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## ATTITUDE OF THE COMMUNITY MEMBERS: A STUDY ON PRIVATIZATION OF HIGHER EDUCATION

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### ABSTRACT

An attempt has been made to study the attitude of community members towards privatization of higher education and its socio-economic impact in present society. Descriptive survey method is undertaken to find out the attitude of community members through the variables of male, female, urban and rural areas.

The community members comprising of 500 numbers as sample has been taken through random sampling method from Odisha. Statistical techniques like mean, standard deviation and t-test have been used to analyze data from the five-point attitude scale developed by the investigator for the present study. The findings of the study reveal that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are required to promote higher educational institutions managed by private body.

**KEYWORDS:**Community members, Attitude, Privatization of Higher Education.



### 1.0 INTRODUCTION:

The mushroom growth and development of privatization of higher education has brought the revolutionary changes in all human lives of the globe. The motto of private higher educational institutions has capacity to offer qualitative education as well as to provide employment skill how one can be engaged to earn his livelihood. Because the privatization of higher education fulfills all infrastructural facilities and government policies to provide social need based education as per the demands of the community people. In this context an attempt has been made to study the attitude of the community members towards privatization of higher education and its socio-economic impact on

human life.

### 1.1 REVIEW OF LITERATURE:

Some research studies are adopted here to bridge up gap between the present study and its connected studies which are discussed below.

Adelzadeh (2007) analyzed the skewed development of privatization of higher education taking place in South Africa. He found that system of privatization of higher education needed to be changed for an accelerated poverty reduction path through adopting more professional courses in terms of employment allocation, income and the social security system for the development of the nation.

Ambani (2000) justified in his study that Government was not in a position to afford professional education and private parties, having money, could do privatization of higher education better than the Government. As a result the parents will be able to afford proper education to their children for enabling their families for real social stability.

Balan (1990) found in his study that the major advantage of private universities had been responding more quickly and efficiently to market demands. The private sector responded to the economic needs of the individuals and society and provided relevant types of education.

Brokeman (2002) highlighted in his study that privatization of higher education was the main instrument for development and change in the society. In addition to it he found that modern job oriented courses offered by the privatization of higher education removed the search for employment from the minds of the people and brought changes in their socio-economic life.

Ghoroneh (2011) reflected the relationship between the quality of life and privatization of higher education in Uganda. According to this study, privatization of higher education was directly related to safe and healthy family environment, development of human capacities, growth and security, social integration and social relevance of life.

Kellner (2003) viewed in his study that the reconstruction of privatization of higher education influenced the socio-economic and cultural conditions of everyday life and labor is a reasonable response to the great transformations of the society.

Nayak (2006) in his study pointed out that privatization of higher education would not only produce academic skills but also provide advance knowledge in driving socio-economic growth of a nation.

Piters (2006) observed in the study the profound economic and social impact of privatization of higher education in South Africa. He outlined poverty reduction through implementation of self employment generated courses in rural areas. The opportunities for employment generated projects and stimulation of the economy by these projects provide the means of better living environment.

The study of Madhusudan (2002) narrated in his study that the concept of privatization of higher education existed mainly on the basis of financial consideration. Since the impact of privatization could be observed in all sectors of economy which had affected the education sector as well. Privatization of higher education was a part of the process of economy at large for changing the socio-economic standard of the people as well as strengthening the psychological state of the parents and students.

Maryam Ilyas (2013) focused on quality of social life of people in Lahore, Pakistan through privatization of higher education. The study explored that privatization of higher education influenced various dimensions of quality of social life in strengthening the people's standard of living. But on the other hand the attitude of teachers in this context was more impatient, aggressive and violent due to low financial benefit from these institutions.

The study of Rehffuss (1995) analyzed that privatization of higher education invited for substantially trimming the scope and breadth of Government services replacing them with private and other non-government organizations and opened a way in removing social and economic strain from the society.

The study of Salem (2003) expressed that ethically higher education should not be left to the private sector along otherwise a large section of indigent but talented students would be deprived of getting admission into the private funded educational institutions. Like law and order and national defense, higher education should be regarded as a public good, the benefits of which went to all members of the society, over and above the recipient of education.

Sandhyal (2005) reflected in his study that privatization of higher education provides higher education which promote socio-economic peace and harmony among the people of a nation.

Singh (2003) attempted in his study that sixty two per cent of people were in favour of privatization of higher education due to the fast changing growth of industries and information technology which provided a fascinating way towards the development of the personal life of the people.

Singh (2007) stressed the need for globalization in privatization of higher education a technical education whose benefit was tasted by the Indian people. The people are testing the benefit of the privatization for having a stable and independent society.

Sobhana (2009) stated in the study that once the higher educational institutions turned self-financing, their prices would be bench marked against their global counterparts which were affordable to the same top layer society.

The study of Theodre Scehultz (1961) recommended that higher education came to be recognized as a key input for the development of human capital by inculcating critical skills, knowledge and desirable outlook to work force and had a decisive role in promoting economic growth in the society.

Udapa and Prasad (1992) stated that customers' satisfaction at competitive cost quality as fitness for purpose provided answers to what of education, quality as excellence on standards in performance which defined the process of education, quality as value for money. It provided the benchmarks for the output of education and quality as a transformation giving the indicators to judge the output of education.

Walford and Kaul (1990) found that private participation in higher education contributed to socio-economic inequalities in society encouraging elitist bias in education. Privatization gave rise to commercialization and profit oriented, with little consideration for national manpower needs, which might cause serious imbalance in the country.

### **1.2 OBJECTIVES OF THE STUDY:**

**The objectives of the study are as follows.**

1. To study the attitude of the community members towards Privatization of Higher Education.
2. To find out whether there is any significant difference between the attitude of male and female community members towards socio-economic life and living influenced by privatization of higher education.
3. To find out whether there is any significant difference between the attitude of male and female community members of urban areas towards socio-economic life and living influenced by privatization of higher education.
4. To find out whether there is any significant difference between the attitude of male and female community members of rural areas towards socio-economic life and living influenced by privatization

of higher education.

5. To find out whether there is any significant difference between the attitude of urban male and rural male community members towards socio-economic life and living influenced by privatization of higher education.

6. To find out whether there is any significant difference between the attitude of urban female and rural female community members towards socio-economic life and living influenced by privatization of higher education.

### 1.3 HYPOTHESES OF THE STUDY:

1. There is no significant difference between the attitude of male and female community members towards socio-economic life and living influenced by privatization of higher education.

2. There is no significant difference between the attitude of male and female community members of urban areas towards socio-economic life and living influenced by privatization of higher education.

3. There is no significant difference between the attitude of male and female community members of rural areas towards socio-economic life and living influenced by privatization of higher education.

4. There is no significant difference between the attitude of urban male and rural male community members towards socio-economic life and living influenced by privatization of higher education.

5. There is no significant difference between the attitude of urban female and rural female community members towards socio-economic life and living influenced by privatization of higher education.

### 1.4 METHODOLOGY OF THE STUDY:

The methodology used for the study is stated below.

#### Research Method.

Descriptive survey method is undertaken to find out the attitude of community members towards privatization of higher education.

**Sample:** The community members comprising of 500 numbers as sample has been taken through random sampling method from Odisha. The sample of 500 numbers includes 150 males and 100 females from urban area and 150 males and 100 females from rural area.

**Tools used for the study:** The investigator has developed a five-point attitude scale containing SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree) and SD (Strongly Disagree) to collect data on the objectives stated above.

**Analysis and Interpretation:** Statistical techniques like mean, standard deviation and t-test have been used for analysis and interpretation of data. The followings are the analysis and interpretation of the objectives.

Here attempt has been made to collect the opinion of male and female members of the community in the table no.1.

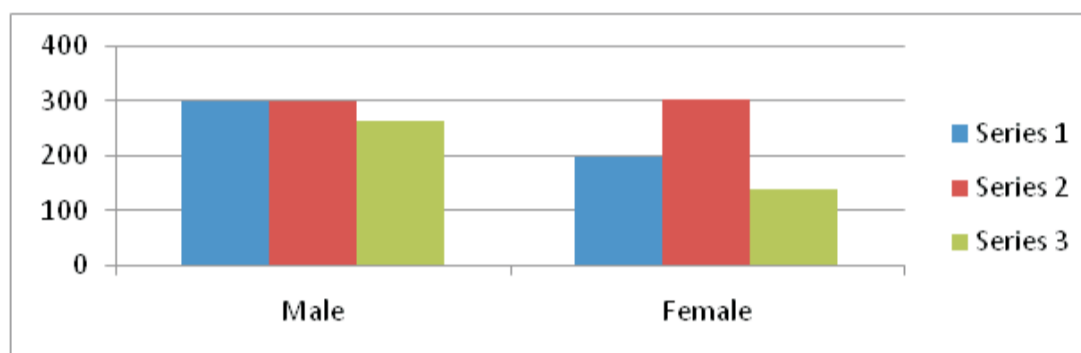


**TABLE NO.1**

**Test of Significance of the responses of Male and Female members of the community**

Sl. No.	Category	N=Number	Mean (M)	Standard Deviation (SD)	t-value
1.	Male	300	299.32	262.84	0.20
2.	Female	200	303.07	139.23	

**Graph No. 1 Mean and Standard Deviation of Male and Female members of the community**



From the above table it is observed that the obtained t-value is 0.20 which is lower than the standard t-value (1.96 at 0.05 level and 2.58 at 0.01 level) at df (498) and it is not significant at both the levels. It shows that the Hypothesis-1 that “There is no significant difference between the attitude of male and female community members towards socio-economic life and living influenced by privatization of higher education” where it is proved to be not significant. In this context Hypothesis-1 is retained. So privatization of higher education brings development in socio-economic life and living of the community. It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoting higher educational institutions by private body.

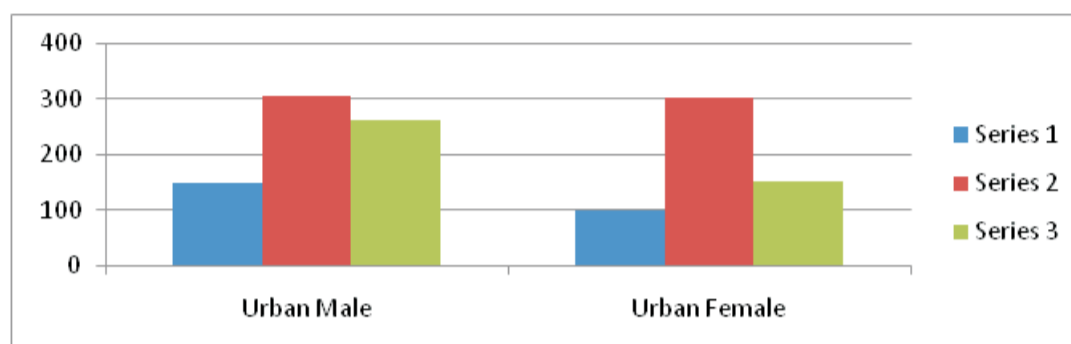
It is an attempt to gather the opinion of Urban Community Male (UCM) and Urban Community Female (UCF) members in the table no. 2.

**TABLE NO. 2**

**Test of Significance of the Responses of Urban Community Male (UCM) and Urban Community Female (UCF) members**

Sl. No.	Category	N=Number	Mean (M)	Standard Deviation (SD)	t-value
1.	Urban Male	150	305.14	263.13	0.05
2.	Urban Female	100	303.68	151.59	

**Graph No. 2 Mean and Standard Deviation of Urban Male and Urban Female members of the community**



From the above table it is observed that obtained t-value is 0.05 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (248) and it is not significant at both the levels. It shows that the Hypothesis-2 that “There is no significant difference between the attitude of male and female community members of urban areas towards socio-economic life and living influenced by privatization of higher education” where it is proved to be not significant. In this context Hypothesis-2 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

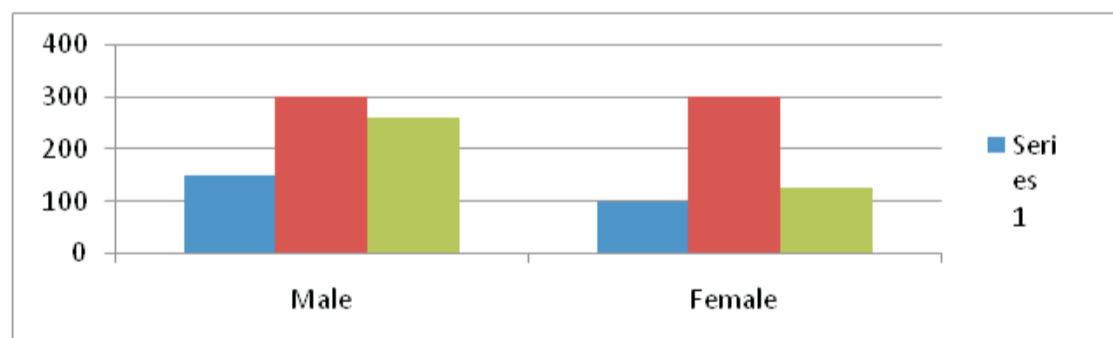
It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

The opinion on the test of significance of the respondents of Rural Community Male (RCM) and Rural Community Female (RCF) members are stated in the table no. 3.

**TABLE NO.3  
Test of Significance of the Respondents of Rural Community Male (RCM) and Rural Community Female (RCF) members**

Sl. No.	Category	N=Number	Mean (M)	Standard Deviation (SD)	t-value
1.	Male	150	303.36	262.55	0.03
2.	Female	100	302.46	126.88	

**Graph No. 3 Mean and Standard Deviation of Rural Male and Rural Female members of the community**





The above table depicts that the obtained t-value is 0.03 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (248) and it is not significant at both the levels. It shows that the Hypothesis-3 that “There is no significant difference between the attitude of male and female community members of rural areas towards socio-economic life and living influenced by privatization of higher education” where it is proved to be not significant. In this context Hypothesis-3 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

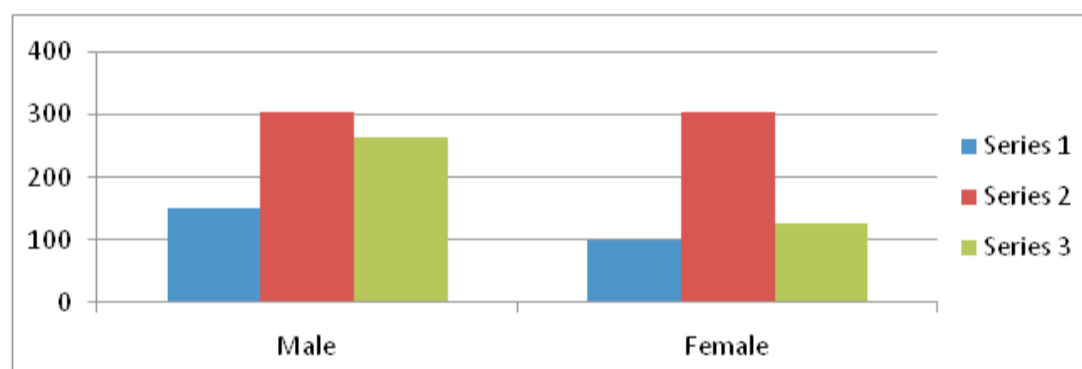
It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

The opinion on the test of significance of the respondents of Rural Community Male (RCM) and Urban Community Male (UCM) members are stated in the table no. 4.

**TABLE NO. 4**  
**Test of Significance of the Respondents of Rural Community Male (RCM) and Urban Community Male (UCM) members**

Sl. No.	Category	N=Number	Mean (M)	Standard Deviation (SD)	t-value
1.	Rural Male	150	303.36	262.55	0.05
2.	Urban Male	150	305.14	263.13	

**Graph No. 4 Mean and Standard Deviation of Rural Male and Urban Female members of the community**



In the above table it is revealed that the obtained t-value is 0.05 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (298) and it is not significant at both the levels. It shows that the Hypothesis-4 that “There is no significant difference between the attitude of urban male and rural male community members of rural areas towards socio-economic life and living influenced by privatization of higher education” where it is proved to be not significant. In this context Hypothesis-4 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

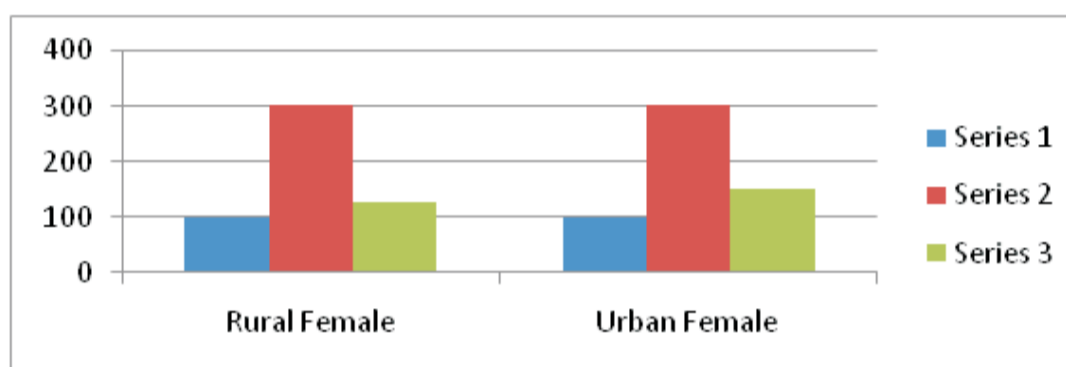
It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions. The opinion on the test of significance of the respondents Rural Community Female (RCF) and Urban Community Female (UCF)

members are stated in the table no. 5.

**TABLE NO. 5**  
**Test of Significance of the Respondents of Rural Community Female (RCF) and Urban Community Female (UCF) members**

Sl. No.	Category	N=Number	Mean (M)	Standard Deviation (SD)	t-value
1.	Rural Female	100	302.46	126.88	0.06
2.	Urban Female	100	303.68	151.59	

**Graph No.5 Mean and Standard Deviation of Rural Female and Urban Female members of the community**



It is concluded from the above table that the obtained t-value is 0.06 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (198) and it is not significant at both the levels. It shows that the Hypothesis-5 that “There is no significant difference between the attitude of urban female and rural female community members of rural areas towards socio-economic life and living influenced by privatization of higher education” where it is proved to be not significant. In this context Hypothesis-5 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

**1.5 MAJOR FINDINGS:**

1. The obtained t-value is 0.20 which is lower than the standard t-value (1.96 at 0.05 level and 2.58 at 0.01 level) at df (498) and it is not significant at both the levels. It shows that the Hypothesis-1 that “There is no significant difference between the attitude of male and female community members towards socio-economic life and living influenced by privatization of higher education” where it is proved to be not significant. In this context Hypothesis-1 is retained. So privatization of higher education brings development in socio-economic life and living of the community. It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

2. The obtained t-value is 0.05 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (248) and it is not significant at both the levels. It shows that the Hypothesis-2 that "There is no significant difference between the attitude of male and female community members of urban areas towards socio-economic life and living influenced by privatization of higher education" where it is proved to be not significant. In this context Hypothesis-2 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

3. The obtained t-value is 0.03 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (248) and it is not significant at both the levels. It shows that the Hypothesis-3 that "There is no significant difference between the attitude of male and female community members of rural areas towards socio-economic life and living influenced by privatization of higher education" where it is proved to be not significant. In this context Hypothesis-3 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

4. The obtained t-value is 0.05 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (298) and it is not significant at both the levels. It shows that the Hypothesis-4 that "There is no significant difference between the attitude of urban male and rural male community members of rural areas towards socio-economic life and living influenced by privatization of higher education" where it is proved to be not significant. In this context Hypothesis-4 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

5. The obtained t-value is 0.06 which is lower than the standard t-value (1.97 at 0.05 level and 2.59 at 0.01 level) at df (198) and it is not significant at both the levels. It shows that the Hypothesis-5 that "There is no significant difference between the attitude of urban female and rural female community members of rural areas towards socio-economic life and living influenced by privatization of higher education" where it is proved to be not significant. In this context Hypothesis-5 is retained. So privatization of higher education brings development in socio-economic life and living of the community.

It infers that the activities like better teaching facilities, quality assessment, qualified research experienced faculty members, better infrastructural facilities, role of the management and generating funds are promoted by the private higher educational institutions.

#### **1.6 SUGGESTIONS FOR FURTHER STUDY:**

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

- a) A study can be taken up to analyze the financial contribution of community members for privatization of higher education and their socio-economic impact.
- b). 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.
- c). 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.
- d). 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.
- e). A study is to be taken up on the role of the community people in managing privatization of higher education.

#### 1.7 EDUCATIONAL IMPLICATION:

Privatization of higher education extends its scope in participating community members in all educational activities, cultural and celebrating international and national functions, seminar, symposium etc. where dissemination of knowledge is carried on. The community people in higher educational institutions remove the barriers of the society related to gender discrimination, casteism, regional imbalances and environmental problems created from time to time. This privatization of higher education through community people enables the students' employability skill as per the need of the society to earn livelihood as a result of which socio-economic standard of the community members go up to standardized level. It saves the society from the alleviation of poverty and hunger. The privatization of higher education through community people brings sustainable development for future generation.

#### 1.8 CONCLUSION:

The investigator has taken care to study the community members towards privatization of higher education. The findings of the study will help the learners, planners, policy makers, researchers, administrators to implement the results obtained from the problem for further researchers.

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