

Educational Privatization and Girl's Education Outcomes: A Study of Nuh District

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Abstract

Education is an indispensable part of every individual's life. Only an educated individual makes up an educated society. It can be said that girl's education is not only a necessity for them but a means by which they can contribute towards the betterment and development of their society. Educational privatization can be defined as the involvement of private bodies in education. This global trend is driven by various factors including increasing demand for education, evolving educational needs and government policies that encourage private sector participation. This research paper is based on feasibility study conducted on 133 respondents includes parents, teachers and students in Nuh district. The data are used to explore educational privatization and its impact on girl's education while also accessing the suitability of the research instrument for a large study. A five-point Likert scale structured questionnaire was distributed to respondents. Cronbach's Alpha is used for reliability analysis while Kmo and Bartlett's test is used to examine validity along with Exploratory Factor Analysis (EFA). The Kmo shows 0.755 value and significant Bartlett's test confirm data suitability for factor analysis. Cronbach's alpha value is above 0.70 that is reliable and acceptable. The study includes 10 questions and observes three main factors – access and availability, quality of education and privatization in education that affects girl's education.

Keywords: Educational Privatization, Girl's Education, EFA, Validity, Reliability

1. Introduction

Privatization is a process, which can be defined as the 'transfer of assets, management functions and responsibilities (relating to education) previously owned or carried out by the state to private sectors (Coomans et al., 2005). In education it refers to the participation of private entities in providing and managing educational institutions beyond the traditional public sector. Women are pillars of our society and we cannot neglect their role in development and growth of society. Women are almost half of our country and along with men, they should also get equal rights. Gender inequality is not only an issue of social justice but also has far-reaching implications for the overall development and progress of the nation and the nation as a whole. Haryana has always been a male-dominated state. In this state, people always preferred boy's education. Although much progress has been made in recent years, Haryana continuous to struggle with deeply entrenched socio-cultural norms that limit girl's access to education. Privatization can play a prominent role in gender equality, especially in regions like Nuh that face challenges such as inadequate infrastructure, gender disparities and limited access to quality education. Among 22 districts in Haryana, Nuh is the only district where literacy and female literacy rate both are less than 60%. According to Niti Aayog report (2018) Nuh is the most backward district of India.

Table 1.1 Literacy Rate and Gap in Male - Female Literacy Rate

(Source: Census of India, 2011)

BLOCKS	LITERACY RATE (PERSONS)	LITERACY RATE (MALE)	LITERACY RATE (FEMALE)	GAP IN MALE- FEMALE LITERACY RATE
Taoru	61.96	77.37	45.04	32.33
Nuh	54.5	70.74	36.42	34.32
F. Jhirka	47.6	64.03	29.49	34.54
Nagina	52.05	69.5	32.99	36.51
Punahana	46.76	63.95	27.83	36.12
Mewat District (Rural)	51.99	68.56	33.71	34.85

The above table shows the difference between male and female literacy rates in 2011. We can clearly see the difference is above 30% in all blocks. Table 1.2 shows the difference in literacy and growth rate in different blocks of the Nuh district.

Table 1.2 Female Literacy and Growth Rate in Nuh District (2001-2011)

Source: (<https://ijrsonline.in>)

Blocks	Literacy Rate (2001)	Literacy Rate (2011)	Growth Rate (2011)
Ferozepur Jhirka	15.91	29.49	85.36
Nagina	18.09	34.43	90.33
Nuh	23.23	36.35	56.48
Punhana	15.24	28.91	89.70
Taoru	34.47	45.54	32.12
Nuh District	22.60	36.60	79.65

We can clearly see gender disparities and low literacy rate in above tables. Literacy rate is (56.10%) and female literacy rate is (37.60%) which is very low that's why this is the most backward district of India. Can privatization play a prominent role in gender equality, especially in regions like Nuh that faces challenges such as inadequate infrastructure, gender disparities, and limited access to quality education? The research aims to explore the factors that affect the role of educational privatization in girl's education. By exploring these factors, the research seeks to provide valuable insights that can be helpful for individual and society for further development.

2. Literature Review

Devi, A., and Bishnoi, S., (2023) studied the changes in literacy rates in Haryana from 1991 to 2011. According to their study, only four districts- Nuh, Bhawani, Palwal, and Fatehabad have female literacy rates below 60 percent (2001 census). They collected data from secondary sources and government websites of India and Haryana, which includes statistical techniques such as graphs, tables, and percentages. They also analyzed that sustainable economic growth is not possible without education, especially regarding women's education. According to this study, Nuh is the only district where the literacy rate and female literacy rate is less than 60% (Census 2011). In addition, the variation in educational status between males and females in the district is huge, exceeding 30%.

Kumari, S. (2022) analyzed the literacy pattern in Haryana from 2001 to 2011. They analyzed a substantial increase in the literacy rate from 2001 to 2011 but not uniform. According to their study, Gurugram had the highest literacy rate (84.7%) and Mewat had a very low literacy rate (54.1%). Areas that were industrially developed and economically healthy were more literate than others. The data collected for research was based on secondary sources from Census reports, economic surveys, and Google Scholar. Poor educational facilities and lack of awareness are few of the reasons for low literacy levels. Women in city areas are more literate than in noncity areas.

Chowdhury, S.R., (2021) in their study examined the positive and negative effects of privatization in Education. This was a review paper, and the pros and cons of privatization were discussed from the perspective of previous researchers. Main goals of educational privatization were- quality education, meeting demand of students, reducing financial burden of the government, accessibility in all areas, and providing education at an international level. However improper monitoring by the government can lead to lower levels of education.

Sindhu, R. (2018) examined gender disparity in literacy in rural and urban Haryana through his study. The study was based on secondary data collected from Census of India, 2011. According to the study 21 states in India have higher literacy rate than Haryana. Also, there is big difference in literacy level of rural and urban area. Nuh district has the highest gender disparity in literacy. We analyzed large regional variations in literacy rate and partiality against female in rural areas.

Yadav, S.B. (2018) conducted an empirical study to explore the socio-economic status of Muslims and the issues faced by Nuh district. He grouped indicators of development in categories and analyzed. According to his research, Mewat had limited educational attainment, inadequate healthcare access, lack of permanent housing, deficient power infrastructure, and poor rural road connectivity. All the basic parameters on which we measure the development of the region were worst in Mewat. Literacy rate of women was very low and they had limited access to resources and facilities.

Rajeshwari, & Singh, B (2015) studied changing trends and regional disparities related to women status in Haryana. The study was conducted on social, economic and demographic parameter. The study was based on secondary data collected from Census of India (2001& 2011). We analyzed seven indicators from the study that reveal overall status of women in Haryana. By 2011, Faridabad, Gurgaon, Kaithal, Hisar, Jhajjar, Rohtak and Mahendragarh districts were showing worst women status while Panchkula, Sirsa and Kurukshetra were showing better women status.

Yaacob, N.A., Osman, M.M., & Bachok, S. (2014) discovered eight factors from literature review that affects parent's decision in choosing private schools. Data collected from primary

and secondary sources. Primary data collected from questionnaire, interview and secondary data collected from books, online journals, conferences papers, websites and newspapers. 16 Private schools are selected on the basis of four school categories- common schools, religious schools, integration schools and international schools to collect data from parents. The study analyzed four main factors- private schools syllabus, school environment/facilities, school's academic performance and quality teachers that influence parent's decision.

Gakhar, K., & Kour, H. (2012) compared elementary education system of Haryana and its neighbouring states. The authors compared states on the basis of different indicators like gross enrolment ratio, drop-out ratio, number of schools, colleges and universities. This study descriptive cum exploratory based on secondary data collected from different sources. According to the study the gross enrolment ratio (85.79) in the age group of 6-14 years in Haryana is less than its neighbouring states. Drop-out ratio is very high in Rajasthan (71.64) in the same age group. Also, female literacy rate is very low in Haryana (66.77) and lowest in Rajasthan (52.66).

3. Theoretical Framework

A strong theoretical framework is critical to guide the proposed research and interpret the findings meaningfully. This study aims to understand how educational privatization affects girl's education in Nuh district, a region marked by social and educational backwardness.

i) **Human Capital Theory**, introduced by Gary Becker (1964) sees education as a useful investment that helps people gain knowledge, skills, and abilities. This theory suggests that more education can improve a person's ability to contribute to society and increase their chance of achieving economic success. Therefore, investing in education benefits not only individuals but also the community and the country as a whole. This theory is used to examine how the growth of private education is related to girl's education. Private institutions offer better facilities, teaching techniques and learning resources that can help girl's access to education, and reach higher literacy levels. Higher literacy can lead to more job opportunities, better decision-making skills, and greater empowerment for women (Psacharopoulos & Patrinos, 2018; UNESCO, 2023). Using this theory, the research investigates whether the expansion of private education helps build human capital among girl's in Nuh region of Haryana.

ii) **Gender and Development (GAD)** Theory looks at how social structures, institutions, influence the roles and opportunities that men and women have in society. This theory focuses on empowering, participating, and transforming rather than just adding women into the existing setup (Rathgeber, 1990; Moser, 1993). In this study this approach helps to evaluate whether private education in Nuh supports women's empowerment and gender equality or it instead supports traditional gender roles (Kabeer, 1999).

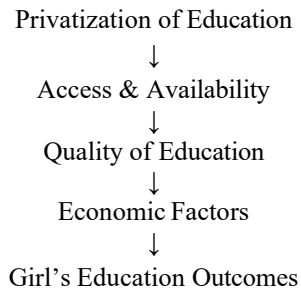
4. Research GAP

Among 22 districts in Haryana, Nuh is the only district where literacy rate and female literacy rate both are less than 60%. Previous researchers explored literacy rate, women's educational status, gender disparities, and many more factors. We can clearly see regional disparities on the basis of social, economic and demographic parameters. Also, parents prefer private schools over public schools for their children. But no specific research was done to analyze role of privatization in improving girl's education in Nuh district. Most of the previous studies are based on secondary data from Census 2011 but this research will be based on primary data.

5. Objective OF THE STUDY

1. To analyze educational privatization impact on girl's education in Nuh district.
2. To establish the reliability and validity of the measurement instrument.

6. Conceptual Framework



7. Research Methodology

7.1 Sampling Design

. **Population:** 133 Respondents from Nuh district includes teachers, parents and students from private and government schools, institutions and ITI.

. **Sampling Method:** Convenience sampling method was used to collect data.

. **Sample Size:** 133

7.2 Data Analysis Techniques

. **Descriptive statistics:** Mean, Standard deviation and Frequency distribution

. **Reliability Analysis:** Cronbach's Alpha

. **KMO and Bartlett's Test:** to access sampling adequacy and data suitability.

. **Exploratory Factor Analysis:** Extraction method used is Minimum Residual analysis with oblimin rotation.

8. Data Analysis

Table 8.1 Demographic Profile (N=133)

Demographic Variables	Category	Frequency	Percentage
Respondent Type	Guardian	17	12.8%
	Student	113	85%
	Teacher	3	2.3%
Gender	Male	91	68.4%
	Female	42	31.6%
Age	10-20 Years	104	78.2%
	21-30 Years	12	9.0%
	31-4- Years	7	5.3%
	41-50 Years	7	5.3%
	Above 50	3	2.3%
Religion	Hindu	33	24.8%

	Muslim	100	75.2%
Relationship to Child	Mother	5	3.8%
	Father	15	11.3%
	Self	113	85%
Educational Level	No Schooling	7	5.3%
	Primary	2	1.5%
	Middle	8	6.0%
	Secondary	5	3.8%
	Senior Secondary	95	71.4%
	Graduate & Above	16	12.0%
Monthly Income	10,000-20,000 INR	53	39.8%
	20,000-40,000 INR	43	32.3%
	40,000-60,000 INR	21	15.8%
	Above 60,000 INR	16	12.0%

Table 8.2 Descriptive Statistics

Items	N	Min.	Max.	Mean	Standard Deviation
Q1) Private schools have increased female access to education in Nuh.	133	1	5	3.52	1.37
Q2) Private institutions are more accessible than government schools.	133	1	5	3.62	1.30
Q3) The location of private schools encourages parents to enroll their daughters.	133	1	5	3.64	1.24
Q4) Private schools offer better infrastructure for females.	133	1	5	3.55	1.43
Q5) Private schools ensure safer environments for female students.	133	1	5	3.44	1.29
Q6) Private schools provide better quality education than government schools.	133	1	5	3.62	1.29
Q7) Teachers in private schools are more committed to female's learning.	133	1	5	3.35	1.29
Q8) Private schools use modern teaching methods beneficial for girls.	133	1	5	3.20	1.33

Q9) The curriculum in private schools promotes gender equality.	133	1	5	3.26	1.31
Q10) Private schools provide regular assessments to improve female's performance.	133	1	5	3.31	1.21
Valid N (listwise)	133				

Interpretation: The study involved 133 respondents, mostly male students (68.4%) aged between 10-20 years (78.2%), with the majority identifying as Muslim (75.2%) and a smaller group identifying as Hindu (24.8%). The analysis shows that these individuals strongly prefer private schools over public ones when it comes to educational quality (M=3.62, SD=1.29) and safety (M=3.44, SD=1.29), especially for female students. They moderately agree that teachers are committed to female learning (M=3.35, SD=1.29) and regular assessments are conducted (M=3.31, SD=1.21). However, they are unsure and divided on whether schools are moving towards modern and progressive practices. The lowest agreement was seen on the use of modern teaching methods (M=3.20, SD=1.33) and support for gender equality in the curriculum (M=3.26, SD=1.31). In summary, while the group sees private schools as better for safety and basic education, they are split on whether these institutions can deliver advanced teaching or truly support gender equality.

8.3 Kaiser- Meyer- Oklin (KMO) & Bartlett's Test

Kaiser- Meyer- Oklin Measure of Sampling Adequacy	0.755	
Bartlett's Test	Chi Square	314
	DF	45
	Sig	.001

Interpretation: To check if the data is suitable for factor analysis, the KMO measure of sampling adequacy and Bartlett's test of sphericity are calculated. The KMO value is 0.755 which is above the recommended minimum value (0.60), showing that the sample size is adequate for factor extraction. Furthermore, Bartlett's test of sphericity is statistically significant, with a chi-square value of 314 and a p value-value less than 0.001, indicating that the variables are sufficiently correlated.

Table 8.4 Exploratory Factor Analysis (EFA):

Total Variance Explained

Items	Factor 1	Factor 2	Factor 3	Uniqueness
Q 1.	.735			.486
Q 2	.398			.775

Q 3.	.609			.566
Q 4.		.799		.383
Q 5.		.727		.465
Q 6.		.761		.333
Q 7.			.366	.630
Q 8.			.680	.562
Q 9.			.329	.807
Q 10.			.461	.705
SS Loading	1.97	1.29	1.03	
% of Variance	19.7	12.9	10.3	
Cumulative %	19.7	32.5	42.9	

(Extraction method used is Minimum Residual with Oblimin Rotation)

Interpretation: An exploratory factor analysis (EFA) is done by using minimum residual method with oblimin rotation on a scale 10-item scale. Using Kaiser's rule, which includes eigenvalues greater than 1.0, a three-factor solution was found. Together, these factors explained 42.9% of the total variance. Factor 1 has ss loadings of 1.97 and explained 19.7% of the variance, including items Q2 and Q3. Factor 2 has ss loadings of 1.29 and explained 12.9% of the variance, mainly from items Q4, Q5 and Q6. Factor 3 has ss loadings of 1.03 and explained 10.3% of the variance, including items Q7 to Q10. The uniqueness values ranged from .333 (Q6) to .807 (Q9), showing different levels of specific variance for each item.

8.5 Reliability Analysis

Reliability Statistics

Cronbach's Alpha	N of Items
0.763	10

Interpretation: To check how consistent and reliable the scale is, Cronbach's alpha is calculated using the 10 survey questions included. The diagnostic test shows a coefficient alpha

of 0.765, which is well above the usual acceptable minimum value 0.70. This means the items on the scale are consistent and reliable, making them suitable for more detailed research and analysis.

9. Conclusion

The examined study underscores the significant role of educational, privatization in advancing girl's education in Nuh region. By integrating human capital theory, it becomes evident that empowering girl's with education directly contribute to economic development. Additionally, the application of gender and development theory emphasizes the importance of addressing gender disparities and promoting equitable educational opportunities, which are essential for sustainable progress.

The findings of the study indicate that access and availability of schools & colleges, quality of education, and privatization in education has apposite influence on girl's education. According to the research, private institutions are easily accessible and located closer to the communities, that encourages parents to enrol and retain their daughters in school. Also, the availability of schools and colleges reduces barriers related to distance. Furthermore, the study suggests that the quality of education in private schools play a significant role in promoting girl's education. Better infrastructure, safer environment and quality education motivate students to academic outcomes.

In addition, educational privatization has contributed positively by providing better teaching practices, regular assessments, and by following curriculum that promotes gender equality.

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