

**ATTITUDE OF UNIVERSITY STUDENTS TOWARD CORRUPTION IN INDIAN
COMMERCE EDUCATION SYSTEM**

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Abstract

The present paper portrays the strong and weak point of Commerce education policy and system of India, besides the presence of corruption in Commerce education system. The study is purely based on primary data which were collected through a questionnaire from 100 respondents. Majority of the respondents (85 per cent) asserted that the Indian Commerce education plays a significant role in development of human beings but 47 per cent respondents found Indian Commerce education policy is not delivering the desired goals; though 51 per cent respondents think that the Indian Commerce education policy is capable of facing all sorts of challenges; a very high number of respondents (90 per cent) feel that Indian Commerce education system is corrupt and mainly the politician of the country are responsible for it.

Key Words: Corruption, Commerce education system, Politicians, Attitude.

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INTRODUCTION

Corruption in India is a major issue and adversely affects its economy. Corruption is no less than a cancer which is wide spread in India. Corruption is not a uniquely Indian phenomenon. It is witnessed all over the world in developing as well as developed countries. It has spread its tentacles in every sphere of life, namely business administration, politics, officialdom, and services. In fact, there is hardly any sector which can be characterised for not being infected with the vices of corruption. Corruption is rampant in every segment and every section of society, barring the social status attached to it. Nobody can be considered free from corruption from a high ranking officer. A 2005 study conducted by Transparency International in India found that more than 62 per cent of Indians had first-hand experience of paying bribes or influence peddling to get jobs done in public offices successfully. In its 2008 study, Transparency International reported about 40 per cent of Indians had first-hand experience of paying bribes or using a contact to get a job done in public office. In 2012 India has ranked 94th out of 176 countries in Transparency International's Corruption Perception Index, tied with Benin, Colombia, Djibouti, Greece, Moldova, Mongolia and Senegal. Most of the largest sources of corruption in India are entitlement programs and social spending schemes enacted by the Indian government.

OBJECTIVES OF THE STUDY

The study was attempted to realize the following objectives:

1. To study the strong and weak point of Commerce education policy and system of India.
2. To study the presence of corruption in Commerce education system.
3. To make the viable suggestions on the basis of the findings.

RESEARCH METHODOLOGY

Research design

The study is descriptive-cum-exploratory in nature based on primary data.

Sample design

A sample of 100 respondents was selected from students of various colleges and institutes affiliated to M.D.University Rohtak, who were categorised according to age and residential status. Through convenient sampling technique was followed, while getting questionnaires filled from educational institutions students.

Population

Students from different colleges, institutions and department M.D.University of Rohtak, constitute the population of this survey study.

Sample unit

The students of different colleges, institutions and department M.D.University of Rohtak were taken as the sample unit.

Data collection

The study entirely based on primary data. The primary data were collected through structured questionnaires duly filled in by the respondents.

Statistical techniques

Crosstab technique of SPSS was used to analyse available data and to reach at the conclusion of the study. Data was also analysed, interpreted and evaluated with required statistical tools like tabulation, graphic presentation and percentage.

RESULTS AND DISCUSSIONS

An analysis of total 100 respondents (83 from 18-25 age group, 15 from 25-30 age group and 2 from above 30 age group; 54 rural and 46 urban) was made with the help of Crosstab technique of SPSS under the study. The analytical Table 1 exhibited that, out of total 100

respondents majority of respondents (85 per cent) believed that Commerce education plays a very significant role in the development of human beings; and 12 per cent respondents disagreed with statement; 61.5 per cent respondents from 18-25 age group, strongly agreed with the statement; a very significance number of (80 per cent) respondents from 25-30 age group, agreed with the statement; and all respondents who were belonging to age group of above 30 were agree with this statement. Most of rural (79.6 per cent) respondents and 73.9 per cent urban believed that Commerce education plays a very significant role in the development of human beings. A majority of respondents (52 per cent) were believed that the Indian Commerce education System is very capable of facing all sorts of challenges in the field of Commerce education includes forty four per cent respondents from 18-25 age groups while 28 per cent of them opposed the statement. Most of respondents (46.7 per cent) from 25-30 age groups were believed that the Indian Commerce education system is not capable of facing all sorts of challenges in the field of Commerce education. Majority of rural (51.81 per cent) agreed with the statement; but 38.2 per cent urban disagree with the statement.

The analytical Table 2 showed that out of total 100 respondents, majority of respondents (86 per cent) believed that Politicians are responsible for corruption in Commerce education system; but only five per cent respondents believed that teachers and students are responsible for corruption; all the respondents from above 30 age groups also agreed with the statement; a very significant number (91 per cent) of rural and 81 per cent urban also believed that Politicians are responsible for corruption in Commerce education system. Fifty nine per respondents believed that Govt. Commerce educational Institutions are more corrupt in comparison to private sector; and 65 per cent rural believed that Govt. Commerce educational Institutions are more corrupt; 37 per cent urban believed that Private Institutes are more corrupt. So it was found from the analysis that Politicians are more responsible for corruption in Commerce education system; while teachers and students are less responsible for

corruption in Commerce education system and Govt. Commerce educational Institutions are more corrupt.

CONCLUSION AND SUGGESTION

The attitude of students towards the strong and weak point of Commerce education policy and system of India and the presence of corruption in Commerce education system from different categories (83 from 18-25 age group, 15 from 25-30 age group and 2 from above 30 age group; 54 rural and 46 urban) were studied and analyzed by the researchers through the application of cross Tab technique of SPSS. On the basis of analysis, it was realized that students from various categories are highly aware about the corruption in Commerce education System of India. It was found through analysis that out of total 100 respondents, majority of respondents (85 per cent) believed that Commerce education plays a very significant role in the development of human beings; Majority of rural (51.81 per cent) agreed with the statement that the Indian Commerce education System is very capable of facing all sorts of challenges in the field of Commerce education; majority of respondents (86 per cent) believed that Politicians are responsible for corruption in Commerce education System; only five per cent respondents believed that teachers and students are responsible for corruption; 80 per cent respondents from 25-30 age groups and 65 per cent rural believed that Govt. Commerce educational Institutions are more corrupt. So it was found from the analysis that Politician are more responsible for corruption in Commerce education system; but teachers and students are less responsible for corruption in education system and Govt. educational Institutions are more corrupt. On the basis of findings of the study the researchers are of the opinion that the Commerce education policy and system of the country is needed to be restructured by keeping in view the weak points prevailing and to make it corruption free and capable delivering the broad objectives of people friendly and sustainable development.

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APPENDICES

Table 1

Age and Residential Status wise responses of Educational Institutions

Age Residential Status		Commerce education plays a very significant role in the development of human beings					The Indian Commerce education system is very capable of facing all sorts of challenges in the field of Commerce education					Total
		Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree	
Age	18-25	5 (6.02)	4 (4.8)	3 (3.62)	20 (24.1)	51 (61.5)	11 (13.3)	17 (20.5)	11 (13.3)	38 (45.8)	6 (7.23)	83 (100)
	25-30	3 (20)	0 (0)	0 (0)	3 (20)	9 (60)	1 (6.67)	6 (40)	1 (6.67)	4 (26.7)	3 (20)	15 (100)
	>30	0 (0)	0 (0)	0 (0)	1 (50)	1 (50)	0 (0)	1 (50)	0 (0)	1 (50)	0 (0)	2 (100)
	Total	8 (8)	4 (4)	3 (3)	24 (24)	61 (61)	12 (12)	24 (24)	12 (12)	43 (43)	9 (9)	100 (100)
Residential Status	Rural	7 (12.9)	3 (5.5)	1 (1.85)	16 (29.6)	27 (50)	9 (16.7)	11 (20.4)	6 (11.1)	24 (44.4)	4 (7.41)	54 (100)
	Urban	1 (2.17)	1 (2.1)	2 (4.35)	8 (17.4)	34 (73.9)	3 (6.52)	13 (28.3)	6 (13.1)	19 (41.3)	5 (10.9)	46 (100)
	Total	8 (8)	4 (4)	3 (3)	24 (24)	61 (61)	12 (12)	24 (24)	12 (12)	43 (43)	9 (9)	100 (100)

Note: (i) Source: Primary data collected.

(ii) The figures in brackets show the percentage.

Table 2

Age and Residential Status wise responses of Educational Institutions

Age Residential Status		Responsible for corruption in Commerce education system						Who is more corrupt			Total	
		Politi cian	Busines smen	Bureau crats	Teac hers	Stud ents	Parent s	Any Othe rs	Govt. educat ional Institu tions	Priv ate Insti tute		Semi Govt. Institu tes
Age	18- 25	71 (85)	3 (3.6)	3 (3.6)	1 (1.2)	3 (3.6)	1 (1.2)	1 (1.2)	46 (56)	24 (29)	13 (15)	83 (100)
	25- 30	13 (87)	0 (0)	0 (0)	0 (0)	1 (6.7)	0 (0)	1 (6.7)	12 (80)	3 (20)	0 (0)	15 (100)
	>30	2 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (50)	1 (50)	0 (0)	2 (100)
	Total	86 (86)	3 (3)	3 (3)	1 (1)	4 (4)	1 (1)	2 (2)	59 (59)	28 (28)	13 (13)	100 (100)
Reside ntial Status	Rural	49 (91)	0 (0)	3 (6)	0 (0)	1 (1.9)	0 (0)	1 (1.9)	35 (65)	11 (20)	8 (1.5)	54 (100)
	Urba n	37 (81)	3 (6.5)	0 (0)	1 (2.2)	3 (6.5)	1 (2.2)	1 (2.2)	24 (52.2)	17 (37)	5 (10.9)	46 (100)
	Total	86 (86)	3 (3)	3 (3)	1 (1)	4 (4)	1 (1)	2 (2)	59 (59)	28 (28)	13 (13)	100 (100)

Note: (i) Source: Primary data collected.

(ii) The figures in brackets show the percentages.

Figure 1: Age and Residential Status wise responses of Educational Institutes

