A Vivacious Delineation of Public Universities at Dhaka:
An Emphatic Gaze on Quality Education

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ABSTRACT

Education is considered as a basic right of human being and perhaps it is the most important elementary need that human deserves. As society is flourishing its paragon of beauty for developing it towards a newer mould day by day human is in a need of more knowledge to reign over the world. Though education assists human to cope up with the vogue world a major portion of it is deprived of this facility. Due to some lacking students of the third world countries like Bangladesh are lying behind in higher education. In this paper we insisted on those factors having perceptible and beyond sight potency in quality of higher education such as criteria of choosing an institution, satisfaction about some criterion e.g. language proficiency, computer learning, professional knowledge, extra curricular activities etc. with some inevitable tests.

Keywords: *Bangladesh, Budgetary Provision, Higher Education, Quality of Education, UGC*

1. INTRODUCTION

We tried to find out the factors that exert influence the quality of higher education in the Least Developed Countries (LDC) by taking Bangladesh as a sample through this paper. Due to privatization of the education sector number of facilitators increased but the public universities can not continuing their age old fame in the global arena. In this circumstance many students demur about their education quality and professional learning. It is rarely found that students are satisfied with their universities or the subjects they are studying in. The cost of higher education in a developing country like Bangladesh is cheaper compared to developed nations (Bhuiyan and Hakim, 1995). But quality is more important than cost. Adequate budgetary provision and proper utilization of the same are essential to ensure the excellence in higher education.   Higher education has enormous potential to promote prosperity in the developing nations (Mobasser and Muhammed, 2010). The University Grant Commission is crippled indeed. The universities are not following the rule of autonomy under the Act of 1973. According to this act nobody can get the privilege of quota regarding admission unless he or she is tribal or further generation of Freedom Fighter and Masters, M. Phil. or Ph. D. should be open for all. But this can not be maintained in synchronous situation. Even quota is depriving some meritorious students in the public job sector also. 55% of the public chair is occupied with the quota holders. The students think that University Grant Commission (UGC) and Public Service Commission should be more active to solve these problems. It is a matter of regret 37 of the private universities doesn't have their permanent and specific campuses yet now (The universities established more than 5 years ago). Where the students are not getting the basic demands what should we say about the extra facilities such as gymnasium, language club or computer club etc. This report is the reflection of the above sentences.

2.   LITERATURE REVIEW

Quality higher education is a much debated issue in Bangladesh nowadays (Sarkar et all, 2013). Unlike other teachers, such as primary and secondary school teachers, university teachers in Bangladesh do not receive any such training (Mazumder, 2012). In the context of Bangladesh various Education Commissions that were set up so far theoretically emphasized on unlocking potential at all levels of society and creating a pool of highly trained individuals to contribute to the national development. But in practice these universities are very weak and do not change anything (Monem- Baniamin, 2010). Until 1987, for instance, there was only few public University in Bangladesh with about 20,000 students; today there are 34 public and about 72 private Universities with a total of over 250,000 students (Hasnat 2009). Private universities are proved and accepted way for quality higher education in the whole world (Mahaboob, 2009). Those related literature quote inserted above proved that public universities are very competitive nevertheless lack of quality. So, an authentic research is needed in this sector.

3.   THEORETICAL BACKGROUND

The quality of higher education is affected by the 4 Cs forces: i) The changing University customs characteristics, ii) Increasing competition, iii) Rising costs, and iv) The impending crises. To understand these forces, institutions of higher education need to continuously improve and strengthen themselves or else they cease to be centres of academic excellence until 1987, higher education in Bangladesh was entirely a public venture. But because of the numbers of students who qualify for higher education, the public sector could not meet the demand; public private partnerships (PPPs) were introduced in the 1990s with a hope of improving the provision of services, quality and accessibility of higher education. Despite the existence of PPPs in the Higher Education sector, the quality and accessibility of higher education has continued to fall short. The National Council for Higher Education was established by an Act of Parliament, and it has developed administrative and operation structures to regulate higher education, to guide the establishment of institutions of higher learning, as well as ensure that quality and relevant education are delivered. The higher education system is now under the University and Other Tertiary Institutions Act 2001, which is a new legal and institutional framework. Many researchers tried to find out the Factors which have the effects on the quality of higher education. Aim of this study is to find out the relation between these factors. However, The Government of Bangladesh has re-affirmed its commitment to improving the quality of higher education. It has introduced two policy instruments to transform the country's higher education system: i) The education strategic investment plan 1998 – 2003, and ii) The education sector strategic plan 2009 – 2015, with the aims of modernizing, diversifying and making Bangladesh's education more competitive, attractive, service oriented and relevant to society and to country's development goals. This paper discusses the quality of higher education in Bangladesh in particular and generally in the developing countries.

4.   HYPOTHESES

H1: Multilingual knowledge in the campus premises is on the highest satisfactory level.
H2: Students are getting the proper computer facilities which can satisfy them strongly.
H3: Faculty members and university administrations are providing enough professional knowledge on the pre professional life.
H4: Campuses are enriched with the extra curricular facilities.

5.   RESEARCH METHODOLOGY

The result is based on the data given by the students of different disciplines of 3 public universities situated in Dhaka, the centre of the country. The sample universities are University of Dhaka, Sher-e-Bangla Agricultural University and Jahangirnagar University. 100 students were selected to collect their respective information. The research was conducted by following steps:

Questionnaire and Form Designing: First of all a form was designed with structured and unstructured questions. Structured questions were based on scales.

Data collection: Primary data were collected by some diagnostic interviews with the students of undergraduate and post graduate level.

Analysis on SPSS: The data were input in the SPSS program and a statistical analysis was revealed by calculating.

6.   TESTING OF HYPOTHESES

According to the hypothesis developed we tried to test their sanctity by one sample t-test. For that we assumed the test value 5 as we have denoted the comment "strongly agree" by 5 on our likert questions and other

comments were denoted by the numbers below 5. The sample means are less than 5. We're comparing that against the claimed mean of 5.With a two-tailed probability values of 0.000, we see that the sample mean is significantly different from the claimed mean. So, all of our hypothesis will be rejected. It can prove that students are not extremely satisfied with those types of facilities like computer application on the academic area, foreign or international language related knowledge, knowledge about professional life or extra curricular facilities on the campus ground. But by observing the mean they are slightly satisfied with some factors as the mean of neutrality or dissatisfaction should be less than 3 according to the data set.

Table 1: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Language	100	3.7700	.99346	.09935
Computer	100	3.4100	1.12900	.11290
Professional Life	100	4.3100	.82505	.08250
Extra Curricular Activities	100	3.1100	1.06263	.10626

Source: Computed Primary Data

Table 2: One-Sample Test

	Test Value = 5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Language	-12.381	99	.000	-1.2300	-1.4271	-1.0329
Computer	-14.083	99	.000	-1.5900	-1.8140	-1.3660
Professional Life	-8.363	99	.000	-.6900	-.8537	-.5263
Extra Curricular Activities	-17.786	99	.000	-1.8900	-2.1008	-1.6792

Source: Computed Primary Data

7. RESULTS WITH TABLES

For accomplishing the research purpose we conducted some analysis by the data found on the field survey. Education for all and assurance of quality education are the prime objectives of the Government of the People's Republic of Bangladesh (Rahman, 2010). Normally it is observed that students think that the quality of the education they are being provided are good but not extensively high. Usually it can be assumed that the educational quality is high in the universities as they are situated in the capital Dhaka. Students come to this city from remote areas seeking quality education. No need to mention that they have to sit for a stiff competition for being admitted into the famous universities situated here. So, presumed that the pupils get chance and get the opportunities to read there are more qualified than the rest students of this needy land. The teachers are also relatively worthy as they have to compete massively to stay in the central as the country doesn't practice decentralization of power as much as the developed countries. So universities outside of the capital are losing their quality. Although these universities are trustworthy for circulating higher quality knowledge in the country they are foil to compete with the internationally recognized universities. The universities are less occupied with lab, gymnasium, residence or likely many other same cases. But most of them have brand images as they are age old institutions in the Indian sub continent for hauling its tender education system.

Component Matrix Analysis

In the matrix analysis we have found that only four components extracted. Considering the criterion of retaining only factors with eigenvalues of 1 or more four factors can be found for rotation. These factors contributed 18.409%, 16.062%, 14.704% and 11.577% of the variance which is 60.753% of the total.

Table 3: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.657	18.409	18.409	1.657	18.409	18.409
2	1.446	16.062	34.471	1.446	16.062	34.471
3	1.323	14.704	49.176	1.323	14.704	49.176
4	1.042	11.577	60.753	1.042	11.577	60.753
5	.867	9.630	70.383			
6	.803	8.926	79.308			
7	.702	7.795	87.103			
8	.653	7.254	94.358			
9	.508	5.642	100.000			

Extraction Method: Principal Component Analysis.

From the table above we can reveal that 9 variables are categorized into 4 variables. It can be said that a criterion of choosing a university has its own category. Language facility, extra curricular activities and professional life stay in the same category. Another category contains computer facilities and interview knowledge. And obviously Satisfaction level, focus and quality education stay in same category.

Table 4: Component Matrix

	Component			
	1	2	3	4
Criteria	.606	.198	.034	.145
Satisfaction	.416	.572	.256	-.061
Focus	-.697	.411	.187	-.037
Language	.250	-.100	.598	-.353
Computer	.462	-.383	.170	.585
Interview	-.382	-.137	.421	.619
Professional Life	-.286	-.149	.711	-.101
Extracurricular Activities	.222	-.594	.224	-.386
Quality Education	.278	.600	.321	.084

Extraction Method: Principal Component Analysis.
4 components extracted.

Correlation Analysis

From the correlation analysis we found that computer facilities are negatively related with university focus as well as satisfaction is dependent on the quality of education given to the students. Their values are (-.312) and (.291) and they are significant at 5% level of significance. Satisfaction and focus are also related with criteria and the values are (.234) and (-.213) and extracurricular facilities are negative related with focus (The value is -.203). All of them are significant at 1% level of significance. The highest positive value is (.291) which is the relationship between quality education and satisfaction level.

Table 5: Correlations

	C	S	F	L	CE	I	PL	EF	QE
C									
S	.234(*)								
F	-.213(*)	-.042							
L	.056	.069	-.100						
CE	.121	-.024	-.312(**)	.049					
I	-.097	-.079	.174	.010	.086				
PL	-.073	.000	.191	.162	.003	.190			
EF	-.014	-.064	-.203(*)	.129	.122	-.047	.122		
QE	.102	.291(**)	.086	.112	.062	-.057	-.024	-.117	

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
Here, C=Criteria, S=Satisfaction, F=Focus, L=Language, CE=Computer Education, I=Interview, PL=Professional Life, EF=Extracurricular Facilities, QE=Quality Education.

Descriptive Analysis

The analysis of descriptive statistics shows that Mean of professional life satisfaction is the highest. The value is 4.31. It seems that students are satisfied with the professional knowledge they are acquiring in the graduate or post graduate level. Mean of quality education is also good (4.01). It can be seen that standard deviation is highest in computer facilities. The value is denoted as 1.129. This result says that Computer facilities are not same in all the universities and the students hardly can acquire their knowledge about computer application adequately. Standard deviation is lowest (.65897) in the quality education because quality of education is no far same in the universities.

Table 6: Descriptive Analysis

	C	S	F	L	C	I	PL	EF	QE
M	3.9200	4.0000	3.5400	3.7700	3.4100	4.2100	4.3100	3.1100	4.0100
Mn	4.0000	4.0000	3.0000	4.0000	4.0000	4.0000	4.0000	3.0000	4.0000
Md	4.00	4.00	3.00	4.00	4.00	4.00	5.00	3.00	4.00
SD	.76118	.73855	.97876	.99346	1.12900	.86801	.82505	1.06263	.65897
V	.57939	.54545	.95798	.98697	1.27465	.75343	.68071	1.12919	.43424

Source: Computed Primary Data

Here, C=Criteria, S=Satisfaction, F=Focus, L=Language, CE=Computer Education, I=Interview, PL=Professional Life, EF=Extracurricular Facilities, QE=Quality Education, M=Mean, Mn=Median, Md=Mode, SD= Standard Deviation, V= Variance.

8. FINDINGS

It is perspicuous that the universities are endeavouring to develop themselves heart and soul but it should also be consider that it is a developing country. The students are cooperative and abdicate many things. Sometimes they do the duty of the teachers and raise different community to serve some needs e.g. computer club, language club etc. and they propel those with their pocket money. Most of the student clubs are non profit organization. It was tradition that the mentors of the country were used to join in the public universities but in recent time a matter of lose heart is that they are found to start their job by teaching in a private university as it gives more facilities along with economical support. Most meritorious students are likely to admit in the public universities but they are not getting facilities as much the private students are getting. They are lacking of educational privilege along with cultural facilities. Thus public universities are losing their popularity. It disparages talent. Students with low financial support are depriving of. Even they can not pass their student life with security. Political outrage is

severely attacking the institutions very swiftly. It is eroding their life by session jam which refers to staying in the same academic level for several years. Sometimes they are completing their graduation within 6 years where it should be completed in 4 years. Teachers are not so much conscious about the professional life of the students. Successively Teachers and administration are shattered with corruption though according to Transparency International Bangladesh corruption rate is lower in education sector of Bangladesh. Global corruption rate in education sector is 17 per cent while this rate in Bangladesh is 12 per cent (Iftekharuzzaman, 2013). However students are trying to develop themselves by their respective effort.

9. CONCLUSION AND SUGGESTIONS

Honestly black and white statement is that overall situation of education is not so much pleasing in Bangladesh. Literacy rate is slightly more than half of the population, 65.5%. Most of the students are found absent from the primary level. Government along with UNISEF and UNESCO is trying to elevate the situation jointly. Very few of the students are found luckily admitted into the door frame of university level. With the assistance of World Bank, ministry of education has undertaken a Higher Education Quality Enhancement Project (HEQEP) that aims at improving the quality of teaching-learning and research capabilities of higher education institutions in Bangladesh (Mazumder, 2012). In the most recent years unprecedented achievement was attained in the education sector nevertheless it is not sufficient. The delighting factor is that education sector is faster than any other thriving sector in Bangladesh. Unanimously it is expected that the consequences will be imminent and better.

Some important recommendations are as follows:
1. Government must make the UGC stronger.
2. Faculty members should be clear about their responsibility and duty and they should not run after money if they want to serve the humanity.
3. Student politics should be reduced and circumference of education should make peaceful in the campus premises.
4. Corruption in the educational sector should be reduced.
5. Higher educational institutions should make the pupils aware about their professional through workshop and training sessions to accelerate individuals' readiness for their career.
6. University administrations should ensure the basic facilities of the students such as accommodation, food facilities along with computer and language facilities.
7. Government should increase the facilities inside the universities such as lab so they can admit more students in the public sector of education.
8. The education system should be made more realistic and practical.
9. Government should develop the infrastructure according to their affordability.
10. Government should patronize the student organizations.
11. Overall awareness should be created among all sphere of people related with education.

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