

The Hindrances and Prospects of Unprivileged Students in Enrolling Higher Education in the Context of Bangladesh: Case Study

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Abstract

Higher education is the salt of life of human beings. There are thousands of students who get admitted to higher education through tide and thin from rural areas of Bangladesh. The purpose of this study is to examine the challenges and mitigation processes of them to enroll in higher education. This study is a case study of qualitative research and both primary and secondary data were used. The main findings of this study are having many challenges which may be causes of dropping out; rural students in Bangladesh enroll in higher education, such as- lack of economy, motivation, and information of higher education. Having economic support, sufficient inspiration, strong willingness, and information on higher education; they can enroll in higher education. This study is conducive for rural students who have ambitions to enroll in higher education; private organizations and donors; and policymakers of the Bangladesh government.

Keywords: Challenges; Prospects; Higher education; Rural areas; Bangladesh.

1. Introduction

Where there are more educated citizens, especially higher educated citizens there is peace totally. It is equally important that higher education is momentous in our information-driven global economy (Crosswalk, 2019). This era, in good part, is realized that the economic growth or success of any country is directly related to the education system, including- knowledge, skills, creative abilities, and mental quality of individuals (Pavel, 2012). With one voice, higher education, including- undergraduate, graduate degree, and postgraduate levels, is provided by the college, university, and other institutions that award the academic degree. Furthermore, higher education differs from other forms of post-secondary education such as- vocational education, a form of secondary or post-secondary education but is considered non-academic as compared to higher education (Crosswalk, 2019). On the other hand, higher education institutions are considered every inch as *Economic Engines* by policymaker and seen as the place of knowledge production through research and innovation (Pavel, 2012).

At the outset, Bangladesh and the West Bengal province of India were a combined part of India and British rulers emerged higher education systems to socialize the dwellers of this region (Shukla and Kaul, 1998). But formally higher education was started in Bangladesh through establishing the University of Dhaka in 1921 (UGC Bulletin, 2019). In fact, there are two categories of universities in Bangladesh, including- public and private universities. The universities in Bangladesh are ordinances and affiliated by University Grants Commission (UGC). There are 46 public universities, governed by the Bangladesh Government and 104 private universities, organized regularly by the private sector (ONTAHEEN, 2019). People can be bewildered by the statistics that 801,711 candidates passed the Higher Secondary Examination (HSC) in 2017. Excluding the National University and the Bangladesh Open University, there were only 47,636 seats in the public sector among 28 general public universities (Chowdhury, 2018). A report has also shown that there

were 60,000 seats in 37 public universities of Bangladesh in 2017 (Public Universities, 2017). It is a matter of great regret that students in rural areas have more than a few challenges and threats to enroll in higher education and some very serious concerns get drowned out by short-sightedness in the policy. It would be better when students come from all regions of Bangladesh in higher education. More importantly, everyone has an equal chance to enroll in higher education, still, the authority has to provide effective opportunities on behalf of the prospective students of rural areas in Bangladesh.

2. Literature Review

In this section of this paper, the author has presented a lot of data which are the Western, African, Asian context, etc. Actually, there are a few pieces of researches have been conducted which are relevant to this study worldwide. It is obvious that someone focused on the mitigation process on the dropout and someone emphasized on enrollment of higher education. Above all, the author has presented some findings and recommendations of else researches that are relevant to this study from different sources.

A study by Crosswalk estimates that achieving a college degree is a significant step in life and is now considered as an important part of the human dream. It creates opportunities because a college degree holder can prepare his or her intellect and the social ability for his or her adult life and career (Crosswalk, 2019). But the reality of the matter is unequal opportunities for higher education impact all over the world because of political instability. This study showed the situation of higher education in various countries in the world. The author of this study has presented some of them, such as-

Table: the status of education among countries

Countries	Level of education
Afghanistan	Developing
Bangladesh	Developing
China	Developing
Ghana	Established
India	Established
Indonesia	Developing
England	Advanced
Ireland	Advanced
Malaysia	Established
Myanmar	Emerging
Pakistan	Developing
Sri Lanka	Developing
Thailand	Developing
The USA	Established
Zimbabwe	Emerging

Source: Salmi, 2018

While studying at the higher level has become an indispensable part of the development and happiness of individuals, several studies carried out by different researchers and organizations have unearthed some causes of dropping which are the main challenges to enroll in higher education. There are monetary and non-monetary problems to enroll in higher education. Among non-monetary issues- inadequate academic preparation and schooling; low educational expectations and aspirations; absence of awareness; scarcity of support for tertiary planning; and competing family or cultural interests impede to reach higher education miserably. On the other hand, the monetary issue includes tuition fees, because it is the main prevention to reach higher education ostensibly (Salmi, 2018).

A report of the USA shows that formerly alcohol, sex, and parties prevented students to be attentive in study largely but the smartphone prevents mainly them to read textbooks and attend in class now ("What's the Biggest," 2018). Another study was conducted in the UK and showed several causes of dropping out, such as- teaching deemed unsatisfactory, high staff demoralization, inefficient use of resources, evidence a loss of confidence in senior staff, poor provision of moral, social, spiritual and cultural guidance, and high levels of pupil disruption (Coffey, 2001).

A study had been conducted in the Philippines and showed that hostility in family, adversities at home, peer influence, learning difficulty, low self-esteem and poor disposition, and negative school interaction are causes of dropping out (Torres and Saromines, 2016).

Apparently, schools have to raise guidance and counseling, abolish forced repetition for weak students, solicit funds from donors, and well-wishers for assisting the learners from poor families which abate dropout rate and help to enroll in higher education. But admittedly, students drop out voluntarily because they less prioritize their education or lack dedication to their studies, though their families are capable to fund their education (Mudemb, 2013).

Shikdar et al. (2013) conducted a study in the Khulna division of Bangladesh and identified several causes of dropout. It has been reported that 5.8% of students forsake school because school is situated far away from home, 44.2% of students for the paucity of money, 28.3% of students work at home or outside, 14.2% of students dislike school, 1.7% of students for unsafe road condition, and 5.8% of the student because of other causes (Shikdar et al., 2013). Incredibly, limited seats in public universities are discouraging rusticated students from joining the university. Because, HSC passed students create pressure to enroll in higher education, because of limited capacity. In 2008, 275,00 students passed the HSC examination and only 10,000 students could enroll in higher education (Islam, 2008).

Afterward, to be a success, students have to achieve knowledge (natural, physical, civic and intercultural knowledge), intellectual ability (creative thinking, problem-solving, independent learning) and technical skills (writing and oral communication, team, work, etc.) as well as having faith and trust in God, they have to change old bad habits and continue going to school and remind the future dream (AFT Higher Education, 2011).

Amusingly, there is a team in Kosovo, named Dropout Prevention and Response Team (DPRT) that works at school and community level in order to make communication with students, parents, and teachers for identifying dropout cases; developing of a work plan which involves the assigning of tasks, responsibilities, expectations, and timelines; gathering information from other stakeholders in the process about the cases; implementing of the work plan by establishing contact with students, family, teachers, student's council members, and peers; and making coordination of further actions with these stakeholders (Arifi et al., 2017).

CREATE (2011) reported a lot of issues to abolish drop out, among them- schools have to identify those students who can forgo school; policymaker and administrations have to identify the indicators of silent exclusion of students, students are at risk of dropout need to be given extra support both in school and outside to encourage them to continue; teachers should be obligated to visit those student's house who are at risk, and parents should not only provide materials but also help them when school work.

2.1 Problem statement

There are many types of researches on mitigating dropout and enrolling in higher education all over the world. But a few scholars, researchers, or research organizations did identify how a forlorn and rusticated student of Bangladesh can enroll at university through his or her unyielding effort by mitigating all challenges in his life. Under the circumstances, the main purpose of this study is to identify several ways of enrolling in higher education from poor families of Bangladesh. Other subordinate objectives are to show challenges of wretched students, to analyze how they have mitigated those challenges, and how other students from poor families can enroll at university in the context of Bangladesh.

2.2 The rationale of the study

This section of this paper shows the rationality of preparing this case study paper. A dropout child engages in low-paid work later and will make their children drop to school. This process is perpetuating the vicious cycle of poverty (Theuws et al., 2017). On the other hand, a high rate of children dropping out of school threatens future economic growth and the advancement of democratic structures (Arifi et al., 2017). Two-thirds of higher education students come from the richest quintile, and state-sponsored loans and need-based scholarships are almost nonexistent, causing to lose out on considerable talent from its low-income population (ADB, 2015). The strong education system must be needed in emerging democratic states and free-market economies and helpful for the citizen to enter political and economic processes (Arifi et al., 2017).

There are monumental benefits of higher education, among them- Firstly, Graduates get a lot of job offers and they can choose the best job among offers. Even, they earn more than non-graduates. A study of the USA (2004) shows that Graduates earn \$ 54,704, higher school diplomas earn \$30,056, and higher school dropout earns \$22,100 per year. Secondly, they have longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, more prestigious employment and greater job satisfaction, less dependency or government assistance, greater knowledge of government, greater community service and leadership, more volunteer work, more self-confidence, and less criminal activity. Thirdly, they are more concern people, because they have greater use of seatbelts, greater use of internet access, greater participation in leisure and artistic activity, more book purchases, higher voting rates (Crosswalk, 2019).

A study carried out by Brush et al., (2012) unearthed that school Dropout Prevention Pilot (SDPP) is a program which is visual in Asia and the Middle East region, such- Cambodia, India, Tajikistan, and Timor Leste. This program works to curtail school dropout and has five interventions. Such as- addressing student performance issues by enhancing the curriculum to better meet student needs, providing academic tutoring outside of class, or incorporating special issues; alleviating the burden of school costs, opportunity cost of students continuing in school rather than helping at home or earning money from work; ensuring health through providing vaccinations or simply feed children; enhancing attitudes, values, personal situations by using such- intensive case management, counseling, peer discussion groups, family outreach, internship programs, mentoring by school staff; and changing policies that seem to interfere with students attending, progressing, or completing school, etc. (Brush et al., 2012).

The reason why students enrolling in higher education from all settings must be needed is that there are needs different people from sundry settings to develop every sector of Bangladesh and obstruct from becoming too severe. They have sufficient brain and quality to get admitted at public university but they are left behind from getting a chance because of several reasons which have been discussed clearly in the findings section.

There are many limitations to the study. The main limitation of this study is non-probability sampling has been used and findings shouldn't be generalized on the whole student who comes from rural areas and get admitted to higher education. Other limitations are- only seven students are respondents; and students feel nervous, hesitation, and fear to be the interviewee. Although this paper has some limitations, this paper has made a clear pattern of mitigating challenges and enrolling in higher education.

3. Methods and Materials

By focusing on previous and recent data about the mitigation process of school dropout, overcoming challenges, and enrolling in higher education; the author started this case study in Bangladesh's perspective although the author used data from different countries. This study is qualitative research in nature, finding out descriptive findings according to title and objectives, which has been completed based on the case study method of research. A case study provides a significant insight into the experiences of the selective groups. The author selected seven respondents who have overcome all challenges and reached a public university of Bangladesh.

To collect primary data, a semi-structured questionnaire was used to conduct the interview and collect data from those students who faced a lot of challenges in their study lives and finally they enrolled in higher education. There are several types of questions, such as- questions on demographic data (name, age, location, family members, the discipline of study, and overall life history in enrolling in higher education); the challenges of family, social phenomena, information and technology, school environment, economy; and overall suggestions of them in enrolling in higher education. All data are analyzed thematically and used independently. On the other hand, secondary data have been collected through books, articles, the report of several organizations and newspapers, internet websites, etc. that are only relevant to this study.

This study has used both the sociological approach of education, such as- firstly, classical sociology which focuses on the relationship between education and other social institutions have needed to be revised in the light of reform. Secondly, contemporary sociology which focuses on the broader disciplinary context and social movements (Coffey, 2001).

4. Results and Discussion

4.1 Cases of the study

Raysul Islam, 22-years-old indomitable young, was born in Bhola district which is a Southern part and island district of Bangladesh. There were eight members of his extreme penurious family and father and elder brother were only earners of his family. As he lived in an agriculture-based family, the income of his father and elder brother couldn't meet family expenses, even his father couldn't pay tuition fees and interdicted him to go to school. He was not able to earn money even there was a lack of income sources because water covered around that area. Not being disappointed, to pay tuition fees, he sold domestic produced vegetables in the local market, helped by his mother. Everyone discouraged him but the elder brother and mother supported him to continue his study. After passing the SSC exam, he started to earn money as a house tutor and paid all fees by that income. After passing the HSC exam, he got admitted to a public university and now he is studying BSc in Physics at the University of Barishal, Bangladesh. Thus, he overcame all challenges and has

reached university. Following this, he has shown the courage in moving forward on the path of educational self-reliance.

Kamrul Islam, 23-years-old unsullied young, was born in the Rajbari District of Bangladesh. When he was in class one, his father died of cancer and started to live with his mother and four siblings. His mother was an only earner of his family and his elder brother didn't patient that even gave up study and engaged in paid work at will. From class three to five, he studied by governmental scholarship. From class six to the SSC exam, he worked in the field and earned money to support the family and pay tuition fees. Suddenly his brother had become very ill and unable to earn money and his family became unstable. His maternal uncle supported them as mentally not economically. Having a lack of correct information, he got admitted to a big and costly college for studying higher secondary. He couldn't support his family after paying tuition fees. As a house tutor, he earned money and paid all expenses for his study and he got a chance finally for a bachelor's degree at a public university. By mitigating those challenges, he achieved the cherished goal of his life. Now, he is studying BBA in Accounting and Information System at the University of Barishal. He has already acquired the necessary qualifications to be stepped up from a lower-class family to a public university.

Md. Hasnayan, 23-years-old untarnished young, was born in Chorfassion Upazila (a sub-district) of Bhola district of Bangladesh. There were seven members in his family and he only enrolled in higher education. It brought a great threat to his life that his family was unprivileged and his father was a day laborer. To support his family, he worked in the field. As a house tutor, he earned money and carried out his study. A relative supported him to continue the study. He firstly knew about higher education at an education-oriented seminar in his district town and dreamt to study at public university. He fervently hoped that he will be a student of at university. His family didn't know what higher education is but supported him to continue his studies though they can't support economically. The main problem is school was far away from his house and road was very dangerous. Most of the students in that area are dropped out because of the distance of the school. Finally, he has overcome all challenges and reached higher education. Now, he is studying BA in English at the University of Barishal. It is a matter of pride for him that such an impoverished student like he has got admitted to the university. Thus, the industrious effort of him has been proved.

Md. Nur Hossain, 23-years-old dormant young, was born in Sharsha Upazila (a sub-district) of Jashore in Bangladesh. A terrible image that he couldn't call "Father" to anyone because his father died before his birth. His family sent him to an orphanage. From class one to SSC exam, he stayed at that orphanage. It is heartening to know that after passing the SSC, he got a place at a relative's home. To continue his study, he had to do diversified tasks as a day laborer and house tutor, and he got admitted to a public university finally. While this sounds very encouraging, his life wasn't easy as others. His elder brother studied BA and MA in English at the University of Dhaka, he supported mentally not economically because he is also an orphan. It is commendable that Hossain is studying BSS in Sociology at the University of Barishal now. Coming out of challenges, he has gradually emerged as intellectual power. This means that rural and poor students, despite having multifarious disadvantages and funereal situation, can enroll in the university if they want to it.

Saikat Singha, 22-years-old savant young, was born in Dumuria Upazila (a sub-district) of Khulna District. There were four members of his indigent and simplistic family. a day-laborer father couldn't support him to continue his study. He started to earn as a day laborer in the field. Any rich relatives didn't support him and suggested give up study and start to work in the field. Even his maternal uncle forbidden him to study and advised to engage in his shop as an assistant. He didn't hear their suggestions and carried out his study and his mother supported him to go to reach in higher education. This indicates the good intention of him to enroll in higher education. Even, after getting a chance at a public university, his relatives didn't allow to study. Finally, he overcame all

challenges and is studying BSS in Sociology at the University of Barishal. In this view, he didn't compromise with dropping out and other obstructions.

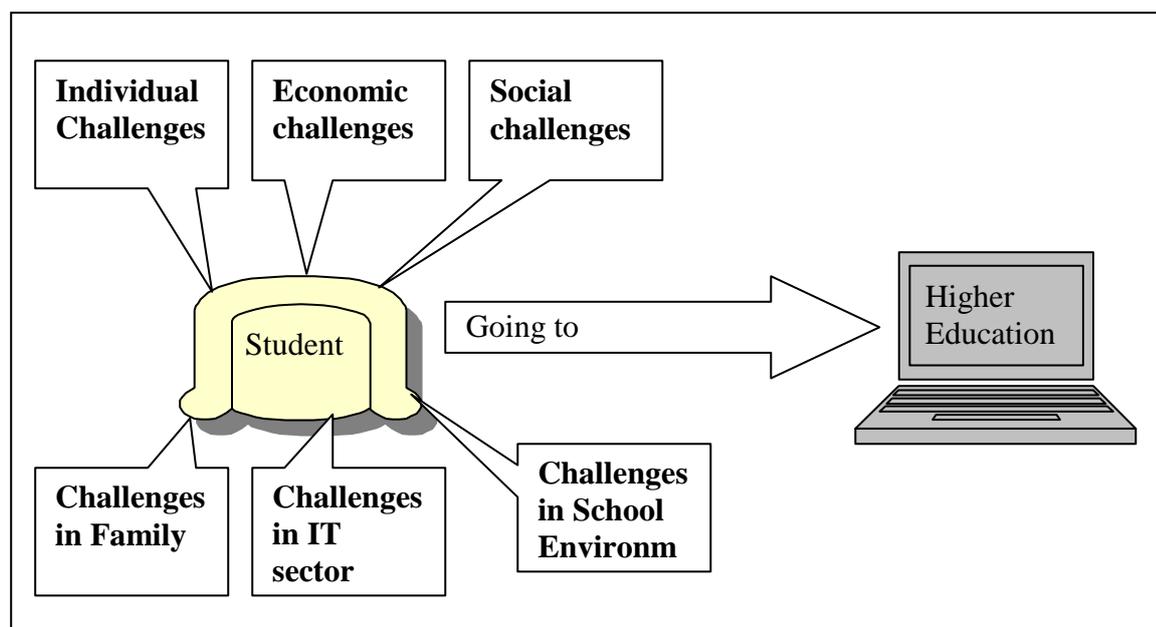
Abu Musa Saleh, 23-years-old masochist young, was born in Shailkupa Upazila (sub-district) of Jhenidah district. There were four members of his family and his father is ill and unable to earn. They have a little cultivatable land and his mother cultivated that land but the income from the vegetable of land was meager to live. Saleh didn't tolerate a disconsolate situation of his family and started earning; he bought eggs from village to village and sold those eggs at the market as a pittance. The deteriorating condition of the economy posed the greatest problem for him. In this backdrop, when he felt that this income is scanty for his family, he started work in the field as a day laborer. It is a matter of concern that most of the relatives discouraged him to continue to study even an uncle forced him to give up study. House tutor is far away, he had no chance to pay school fees. He knew about the university through a student at the Islamic University and dreamt to study at university. All challenges prevented him but he didn't concentrate and overcame all preventions. Now he is studying BSS in Public Administration at the University of Barishal. But at last, with remaining assurance and mitigating all contraventions, he has become a university student. He surely realizes that achieving a peaceful life will not be possible unless we overcome all possible challenges.

Abdul Karim Gazi, 23-years-old untarnished young, was born in Bagerhat District of Bangladesh. There were seven members in his destitute and oversimplified family. The main challenge was that his father is a day laborer and has no land to cultivate. From class one to five, he studied by governmental scholarship. When he was in class six, he started to earn proactively as a small day laborer. As he was small, he got less money than a young laborer but he didn't stop working and hoped that an effective solution can be worked out. His mother supported all-time him to continue his studies. From class six to the SSC exam, he earned money and paid all the cost of his study this was mean pressure on him. His teachers assisted him and motivated him to reach higher education. During higher secondary, he started to cultivate shrimp in the pond and got benefits by which continued his study. Before, getting a chance at a public university, everyone knew him as a day laborer and became surprised when he got a chance. Now, he is a student at the University of Barishal. In the overall judgment, he was far away from being successful in enrolling in higher education. He is well aware that to implement all challenges, effective willingness is imperative.

4.2 Conceptual Framework

Skill and human capital are the backbones of economic prosperity and social well-being in the 21st century. Individual, society, and economy are driven by technological advances (Tremblay, 2012). As resulted by this study, impoverished and dormant students were facing several challenges until they get admitted. The respondents say what challenges are and how they mitigate and enroll in higher education which has been discussed in six sections. The respondents say some steps that can be taken to address the situation. This framework is made of accordance with respondents' answers.

Figure: The challenges of enrolling in higher education in Bangladesh



Source: from field data analyzing

4.2.1 Individual Challenges

The concept of self-regulated learning is becoming increasingly relevant in the study of learning and academic achievement (Cassidy, 2011). Obviously, the individual is driven by his or her willingness. Most of the students are responsible to drop out of school or enroll in higher education. It is obvious that the identity of citizens is not judged by the degree of the economy; civil life is defined and judged primarily by respect for achieving knowledge. The effective desire of students is the core of removing dropout, enrolling in higher education, and becoming a good citizen. Due to the paucity of their desire and megalomania to study in higher education, most of the students in rural areas are dropping out. Remaining of rural students in the state of bad writing skills, a little reading, and a bad GPA is indicative of their blatant disregard for enrolling in higher education. Feeling the fear and nervousness oftentimes to take part in seminars, competition in various sections and social programs are the magic elixirs of being aware of the world is no small part of individual challenges. Intending to enrich mental conditions, students have to engage in social organizations and social works.

With reminding the respect and accountability of any tasks, students keep away from teachers. But remaining good connections with good grace to teachers, family members, senior brothers, or sisters who are studying at the university level is needed to be a perfect student. Students tend to complain about feeling disappointed with enough study materials, house tutors, etc. They have to know that a house tutor cannot push to university. So, a mania for doing grandiose things is the best way of enrolling at the university level. In the admission test, there is a crying need for general knowledge. But most of the students in rural areas are far away from general knowledge. Everyone has to collect several books except textbooks which make fresh blood. Besides, peer group plays a vital role to be a perfect man or woman. So, they have to give up detrimental peer groups and avoid all bad blood. Finally, by thinking and acting with a constant concern to get admitted to the university, any rural student can set out really and resolutely on the road ahead. Decisive progress on this path can't be made without an increased awareness that higher education is the main goal of life.

4.2.2 Economic challenges

Actually, child labor remains endemic in third world countries. It is also the main interruption to attain the goal of ensuring secondary school education and quality learning for everyone all over the world. This hinders effective learning and denies children's opportunity to acquire knowledge and

skills. Thus, it makes poor people and prevents the growth and prosperity of the nation (Quattri and Watkins, 2016). There is a strong relationship between poor economic conditions and dropping out, even most of the dropped-out students come from extremely poor families (Shikdar et al., 2013). As the economic issue has an impact on the factors associated with the dropout aspect, economic fluctuation, and poor family conditions, parents prevent to go to school (Rasmy et al., 2017). A study also reported that when students engage 89 minutes in household work and 55 minutes in school per day, they start to leave school. So, higher income growth is needed to minimize the dropout rate (CREATE, 2011).

Lack of money from students and their families is the main barrier to enroll in higher education. After meeting family expenses, most of the poor families can't provide good clothes, pocket money, traveling cost, sufficient books, notebooks, pens, pencils, and other equipment because of a lack of money that can switch off the light of students' career. In this case, students have to use a bicycle to go to school or college that minimizes expenses and makes the body healthy because walking in the broken glass will give a good future. Students have to earn through house tutor, mini business, and wherever possible.

Basically, there is no way to earn money through a part-time job in rural areas of Bangladesh. On the other hand, peer groups, older brothers, friends earn money through working in the field, mills, factories, etc. that inspire students to engage in income sources. It shouldn't seem that less economy reduces their status in society because higher education will raise the status of them haven't been shaking like leaf. It is clear that there is no need for a small fortune, having eyes bigger than their stomach, no one can go to the goal. To all intents and purposes, they have to believe that every cloud has a silver lining.

4.2.3 Social challenges

Addressing social barriers to enroll in higher education is always straightforward. The connection between social factors and enrolling in higher education is not complex and commonly understood. This is the reason why many students in rural areas who have a genuine interest and chance of enrolling in higher education have dropped out of school. This is what happens in Bangladesh every year. In countries that are rife with high-level social problems, this is easy to happen. The same risks exist in Bangladesh. Dropping out can implicate even those who would prefer to enroll in higher education, especially in regions where it is endemic. Such situations are visual in rural areas of Bangladesh. Having a massive prospective some students have taken on hazardous journeys and get admitted. It can't be ruled out that the bribery system is going on more or less and lack of sufficient job sectors in Bangladesh. For this reason, family, neighbors, and relatives forbid to continue the study and suggest engaging in income.

So much so that most students make much in study, exam, and income, they can't take part in all cultural programs which make them calm and other people can call them to fool. Also, girls from impoverished families can't reach at the university level because of marriage and pregnancy. In contrast, an affair between boys-girls is not accepted in Bangladeshi culture and immature marriage won't be accepted by the law of Bangladesh. In this case, break up create a bad effect for both of them.

As it is, rural people have lack of social awareness and don't arrange any program for motivating poor student in Bangladesh, when a poor student gets a good result, some evil men can't accept the development of poor students. By showing the greedy of power, drug, and property, some stalkers call students to engage in criminality. When higher educated and affluent people make people aware and motivate poor students, they can be a success.

4.2.4 Challenges in Family

The family has a key role in informing students' understanding and conceptualization of the higher education market and mother has the most contribution to enroll higher education of their children (Brooks, 2003; Coffey, 2001). Low wages, long working hours have role parents take a decision to take their children out of school, and children not only drop school to reduce tuition fees but also to support the family and engage paid work (Theuws et al., 2017). Whose parents contact to teachers, they comparatively less leave school (CREATE, 2011).

As children are reared by the family in Bangladesh, school-going children help their parents to rear their younger sibling that impact on their education. Every student has to work his or her emergency task level best at home. Except for emergency tasks, family members should not force to work and avoid those tasks that can be harmful at all for the student. Thus, family members have to sacrifice to the utmost for their children so that they can become educated and develop the economic condition of the family.

It must take into cognizance the fact that families in rural areas of Bangladesh don't provide nutrition and preferred food, and sufficient materials of education. By the by, family members have to convince their children in point of their economic condition and take help from donors, teachers, and rich people.

It must remember that family is the best place for mental refreshments and making socialized children. In contrast, quarrel, divorce, and separation of parents create pressure on the school-going student. Hence, parents should make a compromise between them, and family members have to stable family bonding so that school-going children can be free from mental pressure and make a connection among their children, educated persons, and teachers.

4.2.5 Challenges in IT sector

Information communication and technology (ICT) has become a common issue in all aspect of life. The world is moving rapidly into digital media and information. The role of ICT in education is becoming more and more important (Oliver, 2002). Milk and honey can't make anyone educated but the right information can help to be educated. But, most of the people in rural areas turn a blind eye to what's happening on the ground which hampers on school going students. It goes without saying that the newspaper is not available in rural areas even people like to watch movies, drama, plays, etc. impoverished students don't know about the world letter and spirit. As a matter of fact, there are a few education-oriented seminars and motivational program in the rural areas which remain them out of the information of higher education. As a student in the urban area lives in the modern area, they achieve a lot of general knowledge but the students in rural area don't achieve general knowledge.

First and foremost, the lack of information in regard to higher education is the main problem. Several students feel fear to fill up form because they have less knowledge in point of online. Over and above, they also feel fear of cost, distance, getting chance, and what not of higher education.

It may not have been seen huge computer users in rural areas, but the rate of computer users in the rural area is growing considerably. Even so, wi-fi connection has reached some rural areas and this is likely to increase becoming addicted to online use, they have to use the internet to the point.

4.2.6 Challenges in School Environment

It is guaranteed that buildings structures, classrooms, laboratories, and other equipment are crucial elements of the learning environment in school and university. There is strong evidence that infrastructure facilities improve student outcomes and reduce the dropout rate among other benefits (Teixeira et al., 2017).

This is a common matter that some of the students are absent because of distance and bad roads. As the case may be the distance from home to school is a problem in the rural area. At first blush, rural schools are deprived of worthwhile educational equipment, electricity, laboratory, computer, internet connection, collaboration with various social organizations, and less auditing by the authority. Less caring by the school in rural areas is visual, school authorities have to drive home brilliant student.

Lack of skilled and trained teachers, so to say, in rural education institutions is a big problem, some teachers are not aware of higher education. It can be a reason for this is most of the teachers have finished studying in rural collages. It may be seen that some of the teachers can be a turncoat; they have to give up this and love students with heart and soul.

Basically, the managing committee is weak with regard to higher education because they have been elected over and over again based on power and wealth as well as they have a scarcity of educational qualifications. Their awareness is a crying need. Finally, the school must be increased in number and the glitches in school management must be addressed in the right earnest.

4.3 Findings Discussion

It is not enough to simply come up with raising literacy rates, the Bangladesh government has to make opportunity for students coming in higher education from all regions of Bangladesh. Our considerable achievements in education in the past years mean little if we can't make equality for every student all over Bangladesh to get admitted to higher education. It is not uncommon to find a lot of students in remote areas who don't enroll in higher education because of lacking economy, motivation, and information which is unbearable for the Bangladeshi. Bangladesh's government has promised to ensure equal opportunity for every student; every citizen would like to hold the authorities to that pledge. To sustain the development of Bangladesh for present and future generations, enrolling students from all walks of life will be prosperity. Access to higher education is a basic right for every citizen. But for a poor student in remote areas, it is not a simple matter. While the Bangladesh government is raising subsidized rates in education, there are not enough to meet the growing demand of poor students in remote areas of Bangladesh. Not only there is lack of economic support but also lack of information, motivation, equipment in school, the distance of the school, insufficient number of school, lack of guidelines, high dropping out rate, high child labor rate, parents' less awareness, weak managing committee, the hostility of neighbor, etc. prevent them to enroll in higher education. In such a situation it is clear that there are because of the causes of not enroll in higher education of poor students.

What is notable is that thousands of poor students can't enroll in higher education nationwide. This situation is especially grave when a student has no supporter. While it is a deniable fact that the government provides some economic support to poor students, it is also true that this support is very small for them. By fulfilling the dream of establishing an advanced opportunity for rural students, Bangladesh will achieve long cherished self-sufficient. Dropping out can implicate even those who would prefer to enroll in higher education, especially in rural areas of Bangladesh when it is endemic. But the mane fact that dropping out in rural areas can proliferate easily, especially in a context where poverty is already an embedded part of everyday life. In view of this situation, these factors discourage them from enrolling in higher education. The government should take initiatives to increase their enrolling and strengthen those initiatives so that they don't face any challenges and can enroll without having to worry about the study system and cost of higher education.

5. Conclusion

At the eleventh hour, it can be said that Bangladesh is a developing country that deserves on and on a lot of educated and skillful citizens all along in order to make this country developed and beautiful. In all probability, as things stand today, to reach the level of a developed country and to

make free the rural areas of the captivity of illiteracy, enrolling in higher education of students from all categories must be needed. Because of people from all walks of life chip in moving our country forward. The rate of enrolling in higher education will come from raising awareness among not only students but also parents, teachers, and relatives. Hence, it is high time the poor citizen of Bangladesh educated children in higher education and their guardians kept themselves out of challenges. The concerned authority should also make sure that the increasing participation of rural students in higher education is sustained. Apart from this will require a more diligent monitoring system.

In this case, the government of Bangladesh, other social organizations, and donor and non-governmental organizations have to help those rural qualified students who have a chance to get admitted to the public university of Bangladesh. As a matter of fact that there are a lot of voluntary organizations in India to raise education in rural areas, such as- Kishore Bharati (KB), The Mazdoor Sangathan (Labour Organization), The Hoshargabad Science Teaching Programme (HSTP), Children's Activity Programme (CAD), and Fertility Awareness Education Programme (FAED) (Shukla and Kaul, 1998). With the increase of preventive activities of peace-loving and education-loving people in a body, the dropping rate may be stopped at the bottom. Researchers, teachers, students, researcher organizations have to conduct research on those categories of people, though several universities have also conduct research on them, such as- University of Barishal. It seems that when they get opportunities, they will come to the university by turns and make strong economic growth and the status of Bangladesh, and to reduce poverty.

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