

Status of Physical Status of Private Universities to Ensure the Quality Education

Background of the study

The present education system of Bangladesh broadly divided into three major stages, as Primary, secondary and tertiary/ higher education. There are 82 universities in Bangladesh. Out of these, 31 universities are in the public sector, while the other 51 are in the private sector. Out of 31 public sector universities, 29 universities provide regular classroom instruction facilities and services (MOE, 2012 & BANBEIS, 2011).

Bangladesh comprises two category of institutions; degree awarding universities and colleges affiliated with the National University. There were only 4 universities in Bangladesh at the time of independence in 1971 but at present there are 82 such universities. Emergence of private universities and the growth of private universities in Bangladesh have taken a phenomenal shape in the recent years. However, private universities are playing an important role in spreading the opportunities of higher education in our country. But there is great controversy about the quality of education that the private universities provide which is the main concern of this study.

In many developed countries in the world such as United States of America, Britain, France, and Canada among others, both private sectors and government are involved in the provision of university education. Many notable universities in the world today are owned by private individuals. It is not a doubt that such universities have been contributing immensely to the training of skilled manpower for the development of their respective countries' economies. Nigeria thus needs to move forward in line with global development in the provision of university education (Akindele, 2013).

Physical facilities is one of the key indicator of quality education at tertiary level and its depends on over all environmental issue of a institution. For example temperature, humidity, and ventilation are the primary issues affecting air quality (Schneider, 2002). Temperature and humidity affect indoor air quality most significantly because their levels promote or inhibit the presence of mold and bacteria. A high level of humidity has been

determined to promote visible mold growth in schools and cause allergy symptoms associated with sick building syndrome (Filardo, 2008; Schneider, 2002). A study done in Canada had found absenteeism was reduced in schools by 20% if the humidity was controlled at 35%. Lackney (1999) described that under improved lighting conditions using full-spectrum fluorescent lighting, there is dramatic improvement in some children's classroom behavior. So it's a not a matter for school level but it also a matter of tertiary level for ensuring quality education.

Lackney (1999) stated that noise in the learning environment can originate from within as well as outside the school building and both forms of noise can have major affects on student behavior and in some cases achievement. According to Lyons (2001), there are environmental conditions such as indoor air quality, acoustics, and lighting in many educational institute facilities that adversely affect student learning. A clean, quiet, safe, comfortable, and healthy learning environment was noted by Schneider (2002) to be a component for successful teaching and learning.

Rational of the study

Form different types of literature we found that if the condition of the facility improved the higher level students achievement scores will be improved (The Tennessee Advisory Commission on Intergovernmental Relations, 2003). Gibson (2012) conducted a study to determine whether newer school facilities encourage higher student achievement compared to older facilities. This study revealed that school achievement had an inverse association with school facility age, where newer schools perform at high levels of student achievement. After this discussion we can understand that status of physical status of private universities to ensure the quality education is necessary in Bangladesh context.

Objective of the Study

The main objective of this study is to explore the physical status of private universities in Bangladesh and how these physical status help for ensuring the quality education. The specific objectives of this study are:

- to explore the infrastructural capacity of private universities in Bangladesh
- to investigate the available facilities in the private universities campus
- to discover the relationship of quality education with infrastructural capacity and available facilities

Scope of the study

The study has covered the 20 private universities in Bangladesh. More specifically, the study has focused on physical facilities of private university in Bangladesh and its effects for ensuring quality education.

Limitations

There are several problems those I encountered while conducting the research. There were some limitations in this study. All of the limitations are given below-

- This study has conducted only 20 private universities in Bangladesh.
- We tried to measure the physical facilities through some key aspects that were not in detailed.
- We have some methodological limitation for selection of universities, teachers and students.
- Due to that it is a quantitative study with some qualitative data but we are not able to explore in-depth on physical facilities issues.

Methodology of the Study

Nature of the Study

This study has conducted following mixed method research approach based on qualitative with some quantitative evidences. It is an empirical study based on data collection from primary and secondary sources. A multiple instrumental approach has adopted for this study. The primary data have collected through document analyses checklist, semi-structured interview, questionnaire and FGD guide line. The study methodology has consisted of the following activities:

In order to ensure the effectiveness and feasibility of the study, the data have collected from 20 private universities in Bangladesh. Moreover, university teachers, university administrative persons and students have selected for collection both types of data. The data have analyzed in both quantitative and qualitative approaches.

Population & Sampling of the study

The populations of this study are:

- All the private universities of Bangladesh
- All the teachers of private universities
- All the administrative person of private universities
- All the students of private universities

The study has covered all the private university of Bangladesh. Thus, the sample categories are:

- A total number of 20 private universities have selected randomly from different locations in Bangladesh.
- A total number of 40 teachers have selected conveniently for selective university for in-depth interview
- A total number of 20 administrative people have selected conveniently for in-depth interview.
- A total of 40 students have selected conveniently to collect their opinion on facilities and opportunity at private university.

Table 1: Sample and sampling techniques

| Respondent type | Sample size | Specification of sample size | Sampling techniques |
|------------------------|--------------------|-------------------------------------|----------------------------|
| Private university | 20 | From Dhaka and outside of Dhaka | Random sampling |
| Teacher | 40 | Two from each private university | Convenient sampling |
| Register | 20 | One from each private university | Purposive sampling |

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|----------|----|----------------------------------|---------------------|
| Students | 40 | Two from each private university | Convenient sampling |
|----------|----|----------------------------------|---------------------|

Major Findings

The major findings of this study are:

- Majority (65.0%) private universities have permanent campus and others have not. Nearly half (45.0%) private universities have a branch and among them 25.0% universities have at least one branch and 5.0% universities have four and more than four branches.
- More than one third universities have 3 faculties which define their areas of education they provide while 10.0% universities have 7 faculties. Near about one third universities have 7 to 10 departments although one fourth universities have 11 to 14 departments. Nearly one-third (30.0%) universities have more than 150 male teachers however only 5.0% universities have same number of female teachers.
- More than one third teachers of private universities are working as a part time teacher and most of them are male. Majority (65.0%) universities have more than 40 part time teachers while 45.0% universities have less than 10 female part time teachers.
- Near about one third teachers are lecturers at private university while 25.0% teachers are professor. Nearly half (45.0%) teachers have more than 10 years of experiences.
- Only 20.0% universities have more than 100 male officers while 60.0% universities have less than 20 female officers. More than 100 male staffs are working at 25.0% universities and less than 20 female staffs are working at 70.0% universities.
- The students commonly have 3 to 6 classes in a week while some students (15.0%) have more than 10 classes in a week. The classrooms are mostly

sufficient in the universities. Most of the classroom size is for 40 to 60 students according to 67.5% teachers and half of the register.

- All of the register mentioned that every department has different classroom although 77.5% teachers and 70.0% students stated similar views. Nearly half (45.0%) students mentioned that their classroom situated at market place and 27.5% teachers also support this statement.
- Half of the teachers and students mentioned that physical opportunity of their private university is sufficient whereas 85.0% register stated the similar views. All the universities have a library with sufficient number of books. In half of the cases they have e-library.
- Most of the universities have laboratories facilities and safe drinking water facilities. They also have canteen facilities.
- Universities teachers have training opportunity for professional development according to 72.5% teachers and 85.0% registers. The universities also have own programme for professional development of their teachers. The teachers are found satisfied mostly to these programmes.
- Most of the universities have good opportunity about ICT and its use in classroom. Near about all of the universities have computer/laptop in classroom. 92.5% teachers mentioned that they use computer/laptop at classroom. Most of the respondent mentioned that more than 80.0% universities have Wi-Fi opportunity and more than 70.0% classroom have internet facilities.
- Majority of the universities have research opportunity while only 17.5% students have conducted thesis/research. Majority teachers are satisfied about this research opportunity while only 40.0% register satisfied to accrue this opportunity and 55.0% students satisfied with these facilities. Most of the universities have research journal and a good number of journals publish student's writing.
- Most of the teachers mentioned that physical opportunity helps for ensuring quality education while 92.5% students believe similarly. All of the teachers and

97.5% students believe that private university should have own campus because it helps to ensure quality education according to 97.5% teachers and students.

- Due to lack of own campus student's have not enough classroom, lab, library and other facilities. Own campus helps to ensure these kinds of things. Moreover, it also helps for conducting research work, building teacher student relationship, increasing student's attention on study and their self development also.

Recommendations

In the light of the findings of the research, we have some recommendations for authorities, stake holders and policy makers involved with private university. The recommendations are:

- Every private university makes sure their own permanent campus and they should give more emphasize for improving physical facility which is the primary demand for ensuring quality education and higher level. The permanent campus should have adequate classrooms, teacher's room, laboratory facilities, different office room and also research facilities.
- They university authority should allocate more budget for research purpose and arrange more budget for teacher's capacity building. Government can provide land and financial assistance to the private university authority to ensure permanent campus.
- University authority should recruit more permanent teachers for ensuring quality education in every faculty. The universities also create new opportunities for professional development of the recruited teachers so that they effectively conduct the classroom teaching learning activities as well as research works.
- Not only the number of books but also the new knowledge based books is necessary to produce efficient manpower for the next generation. Therefore, the private universities are needed to consider newly published books to collect and disseminate to their students.

- Teachers' professional development programme should include pedagogical development of the teachers as this is the most important issue for conducting effective teaching-learning activities.
- University grand commission could establish an effective supervision and monitoring system for ensuring quality education at private university in Bangladesh. It would help to maintain the quality academic activities in the private universities.
- The academic journal should be published regularly with academically rich and empirical research writings. The teachers have to publish their own research writings to transmit the new knowledge to others. Moreover, the students should have opportunities to publish their academic writing in those journals which will encourage them for searching new knowledge.
- Every private university maintains a standard benchmark for establishing a learner friendly campus and ensuring quality education through quality teachers.