



A Study of Attitude of Intermediate Students Towards Corruption with Locality and Mother Education

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ABSTRACT

Corruption is a universal phenomenon. It is not something new either. Corruption in one form or another existed since time immemorial. Corruption was evident during the British rule in India. There was almost regular and systematic corruption involving almost all officials at different levels in the political and administrative hierarchy. The main objective of the present study is to study the influence of locality and mother education on the attitude of intermediate students towards corruption. Attitude towards corruption questionnaire developed by Amareswaran, N (2005) was adopted. A sample of 320 intermediate students representing all categories of colleges in Chittoor District of Andhra Pradesh in India by following the standardized procedures. 't' - test was employed for analysis of the data. There is significant influence of locality at 0.01 level of significance and mother education at 0.05 level on the attitude of intermediate students towards corruption. The implications are administrators have to provide facilities for rural students and administrators have to provide educational facilities for illiterate mothers.

KEYWORDS

Corruption, Attitude, Locality, Mother Education and Intermediate students.

INTRODUCTION

Corruption at the highest levels distorts competition so denying the public access to the competitive marketplace. It induces wrong decisions resulting in: wrong projects, wrong prices, wrong contractors, substandard delivery to recoup overpricing, promotes corruption at lower levels and eroded public confidence in leaders. At lower levels, petty corruptions are damaging because they add to transaction costs, exclude those who cannot pay, foster contempt for public servants amongst public and erode capacity for revenue collection.

Defining corruption is also important in the context of global efforts to reduce its influence in public life. But that is not an easy task. Corruption is a social, legal, economic and political concept enmeshed in ambiguity and consequently encouraging controversy. The ambiguity and controversy result from the fact that a number of competing approaches to understanding corruption is available.

Naturally, definitions of corruption focus on one of several aspects of the phenomenon. Various approaches to corruption can be placed into five groups. These are public-interest-centered, market-centered, public-office-centered, public-opinion-centered and legalistic.

Proponents of the public-interest-centered approach believe that corruption is in some way injurious to or destructive of public interest.

Market-centered enthusiasts suggest that norms governing public office have shifted from a mandatory pricing model to a free-market model, thereby considerably changing the nature of corruption.

Genesis of corruption can be explained by looking at three levels - international, national and individual institutional levels. Competitiveness of international markets provides multinational companies of various sizes with an incentive to offer bribes to gain an advantage over competitors. At the national level basic development strategy of any government moulds opportunities and incentives for corruption. At the same level three relationships - between the government and the civil service, between the government and the judiciary and between the government and the civil society - also affect the nature and discussions of corruption. Three areas of govern-

ment activity - customs administration, business regulation and management of foreign aid - act as sources of corruption at the level of individual institutions

REVIEW OF LITERATURE

Harinadha Reddy (2008) investigated that methodology, caste, religion and father's occupation have significant influence on the attitudes of B.Ed. students towards corruption.

Ranga Vara Prasad Reddy (2008) investigated that year of study, caste, mother's education and father's occupation have significant influence on the attitudes of intermediate students towards corruption.

Vimala (2009) investigated that group, father's education and father's occupation have significant influence on the attitudes of degree students towards corruption.

Hemalatha (2010) investigated that sex, locality, mother occupation, management and qualification have significant influence on the attitude of D.Ed. students towards corruption.

Subba Rao Akkina (2011) investigated that sex, locality, mother occupation and annual income of the family have significant influence on the attitude of engineering students towards corruption.

Sujatha, K. (2012) found that management locality gender age father education annual income and academic achievement have significant influence on the attitude of Professional students towards corruption.

Neelima Maram (2013) found that investigated that management, locality, gender, mother occupation and academic achievement have significant influence on the attitude of Professional students towards corruption.

Scope of the Study: The main intention of the present study is to find the relation of attitude of intermediate students towards corruption with locality and mother education.

Objective of the Study: To study the impact of locality and mother education on the attitude of intermediate students towards corruption.

Hypotheses of the study

1. There would be no significant impact of 'locality' on the attitude of intermediate students towards corruption.
2. There would be no significant impact of 'mother education' on the attitude of intermediate students towards corruption.

Tools for the Study

1. The attitude towards corruption questionnaire was adopted from **Amareswarn, N (2005)**. The tool was highly reliable for the investigation. The total items are 63 there are 20 negative items and remaining 43 are positive items. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Strongly Agree (S.A.), Agree (A.), Doubtful (D.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the **Likert (1932)** method.
2. Personal data regarding the teacher – 1. Name, 2. Locality, 3. Mother education.

Data Collection

The sample for the investigation consisted of 320 intermediate students in Chittoor district of Andhra Pradesh in India. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private; the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 320 sample subjects. The investigator personally visited intermediate colleges with the permission of the principals of the colleges. The students who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned students of the colleges. The students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitude towards corruption questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical techniques 't' – test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Locality

The relationship of attitude of intermediate students towards corruption with their locality is studied in the present investigation. On the basis of locality, the students are divided into two groups. Rural students form with the Group – I and Group – II forms with urban students. The attitude of intermediate students towards corruption of the two groups were analyzed accordingly. The mean values of attitude of intermediate students towards corruption for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'locality' on the attitude of intermediate students towards corruption.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1**.

Table – 1: Influence of locality on the attitude of intermediate students towards corruption

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	160	204.47	25.18	3.421**
2.	Urban	160	195.78	20.22	

* Indicates significant at 0.05 level

It is found from the **Table – 1** that the computed value of 't' (3.421) is greater than the critical value of 't' (2.58) for 1 and 318 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the locality has significant influence on the attitude of intermedi-

ate students towards corruption.

2. Mother education

The relationship of attitude of intermediate students towards corruption with their mother education is studied in the present investigation. On the basis of mother education, the students are divided into two groups. Illiterate mother's students form with the Group – I and Group – II forms with illiterate mother's students. The attitude of intermediate students towards corruption of the two groups were analyzed accordingly. The mean values of attitude of intermediate students towards corruption for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'mother education' on the attitude of intermediate students towards corruption.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 2**.

Table – 2: Influence of mother education on the attitude of intermediate students towards corruption

S. No.	Mother education	N	Mean	S.D.	't' - Test
1.	Literate	174	198.30	21.93	2.019*
2.	Illiterate	146	203.67	25.10	

* Indicates significant at 0.05 level

It is found from the **Table – 2** that the computed value of 't' (2.019) is greater than the critical value of 't' (1.97) for 1 and 318 df at 0.05 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.05 level. Therefore it is concluded that the mother education has significant influence on the attitude of intermediate students towards corruption.

Findings: There is significant influence of locality at 0.01 level and mother education at 0.05 level of significance on the attitude of intermediate students towards corruption.

Conclusions:

In the light of the findings, the following conclusions are drawn. Locality and mother education have significant influence on the attitude of intermediate students towards corruption.

EDUCATIONAL IMPLICATIONS

1. The findings of the present research have raised some important questions related to the educational needs of the intermediate students with special reference to their attitude towards corruption.
2. Locality is the highly influenced on the attitude of intermediate students towards corruption. Rural students have positive attitude towards corruption than the urban students. The administrators have to provide good facilities for the rural students.
3. Mother education is the highly influenced on the attitude of intermediate students towards corruption. Illiterate mothers' students have positive attitude towards corruption than the literate mothers' students. The administrators have to provide good educational facilities for illiterate mothers.
4. By introducing a course on corruption and anti-corruption as part of its Master Degree in Developmental Administration.
5. Giving course training to students on identifying where corruption starts and develop strategies to reduce or eliminate corruption entirely.

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