer pressure.

Hypothesis 2: There is relationship between commitment of dishonesty behaviors and the influence of peer pressure

From the result from Pearson correlation analysis (Appendix 1: Table 4), there is a positive relationship between commitment of dishonesty behaviors and the influence of peer pressure. At the significant level of  $\alpha=0.01$ , the Pearson Correlation value between the variables is  $0.301^{**}$  and the significant value is  $\alpha=0.002$  which is smaller than the significant level  $\alpha=0.01$ . It shows that a strong positive relationship between the two variables. Therefore, hypothesis 2 is accepted.

Furthermore, we have investigated the relationship between concealment of dishonesty behaviors and influence of peer pressure.

Hypothesis 3: There is relationship between concealment of dishonesty behaviors and the influence of peer pressure

From the result from Pearson correlation analysis (Appendix 1: Table 5), there is a significant relationship between influence of peer pressure and the behavior of concealment of dishonesty behaviors. At the significant level of  $\alpha=0.05$ , the

Pearson Correlation value between the variables is 0.249<sup>\*</sup> and the significant value is  $\alpha=0.012$  which is smaller than the significant level of  $\alpha=0.05$ . Therefore, hypothesis 3 is accepted.

Peer plays an important role in youth's life. Peer has high influence on youth's values, behaviors and decisions. Hence, in facing integrity challenges, peer pressure may contribute to the negative consequences. In order to maintain friendship, youth tends to shield their friends or imitate the behaviors of their friends. When they witnessed cheating behaviors, they tended to conceal the truth and not reported to the university leadership. (Teodorescu & Andrei, 2009). It is under the effect of negative peer pressure. Negative peer pressure facilitates unsafe and unhealthy behaviors (de Guzman, 2007). In case of integrity challenges, negative peer pressure renders the behavior of misconduct and dishonesty, especially academic dishonesty.

### 5.3. MONEY AND POWER

The descriptive statistic shows how respondents value on the money and power.

From Table 6 (in Appendix 1), the lowest mean is 2.1 for 'nothing is more important than money'. The highest mean is 4.09 'there are many things more important than getting money'.

From Table 7 (in Appendix 1), the lowest mean is 2.91 for 'power is important to me'. The highest mean is 4.04 'I will fight for better working conditions'.

Apart from this, we have investigated the relationship between cheating and money.

#### Hypothesis 4: There is relationship between cheating and money

From the result from Pearson correlation analysis (Appendix 1: Table 8), there is a negative relationship between cheating and money. At the significant level of  $\alpha=0.01$ , the Pearson Correlation value between the variables is  $-0.287^{**}$  and the significant value is  $\alpha=0.004$  which is smaller than the significant level of  $\alpha=0.01$ .

Therefore, hypothesis 4 is accepted.

In our questionnaire, we have suggested that cheating is a form of integrity challenge that often faced by teenagers. As they are negatively related, when the concept of money become more positive, there is fewer level of integrity challenge being faced. In other words, when they face integrity challenge like cheating, if they do not view money as the one and only factor to be concerned, this can help them make a correct decision.

Besides, we have investigated the relationship cheating and power.

Hypothesis 5: There is relationship between cheating and power

From the result from Pearson correlation analysis (Appendix 1: Table 9), there is a negative relationship between cheating and money. At the significant level of  $\alpha=0.05$ , the Pearson Correlation value between the variables is  $-0.267^{**}$  and the significant value is  $\alpha=0.007$  which is smaller than the significant level of  $\alpha=0.05$ .

Therefore, hypothesis 5 is accepted.

Similar to the concept of money, concept of power includes authority, status and job. When teenagers get a positive concept of power, this will decrease the level of integrity challenge. In other words, teenagers who understand that people



should not use any means include those are unethical in order to get power will be able to overcome integrity challenge.

In addition, the relationship between the concept of providing interests or benefits to others and money is investigated.

Hypothesis 6: There is relationship between concept of providing interests or benefits to others and money

From the result from Pearson correlation analysis (Appendix 1: Table 10), there is a negatively relationship between cheating and money. At the significant level of  $\alpha=0.05$ , the Pearson Correlation value between the variables is  $-0.202^*$  and the significant value is  $\alpha=0.043$  which is smaller than the significant level of  $\alpha=0.05$ . Therefore, hypothesis 6 is accepted.

When teenagers understand the correct concept of money, they will not be easily fall into the integrity challenge for example transferring of benefits. It is easily occur in their school life for example finishing homework by the others or participate bribery election during voting for student cabinet. Therefore, positive concept of money can reduce risk for teenagers fall into the trap.

#### 5.4. SOCIAL NORMS

The descriptive statistic shows how respondents value on the social norm. From Table 11 (in Appendix 1), many respondents agree with the statement “I will fight for justice in all situations” (Mean=3.37). And the mean for the statement “I can keep my stand or principle” is quite low (Mean=3.23). Therefore, it shows that teenagers cannot stay firm with their stands or principle and will be influence by social norms, e.g. ‘majority rules’ and ‘seeking instant benefits’.

We have investigated the relationship between providing interests or benefits to others and social norm.

Hypothesis 7: There is relationship between providing interests or benefits to others and social norm

From the result from Pearson correlation analysis (Appendix 1: Table 12), there is a positive relationship between cheating and money. At the significant level of  $\alpha=0.05$ , the Pearson Correlation value between the variables is 0.246\* and the significant value is  $\alpha=0.014$  which is smaller than the significant level of  $\alpha=0.05$ . Therefore, hypothesis 7 is accepted.

Teenagers will be influence by social norms and having misconduct on integrity as they have to follow the majority to protect their own interest. Therefore, they will provide interest or benefits to others in order to protect themselves.

## 6. RECOMMENDATION

### 6.1. PARENTS –TO BE THE ROLE MODEL

In recent years there has been a greater interest in the role of family environment in the development of children behavior including protective and risky behavior (Elias& Noordin, 2011). It can show that parents should be the role model for their children in sharing their children's attitude when facing ethical dilemma. First, the parent themselves should have the right attitude and behavior when making ethical decision, So that children are more likely to behave well in making ethical decision since they see the demonstration from the parents.

Second, parents should not spoil their children. Nowadays, the family size in modern cities declines, especially in China. Many parents only raise one child due to one child policy. As a result, parents put all the resources and attention on their only child. Some parents even not to punish their children even children do something wrong. It makes children think that they no need to follow rules and regulations and to be honest.

Lastly, parents' education is very important. Parents should instill the importance of integrity in their next generation and encourage them to be themselves when making ethical decision.

## 6.2. SCHOOL EDUCATION AND SOCIAL MEDIA – TO BUILD POSITIVE PEER RELATIONSHIP

Efficient use of peer pressure is suggested to minimize dishonesty and misconduct behaviors. Since then, positive peer relationship is fostered to defense negative peer pressure. Through the means of education, negative mindset can be altered and positive views towards integrity can be penetrated.

Apart from traditional talks and seminars, schools can create the Youth Integrity Club so as to facilitate activities that related to integrity. The club can associate with ICAC so that more up-to-date information can be received. Members can create activities for increasing students' awareness of integrity. Also, this increases the student involvement and helps them to acquire positive values via integrity projects. It is believed that having experiences or engagement in integrity projects is more efficient than traditional seminars and talks to acquire

knowledge from integrity. Through the influence of positive peer pressure, it can minimize the dishonesty behaviors.

Apart from school feeding, social media sites are efficient tools to reach the youth. ICAC is suggested to create a Facebook fan page. They can share the cases related to integrity and provide possible solutions for making decisions in integrity challenges. To make the information be more attractive, videos or micro-films can be used to deliver the message of integrity.

### 6.3 THE SIDE OF ICAC AND GOVERNMENT

As social norms can influence teenager's act on providing advantages/benefits to others, ICAC and Hong Kong Government play an important role on educating and promoting youth integrity.

Most people, including teenagers will watch television every day and thus television becomes a part of their life and teenagers will be influenced by the advertisements or TV programmes. Therefore, ICAC and government can consider using TV as a medium for spreading correct concept on integrity to teenagers.

From Figure 1, it is found that 46% of teenagers will watch TVB. Therefore, ICAC and Hong Kong government can produce some advertisements, short movies or even TV programmes for promoting youth integrity and launching in TVB. With the influential power of TV channels, ICAC and the government can increase the efficiency and effectiveness of their promotion and arouse noise.

## 7. CONCLUSION

To conclude, there are four important factors – (1) family, (2) peer, (3) money and (4) social norms – can affect teenagers' integrity and their decision-making process. As teenagers are important to the future of our society, there's a need to reinforce the importance of integrity and guide them on making decision. In order to do so, parents, schools, ICAC and the government play an important role.

(Total words: 2914)

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## APPENDIX 1: TABLES AND FIGURE

Table 1 Descriptive statistic for the factor of family

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Q4a. Family members pay attention to integrity.</b>	100	1	5	4.12	.902
<b>Q4b. Family members always have communication about integrity among each other.</b>	100	1	5	2.88	1.113
<b>Q4c. Family members would be honest and themselves when making ethical decision.</b>	100	2	5	3.89	.909
<b>Q4d. Family members have been instilled the importance of integrity in me when I was young.</b>	100	1	5	4.02	1.025
<b>Q4e. I have strong family values.</b>	100	1	5	4.16	.929
<b>Q4f. My behaviors are greatly affected by those of my family members.</b>	100	1	5	4.01	.927
<b>Q4g. Family members are my role models.</b>	100	1	5	3.39	1.109
<b>Q4h. Family members always keep promises.</b>	100	2	5	3.89	.942
<b>Q4i. Family knows the importance of integrity.</b>	100	2	5	4.07	.856

Table 2 correlation between family and cheating

Correlations			
		Family	Cheating
<b>Family</b>	Pearson Correlation	1	-.213*
	Sig. (2-tailed)		.033
<b>Cheating</b>	Pearson Correlation	-.213*	1
	Sig. (2-tailed)	.033	
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 3 Descriptive statistics for the factor of peer

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Q3a. Peer is important to me.</b>	100	1	5	4.51	.859
<b>Q3b. Peer values influence me a lot.</b>	100	1	5	3.89	1.004
<b>Q3c. In facing challenges, I will take reference to peer's opinion.</b>	100	2	5	4.10	.859
<b>Q3d. I will imitate peer's behaviors.</b>	100	1	5	3.25	1.058
<b>Q3e. Peer behaviors influence me a lot.</b>	100	1	5	3.60	.985
<b>Q3f. In facing dilemma, peer supports my decision.</b>	100	1	5	4.02	.995
<b>Q3g. In order to maintain friendship, I will commit dishonesty.</b>	100	1.00	5.00	3.4000	1.10096
<b>Q3h. I will conceal the dishonesty behaviors of peer.</b>	100	1.00	5.00	3.2500	1.07661

Table 4 Correlation between peer pressure and the commitment of dishonesty behaviors

Correlations			
		Commitment of dishonesty behaviors	Influence of peer pressure
<b>Commitment of dishonesty behaviors</b>	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.002
<b>Influence of peer pressure</b>	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.002	
<b>** . Correlation is significant at the 0.01 level (2-tailed).</b>			

Table 5 Correlation of peer pressure and the concealment of dishonesty behaviors

Correlations			
		Influence of peer pressure	Concealment of dishonesty behavior
<b>Influence of peer pressure</b>	Pearson Correlation	1	.249*
	Sig. (2-tailed)		.012
<b>Concealment of dishonesty behavior</b>	Pearson Correlation	.249*	1
	Sig. (2-tailed)	.012	
<b>*. Correlation is significant at the 0.05 level (2-tailed).</b>			

Table 6 Descriptive Statistics for the factor of money

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Q5a. Money is very important to me.</b>	100	1	5	3.99	.948
<b>Q5b. Money will affect my decision making.</b>	100	1	5	3.95	.821
<b>Q5c. I will be enticed by money.</b>	100	1	5	2.73	1.024
<b>Q5d. I believe having money can lead to success.</b>	100	1	5	3.08	1.061
<b>Q5e. Nothing is more important than money</b>	100	1	5	2.10	1.115
<b>Q5f. When faced with a dilemma, I would choose money.</b>	100	1	5	2.45	1.029
<b>Q5g. I cannot accomplish anything without money.</b>	100	1	5	2.68	1.332
<b>Q5h. There are many things more important than getting money.</b>	100	1	5	4.09	.965

Table 7 Descriptive Statistics for the factor of power

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Q5i. Power is important to me.</b>	100	1	5	2.91	1.093
<b>Q5j. Status is important to me.</b>	100	1	5	2.99	1.030
<b>Q5k. I will fight for better working conditions.</b>	100	2	5	4.04	.751
<b>Q5l. Having a job is important to me.</b>	100	1	5	3.99	.893

Table 8 Correlation of concept of money and cheating

Correlations			
		Concept of Money	Cheating
<b>Concept of Money</b>	Pearson Correlation	1	-.287**
	Sig. (2-tailed)		.004
<b>Cheating</b>	Pearson Correlation	-.287**	1
	Sig. (2-tailed)	.004	
<b>** . Correlation is significant at the 0.01 level (2-tailed).</b>			



Table 9 Correlation of concept of power and cheating

Correlations			
		Concept of Power	Cheating
Concept of Power	Pearson Correlation	1	-.267**
	Sig. (2-tailed)		.007
Cheating	Pearson Correlation	-.267**	1
	Sig. (2-tailed)	.007	
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 10 Correlation of concept of money and providing interest and benefits

Correlations			
		Concept of Money	Providing Interest/ Benefits
Concept of Money	Pearson Correlation	1	-.202*
	Sig. (2-tailed)		.043
Providing Interest/ Benefits	Pearson Correlation	-.202*	1
	Sig. (2-tailed)	.043	
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 11 Descriptive data for ‘social norm influence with teenager’s act on providing advantages/benefits to other’

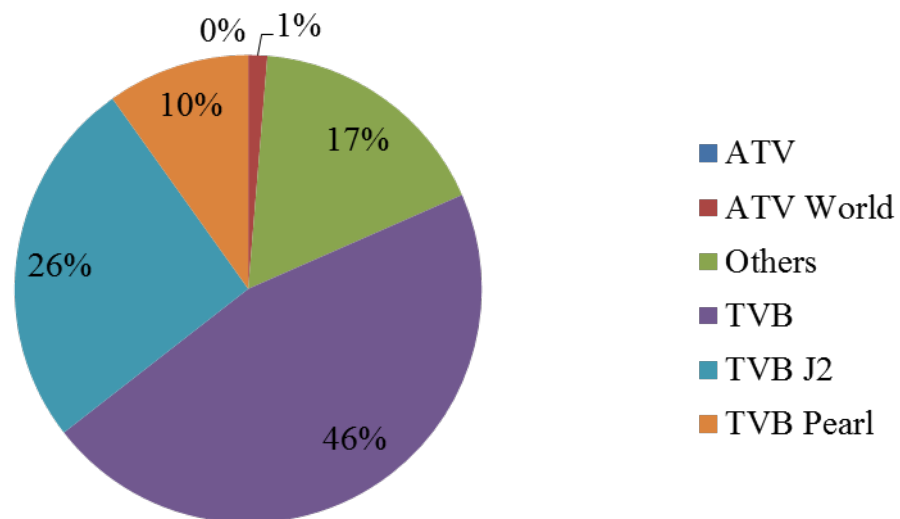
	<b>N</b>	<b>Mini mum</b>	<b>Maxi mum</b>	<b>Me an</b>	<b>Std. Deviation</b>
<b>Q6a. I’m easy to be influenced by social norms.</b>	100	1	5	3.53	.991
<b>Q6b. I can keep my stand / principle.</b>	100	2	5	3.23	.868
<b>Q6c. I think most teenagers like to seek instant benefits</b>	100	2	5	3.86	.739
<b>Q6d. It’s difficult for me to distinguish the accuracy of a media</b>	100	1	5	3.25	1.048
<b>Q6e. I agree with the idea of ‘majority rule’.</b>	100	1	5	3.55	.999
<b>Q6f. I will respect the result from democratic system no matter I face ethical dilemma.</b>	100	1	5	3.30	.990
<b>Q6g. I will fight for justice in ALL situations.</b>	100	2	5	3.37	.774
<b>Q6h. I should protect my interest even when I face ethical dilemma.</b>	100	2	5	3.35	.730
<b>Valid N (listwise)</b>	100				

Table 12 Correlation of social norm influence with teenager's act on providing advantages/benefits to others

Correlations			
		Mean_Q6. Social factors	Q2c. My friends or family will provide interest/benefits to others.
Mean_Q6. Social factors	Pearson Correlation	1	.246 <sup>*</sup>
	Sig. (2-tailed)		.014
	Sum of Squares and Cross-products	20.237	13.683
	Covariance	.204	.138
	N	100	100
*. Correlation is significant at the 0.05 level (2-tailed).			

Figure 1 Teenagers' choice on TV channels

### Q11. Teenagers' choice on TV channels



## APPENDIX 2: QUESTIONNAIRE

### 有關青年誠信挑戰問卷調查

誠信的定義:

有誠懇和信用的意思。誠懇指真心真意而言詞懇切。信用則是指能遵守諾言而使人信用。

面臨誠信挑戰的例子:

知道了好友販賣毒品，你會為了維護這段友誼而不向警方揭發嗎？

在過去12個月，你曾經面對誠信的挑戰？(例如：你曾收受利益，抄襲文章，隱瞞真相或協助朋友進行違法行為)

從不 (0 次)	很少 (1-3 次)	間中 (3-10 次)	經常 (10 次以上)
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**Q2.** 在以下情況，選出適合的答案:

	從不	很少	無意見	間中	經常
A. 我身邊的人做出違法行為。					
B. 我身邊的人會作弊。					
C. 我身邊的人會提供利益于他人。					
D. 我會幫忙隱瞞身邊朋友的違法行為。					

在以下情況，選出適合的答案:

**Q3.** 朋輩影響

	從不	很少	無意見	間中	經常
--	----	----	-----	----	----

A. 我十分重視我的朋友。					
B. 朋友的價值觀對我有很大影響。					
C. 在面對難題時，我經常參考朋友的意見。					
D. 我會模仿朋友的行為。					
E. 朋友的行為對我有很大影響。					
F. 我會為了維繫友情而作出不實行為。					
G. 我會隱瞞朋友不實的行為。					
H. 每當面臨抉擇，遇上矛盾時，朋友會支持及鼓勵我作出適當的選擇。					

**Q4. 家庭影響**

	從不	很少	無意見	間中	經常
A. 家庭成員都十分注重誠信。					
B. 家庭成員常常都會有關於面臨誠信抉擇問題的交流。					
C. 家庭成員在面臨誠信的抉擇時都會誠實、忠於自己。					
D. 家庭成員自小就灌輸我誠信的重要性。					

E. 我是個家庭觀念很重的人。					
F. 家庭成員的行為會直接影響我的行為。					
G. 從小以來家庭成員都是我模仿的對象。					
H. 家庭成員都是守承諾的人。					
I. 家庭成員都明白誠信的重要性。					

**Q5. 金錢誘惑**

	從不	很少	無意見	間中	經常
A. 金錢對我很重要。					
B. 金錢因素會影響我做抉擇。					
C. 我會受到金錢利誘。					
D. 相信有金錢就能成功。					
E. 沒有東西比金錢更重要。					
F. 當遇到兩難選擇時，我會選擇金錢。					
G. 沒有金錢就一事無成。					

H. 有很多事情比得到金錢重要。					
I. 權力對我很重要。					
J. 地位對我很重要。					
K. 我會爭取更好的工作待遇。					
L. 有一份工作對我很重要。					

**Q6. 社會風氣**

	從不	很少	無意見	間中	經常
A. 我容易受社會風氣影響。					
B. 我能堅持自己的立場／原則。					
C. 我認為現今青少年都十分急功近利。					
D. 我認為要分辨媒體的報導是否有顛倒社會是非是很困難。					
E. 我認同民主制度下的「少數服從多數」的觀念。					
F. 即使面對道德問題，我亦會尊重民主制度下所產生的結果。					
G. 無論身處任何境況，我都會為正義而發聲。					

H. 即使可能會面對公義的兩難，我應該先保護自己的利益。					
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**Q7. 請選擇經常觀看的電視台。（可選擇複數答案）**

無線電視翡翠台	無線電視明珠台	無線電視 J2
亞洲電視本港台	亞洲電視國際台	其他

### 個人資料

**Q8. 性別:**

男 女

**Q9. 年齡:**

15-18 歲 19-21 歲 22-24 歲

**Q10. 教育程度:**

小學 中學 文憑/ 副學士 學士 碩士或以上