Factors Associate for the Class Irregularities of Private University Students in Bangladesh

Asma Akter[*], Md.Ashadujjaman[**]

[*]Asma Akter, Lecturer of Economics, Asian University of Bangladesh, Uttara Model Town, Dhaka-1230.
[**]Md. Ashadujjaman, Lecturer of Sociology & Anthropology, Asian University of Bangladesh, Uttara Model Town, Dhaka-1230.

Abstract- At this present time, there is a great opportunity to take higher level of education in private sector universities in Bangladesh. At present, there are 38 public and 85 private universities are functioning their academic activities in Bangladesh. Private sector university has offered both bachelors and masters level programs in the fields of business, arts, social sciences and science and engineering in that order. Now a day's, around 4,63,767 both home and international students are getting the education from private universities in different programs but a huge number of students did not attend in the class regularly. In spite of class irregularities they are getting the chance to take part in final examinations. Most of the private universities did not properly maintain students class regularities. To identify the major affecting factors for class irregularities of private university students are the main objectives of the study. The findings of the study may help to the related authority to develop such policy to make sure class regularities in the private universities. Survey and interview research techniques were used for data collection of this study. Both descriptive and inferential statistics were used to analyze the data. Descriptive statistics were used to explain the class irregularities of private university students while inferential statistics such as, Factor analysis was used to identify the factors that are highly affecting class regularities of private universities and multiple regression analysis was used to explain that the relationship between identified factors and class irregularities. Findings show that there are seven factors are immensely affecting class regularities of the private university in Bangladesh. The identified factors are Certificate necessity and disinterested to acquire knowledge, Inadequate physical facilities in individual department such as classrooms, seminar library, and computer lab, Teachers did not take class regularly and come in the class lately and out early, Teachers are biased in different aspects of political matter, gift and money etc, Engagement of full-time job and private tuition of students, Insufficiency of transports, indoor and outdoor sports and recreational facilities and University taught traditional and old syllabus. Multiple Regression Analysis shows that the identified factors are significantly related to the class irregularities in private universities of Bangladesh. This study suggests that if there is a change in identified factors, there will be changed in the class irregularities of private universities in Bangladesh.

Index Terms- Bangladesh, Private University Students, Factors Associate, Class Irregularities.

I. INTRODUCTION

This study demonstrates that the students class irregularities of private university students in Bangladesh are affecting by some important factors. Near about 4,63,767 students are getting the education both bachelors and masters programs in the fields of business, science and engineering, arts and social sciences in 85 private universities in Bangladesh. But a huge amount of students of private universities did not attend in the class regularly and they are getting the chance to take part in the final examinations in spite of class irregularities. Most of the private universities of this country did not keep up class regularities properly. There are some important factors are affecting for students class regularities in private universities. This study tries to find the major factors that affect the class regularities of private universities students in Bangladesh. If the private university improved the identified factors, the class regularities of private universities will make sure.

There are some research works has conducted on private university education in Bangladesh. Most of the works have conducted on the quality of education. Some of the researchers focused on the index or indicators of quality of education *(*Addur Rouf et al, 2015, Malaya Tashbeen Barnamala, 2015, Nazamul Hoque et al, 2013, Husain Salilul Akareem et al, 2012, SSM Sadrul Huda et al, 2010, Mobasser Monem et al. 2010, Abu Naser, 2008, Touhida Tasnima, 2008, Syed Saad Andaleeb, 2003. Another researcher discussed that the calculation of the web impact factors of private universities in Bangladesh (Anwarul Islam et al, 2011). A study compared that the quality of public and private universities between Bangladesh and USA, it also focused on the comparison of satisfaction level between public and private university students (Quamrul H. Mazumder, 2014). The private universities are playing the important role to ensure higher education and nation building in Bangladesh (K.M.Anwarul Islam et al, 2016). Most private universities in Bangladesh have commodified their service. The focus is less on quality education, research and innovation, and philanthropic contribution to society. Business-minded people took this section as an industry, revenue, and profit maximization are first on their agenda rather than education (Jashim Uddin, 2015), The quality of education are highly affecting due to some structural weaknesses such as answers script do not examine by the second examiner, students class irregularities, incompletion of credit hour and syllabus, and questionnaire do not moderation by moderation committee (Ashadujjaman et al, 2017). There are some factors that establishing a private university, admission,

courses and curriculum, examination system and good governance in higher education. Proper interactions of these systems confirm quality of education (Moajjam Hossain, 2015). The above mention study discussed different aspects of private universities in Bangladesh. Some of the researcher focused the quality of education, index of quality of education and some others discussed the role of the private university to enhance higher education in Bangladesh and some researchers focused on public-private university comparison. One of the studies focused on some structural weaknesses of the private university which are affecting the quality of education. This study shows that the students class irregularities is one of the vital structural weaknesses of private universities which is tremendously affecting the quality of education, but this study did not discuss about the reasons for class irregularities of private university students in Bangladesh. The present study tries to identify the factors which are affecting the class regularities of private university students in Bangladesh.

The rest of the article is ordered as follows: First, the aims of the study will be stated, this is followed by a explanation of the research methods and rules used in the study. The findings of our study are then discussed. In conclusion, the managerial implications and limitations of the study and directions for future research will be presented.

II. RESEARCH OBJECTIVES

The overall objective of this study is to discover the impact factors for class irregularities of private university students in Bangladesh. The specific objectives are outlined below.
   i. To identify the factors for class irregularities of private university students in Bangladesh.
   ii. To show the significant relationship between identified factors and class irregularities of private universities.
   iii. To provide some recommendations to reduce class irregularities of private sector universities of Bangladesh.

III. METHODOLOGY OF THE STUDY

This study tries to identify the impact factors concerned with the class irregularities in the private universities of Bangladesh. Primary sources of data were used to carry out the study which was collected from existing students and graduates of the private universities of Bangladesh.

3.1 Determination of Sample Size

This study includes the existing students and graduates of the private universities of Bangladesh as its sample. The universities were selected for this inquiry by using purposive sampling technique and respondents were selected by using random sampling techniques. According to statistics 2016, there is 97 government approved private universities in Bangladesh but, around 85 private universities are running their academic activities. (University Grant Commission's Report, 2016). At present, approximately 4,63,767 students were studying in private sectors universities in Bangladesh. We determined our

sample size from 4,63,767 current students and graduates. The sample can be determined by using the following formula suggested by Yamane (1967)[1] with 5 percent sampling error. The formula used in this study is given away below.

$$n = \frac{N}{1 + N(e)^2}$$

(1)

Where,
n = Sample Size
N= Population
e = Percentage of sampling error
In calculating sample size[2] the following assumptions were made to determine, n = 399
   (i)   Population[3] size is > 4,63,767 Students
   (ii)   Percentage of sampling error[4] is 5%

However, this study collected all data from 20 private universities of Bangladesh.

3.2 Sample Sufficiency Test and Sphericity Test

The following table (Table-1) provides information's about the hypothesis of factor analysis. From the following table, we find out the sample sufficiency index KMO[5] by Kaiser-Meyer-Olkin, which compares the sizes of the observes correlation coefficients to the sizes of the partial correlation coefficient for the sum of analysis variables is 86.8 percent and it is reliable because it overcomes 80 percent by far. In addition, supposition test of sphericity by Bartlett's Test of Sphericity [6] (H_0 : All correlation coefficients are not quite far from zero) is rejected on a level of statistical significance $p < 0.05$ for approx. For these data, Bartlett's Test is highly significant ($p < 0.001$). As a result, both acceptances for the conduct of factor analysis are satisfied and we can proceed to it.

Table 1 : KMO and Bartlett's Test

Kaiser-Meyer-Olkin measure of sampling adequacy		0.868
Bartlett's Test of Sphericity	Approx Chi-Square	6.161
	df.	595
	Sig.	0.000

3.3 Sample Distribution

To conduct this study three hundred ninety nine students were interviewed from the 20 private universities of Bangladesh. The sampled universities are: North South University, East West

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[1] Yamane, Taro. (1967). Statistics: An Introductory Analysis, 2nd Edition, New York: Harper and Row.
[2] Sample size is a part of the population which is systematically determined and that represent the characteristics of the population.
[3] Population is a complete set of items that information is desired.
[4] Sampling error is the level of precision, is the range in which the true value of the population is estimated to be. This is range is expressed in percentage points.
[5] KMO is a measure of sampling adequacy and it is an index used to examine the appropriateness of factor analysis. Values below 0.5 imply that factor analysis may not be appropriate.
[6] Bartlett's Test of Sphericity is a test statistic used to examine the hypothesis that the variables are uncorrelated in the population.

University, Independent University, Manarat International University, Green University, Brac University, Prime University, City University, Ibais University, Dhaka International University, Uttara University, Shanto Mariam University of Creative Technology , Asian University of Bangladesh, Atish Diponkar University, South East University, Daffodil International University, American International University-Bangladesh, Stamford University, International University of Business Agriculture and Technology, Royal University. Details are given in the following table (Table 2).

Table 2 : Distribution of the Respondents

Sl.	Name of the University	Number of Students Interviewed	Percentage %
1.	North South University	10	2.51
2.	East West University	10	2.51
3.	Independent University	10	2.51
4.	Manarat International University	20	5.00
5.	Green University	20	5.00
6.	Brac University	15	3.76
7.	Prime University	25	6.27
8.	City University	20	5.00
9.	Ibais University	25	6.27
10.	Dhaka International University	20	5.00
11.	Uttara University	25	6.27
12.	Shanto Mariam University of Creative Technology	25	6.27
13.	Asian University of Bangladesh	25	6.27
14.	Atish Diponkar University	20	5.00
15.	South East University	20	5.00
16.	Daffodil International University	25	6.27
17.	American International University Bangladesh	20	6.27
18.	Stamford University	24	6.27
19.	International University of Business Agriculture and Technology	20	5.00
20.	Royal University	20	5.00

3.4 Questionnaire Design and Test of Reliability

The questionnaire of the study was considered with Likert scale[7] method. Likert scale questionnaire was designed with 5 point scales which range from 5 to 1 where 5 is indicating strongly agree and 1 is indicating strongly disagree. Table 3

shows the reliability coefficient[8] of the questionnaire. It shows that the Cronbach's alpha[9] of the questionnaire is 0.887 which is excellently acceptable as per Nunnally (1978)[10].

Table 3 : Reliability[11] statistics

Cronbach's Alpha	Number of Items
0.887	35

The questionnaire set up with the following aspects of the private universities in Bangladesh such as Infrastructural aspects like classroom, seminar library, computer lab, common room, wash room, indoor and outdoor sports, transports and hostel facilities. Academic aspects like teaching staff, teaching-learning process, academic environment teachers irregularities in the class, course assessment system and teachers dishonesty in different aspects and Students personal aspects like job engagement, private tuition, disinterest to acquire knowledge, only certificate necessity and others aspects like traffic jam, political chaos, eve-teasing etc.

3.5 Data Collection Techniques

A survey has been conducted among 399 current students and graduates from 20 private universities of Bangladesh by using random sampling technique. Most of the data of the study were collected from primary sources by interview through questionnaire. The interviewers were bachelor students of Sociology & Anthropology and Economics department of Asian Universities of Bangladesh. Interviewers were properly trained on the matters representing the questionnaire for the data collection before resuming the interview. All the data of the study were collected from September 2016 to March 2017.

3.6 Data Analysis methods

Descriptive[12] and Inferential statistics[13] were used to analyze the data. A Principal Component Analysis (PCA) with an Orthogonal Rotation (Varimax)[14] using the SPSS (Statistical Package for Social Sciences) was performed on the survey data.

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[7] Likert scale is a five or seven point scale which is used to allow the individual to express how much they agree or disagree with a particular statement.

[8] A measure of the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures.

[9] Cronbach's alpha is a measure of internal consistency that is how closely related a set of items are as a group. It is considered to be a measure of scale reliability.

[10] Nunnally (1978) offered a rule of thumb of 0.7. More recently, one tends to see 0.8 cited as a minimum alpha. One thing to keep in mind is that alpha is heavily dependent on the number of items composing the scale. Even using items with poor internal consistency you can get a reliable scale if your scale is long enough.

[11] Reliability refers to the consistency or repeatability of an operationalized measure.

[12] Descriptive statistics consists of methods for organizing, displaying and describing data by using tables and summary measures.

[13] Inferential statistics is concerned with making predictions or inferences about a population from observations and analysis of a sample.

[14] Varimax rotation is an orthogonal rotation of the factor axes to maximize the variance of the squared loadings of a factor (column) on all the variables (rows) in a factor matrix, which has the effect of differentiating the original variables by extracted factor. Each factor will tend to have either large or small loading of any particular variable. A varimax solution yields results which make it as easy as possible to identify each variable with a single factor. This is the most common rotation option.

Multiple Regression Analysis[15] was used to identify the relationships between the dependent and independent variables for developing a model in this study.

IV. FINDINGS OF THE STUDY

The analysis and interpretations of this study have been divided into two divisions such as (i) Factor Analysis and (ii) Multiple Regression Analysis. Factor analysis was used to reduced the items to impacts factors related to the class irregularities of the private university students in Bangladesh and Multiple Regression Analysis was run to identify the significant factors that affect the students class regularities of private sector universities. Factor analysis was run to identify the factors relating to the student's irregularities in the class and it identified the number of eight factors that affect the class regularities of private university students in Bangladesh. The result shows that the communalities of the variables are high (The average communality is greater than 0.6) indicating the higher level of association among scale items on variables, (Appendix 1). Results also show that there are 8 factors as whole affect the class regularities of private university students in Bangladesh, such as, Certificate necessity and disinterested to acquire knowledge (25.635%), Department wise computer lab, seminar library and classroom facilities are not adequate (10.585%), Teachers did not take class regularly and come in the class lately and out early (6.011%), Teachers are biased in different aspects of political matter, gift and money etc (5.446%), Full time job engagement and private tuition hampered the class regularity (4.310%), Transports and indoor and outdoor sports and recreational facilities are inadequate (3.472%), University taught traditional and old syllabus (3.228%) and Traffic jam hampers the class regularity (2.935%), (Table 4).

Table 4 : Total Variance Explained

SL.	Components	Initial Eigen values		
		Total	Percentage of Variance	Cumulative %
1.	Certificate necessity and disinterested to acquire knowledge	8.972	25.635	25.635
2.	Department wise computer lab, seminar library and class room facilities are not adequate	3.705	10.585	36.220
3.	Teachers did not take class regularly and come in the class lately and out early	2.104	6.011	42.232
4.	Teachers are biased in different aspects like political matter, gift and money etc	1.906	5.446	47.678
5.	Full time job engagement and private tuition hampered the class regularity	1.508	4.310	51.988
6.	Transports and indoor and outdoor sports and recreational facilities are inadequate	1.215	3.472	55.460
7.	University taught traditional and old syllabus	1.130	3.228	58.688
8.	Traffic jam hamper class regularity	1.027	2.935	61.622

Extraction Method: Principal Component Analysis

Multiple Regression Analysis shows that the factors identified by the factor analysis can explain about 74% of the dependent variable. This means that the identified factors through this analysis are highly important and have significant influences on the class regularities of the private universities of Bangladesh (Table 5).

Table 5: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.860[a]	.740	.735	.314

a. Predictors: (Constant), REGR factor score 8 for analysis 1, REGR factor score 7 for analysis 1, REGR factor score 6 for analysis 1, REGR factor score 5 for analysis 1, REGR factor score 4 for analysis 1, REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

b. Dependent Variable: Overall

Analysis of variance (ANOVA)[16] shows that the factors identified this analysis together significantly related to the dependent variable. This means that the factors identified in this analysis significantly related to the class irregularities of the private university students in Bangladesh (Table 6). If there is a

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[15] In statistics, regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. More specifically, regression analysis helps one understand how the typical value of the dependent variable (or 'Criterion Variable') changes when any one of the independent variables is varied, while the other independent variables are held fixed.

[16] Analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of two or more independent (unrelated) groups.

change in the factors, this will be changed the class irregularities of private university students in Bangladesh.

Table 6 : Analysis of Variance (ANOVA[b])

Model	Sum of Squares	df	Mean Square	F	Sig.
1. Regressio n	110.001	8	13.750	139.0 69	.000[a]
Residual	38.560	390	.099		
Total	148.561	398			

a. Predictors: (Constant), REGR factor score   8 for analysis 1,
 REGR factor score   7 for analysis 1, REGR factor score
6 for analysis 1, REGR factor score   5 for analysis 1,
REGR factor score   4 for analysis 1, REGR factor score
3 for analysis 1, REGR factor score   2 for analysis 1,
 REGR factor score   1 for analysis 1

b. Dependent Variable: Overall

Table 7 shows that the individual factor relationship with the dependent variable of the regression model. It shows that except 1 factor such as, traffic jam hamper class regularity (.293), other factors like Certificate necessity and disinterested to acquire knowledge (15.380), Department wise computer lab, seminar library and classroom facilities are not adequate (18.272), Teachers did not take class regularly and come in the class lately and out early (10.212), Teachers are biased in different aspects of political matter, gift and money etc (13.505), Full-time job engagement and private tuition hampered the class regularity (10.176), Transports and indoor and outdoor sports and recreational facilities are inadequate (10.831) and University taught traditional and old syllabus (5.875) are significantly related to the students class irregularities of private universities in Bangladesh. It has also been identified from the analysis that the factor such as traffic jam hamper class regularity (0.293) does not have the significant relationship with the overall irregularities of the students.

Table 7 : Coefficients[a]

Model	Unstandardiz ed Coefficients		Stan dardi zed Coef ficie nts		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.28 1	.016		144 .88 3	.00 0
Certificate necessity and disinterested to acquire knowledge	.242	.016	.397	15. 380	.00 0
Department wise computer lab, seminar library and class room facilities are not adequate	.288	.016	.471	18. 272	.00 0
Teachers did not take class regularly and come in the class lately and out early	.161	.016	.263	10. 212	.00 0
Teachers are biased in different aspects like political matter, gift and money etc	.213	.016	.348	13. 505	.00 0
Full time job engagement and private tuition hampered the class regularity	.160	.016	.263	10. 176	.00 0
Transports and indoor and outdoor sports and recreational facilities are inadequate	.171	.016	.279	10. 831	.00 0
University taught traditional and old syllabus	.093	.016	.152	5.8 75	.00 0
Traffic jam hamper class regularity	.005	.016	.008	.29 3	.76 9

a. Dependent Variable: Overall

V.   CONCLUSION AND RECOMMENDATION

The main purpose of the study was to identify the factors for class irregularities of private university students in Bangladesh. To our knowledge, it is the first study that clarifies the impact of identified factors on the class regularities of private university students in Bangladesh. After analyzing the data our study got some findings. Factor analysis has identified eight factors that immensely affect the class regularity of private university students. The identified most important factors are Certificate necessity and disinterested to acquire knowledge (25.635%), Department wise computer lab, seminar library and classroom facilities are not adequate (10.585%), Teachers did not take class regularly and come in the class lately and out early (6.011%), Teachers are biased in different aspects of political matter, gift and money etc (5.446%), Full time job engagement and private tuition hampered the class regularity (4.310%), Transports and indoor and outdoor sports and recreational facilities are inadequate (3.472%), University taught traditional and old syllabus (3.228%) and Traffic jam hampers the class

regularity (2.935%). The eight factors as a whole (61.622%) significantly associated to the class irregularities of private university students in Bangladesh. Multiple Regression Analysis shows that the number of seven factors, such as (i) Certificate necessity and disinterested to acquire knowledge, (ii) Department wise computer lab, seminar library and classroom facilities are not adequate, (iii) Teachers did not take class regularly and come in the class lately and out early, (iv) Teachers are biased in different aspects of political matter, gift and money etc, (v) Full-time job engagement and private tuition hampered the class regularity, (vi) Transports and indoor and outdoor sports and recreational facilities are inadequate and (vii) University taught traditional and old syllabus are significantly related to the class irregularities. It has also been identified from the analysis that one factor like traffic jam hampers the class regularity does not have the significant relationship with the overall irregularities of the students.

Our study suggests that if there is a change in the identified factors, there will be changed in the class irregularities of the private universities in Bangladesh. If private university appoint high qualified teachers, ensure sufficient and well furnished classrooms, teachers perform class regularly, timely and properly, teachers show neutral and value free behave with the students, start to teach up to date syllabus, established department wise seminar library, installed separate computer lab with internet for each department, initiate transport facilities and established indoor and outdoor sports facilities for students, taught updated syllabus and if the interest of students to acquire knowledge are enhanced and the students may be advised to give more attention to knowledge acquire than to obtain a certificate, it will be significantly improved the class regularities of private university students in Bangladesh.

There are some limitations might be related to data collection. The first limitation of the study is that we collected our data from Dhaka city base private universities. The second limitation might be deducted of an important variable, such as research facilities for students. Another shortcoming of the study is that it did not include government universities of Bangladesh.

This study has identified the impact factors for the class irregularities of private university students in Bangladesh. But it did not include public sector universities of Bangladesh and it also did not include an influencing variable like research facilities for students. Nevertheless, there is a boundless scope for future researchers to conduct the further study by taking more samples with the inclusion of the government universities of Bangladesh for obtaining more accurate results in this regard.

Appendices
Appendix 1 Communalities of the variables

Sl. No	Name of the variable	Initial	Extraction
VAR 01	My University is not providing available class room facilities	1.000	.611
VAR 02	My class room is not highly furnished and decorated	1.000	.653
VAR	My university is not	1.00	.708

03	providing audio-visual class room (projector based)	0	
VAR 04	My university is not providing a rich seminar library	1.000	.711
VAR 05	My department haven't separate computer lab	1.000	.693
VAR 06	My university is not providing separate washroom for male and female	1.000	.508
VAR 07	My university is not providing separate common rooms for male and female students	1.000	.516
VAR 08	My university is not providing play ground facilities	1.000	.727
VAR 09	My university is not providing indoor sports room for playing	1.000	.668
VAR 10	My university is not providing hall and hostel facilities	1.000	.606
VAR 11	My university is not providing transport facilities for the students	1.000	.713
VAR 12	My university taught us very traditional and old syllabus	1.000	.587
VAR 13	My University assigning poor quality teachers	1.000	.628
VAR 14	Our teachers did not take class properly	1.000	.615
VAR 15	Our teachers come in the class room lately and out early	1.000	.663
VAR 16	Teachers can't clearly understand a topic to the students	1.000	.635
VAR 17	Teacher always underestimate and misbehave with the students	1.000	.542
VAR 18	Teachers make threatened environment in the class	1.000	.599
VAR 19	Teachers did not examine answer script properly	1.000	.600
VAR 20	Teacher manipulate the results by taking	1.000	.496

	money, gifts and others benefit		
VAR 21	Teachers gave number by counting the pages of answer script	1.000	.495
VAR 22	Teacher focus more on political matter than study in the class room	1.000	.632
VAR 23	Teacher favors those students who follow his/her political thought	1.000	.491
VAR 24	Financial crisis hampered to attend in the class regularly	1.000	.618
VAR 25	Full time job hamper my regular class	1.000	.670
VAR 26	Private tuition hamper my regular class	1.000	.624
VAR 27	As I can't understand, I don't attend class	1.000	.566
VAR 28	As I have no interest to acquire knowledge, I don't attend class	1.000	.711
VAR 29	As I need only certificate, I haven't need to attend the class	1.000	.691
VAR 30	As I live in long distance from university, I don't attend the class	1.000	.584
VAR 31	Self frustration discourage me not to attend in the class	1.000	.602
VAR 32	Political chaos discourage me not to attend in the class	1.000	.610
VAR 33	Traffic jam hamper my time to attend in the class	1.000	.654
VAR 34	For eve teasing, I don't attend the class	1.000	.617
VAR 35	As I got class materials from internet , so I don't go class	1.000	.521

Extraction Method: Principal Component Analysis.

Appendix 2 Certificate necessity and disinterested to acquire knowledge

Sl.	Name of the Variables	Factor Loadings
1.	As I have no interest to acquire knowledge, I don't attend class.	.817
2.	As I need only certificate,	.780

	I haven't need to attend the class	
3.	As I can't understand, I don't attend class	.681
4.	Self frustration discourage me not to attend in the class	.613
5.	As I live so long distance from university, I don't attend the class	.588
6.	As I got class materials from internet , I don't go class	.535
7.	Political chaos discourage me not to attend in the class	.477
8.	For eve teasing, I don't attend the class	.475

Appendix 3 Department wise computer lab, seminar library and class room facilities are not adequate

Sl.	Name of the Variables	Factor Loadings
1.	My department haven't separate computer lab	.802
2.	My university is not providing audio-visual class room (projector based)	.789
3.	My university is not providing a rich seminar library	.778
4.	My class room is not highly furnished and decorated	.621
5.	My university is not providing separate washroom for male and female	.612
6.	My University is not providing available class room facilities	.595

Appendix 4 Teachers did not take class regularly and come in the class lately and out early

Sl.	Name of the Variables	Factor Loadings
1.	Our teachers come in the class room lately and out early	.712
2.	Our teachers did not take class properly	.680
3.	Teachers can't clearly understand a topic to the students	.658
4.	My University assigning	.543

Sl.		Factor Loadings
	poor quality teachers	
5.	My university is not providing hall and hostel facilities	.495

Appendix 5 Teachers are biased in different aspects like political matter, gift and money etc

Sl.	Name of the Variables	Factor Loadings
1.	Teacher focus more on political matter than study in the class room	.755
2.	Teachers make threatened environment in the class	.688
3.	Teacher always underestimate and misbehave with the students	.547
4.	Teachers gave number by counting the pages of answer script	.541
5.	Teachers did not examine answer script properly	.535
6.	Teacher manipulate the results by taking money, gifts and others benefit	.493

Appendix 6 Full time job engagement and private tuition hampered the class regularity

Sl.	Name of the Variables	Factor Loadings
1.	Full time job hamper my regular class	.767
2.	Private tuition hamper my regular class	.724
3.	Financial crisis hampered to attend in the class regularly	.447

Appendix 7 Transports and indoor and outdoor sports and recreational facilities are inadequate

Sl.	Name of the Variables	Factor Loadings
1.	My university is not providing play ground facilities	.814
2.	My university is not providing transport facilities for the students	.737
3.	My university is not providing indoor sports room for playing	.708
4.	My university is not providing separate	.435

Sl.		Factor Loadings
	common rooms for male and female students	

Appendix 8 University taught traditional and old syllabus

Sl.	Name of the Variables	Factor Loadings
1.	My university taught us very traditional and old syllabus	.729

Appendix 9 Traffic jam hamper class regularity

Sl.	Name of the Variables	Factor Loadings
1.	Teacher favors those students who follow his/her political thought	-.541
2.	Traffic jam hamper my time to attend in the class	.501

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AUTHORS

First Author –Asma Akter, Lecturer of Economics, Asian University of Bangladesh, Uttara Model Town, Dhaka-1230.
Second Author – Md. Ashadujjaman, Lecturer of Sociology & Anthropology, Asian University of Bangladesh, Uttara Model Town, Dhaka-1230.