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Interrelation among Factors Influencing Educational Performance of Students in Higher Studies of Rajshahi City

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University of Rajshahi

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Interrelation among Factors Influencing Educational Performance of Students in Higher Studies of Rajshahi City



Ph.D Dissertation

Researcher

Usha Rani Saha
Session: 2010-2011

**Institute of Education and Research
University of Rajshahi
Rajshahi, Bangladesh**

April, 2016

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Rajshahi, Bangladesh**

April, 2016

Interrelation among Factors Influencing Educational Performance of Students in Higher Studies of Rajshahi City



Researcher

Usha Rani Saha

A dissertation submitted in partial fulfillment of the requirements for the

Degree of Doctor of Philosophy

at the

Institute of Education and Research

Rajshahi University

Rajshahi Bangladesh

Institute of Education and Research

University of Rajshahi

Rajshahi, Bangladesh

April, 2016

Dedicated
To My Parents
With Love and Gratitude

Declaration

I hereby declare that this thesis entitled “**Interrelation among Factors Influencing Educational Performance of Students in Higher Studies of Rajshahi City**” submitted to the Institute of Education and Research (IER), University of Rajshahi, Bangladesh for the Degree of Doctor of Philosophy (Ph.D) has been prepared by me under the supervision of respected Dr. Dilip Kumar Mondol, associate professor, Population Science and Human Resource Development, and Dr. Provash Kumar Karmokar, Professor, Department of Statistics, Rajshahi University.

This is an original work and no such study has been done earlier in any other University or institute for any Degree or Diploma.

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Certificate

It gives us an immense pleasure to certify that Usha Rani Saha, Ph.D. fellow at Institute of Education and Research (IER) of the session: 2010-2011, Rajshahi University has completed her Ph.D. dissertation entitled “Interrelation among Factors Influencing Educational Performance of Students in Higher Studies of Rajshahi City” at her own effort and research under our constant supervision and guidance. The manuscript of the dissertation has been scrutinized and carefully checked by us. It is an independent and original work. To the best of our knowledge, this dissertation was not previously submitted for any diploma/degree to any other University or Institute.

We have gone through the final draft of the dissertation and we approve of its submission and it is recommended and forward to the University of Rajshahi through the Institute of Education and Research for necessary formalities leading to the acceptance in the partial fulfillment of the requirements for the degree of **Doctor of Philosophy** in Education.

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Abstract

Background

Education is the backbone of nation and it is one of the most important factors which are closely related to the socio-economic and socio-cultural development of a nation. For the improvement of a nation it is essential to improve the higher education system. Since students are most essential asset for any educational institute and only quality education and proper morally developed student can be asset or good leader for a nation. On the other hand, better academic performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus they will be able to take responsibility for the country's economic and social development. Therefore, it is necessary to know that what factors are affecting for achieving better academic performance of a student in higher study institutions for ensuring the better facilities to respective students then they will able to gain good quality academic result.

Objectives

The main aim of the study is to assess the effect of the selected socio-economic, demographic and institutional environment related academic factors on the academic performance among master's students of Rajshahi University and Rajshahi College.

Data and Methods

Multistage sampling is chosen on basis of the target population, the students of higher study from educational institutes of RCC in this research. Following different stages according to the proper rules of selection methodology 420 respondents have been selected and interviewed directly a well-structured questionnaire from RCC of Bangladesh. Descriptive, bivariate and multivariate statistical techniques have been used to examine the influential factors effect on academic performance of the respondents.

Results

A significant relation has also found between the academic performance of students and educational equipment or study facility. The findings of this study indicate that

student's school and college experience is positively related to their satisfaction. Using contingency analysis, it has revealed that the factors such as, father's education, mother's education, monthly expenditure and permanent residence are significantly associated with satisfactory academic result of the students of both Rajshahi University and Rajshahi College. Similarly, this study has also found that admission with expected institution, read whole syllabus and study with family expectation is significantly association with satisfactory academic result of the students of Rajshahi University. Again campus environment for study, friends help academic purposes, study with family expectation, academic result depends on residence, enough study cost, satisfied admission, satisfactory number of lecture, lecture understandable and regular study have found statistically significant influence on satisfaction with academic result. It has revealed from multivariate binary logistic regression analysis that the socio-economic (e. g. parents education status, parents occupational status, family expenditure, family types, school location & types) and institutional study favour environment related factors (campus environment for study such as friends help academic purposes, study with family expectation, academic result depends on residence, enough study cost, satisfied admission, satisfactory number of lecture, lecture understandable, satisfied preparation for exam, student politics and study regular) have a significant effect with satisfied academic performance of the students.

Conclusion

From this study, it may conclude that, factors influencing students' academic performance among the master's student of Rajshahi University and Rajshahi College that is not well and similar quality. Therefore, it is essential to take special attention for those students initially whose have any problem to give attention in study purpose. In sum, both Rajshahi University and Rajshahi College authorities should take initiative to make aware among all students about importance of better quality academic performance and of course all barrier factors have to remove those are responsible for low or bad academic performance. Since the development of a new society depend on the environment and standard quality higher education.

Again, it may conclude that good number factors collectively may play significant role for achieving desired success rather no single factor can bring expected

achievement. Finally, it is recommended that the government and other policy maker and researcher should conduct a comprehensive study in the field of factors influencing educational performance of students in higher study. This will help to formulate a comprehensive framework for effective application of integrated factor in achieving success in the field of education in general and higher education in particular.

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Chapter One

Background of the Study

1.1 Introduction

Education is the best investment in the national development. The return of this investment is to produce and enrich human capital suited to the needs of society which is acquired after a long time (Hussain, *et al.*, 2011). Bangladesh is eight largest (CIA, 2011) and most populous South Asian developing country in the world but its human resources are not enough skilled and productive due to lack of quality education. It is well known that the qualified and educated as well as skilled manpower can boost up our economy and bring a stable and peaceful society. Education is pre-requisition to develop the quality of persons as well as human resource (Monem and Baniamin, 2010). To ensure the economic development and social harmony, there is no alternative of well education in a society. So without better performance in education, it may not be able to get skilled and productive manpower. This can be implemented throughout the different steps of the education system.

So, it is important to explore the factors influencing educational achievement in general and higher education in particular. So many studies have been found in this regards addressing some important factors like hard work, previous schooling, parents education, family income and self-motivation which have a significant effect on the students GPA (Martha, 2009; Mastaq and Khan, 2012; Nasri and Ahmed, 2006; Urien, 2003 and Farooq, *et al.*, 2011). In fact, more than a century ago, Galton (1869) examined the association between family membership and the attainment of eminence among Englishman. Thereafter, researchers have started to realize the relationship between

family characteristics and the intellectual performance of children. Since the late 1960s, this relationship has become a major theme of research in education, and in particular, in the sociology of education (Boocock, 1980; Riordan, 1997 and Jiang, 2003).

But recently, in developing world as well as in Bangladesh, the number of educated people has significantly increased. This expansion is mostly quantitative but the quality education has not improved (Monem and Baniamin, 2010). It is a great concern in the field of human resource development. From different studies, the picture of educational level is almost clear (Ashraf, *et al.* 2009 and Masum, 2007). Nevertheless, without improve the quality education as well as human resource; our educational performance would not be enriched. That is why, it needs to identify the factors which affect or influence the quality education. Determinants of students' academic performance have been subject of ongoing debate among educators, academicians and policy makers (Nasri and Ahmed, 2006). Moreover, it needs to have clear idea about the factors which may affect educational achievement of students in higher study. Because higher study is essential for the development of a nation and educational performance is affected by multiple factors (Jiang, 2003). Depending on the above discussion, the present study intends to examine the factors influencing educational performance of the students in higher study. For this purpose, two higher educational institutions of Rajshahi City Corporation (RCC) area have been selected i.e. Rajshahi University (RU) and Rajshahi College (RC).

Many authors have investigated the factors influencing quality education and its impact on the socio-economic development of a nation through their different studies (Monem and Baniamin, 2010 and Ashraf, *et al.*, 2009). But there is no such specific

studies on factors influencing educational performance of the students in higher study of Bangladesh have been found. In this context and reality, the researcher is going to conduct a study on: “Interrelation among Factors Influencing Educational Performance of Students in Higher Studies of Rajshahi City.”

1.2 Education System in Bangladesh

To improve the quality education, it required to maintain a proper education system of a country. Due to historic ground Bangladesh inherited an education system from the UK model (Middlehurst and Woodfield, 2004). Since independence in 1971, the Bangladeshi education system has undergone many changes. For example, since the inauguration of the Second Five Year Plan (1980-1985) Bangladesh has implemented a Universal Primary Education (UPE) programme during successive Five Year Plan periods spanning a period of 22 years (Middlehurst and Woodfield, 2004). The education system in Bangladesh is three tiered and highly subsidized. Bangladesh conforms fully to the Education for All (EFA) objectives, the Millennium Development Goals (MGD) and international declarations. According to Article 17 of the Bangladesh Constitution, all children of the age group (6-10) years will receive a basic education free of cost (Bangladesh Education Status, 2007). The three main educational systems in Bangladesh, ordered by decreasing student numbers, are:

- General Education System
- Madrasah Education system
- Technical-Vocational Education System

Other system includes a Professional Education System.

Each of these three main systems is divided into three stages: primary, secondary, and higher/tertiary education.

1.2.1 General Education System

In Bangladesh, the general education system is consists of four levels. These have been discussed details below:

1.2.1.1 Primary Education

Primary education is the first level of education which is comprised of 5 schooling (class1-class 5) year. Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it (BANBEIS).

1.2.1.2 Secondary Education

The second level of education is comprised of 7 years of formal schooling. The first 3 years (grade vi-viii) is referred to as junior secondary; the next 2 years (grade ix-x) is secondary while the last 2 years (grade xi-xii) is called higher secondary.

There is diversification of courses after three years of schooling in junior secondary level. In secondary education, there are three streams of courses such as, Humanities, Science and Business education, which start at class ix, where the students are free to choose their course(s) of studies (BANBEIS).

High schools are managed either by government or private individuals or organizations. Most of the privately managed secondary schools provide co-education. However, there are many single sex institutions in secondary level education.

The academic programme terminates at the end of class x when students are to appear at the public examination called SSC (Secondary School Certificate). The Boards of

Intermediate and Secondary Educations conduct the SSC examination. There are seven such Education Boards in Bangladesh namely: Dhaka Education Board, Rajshahi Education Board, Jessore Education Board, Comilla Education Board, Chittagong Education Board, Sylhet Education Board and Barisal Education Board.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (xi-xii) which is offered by intermediate colleges or by degree/master colleges.

1.2.1.3 Higher/Tertiary Education

There are 5 types of higher education available in the country. These are General Education, Science and Technology and Engineering Education, Medical Education, Agriculture Education and Distance Education. In addition, the higher education sector also provides Vocational and Madrasha education. Higher Education in Bangladesh is offered by degree colleges, universities and other higher-level institutions providing specialized and professional education.

College

The third stage of education is comprised of 2-6 years of formal schooling. The minimum requirement for admission to higher education is the higher secondary certificate (HSC). HSC holders are qualified to enroll in 3-year bachelor degree in pass courses, while for honours they may enroll in 4-year bachelors' degree in honours courses at degree level colleges or the universities. After successful completion, pass/honours bachelors' degree course, one can enroll in master's degree course. Master degree courses are of one year for honours bachelor degree holders and two years for pass bachelor degree holders. For those aspiring to take up M.Phil

and Ph.D courses after completion of master's degree. Higher education is being offered in the universities and post HSC level colleges and institutes of diversified studies in professional, technical, technological and other special types of education (BANBEIS).

University

There are two main types of traditional university: public and private. Alongside this is a range of specialist universities (engineering, medical, agriculture, science and technology). There are 87 universities in Bangladesh. Out of these, 33 universities are in public sector, while the other 54 are in the private sector (UGC, 2011). Out of 33 public sector universities, 31 universities provide regular classroom instruction facilities and services. Bangladesh Open University (BOU) conducts non-campus distance education programmes especially in the field of teacher education and offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) degrees. BOU conducts 18 formal courses and 19 non-formal courses. Bangladesh National University mainly functions as an affiliating university for degree and post-graduate degree level education at different colleges and institutions in different field of studies. But in case of fine arts this university also offers Pre-Degree BFA course (which is equivalent to HSC). After successful completion of the specified courses, it conducts final examinations and awards degree, diplomas and certificates to the successful candidates for the degrees of BA, BSS, BSc, B.Com (pass and honours) BFA (pass), MA, MSc, MSS, M.Com and MFA. Moreover, this university also offers L.L.B., and other degrees (BANBEIS).

University Grand Commission (UGC) as the apex body of the government for higher education is responsible for funding of public universities. Though private universities

do not get any government assistance in terms of funding, they need to receive approval from the UGC to operate and award degrees. Tertiary colleges are under the National University (NU). However, the NU's responsibility is limited to setting up curriculum and organizing and administering examinations. The teachers are recruited through the nationwide competitive public service examination, known as BCS examination. Ministry of education (MOE) is responsible for posting, transfer and promotion of teachers.

1.2.2 Madrasah Education

In madrasah education, one can learn Islamic religious education along with the general education as complementary to each other in the system of education. The madrasah education system has been continuing with some modifications according to the demand of the time and many madrasahs grew up in Bangladesh. The government has been providing government grants to the teachers and employees of the non-government madrasahs like other non-government education institutions.

1.2.2.1 Primary Level or Ebtedayee Education

This is equivalent to primary level of general education. The first level of primary education is comprised to five (5) years of schooling (grades i-v). Normally, the children six (6) years of age begin in class I and finishes class V at the age of 11 years. Ebtedayee education is imparted in independent ebtedayee madrasah and ebtedayee sections of dhakhil, alim, fazil and kamil madrasahs. It is also imparted in some of the private quami-kharizi madrasahs.

1.2.2.2 Secondary Level (Dhakil)

The secondary level of madrasah education is comprised of seven (5+2) years of formal schooling. It takes five years in dhakil stage (SSC level) from grade VI –X while the last two (2) years in alim (higher secondary) stage. Dhakhil level education is imparted in dhakil madrasahs and in dhakhil section of alim, fazil and kamil madrasahs. Alim is equivalent to higher secondary certificate education imparted to alim madrasah and in alim level of fazil and kamil madrasahs.

1.2.2.3 Tertiary Level

This level of education is comprised of four (2+2) years of formal education. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in two (2) year fazil education. This level of education is imparted in fazil madrasah and in fazil level of kamil madrasahs. After successful completion of fazil degree one can enroll in two (2) years kamil level education. There are four streams of courses in kamil level education; streams are hadis, tafsir, fiqh and adab. Bangladesh Madrasah Education Board conducts these two fazil and kamil examinations and awards certificates. After successful completion of the specified courses one can appear these examinations (BANBEIS).

1.2.3 Technical-Vocational

For the students whose interest is not strictly academic may find technical-vocational programmes more interesting and more valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and aspirations while at the same time it should address the needs of the job market.

1.2.3.1 Primary Level

There is no technical-vocational institution in primary level of education. Technical-vocational education in Bangladesh is designed in three phases under two major levels of secondary and tertiary level of education.

1.2.3.2 Secondary Level

Vocational courses start from secondary level. The certificate courses prepare skilled workers in different vocations starting from ninth grade after completion of three years of schooling in secondary school. At this level the courses are diversified in different vocations spread over one (1) to two (2) years duration. Recently, two (2) years duration vocational courses have been introduced at the higher secondary level in government managed vocational training institute. Diploma courses prepare the diploma engineers at the polytechnic institutes. This course spread over four (4) years duration after passing the secondary school certificate (SSC) examination. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students completing different courses in different vocational and technical education, and awards certificates to the successful candidates.

1.2.4 Professional Education

The college of Textile Technology and College of Leather Technology offer four (4) year degree courses in Textile Engineering and Leather Technology respectively after completing Higher Secondary Education. The minimum requirement to be admitted to teachers' training colleges (TTCs) for Bachelor of Education, Bachelor of Physical Education in Physical Education College is graduation degree. Professional education

also imparted in Medical Colleges, Dental Colleges, Nursing Colleges, Homeopathic colleges, Law Colleges etc.

1.2.5 Religious and Moral Education

One of the aims of education is to establish human, cultural and social values in every tier and sphere of individual and national life. Religious and moral education is one of the ways of achieving this aim.

The followers of every religion of the country have the right to learn the main subjects of their respective religions, acquire knowledge about rituals and ceremonies of their respective religion. There are four (4) types of religious studies in Bangladesh, i.e. Islamic Studies, Hindu-Religious Studies, Buddhist Religious Studies and Christian Religious Education (BANBEIS).

1.3 Government Strategy

Bangladesh has recently developed a National Strategic Plan for Higher Education for the next 20 years. The strategic plan recognized, among others, limited access, weak governance and management of institutions, and low quality of higher education are the major issues which need to be addressed. The plan proposed a number of policy reforms and interventions to be implemented in three consecutive phases. Some of the key recommendations made by the plan are: (i) de-politicization of public universities; (ii) setting up a national search committee for selecting Vice-chancellors and other senior officials; (iii) strengthening of UGC; (iv) establishment of accreditation council; (v) enhanced support for research; and (vi) development of strategies for retaining and developing quality teaching staff (Fifth Five Year Plan, 2002).

Figure 1.1: Education System in Bangladesh

| THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH | | | | | | | | | | | | | | | |
|---|-----------------------|----------------------------|----------------------------|--------|-----------------|-----------|------------------------------------|-----------------------------------|------------------------------|------------------------------|-----------------|---------------------|--------------------|-----------|------------------|
| Age | Grade | | | | | | | | | | | | | | |
| 26+ | | | | | | | | | | | | | | | |
| 25+ | XX | | | | Ph. D(Engr) | | Ph.D(Medical) | | | | | | | | |
| 24+ | XIX | | | Ph. D | PostMBBS Dipl | | | | | Ph. D (Education) | | | | | |
| 23+ | XVIII | | | M.Phil | M.Phil(Medical) | | | | | | | | | | |
| 22+ | XVII | MA/MSc/MCom/MSS/MBA | | | LLM | M B S BDS | MSc(Engr) | MSc.(Agr) | | MBA | M.Ed & M A(Edn) | MFA | MA(LSc) | | |
| 21+ | XVI | Bachelor (Hons) | Masters (Prel) | | LLB(Hons) | | BSc.Eng BSc.Agr BSc.Text BSc.Leath | | BSc.Eng | BSc (Tech.Edn) | BBA | B.Ed Dip.Ed & BP ED | | Dip.(LSc) | Kami |
| 20+ | XV | | Bachelor (Pass) | | | | | | Diploma (Engineering) | | BFA | | Diploma in Nursing | | Fazil |
| 19+ | XIV | | | | | | | | | | | | | | |
| 18+ | XIII | Secondary | Examination | | | HSC | | Diploma in Comm | | Diploma in Comm | | Diploma in Comm | | Alim | |
| 17+ | XII | | HIGHER SECONDARY EDUCATION | | | HSC | | | | | | | | | HSC Voc, C in Ag |
| 16+ | XI | | Examination | | | SSC | | TRADE Certificate/ SSC Vocational | | ARTISAN COURSE e.g. CERAMICS | | | | | Dakhil |
| e15+ | X | SECONDARY EDUCATION | | | SSC | | TRADE Certificate/ SSC Vocational | | ARTISAN COURSE e.g. CERAMICS | | | | | | |
| 14+ | IX | SECONDARY EDUCATION | | | SSC | | TRADE Certificate/ SSC Vocational | | ARTISAN COURSE e.g. CERAMICS | | | | | | |
| 13+ | VIII | JUNIOR SECONDARY EDUCATION | | | | | | | | | | | Dakhil | | |
| 12+ | VII | JUNIOR SECONDARY EDUCATION | | | | | | | | | | | | | |
| 11+ | VI | JUNIOR SECONDARY EDUCATION | | | | | | | | | | | | | |
| 10+ | V | PRIMARY EDUCATION | | | | | | | | | | | Ebtedayee | | |
| 9+ | IV | PRIMARY EDUCATION | | | | | | | | | | | | | |
| 8+ | III | PRIMARY EDUCATION | | | | | | | | | | | | | |
| 7+ | II | PRIMARY EDUCATION | | | | | | | | | | | | | |
| 6+ | I | PRIMARY EDUCATION | | | | | | | | | | | | | |
| 5+ | PRE-PRIMARY EDUCATION | | | | | | | | | | | | | Ebtedayee | |
| 4+ | PRE-PRIMARY EDUCATION | | | | | | | | | | | | | | |
| 3+ | PRE-PRIMARY EDUCATION | | | | | | | | | | | | | | |

Source: BANBEIS

1.4 Definition of the Key Concepts

In order to avoid ambiguity and confusion about the key terms used in a research work, those should be defined clearly. Thus the present study tries to provide a clear definition of the selected key terms to express and explain the appropriateness of them which have been used. Those are follows:

1.4.1 Students Learning Preference

Between students' learning preferences and instructor's teaching style has been demonstrated to have positive effect on student's performance (Harb & El-Saharawi, 2006). According to Reid (1995), learning preference refers to a person's "natural, habitual and preferred way" of assimilating new information. This implies that individuals differ in regard to what mode of instruction or study is most effective for them. Scholars, who promote the learning preferences approach to learning, agree that effective instruction can only be undertaken if the learner's learning preferences are diagnosed and the instruction is tailored accordingly. Indeed, Omrod (2008) reported that some students seem to learn better when information is presented through words (verbal learners), whereas others seem to learn better when it is presented in the form of pictures (visual learners). Clearly in a class, where only one instructional method is employed, there is a strong possibility that a number of students will find the learning environment less optimal and this could affect their academic performance. Felder (1993) established that alignment between students' learning preferences and an instructor's teaching style leads to better recall and understanding. The learning preferences approach has gained significant mileage despite the lack of experimental evidence to support the utility of this approach. There are a number of methods used to assess the learning preferences/styles of students but they all typically ask

presentation they are most at ease with. One of these approaches being used widely the Visual/Aural/Read and Write/Kinesthetic (VARKR) questionnaire, pioneered by Neil Fleming in 1987, which categorizes learners into at least four major learning preferences classes. Flemming (2001-2011) described those four major learning preferences as follows:

- **Visual learners:** students who prefer information to be presented on the whiteboard, flip charts, walls, graphics, pictures, color. Probably creative and may use different colors and diagrams' their notebooks,
- **Aural (or oral)/auditory learners:** prefer to sit back and listen. Do not make a lot of notes. May find it useful to record lectures for later playbacks and reference,
- **Read/write learners:** prefer to read the information for them and take a lot of notes. These learners benefit from given access to additional relevant information through handouts and guided readings and
- **Kinesthetic (or tactile) learners:** these learners cannot seat still for long and like to fiddle with things. Prefer to be actively involved in their learning and thus would benefit from actively earning strategies in class. A number of learners are indeed, multimodal, with more than one preferred style of learning in addition to using different learning styles for different components of the same subject. There is a strong possibility that learning preferences would depend on the subject matter being taught.

1.4.2 Educational Performance

The term educational performance refers to different levels of abilities or skills in school subjects indicated by the scores in school examination. Examination scores perform as school evaluation of academic skills (Yuk-ling, 1998). Measuring of academic performance of students is a challenging matter, since students' performance is a product of socio-economic, psychological and environmental factors (Hijazi and Naqvi, 2006). The present level of educational performance is a written description of student's strengths, weakness and learning styles. Academic achievement is something you do or achieve in class, in a laboratory, library or fieldwork. It does not include sports or music. However, in this study, educational performance refers to academic score of the students (respondents) i.e. honors and masters levels students of selected two institutions as study area.

1.4.3 Class Attendance and Academic Performance

In Romer (1993) study, it is found significant relationship between student attendance and academic performance. A number of factors have contributed to declining class attendance around the world in the last 15 years. The major reasons given by students for non-attendance include assessment pressures, poor delivery of lectures, timing of lectures and work commitments (Newman-Ford, *et al.*, 2009). In recent times, student has found a need to seek employment while studying on a part-time basis due to financial constraints. The numbers of part-time and mature students has also risen sharply. The use of information technology also means that information that used to be obtained from sitting through lectures can be obtained at the click of a mouse. Indeed, web-based learning approaches have become the order of the day. Given all these developments that either makes it impossible or unnecessary for students to

attend classes, the question that needs to be asked is whether absenteeism affects students' academic performance. Research on this subject seems to provide a consensus that students who miss classes perform poorly compared to those who attend classes (Devadoss & Foltz, 1996; Durden & Ellis, 1995; Romer, 1993; Park & Kerr, 1990 and Schmidt, 1983). Based on these findings, stakeholders have called for mandatory class attendance. Although the existing evidence points to a strong correlation between attendance and academic performance, none of the studies cited above demonstrate a causal effect. The inability of these cross-sectional studies to isolate attendance from a myriad of confounding student characteristics (e.g. levels of motivation, intelligence, prior learning, and time-management skills) is a major limiting factor to the utility of these findings (Rodgers & Rodgers, 2003). Class attendance is likely to be substantially influenced by contextual factors (Credé, *et al.*, 2010), such as attendance norms at the university, perceived difficulty of the class, characteristics of the instructor, and whether students can obtain lecture material online. Durden and Ellis (1995) controlled for student differences in background, ability and motivation, and reported a nonlinear effect of attendance on learning, that is, few absence do not lead to poor grade.

1.4.4 Communication and Students Performance

Galiher (2006) and Darling et al. (2005), used GPA to measure student performance because they main focus in on the student performance for the particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2006 and Hake, 1998).

Many researchers have been discussed the different factors that affects the student academic performance in their research. There are two types of factors that affect the students' academic performance. These are internal and external classroom factors and these factors strongly affect the students' performance. Internal classroom factors includes students competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems.

Research studies shows that students' performance depends on many factors such as learning facilities, gender and age differences, etc. that can affect student performance (Hansen, 2000). Harb and El-Saharawi (2006) found that the most important factor with positive effect on students' performance is student's competence in English. If the students have strong communication skills and have strong grip on English, it increases the performance of the students. The performance of the student is affected by communication skills; it is possible to see communication as a variable which may be positively related to performance of the student in open learning. A major distinction of this study from previous studies is that it focuses on open learning (Abdullah AL-Mutairi, 2011).

1.4.5 Learning Facilities

Karemera (2003) found that students' performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution. With regard to background variables, he found a positive effect

of high school performance and school achievement he found no statistical evidence of significant association between family income level and academic performance of the student. Robert & Sampson (2011), found that the member of educational board will be educated and their impact on school is positive, for professional development it is essential for student learning. The students who are actively engage in the learning process are observed to have a positive correlation with the CGPA. A Study effort from student and the proper use of the facilities provided by the institution to the student, a good match between students' learning style and are positively affect the student's performance (Ali, *et. al.*, 2009). According to Young *et al.*, (1999), student's performance is linked with use of library and level of their parental education. The use of the library positively affected the student performance. The academic environment is the effective variable for students and has positive relationship with fathers' education and grade level (Kirmani & Siddiquah, 2008).

1.4.6 Proper Guidance

According to Noble et al. (2006), students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school. The students face a lot of problems in developing positive study attitudes and study habits. Guidance is of the factor through which a student can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exams.

1.4.7 Other Determinants of Academic Performance

The influence of age and gender on academic performance has been investigated in a number of studies with widely differing conclusions. Most of the differences in reported findings are due to varying contexts such as subject of study, age and gender interactions. Research has shown that men perform better than women in certain settings while women outperform men in other settings (Haist, *et al.*, 2000). Performance being influenced by gender based on an analysis of close to two million graduating students, Woodsfield and Earl-Novell (2006) found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. With regard to the issue of student age, recent changes in educational policies around the world have led to an increase in the number of mature-age admissions in educational institutions. While a large proportion of undergraduate students are still 19-year olds, the ages of students in classes are now more variable than 10 to 15 years ago. The definition of a mature student varies by country with 21, 22 and 25-year old students being classified as mature students in the United Kingdom, United States of America and Australia, respectively (Trueman and Hartley, 1996). In this study, mature students are defined as those students whose age was greater than 21 years on their first day at the university. Students who were 21 years of age and younger were classified as 'young' students. Mature students are thought to lack basic skills required for effective study or to be impaired by age-related intellectual deficits. Mature students tend to be admitted into their programmes with distinctly lower educational attainment than the young students (Newman-Ford, *et al.*, 2009). However, when compared to the younger students, the academic performance of mature students is as good, if not

better (Richardson, 1994). It should, however be pointed out that this comparison depends on the subject matter and types of assessment used. While a positive relationship between self-motivation and academic performance has been established (Zimmerman, *et al.*, 1992), the effect of family income and parents' level of education on academic performance is far from being unraveled without equivocation. Socio-economic status of students and their families show moderate to strong relationship with academic performance (Sirin, 2005) but these relationships are contingent upon a number of factors such that it is nearly impossible to predict academic performance using socio-economic status.

1.4.8 Higher Study

According to Oxford Dictionary higher education means education and training at college and university especially under graduate and posts graduate levels academic achievement. For the purpose of the present study, students of master's level are used as respondents from two selected institutions Rajshahi University and Rajshahi College.

1.4.9 Socio-economic Status

Socio-economic status (SES) can be defined as a person's overall social position to which attainments in both the social and economic domain contribute. When used in studies of children's school achievement, it refers to the SES of the parents or family. SES is determined by an individual achievement in education, employment and occupational status and income as well as wealth (Sai-Cheong, 1998). However, in this study, SES means economic solvency, income level, occupation and the educational level of the respondents' parents or guardians.

1.4.10 Quality Education

The term quality is derived from the Latin word “qualitas”, which means the degree of excellence of a thing (Oxford Dictionary, 2003). The word quality can be described in terms of five different approaches that are used in higher education. These are expectation, consistency, meeting the stated purposes, value for money and transformation of the participant. One of the prime goals of quality education is to build knowledge, life skills, perspectives, attitudes and values of the students to transform the society into a more productive, sustainable one (Aminuzzaman, 2007).

According to Aminuzzaman (2007) the basic purpose of quality education is to improve students’ learning and their experiences in higher education. Quality education in universities well be achieved through changing the method of teaching and learning as well as assessment methods, renewing the curriculum continually, updating and upgrading professional knowledge and skills and improving the broader educational, administrative and resource environments in which teaching and learning take place.

In this study, the meaning of quality education is almost similar with the above mentioned definition that quality education mean a set of knowledge, attitude and skill of the learner which ensure the required performance of the students to deal the socio-psychological and other practical problems effectively and to do well in their academic result and other context of his study.

1.5 Statement of the Problem

As it is mentioned in the above introductory part, in last few years, the number and percentage of educated and literate people have been increased. But the quality education has not improved enough, which are observed by different articles

(Middlehurst and Woodsfield, 2004; Aminuzzaman, 2007; Mushtaq and Khan, 2012).

There is no comprehensive and concrete study in this field. To ensure the quality education the influencing factors of educational performance should be identified and that should be ensured in every stages of the existing education system of a country.

It is worth noting that in last few decades developed countries and even some developing countries have conducted research on influencing factors of educational achievement and found some better policies regarding quality education and using these policies they got positive result in the field of educational performance (Bilale, 2007 and Sai-Cheong, 1998). With the help of well-educated manpower, they were also able to show a positive change in socio-cultural arena (Yimin, 2003; Raychauduri, *et al.*, 2010 and Sai-Cheong, 1998).

In our country, social scientists, statisticians and economists have conducted some research and analyze different aspects of quality education and related factors scatterly (Monem and Baniamin, 2010 and Ashraf, *et al.*, 2009). In fact, it is a recognized issue that in higher study economic, social, cultural even psychological factors have a significant role on achieving better academic score of students (Considine and Zappala, 2002; Farooq, *et al.*, 2011; Nasri and Ahmed, 2006).

In higher study, economic, social, cultural even psychological factors affect the quality education directly and indirectly, which is recognized by the scholars (Raychauduri, *et al.*, 2010 and Nasri & Ahmed, 2006). However, these factors are not pointed out through any systematic study, though now-a-days it is very important to ensure quality higher education. Thus it is important to identify the factors affecting student's academic performance in the present socio-economic context of Bangladesh.

In fact, these recognized aspects of quality education have been presented by the scholars of their respective fields. However, in our country, all these influencing factors are usually interpreted by the scholar and the researcher from their own disciplinary point of view which may bias and these may be explained on the context of their own socio-cultural reality (Farooq, *et al.*, 2011; Nasri and Ahmed, 2006 and Yousef, 2011). Therefore, a concrete research is essential in this field to identify the influencing factors for strengthening and ensuring quality education as well as better performance of the students in higher studies institutions in the different regions of Bangladesh. As therefore, nowadays, this is the main theme and focal point of this study is to find out the influencing factors on the performance of students in higher study for the selected area of Bangladesh which may bring an effective change in the field of quality education and socio-economic development of Bangladesh.

1.6 Research Area and Research Question

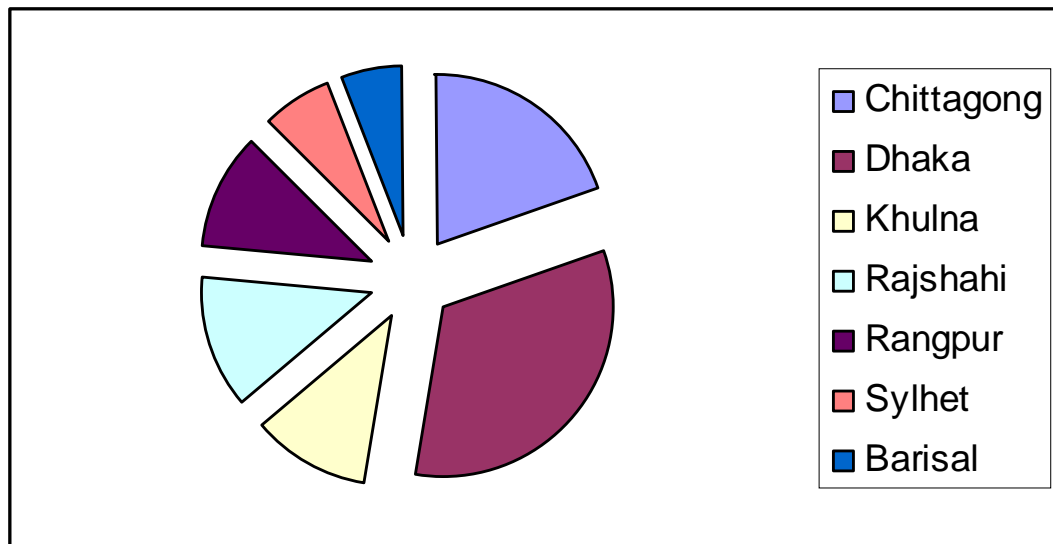
Bangladesh, officially the People's Republic of Bangladesh, is a country in South Asia. It shares border with India and Myanmar, and fences the Bay of Bangle to its South. It lies between latitudes 20° and 27° North, and longitudes 88° and 93° East. Bangladesh is one of the World's most densely populated and developing country with the average per capita income around US\$ 818 (BBS, 2013). The population was around 151 million in 2012, among them 50.6% are male and 49.4% are female. Population growth rate of the country is 1.579% and its life expectancy is 70.06 years (BBS, 2013). According to demographic profile the literacy rate is 56.8% (<http://www.ecoguidebd.com/>). It is noted that except some ethnic minority, nearly all Bangladeshis speak Bengali (98%); 2% includes tribal groups, non-Bengali Muslims.

Around 89.5% of Bangladesh's people are Muslim, and around 9.6% are Hindu and the rest are Buddhist, Christian and other faiths (BBS, 2013).

As a unitary multiparty parliamentary democratic country head of the government is prime minister and the head of the state is the president, mainly a ceremonial post elected by the parliament.

Regarding the administration, the country is divided into seven divisions as Rangpur, Rajshahi, Khulna, Dhaka, Barisal, Sylhet and Chittagong. Divisions are subdivided into districts. There are 64 districts in Bangladesh. Each of the districts are subdivided into upzila or thana. In this study, Rajshahi city has been selected as the research area following the proper sampling design (see section 3.11).

Figure 1.2: Distribution of population by division



Source: BBS (2011)

Most of the research questions of this study are basically related to find out the impact of independent variables (parents education level, family income, financial support etc.) on depended variable (academic score) i.e., different factors impact on the academic

performance of higher education. However, the environmental variables are also considered. For this purpose, the following research questions are included in the present study:

- What is the impact of parents' socio-economic status on the academic performance of their children's in higher study?
- What is the impact of socio-cultural factors (such as religion, parent's educational qualification, language and other cultural rite, rituals and ceremonies) on the academic performance of the student in higher study?
- What is the impact of educational facilities by respective department as well as institution on the academic performance of the students in higher study?

1.7 Research Hypothesis of the Study

Usually a scientific study is conducted on the basis of the general hypotheses. These are:

- Null Hypothesis which is denoted by (H_0)
- Alternative Hypothesis which is indicated by (H_1)

Consequently in this study general hypotheses are as follows:

- (H_0) There is no impact of demographic, socio-economic, socio-cultural and psychological factors on the performance of students in higher study,
- (H_1) There is a significant impact of those factors on the performance of students in higher education and finally

The specific hypotheses are as follows:

- demographic and socio-economic factors are significantly related to academic performance of the students in higher study;
- Institutional study environment related factors are significantly related to academic performance of the students in higher study and
- Other factors like students' politics, extracurricular activity, relation with friends etc. are significantly related to academic performance of the students in higher study.

Hypothesis Test Procedure

Graphical representation and frequency distribution are used to see the present situation of the respondents according to different background characteristics. Contingency analysis is used to examine the significant relation of socio-economic, socio-demographic, socio-cultural and institutional study environment related factors with academic performance of the students of two selected educational institutes and finally multivariate binary logistic regression analysis is used to identify most significant influential factors of students' academic performance in higher study.

1.8 Importance of the Study

The development of modern society depends on a large extent on the nature and quality of higher education. Thus the role of higher education is to prepare competent, knowledgeable and far-sighted people for assuming various higher responsibilities. The growing importance of knowledge in the modern world can hardly be overemphasized, especially in the era of globalization and in a global environment which is fiercely competitive. Particularly, higher education has enormous potential to promote prosperity in the developing nations (UGC, 2006 and Monem & Baniamin, 2010).

The aim of this study is to explore the factors likely to influence educational performance of the students in higher study which is essential to improve the quality education in a society. It is mentioned in the statement of the problem. Many developed countries have already conducted such types of study (Sai-cheong, 1998) and they have been benefited by applying the findings for improving the quality of their students. The researchers actively think that a comprehensive study should be conducted in the field of higher education for strengthening the quality education. In fact, this study is going to identify the particular factors which are directly and indirectly affect the performance of students' academic achievement particularly in the tertiary level. Most probably, there is no effective research work on this field as we can take any policy for improving the quality of higher study. Perhaps the present study will be an important and effective from various corner of our socio-cultural reality. As many parents and other stakeholders have very little idea about the affecting factors on education rather they very often apply wrong techniques for the betterment of their children and students. Consequently they fail to make their students a responsible citizen and productive human resource. Rather in many cases, student gets mistreatment from their superiors and become derailing. But the proper guidance is essential for better and expected performance as well as achievements from the learner. So, the stakeholders should have sound knowledge about the affecting factors on educational performance particularly in higher education.

Moreover, in recent studies, it is also found that in the modernized urban base society several socio-cultural factors are directly and significantly responsible for better performance in higher study, such as community environment, academic environment, social networks, values and aspiration, recognitions and opportunity along with some intervening dimensions like family members, behaviors, interaction

and values orientation (Considine and Zappala, 2002; Iorliam and Ode,2014). Thus a sound knowledge on the above mentioned factors is very important and this research is going to find out how these factors are affecting or enhancing educational performance of the students in tertiary level in the practical socio-cultural context of Bangladesh.

1.9 Objectives of the Study

General Objectives

To assess the students' satisfaction with academic performance of higher study in Rajshahi city that could be a reflection for the whole Bangladesh.

Specific Objectives

With a clear understanding of the research, the study is going to conduct with the following specific objectives:

1. to assess the students' academic performance situation by socio-economic, demographic and department as well as institution related factors of Rajshahi University (RU) and Rajshahi College (RC),
2. to investigate the relation of socio-economic, demographic and department as well as institution related factors with students satisfaction on academic all results of RU and RC,
3. to identify the significant influential factors impact among socio-economic, demographic and department as well as institution related on satisfaction with academic performance of students of RU and RC and
4. to provide some recommendations to the policy makers so that they can take necessary initiatives for improving the students' academic performance by reducing problematic factors.

In this introductory chapter, the theoretical aspects of the study have been included where the major conceptual issues and the present research perspectives have been provided. Moreover, the knowledge gap, statement of the problem, objectives and necessity of the study have also been included as the rest of the research work can be done systematically and scientifically so that a rigorous conclusion can be made on basis of the selected objectives.

1.10 Organization of the Thesis

The thesis is organized into six chapters.

The first chapter titled “Background of the study” deals with introduction, statement of the problem, education system of Bangladesh, definition of key concept, research area and research question of the study, research hypothesis of the study, importance of the study, objectives of the study and organization of the thesis.

The second chapter named “Major Works on Educational Performance” includes a comprehensive review of literature on factors influencing educational achievement of students’ in higher study.

The third chapter “Data Source and Methodology” describes introduction, methodological approach, study area, sources of data, data collection tool, data collection technique, pilot survey, population, sampling unit and sampling design, procedure of data analysis, reliability of data, analytical technique and limitation of the study.

The fourth chapter entitled “Factors Influencing Educational Performance” contains a brief introduction, background characteristics of the respondents and conclusion.

The fifth chapter named “Factors differentials and its Impact” includes introduction, significance level of factors affecting educational performance of students in RU and RC through logistic regression analysis and summary of the chapter.

The sixth chapter contains Summary, Conclusion and Recommendations for improving the academic performance of the students in higher study.

Chapter Two

Major Works on Educational Performance

2.1 Introduction

Review of literature is essential for building a conceptual framework as well as a road map of a scientific research. In fact, it is very important stage of research because a researcher may able to find out related studies on the selected topic with the help of literature review. As mentioned in chapter one, relevant literature review is essential of social and behavioral science for building a broad conceptual and theoretical framework to find out the knowledge gap of the present study. Therefore, for getting background idea of any research some relevant materials have been reviewed from several aspects of the related topic. In this study, the intention is to find out the interrelationship of factors influencing educational performance in higher study of the selected two institutions Rajshahi University (RU) and Rajshahi College (RC) as well as Bangladesh. As such, according to the objectives mentioned in chapter one, relevant review of literatures have been discussed in the following section of the present chapter.

2.2 Critical Review of Literature

Researches on different disciplines like psychological, pedagogical, socio-cultural, educational etc. are basically used in educational research. In this section of the chapter, some literatures have been reviewed in bellow:

Academic performance is measured using the cumulative grade point average (CGPA). Other characteristics and educational outcomes, such as leadership,

exposure, creativity and motivation are not considered in this study. It is also not important to compare directly CGPA of students from one department to another, as this only tells whether the students from one department are 'better' or 'worse' than the students from the other. In fact, it is a result of different curricula, different approaches of teaching and different ways of measuring achievement. This makes different departments difficult. However, these factors are carried out according to different background characteristics of the students and also different levels of preparedness for academic performance of the students in each department of the RU and RC. Age of students is not taken into account because almost all students are from mainstream post high school entry and hence the students can be considered as same aged. Students from urban schools performed better than those from rural schools, studies (Tho, 1994 & 1999) carried out in the Universities did not find urban-rural status to be a significant factors influencing academic performance.

Numerous studies have been carried out of identify and analyze the number of factors that affect academic performance in various centers of learning and their finding identify students effort, previous schooling (Siegfried and Felts ,1979 and Anderson and Benjamin, 1994), parents education, family income (Devadoss and foltz, 1996), self-motivation, age of student, learning preferences (Aripin, *et al.*, 2008) and class attendance (Romer,1993), entry qualifications as factors that have a significant effect on the students' academic performance in various settings. The utility of these studies lies in the need to undertake corrective measures that improve efficiency in financial resource, allocation and utilization.

Although there has been considerable debate about the determinant of academic performance among education, policy makers, academic and other stakeholder, it is

generally agreed that the impact of these determinants vary (in terms of extent and direction) with context, for example, culture, institution, course of study etc. since not all factors are relevant for a particular context-specific determinants for a sound decision making. This literature review provides a brief examination of some of the factors that influence academic performance. The choice of factors reviewed here was based on their importance to the current study. Chi (2014) defined as the university level model was examined, which postulated key predictors of students' overall academic performance and persistence toward graduation. Unexpectedly, academic identity was found to be the primary driver of persistence and the sole predictor of GPA. Moreover, it mediated the effects of learning experiences and course engagement on both outcomes.

Sai-Cheong (1998) pointed out that the students of high socio-economic status perform significantly better in school than those of low. He also asserted that there is a significant relationship between the family's status variables and student's school achievement. However the researcher did not find out other relevant and important influencing socio-cultural and psychological factors in higher education, in particular like motivation, counseling etc. Moreover, the study conducted in the context of Hong-Kong which is a significantly different from the socio-cultural status of Bangladesh. Nevertheless, this study is very much relevant with the present study and the researcher may be benefited from its information and regarding other data presentation techniques.

Alokan, *et al.*, (2013) indicated the importance of parents' educational background on academic performance among secondary school students. They revealed significant difference between academic performance of student' from parents' high and low

educational background. A significant difference is also found between the academic performance of students having study facilities at home and without study facilities. They concluded that parental educational background and having study facilities at home have great influence on academic achievement.

Use of information technologies is becoming a widely accepted channel for information exchange and networking. Akhter (2013) studied on internet addiction and academic performance among university undergraduates. He found that internet addiction was a significantly negatively correlated with academic performance of university undergraduates. He also indicated that the gender difference in internet addiction. Male students had higher internet addiction than female ones. This study is relevant to the ongoing study and is helpful in terms of analysis and identifying the factors influencing educational performance.

Shafqat (2009) indicated the impact of teacher's behavior on the academic achievement of university students in the context of Pakistan in his PhD thesis. For this purpose, he collected data from university teachers and students. Collected data were analyzed by applying statistical tools of chi-square and Pearson's product-moment coefficient of correlation (r). He found that there is a significantly positive correlation between teacher's behavior and student's academic scores.

Martirosyan, *et al.*, (2014) explained the relationship between student satisfaction and academic performance of Armenian higher education. They asserted that there are several factors associated with students' academic performance of higher education. One of those factors is their satisfaction with the college experience. They also revealed that there is a significant relationship between student satisfaction and

academic performance. Armenian students who reported better satisfaction with their overall college experience had higher grade point averages than those with low satisfaction. And it is intuitive that higher academic performance would lead to improved retention and college outcomes.

Some researchers, in recent years, conducted study on the use of information technologies on academic performance of students. Regarding this issue, Newgussie and Ketema (2014) conducted a study on relationship between facebook practice and academic performance of university students. From the research work, they indicated that there is no significant relation between usage time and frequency of login facebook with students GPA. Even if, there is no significant relationship between their personal laptop, office computers and library computers used to visit facebook and academic performance of students. There is negative, moderate and significant relation between using mobile phone to visit facebook and students' academic performance.

Osonwa, *et al.*, (2013) examined role of parents' economic status on achieving better academic score of students. They showed that there is significant relationship between economic status and academic performance of students. Those from lower income groups scored significantly lower than children from higher income households.

Archana and Chamundeswari (2013) conducted a study in terms of "self-concept and Academic Achievement of Students". They revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from others. There is also a significant positive relationship exist between self-concept and educational performance of students at the higher secondary level.

Veronica *et al.*, (2004) investigated critically and found academic and non-academic factors effect on college retention and academic performance of college students. In fact, they found college retention and performance is affected by both academic and non-academic factors, such as class attendance, strong academic orientation, institutional environment and so on. Similarly, non-academic factors like self-confidence, achievement motivation, social support, institutional commitment etc. This study is very much relevant and useful to the ongoing study. However, the researchers did not include how these factors influence on the academic achievement to the ordinary students rather they have conducted their research on selected group of foreign learners. Nevertheless, the findings of this study may be useful in identifying and categorizing the influencing factors on performance of higher education.

Alex (2007) conducted a study on factors affecting learning attitudes and learning outcomes among the secondary school level students, where he meticulously observed the interrelationships between learning attitudes, learning outcomes and factors affecting. He considered the time spent perceived workload and English ability as the factors affecting learning approaches adopted. The researcher showed that the time spent affecting learning approaches adopted, has the least effect on learning outcome. Increases of spent time on study do not imply heavy workload perceived. Deep approaches are an effective but the effectiveness is not obvious without sufficient working time. However, in this study, he did not incorporate socio-economic factors in achieving better lesson in the school particularly in higher study level in Hong Kong. Nevertheless, it is believed that several psychological and ideological factors can effect on any level students. So the findings of this study may be cooperative to any study in this field in general and particularly in the study-interrelation among factors influencing educational performance of student in higher education.

Cheesman, *et al.*, (2006) identified that financial support have a significant effect on the performance of students in higher studies. Moreover, they have also found that along with financial aid pre-college achievement or prior qualifications, family income, age, gender and discipline of study have also significant impact on academic score. Though it is very relevant with the present study, many important psychological phenomena have not been included or explained and the study was conducted in the context of Jamaica. Consequently, the findings may be controversial from the socio-cultural reality of a south Asian developing country like Bangladesh. But this study is also very relevant and may be a rich source of some socio-cultural information which play significant role in affecting factors of academic achievement.

Ismail & Othman (2006) have investigated that prior academic score is one of the predictors of academic achievement in higher study. Though there are many factors influence academic performance of students, prior academic achievement is taken as a very important selection criterion at various levels of education in Malaysia. This is a single content study but only one factor is not enough to explain or analyze the academic performance of the students particularly in higher study in the modern complex society. Nevertheless, this study is conducted in a developing country which is almost similar with Bangladesh.

Usun, (2004) asserted that teaching in higher education is a very complicated and detailed subject. Good teaching encourages high quality student learning. One of the key principles of effective teaching in higher education is the concern and respect for student learning, learning style, learning dimensions and academic belief systems as significant factors contributing to academic achievement. The author systematically

presented the above issue but he was reluctant to correlate the factors in the area of educational achievement. Moreover this work is exclusively concentrated on local socio-cultural phenomena. Consequently the findings of the work may not be relevant with the socio-economic reality of Bangladesh.

Leung (1998) has examined the family factors that affected the patterns of parental involvement in the academic achievement as perceived by immigrant pupils and their parents. He also found the cause and problem of educational inequality that the immigrant pupils encountered. This is an important job in the field of academic performance measurement but most of the ideas are based on secondary sources. However, this book may be helpful in identifying the factor which play significant role on the academic performance of students.

Julienne Jose (2009) showed that the involvement of family members, the resources available to students and the types of relationships with peers influence the Cambodian American students' decisions to attend college as well as the performance in the higher studies. But these findings may not be same to the present socio-cultural context of Bangladesh.

Principe (2005) conducted a study on academic performance. He analyzed students' perceptions on internal and external classroom factors that might influence academic performance of their first accounting course. The findings of the study demonstrated the students perceived that internal classroom factors positively influenced students' academic performance in the first accounting course in Puerto Rican public and private universities but the effect of combined external classroom factors was not statistically significant for Puerto Rican Universities. Nevertheless, methodological

aspect of this study is very well designed which may be helpful and the content of this study has also relevancy with the present study.

Hijazi and Naqvi (2006) conducted a study on factors affecting students' performance. In this study, the researcher elaborated that the students' performance in intermediate examination is associated with students' profile consisted of his attitude towards attendance in classes, time allocation for studies, parents' level of income, mothers' age and mothers' educational level. They found attendance in class and mothers' education are positively related with students' academic performance. Though, it is believed that family income and study hours are positively related to academic achievement but in this study the result could not prove this relation. Therefore, the study created controversy results regarding the field of academic achievement.

Urien (2003) conducted a study on academic performance of HEC-Lausanne Graduates for finding the determinants of academic performance for university students. He observed that the self-financed studies through own gains, a loan and/or a scholarship is positively and significantly related with the academic achievement of the students whereas financial support by the parents exhibits a negative effect.

Nasri and Ahmed (2006) investigated the socio-economic characteristics relation with students' academic performance in the College of Business and Economics (CBE) by taking into account variables pertaining to the United Arab Emirates society. They used 864 CBE students as sample size and showed that the most important factor that affects students' performance is the student's competence in English, besides this, students who participate in class discussion and those on leave outperform other students. The factors that negatively affect student's achievement the most are missing too many lectures and living in crowded household.

Wagner and Fard (2009) investigated the factors influencing Malaysian students' intention to their study at a higher educational institution. They used a sample of size 162 and derived from the urbanized Klang Valley. They found that cost of education, degree, physical aspect and facilities, value of education and institutional information have significant relationships with a students' intention to study at a higher educational institute. Additionally, there is a significant relationship between influences from family's, friends', peers' and students' intention to study at a higher educational institution based on the output result in the study.

Martha (2009) conducted a dissertation on factors affecting academic performance of undergraduate students at Uganda Christian University. He showed that the existence of a significant relationship between students 'A' level and Diploma admission points and academic performance, but there was no relationship between mature age points and academic achievement. The findings of his study also revealed that there was a significant relationship between parents' social economic status and academic achievement and a significant relationship between former school background and academic performance.

Ali, *et al.*, (2009) identified that four factors are positively related positively to the students' academic performance, those are demographic, active learning, students' attendance and involvement in extracurricular activities and course assessment has negative relationships with the students' CGPA.

Yousef (2011) investigated the academic performance of the business students in quantitative courses. He also explored the impact of a number of factors on the academic performance of business students in these courses. He used sample size 750 from third and fourth level business students at the United Arab Emirates University

Faculty of Business and Economics. He found that the academic achievement of the business students in quantitative courses differs across the field of study, the nationality, the type of high school, the major track in high school, the gender and the age. Though, he analyzed almost all socio-economic aspects of the population but he did not include psychological factors which are equally important for realizing the influence of social factors on the performance of any group of students.

Raychaudhuri, *et al.*, (2010) conducted a study to determine the factors affecting school students' performance in the elementary level. For this purpose, they conducted a survey using simple random sample for collection of a sample of size 332 from 24 selected schools in Agartala Municipal Council area. Using regression analysis they were found that factors like students' attendance, mother's education and presence of trained teacher in the school have positive impact on students' academic performance.

Farooq, *et al.*, (2011) studied on factors affecting students' academic achievement at secondary school level. They showed that socio-economic status and parents' education have significant effect on students' achievement in the subjects of Mathematics and English as well as overall academic achievement. The high and average socio-economic level affects the performance more than the lower level. They have also found that girls perform better than the male students.

Talib and Sansgiry, (2012) obtained that academic competence, test competence, time management and test anxiety have significant relation to the student's academic performance. They also showed that test competence, academic competence and test anxiety being the major discriminators among low and high GPA achievers.

Mushtaq and Khan, (2012) studied for investigating the factors affecting college students' performance in context of Pakistan. They found that communication, learning facilities, proper guidance and family stress are the factors that affect the students' performance.

According to Tomul and Polat (2013) the high school type from which the students have been graduated can be said as an essential predictor for the students' academic achievement. They also identified that the family related variables are not strong predictors of the academic performance. The education institutions, prior to the higher also accept students with a national exam has increased the homogeneity of the higher education student profile.

Osonwa, *et al.*, (2013) emphasized that there is significant relationship between economic status and academic performance of students. Those from lower income groups scored significantly lower than children from higher income households.

Nara, *et al.*, (2014) said that the Students' overall satisfaction with their college experience was measured by item 100 on the Noel-Levitz Student Satisfaction Inventory (SSI). Aamo and Egena (2014) found that the time spent on social media, the frequency of visit and the total number of online friends has a statistically significant relationship with a student's academic performance.

As such, it has been considered as a major problem by both staff and university administrators (Chong, *et al.*, 2009; Balfanz & Byrnes, 2012). It is also true that individual difference factors such as motivation, conscientiousness, and intelligence increase the likelihood of a student attending class (Devadoss & Foltz, 1996; Arulampalam, *et al.*, 2012). The home environment is as important as what goes in

the school. The home factors include: parental involvement in children's education, how much parents read to young children; how much television children are allowed to watch; and how often students change schools.

Yeshimebrat, *et al.*, (2013) said that the off-campus factors that affect female students' academic performance include family background. The majority of problems female students encounter and those factors that affect female students' academic performance are personal and the other problems are caused by the university environment. The evaluator or assessor can therefore give different interpretations depending on some factors. While, Abdullahi (2013) described poor academic performance as any performance that falls below a desired standard the criteria of excellence can be from 40% to 100% depending on some subjective criteria of the evaluator or assessor.

According to Nwafor (2012), development is a process, in which the people or the beneficiaries are actively involved in deciding what they need and how to provide for them. In order for the people to participate meaningfully, there is a need to equip them with necessary lifelong or process skills, such as communication, collaboration or team skills, tolerance, decision-making skills, information-searching and utilization skills, thinking skills, and leadership skills

Ali, (2012) found that the students from monogamous (small size) families perform better than the students' from polygamous (large size) families. A study conducted by Abdullahi (2013) on students' mathematics academic achievement in Ebira secondary school showed that subjects' personal factors predicted objective measure of their academic. According to the result obtained from this study, students' low or high

performance is due to their personality factors, the more the students improved on their self-concepts, determinations, and high interest, the better their performance in mathematics. A longitudinal study done by Benbow, *et al.*, (2012) on predictors of high academic achievement in mathematics and science by mathematical talented students revealed that almost all students had achieved highly by conventional standards (e.g., 85% had received bachelor degrees) and using a quantitative definition of academic achievements in college, they also found that 22% were high academic achievers and 8% were low academic achievers in mathematics and sciences. In a study conducted in Nairobi at the secondary schools (Team of Mathematics Teachers, 2013), the major findings indicated that variation in mathematics performance was found to be significantly influenced by the type of teaching method. Chamundeswari (2013) conducted a study and revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level. Tomul and Polat (2013) indicated in their study that the high school type from which the students have been graduated can be said as an essential predictor for the students' academic achievement.

Alokan *et al.*, (2013) found a significant difference between academic performance of students from parents with high educational background and students from parents with low educational background. A significant difference was also found between the academic performance of students having study facilities at home and students with no study facilities at home. It can be concluded from the results that parental

educational background and having study facilities at home have great influence on academic performance. Among others, it was recommended that the government at all levels should establish and equip more adult education centers for the training of illiterate parents.

Adeyemi, *et al.*, (2014) found that educational institution, teacher student ratio, interest, commitment have the significant effect. Una (2014) said that academic identity was found to be the primary driver of persistence and the sole predictor of GPA; moreover, it mediated the effects of learning experiences and course engagement on both outcomes.

According to Savas and Gurel (2014) reported in a study of the variables affecting the success of students in Turkey. The researchers found that students who attended private institutions for a longer time are more successful than who studied for a short time. The level of educational attainment of parents could influence the academic achievement of their children.

According to European Union Monitoring Report (2013), those students whose parents have a tertiary level of education perform on average significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities. Franz & Nkangude (2014) investigated the association of Body Mass Index (BMI) and Academic Performance of undergraduate PHE students at the University of Uyo. Thuseethan & kuhanesan (2014) research impact of Facebook reveals several problems among the university students 'academic performances. Emad, *et al.*, (2014) investigated the

relationship between health-related components of physical fitness consisting of morphological fitness (body fat % or BF %; Body Mass Index or BMI; and waist circumference or WC), metabolic fitness (blood glucose, lipid profiles and hemoglobin) and aerobic capacity (VO₂max) with academic performance. Sintayehu (2014) found that the existence of a significant influence of teachers both in fostering positive or negative attitude to subject (physics) and for their poor academic performance in lower class as well as in higher institutions. Nebiat and Girum (2014) found negative, moderate and significant relation between using mobile phone to visit Facebook and students' academic performance. Taiwo, *et al.*, (2014) the Cumulative Grade Point Average of the respondents was correlated with the amount of sleep.

Aamo and Egena, (2014) evaluated the impact of use social networking on the performance of the tertiary level students in Nigeria. In fact, this study investigated the impact of social network usage on university students' academic performance in Benue state university Makurdi, Nigeria. The study found that the time spent on social media, the frequency of visit and total number of online friends has statistically significant relation with students academic performance. However, only single factor impact has been evaluated but in practice it has been observed that a good number of factors are associated with the performance of the students in higher study.

Phan and Ngu, (2014) conducted a study on 151 men and 143 women who are first year honours students. In this study the researcher used Likert-scal to measure the impact of inspiration and encouragement on their academic performance. They found academic achievement collated from students overall marks in the unit educational psychology. Though this study failed to provide any concrete output about

psychological impact on students' academic performance, it identify and clarify many scope on educational research particularly in the field of educational psychology.

From the above review of literature, it is observed that most of the studies have been conducted on educational performance issues but the research contents and contexts are not same but relevant with the present study since most of those have been conducted in industrially developed societies where minority group of students and their educational performance got priority in most of the studies. Though few studies have been conducted in developing society, there are a few studies which incorporated socio-cultural and psychological factors altogether rather these studies are mainly focus on several subjects (accounting, statistics, economics etc.) and previous academic background based which are very significant factors on academic achievement particularly in higher study. However, from those research works and literatures, the present researcher becomes capable to develop a clear conceptual framework and to find out the knowledge gap that there is such study regarding as incorporating the factors like socio-economic, demographic, socio-cultural and institutional atmosphere (educational environment) related. It is also mentionable that so far it knows, there is no such study has been found about identify influential factors for the betterment of the higher study in Rajshahi, Bangladesh. This is a comparative study between two institutions (RU and RC) in Rajshahi. Consequently, the researcher get a specific field of study to explore the interrelation among various interrelated factors and those factors role on the academic performance in the field of study particularly in tertiary level education in Bangladesh. To fulfill the knowledge gap, researcher has conducted a study entitled "Interrelation among Factors Influencing Educational Performance of Students in Higher Study of Rajshahi City."

Chapter Three

Data Source and Methodology

3.1 Introduction

Generally research methods are selected according to the subject matter and nature of the study as well as the types of respondents. In fact, methodology includes the procedure of selecting study area, methodological approach, population, sampling design and sampling unit, data collection technique, analytical techniques and several tools of data analysis for a well define research work. This chapter describes the methodology employed in this study. The data collection and analytical procedures are discussed along with other important facets of the research where ethical aspect has also been actively considered. In fact, the qualities of the study in social and behavioral science mainly depend on its methodology. Methodology has been given its due importance in this study because it is an important matter for conducting research. In the methodological aspects several scientific steps have been considered and discussed from data collection to preparing the final study report in the following sections and subsections of the present chapter.

3.2 Method of the Study

This study has been conducted by the following several systematic methods and steps which are as follows:

3.3 Methodological Approach

The study is mainly conducted on quantitative and qualitative approach. In this regard, the researcher is interested to give clear definition of quantitative and qualitative approach of the study.

Quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects quantifiable data from participants, analyzes these numbers using statistics and conducts the inquiry in an unbiased, objective manner.

Qualitative research is a type of educational research in which the researcher relies on the views of participants by asking generally broad questions for collecting data consisting largely of words from participants and the researcher finally describes and analyzes these words from their views and conducts the inquiry in a subjective, biased manner (Creswell, 2008).

From the above description it is clear that the ongoing study is both quantitative and qualitative, as most of the quantifiable data were collected by questionnaire from participants and analyses and presentations have been done through statistically. Nevertheless, in some cases, for providing in-depth idea about the real picture of influencing factors impact on the performance of students of higher studies, some general questions were asked broadly. So, it is concluded that the ongoing study is a mixed approach by nature.

3.4 Study Area

Rajshahi City Corporation (RCC) area is considered as the study area of the present study. The city of Rajshahi is a divisional headquarters of Rajshahi division as well as the administrative district that bears its name and is one of the largest metropolitan cities of Bangladesh. Often referred to as Silk City and Educational City, Rajshahi is located in the north-west of the country. Its total land area is 96.69 square km and is situated on the northern banks of the river Padma. Rajshahi Pourshava was declared Rajshahi City Corporation in 1991. Now four thanas is included in RCC such as Boalia, Rajpara, Shah Makdhum and Motiher. There are a lot of educational institutions

especially higher education institutions in Rajshahi. The researcher purposively selected two largest educational institutions among those, viz., RU and RC as it is believed that these institutions have those capacities which can be national representative of the higher study. In fact, the researcher resides in Rajshahi city and the status of the city is quite representative in the present context of higher educational standard as it is not a mega city like Dhaka or not it is a peripheral town like Thaqurgaon. Consequently, it is believed that the findings of the study also representative to the actual influencing factors on academic performance of the higher study particular in urban area and whole country of Bangladesh. Moreover, the data collection from the educational institutions of this city was convenient for the researcher. A brief history of Rajshahi University and Rajshahi College are given bellow:

Rajshahi University

RU is the second largest public university next to the Dhaka University, located in Rajshahi, a divisional city in north-western Bangladesh. It was established in 1953 just after the Dhaka University which was established in 1921 and then it was in East Pakistan. Itrat Hossain Zuberi, Principal of Rajshahi College was appointed the first Vice-Chancellor of the RU. Initially, the university was housed in temporary locations, such as the local Circuit House and Bara Kuthi, an 18th century Dutch establishment. B. B. Hindu Academy, a local school, housed the library, teachers' lounge and the medical centre of the university. The university started with 20 professors, 161 students and six departments- Bengali, English, History, Law, Philosophy and Economics. In 1964, the offices moved to the permanent campus. It is located in a 753 acres (3 square km) campus in Motihar, 3 kilometers (2 mile) from the Rajshahi city centre. In present 30000 (appriximately) students and close to 1200 academic staff, it is also one of the largest universities in Bangladesh. However, the university's 53 departments are organized into 9 faculties: Engineering, Arts, Law, Science, Medicine, Business

Studies, Social Sciences, Life and Earth Sciences, and Agriculture, along with the faculties the university has five institutions. These are Institute of Bangladesh Studies (IBS), Institute of Biological Sciences (IBSc), Institute of Business Administration (IBA), Institute of Environmental Sciences (IES) and Institute of Education and Research (IER). The university is a para-residential and there are 16 residential halls for male students and five for the female students. (<http://www.ru.ac.bd/>)

Rajshahi College

It is the third oldest institution of higher education in Bangladesh after Dhaka College and Chittagong College. Established in 1873 and within a short period after establishment, the college became one of the main centers of higher education for the inhabitants of East Bengal, North Bengal, Bihar, Purnia and Assam. It is located in a 35 acres campus in the city centre, adjacent to Rajshahi Collegiate School and is very near the famous Barendra Museum. In present 26000 (approximately) students and close to 250 academic staff, it is also one of the largest colleges in Bangladesh. RC was the first institution in the territories to offers bachelor of pass and honours degree courses in various disciplines since 1878. The postgraduate Departments in Arts and in Law started in 1881 and continued till 1909 when they were withdrawn because the college could not meet the requirements of the new Regulations of the University of Calcutta but started again in 1993 under the affiliation of National University (NU). It stopped enrolling Higher Secondary students in 1996 but again start enrolling from session 2010-2011. At present there are 22 departments organized into 4 faculties: Arts, Science, Social Science and Commerce. It has 8 hostels for male and 2 hostels for female. (<http://rc.edu.bd/>)

3.5 Source of Data

The required data of the study is collected from both primary and secondary sources.

Primary Data: It is collected through the schedule questionnaire from the respective respondents as primary source data.

3.6 Data Collection Method

Social survey and observation method have been applied for collecting data from primary source.

3.7 Data Collection Tool

A questionnaire survey was applied to collect the data. At first a structured questionnaire was developed to satisfy the aim of this study. There are several types of questions: such as, open ended, closed ended and opinion related. The researcher went to the respondents and interviews them according to the schedule questionnaire.

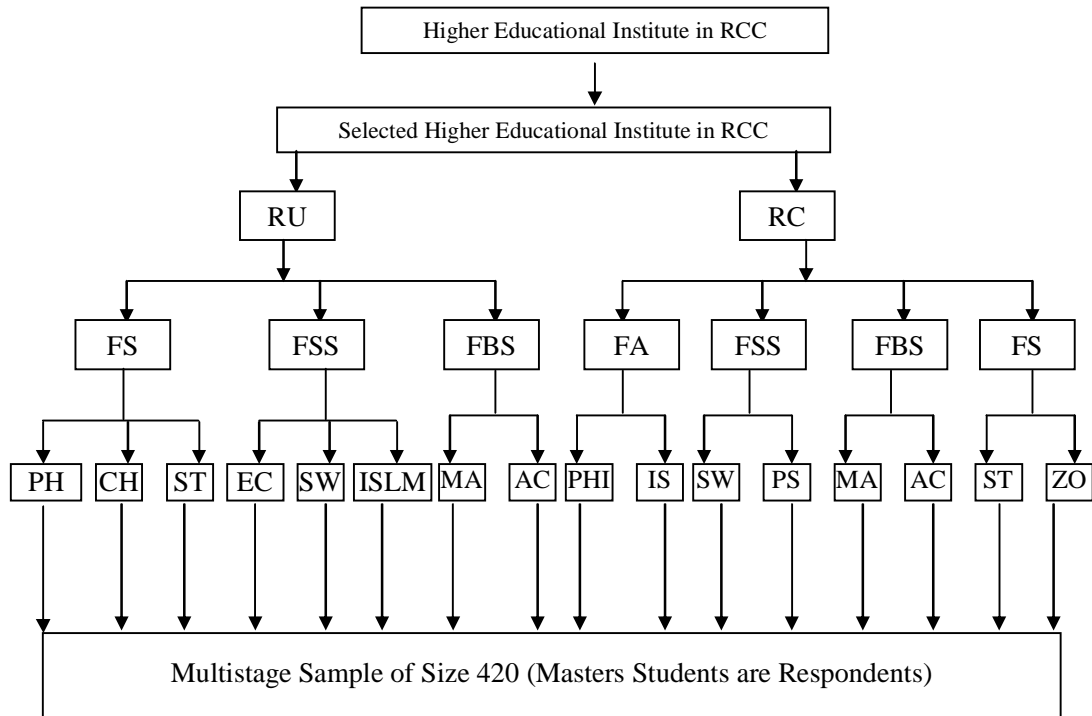
The questionnaire consists of four parts namely:

- Personal information
- Academic performance in different stages
- Present status of their academic performance and finally
- About hopes, expectation and satisfaction of their academic achievements.

Some information were collected through statement using a 4 –point Likert Scale with items ranging from (i) totally agree (ii) agree (iii) disagree (iv) totally disagree (Principe, 2005).

3.8 Data Collection Technique

The students of masters' level are ultimate unit of analysis of this research from higher educational institutions in RCC. In order to make the study findings representative and effective, the respondents have been included from almost all the departments of selected educational institutions and procedure of selecting unit is shown in the following Figure 3.1:

Figure 3.1: Flowchart of the data collection technique

AC – Accounting
 CH – Chemistry
 EC – Economics
 FA – Faculty of Arts
 FBS – Faculty of Business Studies
 FS – Faculty of Science
 FSS – Faculty of Social Science
 ISC – Islamic History and Culture
 ISLM – Information Science and Library Management.

MA – Marketing
 PH – Physics
 PHI – Philosophy
 PS – Political Science
 RC – Rajshahi College
 RCC – Rajshahi City Corporation
 RU – Rajshahi University
 ST – Statistics
 SW – Social Work
 ZO – Zoology

3.9 Research Plan

In this section, the details research plan is presented in the following table:

| Analytical techniques | Research objectives | Types of variables | Sources of data | Data collection tool |
|---|---|--|-----------------|-----------------------------------|
| Graphical representation, Frequency Distribution and Contingency Analysis | to assess the students' academic performance situation by socio-economic, demographic and department as well as institution related factors of RU and RC to investigate the relation of socio-economic, demographic and department as well as institution related factors with students satisfaction on all academic result of RU and RC | Parents' education, occupation, family type, income, expenditure, academic scores, departmental supports, family supports. | Primary Data | Structured Schedule Questionnaire |
| Logistic Regression Analysis | to examine the significant influential factors like socio-economic, demographic and department as well as institution related on satisfaction with academic performance of students of RU and RC | | | |

3.10 Pilot Survey

Before conduct the main survey, a pilot study was done for developing an effective and reliable instrument. At first, the researcher prepared a draft questionnaire and it has been administered according to for the experience about the reactions of the respondents. It was the first initiative for researcher. The data of this pilot study were collected from considered two representative educational institutions, RU and RC. The respondents were selected from post graduate level i.e. MA MSS and MSc. Similar number of respondents (11) were considered as pilot study data from both Institutions University and college. The respondents suggested to add something and

to reduce some questions. Supervisors suggested changing and modifying some questions. It was helpful for the researcher to arrange questions systematically. After pilot survey, the researcher analyzes data and evaluates the result. According to the suggestions, researcher finalizes the questionnaire for the main survey.

3.11 Population, Sampling Design and Sampling Unit

To make sampling more efficient and the consequent result of the study more reliable, sampling theory is important. According to Cochran, research costs could be reduced, research could be more efficient, flexible and provides greater accuracy by selecting proper sampling method. Validity of the population, representativeness of the sample of the target population and the degree to which the results of a study can be generalized from the sample to the target population are basics of a successful sample based research plan.

Thus the key concepts of sampling theory can be pointed out as:

- i) to gather information about a whole group of individual (called population)
- ii) to observe a part of the whole group of individual (called sample) and
- iii) the findings from the selected sample are extended or generalized for the whole population

As therefore, a good researchers' intuition is to observe a representative part from a population in which all the information are gathered.

Among the sampling methods, multistage sampling is a well known sampling technique usually used by different researchers in educational research. In this sampling, the sample is selected in multiple stages depending on the nature of the

research problem. According to the stages of final selection of unit the name of stages may be defined. In multistage sampling always the first stage should be randomly selected but next stages could be used other than random selection like, pps, stratified etc. Even purposive sampling may be used in latter part of selection.

Multistage sampling is chosen on basis of the target population, the students of higher study from educational institutes of RCC in this research. In first stage, two higher studies institutions have been selected out of eight institutions in RCC using simple random sampling (SRS) techniques which are RU and RC.

In second stage, three faculties from RU and four faculties from RC have been selected according to the probability proportion of size of numbers of faculties. The selected faculties from the RU are Science, Social Science and Business Studies and from RC are Arts, Science, Social Science and Business Studies. In the third stage, three departments namely, Physics, Chemistry and Statistics have been selected using SRS techniques from Science faculty of RU, in similar way, three from Social Science faculty (Economics, Information Science and Library Management and Social Work) and two from Business Studies faculty (Accounting and Marketing) from RU have been selected. Again, using similar procedure two departments from each selected faculties of the RC have been selected. The selected departments are Philosophy and Islamic History & Culture from Arts faculty, Social Work and Political Science from Social Science faculty, Marketing and Accounting from Business Studies faculty and Statistics and Zoology from Science faculty of RC. Finally, the respondents have been selected in the fourth and final stage using PPS systematic sampling according to the availability of the students from Masters level in

their respective departments of RU and RC. It was not possible for researcher to collect data from all students of the respective Department through waiting process until available due time and financial insufficiency. We have been finally collected relevant information using a proper questionnaire though direct interview method from the selected 420 respondents of RU and RC in the RCC of Bangladesh.

Faculty and department wise number of interviewed students (respondents) of the two higher study institutions are enlisted in the Table 3.1.

Table 3.1: List of Interviewed respondents for the selected institutions

| Name of Institution | Name of Faculty | Name of Department | Number of student |
|-----------------------------|------------------|--|-------------------|
| Rajshahi University | Science | Physics | 25 |
| | | Chemistry | 25 |
| | | Statistics | 30 |
| | Business Studies | Accounting | 40 |
| | | Marketing | 40 |
| | Social Science | Economics | 25 |
| | | Information science and Library Management | 25 |
| | | Social Work | 30 |
| | Rajshahi College | Arts | Philosophy |
| Islamic History and culture | | | 20 |
| Science | | Statistics | 25 |
| | | Zoology | 20 |
| Commerce | | Accounting | 25 |
| | | Management | 20 |
| Social Science | | Political Science | 25 |
| | | Social Science | 20 |
| Total | | | 420 |

3.12 Procedure of Data Analysis

After collecting data from the selected field and sources it has been analyzed with the help of some statistical tools like descriptive, contingency, multivariate binary regression analysis and some other required analysis. Then for getting clear conception, hypothesis testing has performed. Finally inference has been drawn. Statistical analysis has also been done with the help of MS-Excel and Statistical Package of Social Science (SPSS 16.0 version).

3.13 Reliability of Data

In order to ensure the information provided by students were accurate and almost representative, the researcher has also done cross checking the data with the help of teachers and administrators over the period in different contexts. So it is sure that there is a little scope of wrong information in the study.

3.14 Analytical Techniques

The analysis of this study is divided into three parts. To analyze the data, in first step, descriptive statistics and graphical representation are used; in second step, contingency analysis is used to examine the independent factor's relation on dependent factors and finally binary multivariate logistic regression is used to examine the factors significant effect on academic performance of the students in higher study. A brief description of used all statistical techniques in the present study are given bellow:

3.14.1 Univariate Distribution and Frequency Analysis

When observations, discrete or continuous are available on single characteristics of a large number of individuals, it becomes necessary to condense the data as far as possible without any information of interest. If the identity of individuals, about whom

particular information is taken, is not relevant, nor the order in which the observations raise, then the first real step of condensation is to divide the observed range of variables into a suitable number of class intervals and to record the number of observations in each class. Such a table, showing the distribution of the frequencies in the different classes, is called a frequency table and the manner in which the class frequencies are distributed over the class interval is called the grouped frequency distribution, simply distribution of the variable. We have come across some situation in which each item of a series may have two or more variables. The distribution, in which we consider two variables simultaneously for each item of the series, is known as bivariate distribution or bivariate frequency distribution. The bivariate frequency distribution is performed here in terms of contingency analysis and correlation analysis.

Following formula due to Sturges may be used to determine an approximate number of K classes:

$$K = 1 + 3.322 \log_{10} N$$

Where, N is the total frequency.

The structure of the univariate frequency distribution table is as follows:

| Class interval | Frequency |
|-----------------------|------------------|
| I_1-U_1 | f_1 |
| I_2-U_2 | f_2 |
| : | : |
| : | : |
| I_n-U_n | f_n |

Where I_i is the lower limit of the i -th class interval, U_i is the upper limit of the i -th class interval; f_i is the frequency of the corresponding class interval.

3.14.2 Bivariate Distribution

When the dimension of the frequency distribution is two i.e. when observations are available corresponding to two characteristics and the observations are distributed according to these two characteristics is known as bivariate frequency distribution, simply bivariate distribution. Let us suppose that we have observations x_i and y_i $i = 1, 2, \dots, n$ on X and Y are variables respectively, and then the structure of the bivariate distribution be as follows:

Table 3.2: Bivariate frequency distribution table

| $X \backslash Y$ | y_1 | y_2 | | y_n |
|------------------|----------|----------|--------|----------|
| x_1 | O_{11} | O_{12} | | O_{1n} |
| x_2 | O_{21} | O_{22} | | O_{2n} |
| . | . | . | . | . |
| . | . | . | . | . |
| . | . | . | . | . |
| x_m | O_{m1} | O_{m2} | | O_{mn} |

Here, f_{ij} indicates the frequency of the ij -th cell of the table, i.e. frequency corresponding to i -th level of X and j -th level of Y variable.

3.14.3 Contingency Analysis

The contingency analysis is investigated the degree of association between different phenomenon that could be useful in the analysis. At first, we have constructed some simple cross table and we have examined the association. For contingency analysis, it is assumed that the hypothesis of independence or homogeneity as the null hypothesis. The expected frequency under the null hypothesis is

$$E_{ij} = \frac{O_i \times O_j}{N},$$

where,

E_{ij} = The expected number of respondents in the (i,j) th cell

O_i = number of respondent at the i -th row of respective contingency table.

O_j = number of respondent at the j -th column of respective contingency table

N = total number of respondent.

All contingency tables are prepared on the basis of classification of variables or attribute. For each contingency table computing chi-square makes examination of association between the component and the various segments of the components. To test the association between two variables $r \times c$ contingency table is used. The may be representing as below:

Table 3.3: Contingency table

| $X \backslash Y$ | y_1 | y_2 | y_c | |
|------------------|----------|----------------|----------|-----|
| x_1 | O_{11} | O_{12} | O_{1c} | |
| x_2 | O_{21} | O_{22} | O_{2c} | |
| : | : | | | |
| x_r | : | | | |
| : | O_{r1} | O_{r2} | O_{rc} | |
| Grand total | | | | N |

Here $x_1 x_2 \dots\dots\dots x_r$ are the r - category of the attribute X and $y_1 y_2 \dots\dots\dots y_c$ are the c - category of the attribute Y . O_{ij} is the observed frequency of i -th category of X and j -th category of Y and N is the grand total.

The test statistic follows chi-square distribution with $(r-1)(c-1)$ degrees of freedom is as

$$\chi^2 = \sum_i \sum_j \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \approx \chi_{(r-1)(c-1)}^2,$$

where, O_{ij} = the observed number of respondent in (i, j) th cell

E_{ij} = the expected number of respondent in (i, j) th cell

r = number of rows

c = number of columns.

To test the independency of the attributes the following hypothesis is used:

Null hypothesis (H_0): There is no association between X and Y

Alternative hypothesis (H_1): H_0 is not true

We know that the null hypothesis might be rejected at the 1% and 5% level of significance, if the value of the test statistic falls in the critical region which can be judged with the 2-sided asymptotic significance value with 0.01 and 0.05 respectively. Otherwise the null hypothesis may be accepted.

3.14.4 Logistic Regression Analysis

An interesting method that does not require any distribution assumption concerning explanatory variables is Cox's linear logistic regression model (Cox, D.R., 1970; Cox, D.R., & Snell, E.J., 1989). The logistic regression model can be used not only to identify risk factors but also to predict the probability of success. The model is now widely used in research work to assess the influence of various socio-economic and demographic characteristics for controlling the effect of other variables on the likelihood of the occurrence of the event of interest. There are a variety of multivariate

statistical techniques that can be used predict a binary dependent variable from a set of independent variables. Multiple regression analysis and discriminate analysis are two related techniques but these techniques are applicable only when the dependent and independent variables are measured in interval scale under the assumption that they are normally distributed with equal variances. Linear discriminant analysis does not allow direct prediction of group membership, but the assumption of multivariate normality of the independent variables as well as equal variance-covariance in the groups, is required for the prediction rule to be optimal. Logistic regression analysis is similar to a linear regression model where the dependent variable is a dichotomous one, coded as '1' (event occurring) and '0' (event does not occurring). The independent variables can be interval level or categorical; if categorical, they should be dummy or indicator coded. Let Y_i denote the dichotomous dependent variable for i -th observation and $Y_i=1$, if i -th individual is a success (event occurs) and $Y_i=0$, if the i -th individual is a failure (event does not occur). Suppose that for each of the individuals k independent variables X_{i1} , X_{i2} , X_{ik} are measured and it is assumed that Y_i 's are normally distributed with mean P_i and variance σ^2 and P_i is defined as the probability of success; the logistic regression is of the form:

$$\delta^2 = \frac{e^{\beta_0 + \beta_1 x_i}}{1 + e^{\beta_0 + \beta_1 x_i}} \dots \dots \dots (1)$$

$$P_r(P_i) = P_r(Y_i = 1) = \frac{e^{\beta_0 + \beta_1 x_i}}{1 + e^{-(\beta_0 + \beta_1 x_i)}} \dots \dots \dots (2)$$

Or equivalently,

$$P_r(P_i) = P_r(Y_i = 0) = \frac{e^z}{1 + e^{-z}} \dots \dots \dots (3)$$

Where β_0 and β_1 are the regression coefficients estimated from the data; the model assumes the form:

$$P_r(P_i) = P_r(Y_i=1) = \frac{e^z}{1+e^{-z}} \dots\dots\dots(4)$$

$$\text{Or equivalently, } P_r(P_i) = P_r(Y_i = 1) = \frac{e^z}{1+e^{-z}} \dots\dots\dots(4(1))$$

$$\text{Where, } z = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \dots\dots\dots + \beta_k X_{ik}$$

From equation (3) and (4) completed; however, the logarithm of the ratio of P_i and $1-P_i$ which is called logit of P_i turns out to be a simple linear function of X_{ij} .

$$\text{We define, } \text{Logit}(P_i) = \text{Log}_e \frac{P_i}{1-P_i} = \sum_{j=0}^k \beta_j X_{ij} = \beta_0 + \sum_{j=1}^k \beta_j X_{ij} \dots\dots\dots(5)$$

The logit is the logarithm of the odds of success, that is, the logarithm ratio of the probability of success to the probability of failure. It is also called the logistic transform of P_i and equation (5) is a linear logistic model. In a logistic regression, the parameters of the model are estimated using the maximum likelihood. The logistic model can be rewritten in terms of the odds of an event occurring. First, as P_i increases, so logit (P_i) and second, logit (P_i) varies over the whole real line, whereas P_i is bounded only between 0 and 1. If P_i is less than 0.5, logit (P_i) is negative; and if P_i is greater than 0.5, logit (P_i) is positive. The equation can be written in terms of odds as:

$$\text{Odds} = \frac{P_i}{1+P_i} = \exp\left(\sum_{j=0}^k \beta_j X_{ij}\right)$$

The exponential rise to the power β_j is the factor by which the odds change when j -th independent variables increase by one unit. If β_j is positive factor will be greater than 1, which means that the odds are increased; if β_j is negative factor will be less than 1, which means that the odds are decreased. When β_j is 0, the factor equal 1, which leaves the odds unchanged.

3.15 Limitations of the Study

The study is mainly concentrate on evaluating the influencing factors and the integrated impact of these factors on the performance of the students of higher study. In fact, many factors are liable for the performance of students in higher study but all factors have not been analyzed in this study as such due to time and financial constraints along with the researcher own limitations. However, she tried her best to touch the all relevant factors and the impact of those factors on the students' academic performance in higher study. Moreover, most of the primary data of the study have been collected through a schedule questionnaire but due to time and budget constrains all aspects of influencing factors and even some important factors are not explored through the schedule which is a major limitation. Besides this other stakeholders of this field are not included and only students from two types of educational institutions have been interviewed which may be the shortcomings of the study. However, through observation all significant aspects of the influencing factors have been explored and evaluated.

Chapter Four

Factors Influencing Educational Performance

4.1 Introduction

It is a universally recognized aspect that the performance of a student is directly affected by the socio-economic status of his/her family, community and even the atmosphere of the society. The relationship between family socio-economic status and the academic performance of children is well established in sociological research all over the world (Sparker, 1999 and Considine and Zappala, 2002). Along with family, other socio-economic factors like family structure, types of schools, gender, geographical location, the financial support, psychological status and motivation as well as various types of innate abilities play significant role on the academic achievement of the students. Along with these factors, various socio-political and cultural atmosphere and infrastructural support have also direct impact on the academic performance of study as well as higher study (Considine and Zappala, 2002). The purpose of this chapter is to investigate the background characteristics (i.e. socio-economic, demographic, socio-cultural etc.) of the respondents and these factors' influence on the academic performance of the students in higher study. For this reason, the descriptive and contingency analyses are used. The findings of those analyses are shown in the following section.

4.2 Background Characteristics of the Students (Respondents)

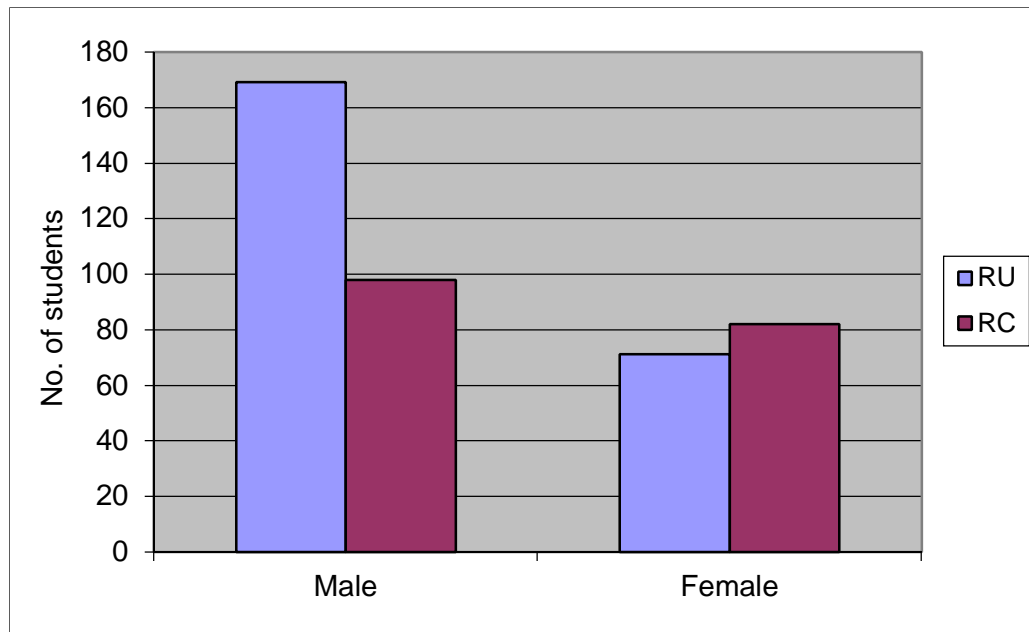
Considering the relevance, significance and importance of socio-economic background of the students as well as their parents, a comprehensive picture of their social status have been presented in this chapter on the basis of field data by simple descriptive

manner. Jose (2009), found a relationship between socio-economic status and the academic performance of the Cambodian American students in his study entitled “In Pursuit of higher Education: External and Internal Factors Influencing the Decision to Attend College among Cambodian American Students”. In fact, in this section, general description of the sample profile have been presented in brief which includes the background features of the respondents and their parents like age, sex, income, expenditure, educational status, occupation and their socio-cultural aspects. Nevertheless, in a nutshell the sample profile of the respondents is as follows:

4.3 Demographic Characteristics of the Overall Respondents

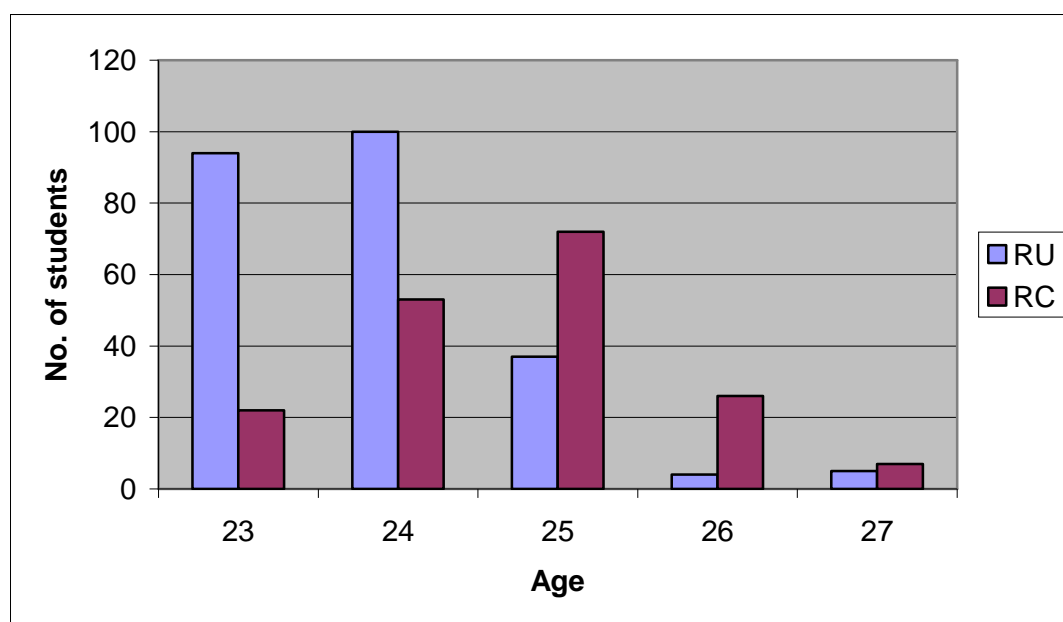
Sex of the respondent

In Bangladesh, traditionally male students were dominating in general. But at present due to various socio-cultural efforts, the ratio of male and female students is almost equal in primary, secondary and higher secondary stages though the percentage of female students in higher education is significantly low because of some socio-cultural realities, such as early marriage of girl, traditional attitude towards female child and socio-religious orthodoxy. Consequently, in this study, the number of male respondents is almost double i.e. 267 (63.60%) is male and 153 (36.40%) is female. This ratio is almost same with the national average. The ratio of female student in higher educational institutions is gradually increasing. Among 240 students of RU, 169 are male and 71 are female. Among 180 students of RC, 98 are male and 82 are female.

Figure 4.1: Sex wise distribution of the students of RU and RC**Age structure of the respondent**

Regarding age distribution of the respondents, it is found that they are belonged in 21 to 28 year age group. In fact usually, the children of Bangladesh start their formal schooling at the age of six (6) and till then after continue their five (5) years primary, five (5) years secondary, two (2) years higher secondary and four (4) years honors or three (3) years BA, BSc, BBA or BSS and one (1) year previous or first part of post-graduation degree. They get enrollment opportunity in master or final part of post-graduation degree. Consequently, this study has found a variation in the age group of the respondents'. Moreover, they also fail to continue their study. So break of study among the respondent is also a very common phenomenon. However, it is observed that most of the students are belonged at the 25-26 years age group in masters' level (study respondents'). Moreover, it is observed that the average age of male students is a little bit higher in comparison to the female as the incident of break of study among the boys is more common.

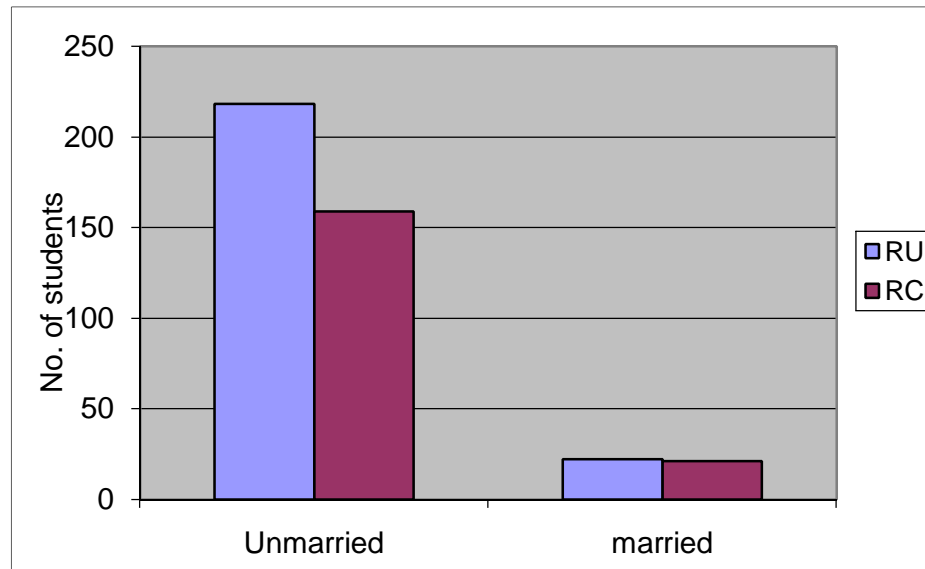
Figure 4.2: Age wise distribution of the students of RU and RC



Marital status of the respondent

Though, traditionally early marriage among girls and in some cases among the boys is very common in Bangladesh and still the trend is continuing among the backward places of people particularly in rural area and poor illiterate community. The marital status of the respondents is not found as concerned level, only 10.2% (43) married students are found among the respondents and the rest 89.80% (377) are still unmarried. It is also observed that among the married students almost are female. The number of married male students is very low. Among 240 students of RU, 219 are unmarried and 22 are married. Among 180 students of RC, 159 are unmarried and 21 are married.

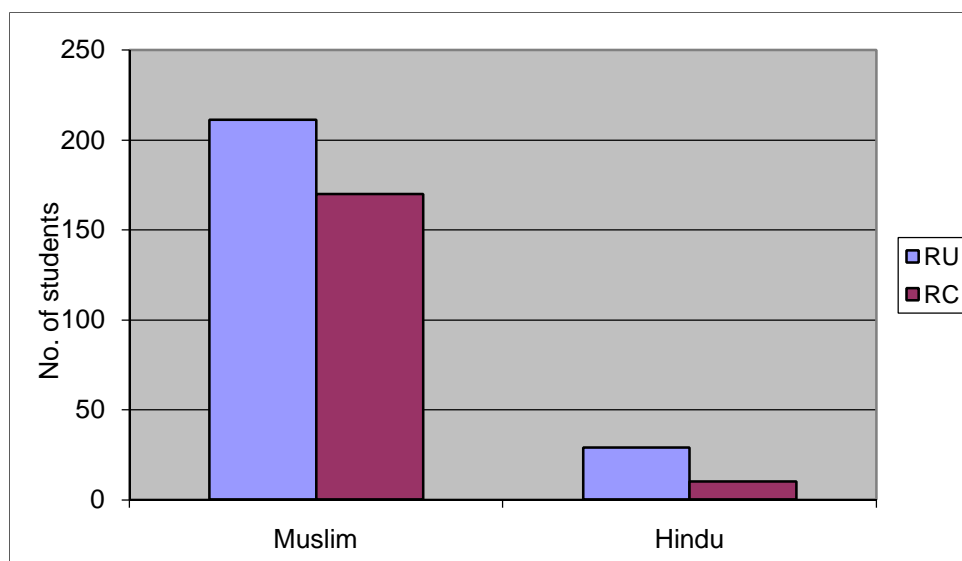
Figure 4.3: Married wise distribution of the students of RU and RC



Religious status of the respondent

In term of religion, more than ninety percent (90.70%) respondents are found who belonged in Islam by faith as Bangladesh is a Muslim dominating society and only 9.00% are found who have come from Hindu community and the rest 0.20% respondents are Christian by faith. Among 240 students of RU, 211 are Muslim and 29 are Hindu. Among 180 students of RC, 170 are Muslim and 10 are Hindu.

Figure 4.4: Religion wise distribution of the students of RU and RC



4.4 Background Characteristics of the Respondents of RU

So many variables may be responsible for the betterment of the students' academic results in every stage. In this study we have been considered the RU and RC and the respondents have been selected from such institutions. In this section background characteristics as respondents' parents' education, occupation, family type, family income, expenditure, respondents' school, college location, SSC, HSC results, study materials etc are discussed for RU sequentially from 4.4.1 to 4.4.8.

4.4.1 Students satisfaction with SSC result according to background characteristics (RU)

Out of 240 respondents of RU, about 20.4% is totally satisfied and 53.3% are satisfied with their SSC result. On the other hand, about 22.5% are dissatisfied and only 3.8% are totally dissatisfied (Table 4.1).

Again according to educational level of the respondent fathers, whose father is illiterate, about 37.5% are totally satisfied and 50.0% are satisfied, whereas 12.5% are totally dissatisfied with their SSC result. Within the highly educated father, about 20.8% are totally satisfied, 58.3% are satisfied, 15.3% are dissatisfied and only 5.6% are totally dissatisfied. Among the service holder father, about 23.1% are totally satisfied, 52.6% are satisfied but 19.2% and 5.1% are totally dissatisfied and dissatisfied respectively with their children SSC result. In the midst of highly educated mother, about 38.5% and 46.2% mothers are totally satisfied and satisfied respectively.

Most of the respondent's mother is housewife (91.67%). Within them about 20.9% are totally satisfied and 53.2% are satisfied, 21.8% and 4.1% are unhappy and very

unhappy respectively. Again most of the respondents are come from unique family (72.5%). In the midst of them, about 19.5% and 54.6% are completely happy and happy respectively, whereas among the respondents who come from combined family, about 23.1% are totally satisfied and 49.2% are satisfied with their SSC result.

The students who come from urban (division and district level) are happy with their SSC result in comparison to their rural counterpart (upozila and village level). The large number students' family income is below 15000.00 Tk. From this group, about 18.2% and 52.3% are totally satisfied and satisfied to their SSC result but about 26.1% and only 3.4 % are unhappy. Few students are come from high income group (45000.00 Tk. and above).

Table 4.1: Students satisfaction with SSC result according to background characteristics (RU)

| Background Characteristics | Satisfaction with SSC result | | | | Number of Students |
|------------------------------------|------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Fathers educational level | | | | | |
| illiterate | 6 (37.5) | 8 (50.0) | 2 (12.5) | 0 (0.0) | 16 |
| Primary | 11 (22.0) | 21 (42.0) | 16 (32.0) | 2 (4.0) | 50 |
| SSC | 8 (14.8) | 30 (55.6) | 13 (24.1) | 3 (5.6) | 54 |
| HSC | 9 (18.8) | 27 (56.2) | 12 (25.0) | 0 (0.0) | 48 |
| Higher study | 15 (20.8) | 42 (58.3) | 11 (15.3) | 4 (5.6) | 72 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |
| Fathers occupational status | | | | | |
| Labour | 0 (0.0) | 3 (75.0) | 1 (25.0) | 0 (0.0) | 4 |
| Farmer | 18 (23.4) | 35 (45.5) | 21 (27.3) | 3 (3.9) | 77 |
| Business | 11 (15.7) | 41 (58.6) | 17 (24.3) | 1 (1.4) | 70 |
| Service | 18 (23.1) | 41 (52.6) | 15 (19.2) | 4 (5.1) | 78 |
| others | 2 (18.2) | 8 (72.7) | 0 (0.0) | 1 (9.1) | 11 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |
| Mothers educational level | | | | | |
| Illiterate | 8 (32.0) | 12 (48.0) | 5 (20.0) | 0 (0.0) | 25 |
| Primary | 21 (18.9) | 56 (50.5) | 29 (26.1) | 5 (4.5) | 111 |
| SSC | 11 (16.9) | 37 (56.9) | 15 (23.1) | 2 (3.1) | 65 |
| HSC | 4 (15.4) | 17 (65.4) | 3 (11.5) | 2 (7.7) | 26 |
| Higher study | 5 (38.5) | 6 (46.2) | 2 (15.4) | 0 (0.0) | 13 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |

Cont...

| Background Characteristics | Satisfaction with SSC result | | | | Number of Students |
|------------------------------------|------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Mothers occupational status | | | | | |
| Labour | 0 (0.0) | 2 (100.0) | 0 (0.0) | 0 (0.0) | 2 |
| Housewife | 46 (20.9) | 117 (53.2) | 48 (21.8) | 9 (4.1) | 220 |
| Business | 0 (0.0) | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 |
| Service | 3 (17.6) | 9 (52.9) | 5 (29.4) | 0 (0.0) | 17 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |
| Family types | | | | | |
| Combined | 15 (23.1) | 32 (49.2) | 17 (26.2) | 1 (1.5) | 65 |
| Unique | 34 (19.5) | 95 (54.6) | 37 (21.3) | 8 (4.6) | 174 |
| Separated | 0 (0.0) | 1 (100.0) | 0 (0.0) | 0 (0.0) | 1 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |
| Permanent residence | | | | | |
| Divisional city | | | | | |
| District city | 7 (23.3) | 19 (63.3) | 4 (13.3) | 0 (0.0) | 30 |
| Upazila level | 8 (30.8) | 15 (57.7) | 3 (11.5) | 0 (0.0) | 26 |
| Village | 6 (16.2) | 19 (51.4) | 12 (32.4) | 0 (0.0) | 37 |
| Total | 28 (19.0) | 75 (51.0) | 35 (23.8) | 9 (6.1) | 147 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |
| Location of school | | | | | |
| Village | 29 (22.3) | 62 (47.7) | 33 (25.4) | 6 (4.6) | 130 |
| Upazila | 4(8.2) | 29 (59.2) | 14 (28.6) | 2 (4.1) | 49 |
| District | 8 (27.6) | 17 (58.6) | 3 (10.3) | 1 (3.4) | 29 |
| Divisional city | 8 (25.0) | 20 (62.5) | 4 (12.5) | 0 (0.0) | 32 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |
| Family income | | | | | |
| < 15000.00 Tk. | 16 (18.2) | 46 (52.3) | 23 (26.1) | 3 (3.4) | 88 |
| 15000.00-30000.00Tk. | 23 (23.0) | 51 (51.0) | 23 (23.0) | 3 (3.0) | 100 |
| 30000.00-45000.00 Tk. | 5 (15.6) | 21 (65.6) | 4 (12.5) | 2 (6.2) | 32 |
| 45000.00 Tk. & above | 5 (25.0) | 10 (50.0) | 4 (20.0) | 1 (5.0) | 20 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |
| Family expenditure | | | | | |
| <15000.00 Tk. | 21 (19.1) | 56 (50.9) | 29 (26.4) | 4 (3.6) | 110 |
| 15000.00-30000.00 Tk. | 19 (20.4) | 49 (52.7) | 21 (22.6) | 4 (4.3) | 93 |
| 30000.00-45000.00 Tk. | 8 (29.6) | 17 (63.0) | 1 (3.7) | 1 (3.7) | 27 |
| 45000.00 Tk. & above | 1 (10.0) | 6 (60.0) | 3 (30.0) | 0 (0.0) | 10 |
| Total | 49 (20.4) | 128 (53.3) | 54 (22.5) | 9 (3.8) | 240 |

Note: Figure in parenthesis indicate percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.4.2 Students satisfaction with HSC result according to background characteristics for RU

Relations of various socio-economic and socio-cultural factors with the satisfaction HSC result of the respondents are shown in Table 4.2. The researcher obtained 37 (15.4%) respondents are totally satisfied, 121 (50.4%) are satisfied, 74 (30.8%) are dissatisfied and 8 (3.3%) are totally dissatisfied to their HSC result.

In respect of fathers' education, among the highly educated fathers, 14 (19.4%) and 37 (51.4%) are totally satisfied and satisfied respectively, but 17 (23.6%) and 4 (5.6%) are dissatisfied and totally dissatisfied respectively. Whereas in the illiterate father, 3 (18.8%), 11 (68.8%), 2 (12.5%) and 0 (0.0%) are totally satisfied, satisfied, dissatisfied and totally dissatisfied to their offspring HSC result respectively.

Regarding fathers' occupation, it is found that the satisfaction level of father to their children HSC result is more or less same in different types of occupation. In the midst of service holder father 13 (16.7%), 38 (48.7%), 25 (32.1%) and 2 (2.6%) are totally satisfied, satisfied, dissatisfied and totally dissatisfied to their offspring HSC result respectively. On the other hand, among the farmer father, 13 (16.9%) and 37 (48.1%) are completely happy and happy, but 25 (32.5%) and 2 (2.6%) are unhappy and completely unhappy to their children HSC score respectively.

It is observed that the relationship between education of mother and the satisfaction to HSC result is statistically significant ($p < 0.01$). Within highly educated mother, 2 (15.4%) and 6 (46.2%) are completely happy and happy respectively, but 4 (30.8%) and 1 (7.7%) are unhappy and completely unhappy to their offspring HSC score. On the other hand, among the illiterate mother, 4 (16.0%), 14 (56.0%), 4 (30.8%) and 1 (7.7%) are totally satisfied, satisfied, dissatisfied and totally dissatisfied to their offspring HSC result respectively.

Statistically significant association is found between occupation of mother and HSC result of their children ($p < 0.01$). Most of the mothers are housewife and they are happy to their offspring HSC result. Similarly most of the respondents are come from unique family 174 (72.5%) and rural area 147 (61.2%) and their satisfaction level is

cooperatively high in comparison to other group. Location of school is positively associated with HSC result of the students ($p < 0.05$) i.e. the students who studied in urban area are more satisfied to their HSC score.

It is found that the students who are satisfied in SSC result are also satisfied in HSC result i.e. these two results are positively correlated ($p < 0.01$). In respect of family income, expenditure and location of college, there is no significant difference between these variables and level of satisfaction.

Table 4.2: Students satisfaction with HSC result according to background characteristics for RU

| Background Characteristics | Satisfaction with HSC result | | | | Number of students |
|--------------------------------------|------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Fathers educational level | | | | | |
| illiterate | 3 (18.8) | 11 (68.8) | 2 (12.5) | 0 (0.0) | 16 |
| Primary | 7 (14.0) | 21 (42.0) | 21 (42.0) | 1 (2.0) | 50 |
| SSC | 10 (18.5) | 29 (53.7) | 14 (25.9) | 1 (1.9) | 54 |
| HSC | 3 (6.2) | 23 (47.9) | 20 (41.7) | 2 (4.2) | 48 |
| Higher study | 14 (19.4) | 37 (51.4) | 17 (23.6) | 4 (5.6) | 72 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| Fathers occupational status | | | | | |
| Labour | 0 (0.0) | 1 (25.0) | 3 (75.0) | 0 (0.0) | 4 |
| Farmer | 13 (16.9) | 37 (48.1) | 25 (32.5) | 2 (2.6) | 77 |
| Business | 10 (14.3) | 39 (55.7) | 17 (24.3) | 4 (5.7) | 70 |
| Service | 13 (16.7) | 38 (48.7) | 25 (32.1) | 2 (2.6) | 78 |
| others | 1 (9.1) | 6 (54.5) | 4 (36.4) | 0 (0.0) | 11 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| Mothers educational level | | | | | |
| Illiterate | 4 (16.0) | 14 (56.0) | 6 (24.0) | 1 (4.0) | 25 |
| Primary | 13 (11.7) | 57 (51.4) | 37 (33.3) | 4 (3.6) | 111 |
| SSC | 13 (20.0) | 32 (49.2) | 19 (29.2) | 1 (1.5) | 65 |
| HSC | 5 (19.2) | 12 (46.2) | 8 (30.8) | 1 (3.8) | 26 |
| Higher study | 2 (15.4) | 6 (46.2) | 4 (30.8) | 1 (7.7) | 13 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| Mothers occupational status** | | | | | |
| Labour | 0 (0.0) | 1 (50.0) | 1 (50.0) | 0 (0.0) | 2 |
| Housewife | 36 (16.4) | 112 (50.9) | 65 (29.5) | 7 (3.2) | 220 |
| Business | 0 (0.0) | 0 (0.0) | 0 (0.0) | 1 (100.0) | 1 |
| Service | 1 (5.9) | 8 (47.1) | 8 (47.1) | 0 (0.0) | 17 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |

Cont...

| Background Characteristics | Satisfaction with HSC result | | | | Number of students |
|---------------------------------------|------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Family types | | | | | |
| Combined | 13 (20.0) | 30 (46.2) | 19 (29.2) | 3 (4.6) | 65 |
| Unique | 24 (13.8) | 90 (51.7) | 55 (31.6) | 5 (2.9) | 174 |
| Separated | 0 (0.0) | 1 (100.0) | 0 (0.0) | 0 (0.0) | 1 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| Permanent residence | | | | | |
| Divisional city | 9 (30.0) | 11 (36.7) | 9 (30.0) | 1 (3.3) | 30 |
| District city | 4 (15.4) | 13 (50.0) | 8 (30.8) | 1 (3.8) | 26 |
| Upazila level | 3 (8.1) | 19 (51.4) | 12 (32.4) | 3 (8.1) | 37 |
| Village | 21 (14.3) | 78 (53.1) | 45 (30.6) | 3 (2.0) | 147 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| School location* | | | | | |
| Village | 22 (16.9) | 64 (49.2) | 41 (31.5) | 3 (2.3) | 130 |
| Upazila | 1 (2.0) | 28(57.1) | 18 (36.7) | 2 (4.1) | 49 |
| District | 4 (13.8) | 15 (51.7) | 7 (24.1) | 3 (10.3) | 29 |
| Divisional city | 10 (31.2) | 14 (43.8) | 8 (25.0) | 0 (0.0) | 32 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| Satisfaction with SSC result** | | | | | |
| Totally satisfied | 19 (38.8) | 19 (38.8) | 11 (22.4) | 0 (0.0) | 49 |
| Satisfied | 13 (10.2) | 81 (63.3) | 30 (23.4) | 4 (3.1) | 128 |
| Dissatisfied | 3 (5.6) | 16 (29.6) | 32 (59.3) | 3 (5.6) | 54 |
| Totally dissatisfied | 2 (22.2) | 5 (55.6) | 1 (11.1) | 1 (11.1) | 9 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| College location | | | | | |
| Village | 9 (18.4) | 26 (53.1) | 14 (28.6) | 0 (0.0) | 49 |
| Upazila | 11 (17.5) | 32 (50.8) | 18 (28.6) | 2 (3.2) | 63 |
| District city | 7 (11.7) | 29 (48.3) | 21 (35.0) | 3 (5.0) | 60 |
| Divisional city | 10 (14.7) | 34 (50.0) | 21 (30.9) | 3 (4.4) | 68 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| Family income | | | | | |
| <15000.00 Tk. | 14 (15.9) | 42 (47.7) | 29 (33.0) | 3 (3.4) | 88 |
| 15000.00-30000.00 Tk. | 14 (14.0) | 51 (51.0) | 32 (32.0) | 3 (3.0) | 100 |
| 30000.00-45000.00 Tk. | 5 (15.6) | 17 (53.1) | 8 (25.0) | 2 (6.2) | 32 |
| 45000.00 Tk. & above | 4 (20.0) | 11 (55.0) | 5 (25.0) | 0 (0.0) | 20 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |
| Family expenditure | | | | | |
| <15000.00 Tk. | 16 (14.5) | 53 (48.2) | 37 (33.6) | 4 (3.6) | 110 |
| 15000.00-30000.00 Tk. | 15 (16.1) | 45 (48.4) | 29 (31.2) | 4 (4.3) | 93 |
| 30000.00-45000.00 Tk. | 5 (18.5) | 17 (63.0) | 5 (18.5) | 0 (0.0) | 27 |
| 45000.00 Tk. & above | 1 (10.0) | 6 (60.0) | 3 (30.0) | 0 (0.0) | 10 |
| Total | 37 (15.4) | 121 (50.4) | 74 (30.8) | 8 (3.3) | 240 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.4.3 Students satisfaction with undergraduate result according to background characteristics for RU

Table 4.3 shows the satisfaction level to honors result on the basis of socio-economic and socio-cultural factors. In respect of the honors result, about 8.8%, 43.3%, 38.8% and 9.2% are totally satisfied, satisfied, dissatisfied and totally dissatisfied accordingly.

Among the primary educated fathers, about 6.0% are totally happy and 30.0% are happy to their children honors result. Among the higher educated fathers' about 11.1%, 51.4%, 26.4% and 11.1% are totally happy, happy, unhappy and totally unhappy accordingly to their children honors result.

In case of occupation of father, about 32.1% are farmer, 29.2% are businessman and 32.5% are service man. Within the farming group about 5.2%, 37.7%, 50.6% and 6.5% are totally satisfied, satisfied, dissatisfied and totally dissatisfied accordingly to their children honors performance. On the other hand, among the service holder fathers about 11.5% and 42.3% are totally happy and happy respectively but 35.9% and 10.3% are unhappy and totally unhappy respectively.

Regarding education of mother, most of the mother lies in primary group (46.2%). In the midst of them, about 8.1%, 45.9%, 38.7% and 7.2% are totally satisfied, satisfied, dissatisfied and totally dissatisfied accordingly to their children honors score. On the other hand, among the higher educated mother about 15.4% and 53.8% are very pleased and pleased but about 23.1% and 7.7% are dissatisfied and completely dissatisfied to their offspring honors achievement. In respect of education

qualification, most of the respondents' mothers are housewife (91.6%). Among them more than 50% (8.2%+44.1%) are happy at the honors result of their offspring.

However, no remarkable aspect is found regarding the satisfaction of honors result of the respondents in terms of family income, expenditure, family type, location of permanent residence, location of school and college. But a significant ($p < 0.01$) positive relation has been found between the satisfaction level of SSC, HSC result and honors result of the respondents. Amongst the students who are satisfied to their SSC result, about 7.0% and 53.1% are totally satisfied and satisfied but about 35.2% and 4.7% are dissatisfied and totally dissatisfied at their honors achievement. On the other hand, along with the students who are dissatisfied to their SSC result, about 5.6%, 22.2%, 61.1% and 11.1% are totally satisfied, satisfied, dissatisfied and totally dissatisfied accordingly to their honors score. Almost same result has been found in the case of HSC result.

In fact, due to continuation in the performance of their academic life, this homogeneity is found. Moreover, it is observed that there is a significant relationship between the basic knowledge or early stage learning and the lesson of higher education.

Table 4.3: Students satisfaction with undergraduate result according to background characteristics for RU

| Background characteristics | Satisfaction to Honors result | | | | Number of students |
|----------------------------------|-------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Fathers educational level | | | | | |
| illiterate | 1 (6.2) | 6 (37.5) | 8 (50.0) | 1 (6.2) | 16 |
| Primary | 3 (6.0) | 15 (30.0) | 26 (52.0) | 6 (12.0) | 50 |
| SSC | 7 (13.0) | 21 (38.9) | 23 (42.6) | 3 (5.6) | 54 |
| HSC | 2 (4.2) | 25 (52.1) | 17 (35.4) | 4 (8.3) | 48 |
| Higher study | 8 (11.1) | 37 (51.4) | 19 (26.4) | 8 (11.1) | 72 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |

Cont...

| Background characteristics | Satisfaction to Honors result | | | | Number of students |
|---------------------------------------|-------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Fathers occupational status | | | | | |
| Labour | 0 (0.0) | 1 (25.0) | 2 (50.0) | 1 (25.0) | 4 |
| Farmer | 4 (5.2) | 29 (37.7) | 39 (50.6) | 5 (6.5) | 77 |
| Business | 6 (8.6) | 34 (48.6) | 24 (34.3) | 6 (8.6) | 70 |
| Service | 9 (11.5) | 33 (42.3) | 28 (35.9) | 8 (10.3) | 78 |
| others | 2 (18.2) | 7 (63.6) | 0 (0.0) | 2 (18.2) | 11 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Mothers educational level | | | | | |
| Illiterate | 1 (4.0) | 5 (20.0) | 14 (56.0) | 5 (20.0) | 25 |
| Primary | 9 (8.1) | 51 (45.9) | 43 (38.7) | 8 (7.2) | 111 |
| SSC | 8 (12.3) | 27 (41.5) | 25 (38.5) | 5 (7.7) | 65 |
| HSC | 1 (3.8) | 14 (53.8) | 8 (30.8) | 3 (11.5) | 26 |
| Higher study | 2 (15.4) | 7 (53.8) | 3 (23.1) | 1 (7.7) | 13 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Mothers occupational status | | | | | |
| Labour | 0 (0.0) | 1 (50.0) | 1 (50.0) | 0 (0.0) | 2 |
| Housewife | 18 (8.2) | 97 (44.1) | 85 (38.6) | 20 (9.1) | 220 |
| Business | 0 (0.0) | 1 (100.0) | 0 (0.0) | 0 (0.0) | 1 |
| Service | 3 (17.6) | 5 (29.4) | 7 (41.2) | 2 (11.8) | 17 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Family types | | | | | |
| Combined | 6 (9.2) | 28 (43.1) | 26 (40.0) | 5 (7.7) | 65 |
| Unique | 15 (8.6) | 76 (43.7) | 66 (37.9) | 17 (9.8) | 174 |
| Separated | 0 (0.0) | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Permanent residence | | | | | |
| Divisional city | 3 (10.0) | 12 (40.0) | 12 (40.0) | 3 (10.0) | 30 |
| District city | 2 (7.7) | 18 (69.2) | 6 (23.1) | 0 (0.0) | 26 |
| Upazila level | 3 (8.1) | 13 (35.1) | 16 (43.2) | 5 (13.5) | 37 |
| Village | 13 (8.8) | 61 (41.5) | 59 (40.1) | 14 (9.5) | 147 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| School location | | | | | |
| Village | 13 (10.0) | 55 (42.3) | 50 (38.5) | 12 (9.2) | 130 |
| Upazila | 2 (4.1) | 20 (40.8) | 21 (42.9) | 6 (12.2) | 49 |
| District | 3 (10.3) | 15 (51.7) | 9 (31.0) | 2 (6.9) | 29 |
| Divisional city | 3 (9.4) | 14 (43.8) | 13 (40.6) | 2 (6.2) | 32 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Satisfaction with SSC result** | | | | | |
| Totally satisfied | 9 (18.4) | 21 (42.9) | 14 (28.6) | 5 (10.2) | 49 |
| Satisfied | 9 (7.0) | 68 (53.1) | 45 (35.2) | 6 (4.7) | 128 |
| Dissatisfied | 3 (5.6) | 12 (22.2) | 33 (61.1) | 6 (11.1) | 54 |
| Totally dissatisfied | 0 (0.0) | 3 (33.3) | 1 (11.1) | 5 (55.6) | 9 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |

Cont...

| Background characteristics | Satisfaction to Honors result | | | | Number of students |
|---------------------------------------|-------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| College location | | | | | |
| Village | 3 (6.1) | 21 (42.9) | 19 (38.8) | 6 (12.2) | 49 |
| Upazila | 6 (9.5) | 23 (36.5) | 28 (44.4) | 6 (9.5) | 63 |
| District city | 5 (8.3) | 28 (46.7) | 22 (36.7) | 5 (8.3) | 60 |
| Divisional city | 7 (10.3) | 32 (47.1) | 24 (35.3) | 5 (7.4) | 68 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Satisfaction with HSC result** | | | | | |
| Totally satisfied | 7 (18.9) | 16 (43.2) | 10 (27.0) | 4 (10.8) | 37 |
| Satisfied | 8 (6.6) | 63 (52.1) | 43 (35.5) | 7 (5.8) | 121 |
| Dissatisfied | 4 (5.4) | 24 (32.4) | 39 (52.7) | 7 (9.5) | 74 |
| Totally dissatisfied | 2 (25.0) | 1 (12.5) | 1 (12.5) | 4 (50.0) | 8 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Family income | | | | | |
| < 15000.00 Tk. | 6 (6.8) | 35 (39.8) | 39 (44.3) | 8 (9.1) | 88 |
| 15000.00-30000.00 Tk. | 10 (10.0) | 46 (46.0) | 34 (34.0) | 10 (10.0) | 100 |
| 30000.00-45000.00Tk. | 2 (6.2) | 14 (43.8) | 12 (37.5) | 4 (12.5) | 32 |
| 45000.00 Tk. & above | 3 (15.0) | 9 (45.0) | 8 (40.0) | 0 (0.0) | 20 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Family expenditure | | | | | |
| < 15000.00 Tk. | 8 (7.3) | 47 (42.7) | 45 (40.9) | 10 (9.1) | 110 |
| 15000.00-30000.00 Tk. | 9 (9.7) | 40 (43.0) | 33 (35.5) | 11 (11.8) | 93 |
| 30000.00-45000.00 Tk. | 3 (11.1) | 13 (48.1) | 10 (37.0) | 1 (3.7) | 27 |
| 45000.00 Tk. & above | 1 (10.0) | 4 (40.0) | 5 (50.0) | 0 (0.0) | 10 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.4.4 Students satisfaction with undergraduate result according to students' academic background for RU

Some significant aspects of academic performance and level of satisfactions in honors level have been found in Table 4.4. In this regard, about 8.8%, 43.3%, 38.8% and 9.2% are completely satisfied, satisfied, dissatisfied and completely dissatisfied accordingly.

Among 240 R.U. students, about 70.4% are satisfied with their admission in honors level. Among these affirmative group students, about 10.7% are completely satisfied, 46.2% are satisfied, and on the other hand, about 34.3% and 8.9% are dissatisfied and

completely dissatisfied. In this study, obtaining good score and getting enough study cost from family is significantly correlated ($p < 0.05$). Here most of the students (61.7%) have got enough money from their guardians, with them about 9.5%, 50.7%, 32.4%, 7.4% are totally satisfied, satisfied, dissatisfied and totally dissatisfied to their honors result according. On the other hand, amongst the negative group, about 7.6% and 31.5%, are satisfied but 48.9% and 12.0% are dissatisfied.

Most of the students (52.1%) read traditional note and then library books (26.7%) and others read own books. In the middle of the respondents, who read traditional note, about 11.2% and 36.8% are completely happy and happy whereas about 44.0% and 8.0% are unhappy and completely unhappy with their honors score. Most of the students said, their classes held regularly (85.4%). In this regard 8.8% and 45.4% are completely satisfied and satisfied and about 37.6% and 8.3% are dissatisfied and completely dissatisfied respectively. The majority of the students are regular in their class (87.9%). Among them about 9.5% and 42.7% are totally happy and happy, whereas about 39.3% and 8.5% are unhappy and totally unhappy respectively to their honors results.

A large number of the students said that they understand their class lecture. Among them about 11.4%, 59.1%, 22.7% and 6.8% are completely satisfied, satisfied, dissatisfied, and completely dissatisfied accordingly to their honors score. While about 20.0% student totally fail to understand their class. Among them about 6.2%, 33.3%, 45.8% and 14.6% are completely satisfied, satisfied, dissatisfied and completely dissatisfied accordingly.

Regular in study and satisfaction with honors result is positively associated ($p < 0.05$). About 57.5% students are regular in their study. In the midst of them, about 8.0% and 50.0% are totally happy and happy but about 37.0% and 5.0% are unhappy and totally unhappy with their honors performance. On the other hand, within the negative group, about 9.8%, 34.3%, 41.2% and 14.7% are totally satisfied, satisfied, dissatisfied and totally dissatisfied to their honors performance accordingly. Among the surveyed 240 students from RU, about 67.5% students are interested in study. Among them about 8.6% and 47.5% are satisfied and about 34.6% and 9.3% are dissatisfied respectively. Whereas among the negative group about 9.0% and 34.6% are satisfied and about 47.4% and 9.0% are dissatisfied to their honors score.

It is found that if the students are satisfied to their class lecture then their honors result is more satisfied ($p < 0.05$). In this regard, about 13.7% students are totally satisfied to their class lecture. Amongst them, about 3.0% and 54.5% are happy and about 36.4% and 6.1% are unhappy with their honors performance. About 38.7% students are satisfied with their class lecture. Among them, about 12.9%, 50.5%, 33.3% and 3.2% are completely satisfied, satisfied, dissatisfied and completely dissatisfied to their honors result accordingly. On the other hand, about 26.0% are totally dissatisfied to their class lecture. Among them, about 4.8% and 37.1% are happy whereas about 41.9% and 16.1% are unhappy with their honors score.

It is observed that with few exceptions there are sixty: forty to seventy, thirty variations in the honors result, i.e., the students who were positive in their role and function and use right materials in their study period express sixty to seventy percent satisfaction and forty to thirty percent dissatisfaction in their honors result and vice-versa.

Table 4.4: Students satisfaction with Undergraduate result according to students' academic background for RU

| Background characteristics | Satisfaction to Honors result | | | | Number of students |
|--------------------------------------|-------------------------------|------------|--------------|-------------------------|--------------------|
| | Completely satisfied | Satisfied | Dissatisfied | Completely dissatisfied | |
| Is your admission satisfied?* | | | | | |
| Yes | 18 (10.7) | 78 (46.2) | 58 (34.3) | 15 (8.9) | 169 |
| No | 3 (4.2) | 26 (36.6) | 35 (49.3) | 7 (9.9) | 71 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Is study cost adequate?* | | | | | |
| Yes | 14 (9.5) | 75 (50.7) | 48 (32.4) | 11 (7.4) | 148 |
| No | 7 (7.6) | 29(31.5) | 45 (48.9) | 11 (12.0) | 92 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Study Materials | | | | | |
| Library work | 5 (7.8) | 28 (43.8) | 25 (39.1) | 6 (9.4) | 64 |
| Traditional note | 14 (11.2) | 46 (36.8) | 55 (44.0) | 10 (8.0) | 125 |
| Own book | 2 (4.0) | 29 (58.0) | 13 (26.0) | 6 (12.0) | 50 |
| Others | 0 (0.0) | 1 (100) | 0 (0.0) | 0 (0.0) | 1 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Do you regular in class | | | | | |
| Yes | 18 (8.8) | 93 (45.4) | 77 (37.6) | 17 (8.3) | 205 |
| No | 3 (8.6) | 11 (31.4) | 16 (45.7) | 5 (14.3) | 35 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Class attendance | | | | | |
| Regular | 20 (9.5) | 90 (42.7) | 83 (39.3) | 18 (8.5) | 211 |
| Mostly | 1 (3.6) | 14 (50.0) | 10 (35.7) | 3 (10.7) | 28 |
| Sometimes | 0 (0.0) | 0 (0.0) | 0 (0.0) | 1 (100.0) | 1 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Lecture is understandable | | | | | |
| Totally agree | 5 (11.4) | 26 (59.1) | 10 (22.7) | 3 (6.8) | 44 |
| Agree | 11 (9.6) | 53 (46.5) | 43 (37.7) | 7 (6.1) | 114 |
| Disagree | 2 (5.9) | 9 (26.5) | 18 (52.9) | 5 (14.7) | 34 |
| Totally disagree | 3 (6.2) | 16 (33.3) | 22 (45.8) | 7 (14.6) | 48 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Do you study regular?* | | | | | |
| Yes | 11 (8.0) | 69 (50.0) | 51 (37.0) | 7 (5.1) | 138 |
| No | 10 (9.8) | 35 (34.3) | 42 (41.2) | 15 (14.7) | 102 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Interested in study | | | | | |
| Yes | 14 (8.6) | 77 (47.5) | 56 (34.6) | 15 (9.3) | 162 |
| No | 7 (9.0) | 27 (34.6) | 37 (47.4) | 7 (9.0) | 78 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Satisfactory lecture* | | | | | |
| Totally agree | 1 (3.0) | 18 (54.5) | 12 (36.4) | 2 (6.1) | 33 |
| Agree | 12 (12.9) | 47 (50.5) | 31 (33.3) | 3 (3.2) | 93 |
| Disagree | 5 (9.6) | 16 (30.8) | 24 (46.2) | 7 (13.5) | 52 |
| Totally Disagree | 3 (4.8) | 23 (37.1) | 26 (41.9) | 10 (16.1) | 62 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.4.5 Students satisfaction with undergraduate result according to department and institutional background for RU

Table 4.5 depicts that the support and services of an institution (RU) has a great impact on the performance and satisfaction in achievement. In respect of sufficient number of class teachers, 92.9% respondents opine that they have enough teachers. With them about 9.4% and 43.9% are satisfied, and about 38.6% and 8.1% are dissatisfied to their honors score. Whereas among the negative group, about 35.3% are satisfied and, about 41.2% and 23.5% are dissatisfied respectively.

Completion of course curriculum in honors level and students performance is positively associated ($0.01 < p < 0.05$). About 49.5% students express their opinion that course are completed in class. Among them satisfaction level is high in comparison to the opposite group. In affirmative group, about 9.2%, 52.1%, 33.6% and 5.0% are completely satisfied, satisfied, dissatisfied and completely dissatisfied accordingly to the honors performance. On the other hand, among the negative group, about 8.3% and 34.7% are completely satisfied and satisfied respectively whereas about 4.38% and 13.2% are dissatisfied and completely dissatisfied respectively.

The relation between study full syllabus in details and academic achievement is statistically significant ($p < 0.01$). About 56.6% students said that they have gone through whole syllabus. Among them, about 10.3% and 50.0% are very happy and happy with their result and about 35.3% and 4.4% are unhappy and very unhappy with their performance. On the other hand, rest of the respondents have not favor to the relation. Among this opposite group, about 6.7%, 34.6% are very happy and happy, but about 43.3% and 15.4% are unhappy and very unhappy respectively to their honors academic achievement. In respect of personal attitude and personal and familial relation

such as "friends help in study, family support, relation with family members and feeling towards political atmosphere" it is observed that there are close relation and direct impact on academic achievement.

Most of the students opine that they have received enough cooperation from their friends and the satisfaction level is also high among this group in comparison to the respondents who did not get expected cooperation. Similarly the students who have been able to fulfill the expectation of their guardians have also done well in their higher study, but the opposition group satisfaction level is significantly low. Study according to their family expectation is highly significant with academic performance. About 46.7% students opine that they study according to their family expectation. In the middle of them, about 8.69%, 63.4%, 25.9% and 1.8% are completely satisfied, satisfied, dissatisfied and completely dissatisfied accordingly. Whereas among the opposite group, about 8.6% and 25.8% are completely satisfied and satisfied but about 50.0% and 15.6% are dissatisfied and completely dissatisfied respectively to their honors achievement.

In terms of "good relation with family" it is found that it has a significant ($p < 0.01$) impact on the performance of higher study as the two sectors of affirmative group (totally agree and agree) satisfaction level is high but the negative group (disagree and totally disagree) satisfaction level is very poor as their achievement is also very low. Regarding student politics it is observed that it play significantly negative impact on the performance of the higher study and most of the students express negative opinion and dissatisfaction towards the students' politics. About 78.8% students totally agreed that students' politics disrupt study. Among them, about 9.5% and 41.3% are satisfied and about 39.7% and 9.5% are dissatisfied respectively to their honors performance.

So it is concluded that the academic institution and its atmosphere have positive impact on the performance of the higher study.

Table 4.5: Students satisfaction with undergraduate result according to department and institutional characteristics for RU

| Background characteristics | Satisfaction to Honors result | | | | Total |
|---|-------------------------------|------------|--------------|-------------------------|-------|
| | Completely satisfied | Satisfied | Dissatisfied | Completely dissatisfied | |
| Have adequate teachers? | | | | | |
| Yes | 21 (9.4) | 98 (43.9) | 86 (38.6) | 18 (8.1) | 223 |
| No | 0 (0.0) | 6 (35.3) | 7 (41.2) | 4 (23.5) | 17 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Are courses finished in class?* | | | | | |
| Yes | 11 (9.2) | 62 (52.1) | 40 (33.6) | 6 (5.0) | 119 |
| No | 10 (8.3) | 42 (34.7) | 53 (43.8) | 16 (13.2) | 121 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Is syllabus complete in class? | | | | | |
| Yes | 16 (9.4) | 78 (45.9) | 63 (37.1) | 13 (7.6) | 170 |
| No | 5 (7.1) | 26 (37.1) | 30 (42.9) | 9 (12.9) | 70 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Do you read whole syllabus?*** | | | | | |
| Yes | 14 (10.3) | 68 (50.0) | 48 (35.3) | 6 (4.4) | 136 |
| No | 7 (6.7) | 36 (34.6) | 45 (43.3) | 16 (15.4) | 104 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Friends are helpful | | | | | |
| Totally agree | 10 (9.2) | 52 (47.7) | 39 (35.8) | 8 (7.3) | 109 |
| Agree | 9 (8.8) | 44 (43.1) | 38 (37.3) | 11 (10.8) | 102 |
| Disagree | 1 (7.7) | 3 (23.1) | 8 (61.5) | 1 (7.7) | 13 |
| Totally disagree | 1 (6.2) | 5 (31.2) | 8 (50.0) | 2 (12.5) | 16 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Do you study with family expectation?*** | | | | | |
| Yes | 10 (8.9) | 71 (63.4) | 29 (25.9) | 2 (1.8) | 112 |
| No | 11 (8.6) | 33 (25.8) | 64 (50.0) | 20 (15.6) | 128 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Good relation with family | | | | | |
| Totally agree | 17 (9.0) | 85 (45.2) | 70 (37.2) | 16 (8.5) | 188 |
| Agree | 3 (7.1) | 15 (35.7) | 19 (45.2) | 5 (11.9) | 42 |
| Disagree | 0 (0.0) | 2 (66.7) | 1 (33.3) | 0 (0.0) | 3 |
| Totally disagree | 1 (14.3) | 2 (28.6) | 3 (42.9) | 1 (14.3) | 7 |
| Total | 21 (8.8) | 104 (43.3) | 93 (38.8) | 22 (9.2) | 240 |
| Politics disrupt study | | | | | |
| Totally agree | | | | | |
| Agree | 18 (9.5) | 78 (41.3) | 75 (39.7) | 18 (9.5) | 189 |
| Disagree | 1 (3.4) | 15 (51.7) | 12 (41.4) | 1 (3.4) | 29 |
| Totally disagree | 2 (20.0) | 3 (30.0) | 4 (40.0) | 1 (10.0) | 10 |
| Total | 1 (8.3) | 7 (58.3) | 2 (9.7) | 2 (9.7) | 12 |
| | 21 (8.8) | 103 (43.1) | 93 (38.9) | 22 (9.2) | 240 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.4.6 Students satisfaction with all academic result according to background characteristics for RU

Association of the (some selected socio-economic variables) satisfaction level of the respondents with all academic results is shown in Table 4.6. Most of the students have come from educated family and their fathers are also educated. Only about 6.7% respondents' family is illiterate and about 20.8% are nominal educated. Among illiterate father about 43.8% are satisfied and 56.2% are dissatisfied with their children all academic results. Among HSC level father, about 50.0% are happy and 50.0% are unhappy to their children academic performance.

It is revealed that the relation between father's occupation and children academic performance is statistically significant ($0.01 < p < 0.05$). Amongst business father, about 52.9% are satisfied but about 47.1% are dissatisfied, whereas among service holder father, about 34.6% are happy but about 65.4% are unhappy with their children all academic results. Most of the mothers are nominal educated. Illiterate about 10.4%, Primary about 46.3%, SSC 27.1%, HSC 10.8% and 5.4% are higher educated mother accordingly. Amid primary level mother, about 47.7% and 52.3% are satisfied and dissatisfied to their offspring academic result.

Most of the mothers of the respondents are housewife (91.7%). In the midst of them about 44.1% are happy and 55.9% are unhappy to their children result. In case of family status, most of the respondents come from unique family (72.5%) and village area (61.3%). Surrounded by the respondents from combine family, about 46.2% are satisfied and 53.8% are dissatisfied to their results. Among the students from unique family, the satisfaction and dissatisfaction level is almost same to the students from combine family. The students who come from district level, their satisfaction and dissatisfaction is same (50.0%).

The respondents who are satisfied to SSC and HSC results are also satisfied to their honors result. Here it is found that academic results are highly correlated ($p < 0.01$). In the midst of the students who are totally satisfied to SSC result, about 61.2% are

satisfied and 38.8% are dissatisfied to their all academic results. On the other hand, who are totally dissatisfied to SSC result are also dissatisfied (88.9%) to all academic performance.

Among the students who are totally satisfied to HSC results, about 59.5% are pleased and 40.5% are not pleased with the honors result whereas who are dissatisfied to HSC result are also dissatisfied (75.0%) to their all academic score. Regarding location of school and college, family income and expenditure, no distinguish difference has been found to the satisfaction level of all academic results.

Table 4.6: Students satisfaction with all academic result according to background characteristics for RU

| Background characteristics | Satisfaction with all academic results | | Number of students |
|-------------------------------------|--|------------|--------------------|
| | Yes | No | |
| Fathers educational level | | | |
| Illiterate | 7 (43.8) | 9 (56.2) | 16 |
| Primary | 17 (34.0) | 33 (66.0) | 50 |
| SSC | 24 (44.4) | 30 (55.6) | 54 |
| HSC | 24 (50.0) | 24 (50.0) | 48 |
| Higher study | 32 (44.4) | 40 (55.6) | 72 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Fathers occupational status* | | | |
| Labour | 0 (0.0) | 4 (100.0) | 4 |
| Farmer | 32 (41.6) | 45 (58.4) | 77 |
| Business | 37 (52.9) | 33 (47.1) | 70 |
| Service | 27 (34.6) | 51 (65.4) | 78 |
| others | 8 (72.7) | 3 (27.3) | 11 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Mothers educational level | | | |
| Illiterate | 7 (28.0) | 18 (72.0) | 25 |
| Primary | 53 (47.7) | 58 (52.3) | 111 |
| SSC | 28 (43.1) | 37 (56.9) | 65 |
| HSC | 10 (38.5) | 16 (61.5) | 26 |
| Higher study | 6 (46.2) | 7 (53.8) | 13 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Others occupational status | | | |
| Labour | 1 (50.0) | 1 (50.0) | 2 |
| Housewife | 97 (44.1) | 123 (55.9) | 220 |
| Business | 1 (100.0) | 0 (0.0) | 1 |
| Service | 5 (29.4) | 12 (70.6) | 17 |
| Total | 104 (43.3) | 136 (56.7) | 240 |

Cont...

| Background characteristics | Satisfaction with all academic results | | Number of students |
|----------------------------------|--|------------|--------------------|
| | Yes | No | |
| Family types | | | |
| Combined | 30 (46.2) | 35 (53.8) | 65 |
| Unique | 74 (42.5) | 100 (57.5) | 174 |
| Separated | 0 (0.0) | 1 (100.0) | 1 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Permanent residence | | | |
| Divisional city | 13 (43.3) | 17 (56.7) | 30 |
| District city | 13 (50.0) | 13 (50.0) | 26 |
| Upazila level | 16 (43.2) | 21 (56.8) | 37 |
| Village | 62 (42.2) | 85 (57.8) | 147 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| School location | | | |
| Village | 62 (47.7) | 68 (52.3) | 130 |
| Upazila | 16 (32.7) | 33 (67.3) | 49 |
| District | 11 (37.9) | 18 (62.1) | 29 |
| Divisional city | 15 (46.9) | 17 (53.1) | 32 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Satisfy with SSC result** | | | |
| Totally satisfied | 30 (61.2) | 19 (38.8) | 49 |
| Satisfied | 63 (49.2) | 65 (50.8) | 128 |
| Dissatisfied | 10 (18.5) | 44 (81.9) | 54 |
| Totally dissatisfied | 1 (11.1) | 8 (88.9) | 9 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| College location | | | |
| Village | 23 (46.9) | 26 (53.1) | 49 |
| Upazila | 28 (44.4) | 35 (55.6) | 63 |
| District city | 24 (40.0) | 36 (60.0) | 60 |
| Divisional city | 29 (42.6) | 39 (57.4) | 68 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Satisfy with HSC result** | | | |
| Totally satisfied | 22 (59.5) | 15 (40.5) | 37 |
| Satisfied | 63 (52.1) | 58 (47.9) | 121 |
| Dissatisfied | 17 (23.0) | 57 (77.0) | 74 |
| Totally dissatisfied | 2 (25.0) | 6 (75.0) | 8 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Family income | | | |
| < 15000.00 Tk. | 36 (40.9) | 52 (59.1) | 88 |
| 15000.00-30000.00 Tk. | 46 (46.0) | 54 (54.0) | 100 |
| 30000.00-45000.00 Tk. | 13 (40.6) | 19 (59.4) | 32 |
| 45000.00 Tk. and above | 9 (45.0) | 11 (55.0) | 20 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Family expenditure | | | |
| < 15000.00 Tk. | 44 (40.0) | 66 (60.0) | 110 |
| 15000.00-30000.00 Tk. | 44 (47.3) | 49 (52.7) | 93 |
| 30000.00-45000.00 Tk. | 12 (44.4) | 15 (55.6) | 27 |
| 45000.00 Tk. and above | 4 (40.0) | 6 (60.0) | 10 |
| Total | 104 (43.3) | 136 (56.7) | 240 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.4.7 Students satisfaction with all academic result according to students' academic background for RU

Table 4.7 contains some academic factors and level of satisfaction to all academic achievements. Regarding this issue, about 43.3% respondents are satisfied and about 56.7% are dissatisfied. Most of the (70.4%) students are satisfied to their admission into university. With them about 49.1% are happy and about 50.9% are unhappy with their all academic results.

It is found that about 61.7% students get enough money for continuing their study. Out of them, about 52.0% are happy and about 48.0% are unhappy to their all academic performance. On the other hand, amid the opposite group, about 29.3% are satisfied and about 70.7% are dissatisfied for the same. About 85.4% students said that they get enough classes in their departments. Amongst them about 44.9% and about 55.1% are pleased and not pleased respectively to their results.

Most of the students (87.9%) are regular in their classes. Along with them about 42.7% are satisfied and about 57.3% are dissatisfied to their results. Class understanding is a statistically significant factor for academic performance ($p < 0.01$). About 18.3% students totally realize and about 47.5% students understand the class lecture. Out of them, more than 50% express satisfaction to their academic result. On the other hand, among the negative group around 25.0% students are happy with their result.

Regular study and interest in study have found significant factors for achieving good result ($0.01 < p < 0.05$). In this regard, within the positive thinking group, about 50.0% are satisfied with all academic achievement. In case of satisfaction to class lecture, more than 50.0% students are satisfied in affirmative group, whereas in negative

thinking group about 42.3% and 25.8% are satisfied to the same. Thus it may conclude that the satisfaction in academic achievement and academic result is significantly depended on the psychological satisfaction and mental interest towards the academic matters.

Table 4.7: Students satisfaction with all academic result according to students' academic background for RU

| Background characteristics | Satisfaction to all academic results | | Number of students |
|--|--------------------------------------|------------|--------------------|
| | Yes | No | |
| Is admission satisfied?*** | | | |
| Yes | 83 (49.1) | 86 (50.9) | 169 |
| No | 21 (29.6) | 50 (70.4) | 71 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Is study cost adequate?*** | | | |
| Yes | 77 (52.0) | 71 (48.0) | 148 |
| No | 27 (29.3) | 65 (70.7) | 92 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Are you regular in class? | | | |
| Yes | 92 (44.9) | 113 (55.1) | 205 |
| No | 12 (34.3) | 23 (65.7) | 35 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Class attendance | | | |
| Regular | 90 (42.7) | 121 (57.3) | 211 |
| Mostly | 14 (50.0) | 14 (50.0) | 28 |
| Sometimes | 0 (0.0) | 1 (100.0) | 1 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Lecture is understandable** | | | |
| Totally agree | 25 (56.8) | 19 (43.2) | 44 |
| Agree | 59 (51.8) | 55 (48.2) | 114 |
| Disagree | 9 (26.5) | 25 (73.5) | 34 |
| Totally disagree | 11 (22.9) | 37 (77.1) | 48 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Are you regular in study?* | | | |
| Yes | 69 (50.0) | 69 (50.0) | 138 |
| No | 35 (34.3) | 67 (65.7) | 102 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Are you interested in study?*** | | | |
| Yes | 81 (50.0) | 81 (50.0) | 162 |
| No | 23 (29.5) | 55 (70.5) | 78 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Is lecture satisfactory?*** | | | |
| Totally agree | 19 (57.6) | 14 (42.4) | 33 |
| Agree | 47 (50.5) | 46 (49.5) | 93 |
| Disagree | 22 (42.3) | 30 (57.7) | 52 |
| Totally Disagree | 16 (25.8) | 46 (74.2) | 62 |
| Total | 104 (43.3) | 136 (56.7) | 240 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.4.8 Students satisfaction with all academic result according to department and institutional background for RU

Some institute related factors, family members and socio-political factors impact on the satisfaction level to all academic results are shown in Table 4.8. Here it is revealed that cooperation and positive environment of academic and non-academic factors have a significant impact to the academic achievement of the students.

In terms of "adequate teacher" the positive thinking group satisfaction is 44.4% and negative thinking group satisfaction is 29.4%. Course completion is also a significant factor. Regarding this issue, about 54.6% students in positive thinking group are happy with their all academic performance whereas 32.2% are happy within negative thinking group. About 56.7% students are go through the whole syllabus. Along with them 50.0% are satisfied on the other hand, within opposite group, about 34.6% are pleased and about 65.4% are not pleased to all academic achievement.

Friends help is a statistically significant influencing factor on education performance ($0.01 < p < 0.05$). About 45.4% and 42.5% students opine that friend's cooperation is helpful in their study. Among them, about 46.8% and 47.1% are satisfied to their academic performance, where as in the negative groups, about 15.4% and 18.8% are satisfied to their performance about 46.7% students study according their family expectation. Among them, about 63.4% are satisfied and about 36.6% are dissatisfied whereas along with the opposite group, about 25.8% are satisfied and 74.2% are dissatisfied to their academic attainment.

In terms of "good relation with family", about 78.3% and 17.5% students are totally agreed and disagreed respectively. In the midst of them, about 44.1% and 40.5% are

satisfied and among the negative thinking group, about 66.7% and 28.6% are dissatisfied to their academic results. Regarding political issue most of the respondents have shown negative attitude to 'students' politics'. In respect of all academic result, about 8.7% and 43.3% students are completely satisfied and satisfied respectively to their honors result. Amongst them, about 66.7% and about 73.1% are happy and about 33.3% and 26.9% are unhappy with their all academic performance. Amid the opposite group dissatisfaction level is high. So it may conclude that honors result is a significant issue for satisfaction in all academic achievement.

Study medium is another affecting factor. In terms of "English medium affects result", about 12.5% students are totally agreed and about 19.6% agree with the statement, and about 44.2% and 23.7% disagree with it respectively. Among the affirmative group satisfaction is high and among the negative group dissatisfaction towards academic result is high. In addition, it is also observed that few number of respondents are not pleased at their different level academic results (SSC to Honors) because now a day's student as well as their parents or guardians are very much concentrated only to their academic achievement without considering their real performance, i.e., knowledge, attitude and skill of realizing the problems or problem solving capacities.

Table 4.8: Students satisfaction with all academic result according to department and institutional background for RU

| Background characteristics | Satisfaction to all academic results | | Number of students |
|---|--------------------------------------|------------|--------------------|
| | Yes | No | |
| Are teachers enough? | | | |
| Yes | 99 (44.4) | 124 (55.6) | 223 |
| No | 5 (29.4) | 12 (70.6) | 17 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Are all courses completed in class?*** | | | |
| Yes | 65 (54.6) | 54 (45.4) | 119 |
| No | 39 (32.2) | 82 (67.8) | 121 |
| Total | 104 (43.3) | 136 (56.7) | 240 |

Cont...

| Background characteristics | Satisfaction to all academic results | | Number of students |
|---|--------------------------------------|------------|--------------------|
| | Yes | No | |
| Is syllabus completed in class?* | | | |
| Yes | 78 (45.9) | 92 (54.1) | 170 |
| No | 26 (37.1) | 44 (62.9) | 70 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Do you read whole syllabus?* | | | |
| Yes | 68 (50.0) | 68 (50.0) | 136 |
| No | 36 (34.6) | 68 (65.4) | 104 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Friends are helpful* | | | |
| Totally agree | 51 (46.8) | 58 (53.2) | 109 |
| Agree | 48 (47.1) | 54 (52.9) | 102 |
| Disagree | 2 (15.4) | 11 (84.6) | 13 |
| Totally disagree | 3 (18.8) | 13 (81.2) | 16 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Do you study with family expectation?*** | | | |
| Yes | 71 (63.4) | 41 (36.6) | 112 |
| No | 33 (25.8) | 95 (74.2) | 128 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Good relation with family | | | |
| Totally agree | 83 (44.1) | 105 (55.9) | 188 |
| Agree | 17 (40.5) | 25 (59.5) | 42 |
| Disagree | 2 (66.7) | 1 (33.3) | 3 |
| Totally disagree | 2 (28.6) | 5 (71.4) | 7 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Politics disrupt study | | | |
| Totally agree | 76 (40.2) | 113 (59.8) | 189 |
| Agree | 16 (53.3) | 14 (46.7) | 30 |
| Disagree | 7 (70.0) | 3 (30.0) | 10 |
| Totally disagree | 5 (45.5) | 6 (54.5) | 11 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Satisfy with undergraduate result** | | | |
| Completely satisfied | 14 (66.7) | 7 (33.3) | 21 |
| Satisfied | 76 (73.1) | 28 (26.9) | 104 |
| Dissatisfied | 13 (14.0) | 80 (86.0) | 93 |
| Completely dissatisfied | 1 (4.5) | 21 (95.5) | 22 |
| Total | 104 (43.3) | 136 (56.7) | 240 |
| Medium of English affects result | | | |
| Totally agree | 31 (43.1) | 41 (56.9) | 72 |
| Agree | 39 (42.9) | 52 (57.1) | 91 |
| Disagree | 22 (55.0) | 18 (45.0) | 40 |
| Totally Disagree | 12 (32.4) | 25 (67.6) | 37 |
| Total | 104 (43.3) | 136 (56.7) | 240 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5 Background characteristics of the respondents for RC

So many variables may be responsible for the betterment of the students' academic results in every stage. In this study we have been considered the RU and RC and the respondents have been selected from such institutions. In this section background characteristics as respondents' parents' education, occupation, family type, family income, expenditure, respondents' school, college location, SSC, HSC results, study materials etc are discussed for RC sequentially from 4.5.1 to 4.5.8.

4.5.1 Students satisfaction with SSC result according to background characteristics for RC

Table 4.9 represents the satisfaction to SSC result and relation with several socio-economic variables of respondents from RC. In order to get overall status of higher education along with the RU, 180 students have also been interviewed from RC who study under national university regarding their socio-cultural condition and academic performance.

About 25.0% students' fathers are higher educated, 16.1% are HSC pass, 23.3% are SSC pass, 31.1% are primary and 4.4% are illiterate out of 180 students interviewed from RC. In the middle of the 180 students, about 2.2% 51.7%, 41.1% and 5.0% students are totally satisfied, satisfied, dissatisfied and totally dissatisfied accordingly to their SSC result. Concerning about 37.7% Students' father are farmer, 28.9% are businessman and 31.1% are service holders. Surrounded by the service man only 1.8% are totally satisfied, 57.1% are satisfied, on the other hand, about 33.9% and 71% are dissatisfied and totally dissatisfied respectively to their children SSC results.

A good number of the mothers are nominal educated. About 9.4%, 54.4%, 25.6%, 8.9% and 1.7% are illiterate, primary, SSC, HSC and higher educated respectively.

Satisfaction levels of all level mothers are the same to their offspring SSC score. Nearly all of the mothers are housewife (99.9%). Within them, about 2.2% and 52.0% are satisfied and about 40.8% and 5.0% are dissatisfied respectively to the same. A large amount of the students come from unique family (68.3%) and rural area (67.1%).

Regarding family type and permanent residence, there is no remarkable difference of satisfaction. Location of school is a significant factor in SSC achievement. About 63.9% students' school are located in village area. Among them, about 2.6% are totally satisfied, 46.1% are satisfied, 48.7% are dissatisfied and 2.6% are totally dissatisfied. In the midst of the upzila level students, about 64.7% are satisfied, 32.4% and 2.9% are dissatisfied.

In the middle of the students who studied in district and division level school, their satisfaction level is high in SSC result. Most of the students come from middle class family (income level 15000.00–30000.00 Tk.). Satisfaction to SSC level is high among the (30000.00–45000.00 Tk.) monthly income group.

Table 4.9: Student satisfaction with SSC result according to background characteristics for RC

| Background characteristics | Satisfaction to SSC result | | | | Number of students |
|------------------------------------|----------------------------|-----------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Fathers educational level | | | | | |
| illiterate | 0 (0.0) | 3 (37.5) | 5 (62.5) | 0 (0.0) | 8 |
| Primary | 1 (1.8) | 23 (41.1) | 29 (51.8) | 3 (5.4) | 56 |
| SSC | 2 (4.8) | 23 (54.8) | 16 (38.1) | 1 (2.4) | 42 |
| HSC | 1 (3.4) | 14 (48.3) | 10 (34.5) | 4 (13.8) | 29 |
| Higher study | 0 (0.0) | 30 (66.7) | 14 (31.1) | 1 (2.2) | 45 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |
| Fathers occupational status | | | | | |
| Labour | 0 (0.0) | 2 (50.0) | 2 (50.0) | 0 (0.0) | 4 |
| Farmer | 2 (2.9) | 33 (48.5) | 30 (44.1) | 3 (4.4) | 68 |
| Business | 1 (1.9) | 26 (50.0) | 23 (44.2) | 2 (3.8) | 52 |
| Service | 1 (1.8) | 32 (57.1) | 19 (33.9) | 4 (7.1) | 56 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |

Cont...

| Background characteristics | Satisfaction to SSC result | | | | Number of students |
|------------------------------------|----------------------------|-----------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Mothers educational level | | | | | |
| Illiterate | 0 (0.0) | 4 (23.5) | 13 (76.5) | 0 (0.0) | 17 |
| Primary | 3 (3.1) | 47 (48.0) | 41 (41.8) | 7 (7.1) | 98 |
| SSC | 1 (2.2) | 29 (63.0) | 15 (32.6) | 1 (2.2) | 46 |
| HSC | 0 (0.0) | 11 (68.8) | 4 (25.0) | 1 (6.2) | 16 |
| Higher study | 0 (0.0) | 2 (66.7) | 1 (33.3) | 0 (0.0) | 3 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |
| Mothers occupational status | | | | | |
| Labour | 0 (0.0) | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 |
| Housewife | 4 (2.2) | 93 (52.0) | 73 (40.8) | 9 (5.0) | 179 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |
| Family types | | | | | |
| Combined | 1 (1.8) | 27 (47.4) | 25 (43.9) | 4 (7.0) | 57 |
| Unique | 3 (2.4) | 66 (53.7) | 49 (39.8) | 5 (4.1) | 123 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |
| Permanent residence* | | | | | |
| Divisional city | 1 (3.6) | 20 (71.4) | 3 (10.7) | 4 (14.3) | 28 |
| District city | 0 (0.0) | 5 (50.0) | 5 (50.0) | 0 (0.0) | 10 |
| Upazila level | 0 (0.0) | 12 (57.1) | 7 (33.3) | 2 (9.5) | 21 |
| Village | 3 (2.5) | 56 (46.3) | 59 (48.8) | 3 (2.5) | 121 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |
| School location* | | | | | |
| Village | 3 (2.6) | 53 (46.1) | 56 (48.7) | 3 (2.6) | 115 |
| Upazila | 0 (0.0) | 22 (64.7) | 11 (32.4) | 1 (2.9) | 34 |
| District | 0 (0.0) | 5 (50.0) | 4 (40.0) | 1 (10.0) | 10 |
| Divisional city | 1 (4.8) | 13 (61.9) | 3 (14.3) | 4 (19.0) | 21 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |
| Family income | | | | | |
| < 15000.00 Tk. | 2 (2.6) | 38 (50.0) | 32 (42.1) | 4 (5.3) | 76 |
| 15000.00-30000.00 Tk. | 2 (2.2) | 48 (53.3) | 35 (38.9) | 5 (5.6) | 90 |
| 30000.00-45000.00 Tk. | 0 (0.0) | 5 (83.3) | 1 (16.7) | 0 (0.0) | 6 |
| 45000.00 Tk. and above | 0 (0.0) | 2 (25.0) | 6 (75.0) | 0 (0.0) | 8 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |
| Family expenditure | | | | | |
| < 15000.00 Tk. | 2 (2.2) | 44 (48.4) | 41 (45.1) | 4 (4.4) | 91 |
| 15000.00-30000.00 Tk. | 2 (2.5) | 44 (55.7) | 28 (35.4) | 5 (6.3) | 79 |
| 30000.00-45000.00 Tk. | 0 (0.0) | 4 (66.7) | 2 (33.3) | 0 (0.0) | 6 |
| 45000.00 Tk. and above | 0 (0.0) | 1 (25.0) | 3 (75.0) | 0 (0.0) | 4 |
| Total | 4 (2.2) | 93 (51.7) | 74 (41.1) | 9 (5.0) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5.2 Students satisfaction with HSC result according to background characteristics for RC

Table 4.10 shows satisfaction level of the RC students in terms of various socio-economic and socio-cultural factors. Amongst 180 students, about 2.2% are totally satisfied, 57.8% are satisfied, 36.7% are dissatisfied and 3.3% are totally dissatisfied to their HSC achievement.

Amid the illiterate fathers' satisfaction and dissatisfaction level is same. Surrounded by the nominal educated (primary) fathers, about 57.1% are happy and 37.5%, 5.4% are unhappy with their offspring HSC presentation. In the middle of higher educated father, about 2.2% and 66.7% are totally satisfied and satisfied but about 28.9% and 2.2% are dissatisfied and totally dissatisfied respectively to the same. About 28.9% fathers are businessman, In the midst of them, about 3.8% and 59.6% are happy whereas about 34.6% and 1.9% are unhappy to their offspring HSC result. Amongst service holder fathers, about 1.8%, 64.3%, 32% and 1.8% are totally satisfied, satisfied, dissatisfied and totally dissatisfied according to their children HSC score. The majority of the mothers' are nominal educated and many of them are happy. 25.6% mothers' are in SSC level. Within them, about 69.6% are happy and 28.3% are unhappy with their children HSC performance.

Most of the mother are housewife and satisfied. Most of the students have come from nuclear family and there is no significant difference regarding level of satisfaction among nuclear and combine family. Regarding 67.1% respondents come from village area and about 15.6% come from divisional city area. Along with them, about 3.6% and 78.6% are satisfied, whereas about 14.3% and 3.6% are dissatisfied to their children HSC achievement.

The students who have completed their SSC level and HSC level from town area their result is well in comparison to the rural area school and college. It is observed that now-a-days maximum teachers' quality of rural school is very poor. Subsequently the students' academic performance remains very poor. In respect of SSC result and satisfaction level in HSC result a significant influence has been found. In fact, the student who did well at SSC s/he can easily achieved good marks in his HSC with few exceptions. About 51.7% students are satisfied at their SSC result. Within them about 3.2% are very satisfied and 73.1% are satisfied, on the other hand, 23.7% are dissatisfied to their HSC performance.

As regards 50.0% students belong to (15000.00–30000.00 Tk.) monthly family income group. Satisfaction level is high in (30000.00–45000.00 Tk.) family income group. There is no suitable and specific cause is found behind the satisfaction and dissatisfaction at the performance of their offspring at the HSC level achievement.

Table 4.10: Students satisfaction with HSC result according to background characteristics for RC

| Background characteristics | Satisfaction to HSC result | | | | Number of students |
|------------------------------------|----------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Fathers educational level | | | | | |
| illiterate | 0 (0.0) | 4 (50.0) | 4 (50.0) | 0 (0.0) | 8 |
| Primary | 0 (0.0) | 32 (57.1) | 21 (37.5) | 3 (5.4) | 56 |
| SSC | 3 (7.1) | 21 (50.0) | 17 (40.5) | 1 (2.4) | 42 |
| HSC | 0 (0.0) | 17 (58.6) | 11 (37.9) | 1 (3.4) | 29 |
| Higher study | 1 (2.2) | 30 (66.7) | 13 (28.9) | 1 (2.2) | 45 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| Fathers occupational status | | | | | |
| Labour | 0 (0.0) | 2 (50.0) | 2 (50.0) | 0 (0.0) | 4 |
| Farmer | 1 (1.5) | 35 (51.5) | 28 (41.2) | 4 (5.9) | 68 |
| Business | 2 (3.8) | 31 (59.6) | 18 (34.6) | 1 (1.9) | 52 |
| Service | 1 (1.8) | 36 (64.3) | 18 (32.1) | 1 (1.8) | 56 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| Mothers educational level | | | | | |
| Illiterate | 0 (0.0) | 6 (35.3) | 10 (58.8) | 1 (5.9) | 17 |
| Primary | 3 (3.1) | 53 (54.1) | 39 (39.8) | 3 (3.1) | 98 |
| SSC | 0 (0.0) | 32 (69.6) | 13 (28.3) | 1 (2.2) | 46 |
| HSC | 1 (6.2) | 11 (68.8) | 3 (18.8) | 1 (6.2) | 16 |
| Higher study | 0 (0.0) | 2 (66.7) | 1 (33.3) | 0 (0.0) | 3 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |

Cont...

| Background characteristics | Satisfaction to HSC result | | | | Number of students |
|--|----------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Mothers occupational status | | | | | |
| Labour | 0 (0.0) | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 |
| Housewife | 4 (2.2) | 104 (58.1) | 65 (36.3) | 6 (3.4) | 179 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| Family types | | | | | |
| Combined | 2 (3.5) | 32 (56.1) | 22 (38.6) | 1 (1.8) | 57 |
| Unique | 2 (1.6) | 72 (58.5) | 44 (35.8) | 5 (4.1) | 123 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| Permanent residence | | | | | |
| Divisional city | 1 (3.6) | 22 (78.6) | 4 (14.3) | 1 (3.6) | 28 |
| District city | 0 (0.0) | 6 (60.0) | 3 (30.0) | 1 (10.0) | 10 |
| Upazila level | 1 (4.8) | 9 (42.9) | 11 (52.4) | 0 (0.0) | 21 |
| Village | 2 (1.7) | 67 (55.4) | 48 (39.7) | 4 (3.3) | 121 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| School location | | | | | |
| Village | 3 (2.6) | 61 (53.0) | 47 (40.9) | 4 (3.5) | 115 |
| Upazila | 1 (2.9) | 20 (58.8) | 13 (38.2) | 0 (0.0) | 34 |
| District | 0 (0.0) | 6 (60.0) | 3 (30.0) | 1 (10.0) | 10 |
| Divisional city | 0 (0.0) | 17 (81.0) | 3 (14.3) | 1 (4.8) | 21 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| Are you satisfy with SSC result?*** | | | | | |
| Totally satisfied | 1 (25.0) | 2 (50.0) | 0 (0.0) | 1 (25.0) | 4 |
| Satisfied | 3 (3.2) | 68 (73.1) | 22 (23.7) | 0 (0.0) | 93 |
| Dissatisfied | 0 (0.0) | 30 (40.5) | 41 (55.4) | 3 (4.1) | 74 |
| Totally dissatisfied | 0 (0.0) | 4 (44.4) | 3 (33.3) | 2 (22.2) | 9 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| College location | | | | | |
| Village | 2 (3.5) | 29 (50.9) | 22 (38.6) | 4 (7.0) | 57 |
| Upazila | 0 (0.0) | 40 (64.5) | 22 (35.5) | 0 (0.0) | 62 |
| District city | 1 (3.8) | 12 (46.2) | 12 (46.2) | 1 (3.8) | 26 |
| Divisional city | 1 (2.9) | 23 (65.7) | 10 (28.6) | 1 (2.9) | 35 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| Family income | | | | | |
| < 15000.00 Tk. | 2 (2.6) | 43 (56.6) | 27 (35.5) | 4 (5.3) | 76 |
| 15000.00-30000.00 Tk. | 1 (1.1) | 54 (60.0) | 33 (36.7) | 2 (2.2) | 90 |
| 30000.00-45000.00 Tk. | 0 (0.0) | 5 (83.3) | 1 (16.7) | 0 (0.0) | 6 |
| 45000.00 Tk. and above | 1 (12.5) | 2 (25.0) | 5 (62.5) | 0 (0.0) | 8 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |
| Family expenditure | | | | | |
| < 15000.00 Tk. | 2 (2.2) | 52 (57.1) | 33 (36.3) | 4 (4.4) | 91 |
| 15000.00-30000.00 Tk. | 2 (2.5) | 46 (58.2) | 29 (36.7) | 2 (2.5) | 79 |
| 30000.00-45000.00 Tk. | 0 (0.0) | 5 (83.3) | 1 (16.7) | 0 (0.0) | 6 |
| 45000.00 Tk. and above | 0 (0.0) | 1 (25.0) | 3 (75.0) | 0 (0.0) | 4 |
| Total | 4 (2.2) | 104 (57.8) | 66 (36.7) | 6 (3.3) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5.3 Students satisfaction with undergraduate result according to background characteristics for RC

Table 4.11 contains the socio-economic and socio-cultural aspects of the college students. It is found that most of the respondents have come from nominal educated (31.3%+23.35%+54.4%) family and offspring of the illiterate parents have very limited access in higher education as only 4.4% respondents have been found whose parents are illiterate. About 16.1% students father are HSC pass. Among them, about 3.4% are very satisfied, 72.4% are satisfied, 20.7% are dissatisfied and 3.4% are very dissatisfied to their children honors result.

Respondent's father's occupation is either petty business (28.9%) or farming (37.7%) or mid-level service (31.1%) and the satisfaction level is also almost same. In terms of mother education and satisfaction in honors result it is found the same scenario as found in father education except the number and percentage of higher educated mother, which is very low. As around three decades ago, in rural Bangladesh the number of higher educated woman was very rare and most of the respondents have come from rural area. Regarding occupation almost cent percent mother are housewife, in the midst of them, about 8.9% are totally satisfied, 63.1% are satisfied, 24.0% are dissatisfied and 3.9% are totally dissatisfied to their offspring honors level performance.

With reference to 68.3% respondents come from unique family and 31.7% are joint family satisfaction level is more or less same within these two groups. About 67.1% respondents come from village area and among them about 7.4% and 59.5% are happy but 28.1% and 5% are unhappy to their honors score. The students come from

urban are (Divisional city, District city) more satisfied than the students from rural area. In terms of "location of school and college" no remarkable difference is found. In fact, almost all the cases, most of the students told that they are happy for their performance in the honors course. On the other hand, about 30.0% to 40.0% students are unhappy with their academic achievement in honors level.

It is mentioned earlier that previous academic background (SSC and HSC) have significant influencing factor on honors achievement ($p < 0.01$). About 2.2% and 51.7% are totally satisfied and satisfied at their SSC result. Among them about 25.0% and 12.9% are totally satisfied and about 75.0% and 71.0% are satisfied to their honors performance. Concerning 57.7% students are satisfied to their HSC result. Amid them about 9.6%, 71.2%, 17.3% and 1.9% are totally satisfied, satisfied, dissatisfied and totally dissatisfied accordingly to their honors score. On the other hand, about 36.7% are dissatisfied to their HSC score. With them 6% are very happy, 54.5% are happy, 33.3% are unhappy and 6.1% are very unhappy to their honors achievement.

The majority of the students' monthly family income and expenditure are belong to (<15000.00 Tk.), and (15000.00–30000.00 Tk.) income groups and good number of them satisfied with their honors result. Few number students' family income and expenditure are above 30000.00 Tk. and their satisfaction is also high in honors score. It is observed that the students who have learned their academic item practically (in SSC and HSC), they perform well in their next academic courses as they can understood the lesson easily and quickly either in the class room or at the time of going through the text.

Table 4.11: Student satisfaction with undergraduate result according to background characteristics for RC

| Background characteristics | Satisfaction to Honors result | | | | Number of students |
|--|-------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| Fathers educational level | | | | | |
| illiterate | 0 (0.0) | 5 (62.5) | 3 (37.5) | 0 (0.0) | 8 |
| Primary | 5 (8.9) | 32 (57.1) | 17 (30.4) | 2 (3.6) | 56 |
| SSC | 4 (9.5) | 26 (61.9) | 11 (26.2) | 1 (2.4) | 42 |
| HSC | 1 (3.4) | 21 (72.4) | 6 (20.7) | 1 (3.4) | 29 |
| Higher study | 6 (13.3) | 29 (64.4) | 7 (15.6) | 3 (6.7) | 45 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Fathers occupational status | | | | | |
| Labour | 0 (0.0) | 3 (75.0) | 1 (25.0) | 0 (0.0) | 4 |
| Farmer | 9 (13.2) | 39 (57.4) | 16 (23.5) | 4 (5.9) | 68 |
| Business | 1 (1.9) | 34 (65.4) | 17 (32.7) | 0 (0.0) | 52 |
| Service | 6 (10.7) | 37 (66.1) | 10 (17.9) | 3 (5.4) | 56 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Mothers educational level | | | | | |
| Illiterate | 0 (0.0) | 8 (47.1) | 9 (52.9) | 0 (0.0) | 17 |
| Primary | 9 (9.2) | 62 (63.3) | 22 (22.4) | 5 (5.1) | 98 |
| SSC | 4 (8.7) | 32 (69.6) | 8 (17.4) | 2 (4.3) | 46 |
| HSC | 3 (18.8) | 9 (56.2) | 4 (25.0) | 0 (0.0) | 16 |
| Higher study | 0 (0.0) | 2 (66.7) | 1 (33.3) | 0 (0.0) | 3 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Mothers occupational status | | | | | |
| Laborer | 0 (0.0) | 0 (0.0) | 1 (100.0) | 0 (0.0) | 1 |
| Housewife | 16 (8.9) | 113 (63.1) | 43 (24.0) | 7 (3.9) | 179 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Family types | | | | | |
| Combined | 7 (12.3) | 32 (56.1) | 14 (24.6) | 4 (7.0) | 57 |
| Unique | 9 (7.3) | 81 (65.9) | 30 (24.4) | 3 (2.4) | 123 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Permanent residence | | | | | |
| Divisional city | 4 (14.3) | 19 (67.9) | 5 (17.9) | 0 (0.0) | 28 |
| District city | 1 (10.0) | 9 (90.0) | 0 (0.0) | 0 (0.0) | 10 |
| Upazila level | 2 (9.5) | 13 (61.9) | 5 (23.8) | 1 (4.8) | 21 |
| Village | 9 (7.4) | 72 (59.5) | 34 (28.1) | 6 (5.0) | 121 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| School location | | | | | |
| Village | 10 (8.7) | 66 (57.4) | 34 (29.6) | 5 (4.3) | 115 |
| Upazila | 2 (5.9) | 24 (70.6) | 6 (17.6) | 2 (5.9) | 34 |
| District | 2 (20.0) | 8 (80.0) | 0 (0.0) | 0 (0.0) | 10 |
| Divisional city | 2 (9.5) | 15 (71.4) | 4 (19.0) | 0 (0.0) | 21 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Are you satisfy with SSC result?* | | | | | |
| Totally satisfied | 1 (25.0) | 3 (75.0) | 0 (0.0) | 0 (0.0) | 4 |
| Satisfied | 12 (12.9) | 66 (71.0) | 13 (14.0) | 2 (2.2) | 93 |
| Dissatisfied | 3 (4.1) | 39 (52.7) | 29 (39.2) | 3 (4.1) | 74 |
| Totally dissatisfied | 0 (0.0) | 5 (55.6) | 2 (22.2) | 2 (22.2) | 9 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |

Cont...

| Background characteristics | Satisfaction to Honors result | | | | Number of students |
|---|-------------------------------|------------|--------------|----------------------|--------------------|
| | Totally satisfied | Satisfied | Dissatisfied | Totally dissatisfied | |
| College location | | | | | |
| Village | 5 (8.8) | 32 (56.1) | 16 (28.1) | 4 (7.0) | 57 |
| Upazila | 6 (9.7) | 38 (61.3) | 16 (25.8) | 2 (3.2) | 62 |
| District city | 1 (3.8) | 19 (73.1) | 6 (23.1) | 0 (0.0) | 26 |
| Divisional city | 4 (11.4) | 24 (68.6) | 6 (17.1) | 1 (2.9) | 35 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Are you satisfied with HSC result? | | | | | |
| Totally satisfied | 1 (25.0) | 2 (50.0) | 1 (25.0) | 0 (0.0) | 4 |
| Satisfied | 10 (9.6) | 74 (71.2) | 18 (17.3) | 2 (1.9) | 104 |
| Dissatisfied | 4 (6.1) | 36 (54.5) | 22 (33.3) | 4 (6.1) | 66 |
| Totally dissatisfied | 1 (16.7) | 1 (16.7) | 3 (50.0) | 1 (16.7) | 6 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Family income | | | | | |
| < 15000.00 Tk. | 6 (7.9) | 45 (59.2) | 23 (30.3) | 2 (2.6) | 76 |
| 15000.00-30000.00 Tk. | 10 (11.1) | 56(62.2) | 20 (22.2) | 4 (4.4) | 90 |
| 30000.00-45000.00 Tk. | 0 (0.0) | 5 (83.3) | 1 (16.7) | 0 (0.0) | 6 |
| 45000.00 Tk. and above | 0 (0.0) | 7 (87.5) | 0 (0.0) | 1 (12.5) | 8 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Family expenditure | | | | | |
| < 15000.00 Tk. | 7 (7.7) | 55 (60.4) | 27 (29.7) | 2 (2.2) | 91 |
| 15000.00-30000.00 Tk. | 9 (11.4) | 50 (63.3) | 16 (20.3) | 4 (5.1) | 79 |
| 30000.00-45000.00 Tk. | 0 (0.0) | 5 (83.3) | 1 (16.7) | 0 (0.0) | 6 |
| 45000.00 Tk. and above | 0 (0.0) | 3 (75.0) | 0 (0.0) | 1 (25.0) | 4 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5.4 Students satisfaction with undergraduate result according to their academic background for RC

Academic atmosphere related factors and their impacts on the students' satisfaction to honors result are shown in Table 4.12. Here about 8.9%, 62.8%, 24.4% and 3.9% students are totally satisfied, satisfied, dissatisfied and totally dissatisfied accordingly to their honors result. From this Table 4.12, it is clear that most of the students are not happy with their enrollment in honors course under national university (NU). That is why about 76.7% respondents told that they were dissatisfied for their admission.

Only 23.3% respondents were happy with their admission but regarding satisfaction in honors result, about 10.1% and 59.4% are happy from negative thinking group and

about 4.8% and 73.8% are happy from positive thinking. The respondents', who get adequate money for continuing their academic expenditure, perform well in honors level. Among them about 10.5% are completely satisfied and 70.5% are satisfied. On the other hand, among the negative thinking group, about 7.1% and 54.1% are satisfied and 31.8% and 7.1% are dissatisfied to their honors score.

Regarding study materials, about 24.4% students use library book, 15.0% traditional note and 60.6% use own book. Along with those groups, satisfaction level is more or less same. About 85.0% students said that their classes are regularly held in their institutes, amongst them satisfaction level is high in comparison to the pessimistic group. Most of the students are regular in their class. Regarding this issue no remarkable difference is found irrespective of level of satisfaction or dissatisfaction.

Most of the students (31.7% are totally agree and 51.7% are agree) opine that they realize class lecture and their academic performance is better than the differing group. A large number of the students are regular and interested in study and their achievement is well in comparison to unenthusiastic group. About 82.1% students are regular in study. In the midst of them, about 11.0%, 62.3%, 24.0% and 2.7% are very happy, happy, unhappy and very unhappy to their honors level academic performance respectively. On the other hand, among the negative group, about 64.7%, 26.5% and 8.8% are happy, unhappy and very unhappy to their honors score respectively. Thus it may conclude that positive attitude of the students towards their academic affairs may help them in achieving good result.

Table 4.12: Students satisfaction with undergraduate result according to students' academic background for RC

| Students' academic background | Satisfaction to Honors result | | | | Number of students |
|--|-------------------------------|------------|--------------|-------------------------|--------------------|
| | Completely satisfied | Satisfied | Dissatisfied | Completely dissatisfied | |
| Did you satisfy with admission? | | | | | |
| Yes | 2 (4.8) | 31 (73.8) | 9 (21.4) | 0 (0.0) | 42 |
| No | 14 (10.1) | 82 (59.4) | 35 (25.4) | 7 (5.1) | 138 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Is study cost enough?* | | | | | |
| Yes | 10 (10.5) | 67 (70.5) | 17 (17.9) | 1 (1.1) | 95 |
| No | 6 (7.1) | 46 (54.1) | 27 (31.8) | 6 (7.1) | 85 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Study materials | | | | | |
| Library book | 3 (6.8) | 27 (61.4) | 11 (25.0) | 3 (6.8) | 44 |
| Traditional note | 3 (11.1) | 17 (63.0) | 6 (22.2) | 1 (3.7) | 27 |
| Own book | 10 (9.2) | 69 (63.3) | 27 (24.8) | 3 (2.8) | 109 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Did you regular in class? | | | | | |
| Yes | 13 (8.5) | 98 (64.1) | 37 (24.2) | 5 (3.3) | 153 |
| No | 3 (11.1) | 15 (55.6) | 7 (25.9) | 2 (7.4) | 27 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Class attendance | | | | | |
| Regular | 10 (8.9) | 70 (62.5) | 29 (25.9) | 3 (2.7) | 112 |
| Mostly | 3 (8.1) | 25 (67.6) | 7 (18.9) | 2 (5.4) | 37 |
| Sometimes | 2 (8.7) | 15 (65.2) | 5 (21.7) | 1 (4.3) | 23 |
| Very little | 1 (12.5) | 3 (37.5) | 3 (37.5) | 1 (12.5) | 8 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Lecture is understandable** | | | | | |
| Totally agree | 6 (10.5) | 36 (63.2) | 14 (24.6) | 1 (1.8) | 57 |
| Agree | 9 (9.7) | 59 (63.4) | 23 (24.7) | 2 (2.2) | 93 |
| Disagree | 1 (10.0) | 9 (90.0) | 0 (0.0) | 0 (0.0) | 10 |
| Totally disagree | 0 (0.0) | 9 (45.0) | 7 (35.0) | 4 (20.0) | 20 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Did you regular in study? | | | | | |
| Yes | 16 (11.0) | 91 (62.3) | 35 (24.0) | 4 (2.7) | 146 |
| No | 0 (0.0) | 22 (64.7) | 9 (26.5) | 3 (8.8) | 34 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Are you interested to study? | | | | | |
| Yes | 16 (10.1) | 98 (61.6) | 40 (25.2) | 5 (3.1) | 159 |
| No | 0 (0.0) | 15 (71.4) | 4 (19.0) | 2 (9.5) | 21 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |

Cont...

| Students' academic background | Satisfaction to Honors result | | | | Number of students |
|--------------------------------|-------------------------------|------------|--------------|-------------------------|--------------------|
| | Completely satisfied | Satisfied | Dissatisfied | Completely dissatisfied | |
| Lecture is satisfactory | | | | | |
| Totally agree | 8 (13.1) | 42 (68.9) | 10 (16.4) | 1 (1.6) | 61 |
| Agree | 7 (7.9) | 55 (61.8) | 24 (27.0) | 3 (3.4) | 89 |
| Disagree | 0 (0.0) | 6 (50.0) | 4 (33.3) | 2 (16.7) | 12 |
| Totally Disagree | 1 (5.6) | 10 (55.6) | 6 (33.3) | 1 (5.6) | 18 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5.5 Students satisfaction with undergraduate result according to students' department and institutional background for RC

From Table 4.13, it is clearly observed that in maximum cases, the respondents have received positive care and services from their respective teachers and departments. However, about 79.5% respondents opine that they have got adequate teachers in their honors level. Among them, about 8.4% are completely satisfied, 65.7% are satisfied, 23.1% are dissatisfied and 2.8% are completely dissatisfied to their honors course whereas among the negative group, about 10.8% , 51.4%, 29.7% and 8.1% are completely satisfied, satisfied, dissatisfied and completely dissatisfied accordingly to the same. The majority of the students (71.1%) have opined that their courses are completed by the teachers and among them satisfaction level is high in comparison to the off-putting group, where 7.7% and 55.8% are satisfied, and 30.8% and 5.8% are dissatisfied to their honors achievement.

A good number of the students (75.0%) have gone through whole syllabus and their satisfaction is high in comparison to the opposite group (25.0%). Surrounded by depressing group, about 2.2% and 64.4% are satisfied whereas about 26.7% and 6.7% students' are dissatisfied to the same level. About 39.4% are totally agreed and about

46.7% are agreed to the statement "Friends are helpful". Amid them satisfaction is high in comparison to differing group.

About 37.2% students opine that they have studied according to their family expectation. Among them, about 14.9% are very pleased, 71.6% are pleased, and 13.4% are not pleased with their honors performance. Among the negative group, about 5.3%, 57.5%, 31.0% and 6.2% are very happy, happy, unhappy and very unhappy accordingly to the same. It is found that family expectation is a statistically significant factor to the higher academic achievement ($p < 0.01$). About 68.3% and 26.7% students have expressed positive feelings to their family. Most of them are satisfied to honors result. On the other hand, with negative thinking group, about 16.7% and 33.3% are happy and 66.7% and 66.7% are unhappy to their higher academic achievement. Consequently, it is said that "good relation with family" is an important factor for better show.

Most of the students have expressed negative attitude to the students' politics. They believe that students' politics disrupt study very much in higher educational institutions. The students who avoid politics have done well in comparison to the reverse group in their honors course.

Table 4.13: Students satisfaction with undergraduate result according to student's department and institutional background for RC

| Department and institutional background | Satisfaction to Honors result | | | | Total |
|--|-------------------------------|------------|--------------|-------------------------|-------|
| | Completely satisfied | Satisfied | Dissatisfied | Completely dissatisfied | |
| Are teachers enough? | | | | | |
| Yes | 12 (8.4) | 94 (65.7) | 33 (23.1) | 4 (2.8) | 143 |
| No | 4 (10.8) | 19 (51.4) | 11 (29.7) | 3 (8.1) | 37 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Are all courses completed in class? | | | | | |
| Yes | 12 (9.4) | 84 (65.6) | 28 (21.9) | 4 (3.1) | 128 |
| No | 4 (7.7) | 29 (55.8) | 16 (30.8) | 3 (5.8) | 52 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |

Cont...

| Department and institutional background | Satisfaction to Honors result | | | | Total |
|---|-------------------------------|------------|--------------|-------------------------|-------|
| | Completely satisfied | Satisfied | Dissatisfied | Completely dissatisfied | |
| Is syllabus completed in class? | | | | | |
| Yes | 13 (9.2) | 94 (66.7) | 30 (21.3) | 4 (2.8) | 141 |
| No | 3 (7.7) | 19 (48.7) | 14 (35.9) | 3 (7.7) | 39 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Are you read whole syllabus? | | | | | |
| Yes | 15 (11.1) | 84 (62.2) | 32 (23.7) | 4 (3.0) | 135 |
| No | 1 (2.2) | 29 (64.4) | 12 (26.7) | 3 (6.7) | 45 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Friends are helpful | | | | | |
| Totally agree | 7 (9.9) | 48 (67.6) | 16 (22.5) | 0 (0.0) | 71 |
| Agree | 8 (9.5) | 52 (61.9) | 19 (22.6) | 5 (6.0) | 84 |
| Disagree | 0 (0.0) | 6 (60.0) | 3 (30.0) | 1 (10.0) | 10 |
| Totally disagree | 1 (6.7) | 7 (46.7) | 6 (40.0) | 1 (6.7) | 15 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Do you study with family expectation?*** | | | | | |
| Yes | 10 (14.9) | 48 (71.6) | 9 (13.4) | 0 (0.0) | 67 |
| No | 6 (5.3) | 65 (57.5) | 35 (31.0) | 7 (6.2) | 113 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Good relation with family | | | | | |
| Totally agree | 12 (9.8) | 83 (67.5) | 24 (19.5) | 4 (3.3) | 123 |
| Agree | 4 (8.3) | 28 (58.3) | 14 (29.2) | 2 (4.2) | 48 |
| Disagree | 0 (0.0) | 1 (16.7) | 4 (66.7) | 1 (16.7) | 6 |
| Totally disagree | 0 (0.0) | 1 (33.3) | 2 (66.7) | 0 (0.0) | 3 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |
| Politics disrupt study | | | | | |
| Totally agree | 11 (10.6) | 65 (62.5) | 22 (21.2) | 6 (5.8) | 104 |
| Agree | 2 (4.7) | 28 (65.1) | 13 (30.2) | 0 (0.0) | 43 |
| Disagree | 2 (11.8) | 10 (58.8) | 5 (29.4) | 0 (0.0) | 17 |
| Totally disagree | 1 (6.2) | 10 (62.5) | 4 (25.0) | 1 (6.2) | 16 |
| Total | 16 (8.9) | 113 (62.8) | 44 (24.4) | 7 (3.9) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5.6 Students satisfaction with all academic results according to background characteristics for RC

The relationship between some socio-economic factors and students' satisfaction level to all academic results is shown in Table 4.14. It is found that about 25.0% father of the respondents are higher educated and the satisfaction level of this group is significantly high as 62.2% respondents give positive answer regarding this all academic results which is significantly high in comparison to other group respondent i.e. HSC (44.8%), SSC (50.0%), primary (32.1%) and illiterate (25.0%). Mainly of the

respondents' father occupation are farming (37.7%), business (28.9%) and service (31.1%). With some exception, their satisfaction to their children all academic result is more or less same irrespective to their occupation.

Education of mother is an important factor to their children academic achievement. Amongst illiterate mother, about 29.4% are satisfied, 70.6% are dissatisfied, among primary educated mother, 39.8% are satisfied 60.2% are dissatisfied, amid SSC pass mother, about 54.3% and 45.7% are satisfied and dissatisfied, with HSC pass mother 68.8% and 31.2% and among higher educated mother, about 66.7% and 33.3% are satisfied and dissatisfied respectively to their offspring all academic presentation.

Nearly all of the respondents' mothers are housewife. In the middle of them, about 45.8% are happy and 54.2% unhappy to the same. About 31.7% students come from nuclear family. In the midst of them satisfaction and dissatisfaction are more or less same irrespective of their family type. About 67.1% respondents come from village area and along with them, about 42.1% are happy and 57.9% are unhappy to their honors score which is low in comparison to the respondents come from divisional city, district city and upazila level.

Satisfaction to SSC and HSC results has a great impact on the higher academic achievement and the relation is highly significant ($p < 0.01$). About 2.2% students are totally satisfied in SSC result. Among them cent percent are satisfied. About 51.7% are satisfied to SSC result and with them, about 58.1% happy and 41.1% are unhappy to their SSC result. In the case of satisfaction to HSC result is more or less same as SSC level found. In respect of respondents' monthly family income and expenditure, maximum respondents come from "<15000.00 Tk." income group family. Satisfaction level is low within this group student. It is observed that they were not attentive to

their lesson and regular in the class. Consequently, they got poor marks in their academic examination.

Table 4.14: Students' satisfaction with all academic result according to background characteristics for RC

| Background characteristics | Satisfaction with all academic results | | Number of students |
|------------------------------------|--|-----------|--------------------|
| | Yes | No | |
| Fathers educational level* | | | |
| illiterate | 2 (25.0) | 6 (75.0) | 8 |
| Primary | 18 (32.1) | 38 (67.9) | 56 |
| SSC | 21 (50.0) | 21 (50.0) | 42 |
| HSC | 13 (44.8) | 16 (55.2) | 29 |
| Higher study | 28 (62.2) | 17 (37.8) | 45 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Fathers occupational status | | | |
| Labour | 1 (25.0) | 3 (75.0) | 4 |
| Farmer | 23 (33.8) | 45 (66.2) | 68 |
| Business | 26 (50.0) | 26 (0.0) | 52 |
| Service | 32 (57.1) | 24 (42.9) | 56 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Mothers educational level* | | | |
| Illiterate | 5 (29.4) | 12 (70.6) | 17 |
| Primary | 39 (39.8) | 59 (60.2) | 98 |
| SSC | 25 (54.3) | 21 (45.7) | 46 |
| HSC | 11 (68.8) | 5 (31.2) | 16 |
| Higher study | 2 (66.7) | 1 (33.3) | 3 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Mothers occupational status | | | |
| Labour | 0 (0.0) | 1 (100.0) | 1 |
| Housewife | 82 (45.8) | 97 (54.2) | 179 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Family types | | | |
| Combined | 27 (47.4) | 30 (52.6) | 57 |
| Unique | 55 (44.7) | 68 (55.3) | 123 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Permanent residence | | | |
| Divisional city | 17 (60.7) | 11 (39.3) | 28 |
| District city | 5 (50.0) | 5 (50.0) | 10 |
| Upazila level | 9 (42.9) | 12 (57.1) | 21 |
| Village | 51 (42.1) | 70 (57.9) | 121 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| School location | | | |
| Village | 50 (43.5) | 65 (56.5) | 115 |
| Upazila | 14 (41.2) | 20 (58.8) | 34 |
| District | 5 (50.0) | 5 (50.0) | 10 |
| Divisional city | 13 (61.9) | 8 (38.1) | 21 |
| Total | 82 (45.6) | 98 (54.4) | 180 |

Cont...

| Background characteristics | Satisfaction with all academic results | | Number of students |
|----------------------------------|--|-----------|--------------------|
| | Yes | No | |
| Satisfy with SSC result** | | | |
| Totally satisfied | 4 (100.0) | 0 (0.0) | 4 |
| Satisfied | 54 (58.1) | 39 (41.9) | 93 |
| Dissatisfied | 22 (29.7) | 52 (70.3) | 74 |
| Totally dissatisfied | 2 (22.2) | 7 (77.8) | 9 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| College location | | | |
| Village | 25 (43.9) | 32 (56.1) | 57 |
| Upazila | 26 (41.9) | 36 (58.1) | 62 |
| District city | 11 (42.3) | 15 (57.7) | 26 |
| Divisional city | 20 (57.1) | 15 (42.9) | 35 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Satisfy with HSC result** | | | |
| Totally satisfied | 2 (50.0) | 2 (50.0) | 4 |
| Satisfied | 59 (56.7) | 45 (43.3) | 104 |
| Dissatisfied | 20 (30.3) | 46 (69.7) | 66 |
| Totally dissatisfied | 1 (16.7) | 5 (83.3) | 6 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Family income | | | |
| < 15000.00 Tk. | 28 (36.8) | 48 (63.2) | 76 |
| 15000.00-30000.00 Tk. | 47 (52.2) | 43 (47.8) | 90 |
| 30000.00-45000.00 Tk. | 4 (66.7) | 2 (33.3) | 6 |
| 45000.00 Tk. and above | 3 (37.5) | 5 (62.5) | 8 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Family expenditure | | | |
| < 15000.00 Tk. | 36 (39.6) | 55 (60.4) | 91 |
| 15000.00-30000.00 Tk. | 39 (49.4) | 40 (50.6) | 79 |
| 30000.00-45000.00 Tk. | 4 (66.7) | 2 (33.3) | 6 |
| 45000.00 Tk. and above | 3 (75.0) | 1 (25.0) | 4 |
| Total | 82 (45.6) | 98 (54.4) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5.7 Students satisfaction with all academic results according to their academic background for RC

Table 4.15 shows some academic factors and level of satisfaction to all academic result. In terms of admission in the honors course, about 76.7% students were not happy. Among them, about 43.5% are satisfied and 56.5% are dissatisfied, while among confirmatory group, about 52.4% are satisfied and 47.6% are dissatisfied in all academic results. It is noted that due to long session jam and some weakness in study

matter and materials students are not interested to admit themselves in the honors course under national university.

Significant positive correlation has revealed between adequate study cost and satisfaction level of the respondents ($p < 0.01$). About 52.8% students have got enough money to continue their study properly. Among them, about 55.8% are satisfied and 44.2% are dissatisfied, but amongst depressing group, about 34.1% are satisfied and 65.9% are dissatisfied to their all academic accomplishment.

Most of the students (60.6%), read own books. Their satisfaction is higher (48.6%) than other groups who use library book or traditional note as study materials. About 85.0% students opine that they have got enough class in their departments. Amid them about 48.4% are happy and 51.6% are unhappy, where along with the opposed group about 29.6% are happy and 70.4% are unhappy with their all academic result. Most of the students (62.2%) are regular in their class. Their satisfaction level is higher than the other groups' satisfaction.

In respect of understanding class lecture, most of the students are satisfied with lecture. Among them, satisfaction level is high than the opposite group. Most of the students are regular and are also interested in their study. Understanding class lecture and regularity in class are significant influential factors of educational performance in all academic level ($0.01 < p < 0.05$). About 81.1% students express positive feelings to their regularity in study. Surrounded by them about 52.1% are pleased and 47.9% are not pleased whereas among the negative thinking group, about 17.6% are pleased and 82.4% are not pleased with their all academic achievements.

In fact, now-a-days higher study is a little bit costly for the poor and lower middle class people and very often the poor parents or guardians fail to provide adequate money to their children to arrange their children accommodation in the mess or hostel due to lack of money. Subsequently, these boys and girls fail to stay at town where most of the honors colleges are in town/city because of this cause they also fail to continue to attend their all classes regular basis. For this reason, most of the poor students are not able to achieve better performance in their higher study. Along with the above limitations, it is also observed that most of the students do not use quality study materials which make them poor in terms of knowledge and even in some cases they fail to achieve satisfactory academic result in their honors course. Consequently, the percentage of dissatisfied students is high particularly who studied in RC under National University (NU).

Table 4.15: Students satisfaction with all academic results according to students' academic background characteristics for RC

| Students' academic background | Satisfaction with all academic results | | Number of students |
|--|--|-----------|--------------------|
| | Yes | No | |
| Did you satisfy with admission? | | | |
| Yes | 22 (52.4) | 20 (47.6) | 42 |
| No | 60 (43.5) | 78 (56.5) | 138 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Was study cost enough?*** | | | |
| Yes | 53 (55.8) | 42 (44.2) | 95 |
| No | 29 (34.1) | 56 (65.9) | 85 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Study materials sources | | | |
| Library book | 21 (47.7) | 23 (52.3) | 44 |
| Traditional note | 8 (29.6) | 19 (70.4) | 27 |
| Own book | 53 (48.6) | 56 (51.4) | 109 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Did you regular in class? | | | |
| Yes | 74 (48.4) | 79 (51.6) | 153 |
| No | 8 (29.6) | 19 (70.4) | 27 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Class attendance | | | |
| Regular | 54 (48.2) | 58 (51.8) | 112 |
| Mostly | 15 (40.5) | 22 (59.5) | 37 |
| Sometimes | 10 (43.5) | 13 (56.5) | 23 |
| Very little | 3 (37.5) | 5 (62.5) | 8 |
| Total | 82 (45.6) | 98 (54.4) | 180 |

Cont...

| Students' academic background | Satisfaction with all academic results | | Number of students |
|-----------------------------------|--|-----------|--------------------|
| | Yes | No | |
| Is lecture understandable? | | | |
| Totally agree | 29 (50.9) | 28 (49.1) | 57 |
| Agree | 43 (46.2) | 50 (53.8) | 93 |
| Disagree | 5 (50.0) | 5 (50.0) | 10 |
| Totally disagree | 5 (25.0) | 15 (75.0) | 20 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Do you study regular?*** | | | |
| Yes | 76 (52.1) | 70 (47.9) | 146 |
| No | 6 (17.6) | 28 (82.4) | 34 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Is study interested? | | | |
| Yes | 76 (47.8) | 83 (52.2) | 159 |
| No | 6 (28.6) | 15 (71.4) | 21 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Did lecture satisfactory?* | | | |
| Totally agree | 36 (59.0) | 25 (41.0) | 61 |
| Agree | 37 (41.6) | 52 (58.4) | 89 |
| Disagree | 4 (33.3) | 8 (66.7) | 12 |
| Totally Disagree | 5 (27.8) | 13 (72.2) | 18 |
| Total | 82 (45.6) | 98 (54.4) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.5.8 Students satisfaction with all academic results according to their department and institutional background for RC

Institute related factors, family members and socio-political factors impact on the students' satisfaction level of all academic results are depicted in Table 4.16. According to the Table 4.16 about 45.6% students are satisfied and 54.4% are dissatisfied to their all academic results.

Regarding adequacy of teacher, about 79.5% students have got enough teachers to complete their courses. Among them, about 49.0% students are satisfied and 51.0% students are dissatisfied. On the other hand, along with pessimistic group, about 32.4% are satisfied and 67.6% are dissatisfied to their achievements. In respect of course completion, about 71.1% students express positive attitude to this issue. In the midst of

them, about 52.3% are happy and 47.7% are unhappy, while among conflicting group, about 28.8% are happy and 71.2% are unhappy with their all academic routine. About 75.0% students have gone through whole syllabus. Among them satisfaction level is high whereas among the opposite group dissatisfaction is high. So, it is an important factor for higher education betterment and relation is significant ($0.01 < p < 0.05$).

Most of the students have expressed positive feelings to their friends and agreed to the statement "friends are helpful". Concerning this issue confirmatory group students are more satisfied than the depressing group students. Family expectation to the students has a great impact on the performance and relation between family expectation and satisfaction in honors result is significant ($p < 0.01$). About 37.2% students satisfy their family expectation and their achievement is significantly better in comparison to the students who do not study according to the family expectation.

The largest part of the students have expressed negative attitude to the students politics. Honors result is an important issue for everybody. The students who are happy with honors result are also happy with all academic achievement ($p < 0.01$). About 8.8% students are completely satisfied to their honors result and among them about 87.5% are happy with all results. Along with the reverse group, satisfaction level is how. Regarding "study medium" issue the satisfaction level is more or less same among the college students.

Table 4.16: Students satisfaction with all academic results according to students' department and institutional background for RC

| Background Characteristics | Satisfaction with all academic results | | Total |
|--|--|-----------|-------|
| | Yes | No | |
| Are teachers adequate? | | | |
| Yes | 70 (49.0) | 73 (51.0) | 143 |
| No | 12 (32.4) | 25 (67.6) | 37 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Are all courses completed?* | | | |
| Yes | 67 (52.3) | 61 (47.7) | 128 |
| No | 15 (28.8) | 37 (71.2) | 52 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Does syllabus complete in class?* | | | |
| Yes | 70 (49.6) | 71 (50.4) | 141 |
| No | 12 (30.8) | 27 (69.2) | 39 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Do you read whole syllabus?* | | | |
| Yes | 68 (50.4) | 67 (49.6) | 135 |
| No | 14 (31.1) | 31 (68.9) | 45 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Friends are helpful | | | |
| Totally agree | 34 (47.9) | 37 (52.1) | 71 |
| Agree | 40 (47.6) | 44 (52.4) | 84 |
| Disagree | 3 (30.0) | 7 (70.0) | 10 |
| Totally disagree | 5 (33.3) | 10 (66.7) | 15 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Study with family expectation** | | | |
| Yes | 49 (73.1) | 18 (26.9) | 67 |
| No | 33 (29.2) | 80 (70.8) | 113 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Good relation with family* | | | |
| Totally agree | 60 (48.8) | 63 (51.2) | 123 |
| Agree | 22 (45.8) | 26 (54.2) | 48 |
| Disagree | 0 (0.0) | 6 (100.0) | 6 |
| Totally disagree | 0 (0.0) | 3 (100.0) | 3 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Politics disrupt study | | | |
| Totally agree | 46 (44.2) | 58 (55.8) | 104 |
| Agree | 17 (39.5) | 26 (60.5) | 43 |
| Disagree | 9 (52.9) | 8 (47.1) | 17 |
| Totally disagree | 10 (62.5) | 6 (37.5) | 16 |
| Total | 82 (45.6) | 98 (54.4) | 180 |

Cont...

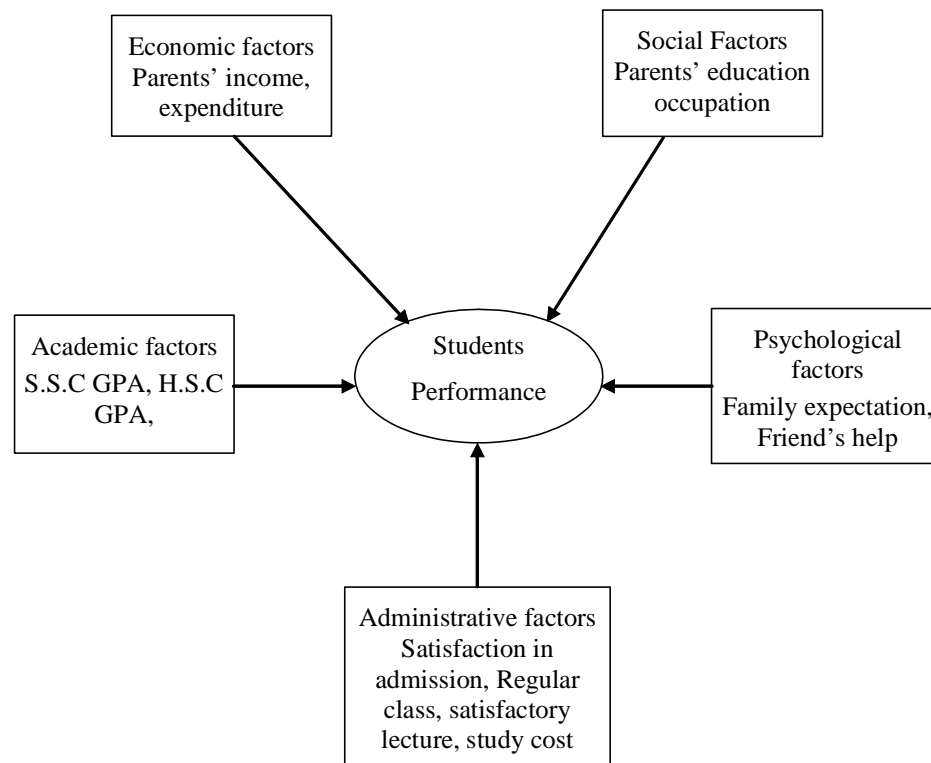
| Background Characteristics | Satisfaction with all academic results | | Total |
|---|--|-----------|-------|
| | Yes | No | |
| Satisfy with undergraduate result | | | |
| Completely satisfied | 14 (87.5) | 2 (12.5) | 16 |
| Satisfied | 58 (51.3) | 55 (48.7) | 113 |
| Dissatisfied | 9 (20.5) | 35 (79.5) | 44 |
| Completely dissatisfied | 1 (14.3) | 6 (85.7) | 7 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| English medium study affect result | | | |
| Totally agree | 15 (41.7) | 21 (58.3) | 36 |
| Agree | 26 (50.0) | 26 (50.0) | 52 |
| Disagree | 28 (43.8) | 36 (56.2) | 64 |
| Totally Disagree | 13 (46.4) | 15 (53.6) | 28 |
| Total | 82 (45.6) | 98 (54.4) | 180 |
| Residential status affect result | | | |
| Totally agree | 31 (47.7) | 34 (52.3) | 65 |
| Agree | 36 (47.4) | 40 (52.6) | 76 |
| Disagree | 11 (40.7) | 16 (59.3) | 27 |
| Totally Disagree | 4 (33.3) | 8 (66.7) | 12 |
| Total | 82 (45.6) | 98 (54.4) | 180 |

Note: Figure in parenthesis shows percentage and level of significance ** = $p < 0.01$, * = $0.01 < p < 0.05$

4.6 Comparative study of Satisfaction with all Academic result between RU and RC Students

The actual performance of college students is significantly poor since they do not go through quality study materials and they do not get quality class lecture as a huge number of teacher are not adequate qualified as many of them come from intermediate level institutes. Moreover, the students are not conscious about their quality rather they remain busy just for obtaining good marks at the examination. Thus a number of limitations are found in the college level study which makes them dissatisfy with their result and disappointed them ultimately. In addition, the researcher observed that there is a remarkable loophole in honors level education under National University; e.g. session jam, traditional question, less qualified teacher, inadequate seminar facility and the shortage of class room.

Figure 4.5: Relationship between different factors and students performance



4.7 Conclusion

In this chapter, the socio-economic status of the respondents and their family has been analyzed as the light of academic performance where a number of factors have been included. Those are income, location of residence, educational qualification of parents and their occupation and some other relevant aspects of socio-cultural life. Nevertheless, their socio-cultural factors have been broadly classified into major six categories, i.e. i) socio-economical ii) cultural, iii) psychological, iv) political, v) academic and vi) environmental. However, after analyzing field data, it is clearly found that the above factors have significant impact on the performance of the student as a whole though no distinguish difference is found in many cases. On the other hand, regarding the respondents of RU and RC notable difference have been found as the average performance as well as the socio-economic status particularly in terms of

educational level and occupation of the respondents' parents as it is found average educational qualification of the parents of the RU students is high in comparison to the parents of RC students. So, on the basis of the findings, it may realize that the educational performance of the student of tertiary level is more affected by the educational or academic, cultural and psychological factors rather than economic and environmental factors.

Chapter Five

Factors Differentials and its Impact

5.1 Introduction

The focal point of this study is to explore and evaluate the factors impact on integrated performance of student in their tertiary level education in Bangladesh. In this regard, some socio-economic factors have been considered along with some psychological aspects of human behavior particularly in achieving academic knowledge. Among these factors such as education and occupation of parents, present residence, family income and expenditure, study cost and materials etc. are worth mentioning. As it has mentioned in previous chapter, like socio-cultural factor, psychological factors have also influenced on the academic performance of the students higher educational attainments. But the simple result is not enough for realizing the actual impact of the factors on students' performance rather its suggest that the socio-cultural and psychological factors should be analyzed as it may provide more clear sense about the factors impact on students' performance.

In fact, the measurement of academic achievement is a complex job as so many factors play role over the performance in various ways. It is also challenging since student performance is product of socio-economic, psychological and environmental factors (Hijazi and Naqvi, 2006). In this study, it should not be wise to left the in depth analysis rather it require multivariate analysis for getting actual impact of the selected variables on students achievements of better academic performance. Considering the above aspects of this study, a comprehensive logistic regression analysis is applied to examine the most influential factors of students' academic performance in higher study.

5.2 Model Selection

An interesting method that does not require any distributional assumptions concerning explanatory variable is COX (1970) binary logistic regression model. The logistic regression model can be used not only to identify risk factors but also to predict the probability. The model is now widely used in research situation to assess the influence of various socio-economic characteristics controlling for the effect of other variable on the likelihood of occurrence of the event of interest. Binary logistic regression model is used for situation in which we want to predict the presence or absence or outcome based on value of a set of predictor variables.

The advantage of linear logistic regression model over other related models such as multiple regression analysis and discriminate analysis is that these methods pose difficult when the dependent variable can have only two values, the assumption necessary for hypothesis testing in regression analysis are necessarily violated. For example, it is unreasonable to assume that the distribution of error is normal. Analysis with multiple regression analysis is that predict the values cannot be interpreted as probabilities. They are not considered to fail in the interval between '0' and '1'. Linear discriminate analysis does not allow direct prediction of group membership, but the assumption of multivariate normally of the independent variable, as well as equal variance-covariance matrices in the two groups, is requires far fewer assumption than discriminate analysis, and even the assumption required for discriminate analysis are satisfied, linear regression still performs well. For this purpose, four different models are considered to identify most influential factors effect on academic performance of the students' for each institution separately. The following four different considered models are used for RU and RC separately:

Model – I

Satisfied to SSC result is used as dependent variable and considered socio-economic and demographic factors are used as independent variables.

Model – II

Satisfied to HSC result is used as dependent variable and considered socio-economic and demographic factors are used as independent variables.

Model – III

Satisfied to undergraduate (honors) result is used as dependent variable and considered socio-economic, socio-cultural, demographic, previous satisfied academic result and institutional environment related factors are used as independent variables.

Model – IV

Satisfied to all academic result is used as dependent variables and considered socio-economic, socio-cultural, demographic, previous satisfied academic result and departmental as well as institutional environment related factors are used as independent variables.

5.3 Considered Four Different Models with Used Dependent and Independent Variables

Table 5.1 contains the dependent and independent variables with their using categories and recategories in multivariate binary logistic regression analysis for four different models I, II, III and IV for data of RU and Table 5.2 contains the dependent and independent variables with their using categories and recategories in multivariate binary logistic regression analysis for four similar models I, II, III and IV for data of RC. All Tables provide the estimates of the binary logistic regression coefficient (β) corresponding to the independent variables and relative odds calculated for each

category of the categorical variables. The category with relative odds of 1.0 represents the reference category for that variable. Again Tables 5.1 and 5.2 also provide the estimates of the standard error of β , ρ -values and C.I. for odds ratios. The value is used to identify the significant effects to assess the relative importance of the selected variables in the model. An odds ratio is greater than 1.00 suggests as increased likelihood of the event occurring while an odds ratio is less than 1.00 indicates a decreased likelihood of the event occurring. The category with the relative odds of 1.00 represents the reference category for those categorical variables.

Table 5.1: Dependent and independent variables with their used categories and recategoris in multivariate binary logistic regression analysis for different models (Using RU Data)

| Variable names | Category | Re-category |
|--|---|---|
| Model – I (Satisfaction for SSC result) | | |
| Dependent variable Satisfied to SSC result | Yes=1, No=0 | |
| Independent variables | | |
| Fathers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | 1+2=Primary=1, SSC=2, HSC=3, Higher Study=4 |
| Fathers' Occupational status | Labour=1, Famer=2, Business=3, Service=4, Others=5 | 1+2=Farmer=1, Business=2, 4+5=Service=3 |
| Mothers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | Illiterate=1, Primary=2, SSC=3, 4+5=Higher study=4 |
| Family types | Combined=1, Nuclear=2, Separated=3 | Combined=1, 2+3=Nuclear=2 |
| Permanent residence | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| School location | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| School types | Semi-govt.=1, Govt.=2 Non-govt. Madrasa=3 | |
| SSC GPA | <3.00=1, 3.00 to 3.50=2 3.51 and above=3 | |
| Family's' income | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 Tk. and above=3 |
| Family's expenditure | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 Tk. and above=3 |
| Model – II (Satisfaction for HSC result) | | |
| Dependent variable Satisfied to HSC result | Yes=1, No=0 | |
| Independent variables | | |
| Fathers' educational status | Illiterate=1, Primary=2, SSC=3, | 1+2=Primary=1, SSC=2, HSC=3, |

| Variable names | Category | Re-category |
|--|---|---|
| Fathers' Occupation | HSC=4, Higher Study=5 Labour=1, Famer=2, Business=3, Service=4, Others=5 | Higher Study=4 1+2=Farmer=1, Business=2, 4+5=Service=3 |
| Mothers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | Illiterate=1, Primary=2, SSC=3, 4+5=Higher study=4 |
| Family types | Combined=1, Nuclear=2, Separated=3 | Combined=1, 2+3=Nuclear=2 |
| Permanent residence | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| College location | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| College types | Semi-govt.=1, Govt.=2 Non-govt. Madrasa=3 | |
| Satisfaction SSC Result | Totally satisfied=1, Satisfied=2, Dissatisfied=3, Totally dissatisfied=4 | 3+4=N=0, 1+2=Y=1 |
| HSC GPA | <3.00=1, 3.00 to 3.50=2 3.51 and above=3 | |
| Family's' income | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 Tk. and above=3 |
| Family's expenditure | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 Tk. and above=3 |
| Model – III (Satisfaction for undergraduate result) | | |
| Dependent variable Satisfied to undergraduate result | | Yes=1, No=0 |
| Independent variables | | |
| Fathers' Occupation | Labour=1, Famer=2, Business=3, Service=4, Others=5 | 1+2=Farmer=1, Business=2, 4+5=Service=3 |
| Mothers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | Illiterate=1, Primary=2, SSC=3, 4+5=Higher study=4 |
| Family types | Combined=1, Nuclear=2, Separated=3 | Combined=1, 2+3=Nuclear=2 |
| Present residence | Own house=1, Hall=2, Mess=3, Rented House=4 | |
| Family's' income | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 Tk. and above=3 |
| Family's expenditure | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 Tk. and above=3 |
| Satisfaction SSC result | Totally satisfied=1, Satisfied=2, Dissatisfied=3, Totally dissatisfied=4 | 3+4=N=0, 1+2=Y=1 |
| Satisfaction HSC result | Totally satisfied=1, Satisfied=2, Dissatisfied=3, Totally dissatisfied=4 | 3+4=N=0, 1+2=Y=1 |
| Family Pressure on Study | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | |
| Lecture is Satisfactory | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | |
| Study Materials are Sufficient | Totally agree=1, Agree=2, | |

| Variable names | Category | Re-category |
|---|--|---|
| Do you read complete syllabus? | Disagree=3, Totally disagree=4 | |
| Does friend helpful to your study? | No=0, Yes=1 | |
| Are Departmental facilities sufficient? | No=0, Yes=1 | |
| Are you satisfied for all preparation? | No=0, Yes=1 | |
| Do you satisfy for your admission? | No=0, Yes=1 | |
| Is your study cost enough? | No=0, Yes=1 | |
| Do you continue study with family expectation? | No=0, Yes=1 | |
| Are you interested for your study? | No=0, Yes=1 | |
| Did you prepare yourself? | No=0, Yes=1 | |
| Does environment harmful to study? | No=0, Yes=1 | |
| Did you regular in class? | No=0, Yes=1 | |
| Did you regular in study? | No=0, Yes=1 | |
| Model – IV (Satisfaction for all academic result) | | |
| Dependent variable Satisfied to all academic result | | Yes=1, No=0 |
| Independent variables | | |
| Fathers' Occupation | Labour=1, Famer=2, Business=3, Service=4, Others=5 | 1+2=Farmer=1, Business=2, 4+5=Service=3 |
| Mothers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | Illiterate=1, Primary=2, SSC=3, 4+5=Higher study=4 |
| Family types | Combined=1, Nuclear=2, Separated=3 | Combined=1, 2+3=Nuclear=2 |
| Present residence | Hall=1, Own house=2, Mess=3 | |
| Family's expenditure | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 Tk. and above=3 |
| Satisfaction SSC result | Totally satisfied=1, Satisfied=2, Dissatisfied=3, Totally dissatisfied=4 | 3+4=N=0, 1+2=Y=1 |
| Satisfaction HSC result | Totally satisfied=1, Satisfied=2, Dissatisfied=3, Totally dissatisfied=4 | 3+4=No=0, 1+2=Yes=1 |
| Satisfaction UnGr result | Totally satisfied=1, Satisfied=2, Dissatisfied=3, Totally dissatisfied=4 | 3+4=No=0, 1+2=Yes=1 |
| Family Pressure on Study | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | |
| Lecture is Satisfactory | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | |
| Study Materials are Sufficient | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | |
| Do you read complete syllabus? | No=0, Yes=1 | |
| Friends are helpful for study | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | (3+4) =No=0, (1+2) =Yes= 1 |
| Are Departmental facilities sufficient? | No=0, Yes=1 | |
| Are you satisfied for overall | | |

| Variable names | Category | Re-category |
|--|-----------------------------|-------------|
| preparation? | No=0, Yes=1 | |
| Did you satisfy for your admission? | No=0, Yes=1 | |
| Does your study cost enough? | No=0, Yes=1 | |
| Do you continue study with family expectation? | No=0, Yes=1 | |
| Are you interested for your study? | No=0, Yes=1 | |
| Did you prepare self? | No=0, Yes=1 | |
| Does environment harmful to study? | No=0, Yes=1 | |
| Did you regular in class? | No=0, Yes=1 | |
| Did you regular in study? | No=0, Yes=1 | |
| Suitable place for study | Hall=1, Own house=2, Mess=3 | |
| Are courses completed? | No=0, Yes=1 | |
| Study medium | Bengali=1, English=2 | |
| Does stress harmful for study? | No=0, Yes=1 | |
| Does politics disrupt study? | No=0, Yes=1 | |

Table 5.2: Dependent and independent variables with their used categories and recategories in multivariate binary logistic regression analysis for different models (Using RC Data)

| Variable names | Category | Re-category |
|--|---|---|
| Model – I (Satisfaction for SSC result) | | |
| Dependent variable Satisfied to SSC result | Yes=1, No=0 | |
| Independent variables | | |
| Fathers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | 1+2=Primary=1, SSC=2, HSC=3, Higher Study=4 |
| Fathers' Occupation | Labour=1, Famer=2, Business=3, Service=4, Others=5 | 1+2=Farmer=1, Business=2, 4+5=Service=3 |
| Mothers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | Illiterate=1, Primary=2, SSC=3, 4+5=Higher study=4 |
| Family types | Combined=1, Nuclear=2, Separated=3 | Combined=1, 2+3=Nuclear=2 |
| Permanent residence | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| School location | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| School types | Semi-govt.=1, Govt.=2 Non-govt. Madrasa=3 | |
| SSC GPA | <3.00=1, 3.00 to 3.50=2 3.51 and above=3 | |
| Family income | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | < 15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2 31000.00 Tk. and above=3 |
| Family expenditure | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | < 15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2 31000.00 Tk. and above=3 |

| Model – II (Satisfaction for HSC result) | | |
|--|---|---|
| Dependent variable Satisfied to HSC result | Yes=1, No=0 | |
| Independent variables | | |
| Fathers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | 1+2=Primary=1, SSC=2, HSC=3, Higher Study=4 |
| Fathers' Occupation | Labour=1, Famer=2, Business=3, Service=4, Others=5 | 1+2=Farmer=1, Business=2, 4+5=Service=3 |
| Mothers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | Illiterate=1, Primary=2, SSC=3, 4+5=Higher study=4 |
| Family types | Combined=1, Nuclear=2, Separated=3 | Combined=1, 2+3=Nuclear=2 |
| Permanent residence | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| College location | Village=1, Upozila=2, District Town=3, Divisional City=4 | |
| SSC GPA | <3.00=1, 3.00 to 3.50=2 3.51 and above=3 | |
| HSC GPA | <3.00=1, 3.00 to 3.50=2 3.51 and above=3 | < 15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2 31000.00 Tk. and above=3 |
| Family's income | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | < 15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2 31000.00 Tk. and above=3 |
| Family's expenditure | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | < 15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2 31000.00 Tk. and above=3 |
| Model – III (Satisfaction for undergraduate result) | | |
| Dependent variable Satisfied to undergraduate result | Yes=1, No=0 | |
| Independent variables | | |
| Fathers' Occupation | Labour=1, Famer=2, Business=3, Service=4, Others=5 | 1+2=Farmer=1, Business=2, 4+5=Service=3 |
| Mothers' educational status | Illiterate=1, Primary=2, SSC=3, HSC=4, Higher Study=5 | Illiterate=1, Primary=2, SSC=3, 4+5=Higher study=4 |
| Family types | Combined=1, Nuclear=2, Separated=3 | Combined=1, 2+3=Nuclear=2 |
| Present residence | Hall=1, Own house=2, Mess/Rented house=3 | |
| Family income | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2 31000.00 Tk. and above=3 |
| Family expenditure | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2, 31000.00 to 44999.00 Tk.=3, 45000.00Tk. and above=4 | <15000.00 Tk.=1, 15000.00 to 30000.00 Tk.=2 31000.00 Tk. and above=3 |
| Satisfaction SSC result | No=0, Yes=1 | |
| Satisfaction HSC result | No=0, Yes=1 | |
| Family Pressure on Study | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | (3+4) =No= 0, (1+2) =Yes= 1 |
| Friends Helpful | Totally agree=1, Agree=2, Disagree=3, Totally disagree=4 | |
| Suitable place for study | Hall=1, Mess=2, Own house=3 | |

| | | |
|--|-----------------------------|--|
| Did you satisfy for all preparation? | No=0, Yes=1 | |
| Did you satisfy for your admission? | No=0, Yes=1 | |
| Does study cost enough? | No=0, Yes=1 | |
| Do you continue study with family expectation? | No=0, Yes=1 | |
| Are you interested for your study? | No=0, Yes=1 | |
| Did you prepare self? | No=0, Yes=1 | |
| Does environment harmful to study? | No=0, Yes=1 | |
| Did you regular in class? | No=0, Yes=1 | |
| Did you regular in study? | No=0, Yes=1 | |
| Suitable place for study | Hall=1, Mess=2, Own house=3 | |
| Are courses completed? | No=0, Yes=1 | |
| Study medium | Bengali=1, English=2 | |
| Stress harmful for study | No=0, Yes=1 | |
| Does politics disrupt study? | No=0, Yes=1 | |

Note: UnGr = Undergraduate

5.4 Factors Affecting Educational Performance in Different Steps of the Study Period for RU

5.4.1 Factors Effect on the Satisfaction SSC Result

Table 5.3: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction SSC result with the selected independent factors

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|-----------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Educational Status | | | | | |
| Primary ^(rc) | - | - | 1.000 | - | - |
| SSC | 0.293 | 0.520 | 1.341 | 0.484 | 3.716 |
| HSC | 0.441 | 0.599 | 1.555 | 0.481 | 5.027 |
| Higher Study | 0.363 | 0.773 | 1.438 | 0.316 | 6.536 |
| Fathers Occupation | | | | | |
| Farmer ^(rc) | - | - | 1.000 | - | - |
| Business | 0.069 | 0.473 | 1.071 | 0.424 | 2.706 |
| Service | -0.096 | 0.550 | 0.908 | 0.309 | 2.667 |
| Mothers Educational Status | | | | | |
| Illiterate ^(rc) | - | - | 1.000 | - | - |
| Primary** | -0.799 | 0.610 | 0.450 | 0.136 | 1.487 |
| SSC** | -0.859 | 0.748 | 0.424 | 0.098 | 1.836 |
| HSC and Higher Study | -1.369 | 0.952 | 0.254 | 0.039 | 1.645 |
| Family Types | | | | | |
| Combined ^(rc) | - | - | 1.000 | - | - |
| Nuclear | 0.412 | 0.406 | 1.510 | 0.681 | 3.349 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Permanent Residence | | | | | |
| Village ^(rc) | | - | 1.000 | - | - |
| Upozila | 0.006 | 0.810 | 1.006 | 0.304 | 3.322 |
| District Town | 0.721 | 0.974 | 2.056 | 0.305 | 13.855 |
| Divisional City | 0.532 | 1.618 | 1.703 | 0.071 | 40.605 |
| School Location | | | | | |
| Village ^(rc) | - | - | 1.000 | - | - |
| Upozila | -0.315 | 0.521 | 0.730 | 0.263 | 2.025 |
| District Town | -0.069 | 0.927 | 0.933 | 0.152 | 5.745 |
| Divisional City | 0.342 | 1.619 | 1.408 | 0.059 | 33.648 |
| School Types | | | | | |
| Semi-govt. ^(rc) | - | - | 1.000 | - | - |
| Govt. | -0.027 | 0.424 | 0.97 | 0.424 | 2.234 |
| Non-govt. Madrasa | 0.264 | 0.632 | 1.303 | 0.378 | 4.494 |
| S.S.C. GPA | | | | | |
| Less than 3.00 ^(rc) | - | - | 1.000 | - | - |
| 3.00 to 3.50*** | 1.240 | 0.412 | 3.456 | 1.542 | 7.746 |
| 3.51 and above*** | 2.121 | 0.467 | 8.341 | 3.337 | 20.852 |
| Family Income | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk | -0.232 | 0.599 | 0.793 | 0.245 | 2.562 |
| 31000.00 Tk. and above | -1.059 | 0.915 | 0.347 | 0.058 | 2.085 |
| Family Expenditure | | | | | |
| < 15000.00 Tk** | -2.155 | 1.042 | 0.116 | 0.015 | 0.894 |
| 15000.00 to 30000.00 Tk** | -1.706 | 0.849 | 0.182 | 0.034 | 0.959 |
| 31000.00 Tk. and above ^(rc) | - | - | 1.000 | - | - |

Note: rc= Reference Category and Significance Level, *** = $p < 0.01$, ** = $p < 0.05$ and * = $p < 0.1$

Regarding satisfaction of the SSC result from the Table 5.3, it is clearly indicated that the fathers' higher educational level has positive impact on students educational achievement in their higher study as it has been found SSC level fathers' children achievement is 1.341 times higher in comparison to the primary level fathers' children performance. Similarly, 1.555 and 1.438 times more effective on the performance of students of HSC and higher educated fathers' children respectively in comparison to reference category.

In respect of father occupation and students' academic achievement, it is found that students' from business community have done well in comparison to the service

holder fathers' children. The farmers' are less serious and sincere about their children education. But the children of educated, service holder usually perform well. But in this study researcher observed opposite result as in some cases it is seen that many students from well-educated and well to do family be careless and they neglect their study rather they involve in other non-academic activities.

Father and mother educational level should play significant role on their children academic performance. In this regard, it has found that in comparison to illiterate mother, primary and SSC level educated mothers children achievement are 0.450 and 0.424 times less satisfied and HSC and above is also 0.254 times less satisfied. It means, illiterate mothers children's academic performance have found better than all other educated mother. This is a contradictory finding of this study but it may occur due to some error in data collection procedure.

Family types have also impact on respondents' performance as it is found children from nuclear family are more (1.510 times) satisfied in their SSC result in comparison to the joint family children. Residential location has a significant impact on student performance. In this study, it is observed that the 1.006, 2.056 and 1.703 times higher satisfaction in upzila, district and divisional town respectively in comparison to the students who have come from rural area.

Location of high school is an important factor for higher study. Students from divisional city school are more satisfied with their SSC result in comparison to the students who have come from rural area. Students from divisional city school are 1.408 times more satisfied to SSC result in compared to the students from village school. In this study, it is observed that government school students are less satisfied to their SSC result in

compare to non-government. Regarding SSC GPA, satisfaction is high among the students who get higher GPA.

In respect of family income, it is found that the students whose family income is high usually less satisfied to their SSC result in comparison to the students whose family income is less than 15000.00 Tk. Thus in the concluding remark, it is clear that fathers' academic status has a positive impact on their children educational achievement even at the higher study level.

5.4.2 Factors Effect on the Satisfaction HSC Result

Table 5.4: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction HSC result with the considered socio-economic independent factors

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|-----------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Educational Status | | | | | |
| Illiterate ^(rc) | - | - | 1.000 | - | - |
| Primary** | -2.207 | 1.068 | 0.110 | 0.014 | 0.893 |
| SSC | -1.569 | 1.142 | 0.208 | 0.022 | 1.954 |
| HSC** | -2.292 | 1.177 | 0.101 | 0.010 | 1.015 |
| Higher Study | -1.521 | 1.250 | 0.219 | 0.019 | 2.532 |
| Fathers Occupation | | | | | |
| Farmer ^(rc) | - | - | 1.000 | - | - |
| Business* | 0.917 | 0.498 | 2.502 | 0.943 | 6.638 |
| Service | 0.456 | 0.544 | 1.578 | 0.544 | 4.581 |
| Mothers Educational Status | | | | | |
| Illiterate ^(rc) | - | - | 1.000 | - | - |
| Primary | 0.480 | 0.756 | 1.616 | 0.368 | 7.105 |
| SSC** | 0.378 | 0.842 | 1.460 | 0.280 | 7.600 |
| HSC and Higher Study | -0.456 | 0.990 | 0.634 | 0.091 | 4.411 |
| Family Types | | | | | |
| Combined ^(rc) | - | - | 1.000 | - | - |
| Nuclear | 0.430 | 0.419 | 1.537 | 0.677 | 3.492 |
| Permanent Residence | | | | | |
| Village ^(rc) | - | - | 1.000 | - | - |
| Upozila | -0.598 | 0.552 | 0.550 | 0.186 | 1.623 |
| District Town** | -1.222 | 0.654 | 0.295 | 0.082 | 1.061 |
| Divisional City | -0.635 | 0.661 | 0.530 | 0.145 | 1.936 |

cont....

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|-----------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| College Location | | | | | |
| Village ^(rc) | - | - | 1.000 | - | - |
| Upozila | 0.280 | 0.554 | 1.323 | 0.447 | 3.919 |
| District Town* | -1.089 | 0.654 | 0.337 | 0.093 | 1.212 |
| Divisional City | -0.863 | 0.712 | 0.422 | 0.105 | 1.703 |
| Types of College | | | | | |
| Semi-govt. ^(rc) | - | - | 1.000 | - | - |
| Govt. ** | 1.241 | 0.542 | 3.460 | 1.196 | 10.014 |
| Non-govt. Madrasa | 0.662 | 0.705 | 1.939 | 0.487 | 7.722 |
| Satisfaction S.S.C. Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.357 | 0.375 | 3.886 | 1.863 | 8.106 |
| H.S.C. GPA | | | | | |
| Less than 3.00 ^(rc) | - | - | 1.000 | - | - |
| 3.00 to 3.50* | 0.806 | 0.471 | 2.240 | 0.890 | 5.636 |
| 3.51 and above*** | 2.570 | 0.537 | 13.062 | 4.556 | 37.448 |
| Family Income | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk. | -0.633 | 0.631 | 0.531 | 0.154 | 1.829 |
| 31000.00 Tk. and above | -0.895 | 0.964 | 0.409 | 0.062 | 2.705 |
| Family Expenditure | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk. | 0.882 | 0.636 | 2.416 | 0.694 | 8.412 |
| 31000.00 Tk. and above** | 2.096 | 1.084 | 8.133 | 0.971 | 68.123 |

Note: rc= Reference Category and Significance Level, *** = $p < 0.01$, ** = $p < 0.05$ and * = $p < 0.1$

Table 5.4 contains binary logistic regression estimates of the odds ratios with standard error of the satisfaction HSC result with considered socio-economic independent factors. In respect of education of father, primary educated fathers' children are 0.110 times less satisfied as well as poor achievement in comparison to illiterate fathers' children. Similarly SSC, HSC and higher educated fathers' children are 0.208, 0.101 and 0.219 times less satisfied with their HSC result in comparison to illiterate (Table 5.4). These results are contradictory because children's academic performance should be better according to their fathers' educational level increase. However, primary and HSC educated fathers have significant ($P < 0.05$) impact on their children satisfaction in HSC result.

Occupation of father has appeared as an important factor on students' academic achievement. Business man and service holder fathers' children are 2.502 and 1.578 times more satisfied with their HSC result in comparison to the children of agro-based society.

Like father academic qualification, mother academic level has also positive impact on children educational betterment. Primary and SSC level mother's children are 1.616 and 1.460 times more satisfied in compared to illiterate mothers' children. On the other hand, higher educated mothers children are less satisfied (0.634) in compare to illiterate. This result is contradictory as the researcher observed the respondents under RU may be a little derail and deviate children of higher educated service holder mother or children from disturb family.

Students from nuclear type family perform better in their HSC result in comparison to the combined family students. In this study, it is observed that students come from village area do better in their HSC result in comparison to the students whose permanent residence are in urban.

Students from rural area college are more satisfied in their HSC result in comparison to the students who have come from town as the students who have come from rural area are less ambitious and their expectation is also low in comparison to the students and guardians who live in urban.

Government college students are 3.460 times more satisfied in respect to semi-govt. college students. The students who are satisfied with SSC result are also 3.886 times more satisfied with their HSC result. The students who get GPA (3.00-3.50) and above 3.50 in HSC are 2.240 and 13.062 times more satisfied in comparison to the students who get GPA less than 3.00.

The students whose family income is high are less satisfied in their HSC result in compared to the students who have come from low income family 15000.00 Tk. Students whose family expenditure is above 15000.00 Tk. are more satisfied with respect to the students whose family expenditure is less than that.

5.4.3 Factors Effect on the Satisfaction Undergraduate Result

Table 5.5: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction undergraduate result with the considered socio-economic, socio-cultural and institution related environmental independent factors

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|-----------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Occupation | | | | | |
| Farmer ^(rc) | - | - | 1.000 | - | - |
| Business* | 0.005 | 0.507 | 0.897 | 0.371 | 2.700 |
| Service | 0.174 | 0.519 | 1.190 | 0.430 | 3.294 |
| Mothers Educational Status | | | | | |
| Illiterate ^(rc) | - | - | 1.000 | - | - |
| Primary*** | 2.027 | 0.762 | 7.593 | 1.707 | 33.777 |
| SSC** | 1.827 | 0.823 | 6.218 | 1.238 | 31.230 |
| HSC and Higher Study** | 2.171 | 0.937 | 8.771 | 1.398 | 55.036 |
| Family Types | | | | | |
| Combined ^(rc) | - | - | 1.000 | - | - |
| Nuclear | -0.145 | 0.451 | 0.865 | 0.357 | 2.096 |
| Present Residence | | | | | |
| Own House ^(rc) | - | - | 1.000 | - | - |
| Hall** | 1.322 | 0.553 | 3.752 | 1.270 | 11.085 |
| Mess** | 1.225 | 0.595 | 3.406 | 1.060 | 10.939 |
| Rented House*** | 3.478 | 1.147 | 32.399 | 3.424 | 306.551 |
| Family Income | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk. | -0.321 | 1.092 | 0.726 | 0.085 | 6.176 |
| 31000.00 Tk. and above | 0.384 | 0.874 | 1.468 | 0.265 | 8.146 |
| Family Expenditure | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk. | 1.076 | 1.180 | 2.933 | 0.290 | 29.650 |
| 31000.00 Tk. and above** | 0.034 | 0.963 | 1.034 | 0.157 | 6.828 |
| Satisfaction SSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.430 | 0.462 | 4.177 | 1.687 | 10.340 |
| Satisfaction HSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 0.798 | 0.404 | 2.222 | 1.007 | 4.902 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Family Pressure on Study | | | | | |
| Totally agree ^(rc) | - | - | 1.000 | - | - |
| Agree | -0.355 | 0.498 | 0.701 | 0.264 | 1.863 |
| Disagree | 1.117 | 0.588 | 3.057 | 0.966 | 9.674 |
| Totally disagree | 0.634 | 0.659 | 1.884 | 0.518 | 6.851 |
| Lecture is Satisfactory | | | | | |
| Totally agree ^(rc) | - | - | 1.000 | - | - |
| Agree | 0.334 | 0.761 | 1.397 | 0.314 | 6.205 |
| Disagree* | 1.001 | 0.570 | 2.722 | 0.891 | 8.315 |
| Totally disagree | -0.017 | 0.600 | 0.983 | 0.303 | 3.188 |
| Study Materials are Sufficient | | | | | |
| Totally agree ^(rc) | - | - | 1.000 | - | - |
| Agree | -0.780 | 0.541 | 0.459 | 0.159 | 1.323 |
| Disagree | -0.336 | 0.682 | 0.715 | 0.188 | 2.720 |
| Totally disagree | 0.246 | 0.708 | 1.279 | 0.319 | 50124 |
| Do you read complete syllabus? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.038 | 0.391 | 1.038 | 0.483 | 2.234 |
| Does friend helpful to your study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.213 | 0.408 | 3.362 | 1.510 | 7.487 |
| Departmental facilities are sufficient | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | -0.262 | 0.445 | 0.769 | 0.321 | 1.841 |
| Are you satisfied for all preparation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 0.782 | 0.398 | 2.186 | 1.002 | 4.766 |
| Are you satisfied to admission? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes* | 0.618 | 0.420 | 1.855 | 0.815 | 4.221 |
| Is your study cost enough? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.623 | 0.427 | 1.864 | 0.807 | 4.307 |
| Did you study continue with family expectation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.698 | 0.431 | 5.462 | 2.346 | 12.718 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|---|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Are you interested to study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | -0.237 | 0.488 | 0.789 | 0.303 | 2.053 |
| Did you prepare self? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 1.250 | 0.532 | 3.491 | 1.231 | 9.904 |
| Does environment harmful to study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | -0.078 | 0.408 | 0.925 | 0.416 | 2.058 |
| Did you regular in class? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.753 | 0.562 | 2.123 | 0.706 | 6.387 |
| Did you regular in study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | -0.201 | 0.439 | 0.818 | 0.346 | 1.933 |

Note: rc= Reference Category and Significance Level, *** = $p < 0.01$, ** = $p < 0.05$ and * = $p < 0.1$

Table 5.5 contains binary logistic regression estimates of the odds ratios with standard error of the satisfaction HSC result with considered socio-economic, socio-cultural and institution related environmental independent factors. Regarding fathers' occupation it is observed that service holder fathers' children are 1.190 times more and business man's children are 0.897 times less satisfied with their undergraduate result in comparison to the children of agro-based illiterate family (Table 5.5). It is worth noting that the students who have come from business oriented family are less satisfied and their performance is also significantly low.

Education of mother has a positive significant impact on their children honors level achievement ($P < 0.5$). Higher educated mothers' children performance is 8.771 times better in comparison to the illiterate one. This effectiveness is 7.593 and 6.218 times more positive for primary and HSC level mother.

In the undergraduate level, students from nuclear family are 0.865 times less satisfied in compared to combined family students. Regarding present residence, it is observed that the students who stay in hall, mess or rented house performs better in their honors result compare to students who stay their own house. It is matter of fact that students who live in own house generally they have to involve with their family activities and various socio-cultural programs. Consequently, they can't concentrate to their study as much as necessary.

In undergraduate level, the satisfaction level is 1.468 times more for those students whose family income is above 30,000.00 Tk. compared to the students whose family income is < 15,000.00 Tk. Like family income, family expenditure also shows similar positive impact on their satisfaction level particularly in their SSC, HSC and honors result and it is statistically significant ($P < 0.01$).

Satisfaction result in SSC and HSC have found highly significant effect on good academic performance in undergraduate level ($P < 0.01$). Both SSC and HSC satisfaction result are 4.177 and 2.222 times more satisfied for their undergraduate result than those students are not satisfied. Satisfied with class lecture has significant effect on satisfactory result in undergraduate. Reading, understanding whole syllabus and friends' help have positive significant impact on higher study achievement ($P < 0.01$). Both positive replies (read complete syllabus and friends help) are 1.038 and 3.362 times more satisfied than those students reply was negative. The students who have good preparation and mentally satisfied with admission they have done better in their final undergraduate examination in comparison to their opposite group. Both positive thinking group students are 2.186 and 1.855 times more satisfied with their academic performance in undergraduate level respectively compare to negative thinking group. The both satisfactions are significant ($P < 0.05$).

Enough study cost to continue study and maintain study with family expectation has positive impact on higher study performance. Enough study cost and study with family expectation are 1.864 and 5.462 times more satisfied than those have lack study cost and can't study with family expectation. Study with family expectation have significant ($P < 0.01$) impact on satisfaction academic performance in undergraduate level. Similarly, study environment affects academic achievement. So adequate study cost and good study environment is important predictor for academic achievement. In case of interest in study and self-preparation, both have positive significant ($P < 0.05$) impact on students' academic performance in undergraduate level.

The students who study regular and attain in class regular perform well compared to the students who are less attentive and irregular in their class. From the above Table 5.5, it may conclude that academic expenditure, parents' education, study environment, class attendance, family expectation etc. have positive significant impact on students' achievement in undergraduate level.

5.4.4 Factors Effect on the Satisfaction of Academic all Result through Whole Study Life

Table 5.6: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction academic all result with the considered socio-economic, socio-cultural and institution related independent factors

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--------------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Occupation | | | | | |
| Farmer* | 1.468 | 0.773 | 4.339 | 0.953 | 19.755 |
| Business* | 1.175 | 0.638 | 3.237 | 0.927 | 11.307 |
| Service ^(rc) | - | - | 1.000 | - | - |
| Mothers Educational Status | | | | | |
| Illiterate | 1.420 | 1.329 | 4.137 | 0.306 | 55.927 |
| Primary* | 1.610 | 0.947 | 5.000 | 0.781 | 32.016 |
| SSC** | 2.052 | 0.977 | 7.782 | 1.148 | 52.778 |
| HSC and Higher Study ^(rc) | - | - | 1.000 | - | - |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|---|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Family Types | | | | | |
| Combined | 0.748 | 0.664 | 2.112 | 0.575 | 7.761 |
| Nuclear ^(rc) | - | - | 1.000 | - | - |
| Present Residence | | | | | |
| Hall ^(rc) | - | - | 1.000 | - | - |
| Own House | 0.765 | 0.915 | 2.148 | 0.358 | 12.905 |
| Mess | 1.147 | 0.845 | 3.148 | 0.601 | 16.503 |
| Family Expenditure | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk* | 0.085 | 0.622 | 1.089 | 0.322 | 3.686 |
| 31000.00 Tk. and above* | 0.557 | 0.967 | 1.745 | 0.262 | 11.608 |
| Satisfaction SSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.748 | 0.733 | 5.741 | 1.366 | 24.131 |
| Satisfaction HSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.834 | 0.573 | 2.303 | 0.750 | 7.076 |
| Satisfaction UnGr Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 3.534 | 0.684 | 34.270 | 8.968 | 130.968 |
| Family Pressure on Study | | | | | |
| Totally agree | 0.906 | 1.089 | 2.474 | 0.293 | 20.912 |
| Agree | 0.381 | 1.011 | 1.464 | 0.202 | 10.621 |
| Disagree | -0.327 | 1.043 | 0.721 | 0.093 | 5.567 |
| Totally disagree ^(rc) | - | - | 1.000 | - | - |
| Lecture is Satisfactory | | | | | |
| Totally agree | 1.337 | 1.165 | 3.806 | 0.388 | 37.336 |
| Agree | 0.674 | 0.844 | 1.962 | 0.375 | 10.261 |
| Disagree*** | 2.966 | 0.940 | 19.415 | 3.077 | 122.516 |
| Totally disagree ^(rc) | - | - | 1.000 | - | - |
| Study Materials are Sufficient | | | | | |
| Totally agree ^(rc) | - | - | 1.000 | - | - |
| Agree | 0.369 | 0.819 | 1.446 | 0.290 | 7.205 |
| Disagree | -0.192 | 1.014 | 0.826 | 0.113 | 6.026 |
| Totally disagree | 1.728 | 1.084 | 5.627 | 0.672 | 47.131 |
| Do you read complete syllabus? | | | | | |
| No | 0.633 | 0.594 | 1.882 | 0.588 | 6.028 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Are friends helpful to your study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 1.231 | 0.643 | 3.242 | 0.971 | 12.080 |
| Departmental facilities are sufficient | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 1.372 | 0.634 | 3.944 | 1.138 | 13.670 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Are you satisfied for all preparation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 2.174 | 0.609 | 8.796 | 2.668 | 29.000 |
| Are you satisfied to admission? | | | | | |
| No | 0.335 | 0.637 | 1.399 | 0.401 | 4.876 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Is your study cost enough? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 1.336 | 0.642 | 3.805 | 1.082 | 13.383 |
| Did you study continue with family expectation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 1.427 | 0.640 | 4.166 | 1.187 | 14.614 |
| Are you interested to study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.828 | 0.698 | 2.289 | 0.583 | 8.986 |
| Did you prepare self? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 1.255 | 0.852 | 3.508 | 0.660 | 18.628 |
| Does environment harmful to study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.733 | 0.584 | 2.082 | 0.663 | 6.532 |
| Did you regular in class? | | | | | |
| No | 0.515 | 0.761 | 1.674 | 0.377 | 7.431 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Did you regular in study? | | | | | |
| No | 0.292 | 0.642 | 1.338 | 0.380 | 4.713 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Suitable place for study | | | | | |
| Hall ^(rc) | - | - | 1.000 | - | - |
| Mess | -0.013 | 0.881 | 0.987 | 0.176 | 5.552 |
| Own house | 0.163 | 0.898 | 1.177 | 0.203 | 6.839 |
| Are courses completed? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.739 | 0.568 | 2.094 | 0.687 | 6.379 |
| Study medium | | | | | |
| Bengali | 0.110 | 0.609 | 1.116 | 0.339 | 3.677 |
| English ^(rc) | - | - | 1.000 | - | - |
| Stress harmful for study | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.164 | 0.563 | 1.178 | 0.391 | 3.550 |
| Politics disrupt study | | | | | |
| No** | 1.141 | 0.553 | 3.129 | 1.059 | 9.246 |
| Yes ^(rc) | - | - | 1.000 | - | - |

Note: rc= Reference Category and Significance Level, *** = p<0.01, ** = p<0.05 and * = p<0.1

From Table 5.6, it is seen that the overall satisfaction level apparently gives us contradictory result regarding fathers' occupation and children satisfaction to the academic performance. But actually, it is reality as the students from peasant society had low expectation in comparison to the business and service holder community. Consequently, the satisfaction level of peasant class is significantly high (4.339 times more satisfied compared to service holder). Moreover, it is observed that many students from poor farmer family have done well in their different academic stages like SSC, HSC and undergraduate levels. So the result is significant and gives us some significant fact about the study field.

Similarly, regarding mother education and overall satisfaction, it is revealed that the satisfaction level of higher educated mothers' children is very low in comparison to the SSC, primary and even in comparison to the illiterate one. Moreover, in many cases it is found that a good number of students whose mother are service holder or in otherwise business they get less care from their parents and consequently became derail and their performance is also very bad. So this result is also contradictory but significant in terms of the reality of the higher study. In this regard, illiterate mothers' children are 4.137 times, primary and SSC level educated mothers' children are 5.000 and 7.782 times more satisfied than HSC and higher educated mothers' children. All results are statistically significant.

Regarding family types, it has also found contradictory result. But, reality is different as most of the children from nuclear family have less adaption capacity. As a result, outside their family, they remain isolated and naturally fail to response for

cooperation. Moreover, parents of nuclear family are generally non-peasant category and their expectation is also high. Study has found that combined family's children are 2.112 times more satisfied with their academic all result than nuclear families'.

In case of residential status and overall satisfaction, it has been observed that the student who stay at mess or in own house have done well (3.148 and 2.148 times more satisfied than the students living in hall) and their satisfaction is also high. Most of the respondents are belonged in lower income group and many of them told to the researcher that they have failed to manage their academic expenditure properly. Consequently, this study has identified that the student who belong to the low expenditure group have less satisfied in comparison to their opposite high expenditure group.

In case of satisfied with SSC and HSC result and performance in higher study, it has found that the student who had done well in SSC have done better in HSC and in above class (undergraduate level). It means previous better result is helpful for achieving better academic performance in higher study. In addition, the nature of lesson is almost same.

As it is mentioned in the above that family plays vital role for obtaining better academic performance of the students. Consequently it has found positive significant correlation between family pressure and academic achievement of their children in higher study. Similarly, some independent variables like satisfactory lecture, sufficient study material, study with interest, self-preparation, stress and study environment convey almost same positive result regarding the overall satisfaction on

academic all result of the respondents. On the other hand, few factors like read complete syllabus, satisfied to admission, regular in class, study regular, and politics have provided contradictory result about students' satisfaction on academic all result. It means, positive thinking group have less satisfaction.

Again Table 5.6 contains some independent factors that have also significant positive effects regarding overall satisfaction to the academic all achievement such as friends cooperation, departmental facilities and study cost.

5.5 Determinants the Factors Effect on the Educational Performance in Different Levels during Study Period for RC

5.5.1 Factors Effect on the Satisfaction SSC Result

Table 5.7: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction SSC result with the selected independent factors

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|-----------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Educational Status | | | | | |
| Primary ^(rc) | - | - | 1.00 | - | - |
| SSC | 0.282 | 0.485 | 1.325 | 0.512 | 3.428 |
| HSC | -0.008 | 0.660 | 0.992 | 0.272 | 3.618 |
| Higher Study | 0.439 | 0.692 | 1.550 | 0.400 | 6.016 |
| Fathers Occupation | | | | | |
| Farmer ^(rc) | - | - | 1.00 | - | - |
| Business | -0.420 | 0.462 | 0.657 | 0.266 | 1.626 |
| Service | -0.773 | 0.590 | 0.462 | 0.145 | 1.468 |
| Mothers Educational Status | | | | | |
| Illiterate ^(rc) | - | - | 1.00 | - | - |
| Primary** | 1.387 | 0.669 | 4.003 | 1.078 | 14.857 |
| SSC** | 1.847 | 0.832 | 6.343 | 1.243 | 32.381 |
| HSC and Higher Study | 1.404 | 1.044 | 4.071 | 0.526 | 31.509 |
| Family Types | | | | | |
| Combined ^(rc) | - | - | 1.00 | - | - |
| Nuclear | 0.086 | 0.390 | 1.090 | 0.507 | 2.342 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Permanent Residence | | | | | |
| Village ^(rc) | - | - | 1.00 | - | - |
| Upozila | 0.066 | 0.660 | 1.069 | 0.293 | 3.894 |
| District Town | 0.576 | 1.475 | 1.778 | 0.099 | 32.026 |
| Divisional City | 2.343 | 1.475 | 10.408 | 0.578 | 187.343 |
| School Location | | | | | |
| Village ^(rc) | - | - | 1.00 | - | - |
| Upozila | 0.132 | 0.582 | 1.141 | 0.364 | 3.574 |
| District Town | -0.877 | 1.491 | 0.416 | 0.022 | 7.741 |
| Divisional City | -1.525 | 1.486 | 0.218 | 0.012 | 4.006 |
| School Types | | | | | |
| Semi-govt. ^(rc) | - | - | 1.00 | - | - |
| Govt. | 0.520 | 0.446 | 1.682 | 0.702 | 4.029 |
| Non-govt. Madrasa | 0.078 | 0.614 | 1.082 | 0.325 | 3.602 |
| S.S.C. GPA | | | | | |
| Less than 3.00 ^(rc) | - | - | 1.00 | - | - |
| 3.00 to 3.50** | 0.890 | 0.422 | 2.436 | 1.065 | 5.574 |
| 3.51 and above** | 0.940 | 0.436 | 2.559 | 1.089 | 6.013 |
| Family Income | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.00 | - | - |
| 15000.00 to 30000.00 Tk. | 0.740 | 0.638 | 0.477 | 0.137 | 1.665 |
| 31000.00 Tk. and above | -1.115 | 1.339 | 0.315 | 0.023 | 4.345 |
| Family Expenditure | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.00 | - | - |
| 15000.00 to 30000.00 Tk. | 0.645 | 0.655 | 1.906 | 0.528 | 6.876 |
| 31000.00 Tk. and above | 0.853 | 1.464 | 2.347 | 0.133 | 41.393 |

Note: rc= Reference Category and Significance Level, *** = $p < 0.01$, ** = $p < 0.05$ and * = $p < 0.1$

From Table 5.7, it is observed that education of father has positive impact on student academic betterment in SSC level. In this regard, SSC and higher educated fathers' children are 1.325 and 1.550 times more satisfied respectively in comparison to the children of primary level educated father. On the other hand, HSC level educated fathers' children is 0.992 times less satisfied than primary level educated one. In respect of fathers' occupation, it has found that agro-based families' children are more

satisfied in compared to business and services holder fathers' children in SSC level. In this regards, business and service holder fathers' children are 0.657 and 0.462 times less satisfied than farmer fathers.

Mothers' education has statistical significant ($P < 0.05$) effect on students' academic achievement in SSC level. In this case, primary, SSC and higher educated mothers' children have identified 4.003, 6.343 and 4.071 times better respectively in comparison to the children of illiterate mother. Among them, primary and SSC level educated mothers' effect have found statistically significant on their children academic performance in SSC level (Table 5.7).

Students from nuclear family are 1.090 times more satisfied in compared to the combined family. Students from semi urban and urban area like upozila, district town and divisional city have found 1.069, 1.778 and 10.408 times more satisfied respectively in compared to the students whose permanent residences are in rural area (village) in SSC level academic performance.

Regarding academic institutions, government school students are 1.682 times more satisfied than semi-govt.. The students who get more GPA in SSC level they are more satisfied to their SSC result. In this regard, GPA 3.00 to 3.50 and 3.51 and above are 2.436 and 2.559 times more satisfied respectively than GPA less than 3.00 in SSC level. Students from low income family are more satisfied with their SSC result as their expectation is very low and a good number respondents have done significantly well in their SSC level.

5.5.2 Factors Effect on the Satisfaction HSC Result

Table 5.8: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction HSC result with the selected independent factors

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|-----------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Educational Status | | | | | |
| Primary ^(rc) | - | - | 1.00 | - | - |
| SSC | -0.809 | 0.587 | 0.445 | 0.141 | 1.407 |
| HSC | -0.473 | 0.844 | 0.623 | 0.119 | 3.257 |
| Higher Study | 0.026 | 0.859 | 1.026 | 0.191 | 5.529 |
| Fathers Occupation | | | | | |
| Farmer ^(rc) | - | - | 1.00 | - | - |
| Business | 0.326 | 0.531 | 1.386 | 0.489 | 3.927 |
| Service | -0.120 | 0.720 | 0.887 | 0.216 | 3.638 |
| Mothers Educational Status | | | | | |
| Illiterate ^(rc) | - | - | 1.00 | - | - |
| Primary | 0.725 | 0.734 | 2.064 | 0.489 | 8.705 |
| SSC** | 1.558 | 0.938 | 4.750 | 0.755 | 29.882 |
| HSC and Higher Study | 0.528 | 1.151 | 1.696 | 0.178 | 16.186 |
| Family Types | | | | | |
| Combined ^(rc) | - | - | 1.00 | - | - |
| Nuclear | 0.628 | 0.489 | 1.873 | 0.718 | 4.885 |
| Permanent Residence | | | | | |
| Village ^(rc) | - | - | 1.00 | - | - |
| Upozila | -0.877 | 0.685 | 0.416 | 0.109 | 1.594 |
| District Town** | 2.006 | 0.997 | 7.431 | 1.052 | 52.497 |
| Divisional City** | 2.028 | 0.806 | 7.600 | 1.566 | 36.879 |
| College Location | | | | | |
| Village ^(rc) | - | - | 1.00 | - | - |
| Upozila | 0.600 | 0.538 | 1.823 | 0.635 | 5.236 |
| District Town | -1.122 | 0.736 | 0.326 | 0.077 | 1.378 |
| Divisional City | -0.060 | 0.728 | 0.942 | 0.226 | 3.926 |
| S.S.C. GPA | | | | | |
| Less than 3.00 ^(rc) | - | - | 1.00 | - | - |
| 3.00 to 3.50*** | 1.652 | 0.583 | 5.220 | 1.664 | 16.371 |
| 3.51 and above* | 0.978 | 0.544 | 2.658 | 0.915 | 7.725 |
| H.S.C. GPA | | | | | |
| Less than 3.00 ^(rc) | - | - | 1.00 | - | - |
| 3.00 to 3.50*** | 2.168 | 0.603 | 8.740 | 2.682 | 28.477 |
| 3.51 and above*** | 3.776 | 0.642 | 43.620 | 12.405 | 153.382 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Family Income | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.00 | - | - |
| 15000.00 to 30000.00 Tk. | -0.817 | 0.730 | 0.442 | 0.106 | 1.848 |
| 31000.00 Tk. and above | -1.742 | 1.584 | 0.175 | 0.008 | 3.904 |
| Family Expenditure | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.00 | - | - |
| 15000.00 to 30000.00 Tk. | 0.326 | 0.771 | 1.386 | 0.306 | 6.281 |
| 31000.00 Tk. and above | 1.209 | 1.885 | 3.349 | 0.083 | 134.796 |

Note: rc= Reference Category and Significance Level, *** = $p < 0.01$, ** = $p < 0.05$ and * = $p < 0.1$

Table 5.8 contains the multivariate binary logistic regression result of satisfaction HSC result according to their demographic and socio-economic backgrounds. From Table 5.8, it is seen that higher educated fathers' children are 1.026 times more satisfied than the children of primary level educated father in their HSC result. On the other hand, SSC and HSC level educated fathers' children are 0.445 and 0.623 times less satisfied than primary level educated fathers' children respectively.

Regarding occupation of father, it has observed that business (1.386 times) holder fathers' students are more satisfied than the agro-based family students. On the other hand, students from service holder fathers' have found less satisfied than agro-based. Education of mother has important role on their children educational performance in HSC level. In this regard, primary, SSC and HSC & higher level educated mothers' children are 2.064, 4.750 and 1.696 times more satisfied than illiterate respectively. Among all level educated mother, SSC level educated mothers effect on their children academic performance in HSC level has found statistically significant.

Students from nuclear family perform in HSC level better compared to their opposite counterpart. Nuclear family background students' are 1.873 times more satisfied than combined family. Again, students from town area like district town and divisional city

are more satisfied with their HSC result in comparison to the students from rural area. In this case, students' from district town and divisional city have found 7.431 and 7.600 times more satisfied than village students' in their HSC level result. Both district town and divisional city effect on students' academic achievement in HSC level have found statistically significant.

Again From the above Table 5.8, it is also observed that the students who get higher level GPA in SSC they have also achieved better GPA in HSC level. Because of better GPA, they are more satisfied with their HSC result than low or poor GPA holder. There is statistically significant relationship ($P < 0.01$) between SSC academic score and satisfaction of HSC result.

The students from lower income group family are more satisfied with their HSC result in comparison to the students who have come from higher income group family. On the other hand, high expenditure group families students' are more satisfied than low expenditure. For this circumstance, family income and expenditure effect on their children's in HSC level have found contradictory.

5.5.3 Factors Effect on the Satisfaction Undergraduate Result

Table 5.9: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction Undergraduate result with the selected independent factors

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|-----------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Occupation | | | | | |
| Farmer | 0.336 | 0.620 | 1.399 | 0.415 | 4.716 |
| Business | -0.745 | 0.584 | 0.475 | 0.151 | 1.490 |
| Service ^(rc) | - | - | 1.000 | - | - |
| Mothers Educational Status | | | | | |
| Illiterate ^(rc) | - | - | 1.000 | - | - |
| Primary | 0.935 | 0.647 | 2.548 | 0.716 | 9.064 |
| SSC | 1.160 | 0.794 | 3.189 | 0.673 | 15.117 |
| HSC and Higher Study | 0.130 | 1.051 | 1.139 | 0.145 | 8.935 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|---------------------------------------|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Family Types | | | | | |
| Combined ^(rc) | - | - | 1.000 | - | - |
| Nuclear* | 1.030 | 0.532 | 2.802 | 0.988 | 7.949 |
| Present Residence | | | | | |
| Hall ^(rc) | - | - | 1.000 | - | - |
| Own House | 0.580 | 0.673 | 1.786 | 0.477 | 6.683 |
| Mess/Rented House | 0.454 | 0.610 | 1.575 | 0.477 | 5.502 |
| Family Expenditure | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk | 0.651 | 0.508 | 1.917 | 0.708 | 5.193 |
| 31000.00 Tk. and above** | 2.109 | 1.046 | 8.236 | 1.060 | 63.979 |
| Satisfaction SSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 0.920 | 0.434 | 2.509 | 1.071 | 5.878 |
| Satisfaction HSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 0.199 | 0.439 | 1.220 | 0.516 | 2.884 |
| Family Pressure on Study | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes* | 0.287 | 0.458 | 1.333 | 0.543 | 3.271 |
| Friends Helpful | | | | | |
| Totally agree ^(rc) | - | - | 1.000 | - | - |
| Agree | 1.189 | 0.835 | 3.285 | 0.639 | 16.881 |
| Disagree | 0.306 | 0.796 | 1.358 | 0.286 | 6.459 |
| Totally disagree | -0.114 | 1.111 | 0.892 | 0.101 | 7.877 |
| Suitable Place for Study | | | | | |
| Hall ^(rc) | - | - | 1.000 | - | - |
| Mess | 0.937 | 0.782 | 2.553 | 0.552 | 11.820 |
| Own House | 0.205 | 0.502 | 1.227 | 0.459 | 3.282 |
| Is Lecture Understandable? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.338 | 0.474 | 1.403 | 0.554 | 3.549 |
| Study Materials are Sufficient | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 0.861 | 0.474 | 2.365 | 0.934 | 5.990 |
| Do you read complete syllabus? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.190 | 0.562 | 1.209 | 0.402 | 3.641 |
| Study Medium | | | | | |
| Bengali ^(rc) | - | - | 1.000 | - | - |
| English | 0.348 | 0.755 | 1.416 | 0.322 | 6.222 |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Departmental facilities are sufficient | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.284 | 0.538 | 1.328 | 0.463 | 3.810 |
| Are you satisfied for all preparation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 0.03 | 0.489 | 1.038 | 0.398 | 2.705 |
| Are you satisfied to admission? | | | | | |
| No | 0.387 | 0.514 | 1.472 | 0.537 | 4.034 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Is your study cost enough? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.795 | 0.506 | 2.215 | 0.821 | 5.977 |
| Did you study continue with family expectation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.303 | 0.505 | 3.682 | 1.368 | 9.911 |
| Are you interested to study? | | | | | |
| No | 0.953 | 0.826 | 2.593 | 0.514 | 13.088 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Did you prepare self? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 0.628 | 0.481 | 1.873 | 0.730 | 4.806 |
| Does environment harmful to study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.021 | 0.490 | 1.021 | 0.391 | 2.665 |
| Did you regular in class? | | | | | |
| No | 0.544 | 0.652 | 1.724 | 0.480 | 6.190 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Did you regular in study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.154 | 0.576 | 1.166 | 0.377 | 3.609 |
| Are courses completed? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.377 | 0.588 | 1.458 | 0.461 | 4.616 |
| Politics disrupt study | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.475 | 0.457 | 1.609 | 0.656 | 3.943 |
| Stress harmful for study | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.110 | 0.466 | 1.116 | 0.448 | 2.785 |

Note: rc= Reference Category and Significance Level, *** = $p < 0.01$, ** = $p < 0.05$ and * = $p < 0.1$

Table 5.9 contains binary logistic regression estimates of the odds ratios with standard error of the satisfaction undergraduate result with considered socio-economic, socio-cultural and institution related environmental independent factors for RC data. From the Table 5.9, it is observed that the respondents from agro-based family are 1.399 times more satisfied and from business family are 0.475 times less satisfied for their undergraduate result in comparison to the reference category (service holder family).

Mother's education has appeared as a key factor that positively affects their children educational achievement. It means, students' academic performance should be better with their mothers educational level improvement. In this regards, primary, SSC and HSC & higher educated mothers children are 2.548, 3.189 and 1.139 times more satisfied than illiterate in undergraduate level. Family type is also significant predictor for achieving good result in higher study ($p < 0.1$). Students from nuclear family have found 2.802 times more satisfied than combined in undergraduate result.

Satisfaction of students at their undergraduate result varies with present residence. The students who stay at own house and mess are 1.786 and 1.575 times more satisfied at their honors result in comparison to the students who stay at hall. Family expenditure of respondents has come out as an important predictor for achieving good result in higher study. High family expenditure holder students' are more satisfied than low. In this circumstance, student from family expenditure 15000.00 to 30000.00 Tk. and 31000.00 Tk. and above are 1.917 and 8.236 times more satisfied than expenditure < 15000.00 Tk. respectively. The satisfaction with SSC and HSC results have revealed highly significant predictor for getting good score in honors result ($p < 0.05$). Both SSC and HSC satisfied result are 2.509 and 1.220 times more satisfied in undergraduate level academic performance than those students are not satisfied with their SSC and HSC result respectively.

Family pressures on study and friends help on study have appeared as an important factor for performing better in higher study. The students who have family pressure on study are 1.333 times more satisfied with their undergraduate level academic score than students have no family pressure on their present study.

Residence in study period is also an important factor for the academic performance in undergraduate level. In this regard, both living in mess and own house are 2.553 and 1.227 times more satisfied for their undergraduate result than those are living in hall respectively. Again, in case of sufficient study materials, satisfied preparation, family expectation and self-preparation have found statistically significant effect on students' undergraduate level academic result. In this regard, sufficient study materials is 2.365 times, satisfied preparation is 1.038 times, family expectation is 3.682 times and self-preparation is 1.873 times more satisfied for their undergraduate academic result than those students' whose response were negative.

Again, the present study has also found that lecture understandable is 1.403 times more satisfied for their undergraduate result than those are not able to understand class lecture. Similarly, read complete syllabus, study mediums, departmental facilities, study atmosphere, regular in study, students politics and personal stress have found as important influential factors for satisfaction with undergraduate result and all of those factors have found 1.209, 1.416, 1.328, 1.021, 1.166, 1.609 and 1.116 times more satisfied than those students response were negative respectively. On the other hand, in case of satisfied admission in department as well as institution and regular in class have found contradictory impact on students satisfaction undergraduate academic result.

5.5.4 Factors Effect on the Satisfaction with all Academic Result through Whole Study Life

Table 5.10: Multivariate binary logistic regression estimates of the odds ratio of the satisfaction academic all result with the selected independent factors

| Background Characteristics | Coefficient t of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--------------------------------------|-----------------------------|-------------------------------------|---------------|-----------------------------|----------------|
| | | | | Lower Limit | Upper Limit |
| Fathers Occupation | | | | | |
| Farmer ^(rc) | - | - | 1.000 | - | - |
| Business | 1.604 | 0.797 | 4.974 | 1.044 | 23.707 |
| Service | 1.769 | 0.827 | 5.862 | 1.160 | 29.637 |
| Mothers Educational Status | | | | | |
| Illiterate | -0.513 | 1.288 | 0.598 | 0.048 | 7.478 |
| Primary | -1.686 | 1.168 | 0.185 | 0.019 | 1.828 |
| SSC* | -2.115 | 1.190 | 0.121 | 0.012 | 1.242 |
| HSC and Higher Study ^(rc) | - | - | 1.000 | - | - |
| Family Types | | | | | |
| Combined | 0.886 | 0.587 | 2.425 | 0.767 | 7.664 |
| Nuclear ^(rc) | - | - | 1.000 | - | - |
| Present Residence | | | | | |
| Hall ^(rc) | - | - | 1.000 | - | - |
| Own House | 0.487 | 0.983 | 1.627 | 0.237 | 11.163 |
| Mess/Rented house | 0.396 | 0.905 | 1.486 | 0.252 | 8.761 |
| Family Expenditure | | | | | |
| < 15000.00 Tk. ^(rc) | - | - | 1.000 | - | - |
| 15000.00 to 30000.00 Tk* | 0.172 | 0.632 | 1.188 | 0.344 | 4.103 |
| 31000.00 Tk. and above* | 1.492 | 1.304 | 4.445 | 0.345 | 57.253 |
| Satisfaction SSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.899 | 0.618 | 6.677 | 1.987 | 22.433 |
| Satisfaction HSC Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.617 | 0.565 | 1.854 | 0.682 | 5.611 |
| Satisfaction UnGr Result | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 1.771 | 0.599 | 5.879 | 1.818 | 19.004 |
| Family Pressure on Study | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.535 | 0.611 | 1.708 | 0.516 | 5.650 |
| Does lecture understandable? | | | | | |
| No | -0.006 | 0.599 | 0.994 | 0.307 | 3.215 |
| Yes ^(rc) | - | - | 1.000 | - | - |

Cont...

| Background Characteristics | Coefficient of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|--|------------------------|-------------------------------|------------|-----------------------------|-------------|
| | | | | Lower Limit | Upper Limit |
| Study Materials are Sufficient | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 1.519 | 0.676 | 4.568 | 1.214 | 17.193 |
| Do you read complete syllabus? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.659 | 0.699 | 1.932 | 0.491 | 7.607 |
| Friends are helpful | | | | | |
| Totally agree ^(rc) | - | - | 1.000 | - | - |
| Agree* | 1.045 | 0.614 | 2.842 | 0.853 | 9.467 |
| Disagree** | -2.941 | 1.495 | 0.053 | 0.003 | 0.990 |
| Totally disagree | 1.070 | 1.135 | 2.916 | 0.315 | 26.961 |
| Departmental facilities are sufficient | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes** | 1.755 | 0.856 | 5.785 | 1.081 | 30.958 |
| Are you satisfied for all preparation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 2.477 | 0.609 | 11.908 | 3.609 | 39.293 |
| Are you satisfied to admission? | | | | | |
| No | 0.008 | 0.632 | 1.008 | 0.292 | 3.480 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Is your study cost enough? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.560 | 0.574 | 1.750 | 0.568 | 5.396 |
| Did you study continue with family expectation? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes*** | 2.239 | 0.598 | 9.385 | 2.908 | 30.295 |
| Are you interested to study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 1.718 | 1.098 | 5.572 | 0.648 | 47.896 |
| Did you prepare self? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.174 | 0.577 | 1.190 | 0.384 | 3.683 |
| Does environment harmful to study? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | -0.007 | 0.599 | 0.993 | 0.307 | 3.214 |

Cont...

| Background Characteristics | Coefficient t of β | Standard Error of (β) | Odds Ratio | 95% CI for Exp. (β) | |
|----------------------------------|-----------------------------|-------------------------------------|---------------|-----------------------------|----------------|
| | | | | Lower Limit | Upper Limit |
| Did you regular in class? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.527 | 0.967 | 1.694 | 0.254 | 11.279 |
| Did you regular in study? | | | | | |
| No | 1.529 | 0.800 | 4.613 | 0.961 | 22.140 |
| Yes ^(rc) | - | - | 1.000 | - | - |
| Suitable place for study | | | | | |
| Hall | 1.065 | 0.854 | 2.900 | 0.544 | 15.475 |
| Mess | -0.223 | 0.653 | 0.800 | 0.222 | 2.879 |
| Own house ^(rc) | - | - | 1.000 | - | - |
| Are courses completed? | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.096 | 0.803 | 1.101 | 0.228 | 5.306 |
| Study medium | | | | | |
| Bengali | 0.753 | 0.950 | 2.124 | 0.330 | 13.662 |
| English ^(rc) | - | - | 1.000 | - | - |
| Stress harmful for study | | | | | |
| No ^(rc) | - | - | 1.000 | - | - |
| Yes | 0.196 | 0.558 | 1.216 | 0.408 | 3.628 |
| Politics disrupt study | | | | | |
| No** | 0.104 | 0.576 | 1.109 | 0.359 | 3.429 |
| Yes ^(rc) | - | - | 1.000 | - | - |

Note: rc= Reference Category and Significance Level, *** = $p < 0.01$, ** = $p < 0.05$ and * = $p < 0.1$

Multivariate binary logistic regression estimates of the odds ratios and standard error of the satisfaction academic all result with considered socio-economic, socio-cultural and institution related environmental independent factors for RC data is shown in Table 5.10. From the Table 5.10, it is observed that occupation of father of respondents has appeared as an important factor of their children better academic performance in all public examination. Children from business and service holder fathers are more satisfied with their academic all result than agro-based fathers. The corresponding figures are 4.974 and 5.862 times more satisfied to their academic all stages result than reference category (agro-based fathers) respectively. Mother's

education should be a key factor for the satisfaction of their children's academic all result. Higher educated mothers' children should perform better in academic all result. In this regards, illiterate, primary and SSC level mothers children are 0.598, 0.185 and 0.121 times less satisfied to their academic all stages result than HSC and higher level educated mothers' respectively.

Regarding family types, it is found that combined family students are 2.425 times more satisfied to their overall academic result in comparison to the nuclear family students. In respect of present residence, satisfaction varies with residential locations. The students who stay in own house or mess perform better than the students who stay in hall. The students living in own house and mess are 1.627 and 1.486 times more satisfied to their academic all stages result than the students living in hall respectively.

From the logistic regression analysis, it is clearly understood that the family expenditure is an important factor of the students' satisfaction with their academic all results. The students whose family expenditure are 15000.00 to 30000.00 Tk. and 31000.00 Tk. and above are 1.188 and 4.445 times more satisfied to their academic all stages result than <15000.00 Tk. expenditure and these results are statistically significant ($p < 0.05$).

The present study has revealed that students have found completely satisfied to their whole study period because of their satisfaction in academic all exam result. It means, students' satisfaction to SSC, HSC and undergraduate results are 6.677, 1.854 and 5.879 times more satisfied to their academic all stages result than those are not satisfied to their academic all stages result. Satisfaction academic all stages result have found statistically significant ($p < 0.01$) predictor of the students completely satisfaction with whole study period.

Family pressure on study, lecture understandable, sufficient study materials, read complete syllabus, admission satisfied and sufficient study cost have come out as important factors for achieving better academic result in all stages examination. In this case, family pressure on study, sufficient study materials, read complete syllabus and study cost enough are 1.708, 4.568, 1.932 and 1.750 times more satisfied to their academic all stages result than those answer were negative respectively. On the other hand, lecture not understandable and admission satisfied are 0.994 times less and 1.008 times more satisfied to their academic all stages result than those able to understand lecture. Friends help has also significant positive effect on academic all stages result of students.

Similarly, departmental facilities, satisfied with preparation, study with family expectation and student politics have found positive significant and effective on the students satisfaction to academic all stages result of their whole study period. In this regards, departmental facilities, satisfied with preparation, study with family expectation and student politics are 5.785, 11.908, 9.385 and 1.109 times more satisfied to their academic all stages result than those answer were negative respectively.

Again, study with interest, self-preparation, regular in class, study regular, courses are completed and stress have found positive and important factors of students satisfaction with academic all stages result of their whole study period. In this circumstance, study with interest, self-preparation, regular in class, study regular, courses are completed and stress are 5.572, 1.190, 1.694, 4.613, 1.101 and 1.216 times more satisfied to their academic all stages result than those answer were negative respectively.

5.6 Comparative satisfaction of academic performance between RU and RC

The data were collected from two academic institutions (Rajshahi University and Rajshahi College). Multivariate binary logistic regression analysis gives some significant difference between these students. From the findings it is clear that though the socio-economic status of two group students are almost same there are significant difference in their satisfaction level as their expectation level and consciousness level are different. It is noted that the student who study at Rajshahi University, their expectation and ambition are high in comparison to the students of Rajshahi College. Moreover, the consciousness level of Rajshahi University students as well as their parents or guardians is also high. The Rajshahi College students and their parents are less conscious about the practical situation of life and job market. In some cases it has been found that the previous academic result of the Rajshahi University students is better and their expectation is also high in comparison to the students of Rajshahi College.

5.7 Summary of This Chapter

The main objective of this research work is to identify the significant factors effect on the dependent variable, satisfied academic performance of students. Consequently, the multivariate binary logistic regression analysis is used in this chapter to get the details regarding factors impact on the academic performance of the students at their academic achievement in different levels particularly at their tertiary level.

For RU, it has revealed from the multivariate binary logistic regression analysis that the mothers educational status, SSC GPA and family expenditure have found significant effect on satisfied academic achievement in SSC level and fathers educational status, mothers educational status, permanent residence, types of college,

satisfaction result in SSC, HSC GPA, and family expenditure have significant impact on satisfaction academic achievement in HSC level. On the other hand, socio-economic and institutional study environment related factors such as fathers and mothers educational status, present residence, family expenditure, satisfaction SSC and HSC result, friends help, preparation, study cost, family expectation and self-preparation, have found significant impact on satisfied academic achievement in undergraduate level whereas, fathers and mothers educational status, family expenditure, satisfaction SSC, HSC and UnGr result, friends help, study cost, family expectation satisfactory class lecture, preparation, parent departmental facilities, and student politics have found significant impact on satisfied academic achievement in all academic level.

For RC, it has revealed from the multivariate binary logistic regression analysis that the mothers educational status and SSC GPA have found significant effect on satisfied academic achievement in SSC level but in HSC level, mothers educational status, permanent residence, satisfaction result in SSC and HSC GPA have significant impact on satisfaction academic achievement. On the other hand, socio-economic and institutional study environment related factors such as family types, family expenditure, satisfaction SSC and HSC result, family pressure on study, study materials, preparation, family expectation and self-preparation have found significant impact on satisfied academic achievement in undergraduate level whereas, mothers educational status, family expenditure, satisfaction SSC, HSC and UnGr result, friends help, preparation, family expectation and students politics have found significant impact on satisfied academic achievement in all academic level. It is also noticed that RU students' academic achievement have found better than RC students.

Chapter Six

Summary, Conclusion and Recommendations

6.1 Introduction

Actually, research is a systematic search for generating new knowledge. It is a sincere attempt for finding possible real picture through carefully examination to expand or to verify existing knowledge regarding considered research topics. The purpose of the present study is to identify those factors which affecting academic performance of students in higher studies in Rajshasi city of Bangladesh. Thus an attempt has been made to find out the appropriate factors as well as the related variables influencing academic performance. The following sections of the present chapter would like to provide a brief discussion of the findings of this study. Again, an investigation has made to get a clear conception regarding the respondents' demographic, socio-economic, socio-cultural, former educational background and present departmental environment. For this purpose, the present study has used frequency analysis, contingency analysis and multivariate binary logistic regression analysis. Finally, this chapter also likes to provide few recommendations to policy makers for making a better awareness for achieving to that student whose academic performance is not so good.

6.2 Summary of the study

The goal and objectives of the study was to identify the integrated factors impact on the educational achievement of the tertiary level students in Bangladesh. In this regards, the researcher has tried to explore several factors and evaluate their significant effect on the performance of students in the study area in context of higher education in Bangladesh.

At the beginning stage a number of related literatures had been reviewed (e.g. Tang Sai-Cheong (1998), Alex (2007), Cheeseman *et al.*, (2006)). It is noticed from their study that no such single factor can affect the performance of the students rather several integrated factors play significant role in the students' performance in the higher educational level. However, most dominating integrated factors are family socio-economic status, psychological and spiritual factors, cultural and environmental factors are worthy noting and these factors play significant role collectively.

In the following section the summery form of the finding have been presented which were found through various analyses (logistic analysis, contingency analysis and some frequency table analysis), observation and the inner realization of the researcher. Among the integrated factors, emphasis were given on some important factors such as parents education, occupation, family type, permanent residence, SSC and HSC GPA, location of school and college, family expectation, departmental facilities etc.

From the reviewed literature it becomes easy to identify the knowledge gap of the study. In fact, from the literature review the researcher become almost clear that several factors play significant impact on the performance of students particularly who study in tertiary level. Nevertheless after the identification of the problem the researcher applied a combination of qualitative and quantitative approaches. Primary data were collected through semi structured schedule questionnaire. But the interview data were presented as a basis for the survey questionnaire design. The schedule questionnaire was applied among the students of two selected higher educational institutions in Bangladesh.

On the basis of the analysis like logistic regression analysis and contingency analysis objective one is completely supported. It explains that there is a relation among some of the demographic and socio-economic factors and the performance of students at their tertiary education level. The result indicated that several socio-economic factors play significant role at the performance of students. From these findings it is clearly proved that better socio-economic condition of the family of students play positive role for the better educational achievement up to tertiary level achievement (Table 5.5). It is observed that fathers' education has a great impact on students' academic betterment. SSC and higher educated fathers' children are 1.325 and 1.550 times more satisfied in comparison to the children of primary level educated father (Table 5.7).

Maximum students' opinion is that parents' education has a high value on the impact of their higher study. Most students realize that parents' educational level and occupation are closely related with students' academic achievement. The performance of students whose parents are intellectuals and higher educated are different from the students whose parents are illiterate, nominal educated and who are ordinary worker by occupation (Table 5.8).

Mother's education has come out as a key factor for the satisfaction of their children's academic result. SSC and higher educated mothers' children have done 6.343 times and 4.071 times better in compared to the children of illiterate mother (Table 5.7). In fact, in many cases it has been found that any positive factor is not enough for ensuring enough success as we found from the logistic regression model, many educated mother children fail to be successor as such.

Fathers' occupation has appeared as an important factor on students' educational performance. Business man and service holder fathers' children are 2.502 and 1.578 times more satisfied with their HSC result in comparison to the children of agro-based society (Table 5.4). It is clear that parents' education and occupation have a direct and universal impact on their academic achievement (Farooq et al., 2011).

Students from nuclear type family perform 1.537 times better in their HSC result in comparison to the combined family students (Table 5.4).

The students who stay in own house or messes are 1.627 times or 1.486 times more satisfied than the students who stay in hall (Reference category).

From the logistic regression analysis, it is clearly understood that the more the family expectation on the students, the more satisfaction at their all level academic results.

It has been observed that the students from urban area perform better in compared to the students who have come from rural area.

The students who are satisfied at SSC, HSC and Honors results are also pleased at their overall satisfaction in life. Previous academic results have appeared as a highly positive significant ($p < 0.01$) predictor for their overall satisfaction in academic life (Table 5.10).

Departmental facilities have appeared as an important factor. The students who get enough departmental facilities achieve 1.328 times more score in judgment to the opposite group (Table 5.9).

The students who get enough study cost are 1.75 times more satisfied than the opposite counterpart (Table 5.10).

Understandable class lecture, sufficient study materials, friends help, study environment etc. have come out as important factors for achieving good score in their overall academic performance which satisfies the main objectives of the study.

6.3 Result Discussion

After summarizing the major findings of the study it becomes easy to draw a conclusion that a good number socio-cultural, political-environmental and psychological factors playing significant role on the performance of the students who study in tertiary level educational institutions of Bangladesh. It is noted that the socio psychological, environment and the economic status of the people of the study area as well as in Bangladesh is very fluctuating and it was difficult to identify the impact of these factors separately. The interviewees were personally contacted by the researcher herself physically along with the interview schedule. A keen observation has been done and details of their personal and familial matter also were explored regarding their socio-economic status and performance in their higher education. However, the integrated factors and the nature and level of impact on the academic achievement of the tertiary level students have been discussed briefly in below:

Parent Awareness

Parents' awareness is a significant factor for educational betterment in the early stage of their learning (Islam, 2007). In this study it has also been observed that the students whose parents are conscious are more serious about their study and many of them have achieved brilliant result in their post graduate level and even their other performance is also remarkably better in comparison to their peer groups.

Family income

Chessman *et al.*, (2006) identified that financial support have a significant effect on the performance of students in higher studies in their research work. Moreover, they have also find out that along with financial aid pre-college achievement or prior qualifications, family income, age, gender and discipline studied have also significant impact on academic score. The researcher has also found that the student who have come from well to do families and who get adequate financial support their achievement is significantly different from those student who do not get enough money to continue study properly. Though in some cases the researcher has observed that a good number respondents who have come from rich family, enjoy more financial support, they become busy for nonacademic activities and in the long run their academic performance is significantly lower than the average group of students.

Location of the family

As we found in our quantitative analysis students who reside in the urban area have achieve more in term of their academic result. But the researcher observed that problem solving capacity and analyzing capacity of rural base student is significantly high.

Psychological factors

Academic performance and attainment are seriously dependent on inner world of any student; consequently psychological factors are important for better academic performance. This statement is found completely true in this study as many students have done well in their academic result and these students are also very much confidence about their carrier though they have come from comparatively less advantaged socioeconomic background. But these students are mentally very much sound and they are born and brought in a very affectionate environment.

Inspiration and encouragement

In this study inspiration and encouragement is found most effective integrated factor. It is clearly observed that teachers' inspiration and encouragement are the most effective factor in tertiary level performance. Students who get close association and friendly related with their teacher have performed well and they are very much hopeful about their life.

Family environment

Along with the economic solvency affectionate family environment is very important for the betterment of the students as well as their better performance. In this study it has been found that many children from well to do family fail to achieve expected result due to their familial hazards. It is very common that family bondage and harmony is essential for expected achievement. Many poor students have done well but no students from disturb family have done well in their higher study. Thus we may conclude that no single positive factor is enough for better result of the students rather factors together can play significant role in achieving better score.

Social and cultural factors

Social environment and cultural factors are also important to achieve good performance of the students and they can play positive role. Familial and personal cultures of a student help to achieve expected result. But many students have failed to do well due to social unrest though they maintain sound cultural life in their family and personal life. Thus it is concluded that for getting expected success we have to ensure social stability along with their healthy cultural life style.

Academic resources of family

It has been observed and found from various statistical analysis that family academic resources such as books, magazine, home computers, internet access and family academic culture have significant impact on the academic achievement of the students. It is observed that students with available academic resources and favorable academic family culture perform well in their whole academic result. But in many cases it has been found that there is a misuse of the electronic resources. Say for example, a good number students use computer and internet just for their amazement. On the other hand, a group of students have been found who have learnt much valuable knowledge through these resources but their academic result is not so satisfactory. Thus we may conclude that family academic resources and culture are not absolutely blessing for the students' academic achievement but these practice and resources may be helpful for them if they use all these opportunities with their sincerity and consciousness (Aamo & Egena, 2014).

Family expectation and gender

Like many third world countries, in Bangladesh most of the middle class population expectation is gradually become high and most of the parents emphasize their male child achievement. But the socio-cultural reality it changes very rapidly. Consequently, this study reveals that female students are more serious about their higher academic score than male students (Farooq *et al.*, 2011). In socio-cultural context of Bangladesh now female students are more concentrated to their study and they get almost equal opportunity of acquiring knowledge.

Distance from academic institution

Students who live at the surrounding area of the college or university campus perform better as they are comparatively regular in their academic session and many of them

are very close to their teachers and library. Moreover they get suitable reading materials and environment. In some cases it has been observed that students who involve in political and some other non-academic narrow interested organization fail to perform better although they live in the campus or at they live very adjacent area of the academic institution

Hope and ambition

Now-a -days many tertiary level students are suffering from frustration and them loss interest in their study. Consequently, their performance is very poor. But it has been found that the academic achievement of hopeful students is significantly better in comparison to the hopeless students of same level merit and background.

Job opportunities

Job opportunity also inspires students to their study and it has been observed that the student who has strong possibility of job acquired good score in their higher study. It has been found that some transitional aspects play important role on the performance of students collectively. Among these, changes in economy and employment, changing trends in family structure and environment, new dimension of family network and socio-cultural pressure are important factors.

6.4 Conclusion

The present study has tried to find out the main and major causes of factors influencing academic performance among master's students of Rajshahi City. Students' academic performance is measured by the socio-economic factors. Among them level of parental education and occupation have significant effect on their academic performance. According to Closidine and Zappala (2002) socio-economic

status (SES) is determined by an individual's achievements in education, employment, occupational status and income. In this study SES was characterized by family income, parental education and parental occupation. The present study reveals that monthly income and expenditure have no influence on their academic performance. It shows that students' performance depends on many factors such as learning facilities, gender and age differences, etc. that can affect student performance (Hansen, Joe B., 2000). It also evident that different source of educational expenditure and sufficient class delivered by teachers' are related to academic performance. The students who are following respective teachers' suggestion and who are regular to their study can achieve good performance in their examinations and they are satisfied to their overall performance. The most important result from the analysis shows that getting sufficient money for educational expenditure has strong relationship with their academic performance.

It has found that higher educated parents are more conscious to build their child career, their occupational status has great impact to their children academic performance. School location and types, college location and types, study cost, campus environment have strong association with their academic achievement. Educational instrument, friends help, academic residence have a significant effect on the academic performance among master's students of RU and RC.

In developing countries like Bangladesh literacy rate has been increasing but RU and RC student's performance obstruct by some factors like parents' education and occupation, families income and expenditure. But those factors have also opposite impact on children's study life as well as academic success like over expenditure, over care of children, hence these should not be ignored.

Finally, in this study, it is found that the factors like religion, living status of parents and source of the educational expenditure influence academic performance that can play positive role to make a constructive plan for the betterment of students in tertiary level.

6.5 Recommendations

Bangladesh is the most populous and eighth largest South Asian country in the world where a large number of populations are not getting their basic needs. They are also deprived to their proper education. Therefore, the present study has tried to find out the main and major causes of factors influence academic performance among masters students of the Rajshahi City. It has also tried to find out the causes of unsatisfactory result, insufficient class, irregular class and lacking cordial behavior of teacher to their students, student's politics, study at library, present residence. In this study, it is found that many factors like socio-economic, socio-cultural and educational institutions related environment related factors have found significant effect on academic performance and provide suggestions to policy makers to give attention on those factors which have influencing reason for the poor academic performance among the students of RU and RC.

The major recommendations are as follows:-

- i) Both RU and RC could also make a plan means of paying special attention to students come from low socio-economic backgrounds. For example the university could improve the student support system such that students from low socio-economic backgrounds are identified and assisted with financial aid or even a student loan scheme could be developed,

- ii) Since, parents education influences students' academic achievement so the government and all stakeholders in education sector should endeavor to implement a policy on basic education for all and thus create an enlighten society in which every parent would be educated enough and able to take care of their children for all matters especially in education so their children will able to achieve better academic performance as well as satisfactory academic achievement,
- iii) There is a visible disparity in educational system which should be minimize as much as possible otherwise it will be difficult for getting positive impact of integrating factors related with the performance of tertiary level students,
- iv) In fact, financial solvency or educated parents is not enough for desired success of a students rather it required combined impact of the related factors for getting required achievement,
- v) The family members as well as other stakeholder should be concern for the better socialization of the students as well as children in their family, society and academic all stages,
- vi) University and College authority should review the curriculum to make it relevant and flexible to the diverse needs in different regions and background of the students,
- vii) Many students face a lot of problem but they can't go their class teachers because of student-teacher poor relation and many teachers are not friendly behaving to their students, so teacher-student relationship should be developed,
- viii) Teacher should complete syllabus within time because students required time to practice it,

- ix) Availability of educational materials should up-to-date and increase relevantly with present and future time in departmental seminar as well as University central,
- x) Library is the main source of knowledge of any higher study institutions hence students' should study in library for some times,
- xi) Academic residence is also important part of students during their study life to exchange and sharing thinking not only academic but also social as well as national matter, as they can construct them a proper and skilled person and
- xii) Students' have to continue their study regularly because there is no alternative way to being success or achieving good academic result.

Again on the basis of above findings the following modification should include for getting better investigation on the field of education in general and higher education in future research work, particularly in developing society like Bangladesh:

This study was confined within two selected higher educational institutions. Some other institutions should be included for further study. Some more limitations have not been avoided, i.e. this study has been conducted only on the basis of some factors but there are more factor which have direct or indirect impact on the performance of the students, for example, heredity, socialization, level of self-confidence etc. These factors should be included for further study.

Finally, the government and other policy maker and researcher should conduct a comprehensive study in the field of integrated factors impact on tertiary level students' achievement as they get the fact and that help to formulate a comprehensive framework for effective application of integrated factor in achieving success in the field of education in general and higher education in particular.

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Appendix

(English Version Questionnaire)

Institute of Education and Research (IER)



University of Rajshahi

Title: Interrelation among Factors Influencing Educational Performance of Students in Higher Studies of Rajshahi City

Respondent and his/her family related questions

1. i) Name (Optional): ii) Sex: male/female iii) Age:.....year
2. Marital Status: unmarried / married / divorce / widow / others
3. Religion: Islam / Hinduism / Buddhism / Christian / others
4. Father: i) Age.....year ii) Educational status: primary/SSC/HSC/higher study/other
iii) Occupational status: labour/farmer/business/service/others
5. Mother: i) Age.....year ii) Educational status: primary/SSC/HSC/higher study/other
iii) Occupational status: labour/house wife/business/service/others
6. Family members (number): i) male..... ii) female.....
7. Family types: nuclear/ joint/ separated/ others
8. i) Monthly family income: Tk. ii) Monthly family expenditure..... Tk.
9. Permanent residence: Divisional city/ District town/ Upazila/ Village/ Others

School and College Life Related Questions

1. Study high school location: Divisional city/ District town/ Upazial/ Village/ Others
2. School nature: Semi-govt./ Govt./ Private Madrasa/ Govt. madrasa/ Technical/
Others
3. Study college location: Divisional city/ District town/ Upazial/ Village/ Others
4. College nature: Semi-govt./ Govt./ Private Madrasa/ Govt. madrasa/ Technical/
Others
5. Achieved GPA: i) SSC:..... ii) HSC.....
6. Satisfaction level to SSC result: Totally satisfied/ satisfied/ dissatisfied/ totally
satisfied

7. Causes, if not satisfy (in SSC): Personal/ Family related/ Financial/ Institutional study environment/ others.
8. Satisfaction level to HSC result: Totally satisfied/ satisfied/ dissatisfied/ totally satisfied
9. Causes, if not satisfy (in HSC): Personal/ Family related/ Financial/ Institutional study environment/ others.
10. Did you get expected admission in higher study institution: Yes/ No.
11. SSC and HSC level study cost sources: Parents/ Relatives/ Scholarship/ Education loan/ Self-income/ others.

Present Study Related Questions

1. Present study institution name: Rajshahi University/ Rajshahi College.
2. i) Faculty:..... ii) Department:.....
3. Present residence: Own house/ Relative house/ Hall/ Mess/ Rented house/ others.
4. Did you get sufficient money for continuing study? Yes/ No.
5. If answer no, what is your money source? Tuitions/ Part-time job/ others.
6. Study fall in trouble due to insufficient money: Totally agree/ agree/ disagree/ totally disagree.
7. Study materials source: Institutional central library/ departmental seminar/ self-books/ traditional note/ others.
8. How many hours do you spent in library for study purpose: hours.
9. Did you regular in departmental class/tutorial/practical class? Yes/ No.
10. Class lecture is understandable: Totally agree/ agree/ disagree/ totally disagree.
11. Do you think residential position and institutional environment affect study? Yes/ No.
12. Did you regular in study? Yes/ No.
13. How many hours do you spent in study purpose per week? hours.
14. Teachers lectures are effective in higher study: Totally agree/ agree/ disagree/ totally disagree.
15. Departmental facilities are adequate: Totally agree/ agree/ disagree/ totally disagree.
16. Are academic faculty members adequate in department? Yes/ No.
17. Are all courses class finished according to syllabus with due time? Yes/ No.

18. Does course tutor provide complete full syllabus through lecture? Yes/ No.
19. Did you read full syllabus to prepare examination? Yes/ No.
20. Friends are cooperative with your study improvement: Totally agree/ agree/ disagree/ totally disagree.
21. Any types of upsets interrupt study: Totally agree/ agree/ disagree/ totally disagree.
22. Did you continue study with family expectation? Yes/ No.
23. Family pressure in study purpose is important: Totally agree/ agree/ disagree/ totally disagree.
24. Relation with family members: very good/ good/ bad/ very bad.
25. Student politics affect the higher study: Totally agree/ agree/ disagree/ totally disagree.
26. Cultural activities affect the higher study: Totally agree/ agree/ disagree/ totally disagree.
27. CGPA of undergraduate level:.....

| Session | 1st Year | 2nd Yer | 3rd Year | Hon's Final Year |
|------------------|----------|---------|----------|------------------|
| GPA/ Number % | | | | |

28. Did you satisfy with undergraduate result? Yes/ No.
29. What is your study medium? Bengali/ English.
30. Are your departmental educational facilities up-to-date? Yes/ No.
31. Which residence is suitable for achieving better academic performance? Hall/ mess/ own house/ relatives house/ others.
32. Academic result depends on residence in higher study: Totally agree/ agree/ disagree/ totally disagree.
33. Are you satisfied for achieving academic all result? Yes/ No.

**Thank you very much for spend valuable time and cooperate with me providing
answer**

Institute of Education and Research (IER)



University of Rajshahi

**MteliYvi wktivbvt Interrelation among Factors Influencing Educational
Performance of Students in Higher Studies of Rajshahi City**

(Avcbvi c0E Z_ i agvI MteliYvi KvR e'envi Kiv nte Ges mKj Z_ tMvcbxq ivLv nte)

DËi`vZv I Zvi cwi evi m'úKZ ckte

1. (K) DËi`vZvi bvt..... (L) wj ½t cj "I/ gwj v, (M) eqmt..... eQi |
2. %æwinK Ae`vt AæwinZ/ æwinZ/ Zvj vK c0B/ weav/Ab`vb` |
3. ag® Bmj vg/wn` yteSx/Lpv/Ab`vb` |
4. evert (K) eqm..... eQi | (L) wkvMZ thvM`Zvt c0_wgK/Gm.Gm.wm/ GBP.Gm.wm/ D`PZi /Ab`vb` |
(M) tckvt klgK/ K.I.K/ e'emvq/ PvKi xRxe/ Ab`vb` |
5. gvt (K) eqm.....eQi | (L) wkvMZ thvM`Zvt c0_wgK/ Gm.Gm.wm/ GBP.Gm.wm/ D`PZi / Ab`vb` |
(M) tckvt klgK/ Mjnbv/ e'emvq/ PvKi xRxe/ Ab`vb` |
6. cwi evti i m`m` mSL`vt cj "I Rb; gwj v.....Rb |
7. cwi evti i aiYt thS_/ GKK/ wew`Qbde Ab`vb` |
8. cwi evti i tgvU gwvK Avqt..... UvKv; e`q UvKv |
9. `vqx wbevmt wefvMxq kni / tRj v kni / DctRj v chfQ/ M0g/ Ab`vb` |

Avcbvi `g I Ktj R Ræb m'úKZ ckte

1. th `tj tj Lv cov KtiQb Zvi Ae`vbt M0g/ DctRj vq/ tRj vq/ wefvMxq kni / Ab`vb` |
2. th `tj tj Lv cov KtiQb Zvi aibt Avavmi Kvix/ mi Kvix/ temi Kvix gv`tmv/ mi Kvix gv`tmv/ tUKubK`vj `g / Ab`vb` |
3. th Ktj tR tj Lv cov KtiQb Zvi Ae`vbt M0g/ DctRj vq/ tRj vq/ wefvMxq kni / Ab`vb` |
4. th Ktj tR tj Lv cov KtiQb Zvi aibt Avavmi Kvix/ mi Kvix/ temi Kvix gv`tmv/ mi Kvix- gv`tmv/ tUKubK`vj `g / Ab`vb` |
5. c0B GPA: i) SSC..... ii) HSC.....

6. cõß dj vdtj Avcub KZUv mšó?- (K) mʔúYᵐšó (L) mšó (M) mšó bv (N) G†Kev†i B mšó bv |
7. bv ntj Kvi bt eʔw³MZ/cwi ewi K/A_ᵑwZK/wkᵑv cõZôv†bi cwi †ek/Abʔvbʔ |
8. cõß dj vdtj Avcub KZUv mšó (GBPGmm)?- (K) mʔúYᵐšó (L) mšó (M) mšó bv (N) G†Kev†i B mšó bv |
9. bv ntj Kvi bt eʔw³MZ/cwi ewi K/A_ᵑwZK/wkᵑv cõZôv†bi cwi †ek/Abʔvbʔ |
10. Avkvbjfc DʔP wkᵑv cõZôv†b fivZᵑ†Z tcti wQ†j b wk? niiv/bv |
11. ᵑj I K†j †R †j Lvcovi Li†Pi Drmt wczvgvZv/ AvZᵑq- Rb/ †Kvb eᵑE/ wkᵑv FY/ w††Ri †ivRMvi/ Abʔvbʔ |

Avcbvi eZᵑvb wkᵑvRᵑeb mʔúwKZ cõkᵑ

1. eZᵑvb wkᵑv cõZôv†bi bvg† i vRkvnx wēk†eʔ vj q/i vRkvnx K†j R |
2. wēfv†Mi bvg†..... Abj † i bvg†..... |
3. eZᵑv†b †Kv_vq _v†Kbt w††Ri evox†Z/ AvZᵑ†qi evox†Z/ ntj / †g†m/ fiov emvq/ Abʔvbʔ |
4. cõß UvKv †j Lvcovi Li P Pw†j †q hv† qvi Rbʔ chᵑß wk? niiv / bv |
5. bv ntj , wkfv†e NvUwZi UvKv thvMvo K†i b- cõB†fU cwotq/ cvUᵑvBg Pvkix K†i / Abʔvbʔ |
6. †j Lvcov Li†Pi NvUwZ UvKvi wPšᵑ covi bvi ᵑwZ nq- (K) c†i vcy†i GKgZ (L) GKgZ (M) GKgZ bv (N) c†i vcy†i GKgZ bv |
7. wkᵑv DcKi †bi Drmt w†R wkᵑv cõZôv†bi j vB†e†x/ cᵑw†j Z †bvU/ w††Ri †Kbv eB/ Abʔvbʔ |
8. ᵑwᵑK M†o KZ NvUv j vB†e†x eʔenvi K†i b NvUv |
9. wēfv†M Kvm/ wUD†Uw†i q†j / cõK†iUKʔv†j wᵑq†gZ nq wk? niiv/ bv |
10. Kvm †j KP†i e††Z cv†i b- (K) c†i vcy†i GKgZ (L) GKgZ (M) GKgZ bv (N) c†i vcy†i GKgZ bv |
11. cwi †ekMZ (cwi ewi K/ _vKvi RvqMw/ wkᵑv cõZôv†bi cwi †ek) †Kvb Kvi †b †j Lvcovi eʔNvZ nq wk? niiv / bv |
12. wᵑq†gZ covi bv K†i b wk? niiv/ bv |
13. mBv†n M†o KZ NvUv covi bv K†i b- 15 NvUv Kg/ 15-25 NvUv/ 25-35 NvUv/ 35 NvUv†i tekx |
14. wkᵑ††Ki cvʔ vb h†_vch†- (K) c†i vcy†i GKgZ (L) GKgZ (M) GKgZ bv (N) c†i vcy†i GKgZ bv |
15. wēfv†Mi wkᵑv mnvqK m†hvM m†eav (eB, KʔúDUv†i i eʔenvi , †ccvi cov, K†mi evB†i wkᵑ††Ki mnv†hʔ BZʔwʔ), chᵑß- (K) c†i vcy†i GKgZ (L) GKgZ (M) GKgZ bv (N) c†i vcy†i GKgZ bv |
16. mᵑfv†e †Kvmᵑmʔúv††bi Rbʔ wēfv†M chᵑß wkᵑ†K Av†Q wk? niiv / bv |
17. mgq†gZ mʔúYᵑKv†mᵑ Kvm †kl nq wk? niiv / bv |

- 18. Kvām mgMōmtj evm Abhvqx covt̄bv nq ũK? niiv / bv |
- 19. cixŋvi Rb̄ Avcbv mgMōmtj evm Abhvqx ctob ũK? niiv / bv |
- 20. eÜiv covi bvi Rb̄ mnvqK- (K) cŋivcŋi GKgZ (L) GKgZ (M) GKgZ bv (N) cŋivcŋi GKgZ bv |
- 21. th tKvb ai t̄bi Aw̄i Zv/ cwi ewi K/ gvbwmK Pvc tj Lvcov ēvnZ Kti - (K) cŋivcŋi GKgZ (L) GKgZ (M) GKgZ bv (N) cŋivcŋi GKgZ bv |
- 22. cwi evti i cZ̄vkv Abhvqx tj Lvcov Ki t̄Z cvi t̄Qb ũK? niiv/ bv |
bv ntj Kvi Y- ēv̄MZ/cwi evti i cwi t̄ek/A_ŋwZK/eZḡvb ũKŋvēēv̄/ũKŋv c̄Z̄v̄t̄bi cwi t̄ek/Ab̄vb̄ |
- 23. tj Lvcovi Rb̄ cwi evti i Pvc Avt̄Q- (K) cŋivcŋi GKgZ (L) GKgZ (M) GKgZ bv (N) cŋivcŋi GKgZ bv |
- 24. cwi evti i m̄ m̄t̄ i m̄t̄_m̄úK̄ŋvj - (K) cŋivcŋi GKgZ (L) GKgZ (M) GKgZ bv (N) cŋivcŋi GKgZ bv |
- 25. ũKŋv c̄Z̄v̄t̄b Qv̄ i vRb̄wZ tj Lvcov w̄vN̄Z Kti - (K) cŋivcŋi GKgZ (L) GKgZ (M) GKgZ bv (N) cŋivcŋi GKgZ bv |
- 26. m̄s̄_w̄ZK K̄ḡv̄t̄Ū R̄w̄Z_v̄K̄t̄j tj Lvcov w̄vN̄Z nq- (K) cŋivcŋi GKgZ (L) GKgZ (M) GKgZ bv (N) cŋivcŋi GKgZ bv |
- 27. cēZ̄ŋcixŋvi dj vdj t

| ũKŋvel [©] | 1g el [©] | 2q el [©] | 3q el [©] | Abvm̄k̄lel̄ŋ 4_ŋel [©] |
|---------------------|--------------------|--------------------|--------------------|---------------------------------|
| c̄ŋB GPA/b̄t̄% | | | | |

- 28. c̄ŋB dj vdj Avcbv m̄š̄ ũK? niiv / bv |
- 29. Avcbvi tj Lvcovi gvāg ũK? evsj v/Bst̄i w̄R |
- 30. w̄efv̄t̄Mi ũKŋv ēēv̄ I m̄t̄hv̄M-m̄j̄eav h̄t̄M̄vc̄t̄hv̄M̄x ũK? niiv/bv |
- 31. tKv_vq_v̄K̄t̄j tj Lvcov ŋj nq- nj /tgm/w̄t̄Ri evox ev evm̄v/AvZ̄t̄qi evox/Ab̄vb̄ |
- 32. Qv̄ R̄x̄ēt̄b D̄P̄w̄Kŋvi dj vdj Avevm̄KZvi Dci w̄b̄ŋP̄ Kti - (K) cŋivcŋi GKgZ (L) GKgZ (M) GKgZ bv (N) cŋivcŋi GKgZ bv |
- 33. GLb ch̄S̄-c̄ŋB c̄ŋZ̄v̄nbK m̄Kj dj vdj m̄š̄ ũK? niiv / bv |

Avcbvi gj̄ evb mgq I Z_ mi eiv̄t̄ni Rb̄ ab̄ev̄ |