

Educational Corruption: It's Impact on the 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 Psychological Well-being of adolescent students. A sample of 640 adolescent boys and girls were administered with Educational Corruption Scale. The Educational Corruption Scale was self-made. Based on the scoring in the Educational Corruption Scale, 243 students were short listed. These students were then further administered with Psychological Well-being Scale. The results show that there is impact of Educational Corruption on the Psychological Well-being of adolescent students. No gender difference was observed on the Psychological well-being of adolescent boys and girls with respect to Educational Corruption.

Keywords: *Educational Corruption, Psychological Well-being, Adolescent students*

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.

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. 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

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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 its impact on education has the most devastating effect on the nation and its 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 one's 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.

The present study has been conducted keeping in mind the prevalence of corruption in society and various factors influencing education, adolescent psychology, their environment and future prospects in the existing scenario.

Objectives

1. To study the impact of Educational Corruption on the Psychological Well-being of adolescent boys, girls and students.
2. To study the gender difference in the Psychological Well-being of adolescent boys and girls in relation to Educational Corruption.

Hypotheses

1. There will be no significant impact of Educational Corruption on the Psychological Well-being of adolescent boys, girls and students.
2. There will be no significant gender difference in the Psychological Well-being of adolescent boys and girls in relation to Educational Corruption.

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Sample

A 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. These 243 students were then further administered with the Psychological Well-being Scale.

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.

Analysis and Interpretation

To analyze the data the researcher used the following statistical method

1. Mean
2. Standard Deviation
3. T-test
4. Critical ratio

Table 1.1 Results of Impact of Educational Corruption on the Psychological Well-being of Adolescent boys, girls and students

Gender	ECS	N	M	S.D	C.R	'P' Value
Boys	High	52	177.15	18.90	2.64	< 0.01
	Low	69	167.90	19.32		
Girls	High	46	179.63	21.40	1.67	> 0.05
	Low	76	170.99	35.77		
Boys+Girls (students)	High	98	178.32	20.05	2.79	< 0.01
	Low	145	169.52	29.07		
	Degree of freedom -119, 120		Minimum value at 0.05 level -			1.98
			Minimum value at 0.01 level -			2.62
	Degree of freedom -241		Minimum value at 0.05 level -			1.97
			Minimum value at 0.01 level -			2.60

The above table represents the impact of Educational Corruption on the Psychological Well-being of adolescents. The results show that Psychological Well-being is affected by the Educational Corruption for boys and adolescent students. The obtained values for these two groups are 2.64 and 2.79 respectively which are greater than the minimum value for significance at 0.01 level.

Those having high perception of Educational Corruption have better Psychological Well-being. In case of girls there is no impact of Educational Corruption on the Psychological Well-being. The obtained value of critical ratio is 1.67 which is less than the minimum value of significance at 0.05 levels.

Thus, it may be concluded that there is impact of Educational Corruption on Psychological Well-being of boys and adolescent students and no impact on adolescent girls.

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The results are supported by the result of Njomza Lullaku etc al. (2016) who concluded that male students reported at a greater rate how perceived corruption in the workplace affects their motivation to study. They also reported that they have thought of quitting or changing their studies because of presence of corruption in the workplace. The results indicated that males are at a greater risk of the effects of both participating in corruption and being negatively influenced with regard to their studies. Hence we see that psychological anxiety and frustration are constantly emerging in the minds of students.

Table 1.2 Comparative Results of Gender Difference in the Psychological Well-being of Adolescent boys and girls in relation to Educational Corruption.

ECS	Gender	N	M	S.D	C.R	'P' Value
High	Boys	52	177.15	18.90	0.60	> 0.05
	Girls	46	179.63	21.40		
Low	Boys	69	167.90	19.32	0.65	> 0.05
	Girls	76	170.99	35.77		
	Degree of freedom -96		Minimum value at 0.05 level -			1.97
			Minimum value at 0.01 level -			2.60
	Degree of freedom -143		Minimum value at 0.05 level -			1.98
			Minimum value at 0.01 level -			2.61

The above table represents the impact of gender difference and Educational Corruption on the Psychological Well-being of adolescent boys and girls. From the table it was observed that the value of critical ratio of boys and girls with high perception of Educational Corruption was 0.60. The critical ratio for boys and girls with low perception of Educational Corruption was 0.65. The observed values for both the groups were less than the minimum value for significance at 0.05 levels.

Thus, from the above results it may be inferred that there are no gender differences in Psychological Well-being in relation to Educational Corruption.

Further, comparative results of the impact of Educational Corruption and Gender difference on Psychological Well- being of adolescent boys and girls shows no significant results.

The results are supported by similar results of Mina Daraei (2012) who concluded that there is no gender difference in relation to Psychological Well- being of students.

DISCUSSION

The reasons for such mixed results cannot be attributed to any one situation. First and foremost individual difference amongst students plays a very crucial role. Secondly, boys and students (boys and girls) are aware of the prevalence of corruption in education and are determined to give their best irrespective of any adverse conditions. In case of girls, it is observed that they are not much exposed to corruption in education field and to some extent ignorant about it. It may be said that the process of transformation is in progress for the girls but much needs to be achieved yet. The environment of corruption is same for all the students irrespective of gender. It must be mentioned here that the girls and boys both are equally exposed to the corrupt environment. However, the types of corruption which they face might differ gender wise. Girls being a more vulnerable gender are more susceptible to the corruption based on the immorality of character from the opposite gender. This argument was

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also supported by Carlos Freire et.al. (2016) who discussed that there was gender difference in the coping strategies, but no interaction effects in the Psychological Well-being of students.

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 the Psychological Well-being of adolescent students i.e. boys and students. There was no impact of Educational Corruption on the Psychological Well-being of girls.
2. There is no gender difference in the Psychological Well-being of adolescent boys and girls in relation to Educational Corruption.

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Conflict of Interest

The authors carefully declare this paper to bear not a conflict of interests

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