

INTERNSHIP REPORT  
ON  
" An Analysis of Student  
Satisfaction Between Government  
and Non-Government Colleges"

SUBMITTED BY

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M.B.A. (Evening)  
3<sup>rd</sup> Batch, Major in  
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SUPERVISED BY

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This internship report is submitted to the faculty of Business Studies, Hajee Mohammad Danesh Science and Technology University, Dinajpur, in partial fulfilment of the requirements for the degree of M.B.A. (Evening)



Faculty of Business Studies  
HAJEE MOHAMMAD DANESH SCIENCE AND  
TECHNOLOGY UNIVERSITY, DINAJPUR-5200

OCTOBER, 2016

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Dr. Shaikh Mostak  
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Faculty of Business Studies

HAJEE MOHAMMAD DANESH SCIENCE AND  
TECHNOLOGY UNIVERSITY, DINAJPUR-  
5200

OCTOBER, 2016

**DEDICATED TO  
MY  
BELOVED  
PARENTS  
&  
SUPERVISOR**

## LETTER OF TRANSMITTAL

24 October, 2016

Dr. Shaikh Mostak Ahammad  
Associate Professor  
Department of Accounting  
Faculty of Business Studies  
HSTU, Dinajpur

Subject: Submission of Internship Report of MBA (Evening)  
Program.

Dear Sir

It is my great pleasure to submit the internship report on "An Analysis of Student Satisfaction Between Government and Non-Government Colleges" which was assigned me as a part of my MBA (Evening) Program. I have tried my level best to complete this report with the necessary information and suggested proposal that you were provided me your best as well.

I hope that the report will be completed as your expectation.

Thank you

Sincerely

---

Md. Hanif Ali  
Student ID- E140503027  
M.B.A. (Evening)  
3<sup>rd</sup> Batch, Major in Marketing  
HSTU, Dinajpur

## Student's Declaration

The discussing report is the terminal formalities of the internship program for the degree of Master of Business Administration (Evening), Faculty of Business Studies at Hajee Mohammad Danesh Science and Technology University, Dinajpur which is compact professional progress rather than specialized. This report has prepared as per academic requirement after successfully completing the 45 days internship Program under the supervision of my honorable supervisor Dr. Shaikh Mostak Ahammad , Department of Accounting. It is my pleasure and great privilege to submit my report titled "An Analysis of Student Satisfaction Between Government and Non-Government Colleges" as the presenter of this report; I have tried my level best to get together as much information as possible to enrich the report. I believe that it was a fascinating experience and it has enriched both my knowledge and experience.

I believe everyone is not beyond of limitation. There might have problems regarding lack and limitation in some aspects and also some minor mistake such as syntax error or typing mistake or lack of information. Please pardon me for that mistake and clarify these of my further information on those matters.

---

Md. Hanif Ali

Student ID- E140503027

M.B.A. (Evening)

3<sup>rd</sup> Batch, Major in Marketing

HSTU, Dinajpur

## Declaration of Supervisor

It's my Pleasure to Certify that Md. Hanif Ali, Student ID-E140503027, MBA (Evening), Major in Marketing, 3<sup>rd</sup> Batch has Successfully Completed MBA (Evening) Internship report titled "An Analysis of Student Satisfaction Between Government and Non-Government Colleges" under my Supervision and Guidance.

Therefore, He is directed to submit his Report for Evaluation. I wish his Success at every sphere of his Life.

---

Dr. Shaikh Mostak Ahammad  
Associate Professor  
Department of Accounting  
Faculty of Business Studies  
HSTU, Dinajpur

## Declaration of Co-Supervisor

It's my Pleasure to Certify that Md. Hanif Ali, Student ID-E140503027, MBA (Evening), Major in Marketing, 3<sup>rd</sup> Batch has Successfully Completed MBA (Evening), Internship report titled "An Analysis of Student Satisfaction Between Government and Non-Government Colleges" under my Supervision and Guidance.

Therefore, He is directed to submit his Report for Evaluation. I wish his Success at every sphere of his Life.

---

Md. Kutub Uddin  
Associate Professor  
Department of Management  
Faculty of Business Studies  
HSTU, Dinajpur

## Acknowledgement



At first I would like to thank my honorable supervisor of internship program, Dr. ShaikhMostak Ahammad , Department of Accounting, and co-supervisor Md. Kutub Uddin , Associate Professor, Department of Management, HSTU, Dinajpur for providing me such an opportunity to prepare an Internship Report on “An Analysis of Student Satisfaction Between Government and Non-Government Colleges”. Without his helpful guidance, the completion of this project was unthinkable. Very special thanks goes to Govt. and Non-govt. college students, for helping me in all phase of the internship process. Their overwhelming support for my internship gave me the inspiration to do a better report.

During my preparation of the project work I have come to very supportive touch of different individuals and friends who lend their ideas, time & caring guidance to amplify the report’s contents. I want to convey my heartiest gratitude to them for their valuable responses.

October, 2016

*The Author*



# "An Analysis of Student Satisfaction Between Government and Non-Government Colleges"

## Abstract

The purpose of this study was to determine the student satisfaction of government and non-government college. Increased competition, dynamic educational environment, challenges such as budget cut, higher costs in obtaining college education. This study is a descriptive research study using survey method. The population included all the college students. A convenient sampling design was used in this study. This means that no random sampling or assignment was performed. Convenient sampling was used because of the time constraints imposed on this study, the researchers had only one week to collect the data. The sample frame was specified as all college students. However, not all those enrolled were career and human resources education of college students. The non-career and college student responses were not considered and together with those who were absent or had dropped the courses changing demographics in the population, declining enrollments, and a general public call for accountability have educational institutions realize the importance of student satisfaction. A survey research design was utilized to carry out this study to collect primary data. Findings indicate the majority of the students were

either satisfied or extremely satisfied with the college student. We can understand that from data analysis, the govt. college students are more satisfied than the non-govt. college students. Specifically, by the questions-college environment, Teachers quality, Multimedia classroom, Sports and Teaching, the govt. college students are more advanced. Although, other facilities are same between Govt. and Non-Got. college students.

**Keywords:** Student Satisfaction, Analysis, Career and Human Resources Education.

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# 1. INTRODUCTION

## 1. Prelude

College students experience more psychological and social stress including separation from the family's previous life, beginning the student life and the need to adapt with the college environment, management of educational, economical and emotional issues due to their sensitivity to the growth and education and the specific conditions at this stage of life, especially at the beginning of entrance to college. With regard to these problems, the necessity of consultation is of great importance. Counseling is comprised of all moral activities in which the counselor tries to help the person to perform activities to solve his/her problems 1. One of the responsibilities of college members in addition to teaching and researching is providing the students with counseling. If it is done well, it can help to solve the students' problems and prevent their academic failure. The responsibility of academic advisors in directing, guiding and supporting students is very effective in achieving the educational goals, especially for those who enter a new environment from far and near villages and towns and are faced with issues such as separation from family, living in a dormitory, and studying in a co-educational environment 2. The students expect that the advisor, as a coordinator, to have sufficient knowledge and information about the curriculum, educational issues, and personal, medical and counseling services 3. Unfortunately, the students do not consider the teachers as a reliable source of reference to meet their educational needs. In this regard, a study from Hamedan University of Medical Sciences has reported that the advisors have not been successful in providing advice and guidance to students, especially in medicine and dentistry fields 4. The results of one study in Isfahan University of Medical Sciences have also shown that just one third of the students are satisfied with their supervisor and only thirty-five percents of them are pleased with their supervisors' sufficient information regarding educational and disciplinary rules 5. Adhami et al. have also reported that the advisors have failed to achieve satisfactory status among students 6. The findings of a foreign study also reported that the students do not get enough satisfaction from providing advice and guidance to teachers 7. The results of one study

suggest that the supervisors' activities, despite the emphasis on academic system and procedures, have a problem in performance and have not been seriously well received not only by the students, but also by the section advisors and it akes supporting and guiding the students difficult 5,8.

## 1.1 Problem Statement

Increased competition, dynamic educational environment, challenges such as budget cut, higher costs in obtaining college education, changing demographics in the population, declining enrollments, and a general public call for accountability have educational institutions realize the importance of student satisfaction. Studies have shown student satisfaction to have a positive impact on student motivation, student retention, recruiting efforts and fundraising.

The students' positive feeling and satisfaction is contingent to the students' academic and social experiences obtained at the particular institution. However, most student studies in higher education focus more on intrinsic factors of student motivation. It is assumed that students who join graduate school are more highly motivated than college students and so attrition rates are lower in graduate schools. As a result, student satisfaction among graduate students is assumed and only usually considered when competition affects enrolment. There is need for more research in higher education that focuses more on student needs and concerns for the purposes of improving academic programs. In addition, extrinsic factors need to be considered as well. Being able to identify and address students' needs and expectations allows educational institutions to attract and retain quality students as well as improve the quality of their programs. Therefore, it is vital for educational institutions to determine and deliver what is important to students. Therefore, the purpose of this study is to determine the student satisfaction of government and non-government college.

## 1.2 Objectives

I have determined my objectives behind preparing the report on the topic "A survey research of student satisfaction of government and non-government college". This research is aimed at providing me invaluable practical knowledge about student satisfaction in Bangladesh. It will also help me to develop my concept of student satisfaction of government and non-government college.

The objectives of preparing this report can be divided into two parts:

### 1.2.1 Core Objective

Primary objective of the report is student satisfaction of government and non-government college and acquire practical knowledge.

### 1.2.2 Specific Objectives

- i. Evaluating the satisfaction level of govt. college student.
- ii. Evaluating the satisfaction level of non-govt. college student.



iii. Providing a comparison of govt. and non-govt. college student.

## 2. REVIEW OF LITERATURE

The aim of this study was to compare the students' satisfaction about the performance of advisors before and after performing the advisor project in Shahrekord University of Medical Sciences. The findings of study showed that the students report better conditions in items of "Having an advisor", "Knowing him as a source of educational information", "Knowing how to get help from a counselor ", "Making academic records", and " Asking the advisor about continuing the education", but there was not a significant difference in their satisfaction about the advisor's performance before and after the advisors' project. Although a similar study on examining the students' satisfaction of advisor performance before and after the advisor project has not been conducted yet, but other studies, including the one performed in Ahvaz University of Medical Sciences, have reported that the students were not satisfied with the conditions of counseling and the advisor position as a resource of problem solving for them at the university has not acceptable (9). Similar findings have been reported at Kerman and Hamedan Universities of Medical Sciences (4, 6) that confirmed the findings of the present study. Other studies have also reported that the advice and guidance provided by the advisors has failed to be satisfactory for students (7, 10). In addition to these studies, there are other studies that reported an acceptable and

satisfactory performance of the advisors (11). In the present study, there was no significant difference in the satisfaction of students about the performance of advisors before and after the implementation of advisor's project in students of medical, paramedical and health schools, but in students of nursing and midwifery school, a significant difference was found only in the item of "providing access to advisor " before and after the advisors' project; in this item, the students evaluated conditions better than after performing of the project. In one study, about 56% of the students were satisfied with their advisors and availability of the advisor; their information about the educational rules was the reasons for their satisfaction (12). This is in the same line with the findings of the present study. Another study has also reported that most of the students would rather the advisors have an executive position in their school (13).

### 3.Methods And Data

This study is a descriptive research study using survey method. The population included all the college students.

A convenient sampling design was used in this study. This means that no random sampling or assignment was performed. Convenient sampling was used because of the time constraints imposed on this study, the researchers had only one week to collect the data. The sample frame was specified as all college students. However, not all those enrolled were career and human resources education of college students. The non- career and college student responses were not considered and together with those who were absent or had dropped the courses.

## 3.1 Data collection process

3.1.1 Primary data collection: Collecting from Govt. and Non-Govt. college students by asking difference question.

3.1.2 Secondary data collection: Collecting from primary data,note-book,netbook and textbook.

### 3.1.3 Data Analysis

3.1.4 Evaluating the satisfaction level of Govt. college student:(Percentage)

Research Questions	Strongly Agree	Agree	Moderately	Disagree	Strongly Disagree
1. College	12	36	34	12	6

environment.					
2. The syllabus of education board.	7	12	25	36	20
3. Contents your textbook.	10	15	35	23	17
4. Qualities of Teacher.	65	20	8	5	2
5. Class routine.	45	30	12	9	4
6. Facilities of class room.	35	25	20	15	5
7. Multimedia class.	20	35	22	13	10
8. Number of students.	25	40	20	10	5
9. College library.	15	30	40	6	9
10. Entertaining facilities.	30	40	15	10	5
11. Common room facilities.	18	27	30	15	10
12. Canteen.	15	22	40	10	13
13. Sports.	35	40	10	8	7
14. Debating club.	27	38	20	10	5
15. Teaching.	45	30	10	7	8

### 3.1.5 Evaluating the satisfaction level of non-Govt. college student:(Percentage)

Research Questions	Strongly Agree	Agree	Moderately	Disagree	Strongly Disagree
1. College environment.	30	25	20	20	5
2. The syllabus of education board.	20	35	30	8	7
3. Contents your textbook.	17	30	40	11	6
4. Qualities of Teacher.	25	35	20	15	5
5. Class routine.	20	25	30	17	8
6. Facilities of class room.	15	30	35	13	7
7. Multimedia class.	10	15	30	35	10
8. Number of students.	25	30	25	15	5
9. College library.	2	12	35	40	11
10. Entertaining facilities.	5	25	30	25	15
11. Common room facilities.	10	35	30	15	10
12. Canteen.	13	30	35	15	7
13. Sports.	7	15	35	30	13
14. Debating club.	22	35	30	10	3
15. Teaching.	15	30	25	20	10

## 4. Research Questions

1. College environment.
2. The syllabus of education board.
3. Contents your textbook.
4. Qualities of Teacher.
5. Class routine.
6. Facilities of class room.
7. Multimedia class.
8. Number of students.
9. College library.
10. Entertaining facilities.
11. Common room facilities.
12. Canteen.
13. Sports.
14. Debating club.

## 4.1 Instrument validity and reliability

The instrument developed by the career and human resources education [with slight modification] was used to collect the data. The modification included adding two extra questions to the second section, and the omission of "ethnicity and race" in the demographic section. Appropriate permission was elicited and granted to use the instrument with this slight modification. To establish the validity of the instrument, the career and human resources education conducted a review of literature and utilized a panel of experts to generate the items found in this instrument. In addition, the focus groups and pilot studies were performed in order to establish the reliability of the instrument. In addition, the instrument was reviewed by another panel of researchers before it was distributed to the subjects. As a result, the validity and reliability of this instrument were established.

## 4.2 Significance of the Study

First, the staff of the college can integrate the results and findings of the study in the retention strategies through necessary modification and improvement of the educational program to meet the needs and concerns of the current students. Moreover, the results of this study can also be used to assist in marketing the career and human resources educational program to prospective students and their families. Last, but not least, this study adds to the importance of how student satisfaction assessment can be utilized as a tool to ensure the program's quality and effectiveness.

### 4.3 Limitations and Delimitations

Limitations always exist in any study. In particular, this study has two limitations. First of all, the use of a convenient sample limits the generalizability of the results and findings of the study. In addition, the absence of random sampling does not permit the analysis of the data collected using inferential statistics. For the delimitations, this study only surveyed college student. The basic measures of satisfaction and dissatisfaction of college students although the working is not actualy ratio for a common measure of college students.

### 5. Data Analysis

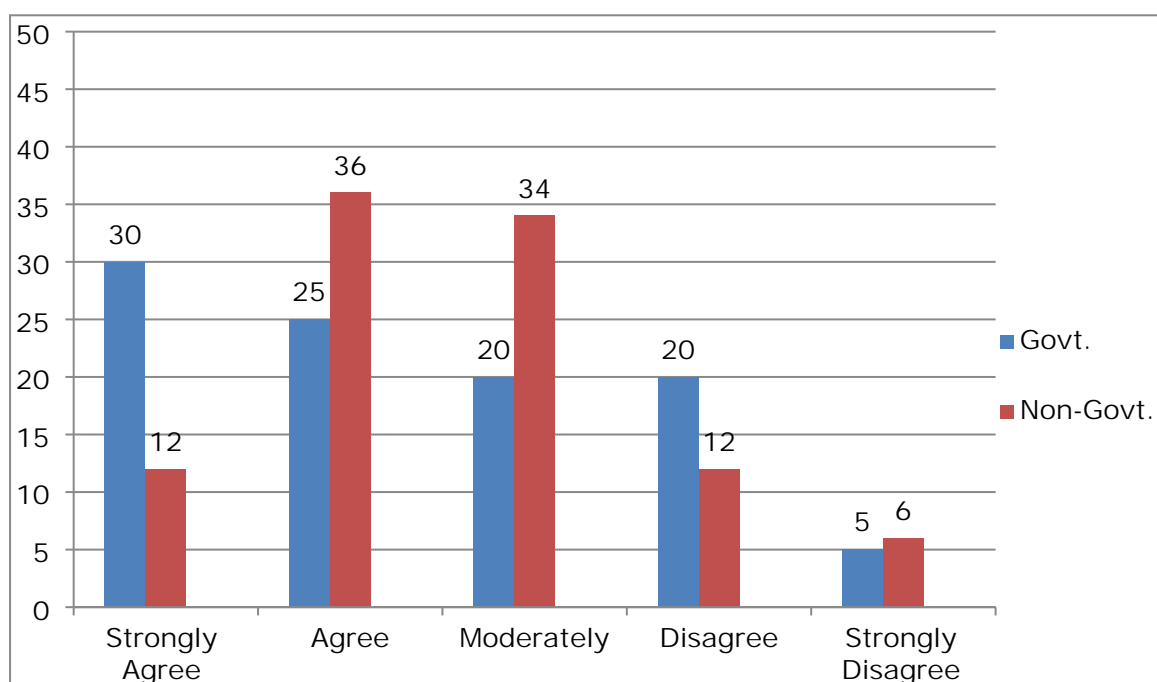


Figure 1. College environment: Figure 1 show that,75% students are satisfied and 25% students are dissatisfied of Govt.colleges about their



college environment. On the other hand 82% students are satisfied and 18% students are dissatisfied of Non-Govt.colleges about their college environment.

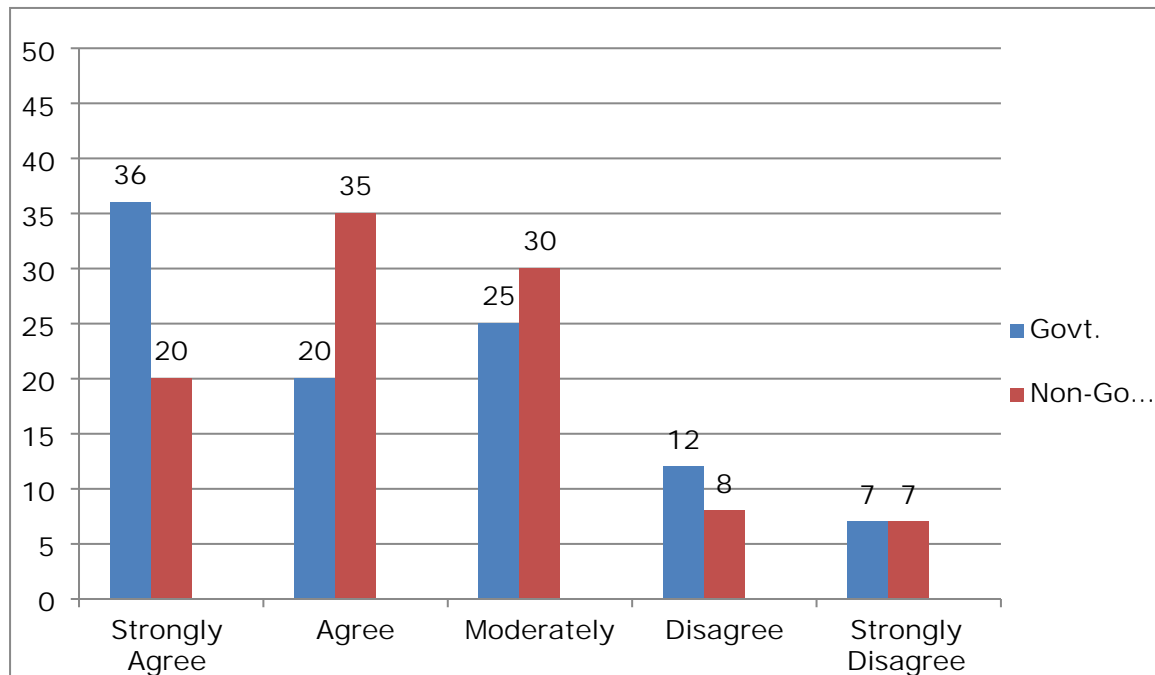


Figure 2. The syllabus of education board. Figure 2 show that,81% students are satisfied and 19% students are dissatisfied of Govt.colleges .On the other hand 85% students satisfied and 15% students are dissatisfied of Non-Govt.colleges about the syllabus of education board.

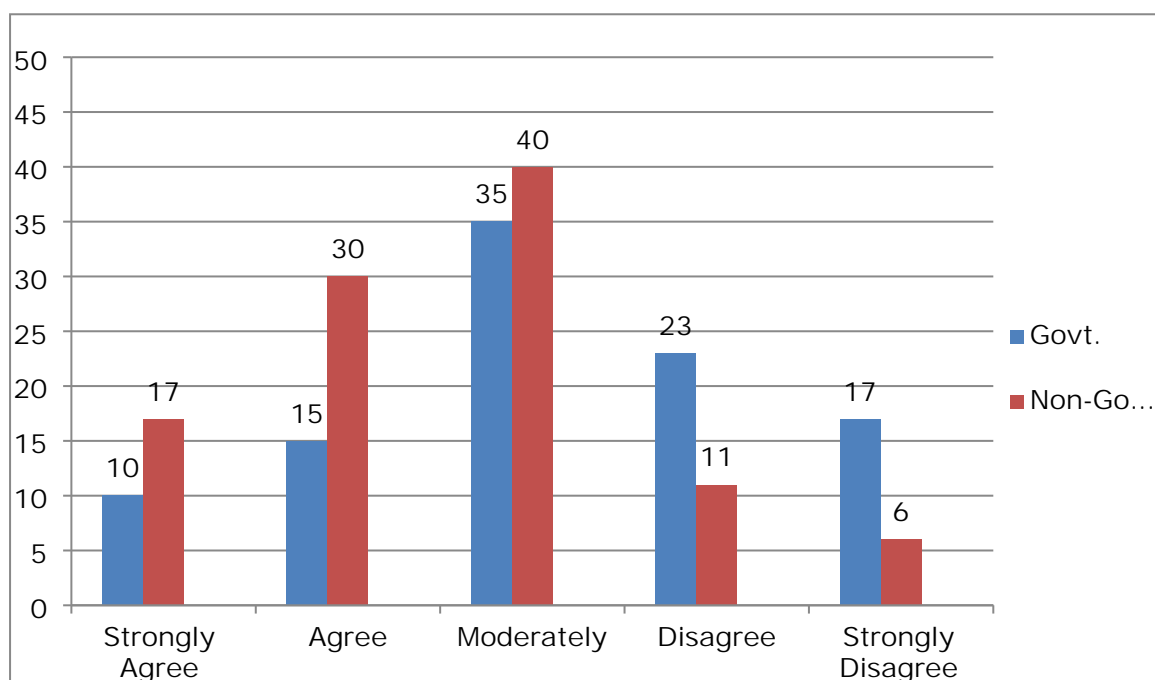


Figure 3. Contents your textbook. Figure 3 show that,60% students are satisfied and 20% students are dissatisfied of Govt.colleges .On the other

hand 87% students are satisfied and 13% students are dissatisfied of Non-Govt.colleges about their contents of textbook.

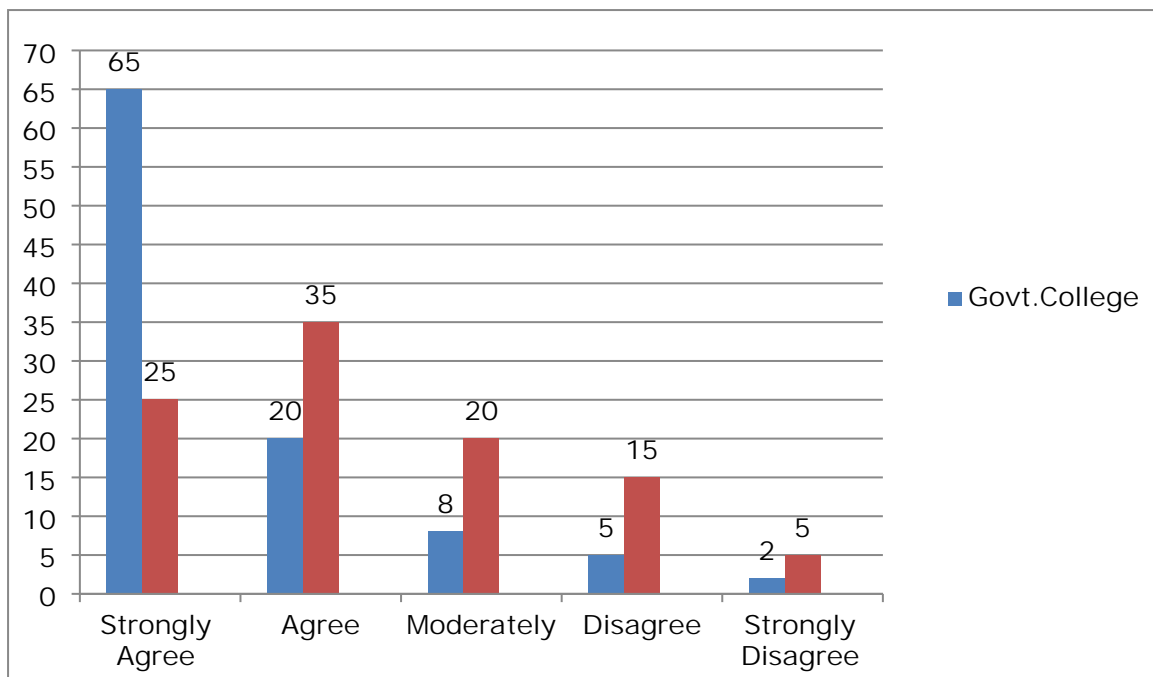


Figure 4. Qualities of teacher. Figure 4 show that,93% students are satisfied and 7% students are dissatisfied of Govt.colleges .On the other hand 80% students are satisfied and 20% students are dissatisfied of Non-Govt.colleges about qualities of teacher.

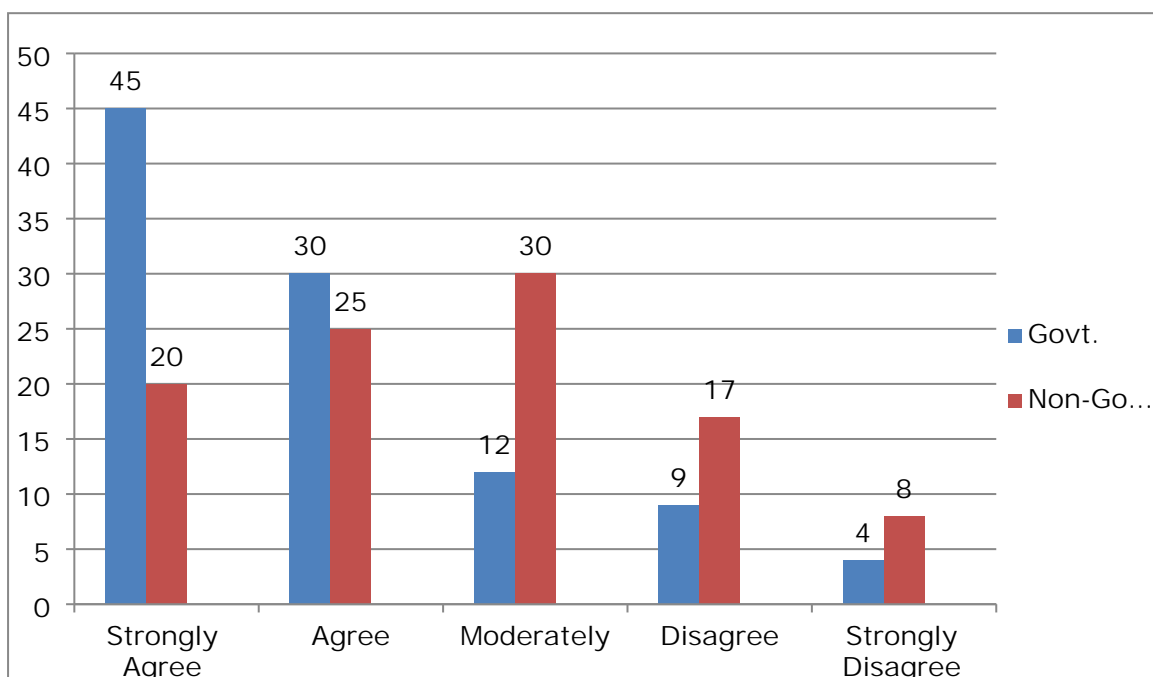


Figure 5. Class routine. Figure 5 show that,87% students are satisfied and 13% students are dissatisfied of Govt.colleges .On the other hand 75% students are satisfied and 25% students are dissatisfied of Non-Govt.colleges about their c Teaching lass routine.

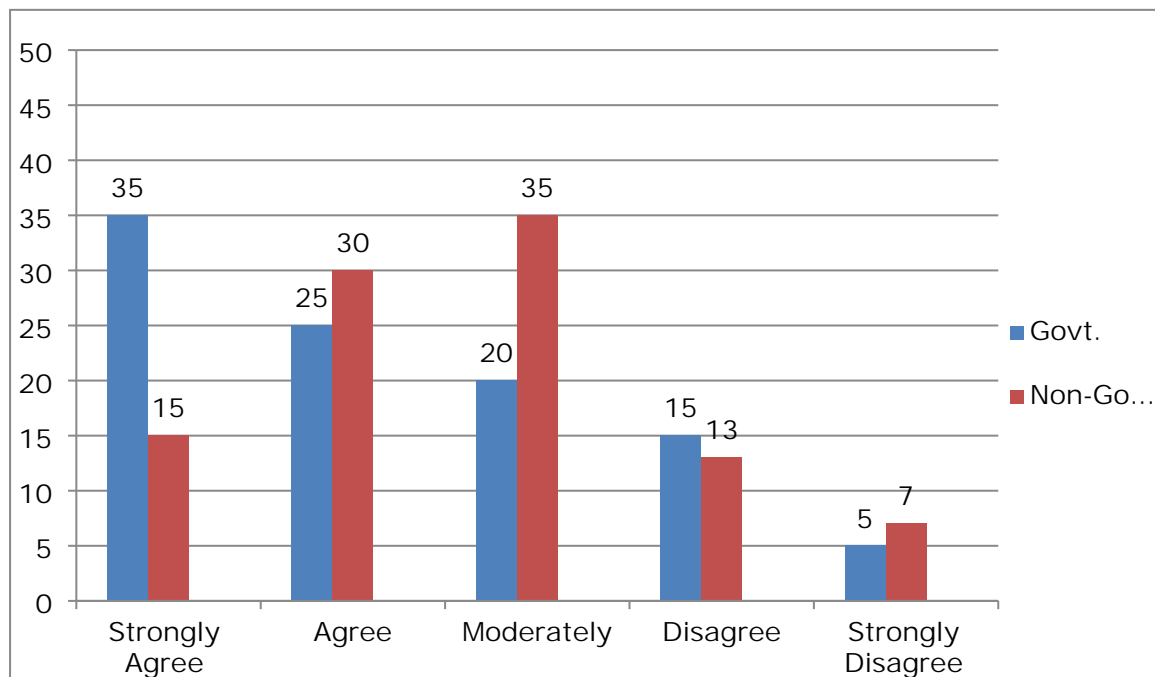


Figure 6. Facilities of classroom . Figure 6 show that,80% students are satisfied and 20% students are dissatisfied of Govt.colleges .On the other hand 80% students are satisfied and 20% students are dissatisfied of Non-Govt.colleges about their facilities of classroom.

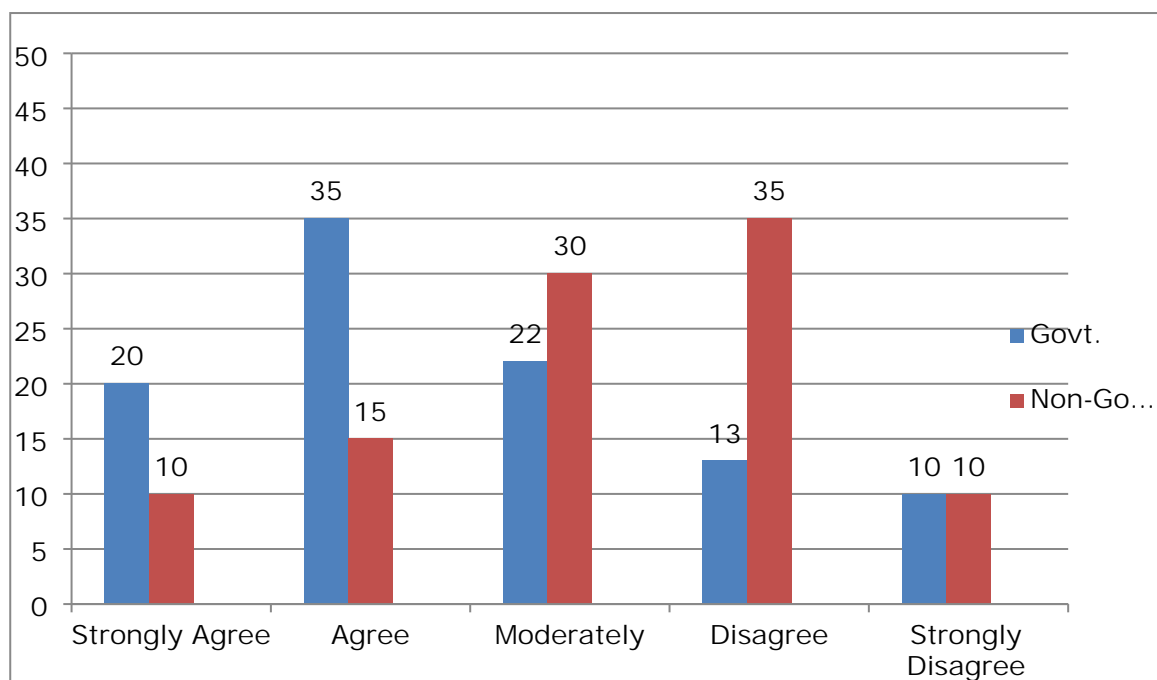


Figure 7. Multimedia class . Figure 7 show that,77% students are satisfied and 13% students are dissatisfied of Govt.colleges .On the other hand 55% students are satisfied and 45% students are dissatisfied of Non-Govt.colleges about their multimedia class.

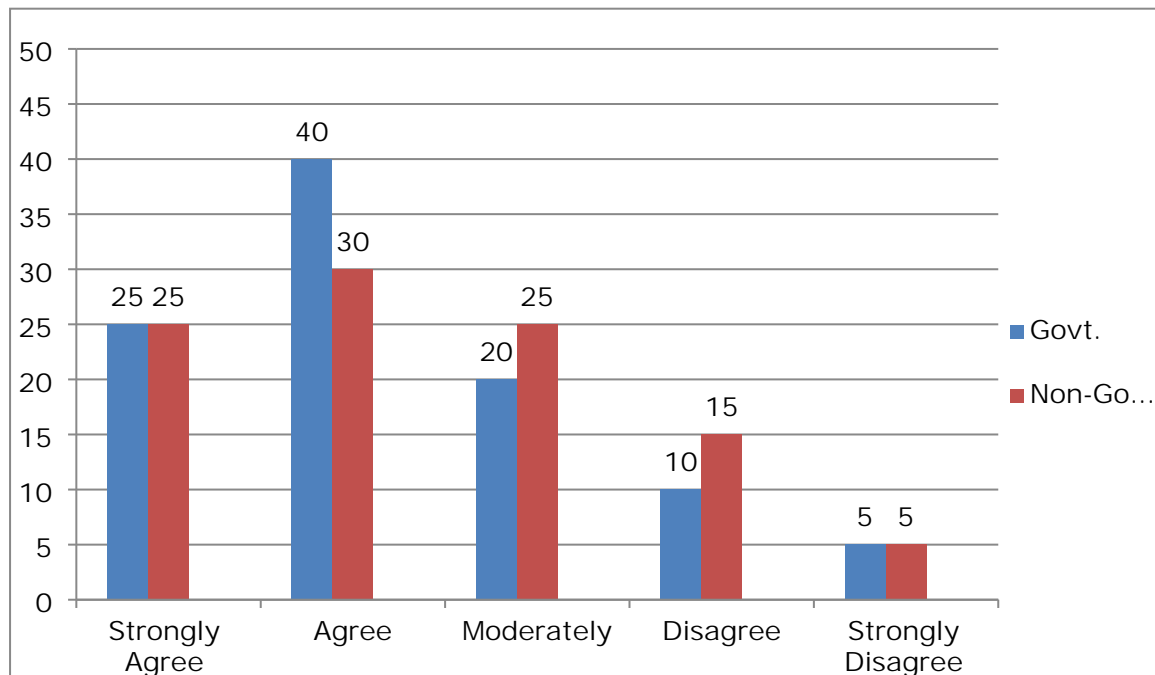


Figure 8. Number of students . Figure 8 show that,85% students are satisfied and 15% students are dissatisfied of Govt.colleges .On the other hand 80% students are satisfied and 20% students are dissatisfied of Non-Govt.colleges about their number of students.

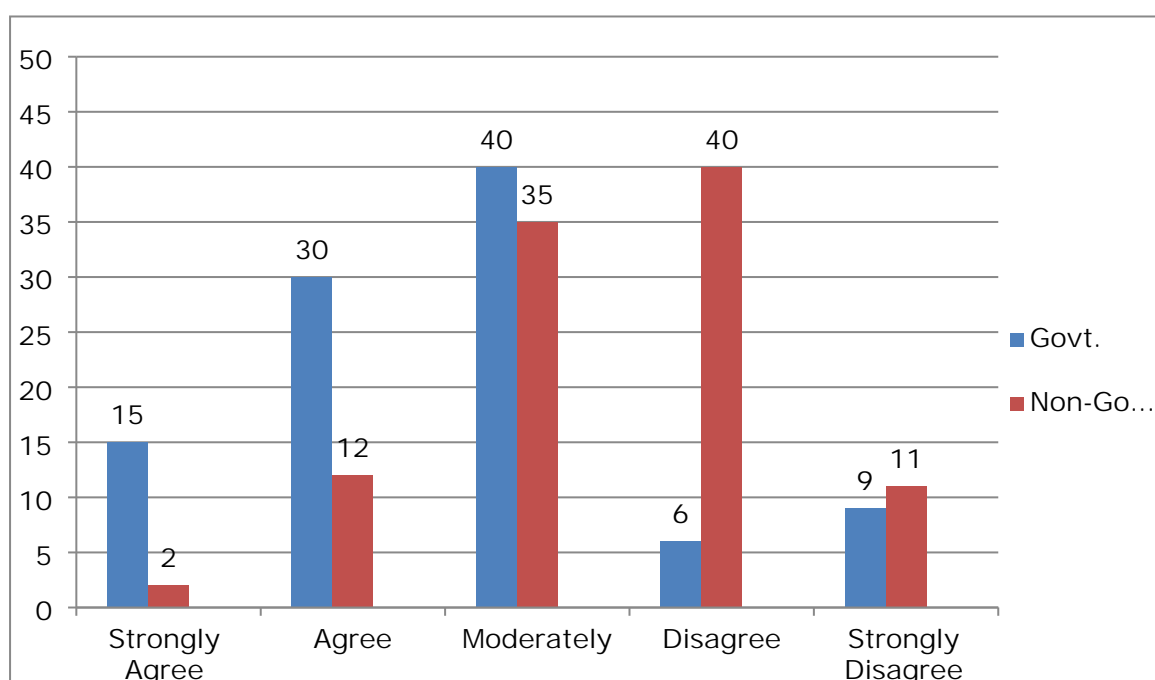


Figure 9. College library . Figure 9 show that,85% students are satisfied and 15% students are dissatisfied of Govt.colleges .On the other hand 49% students are satisfied and 51% students are dissatisfied of Non-Govt.colleges about their college library.

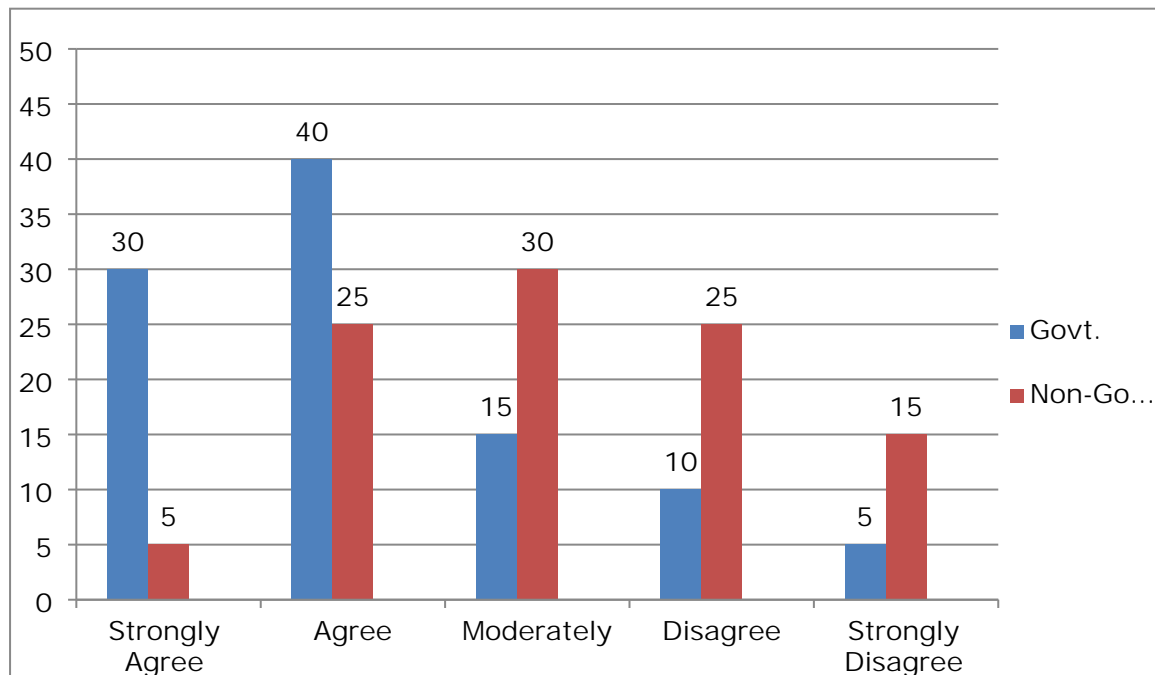


Figure 10. Entertaining facilities . Figure 10 show that,85% students are satisfied and 15% students are dissatisfied of Govt.colleges .On the other hand 45% students are satisfied and 55% students are dissatisfied of Non-Govt.colleges about their entertaining facilities.

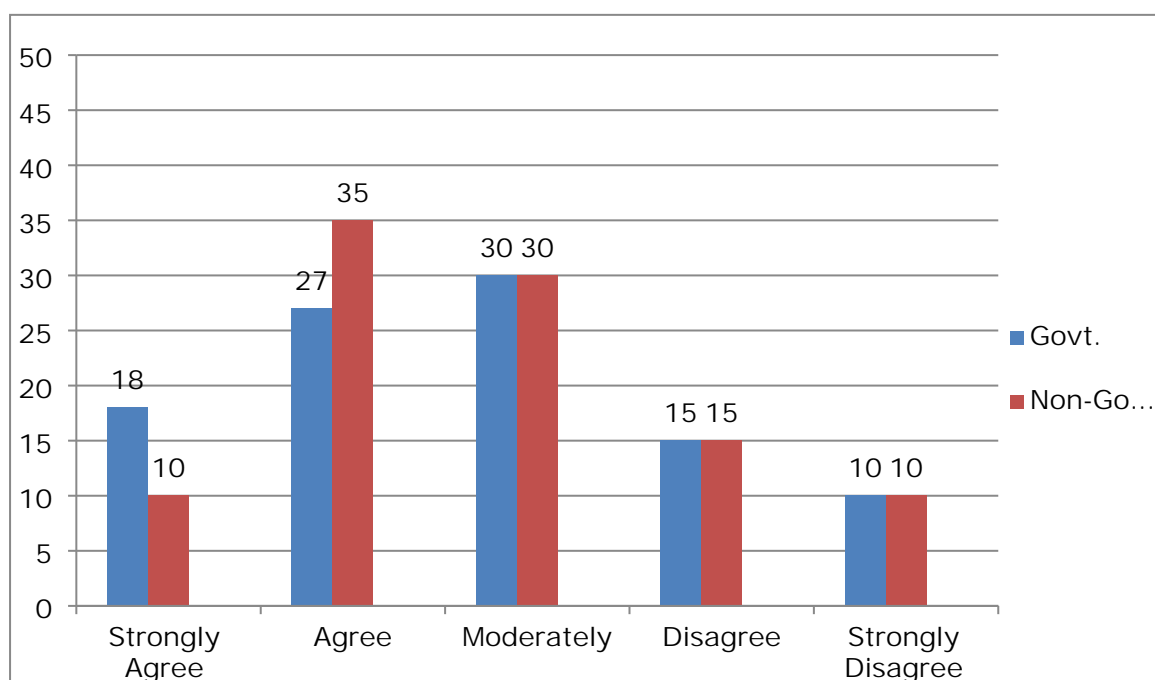


Figure 11. Common room facilities. Figure 11 show that,75% students are satisfied and 25% students are dissatisfied of Govt.colleges .On the other

hand 75% students are satisfied and 25% students are dissatisfied of Non-Govt.colleges about their common room facilities.

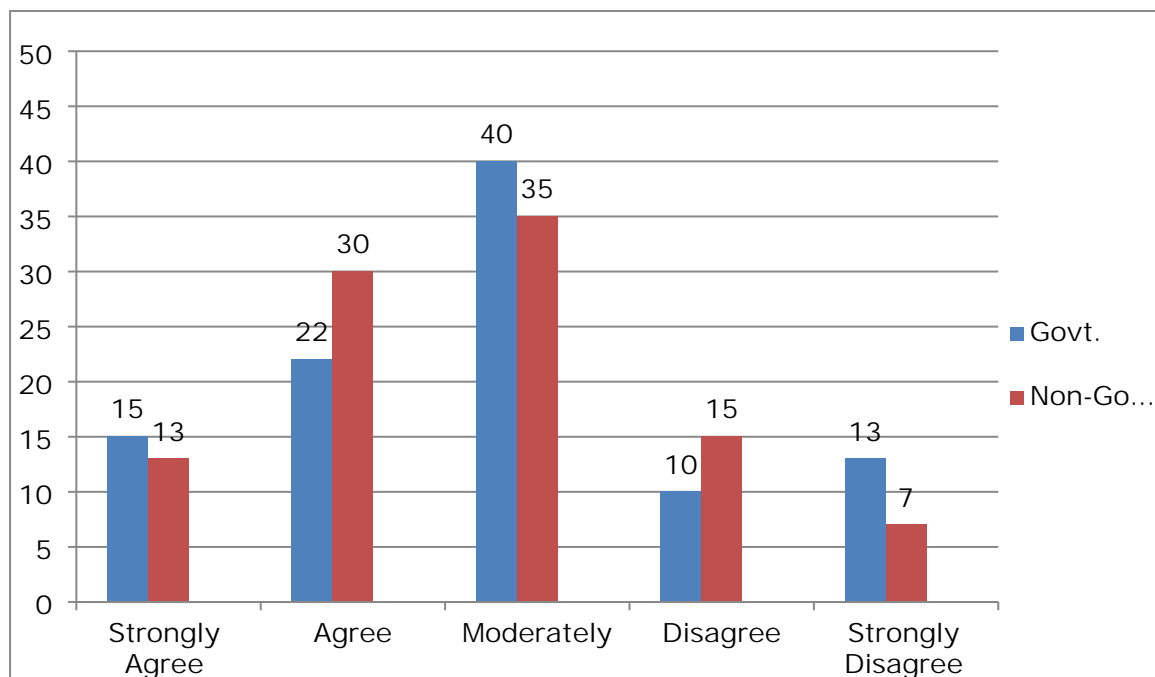


Figure 12: Canteen. Figure 12 show that,77% students are satisfied and 23% students are dissatisfied of Govt.colleges .On the other hand 78% students are satisfied and 22% students are dissatisfied of Non-Govt.colleges about canteen.

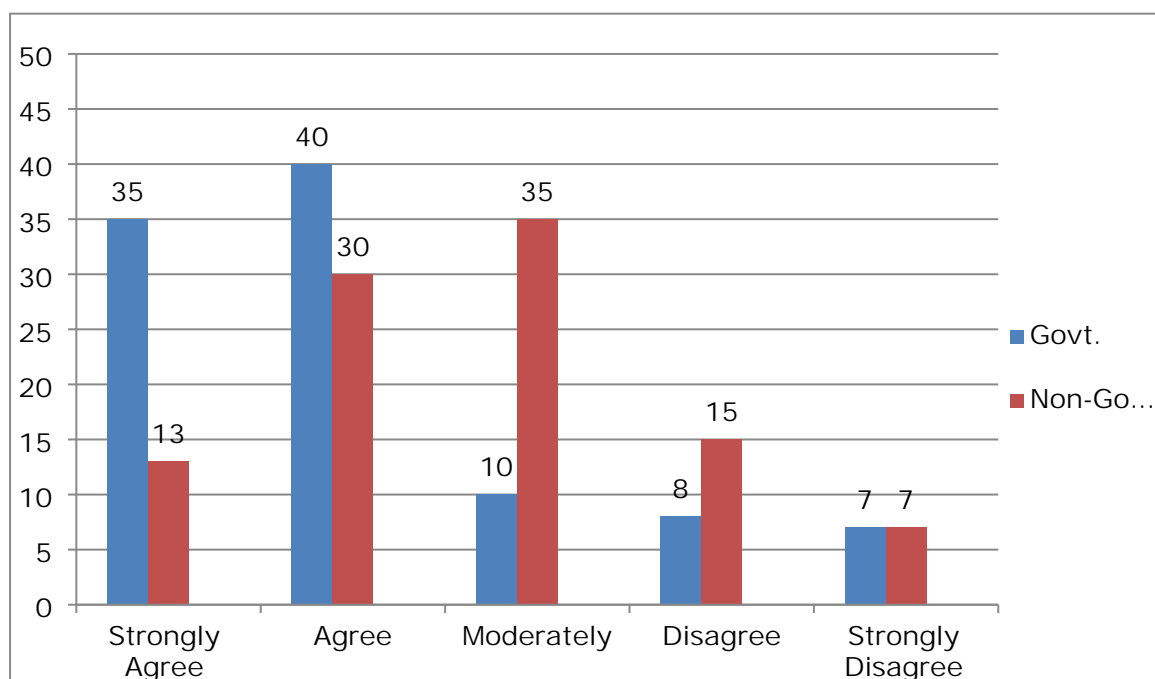


Figure 13: Sports. Figure 13 show that,85% students are satisfied and 15% students are dissatisfied of Govt.colleges .On the other hand 78% students

are satisfied and 22% students are dissatisfied of Non-Govt.colleges about sports.

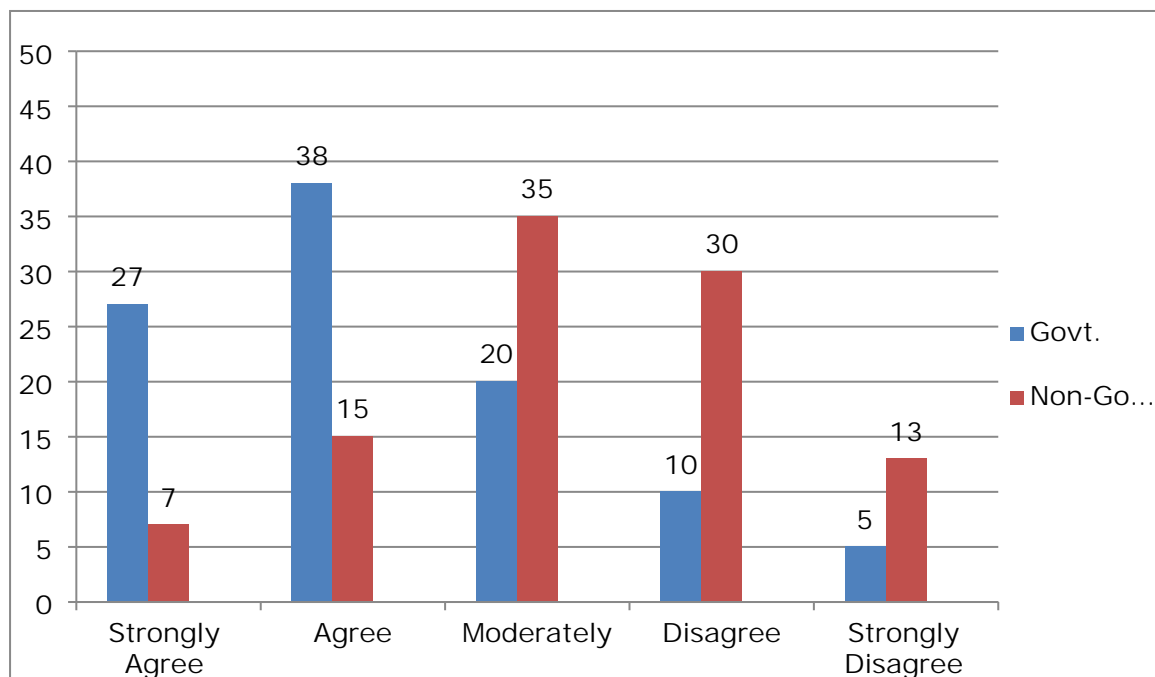


Figure 14:Debating club. Figure 14 show that,85% students are satisfied and 15% students are dissatisfied of Govt.colleges .On the other hand 42% students are satisfied and 58% students are dissatisfied of Non-Govt.colleges about debating club.

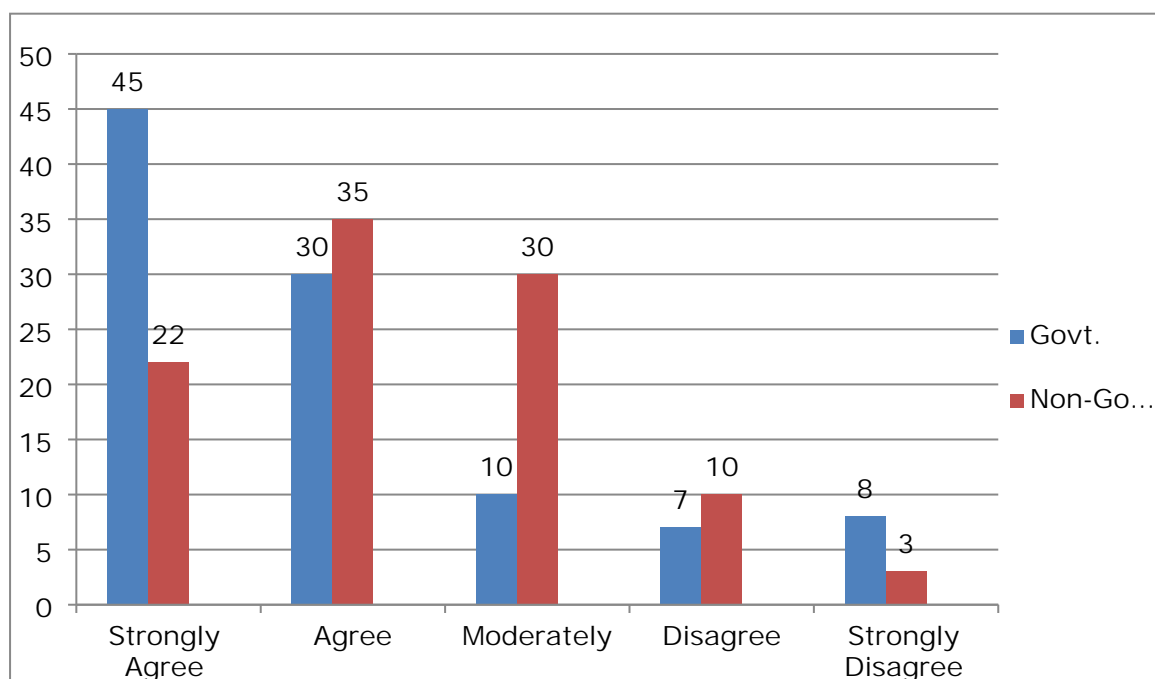


Figure 14:Teaching. Figure 15 show that, 85% students are satisfied and 15% students are dissatisfied of Govt.colleges .On the other hand 87%

students are satisfied and 13 % students are dissatisfied of Non-Govt.colleges about teaching.

## 5.1 Providing a comparison of govt. and non-govt. college students

Analyzing of all Questions (Percentage )	Govt.college student	Non-Govt.college student
1. Strongly Agree	30	20
2. Agree	20	30
3. Moderately	30	10
4. Disagree	15	25
5. Strongly Disagree	5	15

## 5.2 Question objects involving over all student Satisfaction

In this questionnaire,Following are some item which assess your opinion about yur level of satisfaction with the Govt. and non-Govt. college.In this questionnaire form is five part.Mark one number per statement using the following scale

1=Strongly Agree	2=Agree	3=Moderately	4=Disagree	5=Strongly Disagree
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## 5.3 Result Analysis

We can understand that from data analysis, the govt. college students are more satisfied than the non-govt. college students. Specifically, by the questions-college environment, Teachers quality, Multimedia classroom, Sports and Teaching, the govt. college students are more advanced. Although, other facilities are same between Govt. and Non-Govt. college students.

So the Govt. should be take care of the Non-Govt. college student behind the Govt. college student

## 6. Conclusion

College with pleased the Govt. college student more helpful than Non-Govt. college student with displeased. This learning accepted the affiliation between independent variable and dependent variable. Because the Govt. college student work involvement and task performance Therefore, from this study Bangladesh college student suggestions on which of the subjects they have to compensate more concerntration to construct their college more successful as a total.

Finally, this research will encourage further study and useful guidelines for these types of researches.

### 6.1 Suggestion

So we can say by following the result analysis that the Govt. colleges and the Non-Govt. colleges should be take care to solve the problem of students so that they could be satisfied.

### 6.2 Future Work

College students in the future to improve education facilities for foreign education system may be adopted.

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## Appendix

### Research Questionnaire

Dear sir

Please cautiously understand every declaration and provide me truthful attitude regarding the stated questions. Mark the number which the adjoining equal to your judgment. Assurance that your information will stay behind confidential and will only be for the purpose of my study.

Question objects connecting Demographic in sequence

1. Respondent's name (Please mark appropriate)
2. Family's yearly income of respondent's (Please count appropriate)
3. College name of respondent's (Please mark Govt and non-govt)
  - a) govt. college
  - b) Non-Govt college
4. Class name of respondent's (Please mark appropriate)
  - a) Eleven
  - b) Twelve
5. Section (Please mark your education group)
  - a) Science
  - b) Arts
  - c) Commerce
6. Roll (Please mark your class roll)

Research Questions	Strongly Agree	Agree	Moderately	Disagree	Strongly Disagree
1. College environment.					
2. The syllabus of education board.					
3. Contents your textbook.					
4. Qualities of Teacher.					
5. Class routine.					
6. Facilities of class room.					
7. Multimedia class.					
8. Number of students.					
9. College library.					
10. Entertaining facilities.					
11. Common room facilities.					
12. Canteen.					
13. Sports.					
14. Debating					

club.					
15. Teaching.					