

## Higher Education in Sylhet International University: A Study on Students' Enrollment Behavior

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Received 10 November 2014, Accepted 2 January 2015

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### ABSTRACT:

This paper investigates the enrollment behavior of the students of Sylhet International University (SIU), a private university in Bangladesh. The researcher conducted reliability test, descriptive analysis, and chi-square tests and identified a number of key findings as to the enrollment behavior of students through collecting data from a sample of 584 students of SIU. The research shows that the students mostly prefer BBA program followed by LL.B. In the Faculty of Science and Engineering, B.Sc in Computer Science and Engineering gets the highest preference. In Post Graduate level MBA and LL.M programs are the preferred subjects. The most important factor for the students of SIU during admission is the quality of teaching, followed by location of the university, lower tuition fees, hostel facility and course system. Finally, students of SIU are highly satisfied with the image of their university, tuition fees, hostel facility, full time faculty members and quality of teaching. Students are not highly satisfied with the overall performance of their university.

**Keywords:** *Students, SIU, Descriptive analysis, Chi-square tests*

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### INTRODUCTION

In general, higher educational attainment in Bangladesh is very low. In the last ten years, the expansion of tertiary education in this country has largely been due to the rapid growth of the private sector. Till mid-nineties the conventional education system has been supported by massively subsidized education through a very small number of state-run institutions to a very narrow spectrum of students chosen out of fierce competition. In course of time, a large number of private universities emerged to fulfill the ever-growing demand of institutions for higher studies. According to Bangladesh Bureau of Educational Information and Statistics (BANBEIS), there are 31 public universities (excluding National University–NU and Open University) and 51 private universities

(BANBEIS, 2014). It also shows that while the number of students enrolled in public universities remains high, the pace of increase for enrollment in private universities seems to have accelerated. In 2006, the number of enrollment in private universities was 124267 which stood at 200939 in 2009. Almost 100,000 students get themselves admitted into the private universities each year (Deabnath, 2007). Female and male enrolments at the primary, secondary, college and university levels will be equalized, respectively, by the years 2009, 2012, 2021 and 2148 (Tisdell and Hossain, 2005). Most of the studies in the context of private universities in Bangladesh have so far focused on the quality of education, high tuition fees, confinement of these universities into limited number of

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disciplines, debate on public versus private universities and the reasons for which students get enrolled into these universities. The students' market will be an attractive segment for private universities in Sylhet to focus on. But very few studies have been undertaken particularly on students in Sylhet division. As Sylhet International University is one of the oldest private universities in Bangladesh as well as in Sylhet division and most of its students came from this particular division; this study investigates the enrollment behavior of the students of Sylhet International University in Bangladesh, so that the concerned authorities in SIU can take necessary steps to attract the potential students more in this market segment.

#### **Literature Review**

Researchers have identified demography as a very important tool for market segmentation to identify target customers and their needs. Students can be considered as the customers of a university. Consequently, it is very important for a university to focus first on those students who can be their target customers and what qualities the students expect from their universities. One possible method of determining those target customers is by utilizing customer demographics. Age had been proposed as a "rational assumption" and age is a strong predictor of changes in attitudes and behavior (Hansman and Schutjens, 1993). And this study thus considered age as one of the factors to determine demographic profile of the students.

Tuition fees had been identified as the main factor affecting a student's choice of a private university in Bangladesh as the tuition fees of these universities vary widely here (Schofield, 1996). In another study, it is obvious that students do consider cost and cost-related factors more than anything else because private university education is still very expensive from an economic perspective and a significant number of students are from middle-class families (Salahuddin et al., 2008). Mostly the source of tuition fees of the students is the monthly income of the guardians of the students. So the current study considers the monthly income of the guardians of the students as one of the demographic factors. Here the guardian income refers to the income level of the person

who bears the educational expenses of the students.

Generally, the broad field of 'social sciences, business and law' attracts the largest number of female enrollments (often more than one-third of the total) in almost all countries (GMR by UNESCO, 2003/4). It is generally followed by 'education' in sub-Saharan Africa and by 'humanities and arts' in many countries of the Asia and Pacific region, while 'engineering, manufacturing and construction' programs come second in most countries of Latin America and the Caribbean, North America and Europe. The fields 'health and welfare' and 'science' follow, in this order, for most countries, while the lowest enrolments are reported in 'agriculture' and 'services' programs (accounting for less than 5% of the total in most countries) GMR by UNESCO, 2003/4). This study considers 'field of study' in higher secondary education as one demographic factor to identify whether it has any impact on the selection of programs in higher education.

A study was undertaken and pointed towards some other attracting factors such as library facilities, laboratory facilities and internship assistance for students (Mamun and Das, 1999). Fee structure, faculty strength and job security were key attractions for the students in choosing a private institution (Rahman, 2000). He also identified the nature of the curriculum (i.e., discipline-based versus skilled-based program), the location and aesthetic of the campus, and the number of full-time faculty members as factors attracting students to private institutions.

An extensive qualitative study of performance of business education in Bangladesh and identified the course system (year-end or semester-end examination), quality of teaching, medium of instruction, campus size and location, accommodation for the students, campus facilities (such as auditorium, parking, canteen, indoor and outdoor parking facilities) as the factors of selecting private universities (Zahid et al, 2000).

One study found the similar factors mentioned above and identified teaching quality, teaching learning methodology, teaching aids and support facilities as the basic selection factors of business education in private institutions (Majid et al, 2000).

Skill-based curriculum and teaching quality are the major attracting factors for the students in choosing private institutions for business study (Ahmed et al, 2000). The performance of educational institutions in Bangladesh and teaching quality is the most important factor in judging overall performance (Thornton, 2006). Some identified mode of payment, quality of teaching, cost and environment as the key influencing factors for the students to get admitted into a university (Salahuddin et al., 2008). Considering the factor, parents' decision has been considered as another selection criteria in this study.

#### Objectives

- ✓ To identify the demographic profile of the students of Sylhet International University (SIU)
- ✓ To identify the distribution of enrollment of students in different fields of study in SIU
- ✓ To find out the university (SIU) selection criteria of the students
- ✓ To measure the level of satisfaction of the students with their preferred selection criteria

#### RESEARCH METHOD

**Table 1: Outline of the research methodology**

Research type	Descriptive
Types of data	Primary and Secondary
Sampling design process	Questionnaire with Three parts: Part A, consists of demographic information of students such as religion, age, gender, guardian's income, study level, study program etc. Part B (University/ Program Selection Criteria), consists of twenty three variables, were designed in a Likert scale format which is given five point rating scale ranges from strongly disagree to strongly agree. Part C (Satisfaction Measurement), consists of twenty variables, were designed in a Likert scale format which is given five point rating scale ranges from highly dissatisfied to highly satisfied.
Target population	The students of Sylhet International University, a Private University in Sylhet Division, Bangladesh.
Sampling technique	Convenient Sampling
Sample Size	584
Sampling frame	A Private University, Sylhet International University in Bangladesh
Method of administering questionnaire	Personal interview of the respondents; average interviewing time was 15-20 minutes
Execution	The survey was conducted over a period of 15 days in the month of March 2014.
Data analysis and interpretation	Statistical Packages for Social Sciences (SPSS)

**Limitation of the Study**

The subjective choice of private university in this study may not be free from bias and thus the findings do not represent all private universities; only the selected university. However, this is not considered a significant weakness of the study since the private universities considered will represent all types of universities and a good percentage of the total students studying in this private university.

**RESULTS AND DISCUSSION**

Pallant (2000) says that the most commonly used indicator of internal consistency is Cronbach’s alpha coefficient. Ideally, this coefficient should be above 0.7 (Pallant, 2000). In this study, the attributes/features considered to brand Sylhet International University have strong internal consistency, with a Cronbach’s

alpha coefficient estimated at 0.740. The following methods were used to analyze the collected data:

- ✓ Frequency table
- ✓ Contingency table and figures
- ✓ Descriptive Statistics
- ✓ Chi-square test

Frequency table 2 shows majority of the respondents (72.4%) practicing Islam as their religion and 26.7% is practicing Hinduism as religion.

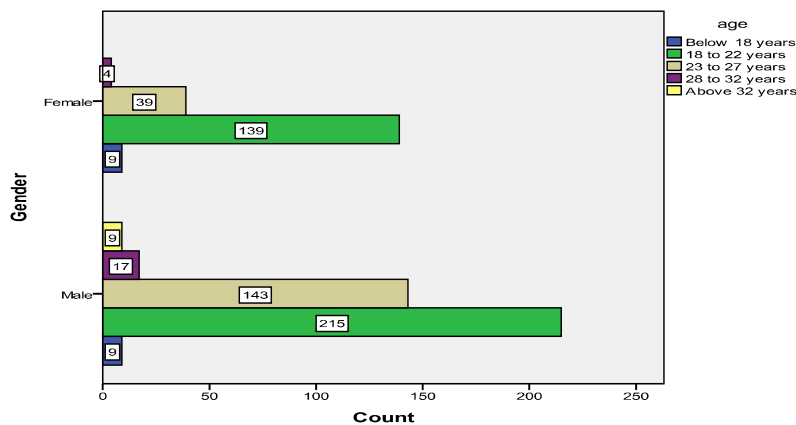
Figure 1 shows 60.6% respondents belongs to age group 18-22 years, out of which 36.8% male and 23.8% female.

Figure 2 shows 84.2% respondents are studying in undergraduate program and 15.8% of those studying post graduate program.

**Table 2: Religious status among the students of SIU**

	Frequency	Percent	Cumulative Percent
<b>Islam</b>	423	72.4	72.4
<b>Hindu</b>	156	26.7	99.1
<b>Christan</b>	3	0.5	99.7
<b>Other</b>	2	0.3	100.0
<b>Total</b>	584	100.0	

Source: Field survey, 2014



**Figure 1: Age and gender of SIU respondents**

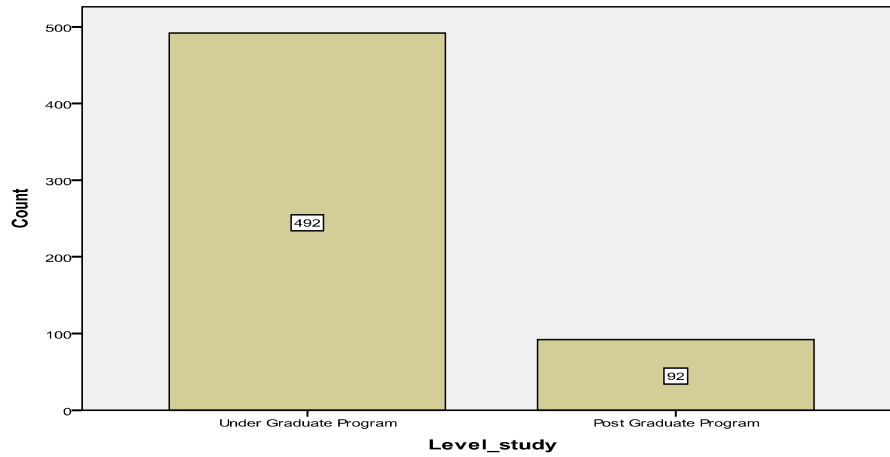


Figure 2: Respondents studying in different program

Table 3: Contingency table between SIU respondents HSC group and program study

Program_study		HSC_group				Total
		Science	Commerce	Arts	Others (A level, Madrasa etc)	
<b>BBA</b>	Count	69	185	65	6	325
	% of Total	11.8%	31.7%	11.1%	1.0%	55.7%
<b>MBA</b>	Count	24	36	20	4	84
	% of Total	4.1%	6.2%	3.4%	0.7%	14.4%
<b>LLB</b>	Count	19	19	52	4	94
	% of Total	3.3%	3.3%	8.9%	0.7%	16.1%
<b>LLM</b>	Count	5	0	3	0	8
	% of Total	0.9%	0.0%	0.5%	0.0%	1.4%
<b>B.Sc. Hons (CSE)</b>	Count	44	0	0	0	44
	% of Total	7.5%	0.0%	0.0%	0.0%	7.5%
<b>BA Hons ( English)</b>	Count	7	3	6	0	16
	% of Total	1.2%	0.5%	1.0%	0.0%	2.7%
<b>B. Sc. Hons (ECE)</b>	Count	7	0	0	0	7
	% of Total	1.2%	0.0%	0.0%	0.0%	1.2%
<b>Others</b>	Count	3	1	2	0	6
	% of Total	0.5%	0.2%	0.3%	0.0%	1.0%
<b>Total</b>	Count	178	244	148	14	584
	% of Total	30.5%	41.8%	25.3%	2.4%	100.0%

Source: Field survey, 2014

Table 3 shows 41.8% respondents had commerce in HSC and out of which 31.7% took BBA as their preferred program. 30.5% respondents had science in HSC; out of which 11.8% took BBA, 7.5% took B.Sc Hons in CSE and 3.3% took LL.B. Whereas 25.3% respondents having Arts in HSC but 11.1% took BBA. The tendency to take MBA in post graduation from science background students is worthy to mention as the percentage is 4.1 out of 14.4%.

Figure 3 shows 34.8% respondents' guardian income level belongs to Tk. 20000 – Tk. 30000, whereas 24% respondents' guardian income belongs to Tk. 30001- Tk. 40000. From 55.7% BBA program respondents, 18.7% of their guardian income belongs to Tk. 20000 – Tk. 30000.

Descriptive statistical analysis in table 4 shows the students of Sylhet International University very strongly agree that they look for lower tuition fees of their preferred program during enrollment into a university. Course

system, location of the university, demand of the studied program, freedom to choose major subject follows the priority list. They also disagree that Credit transfer facility to foreign university, Advertisement of this university and Availability of concession/scholarship has strong influence on their decision to get them admitted into a university.

Now we want to justify whether these enrollment behavior variables have any close association with selection of Sylhet International University, to do so we need to conduct Pearson chi-square test (table 5).

Table 4 suggests that *lower tuition fees, course system, location of the university*, quality of teaching, hostel facility and credit transfer facility have strongly related while students' choose to enroll Sylhet International University. As the first three variables have high mean value, it is also justified from the chi-square test that these three factors played very important role in choosing SIU as students' higher education platform.

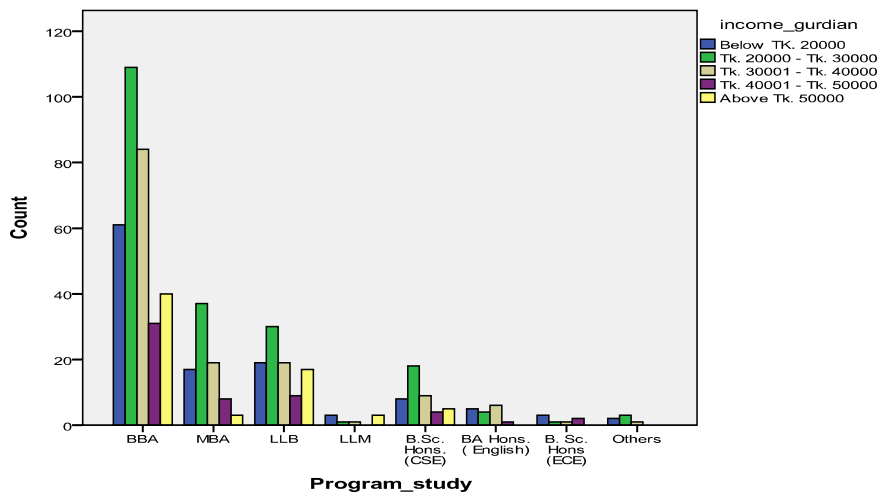


Figure 3: SIU respondents' program study and guardian income

**Table 4: Criteria affecting the enrollment behavior of SIU students**

Criteria	Mean	Std. Deviation
Lower tuition fees	4.1336	1.09230
Course system (Year/Semester end exam)	3.9846	0.98258
Location of the university	3.8562	1.15365
Demand of the studied program	3.8373	0.98666
Freedom to choose major subject	3.8134	1.06774
Quality of teaching	3.7089	0.94125
Environment of the university	3.6182	1.04926
Social and academic status of the VC	3.6182	1.10188
Peers (friends, relatives etc) influenced me to get enroll here	3.6113	1.10880
Number of qualified faculty members	3.6045	0.94771
Library facility	3.5856	1.10023
Infrastructure of the university	3.5428	1.06474
Parent's decision	3.5308	1.19565
Image of the university	3.5188	1.05735
Medium of instruction in the classroom	3.4983	1.03456
Performance of the graduating students	3.4983	1.07042
Position of this university in the UGC ranking	3.4007	1.08177
Co-curricular activities	3.3527	1.07628
Laboratory Facilities	3.3527	1.13372
Hostel Facilities	3.3048	1.33417
Availability of concession/scholarship	3.2945	1.14426
Advertisement of this university	3.2637	1.09057
Credit transfer facility to foreign university	3.2312	1.21299

Source: Field survey, 2014

**Table 5: Pearson chi-square test for students' enrollment behavior and university selection**

Criteria	X <sup>2</sup>	df	p
Quality of teaching	25.151	4	0.000
Number of the qualified faculty members	7.991	4	0.092
Image of the university	10.208	4	0.037
Demand of my preferred program	1.673	4	0.796
Library facility	1.676	4	0.795
Parents decision	13.736	4	0.008
Performance of the graduating students in job market	4.909	4	0.297
Credit transfer facility to foreign universities	15.742	4	0.003
Location of the university	25.209	4	0.000
Social and academic status of the VC	7.625	4	0.106
Freedom to choose the major subject	6.999	4	0.136
Congenial environment (class room, common room, canteen, and auditorium)	1.566	4	0.815
Course system (year/semester end exam)	20.986	4	0.000
Medium of instruction in the class room	0.644	4	0.958
Laboratory facility	1.107	4	0.893
Infrastructure of the university	8.054	4	0.090
Availability of concession/scholarship	4.263	4	0.372
Hostel facility	38.116	4	0.000
Co-curricular activities	9.346	4	0.053
Position of this university in the UGC ranking	8.283	4	0.082
Advertisement	6.629	4	0.157
Lower tuition fees	157.995	4	0.000
Peers (friends, relatives etc) influence	0.897	4	0.925

Source: Field survey, 2014

Descriptive statistical analysis in table 6 shows the students of Sylhet International University highly satisfied with lower tuition fees of their preferred program; the reason is that this university charge comparatively lower tuition fee for the programs it offers than that of other universities. Demand of the studied program, Quality of teaching and social and academic status of the Vice Chancellor respectively follow the ranking list which have the mean score just above the average score 3.75. It needs to be mentioned here that students of this university are dissatisfied with most of the factors they have been provided to. Among them credit transfer facility to foreign universities, job placement facility, co-curricular activities and internship assistance facility have been rated as

the least satisfying factors by the students of this university.

Now we want to justify after enrolling into the Sylhet International University which variables are highly correlated with students' preferred criteria. To do so we need to conduct Pearson chi-square test (table 7).

Once the students enrolled into the university, they try to interpret their feelings as satisfaction. Table 6 suggests that *number of qualified full time faculty members, image of the university, lower tuition fees and hostel facility* are highly satisfied factors from students' perspective. From tables 6 and 7, it is also justified that lower tuition fees and quality of teaching are highly satisfactory factors for SIU students.

**Table 6: Satisfaction level: Students of Sylhet international university**

	Mean	Std. Deviation
Lower Tuition fee	3.9452	1.06901
Location of the university	3.8579	1.05036
Demand of the studied program	3.8322	0.95665
Social and academic status of the VC	3.7997	1.03420
Quality of teaching	3.7928	0.93707
Library facility	3.7158	1.05980
Environment (class room, common room, canteen, and auditorium)	3.6062	1.05217
Performance of the graduating students	3.5839	0.91480
Overall satisfaction	3.5822	0.99575
Number of qualified full time faculty members	3.5736	0.92686
Infrastructure of the university	3.5514	0.99437
Administrative support	3.4555	1.05007
Laboratory facility	3.4401	1.10193
Image of the university	3.4229	1.15262
Co-curricular activities	3.3801	1.05883
Hostel facility	3.3322	1.26542
Internship facility	3.3048	1.11726
Credit transfer facility to foreign universities	3.2825	1.19201
Availability of concession/scholarship	3.2774	1.12896
Job placement facility	3.2106	1.07927

Source: Field survey, 2014



**Table 7: Pearson chi-square test for students' satisfaction level with their preferred criteria**

Criteria	X <sup>2</sup>	df	p
Quality of teaching	15.258	4	0.004
Number of qualified full time faculty members	22.005	4	0.000
Image of the university	34.063	4	0.000
Demand of the studied program	1.028	4	0.906
Library facility	10.052	4	0.040
Internship facility	8.602	4	0.072
Performance of the graduating students	3.970	4	0.410
Credit transfer facility to foreign universities	17.493	4	0.002
Location of the university	12.656	4	0.013
Social and academic status of the VC	7.158	4	0.128
Environment (class room and common room etc.)	2.337	4	0.674
Job placement facility	6.554	4	0.161
Lower Tuition fee	87.209	4	0.000
Laboratory facility	5.140	4	0.273
Infrastructure of the university	13.517	4	0.009
Availability of concession/scholarship	0.133	4	0.998
Hostel facility	41.342	4	0.000
Co-curricular activities	5.638	4	0.228
Administrative support	5.937	4	0.204
Overall satisfaction	13.857	4	0.008

Source: Field survey, 2014

## CONCLUSION

The principal aim of the Sylhet International University is to provide high quality education at undergraduate and postgraduate levels relevant to the needs of a dynamic society. For providing high quality education, SIU must concentrate the most influential factors on to which students' perception belong. For the enhancement of better quality education and keeping the prospect high, the findings of this study will put greater impact on Sylhet International University.

## RECOMMENDATIONS

This study provides useful information for both the business and academic community who are either involved or keen to get involved into higher education in private sector especially in Sylhet division.

- ✓ Majority of the students are Muslim, so the concern authority must maintain harmony in religious values and norms.
- ✓ The findings of guardians' income show that a major portion of the students in SIU

are from the middle class of the society. As this university charging comparatively lower tuition fees or providing financial support in terms of course waiver or scholarships attract the large number of students from other classes.

- ✓ Majority of the students are is in the age between 18 to 22 years. Concentration in this age category attributes that most of the students in this university are undergraduate students. As the market share of the students is increasing day by day, the students deserve special attention. Focus should be given to BBA, Law, CSE, English and ECE programs respectively in under graduate level and MBA and LLM in graduate level to get the maximum share of the market. The authority can chalk out to open several new under graduate programs such as Pharmacy, Architecture, Journalism, Social Science and Social Work etc.
- ✓ Majority of the students studying in SIU had commerce in HSC level and percentage of

students from Madrasa and English background is very low. To attract a large number of students who passed A level or other needs special attention. The students mostly prefer BBA program followed by Bachelor of Law program, Bachelor of Arts in English and in the Faculty of Science and Engineering, Bachelor of Science in Computer Science gets the highest preference from the students which is followed by Bachelor in Electrical and Electronic Engineering. SIU need to strengthen respective department so as to deliver better teaching.

- ✓ SIU should consider quality of teaching, number of full time qualified faculty members, tuition fees, image of the university and hostel facility as vital factors to attract the students. As parents' decision has significant impact on the students' enrollment process, the university has to formulate effective strategy to attract the students' parents as well.
- ✓ Satisfying the existing students should get priority from the authority as peer influence has impact on university selection criteria. To satisfy the existing students, the university should focus on the image of the university, quality of teaching, hostel facility, credit transfer facility and qualified faculty member.
- ✓ Overall satisfaction depends on satisfaction on these different variables especially on the environment; thus SIU needs to concentrate to build free and friendly academic atmosphere to survive in the competitive higher education sector.

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