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**FACTORS IN SHAPING AN UNCOMPROMISING MORAL POSITION  
AGAINST CORRUPTION AMONG STUDENTS**

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**Annotation:** This article examines the psychological, pedagogical, and social factors that contribute to shaping an uncompromising moral stance against corruption among young people. Based on the concepts of social perception, moral consciousness, value systems, and social motivation, the study emphasizes the necessity of developing anti-corruption immunity in students. The role of family, educational environment, personality socialization, and cognitive mechanisms in forming attitudes toward corrupt behavior is also discussed.

The findings highlight the psychological roots of corruption, explaining the phenomenon through cognitive dissonance, social norms, and personal responsibility. The paper underlines that fostering values of justice, integrity, and social responsibility in youth is a key direction to ensure a stable psychological position against corruption.

**Keywords:** corruption, moral stance, personal responsibility, social perception, cognitive processes, motivation, psychological immunity.

**Introduction**

In today's era of globalization, corruption is recognized as one of the most dangerous social evils, posing a serious threat to the social, economic, and moral development of society. This phenomenon negatively affects not only governance and economic stability but also the individual's moral consciousness, value system, and social position. In particular, fostering an uncompromising moral stance toward corruption in the minds of the younger generation has become one of the most pressing tasks of our time. This issue occupies a special place in the processes of education, family upbringing, and the functioning of social institutions.

From a psychological perspective, developing immunity against corruption is directly related to the level of an individual's social perception, cognitive processes, and moral consciousness. For students, the harmony of social motivation, value systems, and moral needs serves as a crucial factor in rejecting corrupt behavior. Moreover, the proper functioning of cognitive dissonance mechanisms, together with the understanding of social norms and principles of justice, plays a decisive role in establishing uncompromising attitudes toward corruption. In this sense, psychological approaches may yield deeper and more sustainable results in combating corruption.

The formation of a moral stance against corrupt behavior is multifaceted, involving not only individual personal qualities but also social environmental factors. Family upbringing, pedagogical processes, peer influence, and the values transmitted through mass media all act as key determinants shaping young people's attitudes toward corruption.



Date: 25<sup>th</sup> September-2025

Since there is a risk that corruption may be perceived as a “norm” during socialization, it is essential to develop a strong socio-psychological immunity among students.

From a scientific and theoretical standpoint, this issue can be addressed through various psychological concepts. Cognitive psychology studies the role of perception, thinking, and memory mechanisms in making corrupt decisions; social psychology explains the influence of group pressure, social norms, and conformity on corruption; and moral development theories clarify how young people come to understand personal responsibility, fairness, and honesty.

Therefore, fostering an uncompromising moral stance against corruption among the younger generation is considered not only a priority of state policy but also one of the urgent directions of psychological research. By shaping such a stance, it is possible to strengthen the values of justice, honesty, and social responsibility within society. The scientific and practical significance of this research lies in the fact that it uncovers the psychological roots of corruption, strengthens the personal and social immunity of young people, and creates opportunities to develop effective methodological recommendations to ensure a sustainable psychological stance against corruption.

### **Literature Review**

The analysis of scholarly sources shows that the phenomenon of corruption has been studied at the intersection of multiple disciplines, including economics, sociology, political science, and psychology. For example, foreign researchers such as J. Nye, R. Klitgaard, and D. Kaufmann have explored the impact of corruption on the stability of social systems, while economists like G. Becker have analyzed corruption through the lens of economic choice theory. In psychological literature, corruption is interpreted as a process associated with personal motivation, value crises, and the breakdown of social norms. These approaches allow for a broader understanding of the subject and a deeper analysis of the factors influencing young people.

In psychological research, an individual's attitude toward corruption is often explained through categories such as moral consciousness, cognitive dissonance, and social perception. L. Kohlberg's theory of moral development demonstrates that the more an individual understands the principles of honesty and justice, the more uncompromisingly they reject corruption. A. Bandura's social learning theory explains the formation of corrupt behavior through modeling and observation. Thus, in shaping the moral stance of young people, not only personal qualities but also social environment and psychological susceptibility factors play a decisive role.

In the post-Soviet context, scholars often emphasize the integration of socio-psychological and pedagogical approaches in studying corruption among youth. Juravlyov and Kitova's research analyzes young people's attitudes toward corruption in relation to the economic mentality of society and family-cultural norms, highlighting the direct influence of social perception and economic conditions on moral outlooks. Denisova-Schmidt and her colleagues, in turn, have empirically examined how university environments shape and transform students' attitudes toward corruption and cheating over time. Pogozhina and Sergeeva from Moscow and other Russian academic centers have



Date: 25<sup>th</sup> September-2025

shown that motivational factors and the sense of control (locus of control) significantly influence ethical decision-making among schoolchildren and students, emphasizing the predictive role of motivational profiles in moral choices. The overall conclusion from these works is that young people's stance against corruption is shaped not only by legal or economic measures but also by profound psychological, social, and pedagogical factors.

### **Psychological Mechanisms: Perception, Motivation, and Cognitive Processes**

Foreign and CIS research repeatedly points to psychological concepts in explaining young people's attitudes toward corruption: social perception, cognitive dissonance, moral disengagement, motivational profiles, and locus of control. Juravlyov and Kitova present evidence that if corruption has long been normalized in society, young people's perception legitimizes such behaviors, reducing moral rejection. Pogozhina and Sergeeva's studies show that students with strong intrapersonal motivation and an internal locus of control tend to rely more on ethical principles when facing corruption, resulting in more stable moral stances. Denisova-Schmidt's empirical work highlights how academic norms and material incentives (e.g., cheating in exams) can shift students' attitudes toward corruption, underscoring the importance of institutional policies and educators' roles.

Across the literature, it is consistently emphasized that young people's moral stance is shaped more by the integrated influence of social institutions—family, school, and higher education—than by individual traits alone. Domestic studies illustrate the impact of teachers' moral modules, curricula, and family upbringing on young people's perspectives on corruption. According to Denisova-Schmidt and others, fostering justice, transparency, and academic culture within universities strengthens students' uncompromising stance toward corruption. Conversely, permissive environments without sanctions can normalize corrupt behavior. Thus, psychological research recommends not only focusing on individuals but also transforming environments through interventions such as moral education modules, ethics training, and mentorship systems.

While many studies rely on surveys, experimental settings, and longitudinal observations, methodological limitations exist. For example, Pogozhina and Sergeeva's findings on schoolchildren may not directly generalize to university populations; Denisova-Schmidt's cross-university comparisons face challenges of cultural and economic differences; and Juravlyov and Kitova's focus on economic mentality may overlook personal psychological mechanisms. Therefore, integrated approaches—cross-method research, culturally sensitive longitudinal designs, and mixed methods—are recommended.

### **Key Findings**

The combined results suggest that developing an uncompromising moral stance against corruption among youth requires comprehensive measures:

- **Psychological:** promoting personal responsibility, self-control, and cognitive dissonance through targeted training.
- **Pedagogical:** implementing "Codes of Honesty," "Academic Ethics Rules," and interactive moral dilemma training in universities.



Date: 25<sup>th</sup> September-2025

- **Social:** fostering justice, honesty, and transparency through media and public campaigns.

Ultimately, the stance of young people toward corruption is not just an individual choice but the product of a broader socio-psychological system. Without complex, systematic, and consistent approaches, achieving meaningful results is difficult. This calls for the collaboration of psychologists, educators, sociologists, and policymakers.

#### Proposals and Recommendations

1. **Psychological level:** conduct regular training and workshops to strengthen students' sense of responsibility, self-control, and cognitive dissonance mechanisms.
2. **Pedagogical level:** introduce and monitor the practical implementation of "Codes of Honesty" and "Academic Ethics Rules" in higher education institutions.
3. **Social level:** strengthen psychological and moral campaigns in the media and social networks that promote honesty, justice, and transparency.
4. **Scientific-research level:** integrate the findings of Uzbek and CIS scholars, regularly study students' anti-corruption attitudes through psychological diagnostic methods.
5. **Policy level:** develop comprehensive programs aimed at fostering uncompromising attitudes toward corruption among youth, integrating them into both the education system and family upbringing processes.

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Date: 25<sup>th</sup> September-2025

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