

ANTI CORRUPTION MOVEMENT: STUDENTS' PARTICIPATION AND MOTIVATIONAL FACTORS

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Abstract:

Corruption is an evil in all parts of the human world which has ceased the opportunities for the lower sections of the society and has created a huge stratification within the class, caste and gender. Movements has taken place from many centuries in the human society but the existence of corruption is been seen in one or the other from. This all development in the society has direct impact on younger generations where the future generations may face the problems. In India anti-corruption movement has been existed from long time but it has only satisfied small issues and created small rules in the front picture but in the backyard the existence of corruption is present in different forms. Recently a movement took place in India where a huge number of supporters were present. Large number of young generations took part in the movement got a good response in the society. This paper attempts to analyze the motivational factors responsible for the students' participation in anti-corruption movement held in Bangalore city. The paper is based on primary source for collecting the data and analyzed using SPSS, secondary sources are used to support the literature.

Key words: *Anti-Corruption Movement, Corruption, Media, Motivation, Socio-Economic Index.*

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Introduction:

Social Movement entered the world in mid-nineties in France, due to the impact of industrialization. Where the hierarchy between the public sector, unemployment and marginally employed suffered a lot due to the injustice in the wage policies. Which led the way to labour movement in the society (Donatella della porta & Mario diani: 2006: pp.33). Later numbers of movements were followed in the world wide in different aspects. Social movements are sub divided into violent and non-violent. Some of the social movements are classified into grassroots and macro level movements. David Bayley (1962) divides 'coercive public protest' into legal and illegal protests. In Indian context social movements are divided into various segments, peasant, tribal, dalit, backward caste, women, industrial working, students & middle class movements. Uprising new movements such as, human rights, environment & anti-corruption movements. T. K. Oommen (1988: 1-16) in his article '*Mobilization for Social Development: The Indian Situation*' mentions that social movements are considered as vehicles of creative and innovative ideas. According to him, the movements are propelled by the groups to achieve a society based on qualitative different collective conscience. The term social movement is defined by S. P. Arya (1988: 17-25), "as designating any collective effort on a mass scale by the concerned society, aiming to tackle and eradicate some widespread social problem of wider dimensions having existed among the people of the region for a fairly long period" in his article named '*Social Movement – A Conceptual View*'. However, Arya says that no particular definition can be given to a social movement because of its diversity. Social movements could be religious, secular, revolutionary, reactionary, co-operative etc. In short, social movement is a collective action to attain a common goal. Arya examines the social movements as the results of various social problems. He, in his article, arrives at the conclusion that social movements are closely bound to certain social classes as a rule, even though they are not primarily aimed at the welfare of a particular class (Srivastava & Srivastava, 1988). There are three main theories which explain the emergence of a movement. They are relative deprivation, strain and revitalisation. Aberle in the year 1966 gave a definition to relative deprivation. According to him, relative deprivation is a negative discrepancy between legitimate expectation and actuality. He considered this concept as the basis of social movements. Gurr (1970) included perceived capabilities also in addition to the expectations in the theory of relative deprivation. The theory of strain was developed by Smelser in the year 1962. This theory is also known as the theory of

collective behaviour. The major factor of this collective behaviour is structural strain. The structural strain occurs at various levels like norms, values and mobilization. Strain together with the generalised belief of the people result in the emergence of a collective action according to the strain theory. Wallace (1956) suggested that social movements emerge out of the deliberate, organised, conscious effort of the members of a society for better conditions. According to Wallace, revitalisation has got four phases namely, period of cultural stability, period of increased individual stress, period of cultural distortion and consequent disillusionment and the period of revitalisation. According to the revitalisation theory, social movements express dissatisfaction, dissent and protest against the existing conditions. But at the same time they offer a practical solution to remedy the difficult situations (Rao, 1979). Broom and Selznick (1958: 305) suggested that a collective action which is more unified and lasting could be called as a social movement. It is necessary that such a collective action should have certain characteristic features also. According to Coleman (1960: 250), social movements arise from the needs of the individuals. In short, a social movement is a joint organised endeavour of a group of people which tries to change the course of events by their common effort (Rush & Denisoff, 1971).

Corruption:

The term “corruption” has been used to refer to a wide range of illicit or illegal activities. Although there is no universal or comprehensive definition of what constitutes corrupt behavior, the most prominent definitions emphasize the abuse of public power or position for personal benefit. Mark Philip identified three broad definitions most commonly used in the literature: public office-centered, public interest centered, and market definitions. These three types of definitions are used as starting points for analyzing political corruption in Heidenheimer’s *Political Corruption* (1970) and its successor volume edited by Heidenheimer, Johnston and Le Vine (1989). Public office-centered corruption is defined as behavior that digresses from the formal public duties of an official for reasons of private benefit. J.S. Nye provides an example of a public office-centered definition: Corruption is a behavior which deviates from the formal duties of a public role because of private regarding (personal, close family, private clique) pecuniary status gains; or violates rules against the exercise of certain types of private regarding influence. Nathaniel Leff follow: Corruption is an extralegal institution used by individuals or groups to gain influence over the actions of the bureaucracy. Kaufmann said corruption can be

described according to where it occurs: at the political or bureaucratic levels of the public sector, or within the private sector.

In developing countries like India corruption plays a vital role. The barriers such as social, economic, political and cultural have provided the larger space for corruption in Indian society. To stop the corruption many attempts were made but were unsuccessful recently an anti-corruption movement took place which was hugely successful. The participants to this movement were largely considered of students, ICT employees, general public and government officials.

ANTI- CORRUPTION:

Anti-corruption efforts became a more visible and official part of the development community's agenda when then-President of the World Bank, Mr. Wolfensohn, addressed what he termed "the cancer of corruption" at the Bank's Annual Meeting in Hong Kong in October 1996. The general argument is summed up in UNDP's Anti-corruption Practice Note (2004): *"The negative impact of corruption on development is no longer questioned. Evidence from across the globe confirms that corruption disproportionately impacts the poor. Corruption hinders economic development, reduces social services, and diverts investments in infrastructure, institutions and social services. Moreover, it fosters an anti-democratic environment characterized by uncertainty, unpredictability and declining moral values and disrespect for constitutional institutions and authority. Corruption, therefore, reflects a democracy, human rights and governance deficit that negatively impacts on poverty and human security"*. That is, corruption is rejected on efficiency and effectiveness grounds – it is dysfunctional to the attainment of the Millennium Development Goals. But it is also attacked from a rights perspective: corruption undermines democratic values and institutions, and in particular works against the interests of the poor. Surveys has provided different dimensions of the anti-corruption discourse (Tisne and Smilow 2004; Hussmann 2007; Kolstad, Fritz and O'Neil 2008). It found that schools with access to newspapers had a higher in the share of the capitation grants than for the average school, and that information was "a powerful deterrent to the diversion of grant funds at local level" (Reinikka and Svensson 2005). A recent study claims that the real reasons for improved performance were others (Hubbard 2007). "different approaches to analysing and understanding the political and institutional factors that shape

development outcomes” (Sida 2006, 5). No common methodology has been adopted across the various studies (Sida 2006, Dahl-Ostergaard et al 2005, Leftwich 2006). The socio-political system works quite differently than donor AC models and programmes assume, it will be difficult to have much of an impact, especially in the short run (Cooksey 2003; Mungiu-Pippidi 2006).

MOTIVATION:

Bandura’s (1982) self-efficacy theory, efficacy is the major determinant of effort, persistence, and goal setting. The motivational aspect of protest participation (Snow et.al., 1986). Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). Individuals with higher self-efficacy tend to be more motivated and successful on a given task (Pintrich & DeGroot, 1990). Strategy for increasing student motivation in the classroom is to give students more autonomy (Guthrie, 2000; Hidi & Harackiewicz, 2000; Pintrich, 2003; Stipek et.al., 1995; Stipek, 1996; Turner, 1995). Individuals should be more motivated to the extent that they feel they are in control of their own successes and failures (Eccles & Wigfield, 2002). People signing petitions, boycotting products, or participating in demonstrations has risen in almost all countries (Norris 2002). Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Motivation refers to “the reasons underlying behavior” (Guay et. al., 2010, p. 712).

RATIONAL OF THE STUDY:

The recent rise of Anna’s movement has drawn a huge attention of general public moreover the younger generation is been participating in large numbers in India. The movement against corruption in 21st century has become absolutely unpredictable. In the recent times corruption scandals and scams are coming out and reaching to the knowledge of general public in the society. In this scenario it is important to understand the views and suggestions of the school and college going kids against the corruption. This papers aims at identifying the various

types of motivations involved in the Anti- Corruption Movement and students' involvement and motivating factors.

METHODOLOGY:

This paper attempts to understand the motivation and the success of the ACM. The study is based on primary data collected from various schools and colleges in Bangalore. SPSS is used to analyze the data. It also explains the social and economic status of the respondent's family. To analyze the background of the individual respondents native place, mother tongue, religion and caste is been analyzed.

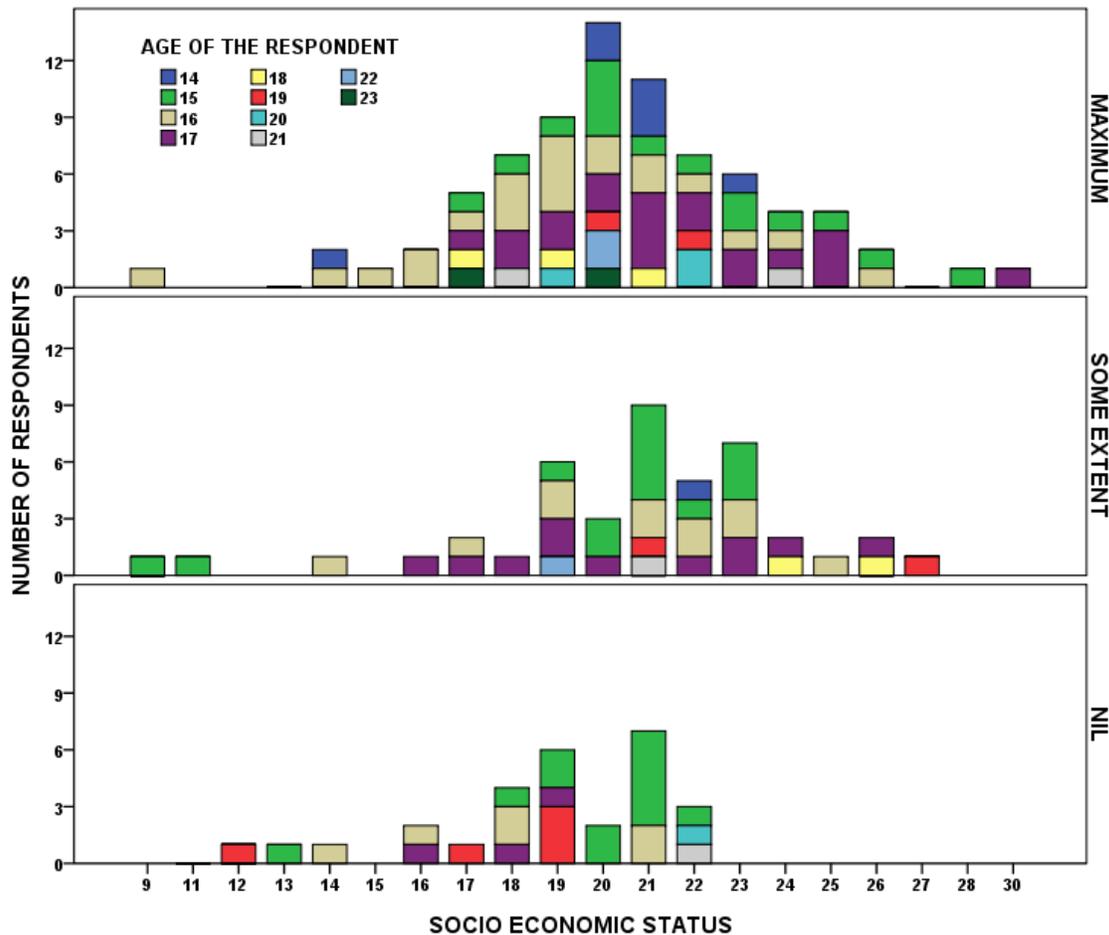
Motivational factors:

In this study six different aspects of the motivation have been pointed out and analyzed the importance and impact of different motivational aspects.

- i) **Electronic Media:** The media has grown in a large extent in the society. People are getting awareness and day to day activities taken place in and around the society. Nowadays electronic media plays an important role in students where some of the basic fundamental things are seeked through television. But there are both positive and negative aspects which affect the development of the students and it might reflect on the future generations.

An attempt is been made in this study to know the motivation aspect among students' through electronic media and age of the respondents who have participated in the Anti-Corruption Movement.

FIGURE 1.0: MOTIVATION THROUGH ELECTRONIC MEDIA



The above diagram reveals the facts of the respondents who have taken part in the ACM, their age group and their socio economic status. According to the primary data fifty one percent of the respondents have maximum acceptance, whereas twenty nine percent expressed to some extent and twenty percent responded reported nil that electronic media as motivating factor. Socio-economic class can be distinguished into three parts in India namely upper class, middle class and lower class. Through this data we can come to know the pattern of the students' participation resembles the socio-economic class pattern, where upper class respondents have participated in less number, middle class respondents are the highest participants and lower class are few in number. This also resembles the population structure of the Indian society where the middle class population is high than the upper and lower class. The opportunities for the lower class people in education, economic status, basic requirements and exposure to the society is too less. But the hunger is very high among the middle class in all aspects due to the higher

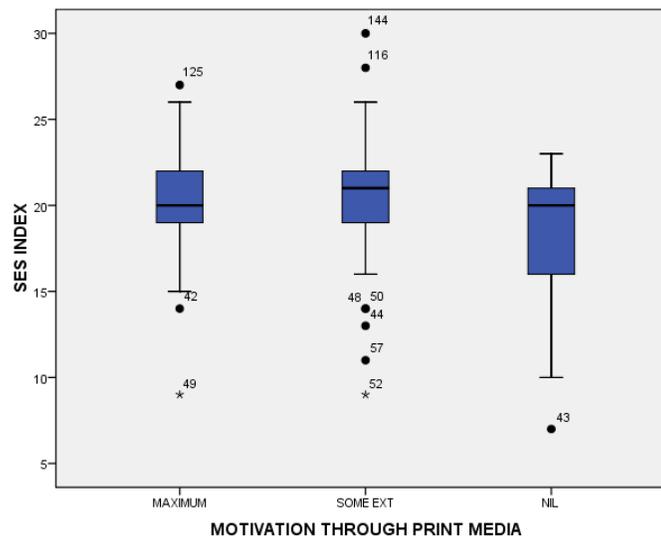
representation in all streams whereas among the upper class less percent of the people are hunger.

While considering the age group of the respondents' majority of them fall under fifteen, sixteen, seventeen and nineteen which reveals that they are less matured to take decisions and they can be easily motivated, rather than that it shows that they are been pulled forcibly by one or the other means to take part in ACM, where electronic media plays an important role for motivation. These age group students should be provided proper guidance to well educate and build the Nation; instead these types of activities may fail to build a well-educated and may lead to the negative growth of the society which will really impact negatively for next generations in near future.

ii) Print Media: Before independence, print media is been playing an important role in the society. The awareness among the people is been created by revealing the important issues and news all round the world.

The study reveals the following results regarding the print media and to have a clear picture socio-economic status index have been crossed checked with the motivational factor regarding print media.

FIGURE 1.1: CROSS BOXPLOT WITH PRINT MEDIA AND SES INDEX

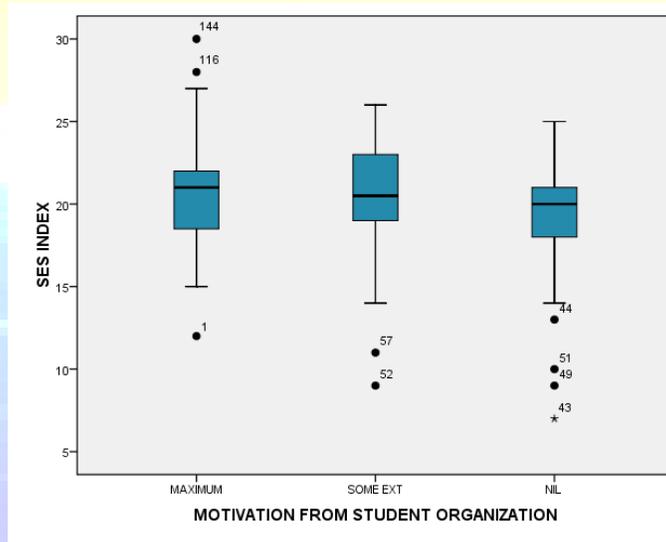


The figure 1.1 the data reveals that 37 percent of the respondents strongly agree that print media is a mode of motivational factor for participating in anti-corruption movement, 52 percent of the respondents have replied to some extent and 11 percent of the respondents have disagreed.

iii) Students Organization: The movements are always supported by the different organizations which also includes students' organization. It is one of the strong and active organizations in the society. Participants in the movements by one or the other means are been motivated through various students' organizations.

The study reveals the following results regarding the students' organization and to have a clear picture socio-economic status index have been cross checked with the motivational factor.

FIGURE 1.2: CROSS BOXPLOT WITH STUDENTS' ORGANIZATION AND SES INDEX

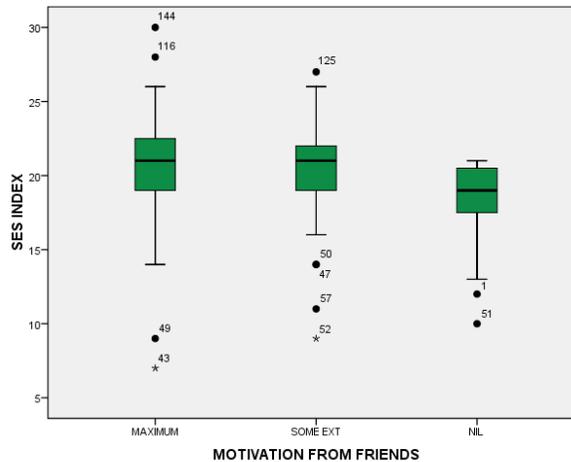


The figure 1.2 the data reveals that 32 percent of the respondents strongly agree that students' organization is a mode of motivational factor for participating in anti-corruption movement, 33 percent of the respondents have replied to some extent and 35 percent of the respondents have disagreed.

iv) Friends: Friends play an important role in the students' life because many of the decisions are taken from the friends words. Many of the important news are flown through mouth to mouth through friends. Many times friends play a motivation role in the society.

The study reveals the following results regarding the friends and it is been crossed checked with socio-economic status index.

FIGURE 1.3: CROSS BOXPLOT WITH FRIENDS AND SES INDEX

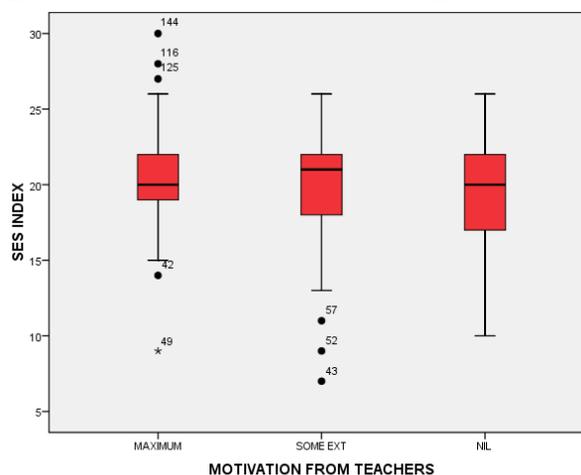


In the figure 1.3 the data reveals that 42 percent of the respondents strongly agree that friends played motivational role for participating in anti-corruption movement, 43 percent of the respondents have replied to some extent and 15 percent of the respondents have disagreed.

v) **Teachers:** Teachers are the main pillars of every student in the society to develop their knowledge and bring out their innovative aspirations. They play an important role in the students' life to make them know what is right and wrong. Apart from this they are the main foundations of the society to develop or under develop.

The study reveals the following results regarding the teachers. Socio-economic status index have been crossed checked with the motivational factor regarding teacher role.

FIGURE 1.4: CROSS BOXPLOT WITH TEACHERS AND SES INDEX

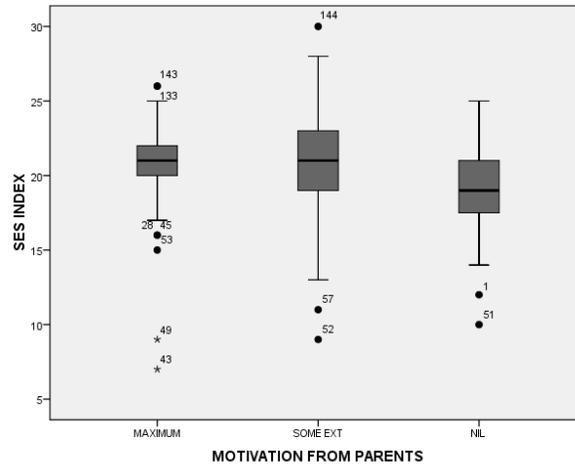


In the figure 1.4 the data reveals that 45 percent of the respondents strongly agree that teacher played motivational role for participating in anti-corruption movement, 44 percent of the respondents have replied to some extent and 11 percent of the respondents have disagreed.

vi) **Parents:** Parents are first teacher of every human being in the society. They create the basement of their children and make them to move in right path. Many of the important decisions of the student life will be taken by the parents. They also a play as motivators in majority period of their children.

The study reveals the following results regarding the parents. Socio-economic status index have been crossed checked with the motivational factor regarding parents.

FIGURE 1.5: CROSS BOXPLOT WITH PARENTS AND SES INDEX



In the figure 1.5 the data reveals that 25 percent of the respondents strongly agree that parents played motivational role for participating in anti-corruption movement, 44 percent of the respondents have replied to some extent and 31 percent of the respondents have disagreed.

Findings:

- Electronic media has played an important motivational role followed by teachers, friends, print media, students’ organization and finally parents.
- Majority of the respondents come under the low SES index and this has led to variations in the different motivation factors.
- Education institutions played an important role in motivating students towards ACM.

Conclusion:

The motivational factors to participate in Anna Hazare Anti-Corruption Movement, electronic and print media has played an important role, moreover in present study the area of study is Bangalore city where the role of media is spread very wide and reached every household in the urban setup. The respondents from the lower SES index have also participated and motivated through media. Educational institutions, teachers, students' organizations and parents have motivated the students' directly or indirectly to take part in ACM. But the positive and negative aspect of the ACM is not exposed properly to the students'. Where by one or the other way students are pulled to the wrong track rather that motivating them towards the gaining of knowledge and expose there innovations to the society. This might lead to the negative growth of the society in the near future. Rise of social problems may rise in numbers and the students may lead as social culprits in the society.

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