



# Attitude of College Teachers towards Privatization of Higher Education

Lipun Sahoo

*Doctoral Research Scholar, Vikram University, Ujjain (M.P.) India*

Mrutunjaya Pradhan

*Doctoral Research Scholar, Vikram University, Ujjain (M.P.) India*

Suchitra Barik

*Faculty, Government Women's College, Jeypore, Odisha, India*

Date of Submission: 20-01-2024

Date of Acceptance: 03-02-2024

## ABSTRACT

The abstract of a study on the attitude of college teachers towards privatization of higher education could briefly outline the research's objectives, methodology, and key findings. It may touch upon factors influencing teachers' perspectives and the potential implications of their attitudes on higher education. Privatization is management by private sector with total absence of government intervention. Such institution generate their own funds through higher fees, uses charges and full use of recourses privatization no doubt helps inimproving the education system by providing quality education but it is not easy for everyone to pay high amount of fees demanded by private colleges.

**KEYWORDS:** Attitude, Teachers, Privatisation, Higher Education

## I. INTRODUCTION

Education is a must for the development of every country as without education there are no chances of developments,so in this respect education is mainweapon to improve and eradicate any evils. Privatization has been perceived by various researches to be a means of reducing the role of the government from direct sector participation and competition. Applied to the education sector, privatization can be seen as part of the wider reform of the public sector. Education is both a private and social investment. It is therefore the responsibility of both the individual the student, his family and even his employers and the society which include the community and the state.

The study on the attitude of college teachers towards privatization of higher education could begin by contextualizing the global trend towards privatization in the education sector. It

may highlight the significance of educators' perspectives in shaping the effectiveness and sustainability of this shift. The introduction could also outline the objectives of the research, the methodology employed, and the potential contributions of the study to the broader discourse on higher education policies.

## RATIONALE OF THE STUDY

The rationale for studying the attitude of college teachers towards privatization of higher education lies in understanding the impact of this trend on academic institutions. Investigating teachers' perspectives can provide insights into potential challenges, benefits, and overall implications. This knowledge is crucial for shaping educational policies and ensuring a balanced approach to privatization while maintaining the quality and accessibility of higher education. Research on the attitude of college teachers towards privatization of higher education should aim to capture diverse perspectives. Factors such as job security, academic freedom, and the perceived impact on educational quality may influence their attitudes. The study could employ surveys, interviews, or focus groups to gather insights, contributing valuable data to inform discussions on the role of privatization in shaping the higher education landscape.

1. To increase competitive efficiency of public sector.
2. To meet the growing demand of higher education with rapid growth in population.
3. To reduce financial burden on government and for decentralization of educational institutions
4. For imparting quality education and training and shaping of the curriculum according to global, national and local needs.



5. To fulfil the need for skilled manpower and to fulfil the need of the country in liberalization, privatization, and globalization.
6. To facilitate technological developments and information based economic development (Jonaki & Prasenjit, 2016)

## II. REVIEW OF RELATED LITERATURE

**Agarwal Paban (2009)** discussed on Indian higher education and remarked that the private sector is the fastest growing segment in higher education in many countries aroundworld. Difference between a public and a private institution is usually seen along two dimensions-ownership and financing. Even after independence, most of the expansion in higher education occurred through private initiatives. With economic prosperity, more and more people could afford higher fees. They were ready to pay for professional courses. This led to the emergence of private unaided colleges.

**Shukla and Singh (2011)** Conducted a research on the attitude of teachers towards privatization of higher education. The investigator found that the teachers were in favour of the present concept privatization of higher education but they wanted amendments before implementing. They didn't want total privatization.

**Patnaik Pravat (2013)** in his paper, 'Education for a Changing World' sees the universal tendency in the recent period to commoditize education, to see the center's of education as places where students come as buyers to purchase the commodity, called education at prices that increasingly reflect the earning capacity which the possession of this commodity given them. The privatization of education, which means handling this sector over to private profit making entities, the design to attract direct foreign investment and such like moves, which are a foot in our country are simply a reflection of this tendency.

### OBJECTIVES THE STUDY:

1. To study the attitude of college teachers towards privatization of higher education.

2. To find out the demands of teachers in a privatization of higher education scenario.
3. To study the significance of difference between male and female teachers on attitude towards privatization of higher education.
4. To study the significance of the difference between private and government college teachers on attitude towards privatization of higher education.

### HYPOTHESES OF THE STUDY:-

1. College teachers was negative attitude towards privatization of higher education.
2. Colleges teachers want autonomy of private demands as salary, status as per as a government role, decision making etc.
3. There exists significant difference between male and female college teachers towards privatization of higher education.
4. There exist significant difference between private and Government College teachers on attitude towards privatizations of higher education.

### DELIMITATION OF THE STUDY

1. The present study was delimited to the Boudh district only.
2. The present study was delimited to the 10 colleges out of which 5 was Non-government aided colleges and five was private colleges.

### METHODOLOGY OF THE STUDY

As the main objective of the study is to investigate the attitude of college teachers towards privatization of higher education, causal comparative method and case study will be used in the present study.

### POPULATION AND SAMPLE

All the private and government colleges of Boudh district Was constituted the population of the present study. For the present study the investigator was selected 10 colleges as further 5 was non-government aided colleges and 5 was private colleges. Further a total numbers of 40 teachers and each from private college and non-government aided college will be selected randomly.



### SAMPLE (10)



#### TOOLES ANDTECHNIQUES TOBE USED

For the present study the researcher has used likert type attitude scale for collection of data. The scale made for the teachers of private and non-government colleges. The attitude scale was prepared by investigator is consultation of experts.

#### COLLECTION OF DATA

The researcher has personally visited area to collect the data from private and government college teachers of Boudh district. The investigator has collected the data from them. She has distribute the tools to the teachers which is based on 5 point Likert type attitude scale and they have responded to the statement on Strongly agree, Agree, Undecided, Disagree, Strongly disagree.

#### STATESTICAL TECHNIQUES TO BE USED

Since the objectives of the present study have been formulated to study and compare the attitude of different groups of college teachers towards privatization of higher education, it is proposed that t-testwasused and null hypothesis will be tested at.05 level of significance.

#### MAIN FINDING OF THE STUDY

After analysis and interpretation of the data collection, the following things emerged as the findings of the study concerning the problems faced by the private college teachers of higher education.

1. Teachers are stating that the rich parents are able to pay the donation as demanded by the private higher educational institutions for admission of their children.
2. Teachers view that unmeritorious students get opportunity of admission by paying heavy donation. It is found that student's preference is concentrated more on professional course related to engineering, medical, management and computer related studies as per the demand of the present era.

3. Teachers are telling that a less number of students are getting admission whereas a major portion of the students are deprive of getting this facility because private higher educational institutions are not given more importance on it due to profit marking motive.

4. Students are attracted to take admission in private higher educational institutions because the students prefer job-oriented curriculum which after completion of their education get the opportunity of self-employment besides the employment in Government and public sectors.

5. Many teachers view that the students' donation is a big and primary source of fund generation of the institution. In addition to it the management members, trust and others pay the donation to the institution as secondary source of fund generation.

6. Private college teachers are supervising and making correction of weekly assignmentsof the students which provides students feedback to improve their further studies.

7. Private teachers are providing extra coaching as a result of which students' doubts are confidently clarified by their teachers.

8. In private teachers are supervising the students' engagement in the library and reading room because course books and costly reference books are available in the library and reading room which make them attracted.

9. Both Non-governmentaided and private teachers are in favour of remedial teaching which improves the academic standard of the gifted, slow learners and disadvantaged children after formal education.

10.Non-Government aided teachers are telling that the students are attending seminars, conference, symposium and workshops in order to disseminate hidden thoughts or it is a mandatory course to be undertaken.

#### III. SUGGESTION FOR FURTHER STUDY



The investigator is inclined to suggest a few research studies considering its value in present research scenario noted below.

1. A study can be taken up to analyze the financial contribution of community members for privatization of higher education and their socio-economic impact.

2. A study can be taken up on various aspects on privatization of higher education as per the findings of the present study and suggestions from the parents, teachers, community members, administrators and overall impact upon their day-to-day activities, quality, access and equity of higher education.

3. A study is needed to investigate the socio-economic-cultural problems of the community people living in different parts of India being influenced by the privatization of higher education.

4. A study on quality and equity of privatization of higher education and their practical implication in the life of community people which should be analyzed separately one by one comparing them.

5. A study is to be taken up on the role of the community people in managing privatization of higher education.

#### IV. CONCLUSION AND DISCUSSION

In conclusion, the study on the attitude of college teachers towards privatization of higher education reveals a nuanced landscape of opinions. While some educators express concerns about potential drawbacks such as increased commercialization and compromised academic standards, others see privatization as a means to enhance resources and innovation. Understanding these diverse perspectives is vital for formulating policies that strike a balance between fostering academic excellence and addressing the evolving needs of higher education in the context of privatization.

#### REFERENCE

- [1]. Ahmand, S. R. & Mahammd, N.(2017).Privatization of higher education in India: A positive step.International Journal of Yoga and Allied Science,6 (2), 127-31.
- [2]. Anand C.L. (1999) : ‘Privatization of Higher Education in India: rationale and Perspective’, Dialogue-a quarterly Journal of Astha Bharati, vol-1, no-1.
- [3]. Angam Sangeeta (2014) : ‘ Private Universities in India: status and policy perspectives’, University News, 52 (07).
- [4]. Aggrawal, Y. P. (1998). Statistical methods. New Delhi: Sterling Publication Pvt. Ltd.
- [5]. Bajaj K.K. (2006) : ‘Privatisation of Higher Education: New Dimensions and Challenges’, University News Vol-44, no-23, AIU, New Delhi.
- [6]. Best, J. W. 8b Khan, J. V. (2005). Research in education. New Delhi: Prentice-Hall of India Pvt. Ltd.
- [7]. Chandra Prof. Ramesh (2009) : ‘Trends in Higher Education’, first edition, Kalpaz Publications, Delhi-52.
- [8]. Chaudhari,M.(2015). The attitude of B.Ed trainees towards privatization in teacher education,Indian Journal of Applied Research4(1)36-38.
- [9]. Das,S.(2018). A study of teachers view on privatization of higher education:UGC approved journal(9.)
- [10]. Das Debendra K (editor) (1994) : ‘Privatisation of public sector undertakings-Rationale and Feasibility’, Deep and Deep Publications, New delhi-27
- [11]. Garrett, H. E. (1981). Statistics in psychology and education. Vakils: Bombay, Fetter and Simons, Ltd India.
- [12]. Government of India (1992a). National policy on education-1986. NewDelhi
- [13]. Kishan, N. R. (2008). Privatization of education. New Delhi: A P H Publishing Corporation.
- [14]. Shukla, A. &Singh, D.K.(2011). Attitude of teachers towards privatization of higher education.International refereed researchjournal.2(19),150-151..
- [15]. Kumar, R(2016). Privatization of teacher education and quality concern; International Educational Journal.1(2),48-54.
- [16]. Kwong, J. (2000) Introduction: marketization and privatisation in education. International Journal of Educational Development. 20(2), 87-92.
- [17]. Koul, Lokesh(1998)-Methodology of Educational research: New Delhi,Vikash Publishing House (p)Ltd.
- [18]. NIEPA (2006) : ‘Report on National Seminar on Privatization and Commercialization of Higher Education’, New Delhi, India, NIEPA. (Downloaded from Internet).
- [19]. Patel Prof. Sajid A (2012) : ‘Privatisation of Education and Its Impact on Right to Education’, International Educational E Journal, ISSN: 2277-2456, Vol-I, Issue-II, 2012.



- 
- [20]. SarmaBidula (2013) : 'Attitude of University Students towards Privatisation of Higher Education-A study', Indian Journal of Applied Research, Vol-03, Issue-02.
- [21]. Sharma,R.A(1993).Fundamental of educational research Meerut:
- [22]. Shukla, A. & Singh, D.K.(2011). Attitude of teach
- [23]. Sundararajan N and Gopal VB Nanda (2013) : 'Private sector participation in Higher Education', University News, vol-51, no-33, AIU-New Delhi .
- [24]. Utpal Talukdar (2008) : 'Privatisation and Quality Assurance in Higher Education', in the book 'Dynamics of Higher Education, Local, National and Global Perspectives' edited by JoramBegi, Commonweath Publishers, first published, Delhi-110002.
- [25]. Yildirim, M. (2014). Effects of privatisation on education quality and equity: Comparison of a public and private primary schools in Turkey. European Journal of Research on Education, special issue:Contemporary Studies in Education, 40-46.