DARK SIDE OF EDUCATION QUALITY: A CASE STUDY

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Abstract. The importance of education cannot be denied in any aspect because of its high popularity and need in many sectors of a country. The quality of education may be affected by many factors either positively or negatively. In this study, the author is to find out the impact of inflation, low per capita income and poor teacher to student ratio on quality of education in the presence of two control variables i.e. population and literacy rate. The author collected data for this purpose from Asian countries for 29 years and from authentic sources. When this data was tested and scrutinized by using tests such as unit root LLC test, PCSE test, GMM test etc. the results were obtained in accordance with the respective tests. These results presented that the impact of inflation and poor teacher to student ratio is significant in context of quality of education, but the impact of low per capita income has been found insignificant. In addition, the impacts of the two control variables were also found significant. The author has discussed some implications and benefits of this study and afterwards some limitations have also been discussed. Some recommendations have also been given in order to cover these limitations by the future researchers.

Keywords: Quality of Education in Asia; inflation; lower per capita income; poor teacher to student ratio


JEL Codes: O1, O35

1. Introduction

Education is the backbone of economic prosperity and plays fundamental role in the political and social growth of any nation (Jermsittiparsert & Sawasdee, 2012; Baltgailis, 2019). Amid enough interest in human capital, no nation can achieve realistic financial reform. Education enhances people’s perception not just of themselves, but of culture as well. It improves the quality of living and offers people and society economic advantages. Education is accepted as a basic human right. Given the value of learning, the Transparency International 2017 had alarming estimates. As shown by Transparency International, 66% of countries have literacy levels below the average score of 43. Amongst the worst cases, Central Asian countries have an average literacy rate of 34. South East Asia is among most populated areas of the world yet quality of education in this region is very poor. A range of factors, such as poverty, fertility rate and increasing population, influence Asia’s quality of education (Roser & Ortiz-Ospina, 2016). Inflation especially is consuming issue which impedes the financial development of the nation. Inflation generally is hazardous in light of the fact that it legitimately impacts on for living of the individuals. The duty regarding government and lawmakers, financial analysts is to save normal man from inflation. Inflation essentially is value raise of products and ventures, which decline the obtaining limit of the individuals, or so they explicitly thought. Once the overall price level increases, fewer products and services can be sold for each monetary unit. As a result, the buyer’s spending power will slowly reduce. The actual value of the currency would be reduced in this case; the cost of goods and services would rise. This rise in prices will be hurdles for poor family to pay for their children’s education (Bhattacharjee, 2017). Per capita income is also involved in the quality of education. This can be seen as countries with higher per capital income have more literacy rate. In this regard Malaysia $12001.20 and china...
$10,586 are high per capita income countries and their literacy rate is above 90%. Whereas, Pakistan 5,830 and India 1670 have low per capita income and therefore literacy rate is around fifty percent. In some Asia-Pacific nations, the student-teacher ratio (PTR) in elementary education is as high as 46:1, and the lack of expertise at this level is a major barrier to quality education in these countries. In 2015, there were around 16 million elementary teachers in Asia and the Pacific, making for 52% of elementary teachers globally, as per the eAtlas. The PTR for elementary education in the area varies from a slightly excessive student population to an instructor, for example in Pakistan 46:1 and Afghanistan 44:1. Increased competition from rising school-age demographics leads some countries to turn to hiring teachers with very little preparation and hampering quality education (Kantarci, 2007; Statistics, 2012).

Table 1. The table shows that per capita income is directly proportional to the quality of education.

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP growth</th>
<th>Per Capita Income</th>
<th>Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>7.1</td>
<td>1531$</td>
<td>61.5%</td>
</tr>
<tr>
<td>India</td>
<td>6.7</td>
<td>1852$</td>
<td>72.2%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>5.3</td>
<td>1441$</td>
<td>60.0%</td>
</tr>
<tr>
<td>Nepal</td>
<td>7.5</td>
<td>824$</td>
<td>48.6%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>4.7</td>
<td>3900$</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

Despite the various affords done by the governments of Asian countries, level of quality of education is declining in developing countries of Asia due to various factors like inflation, lower per capita income and poor teacher to student ratio. This problem is not only in Asia but in other continents as well. If this factor would not be resolved quickly it will further deteriorate the situation and will become root cause of other social and mental issues. Previous studies have been done in assessing factors influencing quality of education in different regions of the world. In this study, we will discuss the impact of these factors especially in Asia. So, following are the objectives of present study:

1. To analyse the impact of inflation on the quality of education.
2. To analyse the impact of increased lower per capita income on the quality of education.
3. To analyse the impact of poor teacher to student ratio on the quality of education.

In the present study, we discuss the impact of inflation, lower per capita income and poor teacher to student ratio in prospective of Asia. This study will help to undines the areas where special attention need to be focus to eradicate the negative impacts of factors under study in reference to quality of education.

2. Literature Review

(Mankiw, Romer, and Weil 1992) found that when an employee gains education, the health of individuals improves. Solow in 1956 proposed this model termed as model of growth (Solow, 1956). Another theory that relates the social wellbeing of individual with education is Endogenous Growth Theory (P Aghion, 1999; Philippe Aghion & Howitt, 1992; Bernardi, 2019; Olanrele, Lawal, Dahunsi, Babajide, IseOlorunkanmi, 2020). There are different studies that demonstrate endogenous growth theory as schooling has a significant impact on individual development (P Aghion, 1999; Hanif & Arshed, 2016; Hanushek & Kimko, 2000). This theory relates that more better the income of individual more better will be the education (Holm, Sammalisto, & Vuorisalo, 2015; Voogt & Knezek, 2016). Another theory that associates with inflation is ‘cost - push theory’(Asongu & Asongu, 2018; Dinç Aydemir & Aren, 2017; Gong & Yi, 2018). Indicates that disruptions and disruptions in the production of a given commodity
2.1 Impact of Inflation on the Quality of Education

Bhattacharjee et al; India has introduced the "Access to Education Act," which allows for free and mandatory education for all children aged 6 to 14 years. But it is found that certain families of the lower classes were not keen to take advantage of the school's free educational services since the current inflation has created serious challenges in sustaining their family's living status (Olasupo & Idemudia, 2017; Rai, Dua, & Yadav, 2019; Sivaramakrishnan, Srivastava, & Rastogi, 2017; Tight, 2019; Topa, Moriano, & Moreno, 2012). As a consequence, they believe that sending their kids to make money for family contributions is more beneficial for them. Current scientific, technological, health and paramedical programs have seemed to be out of reach for their children, although the government has set up many universities for such programmes, which are only for those children who belong to upper crust since these programmes are too costly and thus the impoverished / low middle class students seem unable to attend the degree programs. (Bhattacharjee, 2017). Surichai et al., conducted a survey in Thailand (Bassok, Fitzpatrick, Greenberg, & Loeb, 2016; Hampton, 1993). The results of this survey states that International research costs in Thailand restrict availability to the rich and upper middle class (Surichai, 2002). The above-mentioned studies strongly suggest that inflation and price hike have a negative impact on quality of education especially in higher education (Mahrinasari, M. S., Haseeb, M., & Ammar, J. (2019).

H1: Inflation has significant impact on quality of education

2.2 Impact of lower per capita income on the quality of education

(Renehan et al., 2013) fees increases has intensified the significance of college attendance scheduling. It was feasible for students to work via college in early 1980s, to compensate for living expenses despite their guardians’ scholarship or financial assistance, and only modest debts (Renehan, 2015). Ferrall et al; Now a days this is nearly impossible. Parents are expected to bear the tuition of their children (Ferrall, 2011). It’s almost unlikely now for a day. Guardians are expected to pay their children's education. Considerable student loans are a requirement without the option of a grant or full parental involvement. Santelli, Song et al., Examined the impact of economic output (GDP per capita), national income disparities, and public education spending. The results of the study found that the education have increased in all the countries due to costly quality of education. This increase is 15% of the previous GDP now making it up to 4.6% of GDP (Santelli, Song, Garbers, Sharma, & Viner, 2017). Brown & Park et al; Most studies show that students from poor cultural-economic backgrounds appear to have very little education, whereas a student with better background is more inclined to participate and pursue his studies. (Brown & Park, 2002). Brown recognizes that kids in minimal-income background have little hope of going to college, and even when they do, they are more likely to drop out. As (Entwisle 2008) states that the motivation of the guardians is highly important for the decision of enrolling their child in the school and then attaining the school (Entwisle, 2018). These studies show that the capita per income plays a vital role not only giving education but also maintaining the quality of education in developing countries.

H2: Income per capita has significant impact on quality of education

2.3 Impact of poor teacher to student ratio on the quality of education

Teacher is the key resource for any organization and its support and assistance is crucial for student outcomes (c.f., Ahmed, Umranri, Qureshi & Samad, 2018). (Awan and Zia et al. 2014) asserted that education is needed for human character and behaviour grooming. There are various types of entities available, such as domestic and international
universities, educational institutions and religious schools. Throughout Pakistan and around the globe, there are two major types of universities. One is government, and the other is the network of private. Today, because of their proper education programs, private schools have become more preferred and appealing for most pupils. (Awan & Zia et al., 2012) evaluate the trend of enrolment of students more in the private institutes than government. For this purpose a questioner was made and data was collected from the masses (Odhiambo, 2011; Oldfield & Baron, 2000; Ossiannilsson, Williams, Camilleri, & Brown, 2015). One of the reasons of more enrolment in the private schools is balance of student and teacher ratio. This factor is lacking in government schools of Asia due to unavailability of funds. Private schools charge more fees than government but have maintained a lot the quality of education (Awan & Zia, 2015)

Schwartz, Schmitt et al., conducted a study to evaluate the student teacher ratio and its impact on the education. The population of this study includes first-grade students. Eighty-five Reading Recovery educators, working with 170 understudies, each educated in a 1:1 and a little bunch instructional position with instructor understudy proportions of 1:2, 1:3, or 1:5. The students at risk studies were evaluated at pre-test and post-test with the six subtests of An Observation Survey of Early Literacy Achievement and the Slosson Oral Reading Test—Revised (SORT-R). The last hypothesis was that poor teacher to student ratio has significant impact on quality of education. The results of several tests have accepted this hypothesis and this result have been presented by another study in the past (Word, 1990). The 1:1 guidance yielded fundamentally higher results than the joined little gathering conditions on 8 of the 9 measures (Patrinos, 1990; Pfeffer, 2015; Zeichner & Conklin, 2017). The little gathering conditions didn’t vary altogether from each other; however, a pattern investigation showed a decrease of education execution as gathering size expanded (Schwartz, Schmitt, & Lose, 2012). This shows that the lower the student teacher ratio the higher will be the quality of education as teacher can focus on the students properly.

H3: Poor teacher to student ratio has significant negative impact on quality of education.

3. Methodology

3.1 Data

This study has used panel data approach in order to estimate the regression model generated by the author. This data has been collected from several Asian countries such as Japan, China, Indonesia, Vietnam, Hong Kong, Thailand, Singapore and Malaysia. The data has been extracted from World Development Indicators by World Bank for the time period of 29 years. This study has involved inflation, lower per capita income, poor teacher to student ratio and quality of education as the variables of the study and data has also been collected in particular context of these above-mentioned variables.

3.2 Model Specification

The measurement units of the variables that have been involved in this study are discussed here. As the study is designed in order to study the influence of inflation, lower per capote income and poor teacher to student ratio on the quality of education in a country, a regression equation must be designed for this purpose. The measurement unit of inflation IN used in this study is consumer price index. The measurement unit of lower per capita income LPI is US dollars while. As the poor teacher to student’s ratio PT is a ratio that’s why it has no measurement unit. In addition, two control variables i.e. population growth and literacy rate have also been included in the study. The measurement unit of population growth PG is number of people while that of literacy rate LR is percentage of educated people in the country. Most importantly, the measurement unit of quality of education QE used in this particular study is the satisfaction level of students. After defining all the measurement units for all variables, the next step is to generate a regression equation for the study. This regression equation is given as:

\[ QE_{it} = \alpha + \beta_1 IN_{it} + \beta_2 LPI_{it} + \beta_3 PT_{it} + \beta_4 PG_{it} + \beta_5 LR_{it} + \epsilon_{it} \]
In this equation, QE is used to represent quality of education, IN is used to show inflation, LPI represents lower per capita income, PT represents poor teacher to student ratio, PG represents population growth, LR is used to show literacy rate and $\varepsilon_{it}$ is the term that represents error.

### 3.3 Estimation Methods

#### 3.3.1 Panel Unit Root Test

First of all, the author has applied unit root test in order to find out the order of integration of the variables that have been used in the study. Another important purpose of this test is to investigate the stationarity of the variables. It has been shown by the past studies that the old or conventional unit root tests caused some issues related to power and size and also presented the data in form of non-standard normal distribution (Pesaran, 2004). In order to resolve the above-mentioned issues, LLC and IPS (Levin Lin Chu and Im Pesaran Shin) unit root test have been introduced. The author has selected LLC unit root test for this particular study. The key difference between the above mentioned two tests is based on the type of autoregressive process i.e. LLC provides homogeneous autoregressive process while IPS provides heterogeneous autoregressive process. The results are presented both in level and first difference series of the table that are based on the two types of hypotheses i.e. null and alternate. The null hypothesis shows that unit root exists and the data is non stationary while alternate hypothesis shows that unit root does not exist and data is stationary. The results of unit root tests are interpreted in terms of these hypotheses. LLC unit root test has been used in accordance with the following equation:

$$\Delta y_{i,t} = a_i + \rho y_{i,t-1} + \sum_{j=1}^{p_i} a_j \Delta y_{i,t-j} + \varepsilon_{i,t}$$

Here $\Delta y_{i,t}$ is the difference that $\Delta y_{i,t}$ shows for $i^{th}$ country for the specific time period of $t$.

#### 3.3.2 GMM and PCSE Approaches

The following general equation for the estimation of the variables can be used:

$$QE_{it} = \alpha + \sum_{j=1}^{7} B_j X_{it} + \sum_{j=1}^{4} \delta_j CEF_{dumj} + \sum_{j=1}^{30} \theta_j Y_j + \varepsilon_{it}$$

In this equation, $\alpha$ is the constant value, $I$ represents the country, $t$ represents the time or year, $X_{it}$ shows the explanatory variable, $B_j$ is its coefficient, $CEF_{dumj}$ shows the country fixed effect dummy and $\delta_j$ is its coefficient. When the time fixed effect dummy is used, it results in the reduction of cross-country regression because of the time series or aggregate trends. In addition, the time fixed effect dummy is also able to investigate and find out the structural break if any of it exists in the time series. It is a usual practice to apply autocorrelation test, heteroscedasticity test, cross section dependence test and multicollinearity test. These tests are very important to be applied on the collected data because if these are not applied the results obtained will not be accurate and authentic. This point shows the importance of these tests. Therefore, in order to ensure the accuracy and authenticity of the results, the author has applied Wald and Breusch-Pegan/Cook-Weisberg heteroscedasticity test, Wooldridge test for autocorrelation, cross-section dependence test developed by Pesaran and VIF test for multicollinearity. The results of all these tests have been presented in table 1 of the study. These results indicate the fact the there is significant heteroscedasticity in the collected data and there is also some cross-sectional dependence found among them. However, there are no such evidences of the presence of autocorrelation and multicollinearity in the collected data.
Table 1. Diagnosis Checks

<table>
<thead>
<tr>
<th>Heteroskedasticity</th>
<th>Autocorrelation</th>
<th>Cross-section dependence</th>
<th>Multicollinearity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified wald Breusch-Pagan/Cook-Weisberg</td>
<td>Wooldridge</td>
<td>Pesaran</td>
<td>VIF</td>
</tr>
<tr>
<td>$\chi^2$-value: 8.348**</td>
<td>F-statistic: 33.18*</td>
<td>Test statistic: 4.258**</td>
<td>Mean VIF: 0.739</td>
</tr>
<tr>
<td>$\chi^2$-value: 4.194**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of correlation matrix have also been presented in the table 2 of the study. According to these results, there is no significant correlation bias found in the collected data by the author. This table and its results also give information about the relationships between the variables of the study. These tests are very important to proceed in the research process because the application of further tests depends upon the results of these tests.

Table 2. Correlation Matrix

<table>
<thead>
<tr>
<th>Variables</th>
<th>IN</th>
<th>LPI</th>
<th>PT</th>
<th>PG</th>
<th>LR</th>
<th>QE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LPI</td>
<td>.352</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td>.628</td>
<td>.572</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>.498</td>
<td>.437</td>
<td>.446</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LR</td>
<td>.425</td>
<td>.487</td>
<td>.376</td>
<td>.361</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>QE</td>
<td>.395</td>
<td>.464</td>
<td>.572</td>
<td>.437</td>
<td>.284</td>
<td>1</td>
</tr>
</tbody>
</table>

According to the above mentioned results, it has been clear that there is significant level of heteroscedasticity and cross sectional dependence between the variables; therefore it is necessary to use some other tests in order to resolve these issues and generate proper authentic results (Arellano & Bover, 1995). In this regard, the author has used PCSE and GMM estimation techniques. These techniques are very important in order to ensure the authenticity of the results generated. Two types of fixed effects i.e. country fixed effects and time fixed effects are used in order to study the heterogeneous variables. The PSCE estimation technique has the basic assumption that the fluctuations in the results are heterosdecastic and correlated by default. Apart from PSCE test, GMM test is also employed by the author in this study. One of the most important property of this test is that the lagged values of the dependent variable are very effective in order to deal with the issue of endogeneity. There are two types of GMM test i.e. first differenced GMM and system GMM. Both these tests have their own benefits and properties (Blundell & Bond, 1998). However, when the sample size is not that big, then first differenced GMM cannot be effectively used. On the contrary, the system GMM test provides high authenticity and accuracy in the results. This is because of the reason that system GMM uses a great number of instruments and also connects the regressions of level series with the regressions of first difference series. Moreover, system GMM is also beneficial because it increases the precision of the model and also reduced the small sample bias. The following equation can be used for GMM estimation:

$$\theta_{it} = \alpha_t + \gamma \theta_{it-1} + \sum_{p=1}^{p} \beta_p z_{it}^p + \sum_{q=1}^{q} \beta_q z_{it}^q + \sum_{r=1}^{r} \beta_r Z_{it} + \epsilon_{it}$$
4. Empirical Results

4.1 Results of Unit Root Test

The author has applied LLC unit root test in order to identify the order of integration and the stochastic properties of the collected data and variables. The detailed results have been presented in the table 3 of the study. The table shows that in level series, except inflation and quality of education, all other variables have rejected the null hypothesis. As most of the variables have rejected the null hypothesis, it indicates that unit root is not present in this series and the data is stationary. In the same fashion, when the unit root test was applied in first difference series, it showed that all of the variables have rejected the null hypothesis by five and ten percent significance level. This also indicates towards the idea that unit root is absent in this series too while at the same time it can be stated that data is stationary in this series as well. The results of this test can be put in a nutshell by stating that in both the level as well as first difference series, the data is stationary and there is no unit root.

Table 3. LLC unit root

<table>
<thead>
<tr>
<th>Constructs</th>
<th>IN</th>
<th>LPI</th>
<th>PT</th>
<th>PG</th>
<th>LR</th>
<th>QE</th>
</tr>
</thead>
</table>

4.2 Results of PCSE and GMM test

After unit root test, the author applied some basic diagnostic tests in order to find out some characteristics of the collected data depending on which the author has further applied PCSE and GMM estimation techniques, the results of which have been given in the table 4 of the study. It can be clearly seen that inflation has significant impact on quality of education according to the values of both PCSE and GMM tests. In other words, with one percent increase in inflation, the quality of education will decrease by 25.8%. This clearly indicates that there is negative relationship between the two variables. Moreover, the low per capita income has been found to have insignificant impact on quality of education. Poor teacher to student ratio also has significant impact on quality of education according to the results presented in the table. With one percent increase in poor teacher to student ratio, quality of education will decrease by 18.6% showing the negative relation between the two variables.

When the control variables i.e. population growth and literacy rate are considered, they have significant impact on quality of education in a country. This result can be explained in such a way that with one percent increase in population, quality of education will decrease by 17.3% and with one percent increase in literacy rate, quality of education will decrease by 14%. The above-mentioned results can be concluded in such a way that inflation, poor teacher to student ratio, population growth and literacy rate have significant impacts on quality of education. All these impacts are negative and significant in nature. While, low per capita income does not have any significant impact on the dependent variable.
Table 4. PCSE and GMM results

<table>
<thead>
<tr>
<th>Dependent Variable = QE</th>
<th>PCSE estimation</th>
<th>Sys-GMM estimation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN</td>
<td>-0.294** (0.385)</td>
<td>-0.258** (0.385)</td>
</tr>
<tr>
<td>LPI</td>
<td>-0.054 (0.857)</td>
<td>-0.051 (1.042)</td>
</tr>
<tr>
<td>PT</td>
<td>-0.201** (0.485)</td>
<td>-0.186** (0.304)</td>
</tr>
<tr>
<td>PG</td>
<td>-0.184** (0.754)</td>
<td>-0.173** (0.837)</td>
</tr>
<tr>
<td>LR</td>
<td>-0.153* (0.385)</td>
<td>-0.140* (0.847)</td>
</tr>
<tr>
<td>Constant</td>
<td>-12.487* (1.093)</td>
<td>-5.792** (1.387)</td>
</tr>
<tr>
<td>$R^2$</td>
<td>-0.690*** (0.942)</td>
<td>-</td>
</tr>
</tbody>
</table>

No. of Observations | 252
No. of Instruments  | 250
No. of Observations | 250
Arellano-Bond test for AR (1) ($Pr W_z$) | 0.065
Arellano-Bond test for AR (2) ($Pr W_z$) | 0.548
Hansen test of overid restrictions | 2.028

5. Discussion and Conclusion

5.1 Discussion

This particular study was designed in order to find out the impact of inflation, low per capita income and poor teacher to student ratio on the quality of education in a country. Several hypotheses were developed in this regard. The first hypothesis was that inflation rate has significant impact on quality of education. When this hypothesis was tested by using several tests and techniques, it was accepted by the results. This behaviour has been observed in a past study of another researcher (Johnson, 2006). The next hypothesis in this regard was that low per capita income has significant impact on quality of education, but this hypothesis was not accepted according to the results. This result is in accordance with a past study (Muller, 2002). The last hypothesis was that poor teacher to student ratio has significant impact on quality of education. The results of several tests have accepted this hypothesis and this result have been presented by another study in the past (Word, 1990). The impact of both control variables i.e. population growth and literacy rate have also been found to have a significant impact on quality of education. This result about control variables has also been shown by another researcher in his study in the past (Kickbusch, 2001).

5.2 Conclusion

Variables such as Inflation, low per capita income and poor teacher to student ratio are very important but adverse aspects for any country and this study has been conducted by the author in order to explore the impacts of these mentioned aspects on quality of education. The author has collected data from Asian countries for 29 years from reliable databases and sources. After collection of enough data, the author has applied several tests and approaches on that data such as unit root tests, basic diagnostic tests such as heteroscedasticity test, multicollinearity test and two very important tests named as PCSE and GMM estimation tests. The results shown by these tests indicate that inflation as well as poor teacher to student’s ratio has significant impacts on quality of education along with the
two-control variable i.e. population growth and literacy rate. However, the impact of low per capita income has not been found as significant. The author has discussed some of the important implications as well as limitations of this study.

5.3 Implications

This study is found to have many theoretical, practical and policy making implications. In this regard, this study will provide literature and information about inflation, low per capita income and poor teacher to students’ ratio as well as their impacts on quality of education. The researchers may get benefit from this information and may use it in their studies. This study will also provide assistance to the educational departments and officials to cope with the above-mentioned problems effectively so that the quality of education must not be affected by them. This study will also provide guidance to the government officials that are involved in policy making and regulations making process so that they may devise such policies that help reduce the aspects as mentioned above and quality of education may be enhanced in this way.

5.4 Limitations and Future Research Indications

As this study is not complete in all aspects and has many loopholes in it, other researchers may use the recommendations given here in order to enhance the quality of their researches and studies. As the sample size of this study is very small, it can be increased effectively by the other future researchers in their studies. In addition, they may also adopt other ways and approaches in order to analyze the collected data. They may also use other independent variables and control variables in order to increase the scope of the study. Countries other than Asian countries may also be selected in this regard.

References


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