

QUALITY EDUCATION MANAGEMENT AT PRIVATE UNIVERSITIES IN BANGLADESH: AN EXPLORATORY STUDY

Mohammad A. Ashraf and Yusnidah Ibrahim

College of Business, Universiti Utara Malaysia,
06010, UUM Sintok, Kedah

E-mail: mashraf@monisys.ca, yibrahim@uum.edu.my

Mohd. H. R. Joarder

School of Business, United International University,
80-8A Dhanmandi R/A, Dhaka 1209, Bangladesh

E-mail: joarder@uiu.ac.bd

Abstract: An exploratory survey was conducted to analyse the consumers' (students') evaluation of private higher education sectors in Bangladesh with particular reference to the quality as well as the cost of education. The sample was taken on a random basis from about ten private universities in the Dhaka metropolitan area. The respondents (students) were asked to evaluate the quality and the cost of education at private universities in Bangladesh. Respondents ranked the attributes according to a number of itemised seven-point scale ratings bounded at each end by one of two bipolar adjectives. The results of this study show that faculty credentials, the academic calendar, campus facilities, research facilities and cost of education are associated with quality education, and that the consumers feel most of the private universities in Bangladesh provide quality education at unreasonably higher costs.

Keywords: quality management, cost of education, satisfaction, private universities

Abstrak: Satu kajian penerokaan telah dijalankan untuk menganalisa penilaian pelajar ke atas sektor pengajian tinggi swasta di Bangladesh terutamanya dari aspek kualiti dan kos pendidikan. Sampel kajian diambil secara rawak dalam kalangan pelajar daripada 10 universiti swasta yang beroperasi dalam bandar metropolitan Dhaka. Responden (pelajar) telah diminta menjawab untuk menjawab soalan berkaitan kualiti dan kos pengajian di universiti swasta di Bangladesh berasaskan skala likert tujuh titik. Hasil kajian ini menunjukkan bahawa kredibiliti fakulti, kalendar akademik, kelengkapan kampus dan kos pendidikan mempunyai hubungan dengan kualiti pendidikan, dan pelajar merasakan bahawa kebanyakan universiti swasta di Bangladesh menawarkan pendidikan berkualiti pada kos tinggi yang tidak berpatutan.

Kata kunci: pengurusan kualiti, kos pendidikan, kepuasan, universiti swasta

INTRODUCTION

Since that enactment of the Private Universities Act of 1992, Bangladesh has seen a tremendous growth in the number of private educational platforms over

the recent years, mainly through the emergence of a large number of universities in the private sector. Yet, this growth also has a downside to it, as rapid expansion entails a risk of compromise on quality and expenses. However, the combined effect is a vibrant education sector with a healthy rivalry among the competing institutions. Undoubtedly, the main beneficiary is the student community, which gains access to a wider platform of selection with the comparative cost advantage of domestic study over studying abroad. Thus, society and the nation are the ultimate gainers (Chowdhury, 2004).

Surprisingly, about 95% of these universities are located in Dhaka's metropolitan areas. While in the year 2000 there were only 17 of these universities, today the number has reached 53 (Kabir, 2006). Obviously, this growth rate seems unhealthy in consideration of the per capita income of the country and also in terms of quality assurance in higher education, as education at these universities is much more expensive than at the public universities of Bangladesh. One very familiar feature of these universities is the way they follow the American method of education rather than the British model. They offer four-year bachelor degree programs with credit-based courses. This system has also created popular appeal in Bangladesh. Still, regulators and consumers have concerns about service quality, design and costs (Haque, 2004). As of today, there is nobody to regulate private universities and to assure the quality of education other than through the weak supervision of the University Grant Commission (UGC). Since private universities receive no funding from the UGC, there is little that the UGC can do except report some facts for the government (Alam et al., 2007). The issue is, therefore, an important variable for higher educational private institutes that aspire to that degree of excellence. This study is, thus, an attempt to examine the opinion or satisfaction level of the clientele or consumers (students) regarding the quality and cost of education in the private sector in Bangladesh.

WHAT ARE QUALITY AND QUALITY IN EDUCATION?

Whenever quality in education is mentioned, it may be vital to establish what is understood by the term "quality," because different professionals such as educators, researchers and politicians perceive this term differently. The term "quality" is derived from the Latin word "*qualitas*," which means the degree of excellence of a thing (Oxford Dictionary, 2003). Coombs (1985: 105) defines the word quality as:

qualitative dimensions mean more than the quality of education as customarily defined and judged by student learning achievements, in terms of traditional curriculum and standards. Quality... also pertains to the relevance of what is taught and learned—to how well it fits the

present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs; its objectives, curricula and educational technologies; and its socioeconomic, cultural and political environment.

In terms of quality in education, the World Bank (1995: 46) puts forth the following concept:

Quality in education is difficult to define and measure. An adequate definition must include student outcomes. Most educators would also include in the definition the nature of the educational experiences that help to produce thus outcomes—the learning environment.

Murgatroyd and Morgan (1994: 45–46) offer two different definitions of quality. One is related to quality assurance, and the other is from consumers' points of view, which are as follows:

Quality assurance refers to the determination of standards, appropriate methods and quality requirements by an expert body, accompanied by a process of inspection or evaluation that examines the extent to which practice meets these standards; and

consumer-driven quality refers to a notion of quality in which those who are to receive a product or service make explicit their expectations for this product or service and quality is defined in terms of meeting or exceeding the expectations of customers.

Murgatroyd and Morgan (1994) argue that the concept of quality includes a customer-driven perspective that is a derivative of economic theories. In fact, service quality has now become an important dimension for education providers, as with any other business organisations. Hence, customer evaluations of the quality of education should be an integral part of overall quality management in any of the organisations (Haque, 2004).

Quality, and in particular quality assessment and assurance procedures, have received a great deal of attention in higher education all over the world in recent years. “Quality of education” has been described by Rowley (1996: 12), from the original source by Gordon and Partington (1993) as follows:

The success with which an institution provides educational environments which enable students effectively to achieve worthwhile learning goals including appropriate academic standards.

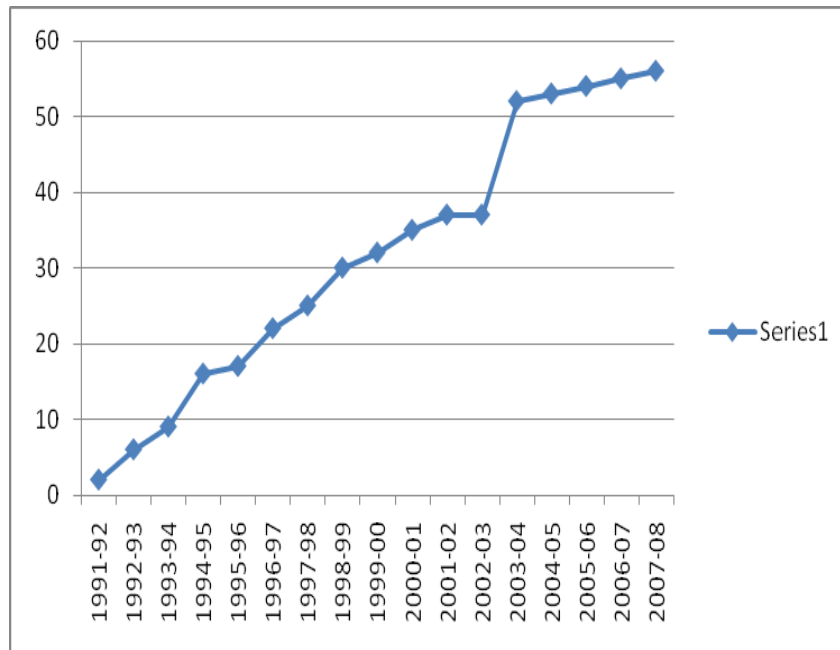
Thus, the quality issue in private universities in particular is of special interest in the contexts of Bangladesh and other developing countries in the world.

GROWTH PATTERNS OF PRIVATE UNIVERSITIES IN BANGLADESH

The spectacular growth and expansion of the private universities in Bangladesh is depicted in Figure 1. The first private university, namely the North South University (NSU), was approved by the government of Bangladesh (GoB) on 5 November 1992 (Alam et al., 2007). The government in power at that time (1991–1996) showed a favourable stance towards opening the door to more private universities in Bangladesh. Figure 2 shows that during the period of 1991–1996, sixteen private universities (mostly in metropolitan Dhaka, with only two in Chittagong) were opened. During 1996–2001, the government was not favourably disposed toward the concept of private sector of education. Data show that only four new universities were added to the list during 1996–2001. After 2001, the private university concept got a significant boost again. Figure 1 shows data taken from UGC that in a 6 to 7 years period, the total number of private universities has gone up to 56 (UGC, 2008).

LITERATURE REVIEW

There are a large number of reports and theoretical works on quality from the perspective of quality assurance and quality improvement. In many of them, research scholars have identified different views on the issue of quality education and its determining factors. However, a very limited amount of empirical work is available on this particular issue in the case of Bangladeshi private higher educational organisations. Andaleeb (2003) analysed seven issues crucial for effectively fostering higher education in Bangladesh, namely, teaching quality, method, content, peer quality, direct facilities, indirect facilities and political climate.



Source: Field Study by the authors (2009)

Figure 1: Growth of private universities in Bangladesh, 1992–2008

Sabur (2004) compared private and public educations on the basis of quality assurance. He discussed several points of debate rather than prescribing any solutions to problems regarding the quality of education associated with the two different platforms. Spanbauer (1992) discussed the need for educational institutions to institute quality policies. Lamanga (2002) highlighted three different aspects involved in measuring quality education in private universities in Bangladesh: the quality of teaching and research, responsiveness to the demands of the labour market, and equity. Dhali (1999) emphasised techniques related to student evaluation procedures, which he classifies as either formative or summative.

In Lamanga’s (2006) report on quality assurance in tertiary education in the case of Bangladesh, he recommended several initiatives that can ultimately ensure a quality education system for the higher learning institutions in the country. Aminuzzaman (2007) noted that most departments of universities do not have a long-term national vision, but that such a vision is crucial to quality education.

According to Aminuzzaman (2007):

Quality education in universities will 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.

Actually, the student/lecturer interface is important in determining quality, and it is appropriate to seek to monitor this quality through appropriate quality assurance processes. Though this is a superficial approach, the real challenge is the enhancement of quality. Different institutions have started to investigate approaches to quality enhancement (Rowley, 1996). For instance, Hart and Shoolbred (1993) cited Wolverhampton University as seeking registration under BS 5750 and a number of other universities as taking the TQM path, including Aston, South Bank, Robert Gordons and Wolverhampton. Other contributions that describe initiatives in this area include Marchese (1991), Ewell (1991) and Cornesky (1991). A paper by the Further Education Unit (1991) offers six criteria for a quality model: (1) it seeks to improve the quality of teaching and learning strategies, (2) it is flexible, (3) it harnesses the commitment of all staff, (4) the learner should be involved, (5) there must be enhanced working relationships associated with all functions of the organisation, and (6) requirements can be measured and progress can be demonstrated.

Hart and Shoolbred (1993) seek to emphasise the relationship between quality and culture; it is relevant to mention that quality management is after all related to how people act, and that this element of action is manifested in an organisation's work atmosphere and culture. If further and higher education institutions are proceeding to make serious moves towards effective quality assurance, they need to be aware of how much the culture may have to change. This may be highly uncomfortable for senior management and for the entire workforce of the institution.

With respect to the cost of private university education, Kotler (2003) is right to mention that cost is a foregoing measure or an exchange price or sacrifice made to secure a benefit. Hence, the cost of education, according to Kotler, means the sacrifice made or price paid by the beneficiaries (students) so that they can achieve the specific objective of learning.

Previous findings have reported mostly results that are based on purely theoretical considerations. Given the circumstances, the present study takes the initiative to conduct an empirical investigation based on a new approach that evaluates the quality as well as the cost of education in the private sector of

Bangladesh. The findings from this study are valuable in guiding professionals and policy-makers to further formulate effective educational policy in this country.

RESEARCH METHODOLOGY

The main source of data used was a field-level survey conducted during the spring session of 2007 at some selected private universities in Dhaka. Those universities have all been in existence for at least ten years. A structured questionnaire was used in the survey. The respondents (students) were asked to what degree the quality and costs of education services offered by the private universities corresponded to their expectations with respect to the 36 variables related to the seven dimensions of the quality-cost perception difference model. The items were applied to a seven-point “Likert type” scale (Likert, 1932). For this measurement, a score of 1 on the scale indicates strong disagreement and a score of 7 indicates strong agreement. The questionnaire was pre-tested on students, and finally, data were collected from 360 students. Among them, 200 students were in Bachelor programs and 160 were in graduate programs. The students were interviewed face to face through personal visits by the authors to the university campuses. The respondents said which score best indicated how they would describe the attributes being rated.

A reliability test was conducted to verify the internal consistency of the variables obtained in the sample. For this test, the Cronbach’s alpha was used; the alpha value is 0.8982, which is much higher than the minimum acceptable level suggested by Nunnally (1978). Several statistical analytical techniques such as Factor Analysis, Multiple Regression Analysis, and Analysis of Variance (ANOVA) were used to measure the level of quality education offered by the private educational institutions in Bangladesh.

In order to measure the cost of education, the weighted average method was applied. The scale was converted 7 to +3, 6 to +2, 5 to +1, 4 to 0, 3 to -1, 2 to -2; and 1 to -3. The computed weighted average value for the particular variable would indicate the particular level of significance. As per this method, a higher value is assigned for greater weight.

Conceptual Framework

This study investigated the factors affecting quality education in the private universities in Bangladesh. In total, six independent determinants related to both human resources and organisational factors have been identified that are likely to

affect the quality of higher education offered to the students of Bangladesh. The independent factors are faculty credentials, classroom facilities, the academic calendar, campus facilities, research facilities and the cost of education.

Faculty credentials are important in assuring high-quality education. By and large, the faculty's main function is to equip students with the pragmatic knowledge that is most necessary for and suitable in the current and emerging new age of science and technology. In fulfilling this function, educational entities must inevitably hire and retain talented teachers. For this reason, Hensel (1991) emphasises talented faculty members and maintained that the well-being of the university depends on its ability to recruit and retain a talented faculty. The well-being of any nation as a whole depends on the ability to develop a happy, emotionally healthy, and productive next generation. According to Bowen and Schuster (1986: 3), "The excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties." Thus, all these scholarly qualities of the faculties need to be ensured in order to secure quality of education in the universities.

Higher education is by its nature a developmental environment (Rowley, 1996). Classroom facilities are important because they are part of the whole atmosphere of learning, which includes elements such as modern teaching aids as well as neat and clean space that is adequate in terms of class size and temperature environment. In Bangladesh, most of the private universities are established via rental, and classroom space is alarmingly inadequate. This factor is, thus, important in evaluating the satisfaction level of the students. The academic calendar is another factor that is extremely important in the context of the private universities of Bangladesh. In most cases, the semester is irregular and there is no tight schedule, which affect the students in terms of the proper planning of their studies, which in turn negatively affects the quality of their education.

As mentioned earlier, almost all private universities (with few exceptions) are founded on rented space and buildings; campus facilities such as academically suitable building infrastructure, extensive library facilities, dormitory facilities, canteen facility, sports and recreational facilities, computer laboratories with high speed internet access and transport systems are extremely limited. This factor influences the overall learning of the students, which affects the quality of their education. In a similar fashion, research facilities are also underdeveloped. Most of the universities do not have research bureaus, and publication facilities are also limited, as indicated by the fact that only four or five journals are published among more than 50 private universities in Bangladesh. Due to the lack of adequate reference materials in the libraries, the teachers and the students

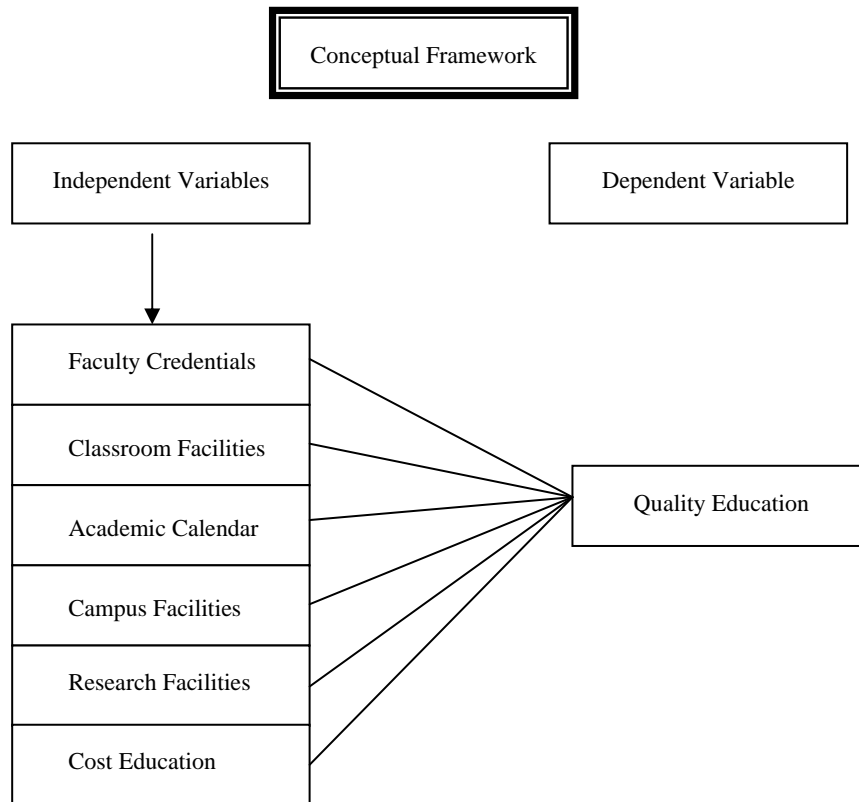


Figure 2. Conceptual framework for quality education at private universities in Bangladesh

face enormous problems (Alam et al., 2007). Clearly the variable of campus facilities has an important impact on the overall quality of education in these higher learning centres of Bangladesh.

The cost of education in private universities in Bangladesh is also an important concern where, about 42% to 45% of households live under the absolute poverty line (Alam et al., 2007). Only rich parents can consider paying the high fees and other costs of studies for their children. In exchange for high tuition fees and other costs, the students that come from affluent families expect to receive high-quality education from these private universities. However, the private universities in fact spend most of their funds on renting for the campus buildings (Alam et al., 2007) instead of on high salaries to attract the highly qualified faculty members. As a result, there exist serious questions about the quality of the education offered at these universities.

DATA ANALYSIS AND INTERPRETATIONS

A principal component factor analysis was conducted on the 36 variables related to quality and cost of education. This analysis yielded a 7-factor solution that explained 53% of the variance as represented in Table 1. The factor analysis shows that faculty credentials, campus facilities and research facilities are important to students in their judgments regarding quality education. Thus, focusing on these factors would enable universities to achieve quality in private education.

The first factor, faculty credentials, which account for the most variance (24.56%), consists of five control variables. The five variables contained in this key factor are: faculty's academic background, teaching experience, updated course content, communication skills and fair treatments to students. The factor loading points for these variables are considerably higher than 60. Hence, policy-makers at private universities should be more concerned about these variables if they wish to increase education quality in higher education programs.

The second most important factor is classroom facilities, which explains 7.02% of the variation in students' evaluations of education quality. This factor includes learning atmosphere, modern teaching aids, air-conditioned rooms, spacious rooms, and neat and clean rooms. The factor loading points for these variables are also higher than 60 except for the element "air-conditioned room." Thus, the classroom facilities are significant in explaining the quality of education at the private universities.

The third most important factor is the academic calendar. Variables included in this component are maintaining strict schedules, make-up class provisions, an automated registration process, and the timely completion of registration. The factor loading points are also substantially higher, which shows the simply significant level of student judgment important for determining quality education.

The fourth most important factor is campus facilities, which accounts for 4.54% of the variance and broadly covers well-equipped and modern independent campus facilities. The specific variables are modern campus buildings, transport, dormitory facilities, dining facilities, recreation and gym facilities, high-speed Internet access, an extensive library, and computer lab facilities.

The factors of research facilities and cost of education are also important, as each one explains variation of close to 4%. Thus, the results show that the private universities as a whole should be more careful with regard to the identified

Table 1. Principal factor analysis: Students' evaluation on quality education

| Factor Name | Variables | Factor loading | % of variance explained | Cronbach's reliability coefficient |
|--|---|----------------|-------------------------|------------------------------------|
| Faculty credentials | 1. Faculty's academic background | .67 | 24.567 | .7412 |
| | 2. Teaching experience | .61 | | |
| | 3. Updated course content | .60 | | |
| | 4. Communication skills | .65 | | |
| | 5. Fair treatments to students | .60 | | |
| Classroom facilities | 1. Learning atmosphere | .72 | 7.023 | .8138 |
| | 2. Modern teaching aids | .66 | | |
| | 3. Air-conditioned room | .48 | | |
| | 4. Spacious room | .65 | | |
| | 5. Neat and clean room | .63 | | |
| Academic calendar | 1. Maintaining strict schedules | .50 | 6.072 | .5140 |
| | 2. Make-up class provisions | .69 | | |
| | 3. Automated registration process | .63 | | |
| | 4. Timely completion of registration | .63 | | |
| Campus facility | 1. Modern campus building | .68 | 4.545 | .7610 |
| | 2. Transport | .55 | | |
| | 3. Dormitory facilities | .59 | | |
| | 4. Dining facilities | .74 | | |
| | 5. Recreation and gym facilities | .67 | | |
| | 6. High-speed Internet access | .61 | | |
| | 7. Extensive library | .63 | | |
| | 8. Computer lab facilities | .60 | | |
| Research facility | 1. Support students' research | .66 | 3.956 | .7153 |
| | 2. Support faculty's research | .67 | | |
| | 3. Existence of research centre | .56 | | |
| | 4. Publication facilities | .58 | | |
| Cost of education | 1. High tuition fees | .70 | 3.854 | .4725 |
| | 2. Financial aid for poor students | .57 | | |
| | 3. Scholarships provided | .62 | | |
| | 4. On-campus job facilities | .65 | | |
| | 5. Cost of study materials | .62 | | |
| Quality education | 1. Nationwide recognition for providing excellent education | .64 | 3.521 | .7438 |
| | 2. High-paid graduates on job market | .71 | | |
| | 3. Foreign university affiliation | .60 | | |
| | 4. Students' pride | .57 | | |
| | 5. Faculty's availability to help students | .58 | | |
| Cumulative % of variance explained = 53% | | | | |

factors, using which they can achieve a higher quality of education; in effect, this will help to push up the overall performance and productivity of the universities. The most important point to note here is that the independent factor of quality education is ranked in the lowest echelon based on the students' judgments. It explains the smallest amount of variation and the factor loadings are also poor. In this regard, the administration has a significant role to play in order to upgrade the overall quality of education offered by the private universities in Bangladesh. A step-wise regression technique was then employed. Quality education and six orthogonal component factors were taken as dependent and independent variables, respectively. The results are shown in Table 2.

Table 2. Results of step-wise regression

| Variables | Betas | Computed <i>t</i> | Significance |
|--------------------------|-------|-------------------|--------------|
| Faculty credentials (FC) | .39 | 9.11 | .000*** |
| Academic calendar (AC) | .09 | 2.33 | .020* |
| Campus facilities (CF) | .23 | 5.19 | .000*** |
| Research facilities (RF) | .14 | 3.20 | .001** |
| Cost of education (COE) | .13 | 3.26 | .001** |

*** $p < .001$; ** $p < .01$; * $p < .05$

Only significant variables are shown in the table, along with their respective regression coefficients (β s) and computed students' *t* statistics and their respective significance levels. The results of the regression analyses revealed that out of six control variables, five—faculty credentials (FC), academic calendar (AC), campus facilities (CF), research facilities (RF) and cost of education (COE) had statistically significant effects on the rating of attitudes towards the educational quality of the concerned universities of this study. These results are also consistent with the results found in the factor analyses, because the findings also showed that factors such as FC and CF exhibit the highest significance levels that equivalently correspond to the factor analysis results. Thus, in order to enrich quality education in the private universities of Bangladesh, all five of these variables need to be considered.

FC and CF were found to be statistically significant and positively related to quality education. The results show that both factors are the most important components of quality education. Similarly, factors such as research facilities and the cost of education exhibited significant results. This statistical outcome indicates that these variables deserve more attention in the attempt to improve the quality of education at private universities. Though the significance level of the academic calendar is comparatively less than that of other factors, it also has to

Table 3. ANOVA for regression

| Sources of variation | Sum of square | Degrees of freedom | Mean square | Computed <i>F</i> |
|----------------------|---------------|--------------------|-------------|-------------------|
| Regression | 200.752 | 5 | 40.150 | 79.586*** |
| Residual | 178.589 | 354 | .504 | |
| Total | 379.341 | 359 | | |

$R^2 = 53\%$; *** $p < .001$

be addressed with an equivalent degree of focus for one to attain a higher level of education.

The result of the R^2 value underneath the ANOVA table indicates that 53% of the variation in the dependent variable can be explained by variations in the independent variables, i.e., 47% is due to something else not included in the model. The significance of the F value indicates that there has been a 0% chance that the Adjusted R^2 value is zero. These outcomes imply the robustness of the study.

Table 4 presents the cost of education on a scale using the weighted average method. The weighted average value of tuition fees is 1.12, which is the highest value in the table. This outcome indicates that the students see the tuition fee as an important factor in their education and learning process; students report that tuition is charged at a high rate by the private universities. At the same time, students also report that the number of scholarships is high, but these scholarships are offered for a limited number of top students, so this effort is not sufficient to offset the tuition fees and reduce the costs of overall private education in Bangladesh. This evidence is also supported by the lower weighted average values of financial aid for poor students as well as the values of on-campus job facilities. Moreover, the variable “cost of education” is found to be statistically significant, which implies that this variable is an important factor influencing the learning process of the students in the private universities in Bangladesh.

Table 4. Cost of education on a scale using the weighted average method

| | Strongly Agree | Moderately Agree | Simply Agree | Neutral | Simply Disagree | Moderately Disagree | Strongly Disagree | Weighted Average Scores |
|------------------------------------|----------------|------------------|--------------|---------|-----------------|---------------------|-------------------|-------------------------|
| | +3 | +2 | +1 | 0 | -1 | -2 | -3 | |
| 1. Tuition fees are high | 107 | 79 | 53 | 47 | 40 | 15 | 19 | 1.12 |
| 2. Financial aid for poor students | 68 | 77 | 84 | 58 | 31 | 7 | 35 | .81 |
| 3. Large number of scholarships | 84 | 96 | 82 | 48 | 20 | 15 | 15 | 1.19 |
| 4. On-campus job facilities | 53 | 59 | 90 | 62 | 38 | 12 | 46 | .46 |
| 5. Study materials are expensive | 46 | 66 | 87 | 58 | 56 | 23 | 24 | .50 |

Source: (Field Survey, 2007)

CONCLUSION

Private education in Bangladesh is getting more competitive with the remarkable increase in the number of academic institutions in the country. The ineluctable forces of globalization in this new millennium make this growth path more complex and challenging. Despite the relentless and continuous effort of private educational institutions, quality has not yet achieved at the desired level. The cost of private education is another dimension to consider, as it is unaffordable in Bangladesh, and more effort needs to be made if costs are to be lowered. However, the system is proceeding gradually towards greater improvement. Nevertheless, all the problems considered here should be addressed more rigorously to ensure the quality of education in Bangladesh reaches the desired level. This study has shed the light on the dimensions perceived by students as associated with the quality of education. These dimensions are faculty credentials, the academic calendar, campus facilities, research facilities and the cost of education. The study also concludes that, in general, the cost of education in private universities in Bangladesh is somewhat expensive due to the imbalance between increasing tuition fees and an increasing amount of financial aid and scholarships.

REFERENCES

- Alam, M., Haque, M. S. and Siddiqui, S. F. (2007). *Private higher education in Bangladesh*. Research papers. Paris: International Institute for Education Planning.
- Aminuzzaman, S. (2007). *Overview of quality assurance in the context of Bangladesh*. Paper presented in a workshop organised by American International University Bangladesh, Dhaka, Bangladesh.
- Andaleeb, S. S. (2003). *Rejuvenating the Nation's Higher Education System*. Proceeding of the workshop organised by International University of Business Agriculture and Technology, Dhaka, Bangladesh.
- Bowen, H. R. and Schuster, J. H. (1986). *American professors: A national resource imperiled*. New York: Oxford University Press.
- Chowdhury, I. G. (2004). Foreword. *Management Forum 2004, April*, 3–4.
- Cornesky, R. (1991). *Implementing total quality management in Higher Education*. Madison, WI: Magnar Publications.
- Coombs, P. H. (1985). *The world crises in education: The view from the eighties*. New York: Oxford University Press.
- Dhali, S. K. (1999). *Measurement and evaluation in education*. Dhaka: Pravati Library.
- Ewell, P. T. (1991). Assessment and TQM: In search of convergence. *New Directions for Institutional Research*, 18, 39–52.
- Further Education Unit (FEU). (1991). *Quality matters: Business and industry quality models and further education*. London: FEU.
- Gordon, G. and Partington, P. (1993). *Quality in higher education: overview and update*. Briefing Paper 3. Sheffield: University Staff Development Unit, University of Sheffield.
- Haque, M. S. (2004). Quality management issues in business education in Bangladesh: A synoptic review based on Canadian and European papers, *Management Forum 2004, April*, 1–10.
- Hart, C and Shoolbred, M. (1993). Organizational culture, rewards and quality in higher education. *Quality Assurance in Education*, 1, 22–29.
- Hensel, N. (1991). *Realizing gender equality in higher education: The need to integrate work/family issues*. ASHE-ERIC Higher Education Report no. 2. Washington, DC: School of Education and Human Development, George Washington University.

Mohammad A. Ashraf et al.

- Kabir, N. (2006). Private universities: An analytical assessment. *The Daily New Age*, 10–11.
- Kotler, P. (2003). *Marketing management*. Delhi: Pearson Education Inc.
- Lamanga, C. Z. (2002). *Strategic view of the development of Higher Education: Bangladesh AIUB perspective*. Dhaka: A1 Publication.
- _____. (2006). Quality assurance in tertiary education: Bangladesh experience. Paper presented at the World Bank Learning Seminar, 18–20 June, CIEP, France.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 55–60.
- Marchese, T. (1991). TQM reaches the academy. *AHHE–Bulletin*, 44, 3–9.
- Murgatroyd, S. and Morgan, C. (1994). *Total quality management in the public sector: An international perspective*, Buckingham, Philadelphia: Open University Press.
- Nunnally, J. L. (1978). *Psychometric theory*. New York: McGraw Hill-Company.
- Oxford. (2003). *The Oxford compact english dictionary*. New York: Oxford University Press.
- Rowley, J. (1996). Motivation and academic staff in higher education. *Quality Assurance in Education*, 4, 11–16.
- Sabur, M. A. (2004). Dhaka University verses private university: A comparative analysis of quality of education offered by the institutions. BSS diss., University of Dhaka, Bangladesh.
- Schein, E. H. (1980). *Organizational psychology*. Englewood Cliffs, NJ: Prentice Hall.
- Spanbauer, S. J. (1992). *A quality system for education*. Milwaukee, WI: ASQC Quality Press.
- University Grants Commission. (2008). Annual Report 2008. Dhaka: University Grants Commission.
- World Bank (1995). *Priorities and strategies for education*. Washington, DC: The World Bank.