

## An Analysis Of The Implications Of Commercialization In School Education And Its Consequences On Higher Education

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### ABSTRACT

Examining privatization's impact on K-12 and higher education, this research aims to understand how it affects educational equity, accessibility, quality, and long-term outcomes. School privatization has led to the proliferation of private schools, which promote a higher-quality education but may exacerbate economic disparities. Examining how privatization has altered resource distribution, curriculum adaptability, teacher quality, and the widening socioeconomic performance gap, this research examines the ripple effects throughout the education system. While public schools struggle with insufficient funding, which impacts the quality of education available to kids from lower-income homes, private schools cater to children from middle-class and higher-income backgrounds, according to the report. This study examines the phenomena of access to higher education and how it has evolved as a result of the commercialization of education and the privatization of universities. The increasing expense of tuition, the market-driven nature of educational institutions, and the dependence on private funding are major concerns for many. The consequences of changing university curriculum on student debt are being investigated. Public and private colleges are becoming more financially and research objective disparate. Through an analysis of case studies, statistics, and interviews with key stakeholders, this study clarifies the many impacts of privatization. Additionally, it provides policy recommendations for achieving educational equity so that all kids may benefit from a high-quality, inclusive education. Finding a happy medium between the public and commercial sectors is at the heart of these recommendations.

**Keywords:** Academic Equal Treatment, Excellent Education, Restructuring, Public Schools, Universities, Learning.

### 1. INTRODUCTION

Worldwide, privatization is having a significant impact on several sectors, education being only one of them. A lot of people are upset about how privatizing schools and colleges would affect things like accessibility, equity, quality, and how the institutions run overall. The academic, social, and economic impacts of privatization on secondary and higher education are the focus of this study. "Privatisation" refers to the growing involvement of private entities in primary and secondary school management, financing, and curriculum development. This covers a lot of ground, including how public-private partnerships came to be, how school administration was outsourced, and the growth of private schools. Proponents of privatization argue that it may lead to more efficiency, creativity, and competition in the educational system. However, critics argue that minority pupils would have an even more difficult time gaining access to quality education since private schools mostly cater to the wealthy. Increasing numbers of public and private institutions, including for-profit schools, and corporate funding of some academic projects are manifestations of privatization in the field of higher education. The growing trend of tuition price hikes and the increasing commercialization of research have intensified concerns about the accessibility and affordability of higher education. If the current trend towards privatization leads to a concentration on profit-driven outcomes, it might undermine the essential ideals of academic autonomy and intellectual growth. The benefits and drawbacks of privatizing education will be examined in this study, with an eye on the far-reaching effects on learners, educators, and the community at general. By examining key case studies and empirical data, this paper aims to provide a comprehensive understanding of how privatization is impacting the educational landscape. Equality, quality, and long-term viability are its primary goals (Hogan & Thompson, 2020).

### 2. BACKGROUND OF THE STUDY

Around the last few decades, school privatization has been at the Centre of educational policy debates all around the globe. Since governments throughout the globe are under mounting pressure to improve educational outcomes with limited public funding, privatization has emerged as a potential solution to enhance efficiency, quality, and accessibility in education. Privatization refers to the process by which public schools and other educational services are directed, managed, and funded by private entities rather than the government. More and more, K-12 and higher education institutions are enlisting the help

of private organizations, both nonprofit and for-profit, to provide students with educational services. Schooling has been boosted by market-driven competition, which has led to the rise of private schools, charter schools, and the outsourcing of educational services. Privatization, according to many, encourages creativity, responsibility, and better outcomes by providing parents and children with more choices. Private schools often cater to students from wealthier households, whereas public schools generally have challenges in providing equal opportunities for all students as a result of underfunding and overstretchment. The widening gap between the two forms of schooling is another concern that this trend brings to light. The characteristics of privatization in the field of higher education include the proliferation of for-profit schools, the increase in tuition fees, and an excessive dependence on financial support and partnerships. While proponents of privatization in this sector point to its enhanced efficiency and expanded access to higher education, detractors argue that it has devalued teaching and learning, prioritised profit above academic principles, and exacerbated socioeconomic inequities. Increases in both student debt and the popularity of market-oriented vocational programs have prompted some to question the practicality and accessibility of publicly funded universities in a privatized system (Jonaki & Prasenjit, 2021). This study aims to shed light on the future of elementary, secondary, and tertiary education by analyzing the effects of privatization on educational equity, quality, and sustainability. By weighing the benefits and drawbacks of privatization, this research hopes to fill a gap in our understanding of how it influences contemporary educational institutions (Meenu & Chauhan, 2023).

### 3. PURPOSE OF THE STUDY

This study seeks to draw conclusions on the impacts of privatization in K-12 and higher education by analyzing the global trend and how it affects accessibility, equity, quality, and the educational experience overall. As deregulation becomes more popular, the researcher must thoroughly examine the multifaceted impacts of privatization on public schools, their constituents, and the society at large. The main purpose of the research is to find out how privatization impacts educational outcomes, particularly classroom equity and quality. The major objective is to analyze how privatized educational systems impact minority students' ability to get a high-quality education, the quality of their teachers' instruction, and students' access to funding. The study will also look at the effects of privatization of educational services, public-private partnerships, and charter schools on the expansion or contraction of inclusive and equitable learning environments. This study aims to provide light on the following issues related to higher education: increasing tuition prices, the proliferation of for-profit institutions, and the increasing corporatization of academic research and governance.

Examining student loans, shifting educational goals, and the increasing commercialization of the sector, this study will seek to determine the benefits and drawbacks of privatization in higher education. The overarching purpose of the research is to provide insight on how privatization has affected educational institutions and to propose policy shifts that improve accessibility, efficiency, and society equity.

### 4. LITERATURE REVIEW

Education privatization has sparked a lot of attention in both academic and governmental circles because of the widespread impact it may have on school systems throughout the world. The consequences of privatization on elementary, secondary, and tertiary education have been the subject of much scholarly discussion, with many focusing on concerns of accessibility, cost, quality, and sustainability. In the realm of education, both the good and bad effects of privatization have been highlighted. Proponents of privatizing schools argue that this will lead to a more efficient, innovative, and high-quality system. In developing countries in particular, private schools have outperformed public schools in terms of both outcomes and student performance. In addition to being more inclined to increase academic standards, these schools are market-driven, thus they are more likely to meet the needs of parents. Skeptics, nevertheless, highlight the catastrophic consequences for social justice. Many low-income students' public schools are underfunded because of privatization. This is because wealthier families are the primary target of private institutions. It is possible that privatization would put public school principles like social cohesion and universal access at risk. Similar points are also brought up in the literature within the context of academic institutions. Most notably, privatization has led to an increase in tuition costs, the proliferation of for-profit schools, and an over-reliance on commercial partnerships. Colleges and universities, as Bourdieu (1998) argues, become for-profit enterprises that put profit above student learning and academic progress as a result of commercializing higher education. There is increasing concern over a widening access gap to higher education as a result of rising tuition expenses, which disproportionately affect students from poorer socioeconomic backgrounds. At a time when public finances are shrinking, however, privatization advocates point to the benefits of increased funding for research and infrastructure. Education privatization is a complex and multi-faceted issue with varied impacts on accessibility, quality, and social justice, according to the study. This study builds on previous work by looking at how privatization has affected K-12 and higher education more generally (Adam, 2021).

### 5. RESEARCH QUESTION

- How does academic achievement impact in school and higher education?

## 6. METHODOLOGY

Quantitative research refers to studies that examine numerical readings of variables using one or more statistical models. The social environment may be better understood via quantitative research. Quantitative approaches are often used by academics to study problems that impact particular individuals. Objective data presented in a graphical format is a byproduct of quantitative research. Numbers are crucial to quantitative research and must be collected and analyzed in a systematic way. Averages, predictions, correlations, and extrapolating findings to larger groups are all possible with their help.

**6.1 Research design:** In order to analyse quantitative data, SPSS version 25 was used. The direction and severity of the statistical association were determined using the odds ratio and the 95% confidence interval. researchers reported a statistically significant level at  $p < 0.05$ . To identify the primary features of the data, a descriptive analysis was used. Data acquired by surveys, polls, and questionnaires, or by modifying existing statistical data using computing tools, is often assessed mathematically, numerically, or statistically using quantitative methods.

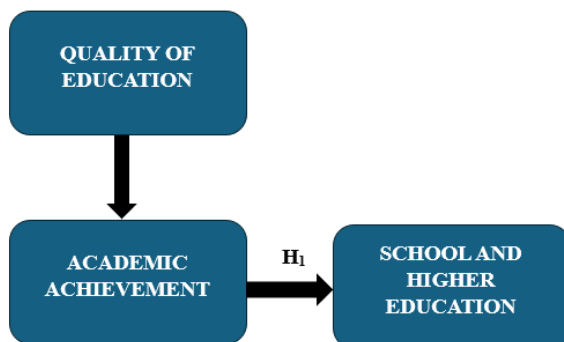
**6.2 Sampling:** Research participants filled out questionnaires to provide information for the research. Using the Rao-soft program, researchers determined that there were 396 people in the research population, so researchers sent out 563 questionnaires. The researchers got 693 back, and they excluded 44 due to incompleteness, so the researchers ended up with a sample size of 649.

**6.3 Data and measurement:** A questionnaire survey was used as the main source of information for the study. Two distinct sections of the questionnaire were administered: Both online and offline channels' (A) demographic information, and (B) replies to the factors on a 5-point Likert scale. Secondary data was gathered from a variety of sites, the majority of which were found online.

**6.4 Statistical Software:** SPSS 25 was used for statistical analysis.

**6.5 Statistical tools:** To get a feel for the data's foundational structure, a descriptive analysis was performed. A descriptive analysis was conducted to comprehend the fundamental characteristics of the data. Validity was tested through factor analysis and ANOVA.

## 7. CONCEPTUAL FRAMEWORK



## 8. RESULT

### ❖ Factor Analysis

The process of verifying the underlying component structure of a set of measurement items was a widely used application of Factor Analysis (FA). The observed variables' scores were believed to be influenced by hidden factors that were not directly visible. The accuracy analysis (FA) technique was a model-based approach. The primary emphasis of this study was on the construction of causal pathways that connect observable occurrences, latent causes, and measurement inaccuracies. The appropriateness of the data for factor analysis may be assessed by using the Kaiser-Meyer-Olkin (KMO) Method. The adequacy of the sampling for each model variable as well as the overall model was assessed. The statistics quantify the extent of possible common variation across many variables. Typically, data with lower percentages tends to be more suited for factor analysis.

KMO returns integers between zero and one. Sampling was deemed adequate if the KMO value falls within the range of 0.8 to 1.

It is necessary to take remedial action if the KMO is less than 0.6, which indicates that the sampling is inadequate. Use their best discretion; some authors use 0.5 as this, therefore the range is 0.5 to 0.6.

• If the KMO is close to 0, it means that the partial correlations were large compared to the overall correlations. Component analysis is severely hindered by large correlations, to restate.

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

• 0.60 - 0.69 below-average|

Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is stunning.

**Table: KMO and Bartlett's**

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.895
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.000

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.895 was the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix was not a correlation matrix.

#### ❖ Independent Variable

##### **Quality of Education**

The quality of education, which impacts the performance of both people and society at large, is influenced by several factors such as the curriculum, teaching methods, learning outcomes, and the overall educational environment. Students may thrive in today's ever-changing and uncertain environment if they are provided with a top-notch education that equips them to analyze information critically and learn new things. It encourages students to think critically, creatively, and problem-solvingly, which prepares them for life beyond graduation and for the workforce. The characteristics of an excellent education include classroom instruction from skilled and engaging educators, a curriculum that is both rigorous and up-to-date, student access to course resources (such as computers and textbooks), and a warm and inviting school environment. A strong educational system relies on instructors who are knowledgeable, innovative, and committed. Institutions and schools also need to adopt new technologies and pedagogical approaches to guarantee that students acquire skills that will be valuable in their future careers. However, factors such as funding, leadership, and resource availability contribute to educational quality discrepancies. Student performance may suffer in certain locations due to underfunded schools, overcrowding in classes, and incompetent administration. Therefore, ensuring that all children have access to a quality education and eradicating these gaps remains a significant challenge for governments globally (Creswell et al., 2018).

#### ❖ Factor

##### **Educational achievements**

What defines an individual's educational achievements are the quantifiable results of their efforts to further their education. Some examples of this include reaching major milestones in elementary, secondary, or tertiary education, becoming an expert in a certain field, obtaining recognition for one's academic performance, and so forth. Everything that a person does as a result of their formal or informal education is considered an educational success. They measure a person's proficiency in several areas of knowledge, skills, and talents (Diyanto et al., 2021).

#### ❖ Dependent variable

##### **School and Higher Education**

From early education (kindergarten) through primary and secondary school, a child's academic and social development is anchored by a strong foundation of schooling. Teaching students the basics so they can grow up to be productive citizens is

the primary objective. Education in public schools is universally available and aims to foster analytical thinking, literacy, and numeracy via public funding and oversight. The expansion of private and charter schools has increased competition and diversity in educational offerings, all the while easing concerns about a growing socioeconomic divide in educational prospects. Following graduation from high school, students can continue their education at one of many types of schools that provide advanced degrees and specialist knowledge. Higher education is crucial for improving one's professional and personal life, expanding one's knowledge, and boosting the economy. It is a vital steppingstone to becoming an expert in one's field and climbing the corporate ladder. The increasing privatization of higher education, astronomical tuition costs, and massive amounts of student debt are, however, significant challenges. Concerns about inequality and the commercialization of education are on the rise because of privatization's effects on educational access. Despite these challenges, higher education is vital for creating a knowledgeable and skilled workforce and propelling society forward (Abrol, 2020).

#### ❖ Relationship Between Educational Achievements and School And Higher Education

There is a close link between a person's educational accomplishments and their time spent in school and university, as these are two pivotal points in each student's educational career. Diplomas from high school, certificates of completion of elementary school, and other recognitions for academic performance are tangible manifestations of the information, skills, and values instilled by a solid educational foundation. In addition to laying the groundwork for future success in higher education, these accomplishments position students to thrive in their chosen areas and earn degrees at the bachelor's, master's, and doctorate levels. Opportunities for more in-depth study, research, and career advancement are available at the university level, expanding upon what students learn in elementary and secondary school. Accomplishments in higher education, such as internships, research publications, or distinctions, demonstrate competence in a certain field. A student's academic performance and extracurricular activities are major factors in the admissions process to four-year universities. Higher education performance is a reflection of the quality of elementary and secondary education, and academic excellence lays the groundwork for future career and academic chances. By providing people with the knowledge and certifications they need to succeed in many areas of life, both phases help people advance in their careers, improve their social standing, and continue studying throughout their lives. A person's educational accomplishments move them toward greater success along a unified route that includes both secondary and tertiary education (Chandwani & Bhome, 2020).

***H<sub>01</sub>: "There is no significant relationship between Educational Achievements and The School And Higher Education."***

***H<sub>1</sub>: "There is a significant relationship between Educational Achievements and The School And Higher Education."***

**Table 2: H<sub>1</sub> ANOVA Test**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	213	5655.517	1025.883	.000
Within Groups	492.770	435	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 "***H<sub>1</sub>: There is a significant relationship between Educational Achievement and The School And Higher education***" has been accepted, and the null hypothesis has been rejected.

## 9. DISCUSSION

Data mining refers to the process of examining and analyzing data in order to find connections, trends, and insights. In this section, the students will find a synopsis of the methods and approaches utilized in quantitative data analysis. The examination of the survey data then moved on to reserchar. The coding phase covered a lot of ground, including looking at current privatisation practises and projects, figuring out what problems privatisation brings, breaking down the responsibilities of the public and private sectors in education, and taking stakeholder views on school education privatisation into account. Data mining is the process of sifting through large amounts of unstructured data in search of useful connections, patterns, and insights. An outline of the methods and processes used to analyze quantitative data is given in this section. Researchers will next discuss potential approaches to analyzing the survey results. During coding, researchers analyzed stakeholder perspectives on school education privatisation, looked into the public and private sectors' responsibilities in education, highlighted privatization's issues, and examined existing privatisation projects and supporters. Theoretical frameworks for document analysis, reserchar analysis, coding, and cross-case analysis are explored here. Researches in the princely state who looked at privatization reform publications employed a policy analysis framework that others had



proposed and expanded upon; this included people like Bell, Stevenson, and Busher. Reserchar relied on the framework to analyze the relevant policy papers. So, the policy papers were looked at from three different perspectives: the history of the policy, the policy itself, and the possible results and repercussions of putting it into action. When used together, these components provide a thorough analysis from several angles. According to Cardno, the background of a policy encompasses all the factors, including ideals and forces, that have played a role in its development and execution. The study's primary focus is on the policy's social background and the forces that influenced it. The goal is to identify the policy's source of inspiration. When describing the exact contents of a policy document, the term "policy text" is used. A keen eye for structural and presentational patterns is essential for making sense of policy texts.

## 10. CONCLUSION

Despite the fact that privatization has created many new opportunities in education, it has not reduced the strain on publicly supported institutions and violates laws aimed at protecting human rights. The business sector has been boosted by the introduction of innovative teaching methods and better infrastructure. Because of this, it's obvious that schools need to be regulated to make sure they're obeying the regulations for things like human rights protection, sufficient financing, and treating students fairly. Significant changes have taken place in China's educational system since the nation started its process of opening up to the global community in the late 1970s. These changes are the result of a number of factors, including the influence of market-oriented economic reforms. As a result of the tendency toward economic integration with the global economy, the local econoreserchar has begun to place a greater focus on education. The people's expectations and needs in terms of education have also grown as a result of this integration. The Chinese government decentralized educational policy and began to marketize educational services due to pragmatic considerations such as financial constraints and the necessity for economic development. The state has so relinquished its monopoly on education, allowing non-state social entities to participate (Gupta, 2019).

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