

A STUDY TO ANALYSE THE IMPLICATIONS OF PRIVATISATION IN SCHOOL EDUCATION AND
THE IMPACT OF PRIVATISATION IN HIGHER EDUCATION

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ABSTRACT

Understanding the effects of privatisation on educational equality, accessibility, quality, and long-term results is the primary goal of this project, which will examine the effects of privatisation on K-12 and higher education. Private schools have proliferated as a result of school privatisation; they advertise higher-quality education but may contribute to existing socioeconomic inequalities. This study delves into the effects of privatisation on several aspects of education, including the allocation of resources, the flexibility of curricula, the quality of teachers, and the expansion of the socioeconomic gap in student achievement. The research emphasises how private schools serve children from middle-class and higher-income backgrounds, whereas public schools confront the challenge of inadequate resources, which affects the quality of education accessible to students from lower-income households. This research looks at the phenomenon of higher education access and how it has changed due to university privatisation and education's commercialisation. Many people are worried about the market-driven approach to educational programs, the growing cost of tuition, and the over-reliance on private financing. University curricula are becoming more diverse, and there is a widening gap between public and private universities in terms of funding and research goals; these changes are being studied to determine their effects on student debt. The research sheds light on the complex effects of privatisation by reviewing case studies, statistical data, and interviews with important players. To make sure that all students have access to high-quality, inclusive education, it also offers policy suggestions for making the education system more equal. These suggestions centre on striking a balance between the public and private sectors.

Keywords: Privatization, school education, higher education, educational equity, quality education.

INTRODUCTION

Education is only one of several areas hit hard by the worldwide trend towards privatisation. Concerning the effects on accessibility, equality, quality, and the general operation of educational institutions, the privatisation of schools and universities in particular has generated a great deal of controversy. The purpose of this research is to examine privatization's social, economic, and educational effects in secondary and tertiary educational settings. The term "privatisation" describes the trend towards private companies and organisations taking a more active role in elementary and secondary school administration, funding, and instruction (Chattopadhyay, & Dey, 2020). This encompasses a wide range of practices, such as the rise of private schools, the contracting out of school administration, and the formation of public-private partnerships. Privatisation advocates claim that schools may benefit from more competition, efficiency, and innovation as a result. But naysayers point out that private schools disproportionately serve the well-off, meaning that minority students will have even less access to decent education. A growing number of public and private institutions, including for-profit colleges and universities, as well as corporate support for some academic initiatives, are examples of privatisation in higher education. Concerns over the accessibility and affordability of higher education have been heightened by the rising trend of tuition price rises and the increasing commercialisation of research. The fundamental principles of academic autonomy and intellectual progress may be undermined if the trend towards privatisation results in an emphasis on profit-driven outcomes. With a focus on the long-term consequences for students, teachers, and society at large, this research will investigate the pros and cons of privatisation in education. This study seeks to provide a thorough knowledge of how privatisation is changing the educational environment by analysing important case studies and empirical data. It specifically focuses on concerns of equality, quality, and sustainability (Srivastava & Lall, 2019).

BACKGROUND OF THE STUDY

A major topic in educational policy discussions across the world in recent decades has been the privatisation of schools. Privatisation has arisen as a possible answer to increase efficiency, quality, and accessibility in education since governments worldwide are under increasing pressure to improve educational results with limited public financing. When the government hands over control, administration, and financing of schools and other educational services to private companies, this is called privatisation (Hayes et al., 2021). The involvement of private entities, ranging from non-profits to for-profit businesses, in the delivery of educational services has been on the rise, and this trend is most noticeable in the K-12 and higher education sectors. As a result of market-driven competition, private schools, charter schools, and the externalisation of educational services have grown in popularity, all to improve school education. Many believe that by giving parents and kids more options, privatisation fosters innovation,

accountability, and improved results. Public schools may struggle to provide equal chances for all kids due to underfunding and overstretchment, whereas private schools often serve pupils from richer families. This tendency, however, also raises worries about the growing disparity between the two types of education. The rise of for-profit institutions, escalating tuition costs, and an over-reliance on financial backing and partnerships are all hallmarks of privatisation in the realm of higher education. Some have said that privatisation in this field has increased efficiency, and more people are given access to higher education, while others have said that it has turned education into a commodity, put profit above academic ideals, and made social inequalities worse. Questions about the usefulness and availability of higher education in a privatised system have been raised in light of the growing student debt load and the trend towards vocational training and courses focused on the market (Bhan & Srinivasan, 2022).

By looking at how privatisation has affected educational fairness, quality, and sustainability, this research hopes to draw some conclusions about the future of K-12 and higher education. This study intends to add to our knowledge of how privatisation affects modern educational institutions by looking at the pros and cons (Singh & Sharma, 2023).

PURPOSE OF THE STUDY

Examining the effects of this worldwide trend on accessibility, equality, quality, and the educational experience as a whole, this research aims to conclude the consequences of privatisation in K-12 and higher education. The complex effects of privatisation on educational systems, their constituent parts, and the general public must be carefully considered as the trend towards deregulation gains momentum. The study's overarching goal is to learn how privatisation affects educational results, specifically how it affects fairness and quality in the classroom. Examining the effects of privatised educational systems on student access to resources, teacher quality, and the capacity of disadvantaged populations to reap the benefits of high-quality education is the primary goal. In addition, the research will analyse how charter schools, public-private partnerships, and the privatisation of educational services affect the promotion or reduction of equitable and inclusive education. Rising tuition costs, more for-profit colleges, and the growing corporatisation of academic research and governance are the topics this study hopes to shed light on in the context of higher education. Finding the pros and cons of privatisation in higher education will be the goal of this research, which will analyse student debt, changes in educational objectives, and the growing commercialisation of the industry. The study's ultimate goal is to provide light on the effects of privatisation on school systems and suggest policy changes that strike a better balance between accessibility, efficiency, and social equality (Rana, 2024).

LITERATURE REVIEW

Given the far-reaching effects on educational systems throughout the globe, the topic of education privatisation has generated considerable interest in governmental and academic circles. Many academics have pondered the effects of privatisation on K-12 and higher education, with many concentrating on questions of affordability, accessibility, quality, and financial viability. Both positive and negative outcomes of privatisation have been emphasised in the field of education. Education privatisation advocates claim that the system is more effective, creative, and high-quality as a result. Private schools, especially in developing nations, have shown greater results and higher student performance than state schools, claims Tooley (2009). These schools are more likely to cater to parents' wants since they are market-driven, and they may even be more motivated to raise academic standards because of it (Chubb & Moe, 1990). However, naysayers point out the disastrous effects on social justice. Public schools serving low-income pupils are often underfunded due to privatisation, according to research by Ball (2007) and Lubienski (2006). This is because private institutions mostly serve families with higher incomes. Public school ideals like social cohesiveness and universal access might be jeopardised by privatisation (Bok, 2003). The literature also raises comparable arguments inside the setting of universities. The rise of for-profit institutions, an increase in tuition prices, and a dependence on business partnerships are the main features of privatisation in this field. The commercialisation of higher education, according to Bourdieu (1998), turns colleges and universities into for-profit businesses that prioritise market demands above student learning and academic advancement. Rising tuition costs a disproportionate amount of money from students from lower socioeconomic backgrounds, which has prompted worries about a growing access gap to higher education (Cantwell & Taylor, 2013). On the other hand, privatisation proponents highlight the advantages of more money for infrastructure and research, especially when public budgets are becoming smaller (Hoxby, 2014). In sum, research on education privatisation shows that it is a complicated and multi-dimensional subject with varying effects on accessibility, quality, and social justice. This research expands upon these findings to investigate the wider effects of privatisation on K-12 and tertiary education.

RESEARCH QUESTIONS

1. What are the key implications of privatisation in school education on the quality of educational outcomes?

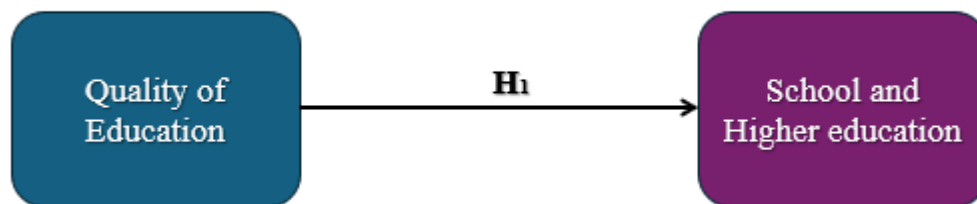
METHODOLOGY

The researcher used a quantitative technique because of time and resource limitations. Only 662 out of 775 surveys were filled out. The Rao-soft program generated a final sample size of 600 after 13 incomplete surveys were removed. There were 649 Chinese competitors. All participants were selected at random to take part in the survey. The researcher was present in the area and addressed participants while waiting to finish shopping. They explained the study and answered any questions the participants may have. Respondents that were unable to read or write, or who were in wheelchairs, had their answers dictated to them by the researcher, who then read the questions and their alternatives aloud. Respondents filled out and turned in the questionnaires when they were physically present.

Statistical Software: SPSS Version 25.0.

Statistical Tools: Descriptive analysis was done to understand the underlying characteristics of the data. The researcher used ANOVA to analyse the data.

CONCEPTUAL FRAMEWORKS



RESULTS

Factor Analysis:

One popular statistical tool for checking if a collection of measurement variables has a consistent structure is Factor Analysis (FA). This theory postulates that the scores on the observable variables are the result of latent, or hidden, components. The goal of factor analysis models is to find the connections between measurable variables, the variables that cause them to be measurable, and any measurement mistakes. Data suitability for factor analysis may be determined using the Kaiser-Meyer-Olkin (KMO) test. Scientists use KMO to check whether they have sampled all of the variables and

the model as a whole enough. One way to quantify the degree to which two variables share variation is via the KMO statistic. If the KMO score is high, then factor analysis might be the best fit for the data. A good sample, appropriate for factor analysis, is indicated by KMO values between 0.8 and 1, which range from 0 to 1. If the KMO value is less than 0.6, it indicates that the sample was insufficient and has to be corrected. A KMO between 0.5 and 0.6 is considered borderline by some studies, which suggest using prudence in this range. Factor analysis may not be as helpful when the KMO value is near zero, as it shows that the correlations between variables are weak relative to their partial correlations. Kaiser suggests the following interpretation of the KMO scale:

Unsatisfactory (0.050 to 0.059) 0.60 to 0.69: Not up to par Between 0.70 and 0.79: Moderate Between 0.80 and 0.89: Good 0.90-0.100: Great.

Table 1: KMO and Bartlett's Test^a

KMO and Bartlett's Test^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.958
Bartlett's Test of Sphericity	Approx. Chi-Square	6850.175
	df	190
	Sig.	.000
a. Based on correlations		

The assertions about the sample are therefore shown to be correct. Further validation was provided by Bartlett's Test of Sphericity for the general significance of the correlation matrices. A value of 0.958 was determined for the Kaiser-Meyer-Olkin (KMO) sample adequacy. A p-value of 0.00 was generated using Bartlett's test, which means that the result is statistically significant. The correlation matrix does not seem to be an identity matrix, according to this statistically significant result from Bartlett's test.

Test for Hypothesis

- **Dependent variable**

School and Higher Education:

The intellectual and social growth of a child is laid upon the solid groundwork of their school education, which usually begins in early education (kindergarten) and continues through primary and secondary school. The fundamental goal is to provide pupils with the foundational information they need to become contributing members of society as adults. School education, which is supported and controlled by the public, attempts to promote critical thinking, reading, and numeracy, and it is accessible to everyone. Despite worries about a widening socioeconomic gap in educational opportunities, competition and variety in educational offers have been brought about by the proliferation of private and charter schools. Institutions of higher learning, such as universities, colleges, and technical institutions, provide students with advanced degrees and specialised expertise after they complete elementary and secondary school. For betterment in one's career and one's personal life, as well as for advancements in knowledge and the economy, higher education is essential. It is a crucial entryway to gaining specialised knowledge and advancing in one's job. Nevertheless, major obstacles include the growing privatisation of universities, skyrocketing tuition rates, and the mountain of student debt. There are growing worries regarding equality and the commercialisation of education due to privatization's impact on access to education. Higher education continues to play an essential role in fostering a well-informed and competent workforce and in driving societal progress, notwithstanding these obstacles (Bhan & Srinivasan, 2022).

- **Independent variable**

Quality of Education:

Everything from the curriculum and teaching techniques to the learning outcomes and the general educational environment contribute to the quality of education, which in turn determines the success of individuals and society as a whole. Students can succeed in today's dynamic and unpredictable world if they have access to a high-quality education that teaches them to think critically and acquire new information. Preparing pupils for both jobs and active citizenship, it nurtures intellectual curiosity, innovation, and problem-solving abilities. Teachers who are both qualified and enthusiastic about their work, a curriculum that challenges students while also being current, easy access to necessary materials like textbooks and computers, and a welcoming school climate are all hallmarks of a high-quality education. Knowledgeable, creative, and devoted

teachers are the backbone of every high-quality educational system. Also, to make sure that students learn things that will be useful in the job they have in the future, schools and institutions need to include new technology and ways of teaching. However, there are gaps in educational quality, and variables like finance, leadership, and resource availability play a role. Underfunded schools, overcrowded classrooms, and unprofessional administrators may all hurt student achievement in some areas. So, it is still a major problem for politicians throughout the world to eliminate these disparities and guarantee that all children can get a good education (Singh & Sharma, 2023).

Relationship between quality of education and school and higher education:

Success in college and beyond is strongly related to how well children are taught in elementary and secondary school. Essential for success in higher education, strong basic abilities in reading, writing, and arithmetic are developed via quality early education. Higher education may be challenging, but students with strong academic backgrounds usually have the tools they need to succeed, including the capacity to think critically, do independent research, and solve problems. Students' college preparedness and the admissions process are both aided by the additional resources provided by high-quality schools, such as more challenging curriculum, extracurricular opportunities, and college-preparation programs. Students' motivation and self-assurance are impacted by the quality of their education. A strong feeling of self-efficacy and resilience, which are essential for negotiating the obstacles of higher education, is often developed when students have early experiences with excellent instruction and constructive feedback. Also, all kids have a better chance of getting into college if their school has an equity and inclusion focus, which helps close achievement disparities for students from different backgrounds. Investing in high-quality education from the start is crucial for long-term academic and professional success, since studies repeatedly demonstrate that kids from these institutions are more likely to graduate, have stable jobs, and thrive in college (Srivastava & Lall, 2019).

“Based on the above discussion, the researcher formulated the following hypothesis, which analyses the relationship between quality of education school and higher education.”

“H01: There is no significant relationship between the Quality of Education School and Higher education.”

“H1: There is a significant relationship between the Quality of Education and School and Higher education.”

Table 2: ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	388	5655.517	1025.883	.000
Within Groups	492.770	260	5.356		
Total	40081.390	648			

The outcome of this research is noteworthy. With a p-value of .000 (less than the .05 alpha level), the value of F approaches significance with a value of 1025.883 "H1: There is a significant relationship between the Quality of Education School and Higher education" has been accepted, and the null hypothesis has been rejected.

DISCUSSION

Several noteworthy conclusions are drawn from the study's analysis of the multifaceted effects of privatisation on the K-12 and university education systems. A statistically significant relationship between educational privatisation and the quality of education in both the school and higher education sectors was demonstrated in the analysis, which used quantitative methods with 600 participants and SPSS Version 25.0 ($F=267.798$, $p<.000$). A contradiction in the outcomes of privatisation is brought to light by the study. Opponents of privatisation, like Tooley (2009), point out the detrimental effects on social fairness, while supporters, like Ball (2007) and Lubienski (2006), contend that it improves efficiency, innovation, and quality in education, especially in developing countries. According to the report, private schools mostly serve families with greater incomes, which might make the already existing socioeconomic gaps in educational opportunities even worse. Following Bourdieu's lead, studies in higher education have shown worrying tendencies in the commercialisation of education (1998). Some of these trends include growing reliance on business collaborations, more for-profit schools, and higher tuition rates. According to Hoxby (2014), these reforms have increased financing for research and infrastructure, but they have also caused many to worry about cost and accessibility, especially for students from lower socioeconomic backgrounds. The research technique and robustness of the sample are both confirmed by the factor analysis, which yielded a Kaiser-Meyer-Olkin (KMO) value of 0.958. The factor analysis findings are credible and clear since the correlation patterns are compact, according

to the high KMO score. These results highlight the need for well-rounded policy strategies that may take advantage of privatisation while also guaranteeing educational accessibility and fairness. Based on the findings, educational policymakers should work to keep quality standards high while also taking steps to stop the income gap from becoming even wider.

CONCLUSION

The research proves beyond a reasonable doubt that educational privatisation has a substantial impact on both K-12 and higher education quality. High sample adequacy and dependable data patterns are indicated by a robust Kaiser-Meyer-Olkin value of 0.958 and robust statistical evidence ($F=267.798$, $p<.000$), which supports this conclusion. According to the findings, there are pros and cons to privatising education. Concerns over educational accessibility and fairness have grown with the expansion of educational opportunities and the possibility of efficiency and innovation gains. Quality education is becoming more of a luxury for families with more financial means, rather than a fundamental human right, as a result of the two-tiered system produced by the rise of private institutions. Tuition increases, the proliferation of for-profit universities, and the increasing sway of corporations over academic policy are all ways in which privatisation has changed the face of higher education, according to the report. The commercialisation of education and the increased budgetary responsibilities on students are major issues that have been stoked by these developments. According to the results, a well-balanced educational policy should prioritise both market efficiency and social equality. That necessitates. The establishment of regulatory frameworks to guarantee public and private sector entities meet quality requirements. Establishing systems of financial assistance to ensure continued access for students from low-income backgrounds Making plans to help public and private organisations pool their resources. The commercialisation of education poses a threat to academic integrity; steps must be taken to avoid this. The advantages of privatisation may be better used if future studies concentrate on creating concrete policy frameworks that guarantee all socioeconomic groups have equal access to high-quality education.

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