

Impact of educational corruption on the various factors of psychological well-being of adolescent students

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ABSTRACT

The present research has been undertaken to study the impact of Educational Corruption on the various factors of Psychological Well-being of adolescent students. A sample of 640 adolescent boys and girls were administered the Educational Corruption Scale constructed by the researcher. Based on the scoring in the Educational Corruption Scale, 243 students were short listed. There were 52 boys and 46 girls in the high corruption group whereas 69 boys and 76 girls in the low corruption group. These students were then further administered the Psychological Well-being Scale by Carol Ryff. The results show that there is impact of Educational Corruption on the various factors of Psychological Well-being of adolescent students. Gender difference was observed on some of the factors of Psychological Well-being of adolescent boys and girls in relation to Educational Corruption.

Keywords: *Educational Corruption, Psychological Well-being.*

Educational Corruption is defined as the systemic use of public office for private benefit of self, friends or relatives, the impact of which is significant on the quality and availability of educational goods and services, and has a reasonable impact on the access, quality or equity in education.

Psychological Well-being Psychological Well-being is a condition which involves physical, mental and psychological wellness of an individual. It may also be described as a harmonious adjustment of a person with self, family, society and the workplace.

Adolescent students are students studying in colleges within the age group of 18-21 years in Jabalpur city.

Introduction

Corruption has been one of the most widespread and ancient form social evils. The termite of corruption attacks the very roots of the system, impairing the entire structure and resulting in futility. The worst and most vicious result of corruption over the period of time is the acceptance, tolerance and indifference towards it and treating it as grease-the-wheel concept.

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Depending upon the gravity of situation corruption can be broadly classified into three forms: -- petty, grand and systemic corruption. Petty corruption signifies involvement of public officials at lower levels or corruption involving smaller amounts of money in form of petty bribes and favours. Grand corruption refers to involvement of high level officials and huge amount of money. Systemic corruption refers to corruption which is primarily due to the weakness of an organization or process. Systemic corruption is characterized by both the magnitude of corrupt activities and by the rules and norms that facilitate these activities.

Joe Brewer (2016) in his study “What happens when Corruption is systemic” points out “where we fail more easily is visualizing the system of shell companies, accounting tools, trade regimes, tax havens, and legislative changes that make up the system of wealth extraction all of these individuals are using in collaboration with their partners in crime”.

It has been observed, that the economies in transition i.e. the developing countries are the biggest victim of this blatant act of corruption. Nowhere in the world exists an economy which can be stated free from corruption. Although corruption is equally harmful for any field but it's impact on education has the most devastating effect on the nation and it's people. Any act of dishonesty, selfishness and personal benefit which distorts the aim of education gives rise to Educational Corruption.

Hallack and Poisson (2002) define the effect of Educational Corruption as “the systemic use of public office for private benefit, whose impact is significant on the availability and quality of educational goods and services, and has impact on access, quality or equity in education”.

Need and Importance of the Study

Educational Corruption degrades the sense and importance of education. Corruption has directly and indirectly deeply affected the psychology of people, especially the students, creating a sense of mistrust in the system and ultimately lowering their Psychological Well-being resulting in lack of life satisfaction.

Psychological Well-being can be described as a condition related to pattern of mental, psychological, environmental, social, emotional and personal growth across one's life span. It encompasses six factors namely- Autonomy, Environmental Mastery, Personal Growth, Purpose in Life, Personal Relations, and Self-Acceptance which together contribute to ones' Psychological Well-being.

Mina Daraei concluded that Psychological Well-being of students is associated with environment and condition of family, and attitude of parents towards their wards.

Tamara Turashvili et al. revealed that the students who have medium or high level of academic performance, have high index of well-being, purpose of life and personal growth on scale.

Carlos Freire suggests that Psychological Well-being stands as an important personal resource to favour adaptive coping strategies for academic stress.

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The conclusions of the present research work will be helpful in counselling the students for better Psychological Well-being so that it does not affect their future, not only in academics and professional area but in life in general.

Objectives

- To study the impact of Educational Corruption on- (A) Autonomy/(B) Environmental Mastery/(C) Personal Growth/(D) Positive Relations/ (E) Purpose in Life/ and (F) Self-Acceptance factors of Psychological Well-being of adolescent boys, girls and students.

Hypotheses

1. There will be no significant impact of Educational Corruption on the various factors of Psychological Well-being of adolescent boys.
2. There will be no significant impact of Educational Corruption on the various factors of Psychological Well-being of adolescent girls.
3. There will be no significant impact of Educational Corruption on the various factors of Psychological Well-being of adolescent students.

Sample

An initial sample of 640 adolescent boys and girls were administered with the Educational Corruption Perception Scale. The Educational Corruption Perception Scale was made by the researcher. In the next stage, 243 students were shortlisted based on their scores in the Educational Corruption Perception Scale. The students with high and low scores were selected for the next stage. The final sample, on the basis of perception of Educational Corruption included 52 boys and 46 girls in the high and 69 boys and 76 girls in the low perception of Educational Corruption.

RESEARCH METHODOLOGY

Descriptive survey method was adopted for the present study.

Research Tools

Educational Corruption Perception Scale: Made by the Researcher.

Psychological Well-being Scale: Carol Ryff.

Methodology

1. The students with high and low perception of Educational Corruption were administered the Psychological Well-being Scale.
2. To analyze the data the researcher used the following statistical method
3. Mean, Standard Deviation, T-test, Critical ratio.
4. Analysis and Discussion

The analysis and discussion of the results have been presented below,

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Table 1.01 Impact of Educational Corruption on the (A) Autonomy/ (B) Environmental Mastery/ (C) Personal Growth/ (D) Positive Relations/(E) Purpose in Life/ & (F) Self-Acceptance factors of Psychological Well-being of Adolescent Boys

| Code. | PWB Factors | E C | N | M | S.D | C.R | 'P' Value |
|-------|-----------------------|------|----|-------|------|--------|-----------|
| (A) | Autonomy | High | 52 | 27.71 | 5.10 | 0.88 | > 0.05 |
| | | Low | 69 | 26.88 | 5.09 | | |
| (B) | Environmental Mastery | High | 52 | 26.69 | 4.97 | 0.42 | > 0.05 |
| | | Low | 69 | 27.07 | 4.79 | | |
| (C) | Personal Growth | High | 52 | 31.96 | 5.02 | 2.02* | < 0.05 |
| | | Low | 69 | 30.10 | 5.02 | | |
| (D) | Positive Relations | High | 52 | 29.46 | 5.99 | 1.17 | > 0.05 |
| | | Low | 69 | 28.23 | 5.32 | | |
| (E) | Purpose in Life | High | 52 | 33.15 | 5.26 | 4.87** | < 0.01 |
| | | Low | 69 | 28.52 | 5.07 | | |
| (F) | Self-Acceptance | High | 52 | 28.17 | 5.45 | 1.07 | > 0.05 |
| | | Low | 69 | 27.09 | 5.59 | | |

Degree of freedom - 119

The above table displays the impact of Educational Corruption on various factors of Psychological Well-being in boys. It is observed that, two factors i.e. Personal Growth and Purpose in Life are significantly affected by Educational Corruption. The observed value for Personal Growth is 2.02 which is greater than the minimum value for significance at 0.05 level. The observed value for Purpose in Life is 4.87 which is greater than the minimum value for significance at 0.01 level. No significant impact of Educational Corruption was observed on Autonomy, Environmental Mastery, Positive Relations and Self-Acceptance factors. The obtained values of critical ratio are 0.88, 0.42, 1.17, 1.07 respectively which are less than the minimum value for significance at 0.05 level. Those having high perception of Educational Corruption, have better Personal Growth and Purpose in Life.

Thus, it may be concluded that in boys among various factors of Psychological Well-being-- Personal Growth and Purpose in Life are affected by the Educational Corruption, whereas others are not significantly affected by it.

Table 1.02 Impact of Educational Corruption on the (A) Autonomy/ (B) Environmental Mastery/ (C) Personal Growth/ (D) Positive Relations/(E) Purpose in Life/ & (F) Self-Acceptance factors of Psychological Well-being of Adolescent girls

| Code | PWB Factors | ECS | N | M | S.D | C.R | 'P' Value |
|------|-----------------------|------|----|-------|------|--------|-----------|
| A | Autonomy | High | 46 | 28.20 | 5.40 | 1.88 | > 0.05 |
| | | Low | 76 | 26.29 | 5.45 | | |
| B | Environmental Mastery | High | 46 | 26.37 | 4.70 | 1.22 | > 0.05 |
| | | Low | 76 | 25.18 | 5.93 | | |
| C | Personal Growth | High | 46 | 32.54 | 5.27 | 3.41** | < 0.01 |
| | | Low | 76 | 28.87 | 6.53 | | |
| D | Positive Relations | High | 46 | 31.07 | 4.33 | 3.19** | < 0.01 |
| | | Low | 76 | 28.08 | 5.97 | | |
| E | Purpose in Life | High | 46 | 32.85 | 5.52 | 4.78** | < 0.01 |
| | | Low | 76 | 27.61 | 6.39 | | |
| F | Self-Acceptance | High | 46 | 28.61 | 5.62 | 2.15* | < 0.05 |
| | | Low | 76 | 26.25 | 6.28 | | |

Degree of freedom –120

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The above table displays the impact of Educational Corruption on various factors of Psychological Well-being in adolescent girls. It is observed that, four factors i.e. Personal Growth, Positive Relations, Purpose in Life and Self-Acceptance are significantly affected by the Educational Corruption. The observed values for Personal Growth, Positive Relations and Purpose in Life are 3.41, 3.19 and 4.78 respectively which are greater than the minimum value for significance at 0.01 levels. The value for Self-Acceptance is 2.15 which is greater than the minimum value for significance at 0.05 level. It was observed that the remaining two factors i.e. Autonomy and Environmental Mastery showed no significant effect due to Educational Corruption. The obtained values of critical ratio are 1.88 and 1.22 which were less than the minimum value for significance at 0.05 levels.

Thus, it was concluded that Educational Corruption affects Personal Growth, Positive Relations, Purpose in Life and Self-Acceptance in girls, and has no significant impact on the Autonomy and Environmental Mastery factors of Psychological Well-being.

Table 1.03 Impact of Educational Corruption on the (A) Autonomy/ (B) Environmental Mastery/ (C) Personal Growth/ (D) Positive Relations/(E) Purpose in Life/ & (F) Self-Acceptance factors of Psychological Well-being of Adolescent Students

| Code | PWB Factors | ECS | N | M | S.D | C.R | 'P' Value |
|------|-----------------------|------|-----|-------|------|--------|-----------|
| A | Autonomy | High | 98 | 27.94 | 5.22 | 1.99* | < 0.05 |
| | | Low | 145 | 26.57 | 5.27 | | |
| B | Environmental Mastery | High | 98 | 26.54 | 4.82 | 0.69 | > 0.05 |
| | | Low | 145 | 26.08 | 5.48 | | |
| C | Personal Growth | High | 98 | 32.23 | 5.12 | 3.91** | < 0.01 |
| | | Low | 145 | 29.46 | 5.87 | | |
| D | Positive Relations | High | 98 | 30.21 | 5.31 | 2.89** | < 0.01 |
| | | Low | 145 | 28.15 | 5.65 | | |
| E | Purpose in Life | High | 98 | 33.01 | 5.36 | 6.86** | < 0.01 |
| | | Low | 145 | 28.04 | 5.80 | | |
| F | Self-Acceptance | High | 98 | 28.38 | 5.51 | 2.32* | < 0.05 |
| | | Low | 145 | 26.65 | 5.95 | | |

Degree of freedom -241

The above table displays the impact of Educational Corruption on various factors of Psychological Well-being in adolescent students.

The factors namely Autonomy and Self-Acceptance showed the values of 1.99 and 2.32 respectively which are more than the minimum value for significance at 0.05 level. The observed values for Personal Growth, Positive Relations and Purpose in Life are 3.91, 2.89, and 6.86 respectively which were greater than the minimum value for significance at 0.01 level. For the factors in which there is statistical significant difference, those students who perceive high Educational Corruption are better in these factors of Psychological Well-being.

The Environmental Mastery factor of Psychological Well-being had value of 0.69, which was less than the minimum value for significance at 0.05 level and hence no significant impact was observed upon it.

DISCUSSION

In general, Autonomy involves independence and decision-making capacity in a person. The autonomy factor in adolescents is influenced, as their planning and decision making for the future is hampered by Educational Corruption. Personal Growth focuses on one's outlook towards growth and continuous development of self. The basic idea is the outlook towards the problem and one's approach to problem solving which moulds our attitude towards life. Corruption in all sense is demoralizing as it undervalues the merits and strengths of adolescents for money and other allurements, affecting their Personal Growth negatively. Purpose in Life factor assesses one's sense of direction towards goals and attitude in life. When the adolescents see that their merits are being overlooked under the influence of money and other forms of corruption, it causes grief and perplexity with respect to their future, affecting their purpose in life. Positive relations involve feelings such as warmth, affection, trust, intimacy etc. Corruption lays an example of making and using relations for personal benefits which is not ideally acceptable. The relations are bought and sold for money and personal benefits; hence positive relation factor is affected by corruption. Self-Acceptance analyses one's attitude towards self and proper acknowledgement of multiple aspects of self. Corruption demoralizes the adolescents by overlooking their hard work and calibre, resulting in lack of satisfaction with self and prevailing system. It is evident that Educational Corruption is affecting both the genders to a certain extent. The conditions are different for boys and girls with respect to the gender roles they play in the society. The boys struggle through the high expectations of their families and society to make a good lucrative career. For them, corruption is demoralising as it undervalues their merits and strength for money and other allurements, causing grief and perplexity. However, determination and strong-headedness encourages them to give their best, by overlooking the small hindrances and focusing on achieving the major goals of their life with perseverance. For the girls, the scenario is very different as they face various challenges like gender inequality, suppression, and the stereotyped thinking of people that girls are to be trained only for household chores. They are strangled in the conservative environment, hindering their development and exposure to new experiences. They are stuck between their career choices and family priorities which often distorts them from focusing on their career goals. Corruption further aggravates this situation, as it creates an environment which is physically and psychologically unsafe for girls. Irrespective of such challenges, the girls are marching their way with bravery and optimism. On the brighter side, the central and state government are taking steps for the up-liftment of the girls by implementing various schemes like—save girl child, educate girl child etc. The present world of work is seeing drastic changes due to the training and employment of girls/women in different fields, even in those fields which were previously dominated by the males. A change in the attitude of parents and society is taking place gradually, but more is to be seen yet. It is also observed that almost all factors of Psychological Well-being, except Environmental Mastery are affected by Educational Corruption. Environmental Mastery factor deals with adjustment in the environment and circumstances. The process of adjustment can be positive, that is, resisting and fighting corruption to achieve once goals or it can be negative, that is, acceptance and tolerance of corruption and using it as grease- the- wheel concept. However, tolerance of corruption results in heavy psychological costs for its bearers. **Trevor G Mazzucchelli (2015)** in his study also concluded that students' perception of physical and psychological security has an important influence on their well-being. It has been observed that boys, girls and students with high perception of educational corruption have performed better than their counterparts. The reason for such results may be that they are aware of the various anti- corruption stances being taken by the government to fight corruption. They trust the efforts being made by the

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government and are strongly determined to fight corruption shoulder to shoulder to reach their goals, irrespective of any challenges.

Thus, on the whole it can be concluded that there is mixed impact of perception of Educational Corruption on the different factors of Psychological Well-being.

CONCLUSIONS

The following conclusions are drawn from the present research on the basis of analysis and discussion of result and verification of hypothesis:

1. There is impact of Educational Corruption on two factors out of six factors of Psychological Well-being namely--Personal Growth and Purpose in Life in adolescent boys. Those who perceive high Educational Corruption are better in these factors of Psychological Well-being as compared to those with low perception.
2. There is impact of Educational Corruption on four factors of Psychological Well-being namely– (C)Personal Growth, (D)Positive Relations, (E) Purpose in Life and (F)Self-Acceptance in adolescent girls. Those who perceive high Educational Corruption are better in these factors of Psychological Well-being as compared to those with low perception.
3. There is impact of Educational Corruption on five out of six factors of Psychological Well-being in adolescent students namely—(A) Autonomy (C) Personal Growth (D) Positive Relations (E) Purpose in Life (F) Self-Acceptance. Those who perceive high Educational Corruption are better in these factors of Psychological Well-being as compared to those with low perception.

No significant impact of Educational Corruption was observed on the Environmental Mastery factor of Psychological Well-being.

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Conflict of Interest

The author declared no conflict of interest.

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