

## Factors Which Influences the Result of the College Students: A Case Study In Tangail Sadar, Bangladesh.

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**Abstract:** Students' satisfaction surveys are significant in ascertaining whether colleges and universities are satisfying their assignment. It is well known that the most important product of educational institution is competent alumnae. In order to best organize students so that they are preferred by employers upon graduation, an effectual program is needed. Students have to realize the value of their education and be pleased with their overall knowledge in order to endorse and sustain their higher educational institution as a student and as an alumnus. Satisfaction is a appropriate measure because many studies have established that other factors being equivalent, satisfied persons are likely to be enthusiastic to apply more attempt than unsatisfied individuals (Bryant, 2006; Özgüngör, 2010). Thus, content students (with the syllabus) are likely to put forth more attempt in their educational studies by enchanting actions such as regularly presence their classes and becoming more concerned in their assignments and institution. The effect of education system, tools and other variables on attitude toward learning suggested that most of the elements had positive effects mainly on motivation for learning and interested in the lessons. But there are also some important effects which have negative effects on enlightening performance of the students and also de-motivated students for learning. Student performance is generally viewed as product of socio-economic, psychological and environmental factors. Hence, the factors are likely to differ from place to place, state to state, religion to religion and another. In this study we collect information from five different colleges in Tangail sadar on the basis of their performances in the board result. By the analysis we have found that 51% students are satisfied with present education system, 70% students satisfied in present teaching system, 88% students understand their teacher's lecture and 77% students attend the college regularly.

**Key Words:** Factors, Influences, College Students, Tangail.

Date of Submission: 16-04-2018

Date of acceptance: 04-05-2018

### I. Introduction

Satisfaction is a well-researched issue in both academic and non-academic (place of work) settings. In academic settings, students' happiness information helps colleges and universities make their program more approachable to the needs of a varying marketplace (Eyck, Tews & Ballester, 2009; Witowski, 2008). Pleased students are more likely to be loyal and keep on their studies (as measured by a higher retention rate) than unhappy students, who are likely to be less keen to regularly attend classes, and are more likely to quit their studies (Jamelske, 2009; Borden, 1995). Measuring of educational performance of students is difficult since student performance is result of socio-economic, psychosomatic and environmental factors. For the last 20 years, learning in Bangladesh is growing as a beneficial business with principal objective of maximizing earnings by delivering high quality education. That's why the scope of research is to find out what are the factors that influence the performance of the students. This study can contribute to discover the factors, which are accountable for student's inelastic performance towards learning. Although Education is one of the social factors whereby gender disparity is reflected.

### II. Objective Of The Study

Generally income, expenditure, accommodation, society etc. are the main problems in human life. According to their standard of living education also coexists with their problems. The main objectives are as follows in this research:

- To determine the pleasure of students with their college experience.
- Want to know the academic and collective benefits of students according to their desire when they register.
- To want know is there any relationship between the present teaching system create any effect achieving their desire result.
- To find out the activities which influence to achieving their desire result?

### III. Materials And Methods

It is essential to select the area to serve the purpose of the research study. We collect information from five different colleges in Tangail sadar. The selected colleges are Mahmudul Hasan College, Kumudini Government College, Sekh Fajilatunnesha Mujib College, M.M Ali College, and Santosh Islamic college. Data was gathered in these studies are both qualitative and quantitative by using structured questionnaires.

The questionnaire includes background variables (parents income and occupation, monthly expenditure, monthly expenditure on mobile or net, time used on study, time used on leisure and other activities, mental condition during exam, satisfaction of teaching system, hampering of extra curriculum in their study). The questionnaire was design in such a way that maximum information may be obtained within a short time. The questionnaire was prepared in simple and short language. The language of the questionnaire was in English, so that the students can answer this question easily.

In Tangail Sadar the total number of reputed college is eight. On the basis of their performances in the board result we have selected five colleges from the eight. We collect information on 200 students from these five different colleges. The survey was conducted in the month of October-November. We collect the data within these months.

### IV. Results And Discussion

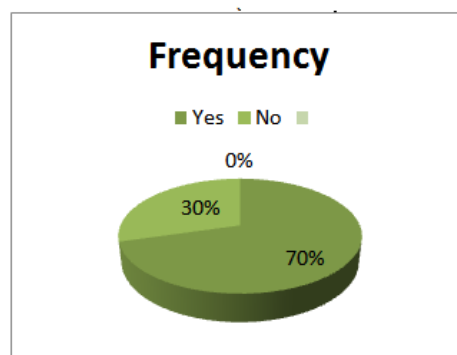
Cross tabulation for finding the association between attending the class regularly and satisfy in present teaching system.

Hypothesis:

H<sub>0</sub>: There is no association between attending the class regularly and satisfying in present teaching system.

H<sub>1</sub>: There is association between attending the class regularly and satisfying in present teaching system.

		Satisfying in present teaching system		Total
		Yes	No	
Attending the class regularly	Yes	118	36	154
	No	23	23	46
Total		141	59	200



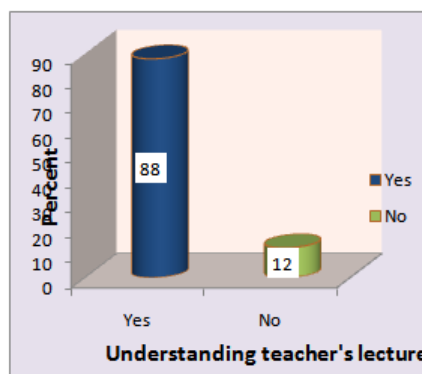
#### Chi-Square Test Result

	Value	(Degrees of freedom) df	Asymp. Sig.(2 sided)
Pearson Chi-Square	12.072 <sup>a</sup>	1	.001

*Comment:* From the analysis we have found that attending the class regularly and satisfying in present teaching system is significant. So we reject the H<sub>0</sub> (null hypothesis). That indicates that there is an association between attending the class regularly and satisfying in present teaching system.

Cross tabulation for finding the association between attending the class regularly and understanding teacher's lecture.

		Understanding teacher's lecture.		Total
		Yes	No	
Attending the class regularly	Yes	144	10	154
	No	32	14	46
Total		176	24	200



Hypothesis:

H<sub>0</sub>: There is no association between attending the class regularly and understanding teacher's lecture.

H<sub>1</sub>: There is association between attending the class regularly and understanding teacher's lecture.

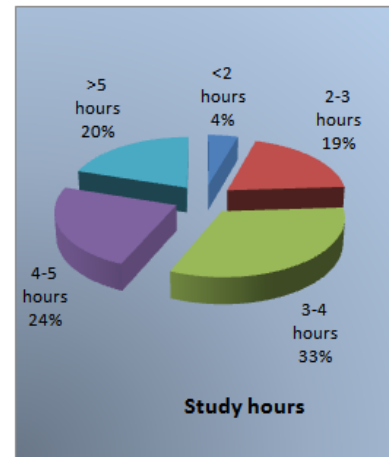
**Chi-Square Test Result**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.226 <sup>a</sup>	1	.000

*Comment:* We have seen that attending the class regularly and understanding teacher's lecture is highly significant. So we reject the H<sub>0</sub> (null hypothesis). That is there is an association between attending the class regularly and understanding teacher's lecture.

*Cross tabulation for finding the association between spend on study in a day and satisfying in their study plan.*

		Satisfying in their study plan		Total
		Yes	No	
Spend on study in a day	<2 hours	1	8	9
	2-3 hours	13	26	39
	3-4 hours	38	27	65
	4-5 hours	33	14	47
	> 5 hours	26	14	40
Total		111	89	200



Hypothesis:

H<sub>0</sub>: There is no association between spend on study in a day and satisfying in their study plan.

H<sub>1</sub>: There is association between spend on study in a day and satisfying in their study plan.

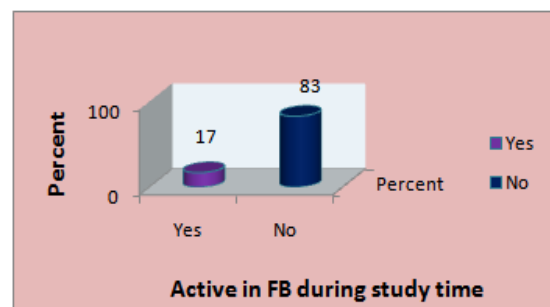
**Chi-Square Test Result**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.751 <sup>a</sup>	4	.000

*Comment:* Here the above analysis tells us spend on study and satisfying in their study plan is highly significance. So we may reject the H<sub>0</sub> (null hypothesis). This indicate that there is an association between spend on study and satisfying in their study plan.

*Cross tabulation for finding the association between active in FB or mobile SMS in study time and hampering in study.*

		Extra curiculum hampers their study		Total
		Yes	No	
Active in FB or SMS	Yes	22	12	34
	No	93	73	166
Total		115	85	200



Hypothesis:

H<sub>0</sub>: There is no association between active in FB or SMS in study time and hampering of extra curriculum in study.

H<sub>1</sub>: There is association between active in FB or SMS in study time and hampering of extra curriculum in study.

#### Chi-Square Test Result

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.870 <sup>a</sup>	1	.002

*Comment:* From the analysis it is observed that active in FB or SMS in study time and hampering of extra curriculum in study are significance. So we may reject the H<sub>0</sub> (null hypothesis). Which means that there is association between active in FB or mobile SMS and hampering of extra curriculum in study.

#### V. Recommendation:

- The student performance should be improve if the college provides proper leaning facilities and also progress the environment of the college.
- The student performance should be improved if they send away mobile SMS/Net during their study period.
- The student should be achieved desire result if they rise their study time.
- The student should achieve well if they are accurately guided by the parents and also by their instructor.

#### VI. Conclusion:

Techniques are outdated while on the other hand, lack of administrative support increases student dissatisfaction.

We have done our assignment on some factors which influence the results of the college students in Tangail Sadar. It helps to assume about their socio-economic, psychological and environmental factors. This study concludes that, there are various factors that affect contentment with major syllabus. Those major factors are important and positively correlated with student's educational satisfaction. While satisfaction with curriculum cannot assurance enhanced student learning outcomes and useful teaching, its absence (lower students' satisfaction) unfavorably impacts student learning outcomes. While this study is an important step in understanding the level to which the projected those factors are correlated with and influence satisfaction levels with major curriculum, it also foliage some questions open for potential research.

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Sayed Mohibul Hossen "Factors Which Influences the Result of the College Students: A Case Study In Tangail Sadar, Bangladesh." IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 8, no. 2, 2018, pp. 36-39.