

Abstract

Quality of education has been a concern for decades. Gradually it is becoming more specialized and commercialized throughout the world. Principle component analysis was used to measure grouping among variables indicating dimensions of education quality. Perceptions about education quality on low budget private university were tested as to whether they have associations with the students' characteristics of status and socio-economic background. The findings of the study showed that both administrative and faculty characteristics jointly express quality of education to a higher extent, whereas institutional features and students' characteristics express quality of education to a moderate extent. The study also showed that perceptions toward quality of education depend on students' status and socio-economic background.

1.0 INTRODUCTION

Education is one of the basic and important needs of human being and without proper education it is impossible to ensure development of any nation. Besides, in present the world is concern about achieving sustainable development goals and within these goals to ensure education for all is a significant one. In recent years, prolonging of education sector has been showing rapid change due to digital revolution as well as globalization (Butt & Rehman, 2010). In consequence, the demand of higher educational institution has been raised. Competition has also risen due to availability of numerous institutions, besides, for globalization and technological advancement, students can easily get their desired information whenever needed. Only those institution are cope with this situation who are proving quality education, suitable environment, excellent service to their students since these determinants have influence to choose admission as well as their overall satisfaction towards the institution. "Student satisfaction is generally accepted as a short-term attitude resulting from and evaluation of a student educational experience" (Elliott & Healy, 2001). Ensuring quality consolation and development of their program higher education institution consider student satisfaction as one of major elements (O' Driscoll, 2012; Parahoo et al., 2016). Retention and reduce decay, which have a positive effect on students' number, rely on student satisfaction (Douglas et al., 2006). Therefore, higher education institution is concentrating to recognize and satisfying the needs and expectation of their students. There have several determinants such as expertise of faculty members, curriculum, environment, transports, and food facilities which have effects on student satisfaction. Moreover, the influence of these effects varies on several demographic factors, namely recite place, socioeconomic condition, gender etc. Bangladesh is providing higher education in various fields with its forty-two public, one hundred and three private and three international Universities. Government has established University Grand Commission (UGC) to look after and maintain the quality of universities. After that, it remains big concern about demand and quality of higher education in Bangladesh (Faruk, 2012). Several students going to abroad for pursuing higher study, that means, we import education till now by which our national economy facing loss. Moreover, in terms of cost, private university is really higher compared to public university as well as admission and other fees are not affordable to lower- and middle-income families (UGC Bulletin, 2011) and the cost is increasing day by day for demand of education as well as inflation. However, to cope with this changing situation e.g., increasing cost, competition among institution within national and international they should

take some initiative to differentiate themselves from other institution not only for retain but also fulfilling the expectations of students. In Bangladesh, it is a recent issue to focus on the quality of education and the topic of student satisfaction has not been analyzed much. The aim of this paper is to analyze of a review of student satisfaction amongst graduate and postgraduate level to build environment students. Moreover, the study will try to recognize the relative importance of the different determinants that contribute to the overall satisfaction to build environment students in both private and public university in Bangladesh. It also identifies the effects of demographic backgrounds on students' satisfaction

2.0 REVIEW OF LITERATURE

2.1 Determinants of student satisfaction

for the purpose of assessing student satisfaction enormous studies have been driven on the various universities' students in developed countries, besides, for the aim of improving and providing standard education, developing countries are now put a greater conscious on this issue. Several factors have been identified which have significant impact on students' satisfaction. Different multiplier namely, expertise of teachers, environment, available facility in the classroom, course offered by the university are common and have significant effect on students' satisfaction within them expertise of teachers' is most influential factor (Butt & Rehman, 2010). Practice of quality management is a key variable ensuring excellent performance in organization as well as organizational performance depends on organization learning. In addition, organizational culture has a greater impact on performance (Mohammed et al., 2016). Similarly (Nuamah, 2017), argued that greater satisfaction relies on library facility, contract with teacher, reading materials, size of classroom, official services, even satisfaction of students' effect on retention and financial capacity. On the other hand, the level of satisfaction sometimes depends on governing body of the university e.g., Public, or private. Bangladeshi private university student are more satisfied compare to public university (Mazumder, 2014). Gruber (2010) conducted a study among 374 and 544 German students based on pilot and main study by using newly developed questionnaires and examined how students are satisfied on the services get from university as well as their consciousness about the quality and found out location, weather, infrastructure, and lecture quality have a significant effect on satisfaction. However, the students were particularly satisfied on atmosphere and infrastructure of these institutions. There are several determinants in Sri Lankan's universities which are correlated with amusement of students, namely faculty members, programs, administrative staff, location university image and so on, where university image considered as a most significant factor (Weerasinghe & Fernando, 2018). Wilkins and Balakrishnan (2013) said satisfaction of students depends on quality of faculty staffs, resources and effective use of technology while Hanssen and Solvoll (2015) argued satisfaction does not depend on computer attainment on campus. Liang and Zhang (2009) investigated foods provided from cafeteria have significant effects on student satisfaction regarding their quality, price, variation and so on. Through used of structural equation (Alven & Raposo, 2010) identified image is the most influential factor of students satisfaction as well as royalty of students depends on institution's image. Moreover, University image is a denominator which has significant outright impact on students' desire (Shahsavar & Sudzina, 2017). Royalty directly depends on student satisfaction where motivation works as a mediator between satisfaction and royalty (Subrahmanyam & Shekhar, 2017; Carter & Yeo, 2016). Academic experience considered the most prevalent dominants of student's retention where Campus environment, students' centeredness and institutional is the factors, which helps to attract and retain students (Elliott & Healy, 2001).

2.2 Research gap and research hypotheses development

Several factors affect student satisfaction which had discussed in previous study. Besides, identification of demographic factors by which student satisfaction was influenced also a popular research area (Douglas et al., 2006; Johnston et al., 2005; Arambewela & Hall, 2009). However, previous studies had targeted on factors affects satisfaction and any analysis that specialize in necessary determinants from demographic or socio-economic factors. This paper aims to fill this analysis gap. The subsequent analysis hypotheses are derived from the review of existing literature

3.0 METHODOLOGY

This study developed a questionnaire based on the teachers' expertise, academic course design, structural facilities, bus services and food facilities at the university. The survey instrument of the study consisted of a five-point covenant scale which is associated to statements of the students about satisfaction ranging between strongly unsatisfactory condition and strongly satisfactory condition. A questionnaire was distributed to each 200 students who were from both public and private universities, whereas two were public and rest of two were private. They were chosen based on convenience random sampling method to obtain the information accurately and the main criteria of selecting the universities is those had bus service facilities. The survey yielded a total of 182 usable responses, representing a 91 percent response rate. To obtain accuracy of the level of satisfaction of the students the data obtained from those students who were almost in the position of completing undergraduate program and post graduate program. Obtained data in this study were analyzed by statistical package for social science (Version 20.0). Descriptive statistics was used to explain the characteristics of the students. In addition, cross tabulation and Pearson's correlation test were employed to find out the significance of the important predictors of students' satisfaction towards university. Moreover, the study considered binary logistic regression analysis to detect important demographic and socio-economic factors which directly affect the level of satisfaction

4.0 Advantages Increasing the market size:

Historically, people had no prior knowledge when modern, scientific products were introduced. Then the advertisement and promotion of new goods made people aware, helping them to avail themselves of and benefit from their use (Lynch, 2006). It can be said that an improved quality of life has been attained from the utilization of scientific innovation and technological advancement. This has become possible because of the rigorous marketing and promotional activity carried out by public and private initiatives. Education has now come to be considered as a fundamental need to be pursued, thanks to rigorous campaigning and promotion (Alam, 2008). Considering this, the promotion of any new product or piece of technology helps the individual decide to take advantage of that product or service. Product or service promotion creates a larger market, which sometimes encourages the product producer to lower the price, thus allowing more customers access to the benefits of that particular product (Hirtt, 2005). Bridge between producer and customer: Good communications between customer and producer help recognition of a product's existing quality and can help identify any further need for development. Advertising and promotion not only provides the details of a product, but information as to how it should best be used. This increases benefits after a comparatively small investment of money and time (Kotler, 2006; Lynch, 2006). Within this context, advertising and promotion can act as the link between producer and customer.

5.0 Marketing practice in education

Marketing of education is not a new concept. The state, partners for development, controlling agencies and providers (schools, colleges, universities, public and private provision) involve themselves in the marketing of education long ago. The state and partners are committed to ensuring that the beam of education enters every household and, to make education popular, different types of education marketing have already been put into place. The purpose of such marketing activities is to make the education 'product' popular. This type of education marketing can be identified as product marketing. Product marketing of education was introduced at an early stage in the history of education, making the product of education popular within communities. Afterwards, more marketing was carried out in an attempt to make different areas of learning (such as science, commerce, arts, vocational) popular. Success with such types of marketing has created a huge and diverse market. These days, a significant number of 'customers' are ready to procure different types and levels of education and this has resulted in the expansion of private education. Private provision is now available at every level of education (that is, primary, secondary and tertiary). However, it is mainly centred around tertiary, training and admission coaching options as there is little public funding available. The rapid expansion of private education has resulted in the introduction of a 'brand marketing' concept. In consideration of marketing practice in education, it may be noted that three main types of approach currently exist: 'product', 'category' and 'brand' marketing. State and donor agencies are heavily involved in the marketing of education as a product. Moreover, to ensure gender and other equality (That is economic, urban and rural, ethnic minority) in education, a 'demographic segmentation concept' of marketing education is also introduced. While religious groups involve themselves in product marketing, they also work to establish 'psychographic segmentation' of marketing in education to reflect their outlook. The introduction and rapid expansion of education through private provision opens up the marketing horizon of 'geographic segmentation' in education in order to service the targeted elite groups. Segmentation of marketing in education provides different services to different groups and communities, and that should generally bring about a number of advantages and disadvantages. For the main part, this research investigates the advantages and disadvantages that have evolved through the business marketing approach to education in Bangladesh. It adopts the following research design:

6.0 Document review:

The main subject of this paper is advertisements as published by educational institutions in local daily newspapers. To identify the pattern of an organization and its operational philosophy and outlook, the quantity, language and style of advertisements published by various organizations in different media was to be examined. The advertisements published in seven national daily newspapers within the last three months were studied to examine the ongoing business position of education. The reason for selecting seven newspapers was that each of the newspapers reflected a specific outlook; it had been proven by earlier research that at least five of the country's newspapers cover a huge reader population. Electronic media was not considered seriously as the target student population was found to watch international/Indian TV channels for the most part, in which commercials are dominated by international/Indian business organizations. Leaflets, posters, banners, and prospectus were reviewed. This study also considered the opinion of several people working at various levels with different types of education providers (kindergarten, secondary school, university, and coaching center) through semi-structured interviews. Semi-structured interviews by qualitative approach were held with 1) Key personnel at the Ministry of Education in Bangladesh; 2) Key personnel at the University; 3) Grants

Commission of Bangladesh; 4) Key personnel in the public and private education sector; 5) Lecturers/teachers in the public and private education sector; 6) Social elites with a reputation as an educator; 7) Guardians of students in both the public and private education sector, and 8) Students. Other data was collected by an empirical data survey⁴ approach. This approach was considered most appropriate for people who were easily accessible. Questionnaires were used for: 1) Lecturers/teachers selected at random from the public and private education sectors; 2) Staff at private and public education sectors, selected at random; 3) Students in the private and public sectors, selected at random; 4) Students preparing for an admission test for the public and private education sectors, selected at random. The opportunity to ask relevant questions of the policymakers, legislators and stakeholders was available in an interview session. Non-participatory observation was also deemed important. In addition, several official and/or unpublished documents and newspaper articles were studied for this research.

Findings and Discussion

Current approach of marketing in education

The language used in the advertisements published by educational institutions in Bangladesh makes it clear that motivation behind private education in the country is business-orientated. It is interesting to note that 78.98% of all advertisements in daily newspapers are published by the education sector and, within that percentage, 97.65% are published by the private education sector. The remaining percentage is published by NGO and government provision. The institutions also publish promotional material such as leaflets, posters, banners, and prospectus. Academics indicate that, on average, more than 37% of the total budget available is allocated to the commercial marketing of an institution. The above data confirms that a significant amount of available funding is set aside for advertising, and it is therefore important to understand the purpose and impact of the huge funds invested. Closer inspection of the published advertisements reveals that 94.46% is concentrated on marketing the actual institution. Only a few NGOs and institutions working in the fields of technical and vocational education, and newer areas of training and education, use a smaller portion of the funds for marketing their new products as well as marketing their institutions. None of the institutions surveyed appear to be interested in marketing a complete educational product, or a specific product of education. The institutions are too busy with marketing themselves. They work in areas of education which have already become popular as a result of 'misinformed and market-driven' promotion, or in a market created through an 'education product' approach. Most private institutions target groups that can afford to pay higher tuition fees. To examine this more closely, data at Figures 1, 2 and 3 represents the views of three groups: private higher education teachers (PVHT); public higher education teachers (PUHT); and private higher education staff (PVST). Table 1 and 2. This will be directed towards the family circumstances of students at private universities. In this context, it is worth noting that a considerable number of students at private education institutions do not have the necessary qualifications⁶ for the programme of study they are taking (interview with students and their parents, and teachers, based at a private university). It is also important to note that many students in the private education sector are sponsored by one or both parents (interview with parents and students based at a private university). There are cases where students studying for an MBA or other professional degree are self-financing. Conversely, many students in public education are financed by relatives other than their parents (interview with teachers at a public university). Earlier, private education institutes would target students from an elite, high class family background; therefore, marketing activities were mainly based in Dhaka and other metropolitan cities. Recently, some private institutions have targeted students from

middle and higher-middle class families and, as a result, marketing activities have not only broadened into cosmopolitan cities but also into some richer districts. Little effort is made by private institutions to attract people from different religious backgrounds. Advertisements for some of the institutions focus on specific groups with interests dominated by western culture. In order to cover different groups and outlooks, approaches adopted in the advertising policies of different institutions include the 'demographic', 'psychographic' and 'geographic' segmentation of marketing in education. However, it is important to note that, although three distinct marketing segments are being practiced, all of the effort is directed towards marketing the institution. Almost no effort is made to market the product. Given the nature of the marketing process, general product marketing or specific product marketing in education is lacking. Institutions do not currently carry out 'education product' marketing; rather they are harvesting the 'education product marketing' cultivated earlier or the 'misguided market' developed more recently. Government and development parents mainly practice marketing activities to include underprivileged groups, with a particular focus on girls and young women. The introduction of new courses and different styles of education suited to the Bangladesh economy is almost zero and thus, new educational products are not available. Although a few private institutions of education offer some courses that they claim are new products, further investigation disproves this. Making further enquiries, it becomes clear that such private institutions do not offer new courses; they simply rename their old courses. An observation by an academic is noted: "Renaming a course¹ without making essential changes cannot distinguish the actual job market for business graduates and their competence in carrying out the job. Business graduates are not working in their own field: they are working in an area that would have been filled previously by Commerce graduates. Accordingly, offering Business Studies cannot open up new employment markets for the graduates." The Government occasionally focuses on types of product marketing in training provision through the Ministry of Labor and Manpower and the Ministry of Youth and Sports. The main objective of this kind of marketing approach is to attract school leavers to job-oriented training programmers. In conclusion, we must note that within the current climate, the creation of new products in the Bangladesh education system is limited. This restricts the practice of the product marketing concept in education. Institutions of education are not concentrating on the creation of new educational products suited to the development of Bangladesh and its workforce pattern. Institutes of education have increased their education marketing budget, but their activities are geared towards marketing the institution. This attitude will probably provide Bangladesh with an educated community, but it will, at the same time, lose our research capabilities in education. This will ultimately bring danger as we will no longer be able to develop our educational materials and the system. Moreover, new education products related to national development will only happen if noteworthy research contributes to the creation of new education products. The creation of new education products, and marketing those products, motivates academics to contribute more to multi-diversified areas and disciplines. Some impacts of education marketing are noted here; further details will be found under the section 'Advantages and Disadvantages'. However, before moving to the advantages and disadvantages, the reasons for adopting such approaches will be outlined below. Reasons for adopting a Business Marketing approach "We have invested a huge amount of money, time and resources in order to do the business. We are not a charitable organization. Businesses always believe in profit and our success is only measured through the amount of profit gained. The Government does not provide us with funds, and it is the time for 'free economic market', thus gaining profit is the only motive. Considering this, we should adopt such marketing as ensures our profit. Ensuring social

awareness, value and ethics is not the area of our concern. It must be the concern of Government, so they should do their work.

Concluding remarks and suggestions

The above discussion confirms that marketing efforts are limited to marketing institutions. The private sector plays almost no part in marketing the 'education product' as a whole. Nevertheless, no institution of education (either public or private) is engaged in the development of new courses and curricula suited to the development of Bangladesh (Bartlett et al, 2004). Education institutions do not feel the need to carry out product marketing in education – they are working in areas that are already popular. The courses are popular because they are similar to those being taught in western countries, where product marketing has already been carried out by the universities. Unfortunately, education institutions in Bangladesh are delivering the courses without justifying their need or contribution to national development. Moreover, the institutions fail to amend the course or curricula to make it more suited to a Bangladeshi context, and feel no urge or enthusiasm for product marketing. Indeed, such a situation restricts the educational institutions to limit them solely to marketing the institute. Development partners (UNESCO, UNICEF, ILO) utilize some types of product marketing for education using particular segments suited to their specific outlooks. Bangladesh is an undeveloped country and overall product marketing in education is important; ample space remains for product marketing in education in just such a developing country (Alam, 2008). Increased product marketing in education motivates academics and researchers to invent new courses and to update existing courses, making them more suitable and needs-based for development. A few suggestions follow that may help to

instigate a better use of private money invested in education through the initiative of marketing activities. 1) The Government should provide basic guidelines for publicizing institutes of education, coupled with monitoring to ensure that the rules are being followed. 2) The Government should provide guidelines and recommendations as to the proportion of an institution's total budget that is to be spent on advertising and promotion. 3) The Government should ensure that institutes of education are obliged to carry out research in order to create courses and curricula suited to the Bangladesh economy. 4) Where institutes of education run western-style courses, it is important that the necessary changes are made to make them suitable for the Bangladesh economy. Industries and school resources, such as Bangladesh teachers and other facilities within the Industrial environment and culture, are incompatible with the western style of education and learning. Once Bangladesh has achieved the above, a number of new courses and curricula especially suited to the needs of the country should be in place. Under the changed circumstances, the requisite atmosphere for education institutions to direct their efforts towards the 'product marketing' of education will be in place. Ultimately, this will ensure better use of the private money invested.

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Ans to the question no: 2

To: mgreen121@queen.edu

CC:

Subject- Application on international affairs for higher studies

Dear Mr. Green

I am writing in response to your advertisement for an English teaching Assistant. As you can see from my enclosed resume, I have had experienced working young people in a variety of learning environments. I believe this experience, in addition to my educational background, qualifies me for a position with your school district. Please send me an application for that internship as soon as possible so that I can meet your deadline on Oct 30, 2022.

The Big city Newspaper recently printed an article about the Literature Lovers Club at Big City High School, and I am impressed by the tremendous student interest in this organization. If you hired by your district. I would enjoy working with this club. I would bring to this role knowledge and experience gained while organizing and supervising the Summer Reading Club at the Suburban Summer Program in Suburban, PA.

I have had experience teaching students at several different grade and ability levels. My strengths lie in the areas of teaching literature and writing. But I also have developed grammar and spelling lessons. The breadth of experience allows me to be adoptable to the current instructional needs of your district.

Thank you for your time and consideration. I look forward to speaking with you.

Sincerely

Humayra Farzana

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- Basket
- Tub
- Stationary store







Humayra Farjana

Teacher Assistant

Ms. Sushmita Akhter

Head of HR

XYZ School & college
099 Peony street

As a lifelong enthusiastic for XYZ School and college , I was thrilled to see for the position of part time teaching assistant for your respective organization. I have experienced with similar activity which I have mention in my resume

Currently working as a teaching assistant in ABX School, where I teaches English and organize different programs for school. Not only I am doing a part time job in ABX but also studying BA in English in Victoria University .

I know XYZ School currently focuses on expanding organization and for that , organization need capable employees to meet with your vision. This expansion is a great opportunity match with my personal and professional interest that's I would love leverage my knowledge and skill in order to develop this organization to its peak.

I would love to be a part of this amazing organization which have a rich history in past . I would also value the opportunity to show you my skills in teaching students to educate them

Thank you

HUMAYRA FARJANA BUSHRA

CARRIER OBJECTIVES

A keen learner with well organize and management skills. Look Forward to overcoming through dedication, resolve and teamwork. Have confident in exploring channels out of my comfort zone and excel it them with hard work and dedication. Coming with a solid computer proficiency on Computer Software including 'Microsoft Excel' "Microsoft Word" "Microsoft Power point". Capacity to work on different work environment and meeting deadlines without making mistakes.

TECHNICAL PROFICIENCIES

- E-Commerce
- Sound knowledge in Microsoft Excel, word and PowerPoint
- Computer operating skills

SKILLS HIGHLIGHTS

Tech- savvy	▲▲▲▲△	Team management	▲▲▲▲△
E- business	▲▲▲▲△	proactive	▲▲▲▲▲
Research based	▲▲▲▲△	Great at problem	▲▲▲▲▲
Decision	▲▲▲▲△	solving	▲▲▲▲▲

EXTRA CURRICULAM ACTIVITY


- General member of Udayan cultural Club
- General member of BCSIR debating club

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SSC, BCSIR School and College

Obtained GPA: 3.50 out of 5.00

