

A STUDY TO EXAMINE THE EFFECTS OF PRIVATIZATION IN HIGHER EDUCATION AND ITS RAMIFICATIONS IN SCHOOL EDUCATION

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ABSTRACT

In an effort to satisfy the ever-increasing demand for education throughout the country, the education sector has been subjected to a greater degree of privatisation than in the past. There have been instances of both governmental and private entities satisfying this requirement. To better achieve the policy objectives of expanding access to and participation in basic education, improving learning results and overall efficiency, and cultivating more fairness in educational opportunities, the provision of education is being transferred from the state to private providers. This is being done to better achieve the policy objectives. This action is being taken in order to realise the policy goals more effectively. The purpose of these activities is to better the policy objectives that are being pursued, and they are being implemented immediately. There is a possibility that the approach that a nation chooses to take to educate its young people can have a significant influence on the path that the nation took in the years that followed. Despite the positive effects that private education has had on society as a whole, the sector's rapidly growing popularity and rapid expansion have resulted in the emergence of a considerable number of new obstacles. As the trend towards privatisation continues to gain momentum, it is of the utmost necessity to investigate the challenges that are brought about by this movement. This is because the objective of this investigation is exclusively focused on pragmatic considerations, which is the very reason why this is the case.

KEYWORDS: Privatization, School education, Class of the society, Implications.

INTRODUCTION

The researchers talk about the privatisation of education, reserchar are referring to the idea that public educational institutions are being transferred into private hands or

that private corporations are playing a more significant role in the provision of education. There are several variables that have contributed to the growth of this issue on a worldwide scale. These factors include regulations implemented by governments, budgetary restrictions, and the perception that public education systems are inefficient (Abrol, 2018). The formation of private schools, public-private partnerships, and the implementation of market-driven concepts in public education are all examples of the many manifestations of privatisation that might take place. There are many different aspects to consider while discussing the privatisation of education, including economic, social, and ethical issues. The argument that privatisation may lead to better efficiency, creativity, and responsiveness to market demands is put up by proponents of the concept. They assert that private schools can provide a superior quality education because of improved administration, increased levels of competition, and the capacity to effectively recruit qualified educators by offering greater compensation (Avhad, 2018). On the other side, opponents warn that privatisation may make existing inequities worse, make it more difficult for underserved groups to attend education, and put profit ahead of educational results. They bring to light issues surrounding the commercialization of education as well as the possible loss of public goods. Through the privatisation of the education sector, which in turn made it possible for private parties, such as individual groups, religious institutions, and other non-government entities, to join the education business, the growing demand for education throughout the nation was the driving force behind the privatisation of the education sector (Gautam, 2017).

The educational system in China is now going through a period of fast change as a direct result of the commercialization of the country's educational institutions. Privatemore, the relevance of private groups is recognised by all parties involved. The failure of local and state governments to keep up with the growing demand for educated individuals has led to a rise in the number of people who are searching for a high-quality education. This has increased the number of people who are looking for an education. In light of this, it serves as an incentive for people and companies to establish their very own private schools. Even though this has increased access to education, colleges and universities are now more competitive as a consequence of the introduction of economic pressures into educational institutions. Many private schools were forced to close their doors if they were unable to not only attract new students but also keep the ones they currently have. The fact that an increasing number of parents are opting to send their children to private schools rather than the public schools that are managed by the state is proof that the private schools in the state are of a better level than the public schools (Naik, 2019).

BACKGROUND OF THE STUDY

The growth of private schools and the implementation of market-based procedures inside public schools are both components of the privatisation of the educational

system. There have been several variables that have contributed to this tendency. Several governments have advocated for privatisation to lessen the financial burden of public education and enhance the quality of education (Dixon, 2017). Parents are increasingly looking for alternatives to public schools, either because they believe that public schools are of low quality, because they are concerned about their children's safety, or because they want their children to get specialised education. The expansion of private schools is fueled by this market need. Because of the potential for public education systems to suffer from ageing infrastructure, increased class sizes, and decreased resources as a result of economic restrictions and budget cutbacks, private education is becoming an increasingly appealing alternative. In addition, the influence of global organisations and neoliberal ideas that advocate for market-driven approaches to education has played a role in the promotion of privatisation. In higher education, the emergence of private institutions, the increase in tuition prices, and the commercialization of research and academic activities are all characteristics of the privatisation of higher education (Fairlie & Resch, 2018).

Even though privatisation has the potential to expand access to higher education possibilities, it often results in increased expenses, which may result in the exclusion of students in socioeconomically disadvantaged homes. Scholarships and other forms of financial assistance may help ease this burden, although inequities may still exist. Methods of instruction, curriculums, and technology that are novel may be introduced by private educational institutions. On the other hand, the emphasis placed on profitability may sometimes result in a compromise of academic standards and the integrity of research. When it comes to higher education, the change towards a market-oriented approach might result in a concentration on classes that are in great demand in the market. This could cater for the price of subjects that are less lucrative, such as the social sciences and the humanities. Academic partnerships between public institutions and commercial businesses have the potential to improve students' research capacities as well as their employment opportunities. Despite this, these agreements may also give rise to worries about academic institutions and the establishment of corporate interests as the top priority (Sharma, 2019).

PURPOSE OF THE RESEARCH

The purpose of this research is to examine the effects of privatisation on both school and higher education systems, focusing on the implications for accessibility, quality, and equity in education. This study aims to assess how privatisation influences educational opportunities, learning outcomes, and societal equity, with particular emphasis on understanding the different impacts on various socioeconomic groups (Dixon, 2017).

LITERATURE REVIEW

A review of the relevant literature served as the foundation for the investigation of the difficulties and possibilities associated with the privatisation of schools. There are now a great number of research that examine and contrast different perspectives on the topic. Beavis (2004) carried out a study and reported on the aspects of parental backgrounds that were associated with the choices that they made about their children's placement in private schools (Avhad, 2018). In situations when parents were dissatisfied with the public school alternatives available to their children, they often chose to register their children in private schools. The level of academic achievement in Selangor, Malaysia, has become a consideration for parents when they are deciding whether or not to register their children in private schools. They were unanimous in their belief that the academic achievements of the school had a significant role in elevating the school's reputation, which in turn played a significant role in their choice of children in the institution. Because the parents wanted to ensure that their children would have a solid basis for their future, they were concerned about the academic performance of the school. In response to the question of why they prefer to send their children to a private school, the majority of respondents (parents) stated (61.7% agreed) that private schools provide a superior level of education. According to Sharma (2019), there are several benefits associated with outsourcing the operation of public schools to private businesses.

The privatisation of our society has resulted in a great many excellent contributions to our society. Educational opportunities are now readily available to everyone who has the financial means to cover the costs that are connected with attending school. Improvements made to the infrastructure that lies under the surface It is without reasonable question that the private sector has achieved significant advancements in the infrastructure and has provided a framework that is at the cutting edge of technology. Such achievements are indisputable and cannot be contested (Naik, 2019).

Students receiving an education at the highest feasible level: They used contemporary instructional methods, which not only assist children in attaining greater levels of learning but also help to the improvement of the children's overall performance. Tablets and other electronic devices, class flow and other software with capabilities that are comparable, and other similar applications are all examples of current educational technology. Because of the increase in the number of schools and colleges, parents now have a higher number of alternatives to select from when it comes to the educational facilities to which they may send their children. This is because there are now more schools and colleges than ever before. Because of this, they have a greater degree of influence over the educational experiences of their children. In today's world, every single private school comes up with unique and thought-provoking ideas for extracurricular activities. These ideas help a kid acquire new knowledge and develop an interest in all parts of life. To assist a child in becoming more interested in all elements of life, several activity ideas have been devised (Gautam, 2017).

Research Question

1. How does privatisation impact the quality of education in primary and secondary schools?

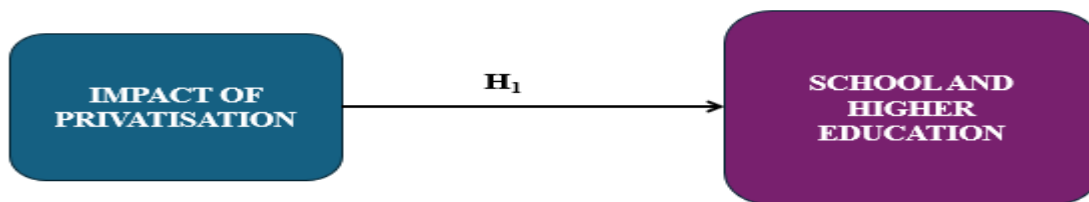
METHODOLOGY

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 FRAMEWORK



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:

“Primary and secondary school education set the stage for students to continue studying throughout their lives. It gives a solid grounding in reading, writing, and arithmetic, as well as an introduction to a variety of topics and the development of cognitive and social abilities. Making sure kids learn the fundamentals, improve their critical thinking skills, and become

Emotional intelligence is the main goal of holistic development. The educational system is designed to mould the brains of young students in a way that gets them ready for the challenges of college and life as an adult. Colleges, universities, and other forms of higher education expand upon the basics taught in elementary and secondary school. Acquiring this level of expertise allows people to work in niche industries or conduct cutting-edge research. Additionally, universities and” colleges are hubs of new ideas and cutting-edge research, which greatly aids in the betterment of society and the solution of global problems. In this setting, learning to think critically and extensively as well as acquiring specific professional skills take precedence over broad academic studies (Avhad, 2018).

- **Independent Variable**

Impact Of Privatisation:

There has been a major shift in global economics and policy towards privatisation, the process by which publicly owned businesses are taken over by private companies. The goals of this privatisation effort are to increase efficiency, promote healthy competition, and lessen the fiscal load on the state. Utilities, healthcare, education, and transportation are just a few of the many areas where privatisation has had far-reaching effects on economies and society. Efficiency and productivity tend to rise after privatisation since private enterprises are often motivated by profit and market competitiveness. Innovation, enhanced service quality, and more effective management methods are all possible outcomes. It may also lessen the financial strain on governments, which frees up funds for other important initiatives, encourage economic development, and entices investment from outside. Privatisation has complicated and sometimes beneficial and harmful societal repercussions. A better quality of life is one potential outcome of better infrastructure and services. However, privatisation can worsen socioeconomic inequality by increasing the prices of vital services like water, power, and healthcare (Gautam, 2017).

Relationship between the impact of privatisation and school and higher education:

The effects of privatisation on K-12 and university education are multifaceted and may have both beneficial and bad results. Schools that elect to privatise their operations often have greater funding, a wider range of curriculum choices, and more specialised programs available to children and their families than those in the public school system. Students may find a more conducive study atmosphere and greater academic results in private schools and colleges due to the lower-class numbers, modern facilities, and creative curriculum. One benefit of privatisation in higher education is the proliferation of private colleges and universities, which may lessen financial burdens on public schools while expanding educational opportunities. Competition in academic offerings and higher standards at public institutions are two potential outcomes of this growth. But privatisation isn't without its problems. Students from low-income households may not be able to afford private schools, which might worsen economic disparity and prevent them from moving up the social ladder. The profit-driven nature of privatised schools usually means more expensive tuition and, on occasion, the elimination of less lucrative academic specialisations in favour of more marketable ones.

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

“H01: There is no significant relationship between the impact of privatisation and school and higher education.”

“H1: There is a significant relationship between the impact of privatisation 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 is noteworthy in this investigation. Statistical significance is achieved with a p-value of .000 (less than the 05-alpha level), and the value of F is 1025.883. What this implies is that the alternative hypothesis, “H1: There is a significant relationship between the impact of privatisation and school and higher education.” is accepted and rejects the null hypothesis.

DISCUSSION

The act of analysing and analysing data to discover patterns, correlations, and insights is generally referred to as data mining. In this part, an overview of the techniques and strategies that are used in the methodology and strategy of quantitative data analysis is provided. Next, reserchar was discussed in the analysis of the data obtained from the survey. The coding stage encompassed various themes, including the examination of prevailing privatisation practices and initiatives, the identification of challenges associated with privatisation, the exploration of the roles played by both the government and the private sector in the education sector, and the consideration of stakeholder perspectives on the privatisation of school education.

Searching through massive volumes of unstructured data for relevant patterns, correlations, and insights is known as data mining. This section provides an overview of the methodologies and procedures that were used for the analysis of quantitative data. Researchers next talk about possible methods for analysing the survey data. Researchers looked at current privatisation initiatives and adherents, identified privatization's problems, investigated the public and private sectors' roles in education, and considered stakeholder views on school education privatisation during the coding stage. Document analysis theory, the reserchar analysis, coding, and cross-case analysis are all covered in this section. Examining privatisation reform policy papers, researchers in the princely state used an analytical framework for policy analysis that had been previously suggested and subsequently improved by others, including the character of Bell and Stevenson and Busher. Reserchar couldn't have analysed the relevant policy documents without the framework. Consequently, the policy papers were critically examined from three angles: the policy's background, the policy itself, and the potential outcomes and consequences of implementing it. When combined, these elements provide a comprehensive examination from several perspectives. Per Cardno, the policy context includes all the elements, such as values and forces, that have contributed to the creation and implementation of a policy. Therefore, the key concerns of this study are the factors that helped shape the policy and its sociopolitical context. The objective is to figure out who or what inspired the policy. The term "policy text" is used when describing the precise contents of a policy document. To understand a policy text, one must be able to read it with an eye for patterns in its structure and presentation.

CONCLUSION

While privatisation has opened up many new possibilities in the field of education, it has failed to alleviate the burden on publicly funded institutions and breaks laws meant to protect human rights, despite these positive effects. It has been noted that the

implementation of cutting-edge educational practices and improved infrastructure has stimulated the corporate sector. In light of this, it is clear that schools must be overseen to guarantee they are following the rules when it comes to issues like fairness in student treatment, adequate funding, and human rights protection. Since China began its process of opening up to the global world in the late 1970s, the country's educational system has seen substantial changes. The impact of market-oriented economic reforms and other developments is responsible for these shifts. The importance of education to the local econoreserchar has been emphasised more as a consequence of the trend of economic integration with the global economy. The educational demands and expectations of the people have also increased due to this integration. Financial restraints and the need for economic growth were pragmatic factors that led the Chinese government to decentralise educational policy and marketize educational services. And so it is that non-state social institutions may now take part in education because the state has given up its monopoly.

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