



Investigate the Causes of Commercialization of Education in Private Sector Universities

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Paper ID: ARMJ-15

Volume 2 Issue 1

Keywords:

Commercialization, Education, Quality, Commercialization of Education.

ABSTRACT

Commercialization is the process of producing, advertising, selling products as well as services for profit. The main purpose of the study is to investigate causes of the commercialization of education in private sector universities. Descriptive survey was adopted as the examination method for this study. Population of the study was the heads of departments at private sector universities in Rawalpindi and Islamabad. The data were collected through self-generated questionnaire. Data were analysed through statistical techniques such as, frequency, percentage mean, and standard deviation. The researcher finds that globalization, the economic crisis, profitability for investors, Competition for prominence, are the key factors for the commercialization of education. The majority of respondents agreed that the primary goal of commercializing education is to make money, with quality education coming in second. The majority of respondents agreed that the commercialization of education results in the admission of subpar students to private sector universities whose priority is to generate funds rather than to provide quality education. To control this commercialization, it is necessary to have certain standards or checks and balances so that we can maintain the quality of education.

1. Introduction

The term "commercialization of education" refers to the promotion of services (schools, kindergartens, and universities) in a way that attracts clients (students, parents, and teachers). Consumers must invest a lot of money if they want better educational facilities. There's a price for everyone. The "commercialization of education" refers to the process of private ownership and management of educational institutions, in which investments are made with the goal of generating profits. Whether it is

private, government, kindergarten, or university, the commercialization and financial aspects of education are given more weight for admission. To make the product more attractive, money is spent on advertising (Twebaze, 2015).

The commercialization of higher education has had a significant impact on students' understanding of themselves as customers and education as a product. This approach highlights the importance of education in terms of the goals that people can be helped to reach. A potential client cares if you have the qualifications for a high-quality life ticket. As teachers have become service providers and higher education is rapidly shifting towards a market perspective, parents and others are acting as social forces to support commercialization systems. Market power varies with quality assurance, especially in countries where governments adopt a service attitude and turn to the expansion of private companies (Gupta, 2018). Introducing new devices and making them available in the market is known as commercialization. The main components of commercialization are company development, product distribution, marketing and advertising. It usually refers to business operations with financial stimulus. The commercialization process is divided into stages or elements, starting with the initial launch of the product and ending with synchronization (Kenton & Margaret, 2020).

Education is a teaching and learning system that aims to educate individuals and maximise their development. A country promotes its own awareness by creating awareness among its citizens. It is a social institution that trains members of society in intellectual, moral, physical, and mental skills so that they fully understand and are prepared to perform the purpose and purpose of their lives (Ahmed, 1984; Hotmart, 2022).

When investments are made with the aim of making a profit, it can be said that higher education has been commercialized. Globalization has led to the liberalization and privatization of the economy, resulting in the emergence of a wide spectrum of private individuals, most of who are motivated by the desire to make money. These private participants may include missionaries, non-residents, charities, and trusts for educational purposes, or individual academics. When educational institutions are privately controlled, owned, and invested with the intention of making a profit, it is called the "commercialization of education. The term "commercialization" must be enabled if an unfair practice leads to excess production. Furthermore, any reasonable surplus from capital investment should be spent on the same institution that aims to raise the quality of education Most of the studies were conducted on school and college level commercialization. No significant studies were conducted at the level of higher education. Therefore, the researcher is interested in studying at the university level. As a result of this research, private sector universities' commercialization of education can be better understood (Gupta, 2018).

1.1 Objective

Following was the objective of the study:

- To find out the causes of commercialization of education in private sector universities.

2. Literature Review

2.1 Education

Education is defined as "the process of growing and training the powers and capability of human beings." Thus, the dissemination of education is motivated by the selling of services or the

pursuit of profit, or the primary source of funding is the education recipients. It is simple to claim that education is becoming more commercialized. Today, the globe has been transformed into a global community with a global economy as a result of the quick development of information and communication technologies. Our education becomes more for-profit and exclusive as a result (Borgohain, 2016).

2.2 Commercialization

The process of making, promoting, and selling goods and services for profit is known as commercialization. It involves managing a company, group, or other entity primarily for financial advantage. Manage on a commercial basis to maximize profit, exploit to maximize profit, and degrade quality to maximize profit (Hogan & Thompson, 2017).

It is widely acknowledged that commercialization is expected to increase efficiency in the modern era, when the economy is at the center of everything, and to satisfy the diverse needs of consumers through resource mobilization, especially when the demand for the available public goods or services is insufficient to meet the supply or when the government is unable to allocate more resources (Borgohain, 2016).

Commercialization of the interaction between academia and industry is regarded as a crucial task both practically and intellectually. Academic products lack contact and connection to the local whatand global market, failing to meet consumer demands (Noor, Ismail, & Arif, 2014).

2.3 Commercialization of Education

The attachment of monetary value, in any way or form, to the provision of education is known as commercialization of education. The ultimate goal is to manipulate and profit greatly from those who want to pursue an education. Ankeli (2018) Private ownership and control of educational institutions, wherein financial gains are aimed through after investments, is known as commercialization of education, NIEPA (2006). The standard and quality of education are sacrificed in the process. According to Borgohain (2016), Anwar and Saha (2017), commercialization of education is a trend that places less value on the humanities and more attention on making education profitable as a whole. A commercial education system, according to Anwar and Saha (2017), "manufactures solipsists but does not develop altruists." In contrast to the goals of obtaining education, this trend has the potential to hinder progress.

2.4 Causes of commercialization of education

Due to the federal and state government's inability to provide sufficient funding for primary, intermediate, and postsecondary education, in Nigeria. This indicates that the government did a poor job of managing, managing, and maintaining the schools. Government then privatized education in response to the teeming population's desire for education and its failure to supply

the demand. Due to its liberal stance, many businesswomen and men joined, took over the management of education, and of course converted it into a business (Amadi & Ekechi, 2018).

Because of this, academic institutions might now be founded and administered by individuals, religious organizations, nongovernmental organizations, etc., regardless of their understanding of academic planning. Instead of the government, the masses—parents, relatives, guardians, etc.—are responsible for paying a great deal of fees and other expenses (Amadi & Ekechi, 2018).

As a result, the system had an impact on the quality and standard of education since it produced graduates who lacked the foundation necessary to succeed at the next level of school. Naturally, the owners took advantage of this opportunity, as any wise businessperson would, and made a pledge to make things right. But this could never happen! A significant contributing cause to the growth of private schools, particularly at the elementary level, is the government's failure to oversee and regulate those already in operation. This is confirmed by Arong and Ogbadu (2010), who stated that "the main blame (for the degraded level of education) is on the lack of proper educational inspection and monitoring in our educational system, especially at the basic and secondary school levels." In practically every village in Nigeria today, there are mushroom nurseries and elementary schools. Sadly, the majority of these private schools lack certified and trained teachers. Due to their focus on earning a profit, the owners hire inexpensive, inexperienced, and occasionally non-certified secondary school dropouts as teachers. Even when a few skilled individuals are hired, they are forced to teach things outside of their fields of expertise. As a result, a large number of students in the nation leave elementary school without the fundamental skills necessary to succeed at future levels. At this point, it is crucial to examine the numerous guises that education commercialization has acquired in order to take advantage of society (Amadi & Ekechi, 2018).

According to research findings and the survey, the Ugandan government's inadequate support for public education has led to the liberalization and privatization of educational institutions, which has exacerbated Uganda's commercialization of education (UN Committee; 2014). Uganda's public investment in education as a share of its GDP in 2013 was a pathetic 3.2%, according to UNICEF. More than 90% of the study's participants agreed with this evaluation and voiced the view that the private sector came in to fill the void and provide education to the millions of people who would have been left out in the event that there were no private schools. It must be emphasized that the poll found that cost sharing existed even in public educational institutions, with parents contributing the majority of the school budget privately. The purposeful government policy of liberalization, which allowed for the establishment of educational institutions by the private sector, was another factor most respondents cited as contributing to the commercialization of education. Many respondents emphasized that although the law had measures for the regulation of private educational institutions, in actuality these regulations were not rigorously adhered to. As a result, many schools are founded and operated with a profit-making goal in mind, with teaching serving as an incidental or secondary goal (Twebaze, 2015).

The government's refusal to hire the many instructors who have graduated from the nation's numerous teacher preparation programmes is the second factor contributing to the commercialization of education. The majority of respondents noted that the government of Uganda had put a stop to teacher recruitment for many years, claiming a lack of funding. As a result, there is a sizable pool of unemployed teachers. While some of these teachers went on to create their own for-profit private schools, others continued to provide instruction at the numerous other private schools spread out over the nation. The commercialization of education in Uganda was also attributed to a lack of control and regulation. Many responders made the observation that there are few and inadequately motivated government supervisors. This implies that private business owners can open schools in order to make rapid money without being hindered or regulated. This situation is made worse by the general public's ignorance of which schools are registered with and recognised by the government (Twebaze, 2015).

Many respondents also pointed to the low levels of literacy and education in the general population as contributing to the commercialization of education. This suggests that a large number of parents are gullible and susceptible to being misled by the institution's owners and managers. Many people have no idea what a school's primary objectives should be or how their tuition money is used. As a result, schools continue to extort naïve parents and charge exorbitant prices. The commercialization of education was also attributed in large part to corruption among managers and owners of schools. It was mentioned that the majority of the expenses were exaggerated to pay for kickbacks for the school administrators. As a result, school fees are more expensive than they ought to be. As a result, parents end up spending more money than they ought to on their kids' education. Spending excess money by parents is another factor in Uganda's commercialization of education. Many parents choose pricey schools so they can brag to their friends about how well-off they are. To maintain their reputation as someone who can afford the pricey schools, some of the parents even take out high-interest loans. The administrators of the school, for their part, profit from this foolishness and keep taking advantage of the parents for personal gain (Twebaze, 2015).

The deliberate government policy of liberalization, which allowed for the establishment of educational institutions by the private sector, was another factor contributing to the commercialization of education. Many respondents emphasized that although the law had measures for the regulation of private educational institutions, in actuality these regulations were not rigorously adhered to. As a result, many schools are founded and operated with a profit-making goal in mind, with teaching serving as an incidental or secondary goal. Competition for prestige among public and private schools in Nigeria is another significant factor contributing to the commercialization of education. Many commenters raised the point that colleges and even schools compete for prominence in an effort to attract media attention and students, which immediately translates into financial gains for the management or owners of the institution (Chukwu & Ezepe, 2018).

The population's poor levels of literacy and education are another factor contributing to the commercialization of education. This suggests that a lot of the parents are gullible and susceptible to being misled by the institution's owners and managers. Many people don't know how their tuition money is spent or what the main objectives of a school should be. As a result, schools continue to extort naive parents and charge exorbitant prices. The commercialization of education was also attributed in large part to corruption among managers and owners of schools. It was mentioned that the majority of the expenses were exaggerated to pay for kickbacks for the school administrators. As a result, school fees are more expensive than they ought to be. As a result, parents end up spending more money than they ought to on their kids' education (Chukwu & Ezepeue, 2018).

The ostentatious spending of parents in Nigeria is another factor contributing to the commercialization of education. Many parents choose pricey schools so they can brag to their friends about how well-off they are. To maintain their reputation as someone who can afford the pricey schools, some of the parents even take out high-interest loans. The administrators of the school, for their part, profit from this foolishness and keep taking advantage of the parents for personal gain. The enormous growth of private educational institutions across the country can be attributed to the commercialization of education. This has led to low standards in many areas, even if it has been partly caused by the rising demand for education that public educational institutions are unable to meet. The majority of the institutions are unable to adequately serve their clients and are characterized by inadequate management systems, inadequate infrastructure, and inadequate and poorly qualified human resources. The majority of institutions pay their employees poorly, which has an impact on productivity, professionalism, and efficiency. All of this leads to the exploitation of parents who end up paying more than they should and a society with dubious moral foundations. (Chukwu & Ezepeue, 2018)

Economic crisis

Despite the fact that there did not appear to be much of a connection between the financial crisis and the commercialization of education, the economic crisis had a crucial role in the development of the marketing of higher education. Following the economic crisis, Europe's financial system was hit; countries decreased public spending in a variety of areas, with higher education as their main focus, and governments obtained loans from various international organizations to pay off their obligations. Most European nations cut back on practically all education-related funding between December 2009 and February 2010, prioritizing higher education. Over time, the economic crisis has increased the financial burden on higher education in Europe (Constan, 2015).

As a result, colleges and universities are forced to transform the conventional educational model into a commercial one in order to cover costs or perhaps earn a profit. This enables them to continue operating as usual. As an illustration, beginning in September 2012, the price of higher education in the UK rose from 3,000 to 9,000 per year (Browne 2010). According to Bunce,

those the Dearing Report first advocated for students as the primary consumers ten years ago. Students fit the definition, which is understood. In addition, the government has removed the caps on student enrolment with a new policy. According to reports, the government urges students to the benchmarks are consumers. Colleges and universities are adjusting to commercialization to survive (GAO, 2021).

Globalization

The growth of globalization, which primarily consists of two aspects: one is economic globalization, and the other is information globalization, is a significant factor in the commercialization of higher education. They have revolutionized everything and have advanced quickly in the world. Liberal policies are formed in response to the growth of globalization, which accelerates the globalization of education. Higher education is becoming more and more diverse throughout time, and numerous private colleges have been founded to satisfy the demands of both students and society. Aktan (2007) According to Murat Akyildiz, growing numbers of big businesses are entering the higher education sector as a result of the need for them to possess more advanced technological know-how due to the globalization of the information and economy. In this situation, they are required to develop their own research facilities or even universities or collaborate with universities all over the world. (2010) Murat Akyildiz Additionally, as a result of the globalization of commerce and information, there is a progressive rise in public demand for higher education. The general population must study the for-profit professional courses offered by universities on the internet or travel to other nations as foreign students for higher education if the courses they first acquire cannot satisfy the needs of the commercial market. For instance, TED and MOOC both provide lucrative online courses that may be taken by audiences everywhere (GAO, 2021).

There will be more competition as a result of globalization, and not simply with businesses in the same city or region. National boundaries no longer restrict a country's investment, production, and innovation due to globalization. Everything is quickly coming to be arranged around a much more condensed notion of space and time, including relationships within families and among friends (Carno, 2010).

Everything has changed quickly as a result of globalization, which some people view as the source of their welfare while others see it as the cause of inequality in the benefit received by all. Without a doubt, the effects of the information allowing, and speeding globalization are the true source of this development. Sadly, the creation of information and its transformation into technology have not occurred at the same rate in all human societies, and those who have created information in the past and have developed the skills to use it in a variety of fields may have much greater opportunities to profit from the results of globalization. In the century we are currently living in, technology, which refers to information and the application of that information in many fields, has significantly contributed to the development of a welfare society (Marangoz, 2015; Akyldz & Tekinay, 2010).

Competition of Prominence:

Commercialization of education enables parents' expectations to be realized by providing education through private institutions. Every parent makes every effort to provide a high-quality education for their child, and to help them achieve their goals, they spend a significant amount of money to send them to the best schools. To assist students in achieving their objectives, our institution works hard. Educational institutions and coaching centers, where students may find jobs after earning their degrees, are creating a new educational economy. They foster competition among the pupils to help them achieve. When parents enroll their children in school, they feel optimistic about their prospects because they think the children will obtain the right kind of education and be raised in the ideal atmosphere (Borgohain, 2016).

As a result of educational commercialization, quality education is prioritized. In addition to student quality, learning environment quality, content quality, process quality, and outcome quality, the term "quality education" also refers to a broader variety of concepts. The commercialization of education aims to give students access to higher-quality instruction and more difficult coursework in the contemporary world. Generally speaking, every parent wishes to give their children a good education that will help both the development of society and their futures. A person with a good education is more reliable as a worker, citizen, and client (Nwadiokwu, 2018).

Profit oriented:

Commercializing education usually puts an emphasis on making money. It treats teaching like a business. People protest about it, but it only gets worse as time goes on (Borgohain, 2016).

Profit has always been emphasized as a result of commercializing education. Education turns into a for-profit enterprise. Fast food canteens, cafeterias, cybercafés, and other commercialized facilities are often accessible on campus at the expense of the students (Nwadiokwu, 2018).

The process of private ownership and management of educational institutions, where investments are made with the intention of generating profits, is known as the commercialization of education. The rise, commercialization, and internationalization of higher education have defined the 2000s (Gupta, 2014).

3. Research Methodology

3.1 Research Design

The research design of the study was descriptive and quantitative method is used. Those who participated in the research included heads of private institutions in Rawalpindi and Islamabad. According to HEC repository, there are total 12 private sector universities in Rawalpindi and Islamabad. The head of the faculty departments of all universities was selected as a sample. As mentioned in table 1.

Table 1.0 Universities detail		
S.No	Name of Institutions	Respondent
1	Riphah International university	12
2	IQRA university	11
3	Capital University of Science and Technology	13
4	IBADAT(university of Lahore)	08
5	Muslim Youth university	09
6	ISRA university	09
7	Abasyn University	08
8	Hamdard university	08
9	Alhamd Islamic university	03
10	Preston university	04
11	SZABIST	10
12	FUSST	07

3.2 Data Collection

This information was collected through a self-generated questionnaire. This information was obtained from the heads of departments of private sector universities in Rawalpindi and Islamabad. The researcher personally visited sampling universities to obtain formal approval from chairs of the faculties of science and social sciences at each institution before collecting data from their research supervisors using questionnaires.

3.3 Data Analysis

For the data analysis, descriptive statistics were used. The data were analyzed using SPSS (Statistical Program for Social Sciences) version 25.

4. Finding and Discussion

Table 1 Profit Orientation								
Profit Orientation	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree	Total	Mean	Standard Deviation

Frequency	5	8	18	41	30	102	4	1.0966
%	4.9	7.8	17.6	40.2	29.4	99.9		

Table 1 shows the cause of commercialization of education, most of the respondent agreed that education is commercialized due to profit orientation. The respondents strongly disagree 5(4.9%), disagreeing 8(7.8%), neutral 18(17.6%), agreed 41(40.2%), and strongly agreed 30(29.4%). Table 1 present that majority of respondents agreed (40.2%) that private sector universities commercialized their education due to profit orientation. Pervious related studies also agreed that education is commercialized due to profit gaining (Amadi & Ekechi, 2018).

Table 2 Economic Crises								
Economic Crises	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard Deviation
Frequency	3	21	16	45	17	102	4	1.0876
%	2.9	20.6	15.7	44.1	16.7	100		

Table 2 shows the cause of commercialization of education, most of the respondent agreed that education is commercialized due to economic crisis. The respondents were strongly disagree 3(2.9%), disagreeing 21(20.6%), neutral 16(15.7%), agreed 45(44.1%), and strongly agreed 17(16.7%). Table 2 present that majority of respondents agreed (44.1%) that private sector universities commercialized their education due to economic crises. Pervious related studies also agreed that education is commercialized due to economic crises (Twebaze, 2015).

Table 3 Globalization								
Globalization	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard Deviation
Frequency	3	20	25	37	17	102	4	1.0769
%	2.9	19.6	24.5	36.3	16.7	100		

Table 3 shows the cause of commercialization of education, most of the respondent agreed that education is commercialized due to Globalization. The respondents were strongly disagree 3(2.9%), disagreeing 20(19.6%), neutral 25(24.7%), agreed 37(36.3%), and strongly agreed 17(16.7%). Table 3 present that majority of respondents agreed (36.3%) that private sector universities commercialized their education due to globalization. Pervious related studies also agreed that education is commercialized due to globalization (Chukwu & Ezepue, 2018).

Table 4 Competition of Prominence								
Competition of prominence	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Standard Deviation
Frequency	5	20	26	33	18	102	4	1.1349
%	4.9	19.6	25.5	32.4	17.6	100		

Table 4 shows the cause of commercialization of education, most of the respondent agreed that education is commercialized due to Competition for prominence. The respondent were strongly disagree 5(4.9%), disagreeing 20(19.6%), neutral 26(25.5%), agreed 33(32.4%), and strongly agreed 18(17.6%). Table 4 present that majority of respondents agreed (32.4%) that private sector universities commercialized their education due to competition of prominence. Pervious study also agreed that education is commercialized due to competition of prominence (Borgohain, S. 2016).

5. Conclusion & Recommendations

It is concluded that the most of the respondent agreed that profit orientation, Economic crises, Globalization, and Competition of prominence are the main causes of commercialization of education in private sector universities. The government may pay a substantial amount to the private sector so that more students can be accommodated at lower fees in the private sector. Comparative studies between public and private higher education sectors can be conducted on relevant topics to identify the pros and cons of each sector. Such studies can generate valuable information that policymakers and administrators can use to raise the standards of these two sectors.

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