Abstract

The University of Dhaka is one of the leading institutions of higher education in South Asia. The students of this university are the assets of the country and they are expected to be the leaders and manpower for the country who will lead the country's economic, social, and political development. Every year our government allocates a huge amount of budget to the university. It is expected that each and every students will do well in their academic performance and make a proper use of fund to which they are allocated. In recent years, it has been seen that many students are getting poor CGPA, many of them are getting readmission in the same year and some cannot even get a graduation degree and are being dropped out from the university. This is a double loss for a developing country like ours. One is their merit and potential is not utilized for the country and the other is funding to them is resulted in a loss for the country. The study will be conducted to find out these factors- fact to get chance in desired disciplines, trying somewhere else while getting admitted in the university, reluctance to go higher studies in their current discipline, part time income activities, student politics, different demographic factors and psychological factors are supposed to have negative impact on the academic performance of the students. Data will be collected by structured questionnaire from the departments of faculties having similar examination and grading system. Convenience sampling scheme will be used for data collection. Data will be represented by using descriptive statistics, cross tables, bar charts, pie charts, and component bar charts. The effect of interested factors will be detected by using multiple regression analysis and the statistical test of regression parameters. SPSS 11.5 and R 2.12.2 will be used for data analysis. It is expected that the implementation of the recommendation from the study will decrease the number of drop out students from the university and the number of students taking readmission in the same year and will help the students to increase their CGPA and also make the right use of government fund allocated to the university. Overall this research will help the university to bring its previous glory back and build an intellectual society and efficient workforce for the country which will ease its way towards development.

1.1 Problem Statement

The University of Dhaka is one of the leading institutions of higher education in South Asia. The highly deemed institution is also known as Oxford of the East. All the students of the entire country have a dream to get admitted in this famous university. The university has a well established system of admission in the undergraduate program. Those students who achieving a certain quality of results in S.S.C and H.S.C (or in the O and A levels) can apply for the admission test. On the basis of merit positions, only a small proportion of talented and extraordinary meritorious students become eligible to be a part of this great university, through a highly standard and competitive admission test.

So, there is no question about the talent of the students of this university. The students of this university are the assets of the country and they are expected to be the leaders and manpower for the country who will lead the country's economic, social, and political development. Every year our government allocates a huge amount of budget to the university. So, as a developing nation our expectation from these students are huge. The students of the University of Dhaka have been doing well in the national and international arena. But many students cannot give output according to their merit and potential. It is expected that each and every students will do well in their academic performance and make a proper use of fund to which they are allocated.

In recent years, it has been seen that many students are getting poor CGPA, many of them are getting readmission in the same year and some cannot even get a graduation degree and are being dropped out from the university. This is a double loss for a developing country like ours. One is their merit and potential is not utilized for the country and the other is funding to them is resulted in a loss for the country.

There might be various reasons responsible for the bad academic performance of some students of the University of Dhaka. Since the admission of this university is very competitive, many students could not get admitted into their desired disciplines. After getting admitted here many students try somewhere else to get their desired disciplines of study. This may affect their academic performance. Some students are bound to study in a discipline which they do not like and have no interest to go for higher studies. Beside this, sometimes career objective of many students does not require good knowledge of the subject may have negative impact on their academic performance. Apart from this, they are reading. This also may have negative influence on their result. Beside this, students are taking part in part time income activities. Some students provide tuition to school and college students. They are involved in share market. Students living in the dormitories have found many problems there. Also many students are involved in student politics, in which they have to spend time. Residential problems, student politics, family income of the students, tuition, involving in share market may have negative impact on their study.

Now-a-days students are getting addicted in social-networking and spend much time on internet. Many students are engaged in relationship and very often complicacy is raised in their relationship. These may have negative effect on their results. Another fact is that, in SSC & HSC students got Bangla as medium of education and in university they have to study in English. So, poor knowledge in English might create problem in university. Students from all over the country come to study in the university and they may face various problems to live Dhaka city as new comer.

So, many factors may be responsible for the unsatisfactory academic performance of the students of the University of Dhaka. And it is very important to detect the responsible factors. After detecting the factors, authority of the university can take steps to overcome the problem. It is expected that the implementation of the recommendation from the study will decrease the number of drop out students from

the university and the number of students taking readmission in the same year and will help the students to increase their CGPA and also make the right use of government fund allocated to the university. Overall this research will help the university to bring its previous glory back and build an intellectual society and efficient workforce for the country which will ease its way towards development.

Research Objective

The general objective of the study is to determine the factors which have negative impact on academic performance of the students of the University of Dhaka in order to improve the academic performance of all students by recommending appropriate interventions to the University authority.

Specific Objective

- Explore the socio-economic and demographic background of the students.
- To assess the students' interest towards their subject of study.
- To determine and assess the psychological factors which may have influence on the academic performance of the students.
- To assess the nature and impact of the part time income activities of the students on their academic performance.
- To compare the academic performance of the residential and non-residential students.
- To assess the influence of the student politics on the academic performance of the students.
- To recommend necessary actions to remove the negative influence of the responsible factors on the students' performance.

Research Hypothesis

- Students who want to go higher studies in their subject of study obtain higher CGPA than the students who do not want.

- Students who provide tuitions obtain lower CGPA than the students who do not.

- Students involving share market obtain less CGPA than those who are not involved in share market.

- Student politics have negative influence on the academic performance of the students.

- Disappointments after being failed to get admitted into the desired discipline have an impact on the students' performance.

- Family income has an effect of the performance of the students.

- The CGPA of the residential students and non-residential students may differ significantly.

- College status of the students has an effect on their CGPA.

- Efficiency in English of the students has an effect on their CGPA.

Literature Review

A similar type of study which was carried in United Arab Emirates University by Harb, Nasri and El-Shaarawi, Ahmed in July 2006. The heading of the study is **Factors Affecting Students' Performance.**

The aim of this study is to investigate the socio-economic characteristics of students of the College of Business and Economics-UAEU in relation to these students' performance and taking into account variables pertaining to the UAE Society. Besides the conventional factors, this study will investigate the effect of gender on students' performance especially that UAEU has different campuses for male and female students. Another factor to be investigated is whether living on campus has any role in determining students' performance. This factor interacts with gender since there exist strict rules on the female campus especially with regard to their movement in and out of the campus. Another factor that may affect students' performance is family size which differs significantly among different ethnic and economic sub-groups. On the other hand, since the language of instruction at the CBE is English, students' competence in English is included in their list of variables affecting students' performance.

They used regression analysis where the dependent variable was GPA of the students and the independent variables used in the regression were Number of students with private schooling, Number of students with science major in HS, Grade in English in HS, Grade in English in UGRU, Passed Challenge Exam, Employed Students, Students living with their family, Students living on campus, Father's education, Mother's education, Students with UAEU positive attitude, Attitude towards professors, Participation in class discussion, Number of missed lectures/course, Crowding of House Hold, Married students, Studying hrs/weekday, Students with driving License, Hours for family

Responsibilities, Number of maids, Students go to movies with friends. OLS estimator was used in this study.

This paper examined the factors that affect students' performance at the College of Business and Economics-UAE University. The results showed that the most important factor with positive effect on students' performance is student's competence in English and class participation. The results also show that the most important factors that have negative effect on students' performance are missing too many classes and credit hours achieved (progression of the students in his/her study plan). Finally, their analysis showed that non-national students outperform national students and female students outperform male students.

Another paper was titled: **Factors Affecting Students' Performance: a Case of Private Colleges** by **Syed Tahir Hijazi & S.M.M. Raza Naqvi.**

The most favorable thing about this paper is, this research was conducted in Pakistan, a developing country like Bangladesh, whereas, most of the other researches are done in developed countries. In their study they used multiple regression to find any relation between Student's performance and their expected affecting factors, which were: attendance in class, study hours, family income, mother's age, mother's education.

After studying the relation between student's performance and the proposed factors, they come in decision that, **educated mother can help their** children to improve and can keep proper check on their activities. Mothers' age also appeared to be important factor as young mothers can easily handle their children as compared to aged mothers. Attitude towards attendance is positive because regularity shows the effort and seriousness of student about his or her studies.

In case of family income, the given result showed that students belonging to more prosperous/affluent family do not give proper weight to studies although t- value

shows inverse relation but this is very small that means it reflects the insignificance of affluence i.e. affluence cannot make a student serious about his studies or if a student wants to study then affluence is not a prerequisite. But still it requires more research to explain this phenomenon. Student s' attitude towards time allocation for study per day show there is a negative relation. It means more study hours are not significant as far as student performance is concerned. It may depend on intelligence level, intellect, memory or method of learning of the student although this value is very small yet it reflects the effect of personal characteristics of student. Further research is required to explore this relation.

Similar research was conducted by **Antonia Lozano Diaz** and was titled as: **Personal, family and academic factors affecting low achievement in secondary school.**

The general objective of this study is to find evidence of the influence of a set of diverse variables on school failure. They proposed the following: 1) see to what extent the different variables are interrelated and influence and explain scholastic failures; 2) try to establish the differential influence that each variable may present on scholastic failure.

Hypotheses were: 1) personal variables (age), academic variables (grade level), and family variables (parent's level of education) together with affective –motivational variables, taken jointly, must be able to predict school failure to a greater extent than they can individually.

2) Personal variables (age), academic variables (grade level), and family variables (parent's level of education) must be able to predict the affective –motivational level of the student.

3) Personal variables (age), academic variables (grade level), and family variables (parent's level of education) must affect the student's academic performance as well as his affective –motivational level.

4) The affective –motivational variables should affect the level of student performance.

In order to perform data collection two measuring instruments were used: an adaptation of the TAMAI questionnaire and a measure of scholastic failure. The "Self-assessing Multi-factorial Test of Childhood Adaptation "TAMAI, was used to evaluate the student's level of personal, social, academic, and family adaptation. In case of measuring academic failure, the number of school years repeated was used as a criterion, classified thus: 0 school years repeated, 1school years repeated, 2 school years repeated.

In this study the researchers used two types of variables: selection and questionnaire, even though both allude to: personal variables (age, gender, academic – self concept, locus of control, classroom behavior, perceived acceptance, affective assessment), family variables (parent's education level, relationships with parents and adults, family interest), and academic variables (number of school years repeated, grade level, secondary school, group social relationships in class, friendship relations, future expectations, relationships with teachers, academic assessment)

In order to demonstrate 1st two hypotheses, a multiple regression was carried out, while for the remaining hypotheses ANOVA and MANOVA were carried out.

Result shows that, 34% of the variation in the performance is due to personal variables such as, age, academic self-concept, and the locus of control,; academic variables such as, grade level, social relationships in class, and friendship relations; and family variables such as, father's level of studies, and relationships with parents and adults.

The ANOVA with the factor age showed the expected effect that the older students showed the highest failure index. The MANOVA on affective-motivational aspects verifies the explicative ability of age in the variation of scores for Academic environment, academic motivation and social support. With the relation to gender, the fact is clear that women perform better than men, although this factor does not differentially influence the variance of affective motivational factors.

ANOVA carried out with the level of father's education and mother's education sharpens the results obtained from the regression analysis. Again the level of father's studies is able to explain the variation in performance and in academic motivation, while the level of mother's studies is only able to explain the variation in academic motivation.

ANOVA on the factors Secondary school and group and cycle, show different levels of interaction with performance and the affective motivational aspects. The last ANOVA carried out for the last hypothesis showed that the variable with the most explicative ability of the performance variance is Academic motivation, whose level decreases as performance decreases.

Thus the future lines of this research should explore more deeply and more specifically the way in which variables like the type of goals pursued by the students, his or her personality characteristics, class organization, peer group pressure, teacher personality and style, etc. influence the evaluation and the type of affective motivational characteristics that the students are acquiring throughout their journey through the educational system and the repercussions of all that in the student's final performance and therefore in his or her potential academic failure.

Laura P. Womble of the University of North Carolina at Charlotte conducted a research which provides some light of interest in our research. Her research title was: **IMPACT**

OF STRESS FACTORS ON COLLEGE STUDENTS ACADEMIC PERFORMANCE. College students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. Different factors such as time management, financial problems, sleep deprivation, social activities, and for some students even having children, can all pose their own threat to a student's academic performance.

Twenty-five undergraduate students at the University of North Carolina at Charlotte were asked to complete a survey. The purpose of this study was to detect if there is a correlation between the stress that students perceive that they are under, and their GPA's. Given that students may not be under the same amount of stress every single semester, the survey is designed to be answered as it pertained to them the previous semester of school. If the hypothesis is correct, there will be a negative correlation between the amount of stress perceived by the student and that student's GPA that same semester at school. To add another factor to the stress that a student perceives, the researcher wanted to find out what the three main reasons they perceive themselves to be under either a lot of stress, or little at all.

In order to evaluate the amount of stress that students perceive to be under, he used the Perceived Stress Scale. Students were asked to report data about themselves to control for extraneous variables. Questions were asked such as their genders, ages, and races. Students were also asked to answer questions about their course load, and class standing which is the demographic data sheet. Finally the students were asked to read a list of possible stress factors, for example not getting enough sleep, and rank them in order of importance.

A correlation was run on the scores from the Perceived Stress Scale and the student's GPA. The results showed that the stress the surveyed students were under was not significantly correlated with the student's GPA, $r = -.030$, $p = .885$. The qualitative data

was "eyeballed" to see in what order the students ranked their stress factors. Not getting enough sleep ranked number 1 with 12 students, followed by having problems with roommates, and social activities tied for number 2 with 8 responses. Lastly, working a part-time job came in at number 3 with 7 responses, close to the number 2 spot.

The purpose of this study was to examine the correlation between students' amounts of perceived stress in a given semester and their GPA's. The present study was unable to show a significant correlation between the two factors. There could be many reasons for these findings. The small amount of surveys that were collected may not have been a great enough number to examine the correlation closely. The student's themselves could have in some way served as an extraneous variable, with a great deal of them having problems remembering the courses that they during in the last semester. The grades that they reported may not have been completely accurate. The fact that the students had a hard time referring to their thoughts and feelings that previous semester may have also affected their stress scale score. Another limitation of this study was the fact that a majority of students were clueless about the grades that they received the prior semester, much less they knew about the classes they even took.

This study was unable to show a correlation between a student's amount of perceived stress, and that student's academic performance, measured by GPA, though prior research showed there was a connection between the two. Some data suggested that those factors reviewed in the literature, like sleep and work, do somewhat contribute to a student's academic performance.

Another research was conducted by Norhidayah Ali et.al. They conducted a study to identify factors that affects students' performance at Diploma level in UITM Kedah. Their study was titled as: **The Factors Influencing Students' Performance at Universiti**

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Teknologi MARA Kedah, Malaysia. The purpose of the study was to explore and to identify the factors affecting students' performance. The researchers found that there are five factors influencing students' performance. They are demographic, student attendance, active learning, involvement in extracurricular activities, and course assessment. Students' CGPA was used as measurement scale of students' performance.

The data is analyzed using descriptive analysis, factor analysis and reliability testing. The data analysis is divided into two sections. In section 1, analysis of profiles and demographic variables are done. And in section 2, analysis of relationship of students' performance and active learning, involvement in extracurricular activities, peer influence and course assessment is conducted. They used Pearson's correlation coefficient to examine the relationships between the factors and students' performance. After the analysis they found demographic, student attendance, active learning and involvement in extracurricular activities are positively related with students' CGPA. And course assessment has shown negative relationship with students' CGPA.

Dr. Craig Applegate & Dr. Anne Daly conducted a research, which is titled as: **The Impact of Paid Work on the Academic Performance of Students: A Case Study from the University Of Canberra.** The main aim of their research was to examine whether there is any affect of paid work on students' performance. Here they used secondary data collected from a survey of students at the University of Canberra.

Their results show that those who do well at school also do well at university and that additional study time also contributes to higher grades. Doing some paid employment actually helps grades, perhaps by encouraging good time management skills. But paid employment for long hours per week has a small but negative effect on average marks for a full-time student. The research also showed that other commitments have some

negative impact on the ability of students to access the library and academic staff members. Students may now gain less from their university experience than students in the past and the stress involved in time management may reduce the general levels of satisfaction with their lives. Their results are consistent with other studies of the relationship between paid employment and university grades and suggest that a negative effect is not evident unless students are working more than 20 hours per week during term time.

Dr. Gazi Mahbubul Alam and Dr. Mirza Mohammad Shahjamal conducted a research about the effects of student politics at 2008. Their research title was: **Student Politics in Bangladesh: An Impact on Quality Assurance in Education and National Development.**

Then they discussed the historical background and the present situation of Bangladeshi student politics. From this discussion they concluded that at present Bangladeshi student politics is an activity guided by and guided for the national political parties' competition, interests and outlook. Therefore, to examine these issues, further investigation is conducted in order to find answers of the following research question: i. Why are students involved in politics? ii. **What are the disadvantages for students involved in politics?** iii. What are the advantages for students involved in politics? iv. How can students be encouraged not to join in "nefarious party politics"?

In this research, qualitative methods of data collection were used. The researchers chose semi-structured telephone interviews and email questionnaires. They also reviewed some documents to collect some data. In their research, the observation was conducted through checklist and non-checklist method. In some extent, the observation was very challenging and risky thus they had to stay with the so called 'cadres'.

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In this study, students studying at Dhaka College, Dhaka University and some other institutes which are currently experiencing a high volume of student politics were chosen as respondents. They also had some respondents who are from private Higher Education institutes where no student politics exists. And also a lecturer and a principal, who had teaching experience at both types of institutes. For confidentiality they labeled the respondents as R1 to R12.

From their interviews of the respondents they found the following sad truth. Each hall is controlled and occupied by one political party. Therefore, student leaders often offer newcomers accommodation on condition they will join their political party. Newcomers often had to join politics just because their family background does not allow them to afford private accommodation.

It is quite implausible for higher education institutes to perform their regular activities in political unrest. Student organizations often fight each other to establish their parties' authority within the campus and surroundings. It is now common for higher education institutes to be closed for the strikes caused by student politics.

So, from this research it is evident that student politics is being harmful for our nation day by day as well as for the students who are being bound to join 'party politics'. It is also very clear that students are not being able to perform in the educational sector for the ongoing unrest in other sectors of their lives, which is without any doubt is mainly caused by 'nefarious student politics'. As such, Bangladesh urgently needs a united strong political commitment; otherwise there is no hope of achieving an appropriate higher education atmosphere.

Benefits of the study

Many factors mentioned are supposed to have negative impact on the academic performance of the students of the University of Dhaka. The findings of the study will help the university authority to take proper steps to improve students' performance. It will also give the student councilors of the university adequate knowledge so that they can make their counseling more effective. Students can be well aware of the reasons which can put their CGPA down. It is expected that the implementation of recommendation given from study will decrease the number of drop out students from the university and the number of students taking readmission in the same year and helps the students to increase their CGPA. It will make the right use of government fund allocated to the university. Overall this research will help the university to bring its previous glory back and build intellectual society and efficient workforce for the country which will ease its way towards development.

Methodology

University of Dhaka has 13 faculties, 66 departments, 8 institutes, 17 dormitories, 3 hostels. We will collect data from the departments. We will not collect data from the dormitories, since in the dormitories we find residential students only. But in the departments we will get both residential and non-residential students as well as both male and female students. The study will be conducted in the departments in the faculty of Science, faculty of Biological Sciences, faculty of Engineering and Technology, faculty of Pharmacy, faculty of Earth and environmental sciences and the Institute of Statistical Research and Training Center because these departments and institutes have similar examination system. Final examination is taken each year and students have to complete 4-years for their graduation. On the other hand, Departments in the faculties and institutes not mentioned above have six-month semester, where final

examination is taken in every six-month and students have to complete 8-semesters for their graduation.

We suspect that the effect of different examination system may be confounded with the effect of interested factors on the CGPA of the students. Since the time is very limited for the study, so for the simplicity of the analysis, we will take the departments having similar examination system.

Data will be collected from departments by convenience sampling procedure. For the limitation of time, we will adopt this sampling scheme leaving other methods which would be more advantageous but require more time and fund.

Data collection

A structured questionnaire will be prepared and pre-tested in the field before survey teams will sent to the field for actual data collection. Soon after finalization of the questionnaire, the survey team will be deployed in the field.

Our selected departments for the data collection are all located in Curzon Hall, Qazi Motahar Hossain Bhaban and Mokarram Bhaban. We will make teams each consists of three members for data collection. Three teams will cover the departments in Curzon Hall and two teams will cover the departments in the Qazi Motahar Hossain Bhaban and Mokarram Bhaban. The questionnaire will be filled by the respondents in the presence of the interviewers.

Data management

As soon as the filled questionnaires will be arrived from the field, the data will be coded. All questionnaires will be edited manually. Soon after this, the data will be entered into the computer.

Study Team

The study team will consist of 15 members. They are listed below:

Leader
- Imran Hassan

Co-leader
- Naim Al Mahi

Members
- Towfiqul Islam
- Borhan Siddika
- Nilufar yasmin Rima
- Syeda Mobashira Begum
- Mahjabin Ferdous
- Mohammad Ahsanullah
- Mahmudul Haque
- Moammad Rafiuzzaman
- Md. Kamrul Hasan Khan
- Md. Shihab Uddin
- Nahidul Islam
- Golam Muktadir
- Sharifuzzaman

Work Plan

A tentative time schedule displaying the major activities is shown in the Gantt chart:

Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Preliminary Preparation	■	■	■												
Recruitment & Training field Personnel			■												
Preparation and Finalization of The Questionnaire			■	■											
Field Interviewing					■	■									
Data Editing, Cleaning, Counting and Entry						■	■								
Data Processing								■	■						
Data Analysis										■	■				
Preparation of The Draft Report For Key Result											■	■	■		
Finalizing of The Report													■	■	■

Data Analysis

The collected data will be analyzed by personal computer following a planned analysis strategy. This plan will largely follow the objective of the survey. The frequency and descriptive statistics of the important factors will be represented by tables for charts. We will classify the CGPA into categories and represent them with the category of different factors by using cross tables and component bar charts. For bivariate representation we will categorize the continuous variable. A set of simple dummy tables and charts for both univariate and bivariate is attached in the annexure. This delineation is not however final, further tables and analysis may be considered if needed. To measure the influence of our interested factors on CGPA of students, we will use multiple linear regression where the dependent variable is CGPA which is continuous and explanatory variables will be factors interested. In the explanatory variables there will be both qualitative & qualitative variables. Qualitative variable will be treated by dummy variable technique. The model will be selected by using appropriate model selection criterion. We will use ordinary least square estimate of regression coefficient which will be tested for statistical significance. The results and findings of the analysis will be interpreted in accordance with the objective of study. The SPSS 11.5 & R 2.12.2 will be used for data analysis.

Budget

A   Materials, supplies

1. Questionnaire printing	500/-
2. Administrative supply	100/-
3. Report printing and mailing	800/-
Subtotal	1400/-

B   Travel

1. Pre-testing of questionnaire	100/-
2. Per-diem & local expenses for 15 field interviewers	500/-

C Dissemination seminar	100/-
D Miscellaneous expenses	200/-
Total funding requested (A+B+C+D)	**2300/-**

Limitation

We have serious limitation of time which compels us to use convenience sampling scheme leaving other sampling procedure which would be better than convenience sampling. The effect of some of the factors such as student politics, share market, some psychological complicacy regarding relationship and other can be scrutinized in greater details. The inclusion of other faculties which we exclude from our sample for the sake of time and computational easiness may reinforce our study and make our findings more reliable.

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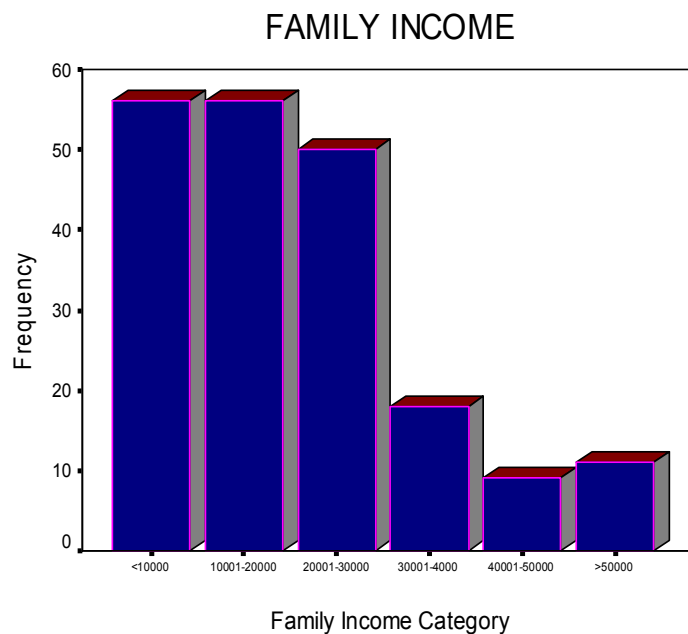
Appendix I
(Diagrams and Tables)

In our research we plan to use some pie charts, bar diagrams and contingency tables to represent the data. Some representatives of those diagrams are as below:

## Dummy Pie Chart of CGPA of respondents:

CGPA Category

A 12.0%	C 2.0%
A- 26.0%	C+ 4.5%
	B- 8.5%
	B 21.5%
	B+ 25.5%
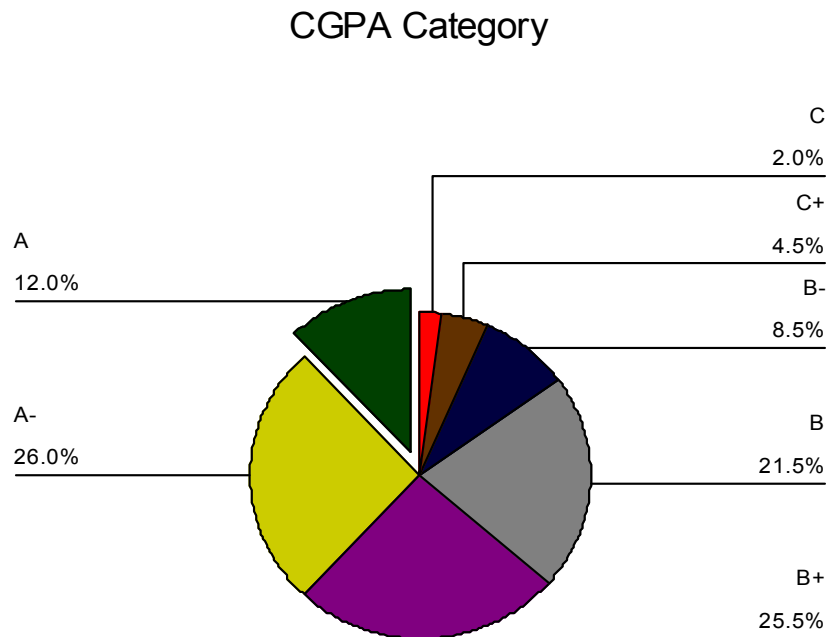
Dummy Bar Diagram of family income categories:

FAMILY INCOME

Frequency

Family Income Category

Dummy Cross table of respondent's class attendance vs. CGPA:

		CGPA			Chi-square value (p-value)
		Less than 3.00	3.00-3.50	Above 3.50	
Class Attendance	Less than 85%	15 (38.5%)	18 (46.2%)	6 (15.4%)	22.793 (.000)
	85% or above	15 (9.3%)	85 (52.8%)	61 (37.9%)	

Dummy Component bar diagram of respondent's class attendance and CGPA:
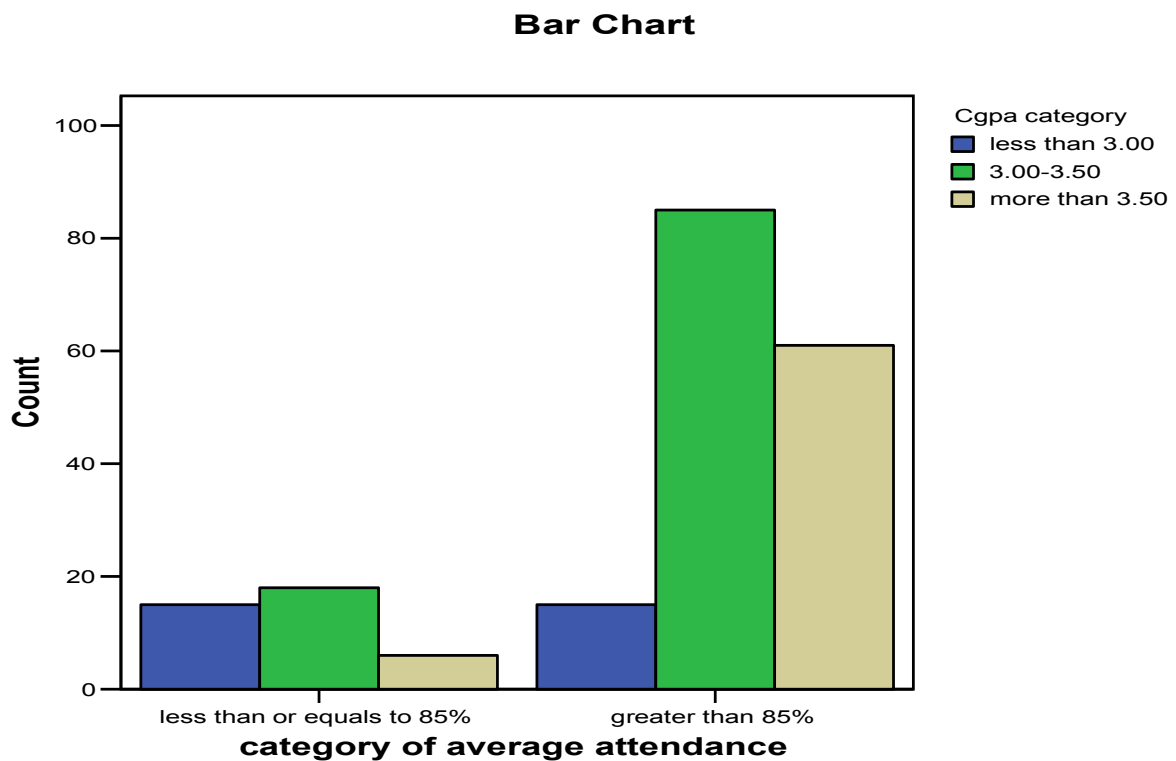
Appendix II
(Questionnaire)

Dhaka University
Department of Statistics, Biostatistics & Informatics

Research Topic: Determination of factors behind unsatisfactory academic performance of the talented students: A study on the students of University of Dhaka.

(All information provided by the respondents will be kept strictly confidential)

ID: ……………………….

Background Information:

1. **Name:** ………………………………………….
2. **Sex:**
    - Θ Male
    - Θ Female
3. **Department:** …………………………………………………
4. **Session of Admission:**
    - Θ 2005-2006
    - Θ 2006-2007
    - Θ 2007-2008
    - Θ 2008-2009
    - Θ 2009-2010
5. **Current Level of Study:**
    - Θ 2nd year
    - Θ 3rd year
    - Θ 4th year
    - Θ M.S.
6. **Marital Status:**
    - Θ Single
    - Θ Married
7. **How much do your family earn approximately per month?**
    - Θ Ans: ………………………

Academic Information:

8. **What are the GPA's you obtained & what are the percentages of your class attendance at the following academic years?**

Year	1st	2nd	3rd	4th	Average
CGPA					
Class Attendance					

9. **How much time (in hours) do you spend for academic purposes per week?**
    - Θ   Ans: ………………………

10. **How many improvement examinations have you appeared per year on an average?**
    - Θ   Ans: ………………………..

11. **Did you take readmission in any year?**
    - Θ   Yes
    - Θ   No (go to 13)

12. **Which year(s) did you take readmission?** (Tick all, in case of more than one)
    - Θ   1st year
    - Θ   2nd year
    - Θ   3rd year
    - Θ   4th year

13. **What was your merit position at the admission test?**
    - Θ   Ans: ………………………..

14. **Were you disappointed after getting admitted here?**
    - Θ   Yes
    - Θ   No

15. **Have you tried somewhere else after getting admitted here?**
    - Θ   Yes
    - Θ   No

16. **Do you want to go through higher studies in your subject?**
    - Θ   Yes
    - Θ   No

17. **Does a good knowledge of your subject require for your career objective?**
    - Θ   Yes
    - Θ   No

Information about Secondary & Higher Secondary examination:

18. What was your GPA in S.S.C?

Θ Ans: ………………………..

19. What was your GPA in H.S.C?

Θ Ans: ………………………..

20. What is your grade point in English in H.S.C?

Θ Ans: ………………………..

21. What is your college status?

Θ Inside Dhaka

Θ Urban but outside Dhaka

Θ Rural

Information about residence:
22. Residential status:

Θ In Hall

Θ With Family

Θ With Relatives

Θ In Mess

Information about non-academic activities:
23. Do you provide tuition?

Θ Yes

Θ No (go to 25)

24. How much time do you spend in providing tuition per week?

Θ Ans: ……………………….

25. Do you have investments in Share market?

Θ Yes

Θ No

26. Do you have any other part time jobs?

Θ Yes

Θ No (go to 28)

27. How much time (in hours) do you spend in that job per week?

Θ Ans: ……………………….

28. How much money do you earn per month (if any earnings)?

Θ Ans: ……………………….

29. How much money do you get per month from your family?

  Θ Ans: ……………………..

30. How much time (in hours) do you spend on internet per week?

  Θ Ans: ……………………..

31. How many hours each day do you stay with your friends (non-academic purposes)?

  Θ Ans: ………………………

32. Are you in a relation?

  Θ Yes

  Θ No

33. Have you suffered any complicated situations regarding your relationship?

  Θ Yes

  Θ No

34. Are you involved in any extracurricular activities except politics?

  Θ Yes

  Θ No (go to 36)

35. How much time (in hours) do you spend on it per week?

  Θ Ans: ………………………..

36. What is the status of your political affiliation?

  Θ Strongly affiliated

  Θ Moderately affiliated

  Θ Weakly affiliated

  Θ Not affiliated at all

37. Do you have any position in students' wing of any political party?

  Θ Yes

  Θ No

38. How much time (in hours) do you spend on political activities per week (if affiliated)?

  Θ Ans: …………………………

Thank you & Good luck