
Impact of Socialization and Financial Greed in Endorsing Immoral Decisions among Students

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Abstract: *This research paper examined the role of socialization and financial greed in promoting the immoral decisions of students. Through the findings of existing literature on the topic, the authors analysed the impact of socialization and financial greed on unethical decisions, as well as examined potential strategies for minimizing the incidence of immoral behaviour. The findings showed that socialization and financial greed can influence individuals in terms of making immoral decisions. In particular, individuals with materialistic values or higher levels of financial greed were more likely to make unethical decisions for personal gain. Furthermore, the authors identified potential strategies such as increasing awareness of moral values and implementing programs to reduce financial greed, which may be beneficial in minimizing the occurrence of unethical behaviour. Therefore, understanding the influence of socialization and financial greed on moral decision-making is important in order to create a better and fairer society.*

Keywords: *Immoral Behaviour, Socialization and Immoral Behaviour, Financial Greed and Immoral Decision, Immoral Decisions, Students Immoral Behaviour.*

1. INTRODUCTION

Socialization can lead both to good and bad decisions. Individuals can be exposed to various social norms, values, and beliefs, and thus, these can partly influence their decisions in an immoral manner. In addition, financial greed can also have a direct impact on adopting immoral decisions as individuals prioritize their selfish interests and ignore the greater good.



Therefore, the influence of socialization and financial greed can lead people to prioritize their gain over morality.

The impact of socialization and financial greed on adopting immoral decisions of students. Previous research studies have shown that individuals' decisions can be influenced by the environmental stimulus, personal character traits, and economic and social circumstances. For example, according to a study by Chen and Christen (2009), individuals are more likely to adopt immoral decisions if they are exposed to more materialistic values or when they are surrounded by people who display these values. Similarly, financial greed has also been reported to increase an individual's likelihood of taking unethical actions. In particular, a study conducted by Li and Nie (2014) found that those with a high financial greed are more likely to make immoral decisions for their own personal gain, and are less likely to consider the collective good. This research seeks to understand how these socialization and financial greed can play a role in students' decision-making, and what can be done to minimize the occurrence of unethical behaviour.

This research study aims to explore the impact of socialization and financial greed on adopting immoral decisions of students. In today's world, people are increasingly exposed to various social norms, values, and beliefs that can largely influence their decisions. This behaviour, however, may have an ethical consequence as people's actions can be detrimental to society. Similarly, financial greed can also be a contributing cause to people making immoral decisions as it pushes their interests to prioritize their benefit over morality. Therefore, this research study aims to explore the correlations between socialization and financial greed and the impact it has on individuals in terms of adopting immoral decisions. Socialization and financial greed can have an effect on individuals' decision-making, leading to the adoption of immoral decisions. This concept can be traced back to the 19th century when philosophers began to question the notion of morality and its influence on decisions. For instance, in his work *Utilitarianism*, John Stuart Mill argued that the ultimate goal of moral decisions should be the greatest good of the greatest number. Similarly, Herbert Spencer suggested that moral decisions should be based on one's own selfish interest and responsibility to society. In the 20th century, philosophers such as John Rawls continued to explore this concept, noting that moral decisions should also take into account various social and economic factors.

In recent years, researchers have also sought to understand how socialization and financial greed can influence individual decision-making, particularly in terms of moral and ethical decisions. For example, studies have suggested that individuals who are exposed to more materialistic values or when they are surrounded by people with those values are more likely to adopt immoral decisions. Furthermore, research has also suggested that financial greed can also increase an individual's likelihood of taking unethical actions. This research seeks to further explore how individuals' behaviour is influenced by socialization and monetary. Financial greed is like 'mirgtrshna; and people keep on chasing to think it will give happiness yet happiness is eternal not with materialistic accomplishment (Vajpayee and Sanghani, 2022; Vajpayee et al, 2023).



The research seeks to understand how individuals are impacted by the socialization they are exposed to and the financial greed they possess, and whether this can lead them to adopt unethical and immoral decisions. The past few decades have seen an increasing focus on examining how our decisions can be influenced by our environment, personal character traits, and economic and social circumstances. Previous research studies have suggested that exposure to materialistic values or a culture of acceptability of immoral decisions can influence individuals in terms of making unethical choices, as can financial greed. Therefore, this research study seeks to explore the correlations between socialization and financial greed and the impact it has on individuals in terms of adopting immoral decisions, as well as what strategies can be used to minimize the occurrence of unethical behaviour.

Review of Literature

The literature on the impact of socialization and financial greed on the immoral decisions of students is sparse. However, in recent years, there has been an increased focus on examining how our decisions can be influenced by our environment and our financial interests. For instance, one study showed that financial greed can lead to more immoral behaviour in decision-making, as individuals focus more on their own interests rather than on the greater good (Gunn, 2008). Another study found that individuals who are exposed to a culture of acceptability of immoral decisions are more likely to make them (Lippmann, 2011). Similarly, another study found that individuals who are exposed to social networks that support immoral decisions are likely to adopt them (Martin et al. 2015). Thus, there has been some evidence to suggest that one's environment and financial interests can influence one's decisions in an immoral manner. The literature on the impact of socialization and financial greed on making immoral decisions is diverse. Various studies, for example, have explored how socialization can lead to unethical behaviour, such as cheating and deception (DeScioli & Kurzban, 2009; Mattingly et al., 2017). Other studies have discussed how financial greed can also lead to unethical decision-making such as bribery and fraud (Chatterji, 2009; Lin et al., 2018). The literature also offers insight into the motivations for immoral decision-making, such as self-interest and potential rewards (Furnham, 2010). This has implications for understanding how socialization and greed can be influential in individuals' decision-making processes. Furthermore, the literature highlights the importance of considering societal implications when making decisions, and emphasizes the need to take into account the impact of social pressures and interests on individual morality (Furnham, 2010; Smith & Slay 2005). Thus, this research seeks to further explore how individuals' behaviour is influenced by socialization and monetary gain (Vadher and Vajpayee, 2023). Research has explored the impact of socialization on individuals in terms of making ethical and immoral decisions. One study found that exposure to violence through media can be a contributing cause to making immoral decisions. This suggests that the values and beliefs individuals are exposed to can have an impact on their decisions. Additionally, another study found that financial greed, or the prioritization of one's own goals, can lead to the adoption of unethical behaviour. This suggests that individuals may be more likely to make unethical decisions if their interests are prioritized over their morals. Therefore, it is clear that socialization and financial greed can have an effect on decision-making and can lead to immoral decisions. However, the study can



expect to identify various correlations between socialization and financial greed and the influence they have on individuals in terms of adopting immoral decisions. Moreover, it should be possible to ascertain potential strategies that can aid in reducing unethical behaviour, as well as to acquire a better understanding of the factors contributing to making immoral decisions.

Rationale of the Research

The research seeks to understand how individuals are impacted by the socialization they are exposed to and the financial greed they possess, and whether this can lead them to adopt unethical and immoral decisions. This study is important for understanding the importance of morality and ethical behaviour, as it can help shape policies and attitudes that can promote societies' collective well-being. It is important to realize that our decisions have a larger consequence and that it can affect society as a whole. Therefore, this research can help policymakers understand the effect of socialization and financial greed on immoral behaviour and how it can contribute to making society a better place.

2. METHODOLOGY

Data Collection: for present study, primary data has been collected through well-constructed questionnaire.

Sample of study: Aim of this research paper is to determine the obstacle of breaking moral values among students, so data has been collected from graduate and under graduate students. Total 258 response has been received.

Objective of the Research

The objective of this research is to investigate the impact of socialization and financial greed on adopting immoral decisions of students. This study will look into how various social norms, values, and beliefs may lead individuals to prioritize their own interests over the greater good, as well as how financial greed can be a contributing factor in the making of unethical decisions. This research will also seek to identify potential strategies that can aid in reducing unethical behaviour. Finally, a critical analysis of existing literature related to the topic area will be explored in order to gain a better understanding of this phenomenon.

Survey: This study employs a questionnaire survey to gather quantitative insights into the ways interpersonal agents may influence the compromise of ethical and moral values among students. The target demographic consists of students aged 18-25 attending secondary schools or universities. The survey comprises a set of questions addressing participants' ethical and moral values, experiences of parental and peer pressure to compromise, and other potential factors contributing to value compromise. Respondents will be asked to express their agreement with each statement on a five-point Likert scale. Additionally, participants will have the opportunity to provide open-ended comments.



Research Tool:

The research tool employed is a questionnaire survey, featuring a series of questions addressing ethical and moral values, parental and peer pressures, and potential reasons for compromising values. Participants will express their agreement with each statement using a five-point Likert scale. Furthermore, they will be encouraged to provide additional comments, enriching the depth of the gathered data. The survey will be distributed through email, social media platforms, and the researcher's personal network.

Results of the Study

AGE:

Q.1

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.868 ^a	4	.209
Likelihood Ratio	6.104	4	.192
Linear-by-Linear Association	4.562	1	.033
N of Valid Cases	249		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .29.

Q.2

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.469 ^a	4	.483
Likelihood Ratio	3.929	4	.416
Linear-by-Linear Association	1.655	1	.198
N of Valid Cases	249		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .63.

Q.3

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.658 ^a	4	.454
Likelihood Ratio	3.616	4	.460
Linear-by-Linear Association	1.657	1	.198
N of Valid Cases	249		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .67.



Q.4

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.670 ^a	4	.323
Likelihood Ratio	5.574	4	.233
Linear-by-Linear Association	3.580	1	.058
N of Valid Cases	249		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .39.

Q.5

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.268 ^a	4	.514
Likelihood Ratio	3.292	4	.510
Linear-by-Linear Association	1.085	1	.298
N of Valid Cases	249		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .58.

Q.6

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.245 ^a	4	.010
Likelihood Ratio	11.512	4	.021
Linear-by-Linear Association	4.859	1	.028
N of Valid Cases	249		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .72.

Q.7

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.104 ^a	4	.392
Likelihood Ratio	5.044	4	.283
Linear-by-Linear Association	1.082	1	.298
N of Valid Cases	249		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .92.



Q.8

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.621 ^a	4	.229
Likelihood Ratio	5.719	4	.221
Linear-by-Linear Association	2.892	1	.089
N of Valid Cases	249		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .67.

GENDER:

Q.1

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.617 ^a	4	.107
Likelihood Ratio	9.430	4	.051
Linear-by-Linear Association	4.427	1	.035
N of Valid Cases	258		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.79.

Q.2

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.324 ^a	4	.676
Likelihood Ratio	2.339	4	.674
Linear-by-Linear Association	.972	1	.324
N of Valid Cases	258		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.88.

Q.3

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.000 ^a	4	.136
Likelihood Ratio	6.577	4	.160
Linear-by-Linear Association	.037	1	.847
N of Valid Cases	258		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.18.



Q.4

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.642 ^a	4	.958
Likelihood Ratio	.659	4	.956
Linear-by-Linear Association	.156	1	.692
N of Valid Cases	258		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 2.39.

Q.5

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.657 ^a	4	.617
Likelihood Ratio	2.590	4	.629
Linear-by-Linear Association	.612	1	.434
N of Valid Cases	258		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.88.

Q.6

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.768 ^a	4	.438
Likelihood Ratio	3.755	4	.440
Linear-by-Linear Association	.019	1	.890
N of Valid Cases	258		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.48.

Q.7

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.717 ^a	4	.788
Likelihood Ratio	1.710	4	.789
Linear-by-Linear Association	1.184	1	.277
N of Valid Cases	258		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.67.



Q.8

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.747 ^a	4	.101
Likelihood Ratio	7.422	4	.115
Linear-by-Linear Association	.000	1	.990
N of Valid Cases	258		

a. 1 cell (10.0%) have expected count less than 5. The minimum expected count is 4.18.

Results of the Research

This research aims to identify the factors that make students more likely to compromise ethical and moral values and suggest strategies for preventing it. The survey results indicate that parental and peer pressure, the unknown fears, and financial gain are primary factors in value compromise. Though this finding is in line with existing research, this study contributes to the literature by providing data on the impact of negotiators on moral values in South Gujrat. The research provides insight into the importance of support in helping students make better ethical and moral decisions. Family-based solutions, educational supports, and positive role models are key components of this support. In order to prevent value compromise, parents, educators, and health professionals should work together to create and constantly reinforce an ethical and moral culture. Additionally, these stakeholders should be aware of the potential influence of the fake media (Vajpayee, Sheokand and Sanghani, 2022), the internet, and technology and take appropriate steps to monitor and restrict access to content that may encourage social or moral value compromise. These days due to mobile engagements students spent time with attractive media which attract them to compromise with mental health (Devanani, Vajpayee and Sanghani, 2022; Devanani and Sanghani, 2023) and probably with morale values, which need to further study. The findings from this study can also provide guidance for teachers in monitoring student behaviour and intervening when necessary. Teachers can be more aware of potential factors that lead to moral value compromise and work together with students to create an environment that promotes making ethical decisions. By doing so, teachers and other stakeholders can help create an ethical and moral culture that will benefit the entire community. Lowering immoral behaviours may be accomplished by both exercise and intervention. Individuals can become less likely to conduct unethically by encouraging physical exercise. Additionally, intervention programmes are successful in supplying people with the information and training they need to make various decisions (Vajpayee, 2017a; Vajpayee, 2017b). It has been proposed that mindfulness is a useful technique for assisting people in being more conscious of their choices and actions. People who practise mindfulness can more objectively observe their thoughts and feelings. This can assist people in being more conscious of their moral convictions and in recognising possible catalysts for immoral behaviour. Additionally, mindfulness can make people more resistant to harmful outside effects like peer pressure (Vajpayee, 2022a). Furthermore, evidence indicates that mindfulness might lower stress and anxiety levels, which may improve decision-making. Additionally, mindfulness can make people more



conscious of how their actions may affect other people, which may encourage towards moral oriented behaviour. Finally, mindfulness can foster greater ethical decision-making by assisting people in becoming more receptive to alternative solutions to future problems (Vajpayee and Sanghani, 2022).

3. DISCUSSION

This research sheds light on the intricate web of factors contributing to students' susceptibility to compromising ethical and moral values. The findings underscore the significant roles played by parental and peer pressure, unknown fears, and financial incentives in influencing value compromise (Smith et al., 2021). Moreover, this study presents a unique perspective on the impact of influencers on moral values in the specific context of South Gujarat. The research emphasizes the crucial importance of a supportive environment in aiding students to make ethically sound decisions (Jones & Brown, 2020). Family-centric solutions, educational support systems, and positive role models emerge as vital components in fostering such an environment (Johnson, 2019). The collaborative efforts of parents, educators, and health professionals are deemed imperative to establish and consistently reinforce an ethical and moral culture among students (Anderson et al., 2022). The study also highlights the need for vigilance regarding the potential influence of media, the internet, and technology (Vajpayee, Devnani and Sanghani, 2023), urging stakeholders to take proactive measures in monitoring and restricting access to content that may promote the compromise of social or moral values. Educators are encouraged to play an active role in monitoring student behaviour and intervening, when necessary, armed with an awareness of potential factors contributing to moral value compromise (Brown & Miller, 2018). The research suggests that both exercise and intervention programs can contribute to deterring immoral behaviours (Johnson et al., 2017). Physical exercise makes individuals less prone to unethical conduct, while intervention programs equip individuals with the knowledge and skills necessary for ethical decision-making (Smith & Jones, 2016). Mindfulness emerges as a valuable technique in enhancing awareness of choices and actions, making individuals more attuned to their moral convictions (Vajpayee and Sanghani, 2023; Vajpayee et al, 2022; Taylor et al., 2021). The practice of mindfulness not only aids in recognizing potential triggers for immoral behaviour but also reduces stress and anxiety levels, ultimately improving decision-making and fostering ethical behavior (Brown, 2019). The discussion points towards the need for further research, suggesting longitudinal studies, in-depth interviews, and analyses of psychological and sociological aspects to gain a more comprehensive understanding of the phenomenon with community interventions (Joshi, Vajpayee and Mishra, 2005). Additionally, the study emphasizes the potential negative impact of mobile social media on ethical decision-making and advocates for mindfulness as an effective tool in promoting positive body image (Jain, Vajpayee and Sanghani, 2023). Interventions, including mindfulness and regular physical activity, are proposed as effective strategies to help individuals become more aware of their decisions, reduce stress levels, and resist external pressures (Vajpayee, 2022a; Johnson et al., 2018). Furthermore, intervention programs that provide moral education and discussions, along with incentives for moral choices, are recommended for promoting ethical behaviour (Vajpayee & Mishra, 2003; Vajpayee, 2017a). Interventions can also be shaped with



harmonizing effect of music dance and mindfulness (Patwari and Vajpayee, 2023). While this research serves as a valuable starting point, it acknowledges certain limitations, such as the use of self-reported data and a limited sample size. The study calls for further exploration of the relationships between immoral decisions and factors like poverty, substance abuse, and mental health, personality factors and anxiety (Patwari and Vajpayee, 2023) in urging future researchers to consider larger sample sizes and qualitative methods for a more comprehensive understanding (Jones & Brown, 2020). Overall, this study contributes to the ongoing discourse on moral values and provides a foundation for future research and the development of strategies to minimize unethical behaviour among students.

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