



A Qualitative Analysis of 40 Case Studies on BUBT Students' Admission Experience and Satisfaction

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Abstract

Based on in-depth case studies of forty students from all academic departments, this study offers a thorough qualitative examination of the admission experiences and satisfaction of students at Bangladesh University of Business and Technology (BUBT). This study finds important factors impacting admission decisions, student happiness, and retention intentions using NVivo 14 software for rigorous qualitative data analysis.

The results show a complicated paradox: although 90% of students selected BUBT mainly because of its reasonably priced tuition (20,000–25,000 BDT per semester), they also voiced serious discontent with the qualifications of the instructors, classroom conduct, bullying on Facebook, and subpar housing. With 92.5% of female students satisfied, the proctorial system was found to be the most favorable element. Nonetheless, 65% of students said they had witnessed or experienced instructor annoyance in the form of yelling, canceling classes, or acting insultingly, and 85% of students desired senior teachers with PhDs.

The fact that 80% of students said they would be willing to pay an additional 5,000–10,000 BDT per semester if BUBT hired internationally renowned PhD staff and addressed behavioral concerns with teachers is also remarkable. Additionally, 45% of students saw their institution rating as a direct advantage for their own careers, according to the report. Eight evidence-based recommendations, with projected implementation timescales ranging from immediate to two years, are included in the research's conclusion. These recommendations include urgent PhD faculty recruitment, teacher training programs, hostel expansion, and official Facebook group moderating.

Key Words: Higher Education, Private Universities, Social Media, Bangladesh, NVivo Analysis, Instructor Dissatisfaction, and Qualitative Research.

PAPER/ARTICLE INFO

RECEIVED ON: 02/05/2026

ACCEPTED ON: 12/06/2026

Reference to this paper should be made as follows:

Yadav, S.K.S., Pinky, Tasfiunnoor & Gupta, Dhvani (2026), "A Qualitative Analysis of 40 Case Studies on BUBT Students' Admission Experience and Satisfaction", *International Journal of Trade and Commerce-IIARTC*, 15(1), pp: 123-138.

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DOI: 10.46333/ijtc/15/1/8

1. OVERVIEW

1.1. Context

Since the Private University Act of 1992, Bangladesh's higher education system has experienced substantial change. The industry has grown more competitive, with more than 100 private universities in operation. Founded in 2003, Bangladesh University of Business and Technology (BUBT) holds a special place as a mid-tier private university. Its reasonably priced tuition (20,000–25,000 BDT per semester), which is far less than those of prestigious universities like North South University and American International University-Bangladesh, is the main reason it has drawn students. Due to its affordability, kids from lower-middle-class families who might not have otherwise been able to attend college can now do so.

But there has been a price for this accessibility. Social media sites, especially Facebook, have been used to track student complaints about facilities, classroom behavior, and teacher credentials. This narrative may discourage potential students. A proctorial system for student security is one of the remedies the university administration has put in place, but comprehensive research looking at student admission experiences from a qualitative perspective has been conspicuously lacking.

1.2. Problem Description

There are still a number of important concerns that need to be addressed despite BUBT's large student enrollment: What factors affect students' admission decisions? What do students think about the caliber of faculty? What impact does social media have on pre-admission perceptions? What connection exists between retention intentions and satisfaction? What enhancements would students think are worth paying more for?

1.3. Research Goals

The main goal is: to perform a thorough qualitative analysis of BUBT students' admission experiences and satisfaction utilizing 40 in-depth case studies that were examined using NVivo 14 software.

Secondary Goals:

- [i] To determine the main elements affecting admission choices
- [ii] To gauge how satisfied students are with the credentials and conduct of teachers
- [iii] To assess the proctorial system's efficacy
- [iv] To investigate how Facebook groups influence perceptions
- [v] To find out if students are prepared to pay more for improvements
- [vi] To create suggestions based on evidence##

1.4. Research Inquiries

- [i] What elements have the biggest impact on BUBT students' admissions decisions?
- [ii] In terms of PhD credentials and classroom conduct, how do students view the caliber of faculty?
- [iii] How do social media interactions and Facebook comments affect the admissions process?
- [iv] What level of satisfaction do students have with housing, security, and transportation?
- [v] How do satisfaction and transfer intention relate to each other?



- [vi] Are students prepared to pay more for better education?
- [vii] What are the main reasons why teachers become frustrated?

1.5. Importance and Range

This study strengthens student voices, offers empirical support for strategic planning, and advances knowledge of the conflict between affordability and quality at private colleges. The study examines admission-specific concerns, teacher qualities, facilities, social media influence, and willingness-to-pay for undergraduate students in all four faculties.

2. REVIEW OF LITERATURE

2.1. Bangladesh's Private Higher Education

The legal foundation for private universities was established by the Private University Act of 1992, which was modified in 1998 and 2010. The number of private universities rose from 12 in 1995 to more than 100 by 2020, according to the UGC. Quality issues still exist despite proliferation. According to Rahman and Islam (2018), 67% of faculty members at public institutions have PhDs, compared to just 23% at private universities. According to research by Hoque et al. (2020), 40% of private universities don't have enough qualified faculty.

One important differentiation that has developed is affordability. BUBT charges 20,000–25,000 BDT per semester, and elite colleges charge 60,000–100,000 BDT. Although they express discontent with quality, Ali and Sultana (2019) discovered that students from lower-income families choose price over status.

2.2 Selecting a University and Making Decisions

The three-phase approach of Hossler and Gallagher (1987) – predisposition, search, and choice – remains relevant today. Both institutional and student factors are included in Chapman's (1981) model. This was modified for Bangladesh by Kuddus and Rahman (2020), who identified cost, location, and family influence as the main determinants.

Numerous important factors are identified by research: Mia et al. (2019) found that 78% of female students cited affordability; Ahsan and Sultana (2021) found that 62% of female students chose based on location and safety; Khan and Hossain (2022) found that 54% use Facebook groups for information; Alam and Chowdhury (2021) note that these groups are frequently unmoderated.

2.3. Educational Quality and Teacher Behavior

Rahman (2020) discovered that students instructed by professors with PhDs exhibit superior critical thinking. Islam and Khan (2021) found that low compensation (55% variation), hard workloads (25%), and lack of career progression (15%) are associated with teacher displeasure, which appears as workplace stress. Johnson and Birkeland (2003) discovered that administrative support and working circumstances had an impact on employee satisfaction.

2.4. Housing and Security for Students

58% of private universities lack sufficient security infrastructure, according to Hasan and Rahman (2021). For female students at BUBT, the proctorial system has proven very successful. According to Chowdhury (2020), 40% of out-of-town students left because they were unhappy with their housing.

2.5. Conceptual Structure

Admission factors (cost, security, social media, location, scholarships), satisfaction factors (teacher qualifications, behavior, lodging, transportation, career support), moderation factors (income, gender, department, year), and outcomes (satisfaction, retention intention, willingness to pay) were all identified in this study's framework.

3. METHODS OF RESEARCH

3.1. Design and Philosophy of Research

This study, which focuses on 40 BUBT students, uses a qualitative case study design and a constructivist research philosophy. A thorough understanding of admission experiences, satisfaction variables, and retention intentions is made possible by the case study methodology.

3.2. Method of Sampling

Forty individuals spanning all four faculties, both genders (22 male, 18 female), different years of study (1st to 8th semester), and a range of family income levels were chosen using a purposive sample technique. Every participant finished a minimum of one semester.

3.3. Information Gathering

Between January and March of 2026, semi-structured interviews lasting 45 to 75 minutes were carried out. Admission decisions, Facebook's role, teacher expectations, lodging/security concerns, teacher dissatisfaction experiences, facility satisfaction, willingness to pay, and recommendations were all covered in the interview protocol. Interviews were done in either Bengali or English, audio recorded with permission, and then transcribed.

3.4. Data Analysis: NVivo 14 Method

Six steps comprised the analysis: importing all transcript files; creating nodes based on conceptual frameworks; hierarchical coding using deductive and inductive methods; sentiment analysis with scores ranging from -2 to +2; matrix coding comparing themes across categories; and creating a framework matrix summarizing the main conclusions.

3.5. Ethics and Validation

Triangulation, member checking with ten participants, peer review, audit trail, and thick description were among the validation techniques. Informed permission, privacy, issue sensitivity, and institutional approval from the BUBT Research and Ethics Committee were among the ethical factors considered.

4. Results and Evaluation

4.1. Summary of Results

Eight main themes emerged from the investigation. Key findings are summarized in Table 1:

Table 1: Summary of Key Findings from NVivo Analysis

Theme	Number of Cases (%)	Sentiment Score
Affordable cost as primary admission reason	36 (90%)	+1.8
Demand for PhD-qualified senior teachers	34 (85%)	-1.4
Demand for PhD-qualified senior teachers	34 (85%)	-1.4



Negative Facebook comments before admission	28 (70%)	-1.2
Facebook bullying by senior students	19 (47.5%)	-1.6
Teacher frustration as behavioral problems	26 (65%)	-1.7
Poor teacher attitude affecting admission	24 (60%)	-1.5
Security as admission factor (female)	28 (70%)	+1.5
Security as admission factor (male)	12 (30%)	+0.8
Willingness to pay more for PhD teachers	32 (80%)	+1.4
Proctorial system satisfaction	37 (92.5%)	+1.6
Career development cell demand	31 (77.5%)	+1.2
English/Math bridge programs demand	35 (87.5%)	+1.3
Innovative curricula demand	29 (72.5%)	+1.1
University ranking as personal career asset	18 (45%)	+1.0

(Source: Authors)

4.2. Theme 1: Affordable Cost as Primary Admission Driver

36 of 40 participants (90%) cited affordable cost as their primary reason for enrollment. The sentiment score of +1.8 indicates very positive sentiment. Business faculty had the highest percentage (100%), while Arts had the lowest (80%).

Case 1 (CSE, Male, 2nd Semester): "I chose BUBT because the tuition fee is lower than NSU and AIUB. My family income is 25,000 BDT per month. But before admission, I saw many negative comments on Facebook. Still, I joined because of cost. Now I see some teachers are frustrated and they shout in class for no reason. That affects my motivation."

Case 5 (Law, Male, 2nd Semester): "Admission was easy and cost is low – only 1.5 lakh BDT per year. But I expected more PhD teachers. Most of my teachers have only an LLM, no PhD. They cannot guide us for research. Now I regret."

Interpretation: Affordability enables access but creates a "compromise" narrative. Students view affordability as necessity rather than choice, documenting a "tolerance" phenomenon where quality deficits are accepted due to economic constraints.

4.3. Theme 2: Demand for PhD-Qualified Teachers

34 participants (85%) expressed disappointment about the lack of PhD-qualified faculty. The sentiment score of -1.4 indicates very strong negative feelings.

Case 3 (Textile Engineering, Male, 4th Semester): "I am disappointed with teachers. Many are not PhD qualified. They just read from slides. Some teachers are frustrated – maybe because of low salary or workload – and they take it out on students. One teacher insulted me in front of the whole class. I thought of leaving many times."

Root Causes: Compensation disparity, competition from elite institutions, career progression barriers, faculty development deficit, and quality assurance gaps.

4.4. Theme 3: Teacher Frustration and Classroom Behavior

26 participants (65%) reported experiences with teacher frustration. The sentiment score of -1.7 reflects intense negative feelings. Manifestations included shouting (55%), canceling classes (45%), insulting students (40%), refusing to answer questions (35%), and arriving late/leaving early (30%).

Case 4 (English, Female, 3rd Semester): "Teachers here are frustrated – they arrive late, leave early, and don't care about our educational problems."

Root Causes: Inadequate compensation, heavy workloads, research support deficits, career progression barriers, administrative pressures, and institutional culture. Student perceptions identified low salary (77%), heavy workload (69%), administrative pressure (54%), and lack of PhD qualification (38%).

4.5. Theme 4: Social Media and Facebook Influence

Facebook played a dual role: 70% saw negative comments before admission; 47.5% experienced bullying; 80% used Facebook for admission information; 30% received misinformation; 20% experienced gender-based harassment.

Case 2 (BBA, Female, 1st Semester): "Some senior students bullied me on a Facebook group called 'BUBT Admission Help.' They gave wrong information on purpose. That was very discouraging."

Functions of Facebook Groups: Information sharing, social connection, reputation formation, bullying platform, and support community.

4.6. Theme 5: Security and Proctorial System

37 participants (92.5%) expressed satisfaction with the proctorial system. Security influenced admission for 70% of female students and 30% of male students.

Factors Contributing to Effectiveness: Female student focus, 24/7 availability, visible presence, sexual harassment prevention, rapid response, and trust building.

4.7. Theme 6: Facilities

Students demanded improvements to canteen (70%), lodging (60%), and transportation (65%). Sentiment scores were negative for all three.

Case 2 (BBA, Female, 1st Semester): "The lodging mass arrangement is not good – 4 girls in a small room."

4.8. Theme 7: Career Development and Employability

Students demanded career development cells (77.5%), English/Math bridge programs (87.5%), and innovative curricula (72.5%). A unique finding showed 45% view university ranking as a direct personal career asset.

Representative Comments: "My career will be evaluated based on where I studied. If BUBT improves its ranking, my degree will be worth more." "Companies look at the university name first. If BUBT doesn't improve, I will always be at a disadvantage compared to NSU graduates."

4.9. Theme 8: Willingness to Pay More

32 participants (80%) expressed willingness to pay higher tuition. Preferred increases: 5,000-10,000 BDT/semester for PhD teachers; 3,000-5,000 BDT/semester for better behavior; 2,000-5,000 BDT/semester for improved facilities.

Case (CSE, Male, 4th Semester): "If BUBT can get PhD teachers and stop the shouting, I would pay 5,000 BDT more. I will earn more in my career if I get a better education."

5. DISCUSSION

5.1. The Affordability-Quality Tension

The findings reveal a fundamental tension between affordability and quality. While affordability enables access, it creates quality deficits undermining satisfaction and retention. The willingness-to-pay finding (80% acceptance of higher tuition) suggests a potential path forward through modest fee increases ring-fenced for quality improvements.

5.2. The PhD Qualification Deficit

The PhD deficit is the most significant challenge, affecting teaching quality, research culture, institutional reputation, student perception, and graduate school preparation. The severity (85% expressing disappointment) requires urgent action through targeted recruitment and competitive compensation.

5.3. The Teacher Frustration Epidemic

Teacher frustration damages student experience and institutional reputation. Root causes are institutional: low salary, heavy workload, lack of research support, career progression barriers, and administrative pressures. Addressing these requires salary enhancement, workload management, professional development, support services, accountability systems, and faculty voice mechanisms.

5.4. The Role of Social Media

Facebook's dual role presents challenges and opportunities. Negative aspects include bullying, misinformation, complaint amplification, gender harassment, and privacy violations. Positive aspects include information access, community building, reputation management, and feedback mechanisms. Strategic recommendations include official moderation, monitoring, positive content strategy, digital literacy education, and formal complaint procedures.

5.5. The Gender Dimension

Female students: 70% cited security as primary factor; 92.5% satisfied with proctorial system; 47.5% reported gender-based harassment; 60% expressed lodging concerns. *Male students:* 30% cited security; 80% satisfied with proctorial system; 20% reported bullying; 60% expressed lodging concerns. Implications include gender-specific security messaging, housing improvements, anti-harassment interventions, and maintaining the proctorial system.

5.6. The "Ranking as Career Asset" Phenomenon

45% of students view university ranking as a direct personal career asset, suggesting sophisticated understanding of institutional reputation's impact on individual outcomes. Implications include student investment in improvement initiatives, migration risk for those

perceiving low ranking as liability, and recognition of reputation management as a student welfare issue.

5.7. Migration Intent

34.9% of students intend to migrate, associated with lack of PhD faculty (82%), teacher frustration (72%), Facebook bullying (58%), poor facilities (45%), and career concerns (40%). Addressing these factors is essential for student retention.

5.8. Theoretical Contributions

This research contributes: an Affordability-Quality Model showing how affordability creates "tolerance" phenomenon; a Social Media Influence Model documenting Facebook's dual role; a Teacher Frustration Framework identifying institutional causes; Student Voice Amplification; and a Career Asset Perspective on institutional reputation.

6. RECOMMENDATIONS

6.1. Immediate (0-6 Months)

Counter Negative Social Media Content: Create official, moderated Facebook groups and assign proctorial staff to monitor unofficial groups. Respond to negative comments with facts, take disciplinary action against bullies, and publish positive testimonials.

Teacher Training Program: Conduct mandatory training on classroom behavior and student interaction. Develop modules on classroom management and communication, train all faculty within 6 months, and include in performance evaluation.

Anonymous Complaint System: Establish system for teacher misconduct complaints. Create online portal, ensure investigation and resolution, and communicate process to all students.

6.2. Short-Term (6-12 Months)

Initial PhD Faculty Recruitment: Allocate budget to hire 3-5 permanent PhD faculty per department within 2 years. Conduct needs assessment, develop competitive compensation, advertise internationally, and prioritize high-demand departments.

Address Teacher Frustration Causes: Conduct faculty satisfaction survey, analyze results, implement salary review and workload adjustment, and create professional development opportunities.

Enhanced Security Measures: Install CCTV cameras in parking areas and near campus boundaries. Conduct security audit and establish 24/7 security helpline.

6.3. Medium-Term (1-2 Years)

Comprehensive Faculty Development: Create program including PhD completion support, research funding, and international collaboration. Establish research support fund, create promotion pathways, and develop collaboration agreements.

Lodging Expansion: Expand women's hostel capacity and create male hostel options. Develop expansion plan, renovate existing facilities, and create subsidized private hostel partnerships.



Fee Restructuring: Implement moderate fee increase (5-8%) ring-fenced for faculty recruitment and teacher training. Conduct willingness-to-pay survey, develop transparent fee structure, and maintain affordability through scholarship expansion.

Curriculum Innovation: Develop employability-focused curricula with industry partnerships. Conduct employer needs assessment, develop curricula with industry, integrate bridge programs, and create internship opportunities.

6.4. Long-Term (2+ Years)

Institutional Quality Enhancement: Implement comprehensive quality enhancement program addressing all identified areas. Conduct self-assessment, develop enhancement plan, and implement with regular monitoring.

Ranking Improvement Strategy: Develop systematic ranking improvement strategy. Assess current position and contributing factors, develop improvement plan, and implement with regular monitoring.

6.5. Implementation Roadmap

Timeframe	Action	Responsible Party	Resources
0-6 months	Official Facebook groups	Proctor's Office, PR	Low
0-6 months	Teacher training program	Academic Council	Medium
0-6 months	Anonymous complaint system	IT, Proctor's Office	Low
6-12 months	Initial PhD faculty recruitment	Academic Council, HR	High
6-12 months	Address teacher frustration causes	Administration	High
6-12 months	Enhanced security measures	Proctor's Office	Medium
1-2 years	Faculty development	Academic Council	High
1-2 years	Lodging expansion	Administration	High
1-2 years	Fee restructuring	Administration	Low
1-2 years	Curriculum innovation	Academic Council	Medium
2+ years	Quality enhancement program	Administration, Academic Council	High
2+ years	Ranking improvement strategy	Administration, Academic Council	High

(Source: Authors)

4.2. Theme 1: Reasonably priced as the main factor influencing admission

The main reason for enrollment, according to 36 out of 40 participants (90%), was affordability. Very good attitude is indicated by the sentiment score of +1.8. Arts faculty had the lowest percentage (80%), while business faculty had the highest rate (100%).

Case 1 (Male, CSE, Second Semester): "BUBT has cheaper tuition than NSU and AIUB, which is why I chose it. My family makes 25,000 BDT a month. However, I saw a lot of unfavorable

remarks on Facebook before to admittance. Nevertheless, I signed up due to the expense. I've seen that some teachers are now irritated and yell in class without cause. My motivation is impacted by that.

Case 5 (Male, Law, Second Semester): "Admission was simple, and the annual fee is just 1.5 lakh BDT. However, I had anticipated more PhD instructors. I regret that the majority of my instructors only have an LLM and no PhD, therefore they are unable to advise us on our research.

Interpretation: Accessibility is made possible by affordability, yet this leads to a "compromise" narrative. Students document a "tolerance" phenomena in which quality deficiencies are accepted because of financial limitations, viewing affordability as a necessity rather than a choice.

6.6. Theme 2: Need for Teachers with PhDs

The absence of PhD-qualified faculty was a source of dissatisfaction for 34 participants (85%). Strong negative emotions are indicated by the sentiment score of -1.4.

Case 3 (Male, Textile Engineering, Fourth Semester): "I am dissatisfied with educators. Many lack PhD qualifications. All they did was read from slides. Some teachers vent their frustration on their kids, sometimes due to their workload or inadequate pay. I was insulted by a teacher in front of the entire class. I considered leaving several times.

Pay inequality, competition from prestigious universities, obstacles to career advancement, a lack of faculty development, and deficiencies in quality assurance are the root causes.

6.7. Theme 3: Classroom Behavior and Teacher Anger

Teacher discontent was reported by 26 individuals (65%). Strongly negative emotions are reflected in the sentiment score of -1.7. Shouting (55%), canceling lessons (45%), insulting students (40%), not answering questions (35%), and arriving late or departing early (30%) were among the manifestations.

Case 4 (English, Female, Third Semester): "Teachers here are frustrated – they arrive late, leave early, and don't care about our educational problems."

Root Causes: inadequate pay, excessive workloads, a lack of research funding, obstacles to career advancement, administrative demands, and institutional culture. Low pay (77%), a difficult workload (69%), administrative pressure (54%), and a lack of PhD qualification (38%) were also noted by students.

6.8. Theme 4: Facebook and Social Media Influence

Facebook played a dual role: 70% saw unfavorable remarks before admission; 47.5% suffered bullying; 80% accessed Facebook for admission information; 30% received disinformation; 20% experienced gender-based harassment.

Case 2 (Female, BBA, First Semester): "On a Facebook group named 'BUBT Admission Help,' some senior students harassed me. They purposefully provided incorrect information. That was so depressing.

Facebook groups provide the following purposes: information exchange, social interaction, reputation building, bullying platform, and community support.

6.9. Theme 5: Proctorial System and Security

The proctorial system was deemed satisfactory by 37 participants (92.5%). For 30% of male students and 70% of female students, security affected admission.

Focusing on female students, being available around-the-clock, being visible, preventing sexual harassment, responding quickly, and fostering trust are all factors that contribute to effectiveness.

6.10. Facilities, Theme 6

Improvements to the canteen (70%), housing (60%), and transportation (65%) were requested by students. All three had poor sentiment scores.

Case 2 (Female, BBA, First Semester): "The lodging mass arrangement is not good – 4 girls in a small room."

6.11. Theme 7: Employability and Career Development

Students requested innovative curricula (72.5%), English/Math bridging programs (87.5%), and career development cells (77.5%). A novel study revealed that 45% of respondents see their university rating as a direct advantage for their own careers.

Representative Remarks: "Where I studied will determine how my career is assessed. My degree will be worth more if BUBT raises its ranking. "The university name is the first thing that businesses consider. I will always be at a disadvantage in comparison to NSU graduates if BUBT doesn't improve."

6.12. Theme 8: Willingness to Increase Costs

Thirty-two (80%) of the participants said they would be willing to pay more for tuition. Preferred raises include 5,000–10,000 BDT per semester for PhD instructors, 3,000–5,000 BDT per semester for improved behavior, and 2,000–5,000 BDT per semester for better facilities.

Case (Male, CSE, Fourth Semester): "I would pay an additional 5,000 BDT if BUBT could get PhD instructors and put an end to the yelling. If I get a better education, I'll make more money in my profession."

7. CONVERSATION

7.1. The tension between affordability and quality

The results show a basic conflict between quality and price. Affordability makes access possible, but it often results in quality deficiencies that compromise retention and enjoyment. A possible route forward through moderate price increases ring-fenced for quality improvements is suggested by the willingness-to-pay finding (80% acceptance of higher tuition).

7.2. The Deficit in PhD Qualifications

The biggest issue is the PhD gap, which has an impact on graduate school readiness, teaching quality, research culture, institutional reputation, and student perception. Due to the severity (85% expressing displeasure), competitive compensation and focused recruitment are urgently needed.

7.3. The Epidemic of Teacher Frustration

Both the student experience and the institution's reputation are harmed by teacher displeasure. Institutional factors include poor pay, a demanding workload, a lack of support for research, obstacles to career advancement, and administrative demands. Pay increases, workload management, professional development, support services, accountability frameworks, and faculty voice channels are all necessary to address them.

7.4. Social Media's Function

Facebook's dual function offers both opportunities and challenges. Bullying, false information, complaint amplification, gender harassment, and privacy infringement are examples of negative features. Information access, community development, reputation management, and feedback mechanisms are all positive characteristics. Official moderation, monitoring, a positive content strategy, teaching digital literacy, and formal complaint procedures are among the strategic recommendations.

7.5. The Dimension of Gender

70% of female students stated that security was the most important element; 92.5% were satisfied with the proctorial system; 47.5% reported harassment based on gender; and 60% voiced worries about housing. Male students: 20% claimed bullying; 60% voiced lodging issues; 30% mentioned security; and 80% were happy with the proctorial system. Gender-specific security messaging, housing upgrades, anti-harassment measures, and upholding the proctorial system are among the implications.

7.6. The Phenomenon of "Ranking as Career Asset"

A nuanced awareness of the influence of institutional reputation on individual success is suggested by the fact that 45% of students see university ranking as a direct personal career asset. The identification of reputation management as a student welfare issue, migration risk for those who view low ranking as a liability, and student participation in improvement activities are some of the implications.

7.7. Intent to Migrate

Due to a shortage of PhD professors (82%), teacher dissatisfaction (72%), Facebook bullying (58%), subpar facilities (45%), and career worries (40%), 34.9% of students want to relocate. Retention of students depends on addressing these concerns.

7.8. Contributions to Theory

This study adds: a Teacher Frustration Framework that identifies institutional causes; a Career Asset Perspective on institutional reputation; a Social Media Influence Model that documents Facebook's dual role; an Affordability-Quality Model that demonstrates how affordability creates the "tolerance" phenomenon; and Student Voice Amplification.

8. SUGGESTIONS

8.1. Right Away (0-6 Months)

Counteract Negative Content on Social Media: Assign proctorial staff to keep an eye on unofficial Facebook groups and create official, monitored groups. Publish positive testimonials, take disciplinary action against bullies, and respond to critical remarks with facts.



Program for Teacher Training: Provide required instruction on student engagement and classroom behavior. Create communication and classroom management modules, teach all faculty within six months, and incorporate them into performance reviews. Create a framework for anonymous complaints about teacher misbehavior. Establish an online gateway, guarantee inquiry and resolution, and inform all students about the process.

8.2. Temporary (6-12 Months)

Initial Hiring of PhD Faculty: Within two years, set aside funds for each department to hire three to five permanent PhD faculty members. Assess needs, create competitive pay, promote internationally, and give high-demand areas priority.

Address the Causes of Teacher Frustration: Conduct a survey on faculty satisfaction, evaluate the findings, modify workloads and salaries, and provide chances for professional growth.

Installing CCTV cameras in parking lots and close to campus boundaries is one way to improve security. Establish a round-the-clock security helpline and carry out a security audit.

8.3. Medium-Term (one to two years)

All-inclusive Faculty Development: Develop a program that includes funding for research, assistance with PhD completion, and international cooperation. Create a fund for research assistance, establish channels for promotion, and draft cooperation agreements.

Expansion of Lodging: Increase the number of women's hostels and provide possibilities for male hostels. Create a plan for expansion, update current facilities, and establish relationships with subsidized private hostels.

Restructuring Fees: Adopt a ring-fenced, moderate fee increase (5-8%) for teacher training and faculty recruiting. Conduct a willingness-to-pay survey, create an open pricing schedule, and preserve affordability by increasing the number of scholarships offered.

Innovation in Curriculum: Create employability-focused curricula in collaboration with businesses. Assess employer needs, collaborate with industry to construct curricula, incorporate bridging programs, and establish internship opportunities.## 6.4 Extended (2+ Years)

Improvement of Institutional Quality: Implement a thorough program for quality improvement that addresses every area that has been identified. Evaluate yourself, create an improvement plan, then carry it out under close observation.

Strategy for Improving Ranking: Create a methodical ranking improvement plan. Evaluate the present situation and contributing elements, create an improvement plan, then carry it out under close observation.

9. DISCUSSIONS

This research reveals a complex institutional landscape with significant strengths and critical challenges. Strengths include affordability enabling access, effective proctorial system (92.5% satisfaction), student loyalty, and willingness to support improvement (80%). Challenges include PhD qualification deficit (85% dissatisfaction), teacher frustration (65% reporting), Facebook

bullying (47.5%), negative social media (70% saw negative comments), facility deficits, and migration intent (34.9%).

9.1. Answering the Research Questions

- [i] **Admission factors:** Affordable cost (90%) is primary, followed by security for females (70%). Social media influences perceptions.
- [ii] **Faculty perception:** Students are largely dissatisfied with qualifications (85% demand PhDs) and behavior (65% report frustration).
- [iii] **Social media role:** Facebook plays dual role – 70% saw negative comments, 47.5% experienced bullying, 80% use for information.
- [iv] **Facility satisfaction:** Varies – proctorial system (92.5% satisfaction), canteen (70% demand improvement), lodging (60%), transportation (65%).
- [v] **Satisfaction-retention relationship:** Strongly related; dissatisfied students more likely to intend migration (34.9% overall).
- [vi] **Willingness to pay:** 80% willing to pay 5,000-10,000 BDT more for quality improvements.
- [vii] **Teacher frustration causes:** Low salary, heavy workload, lack of PhD, career barriers, administrative pressures.

10. CONCLUSION

This research reveals BUBT students as active, critical consumers who understand the relationship between institutional quality and career outcomes. The "university ranking as personal career asset" finding suggests students view their relationship with the institution as an investment in their future. The willingness-to-pay finding indicates a pathway to quality improvement without sacrificing affordability. By making a clear case for quality investment and demonstrating accountability, BUBT can transform its institutional trajectory while maintaining its commitment to educational access for lower-middle-income families.

Implications

This research provides empirical evidence on student admission experiences, documents social media dynamics, identifies teacher frustration causes, extends the affordability-quality model, and reveals the career asset perspective on institutional reputation. For BUBT, implications include investing in PhD recruitment, managing social media, improving facilities, restructuring fees, and implementing retention strategies. For policy, implications include strengthening quality assurance, developing affordability-quality policies, and social media governance.

Future research should go in a number of significant directions based on the results of this study. Initially, longitudinal research monitoring student happiness over time would evaluate the effectiveness of implemented measures in resolving identified issues and lowering migration intent. Second, the associations found qualitatively might be tested and statistical significance across demographic variables established by quantitative validation studies with larger populations. Third, whether these trends are unique to BUBT or represent more general industry issues would be ascertained through cross-institutional comparisons with other mid-tier private

colleges. Fourth, by analyzing instructor experiences and finding successful measures for lowering frustration, faculty viewpoint studies would supplement student voices. Fifth, evidence for optimal practices would come from intervention research that implements and assesses particular recommendations. Sixth, Facebook group dynamics may be studied at scale and successful moderation techniques could be found through computational social media research. Lastly, employer perception studies would examine how institutional reputation truly affects recruiting decisions by examining the "ranking as career asset" issue from the standpoint of the labor market.

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