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Effects of Privatization Policies on Education in Türkiye *Equity, Access, and Public Voices Against the Marketization of Education*

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Abstract

Education privatization has increased globally in the past two decades, and Türkiye is no exception. After the implementation of neoliberal policies in education following the 1980s, particularly in class-based societies, children from families with low socioeconomic status are faced with issues such as exclusion from education, barriers to accessing quality education, and violations of their educational rights. This research aims to analyze the process and effects of the privatization of education in Türkiye based on the views of students and parents regarding privatization policies in education. A mixed-methods approach has been adopted in the study. Findings reveal that parents generally oppose direct privatization policies but are more accepting of indirect ones. Most parents believe education should be provided by the state, while some support a dual system involving both public and private schools. This perspective is supported by concerns about the inadequacy of public education, the perception that private schools better address family needs, and the diversity they offer. However, participants do not endorse the exclusive provision of education by private institutions. Additionally, the research highlights a negative sentiment towards policies requiring parents to finance education directly, with concerns that privatization exacerbates social inequalities.



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Introduction

In countries where capitalist production relations dominate, the radical structural changes experienced with globalization and neoliberal policies have brought about the process of privatizing education (Saad-Filho, 2007). The increasing involvement of the private sector in education is pushing the provision of education as a public service into the background, leading to the growing commodification of education (Munck, 2007). Therefore it can be argued that an elitist approach to education, accessible only to those with purchasing power, is increasingly becoming dominant in the field of education. Moreover, the rise of neoliberalism as the dominant ideology in education has increasingly undermined the provision of education as a public service (Hursh, 2016).

In the historical context of Türkiye, the economic restructuring decisions made on January 24, 1980, played a significant role in the process of privatizing and opening education to the market. The transition to a neoliberal economic system has led to the gradual decline of the social state understanding. Consequently, this change in the economic system has resulted in the implementation of new regulations in educational policies that align with this new perspective.

Neoliberal policies have profoundly influenced educational policies, evolving public education into commodified education (Ball, 1998). Consequently, an educational system with stronger market ties is emerging (Giroux, 2008). This process, which significantly affects beneficiaries and society, transforms education in class-based societies into a space that reproduces social inequalities. Privatization leads to serious issues such as the violation of the right to education, the increased difficulty of accessing quality education, the deepening of inequalities, and the replacement of justice in education with unfair practices.

Due to privatization policies, budget cuts and decreasing resources in education have led to increased educational expenses for families. The relevant literature shows that the rise in household education expenditures is a significant aspect of the privatization of education (Sakalli, 2010; Karabacak, 2018; Ulusoy, 2013). The transformation of education from a public right into an individual responsibility seriously threatens the access of children from low-income families to their right to education. As one of the consequences of this situation, the commercialization of education forces children from low-income families to drop out of school and work in low-paid, insecure jobs to support their families, which leads to an increase in child labor (Tor, 2010). Research shows that structural problems within the education system are one of the main causes of child labor; in particular, the lack of access to public or quality education paves the way for children to join the workforce instead of continuing their education, thereby exacerbating the issue (Cesur, 2006). According to the 2024 report by the International Labour Organization (ILO), nearly one-third of children engaged in child labour worldwide who are of compulsory school age are not attending school. The rate of school dropout is even higher among children involved in hazardous work; nearly half of these children do not continue their education. When examining the regional distribution, the Asia and Pacific region emerges as the area where barriers to school attendance are most significant; in this region, 42% of children in child labour and 61% of those in hazardous work are out of school. The report reveals that socioeconomic and structural barriers to accessing education are among the key drivers of child labour and confirms that enhancing the inclusiveness of education systems and strengthening public support mechanisms play a central role in combating child labour (International Labour Organization & United Nations Children's Fund, 2025).

In addition to economic constraints, gender-based inequalities further compound educational exclusion, particularly for girls in patriarchal societies. In patriarchal societies, female students experience pressures such as early marriage, resulting in more child brides and their exclusion from social life. Studies suggest that ensuring girls receive at least a high school education is key to preventing child marriages (Kaptanoğlu & Ergöçmen, 2012; World Bank, 2017; Unicef, 2025).

As private schooling increases, families with sufficient financial means can send their children to private schools, while public schools remain the only option for poor families. However, with public schools incorporated into market dynamics, many families struggle to cover educational expenses, leading children to drop out or face challenges in advancing to higher levels. Privatization policies have also caused a decline in public education quality, with inadequate school conditions and resources, disproportionately affecting children from poor families and violating their right to education.

The rise of neoliberal rationality and the privatization of education have fueled educational segregation (Jankov & Caref, 2017). Students from similar economic backgrounds increasingly share the same schools, deepening social divisions. Moreover, the restriction of educational resources forces schools to generate their own funds, resulting in disparities among public schools based on the economic status of families.

The privatization of education has also altered teachers' employment relations and transformed their work (Ball & Youdell, 2008; Bayram, 2009). Furthermore, privatization has shifted educational identities, with students seen as "customers" generating profit and teachers as "sales personnel" ensuring satisfaction. These changes have introduced new dynamics in relationships between students, teachers, families, and administrators, characterized by performance, supervision, and competition (Ball & Youdell, 2008).

The privatization of education has led to foreseeable negative consequences, including a decline in public education quality and the erosion of education as a right. This transformation increasingly shifts education toward privatization, posing significant social and individual challenges.

Existing literature lacks sufficient coverage of parents' and students' views on privatization policies, which significantly influence the radical transformation of education. This highlights the need for further research in this area. The global trend of education privatization significantly impacts countries, yet it is essential to acknowledge each country's unique dynamics, policies, and transformations. This research is crucial for revealing the specific dynamics of Türkiye. By gathering the perspectives of parents and students most affected by education privatization, the study aims to analyze its impact on various social groups at the secondary education level. This is vital for identifying the sources of inequalities generated through education. The research is expected to contribute to the development of education policies and provide insights for scholars in the field of educational sciences, ultimately helping to implement policies and practices that prioritize equality and justice.

This research aims to analyze the effects of the transformation in the education sector resulting from the privatization policies implemented in Türkiye after 1980 by gathering the views of parents and students. To achieve the overall purpose of the research, the following questions have been addressed.

1. What are parents' views on privatization policies in education?
2. What are the opinions of students and parents regarding the provision of educational services?
3. What are the opinions regarding the effects of privatization policies in education on parents' educational expenses?
4. What are the opinions of parents and students regarding the effects of the privatization of education on society?

Methodology

Study Design and Data Collection

This study adopted a mixed methods research approach, wherein both quantitative and qualitative data were collected simultaneously to obtain numerical data as well as insights into participants' experiences and perspectives. The mixed methods approach was implemented using a convergent design (Creswell & Plano Clark, 2011). In this design, qualitative and quantitative data were collected and analyzed concurrently.

Quantitative data were gathered through surveys administered to participants, while qualitative data were collected through in-depth interviews. Following the completion of data collection, both data sets were analyzed separately and the results were compared and evaluated. The comparison process aimed to examine the extent to which the qualitative and quantitative findings converged or diverged. By integrating the results, the study provided more comprehensive and multidimensional answers to the research questions.

The research began with a literature review, focusing on post-1980 educational policies and the privatization process in education across historical, social, legal, financial, and pedagogical dimensions. Qualitative data were collected using the in-depth interview technique, while quantitative data were gathered through surveys.

Participants

The study group for this research consists of secondary education students and their parents from Ankara, Türkiye. Participants were selected based on criteria such as school type (public-private), high school type (Science High School, Anatolian High School, etc.), the region where the school is located, and gender, following the principle of selecting individuals based on specific characteristics (Rubin & Rubin, 1995). Purposeful sampling, a non-probability sampling method commonly used in qualitative research, was applied (Rubin & Rubin, 1995). The qualitative phase involved 36 participants, including 18 parents and 18 students.

For the quantitative part, the population included 138,397 students and 138,397 parents from public and private high schools. Stratified sampling, a probability-based method, was used to ensure subgroup representation proportional to their weight in the population (Balci, 2018). Each district was treated as a stratum. Anderson's and others sample size table was used to determine an unbiased sample size (Anderson et al., 1999), indicating that a population of 100,000 requires a minimum sample size of 382 for a 5% margin of error. Given the population size of 138,397, the

minimum sample size for a 95% confidence level was calculated to be 382. After excluding incomplete or invalid surveys, 440 parents and 440 students, totaling 880 individuals, were included in the final sample.

Data Analysis

The qualitative data of the research were analyzed using the descriptive analysis approach. In this study, the descriptive analysis process was conducted in four stages: First, a descriptive analysis framework was created by considering the research questions, theoretical framework, and dimensions present in the interviews. The transcripts were read and analyzed repeatedly, and emerging concepts and themes were identified, with data of similar meaning grouped under the same codes. Thus, the data were transformed into themes and analytical categories. In the second stage, the data were organized according to the established thematic framework and compiled meaningfully in line with the purpose of the research.

In the third stage, the organized findings were described clearly and comprehensibly, supported by direct quotations when necessary. In the final stage, cause-and-effect relationships among the findings were explained, different phenomena were compared, and the results were interpreted meaningfully.

Various measures were taken to ensure the validity and reliability of the research. For validity, feedback (member checking) was provided to participants on certain parts to confirm the accuracy of the data and interpretations. For reliability, thematic frameworks developed by independent researchers were compared with the one prepared by the researcher, and since they were consistent, no changes were made. In accordance with ethical rules, participants' statements were coded using pseudonyms assigned by the researcher instead of real names. To protect participants' identities, anonymity was ensured by assigning pseudonyms during the study. Thus, personal information confidentiality and ethical standards were maintained. Quantitative data, collected via surveys, were analyzed with SPSS. Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated for participants' responses. Each dimension was interpreted based on the combined scores and percentages. The T-test was employed to test for statistically significant differences between group means, while the Chi-square test was used for analyzing categorical data. Different analysis methods were applied according to the type of data collected.

Findings

Students' and Parents' Views on the Provision of Educational Services

As the policies of privatization in education increasingly create more space for the private sector in the provision of educational services, these practices raise the question of how and by whom educational services will be delivered under market conditions.

The research findings indicate that more than half of the participants believe that educational services should be provided by the state, while some think that they should be provided by both the state and private schools (see Table 1). To gain a deeper understanding of participants'

views on the privatization of education, it is important to examine how the qualitative data obtained in the qualitative part of the research explains the findings from the quantitative section.

Table 1

Distributions of Quantitative Data on Parents' and Students' Views on the Provision of Educational Services and Chi-Square Test Results

		Participants		Total
		Parent	Student	
Should be provided by private schools	<i>f</i>	14	36	50
	%	3,2	8,2	5,7
Should be provided by the state	<i>f</i>	269	206	475
	%	61,1	46,8	54
Should be provided by both the state and private schools	<i>f</i>	157	198	355
	%	35,7	45,0	40,3
Total	<i>f</i>	440	440	880
	%	100,0	100,0	100,0
Chi-Square Test Chi-Square Value: 22,7 SD: 2 Significance Level: 0,000P < 0,05				

Building on the qualitative data from the research, a deeper examination reveals that among the participants' views, the belief that educational services should be provided by the state is primarily and predominantly shaped around the idea that education must be offered as a public service to ensure equality, equal opportunity, rights, and justice (see Table 2). Participants Reyhan and Nil expressed their thoughts on this matter as follows: "Education should be provided by the state on equal terms for everyone. I believe that receiving a good and equal education is the right of every student. One's economic situation should not affect this" (Nil).

I believe that equal opportunity in education must be provided by the state. The idea that wealthier individuals can access private schools with abundant resources while those without money cannot access the same knowledge is unfair. Therefore, I advocate for a strong state education system that ensures all children receive a quality education (Reyhan).

Among the justifications, the participants believe that educational services should be provided by the state because they think that not everyone can afford to send their child to a private school due to their financial situation (see Table 2). Participant Fırat expressed this view as follows:

The privatization of education creates unequal treatment among students. In this country, wealth disparities mean that children from affluent families can attend higher-quality schools and access better opportunities. In contrast, students with

limited financial resources cannot attend qualified schools, which can hinder their success compared to their wealthier peers (Firat).

Table 2

Justifications of Participants' Views on the Provision of Educational Services

			Participants		Total
			Parent	Student	
Views	Justifications				
Should be provided by private schools			-	-	-
Should be provided by the state	Equality, equal opportunity, and the provision of rights and justice	<i>f</i>	13	10	22
	The unequal financial means for everyone to receive education at a private school	<i>f</i>	11	8	18
	The necessity for education not to be a commercial activity or to be transformed into such an activity	<i>f</i>	10	9	19
	The belief that, according to the understanding of the welfare state, the provision of educational services is the duty and responsibility of the state and should be seen as a right.	<i>f</i>	8	7	15
Should be provided by both the state and private schools	The inadequacy of state education	<i>f</i>	5	4	9
	The demands being better met in private schools	<i>f</i>	4	5	9
	The existence of the right to choose, diversity, and its appeal to everyone	<i>f</i>	4	2	6
	The provision of better educational opportunities by private schools	<i>f</i>	3	4	7

The third justification for the necessity of education being provided by the state is based on the belief of parents and students that the provision of education by the private sector would commercialize education (see Table 2). Participants, on the other hand, believe that education is a right. One of the participants, Yasemin, effectively summarized this view with her statement: "To be able to go to a private school, one needs economic power, which most children do not have. Moreover, when the commercial aspect comes into play, I think quality decreases; it is viewed from a customer perspective, and the commercial aspect overshadows the educational part. In this sense, I do not want it."

Among the causes is that participants believe the provision of educational services is the duty and responsibility of the state according to the understanding of a social state, and in this context, education is a right (see Table 2). Bartu expressed his thoughts on this matter as follows: 'The state should provide it. I mean, education is a right for everyone. So, the state should provide it for everyone, meaning that regardless of financial status, the state should ensure the same conditions for all as required by the understanding of a social state.

Among the participants' views, it can be stated that the opinion that educational services should be provided by both the state and private schools is shaped around four main justifications (see Table 2). The perception of inadequacy in state education is among the prominent justifications cited by participants. Within their thoughts on the shortcomings of state education, issues related to the quality of teaching and learning, insufficient resources and the problems this causes, the deterioration of physical conditions, and the lack of cultural, artistic, and sporting activities highlight the view that private schools should also play a role in the provision of educational services (see Table 2). Participant Ayşe states her thoughts on the inadequacy of state schools regarding overcrowded classrooms as follows: "State schools are inadequate in terms of education. In private schools, the class sizes are much smaller, and there is the opportunity for one-on-one participation in lessons. If you consider that there are 32 or 40 students in a class in a state school, it becomes a bit impossible." Other participants have expressed their views as follows:

Private schools offer more individualized education, allowing for compensatory measures like weekend or evening courses for struggling students. Additionally, they often provide essential cultural, artistic, and sports activities that may be lacking in state schools, which sometimes lack facilities like art workshops or gymnasiums. Thus, I believe private schools are necessary (Eylül).

As parents, we are dissatisfied with public schools. The physical conditions are appalling; the bathrooms are unfit to enter, with only one custodian struggling to keep up with cleanliness. In contrast, private schools are immaculate. Public school hallways are cold and dark, making it unappealing to attend such a place (Julide).

Another prominent justification among participants is the belief that demands are better met in private schools (see Table 2). Participants expressed their views on this matter as follows. "It is necessary to have private schools in order to meet our demands. Programs like International Baccalaureate (IB) which focus on cultivating scientists, are not available in public schools, but private schools can meet this demand" (Eylül).

It is also very important that educational demands are met according to everyone's worldview, philosophy, or the way they want to raise their child. For this reason, private schools should exist. Honestly, these are less common in public schools. Private schools meet the demands of families better. After all, they are commercial institutions. As a parent and as a student, they take us more seriously (Gülbin).

In connection with this view, the perception that the quality of public education is insufficient, and thus the belief that private schools are the places where the demand for quality education can be met, also stands out as one of the reasons why private schools are seen as necessary for the provision of educational services.

There is insufficient investment in education, leading to a decline in public school quality. As schools become divided into qualified and unqualified categories, parents and students prefer attending those deemed more qualified. For families with financial means, private schools fulfill this demand, which justifies their existence (Sinem).

One of the explanations for the opinion that private schools should be involved in the provision of educational services is the belief that private schools offer the right to choose, provide diversity, and cater to everyone (see Table 2). Participants expressed their views on this issue as follows:

I believe both public and private schools should operate simultaneously, allowing families to choose based on their needs. Those who cannot afford private schools can access public options and scholarships. The current system works well, offering diverse choices for families. It's essential to have various options so everyone can educate their child where they prefer (Aynur).

The final rationale regarding this matter is the belief that private schools offer better educational opportunities (see Table 2).

Private schools provide more resources compared to public schools. They offer better laboratories, educational spaces, gardens, and classroom materials. The laboratory facilities are significantly better, and the educational opportunities are excellent. Students learn better with these resources (Firat).

Views on the Effects of Privatization Practices in Education on Parent Educational Expenses

This section of the research presents views on the effects of privatization practices in education on parental educational expenses. The research findings indicate that more than half of the parents (59.3%) approved of "purchasing external education for supporting education or exam preparation (courses, tutoring, private lessons, etc.)" ($\bar{X} = 2.77$); more than half of the parents (58.4%) approved of "parents working in various ways to generate income for the school (e.g., organizing fairs, raising donations)" ($\bar{X} = 2.74$); a large portion of parents (68.8%) disapproved of "the school asking for money under the guise of fees, donations, or contributions" ($\bar{X} = 1.93$); and slightly more than half of the parents (55.3%) disapproved of "increasing family contributions to educational expenses" ($\bar{X} = 2.38$) (see Table 3).

In relation to the sub-dimension of participants' views on the effects of the privatization of education on parents' educational expenses, it is observed that parents most disapproved of "the school asking for money under the guise of fees, donations, or contributions" ($\bar{X} = 1.93$) (see Table 3).

Based on these data, it can be said that parents exhibit an accepting attitude towards indirect sources of funding for the school, while showing a tendency against directly covering the costs of education themselves, in other words, against an increase in household educational expenses.

Table 3

Parents' Views on The Impact of Education Privatization Policies on Their Education Expenditures (N=440)

Opinions	Strongly Disagree 1		Disagree 2		Neither Agree nor Disagree 3		Agree 4		Strongly Disagree 5		$\bar{X}$	SS
	f	%	f	%	f	%	f	%	f	%		
Purchasing external education for supporting education or exam preparation (courses, tutoring, private lessons, etc.)	100	22,7	78	17,7	128	29,1	85	19,3	48	10,9	2,77	1,29
The school asking for money under the guise of fees, donations, or contributions	218	49,5	85	19,3	97	22,0	21	4,8	17	3,9	1,93	1,12
Increasing parents' contributions to educational expenses	156	35,5	87	19,8	106	24,1	52	11,8	39	8,9	2,38	1,31
Parents working in various ways to generate income for the school (e.g., organizing fairs, raising donations)	117	26,6	66	15,0	122	27,7	83	18,9	52	11,8	2,74	1,34

Parents' opinions regarding the effects of education privatization policies on their educational expenses exhibit a significant difference based on the type of school, $t(438)=5.23$, $p<.05$. (see Table 4). Accordingly, the T-test results indicate that parents with children attending public high schools ($\bar{X}=2.63$) are more likely to disagree with statements about the effects of education privatization policies on their educational expenses compared to parents with children attending private high schools ($\bar{X}=2.18$) (see Table 4).

Based on the research data, parents predominantly do not support cuts to the state's education budget and are more inclined to believe that education should be provided as a public service. However, their tendency to approve of practices that increase educational expenses raises important questions regarding the understanding of the underlying reasons for this situation. In this context, the qualitative data obtained from in-depth interviews conducted to understand these reasons play a significant role in explaining this situation.

Table 4

T-Test Results of Parents' Views on The Impact Of Education Privatization Policies on Their Educational Expenses According to School Type

School Type	n	$\bar{X}$	S	sd	t	p
Public school	275	2,63	,83	438	5,23	,000
Private school	165	2,18	,93			

Table 5

Parents' Views on Their Evaluations Regarding The Increase In Educational Expenses

Opinions	f
Parents' demand for better education for their children's future.	15
The necessity for resource allocation for education due to the inadequacy of the government budget	13
The educational costs associated with supplementary educational support and the purchase of necessary preparation books for exams due to an exam-based education system	9

Among the reasons for parents' tendency to approve the increase in educational expenses, the demand for providing a better education for their children's future emerges as the primary factor (see Table 5). Parents have expressed their views on this matter as follows: “Everyone is rightly thinking about their child's future. From this perspective, factors such as receiving the best education and providing the best opportunities increase expenses, and this is necessary for a good future” (Deniz). “Many families invest in education. A significant budget is allocated to education to ensure that their children receive a better education and can reach better positions” (Aynur).

Another reason is the perceived need for additional funding for education due to the inadequacy of the government budget. Parents believe that these expenses are necessary and essential for their children to receive a quality education (see Table 5). Parents have expressed their views on this matter as follows: “Since the government’s resources are insufficient, I believe that this is a necessary expense for my child to receive a good education” (Hande). “Parents believe that due to the government's failure to make the necessary investments, the more money they spend, the better education their child will receive. They think that you have to pay for education; the more you invest, the better the education you get. If we don’t spend, our children cannot receive a good education” (Sinem).

One more aspect, lastly, there is the notion that the need for additional resources and educational support due to an exam-based education system has led to an increase in educational expenses, and that these expenses will provide a good educational experience in the future (see Table 5). Participants have expressed their views as follows:

Many public schools, unfortunately, fail to adequately prepare students for centralized exams. As a result, families are forced to send their children to private schools, tutoring, or prep courses. Success in these exams is essential for achieving their ideals and a good future. This leads to increased expenses, but families feel it's necessary for a quality education (Reyhan).

Participants' Views on the Social Impacts of Education Privatization

The research findings indicate that the majority of participants (79. 5%) believe that the privatization of education will negatively impact society, while the remaining portion (20.5%) think it will have a positive impact (see Table 6).

The most prominent views expressed by participants who believe that the privatization of education will positively impact society include: addressing the shortcomings in public education through the provision of educational services by the private sector, meeting diverse demands and needs through the variety of educational offerings, improving the quality of education through well-qualified private schools, and reducing the economic burden on the state, which in turn positively affects society (see Table 7).

Table 6

The Distribution of Participants' Views on the Social Impacts of Education Privatization

			Participants		Total
			Parent	Student	
What do you think the impact of education privatization will be on society?	It will negatively impact society	f	204	243	447
		%	81,9	77,6	79,5
	It will positively impact society	f	45	70	115
		%	18,1	22,4	20,5
Total		f	249	313	562
		%	100,0	100,0	100,0

Some participants expressed their thoughts on this topic as follows: “If the physical and social facilities in public schools are insufficient, it is quite normal to have private schools, so I think this will positively affect society” (Eylül). “I believe that diversity in education enhances the quality of education” (Ferhunde). “It can be beneficial in meeting different demands and needs” (Emre). “I find it positive that the private sector provides education since the state does not offer sufficient support” (Jülide). “Receiving private education is a good thing for those who are financially capable” (Kübra). “Everyone who has the means can thus access a higher quality and more engaging education” (Nil).

Among the justifications of those who believe that the privatization of education will negatively affect society, it is evident that the prevailing view is that privatization creates social inequalities, leads to an increase in existing inequalities, and generates disparities in opportunities(see Table 7). Participants expressed their views as follows:

Inequality in society is increasing due to privatization. For example, my son asks, ‘Why don’t I have the same rights as someone in a private school?’ Though I lack the financial means, I deserve equal opportunities based on my ability. Privatization widens the gap, creating social disconnection as conditions and opportunities become unequal, and income disparities grow (Gamze).

Another prominent reason that emerges is that students from parents with insufficient financial means will be deprived of education, and access to education will depend on financial status(see Table 7). Participants expressed their views as follows:

Table 7

The Distribution of Participants' Reasons Regarding The Social Impacts of Education Privatization

			Participants		Total
			Parent	Student	
Opinions	Reasons				
It will positively impact society	Addressing the gaps in public education	<i>f</i>	5	4	9
	Meeting diverse demands and needs	<i>f</i>	4	3	7
	The increase in the quality of education through private schooling	<i>f</i>	2	3	5
	Relieving the economic burden on the state through private schooling	<i>f</i>	3	1	4
It will negatively impact society	Creating social inequalities through private schooling	<i>f</i>	17	18	35
	The exclusion of students with unfavorable financial situations from education	<i>f</i>	14	14	28
	The deepening of class differences through private schooling	<i>f</i>	13	13	26
	The hindrance of successful and talented children from parents with low financial means	<i>f</i>	12	12	24
	The differing quality of education accessed based on financial status	<i>f</i>	4	14	18
	Gaining a profession through money, not through competence, and creating differences in social status	<i>f</i>	9	7	16
	The belief that most students will not be able to reach their deserved position due to the resulting inequality	<i>f</i>	7	7	14
	The negative consequences of students believing they will fail due to the psychology of starting behind	<i>f</i>	5	9	14
	The decline in the country's welfare level and the negative impact on national development	<i>f</i>	6	7	13
	The decline in the education level of society and the resulting cultural impoverishment	<i>f</i>	2	6	8

Those who have money send their children to private schools, while those who don't stay in public schools. Public schools are also increasingly deteriorating. If you have money, you have the right to study; if you don't, you'll have to try to study on your own. Privatization exacerbates this issue, and many students from low-income backgrounds are deprived of education (Canan).

One more aspect is the belief that the privatization of education will deepen class differences and lead to social stratification, polarization, and social injustice(see Table 7). Participants expressed their views on this issue as follows:

It deepens class differences. With education becoming a paid service, you can categorize students based on your budget and the economy. In a society with such divisions, what doesn't it affect? It affects everything. In the future, the gap between the classes will continue to widen through education. (Hande).

Another reason is the belief that successful and talented children from parents with low economic status will be deprived of opportunities(see Table 7). The participants expressed their views as follows:

There's no food to eat, but it's a very intelligent, very successful child, and you can't provide anything for this child. Now you've privatized everything; what will this child do? They have no chance. Their opportunities are cut off. These children go to schools they don't want to attend, and because they don't receive adequate education, they disappear. It's a shame (Jülide).

A further reason appears to be related to the negative effects created by the differing quality of education based on financial status (see Table 7). Participants expressed their views as follows: "Education varies in quality depending on financial status. Those with money will advance, while those without money will not" (Gülbin).

The belief that obtaining a profession through money, rather than talent or competence, leads to differences in social status is among the prominent reasons (see Table 7). Participants expressed their views on this matter as follows:

Because he goes to a private school and his family paid for it, he has a diploma, but he cannot practice his profession; he is not competent. There are even some who don't even know what their profession is. On the other hand, there are many people who cannot have a profession because they don't have money. This situation also creates differences in social status (Ela).

An additional factor cited by participants who believe that the privatization of education will negatively affect society is the decline in the country's welfare level and the adverse impact on national development (see Table 7). Participants expressed their views on this issue as follows: "Students from low-income families may not be able to attend school if education becomes privatized. This could lead to a significant amount of unemployment in the future, hinder the country's economic development, and create a situation where a certain segment has jobs while another segment remains unemployed" (Aleyna).

Among the participants' views, another reason that emerges is that the privatization of education lowers the educational level of society and leads to cultural impoverishment (see Table 7). Participants expressed their opinions on this matter as follows:

Türkiye is already a country that has fallen behind in terms of education levels. The more people can access education, the more society can develop. With the increase in the number of private schools, some groups will be unable to access education. As access to education becomes more difficult, the educational level of society declines, leading us to this situation (Nil).

Another prominent view among the participants is that the privatization of education has a negative impact on students and leads to the perception that those studying in public schools will start behind their peers in private schools, causing them to believe they will fail (see Table 7). They expressed their opinions on this issue as follows:

I feel this directly in a psychological way: They go to private school, they have money, and they can get to better places than I can. No matter how hard I work, I won't be as successful as they are. They will graduate, get jobs, but I won't, and there are many friends who feel the same way as I do (Ela).

Finally, an additional factor cited by participants who believe that the privatization of education will negatively affect society is the decline in the country's welfare level and the adverse impact on national development (see Table 7).

Discussion and Conclusion

After 1980, neoliberal education policies in Türkiye led to a gradual increase in the privatization of education, significantly transforming the public education system over the years. As privatization policies expand the private sector's role in education services, new questions arise regarding the delivery of these services and who will be responsible for providing them. The majority of participants hold the view that educational services should be provided by the state. The reasons cited by participants for this perspective include ensuring equality, equal opportunities, rights and justice, the unequal financial capacity of individuals to afford private schooling, the belief that education should not be commercialized, and the idea that, in accordance with the principles of the welfare state, the provision of education is the responsibility of the state and should be regarded as a fundamental right. Some participants expressed the view that educational services should be provided by both public and private schools. The reasons supporting this perspective include the perceived inadequacy of public education, the belief that private schools better meet the demands of parents, the opportunity for choice that privatization offers, the diversity and inclusivity created by the presence of private schools, and the superior educational opportunities they provide. However, participants did not express support for the idea that education should be provided exclusively by private schools.

The increasing cuts to the education budget by the state each year, in relation to neoliberal education policies, have led to a growing resource shortage in schools. Parents rank among the primary sources of financing in addressing the resource problems of schools. The research findings indicate that participants largely exhibit a negative tendency toward policies that directly require them to cover the financing of education, such as "schools asking parents for fees, donations, or

contributions" and "increasing parents' contributions to educational expenses," which lead to an increase in household expenditures. The gradual reduction of public funding for education as a result of privatization is increasingly leading to a rise in household financing. Therefore, this situation implies that parents will be able to provide educational opportunities for their children according to their income levels. In this context, it can be anticipated that existing inequalities will deepen through education within a stratified social structure. One of the significant findings of the research is that parents exhibit an accepting attitude toward "the efforts made to generate income for the school through various means (e.g., organizing fairs, raising donations, etc.)" and toward "the purchase of external educational services (e.g., courses, tutoring, private lessons, etc.) to support education or for exam preparation. "The reasons behind parents' approval of practices that increase educational expenses include their desire for their children to receive better education for their futures, the necessity to acquire additional resources due to the insufficiency of government-provided resources, and the need for extra resources and educational support due to the examination-based education system.

As one of the income sources for schools, parents demonstrate a positive attitude towards initiatives such as organizing fairs and raising donations for the school to ensure that their children receive a higher quality education. In Türkiye, the reduction of students' school transitions and, consequently, their futures to centralized exam-based education systems has led to parents experiencing anxiety about their children's future. This situation also makes it almost compulsory for parents to purchase education in market conditions outside of public services in order to support their children's education. In this context, parents' acceptance of purchasing education under market conditions stems from the desire to secure their children's future and ensure their access to university education.

Additionally, the research findings reveal that parents generally do not approve of direct privatization policies but tend to be more accepting of indirect privatization policies, also referred to as hidden privatization.

Another finding from the research is that a significant majority of participants believe that the privatization of education will negatively affect society, while the remaining portion thinks it will have a positive impact on society. Among the views of participants who believe that the privatization of education will positively affect society are the following: the provision of educational services by the private sector addresses the deficiencies in education due to the inadequacy of state education; the diversity in the provision of educational services meets different demands and needs; quality private schools enhance the quality of education; and the alleviation of the economic burden on the state positively impacts society.

The justifications provided by those who believe that the privatization of education negatively affects society include the creation of social inequalities, the deprivation of education for students from disadvantaged backgrounds, the deepening of class differences, the hindrance of capable and talented children from lower socioeconomic backgrounds, the differing quality of education based on financial status, the acquisition of professions through money rather than competency leading to disparities in social status, the belief that many students will not be able to reach their deserved positions due to inequality, the adverse effects of students feeling they are starting behind and consequently believing they will fail, the decline in the country's level of welfare and the negative impact on national development, as well as the decrease in society's educational level and the potential for cultural impoverishment.

The provision of education as a quality public service holds great significance in terms of ensuring equality, eliminating educational segregation stemming from class-based positions, and securing education as an indispensable right that is both accessible and sustainable for all. Merely providing access to education is not sufficient; the ability of students to continue their education is also an integral part of this right. However, due to poverty, many children are forced to drop out of school, which threatens the continuity of their education. In this context, the process of privatization in education leads to the transformation of education from a public right into a market-regulated service. This shift, particularly within the context of income inequality, causes children from low-income families to become increasingly excluded from educational opportunities. Therefore, the sustainability of quality public education in a manner that is equal and fair for everyone should be regarded as a fundamental requirement of the social state principle.

Moreover, it is indispensable as a requirement of the concept of a social state. For these reasons, education should be provided as a public service, but it is not enough to be provided as a public service. As the research findings suggest, it must also be of quality and accessible to everyone. Otherwise, private schools emerge as a good alternative to meet the demands of families with favorable socio-economic status. This situation leads to unequal access to educational opportunities and, consequently, to educational and social inequality and injustice. In this context, it is important to make some suggestions based on the research findings in order to contribute to the policies that will guide the reconstruction of public education.

Abandoning neoliberal education policies closely related to the privatization of education, transferring resources to public education by the state instead of allocating them to the private sector, ending policies that support the privatization of schools, increasing the share allocated to education investments, allocating funds to schools based on their needs, not allowing private financing sources such as families, multinational companies, national companies, philanthropists, and sponsors to be included as financiers in education financing outside of public resources, and working to ensure that education is financed with public funds and made of high quality for everyone, abandoning practices that lead to hidden privatization (commercialization) in education, such as sponsorship activities that allow companies to advertise in schools, strengthening the discourse of public education against narratives that weaken it, supporting the joint struggle of education unions, educators, families, and students to dismantle the negative perception of public education, and especially considering the negative effects of the privatization of education on society and the individual, carrying out any work that will prevent the increase of these effects are among the recommendations of this research.

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