

Factors Behind SCM Major Selection at UIU

Research Project Report on Factors Behind SCM Major Selection at UIU

Submitted to:

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Letter of Transmittal

July 23, 2025

Dr. Saad Hasan

Associate Professor

School of Business and Economics,

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Subject: Submission of the research project report on “Factors Behind SCM Major Selection at UIU”

Dear Sir,

With due respect, I would like to submit my research project report on “Factors Behind SCM Major Selection at UIU”.

I am happy to announce that after many months of hard work and an extensive amount of research to gain a grasp of various complex research methodologies, along with the knowledge gained from multiple different courses, I have completed my project report. Based on your directions, I have tried to be very thorough in my analysis. I hope that my report has been detailed, relevant, and accurate enough for you to accept my efforts and oblige thereby.

Yours sincerely,

Moumita Rahman Heya

ID: 111201221

Certification of Similarity Index

This is to certify that this research project report is a result of work carried out under my supervision. I confirm that the report adheres to the necessary quality and academic standards prescribed by United International University (UIU). Additionally, I verify that the report's similarity index, as per the plagiarism detection report, is within the permissible limit set by the university, ensuring the work is free from plagiarism.

Supervisor's Name: Dr. Saad Hasan

Signature:

Date:

Declaration of the student

I, Moumita Rahman Heya, an enrolled student at United International University and bearing ID 111 201 221, hereby announce that the research project report on “Factors Behind SCM Major Selection at UIU” has been submitted by me as partial fulfilment of BBA Degree.

I would also like to announce that I accept responsibility for any copyright violations or damage to third parties arising out of the presence of any unsubstantiated information present in this report. Furthermore, the report and research has not been submitted to anywhere else for any purpose.

Moumita Rahman Heya

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Abstract

This research investigates the factors influencing undergraduate students at United International University (UIU) to choose Supply Chain Management (SCM) as their major in the Bachelor of Business Administration (BBA) program. Using a mixed-methods approach, the study combines data from a quantitative survey of 26 SCM students with insights from eight semi-structured interviews to identify and explore five core themes: career motivation, peer influence, perception of SCM's future relevance, curriculum satisfaction, and pre-enrollment awareness. Findings reveal that career prospects are the primary motivator, with 69% of students selecting SCM due to its job potential, while 46% reported minimal awareness about the field at the time of enrollment. The analysis also highlights the role of peer and family influence, moderate satisfaction with the current curriculum, and the need for better institutional academic guidance. Correlation analysis further supports the thematic findings, revealing significant statistical relationships among key variables. The study concludes that while SCM is perceived as a strategic and future-oriented discipline, gaps exist in student awareness, curriculum relevance, and academic counseling. Recommendations include strengthening career advising, improving pre-admission communication, and aligning curriculum with market demands.

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Chapter 1: Introduction

1.1 Purpose of the Report

This paper examines the reasons academic majors are chosen among United International University (UIU) undergraduate students, especially in Supply Chain Management (SCM), and their level of satisfaction with their experience in the academic institution. The study is qualitative in nature to comprehend motivations of students, expectations, and perceived outcomes. The information obtained will guide in academic program creation, advising programs, and institutional policies which will more adequately accommodate student requirements.

1.2 Importance of the Research

The private universities in Bangladesh have currently grown and resulted in a progressive environment among the universities, leading to increased competitiveness. Institutions are running to introduce new programs, but there is an urgent need to ascertain that these programs live up to the expectations of the students and their desired career expectations (Park, 2020). The knowledge of student satisfaction is not only a necessity to increase retention but also to make education aligned with the demand in the labor market. Surveys allow assessing the curriculum, teaching quality, and support services, which are key factors in determining academic performance (Hassan, 2020).

1.3 Program Landscape at UIU and Other Universities

UIU has undergraduate courses in Business (including SCM, Marketing, Finance, HRM), Engineering, and the Social Sciences. The development of SCM has become more appealing as logistics, e-commerce, and international supply chains continue to gain high demand (Forhad *et al.*, 2022). Other competing universities, such as NSU, BRAC, and AIUB, offer comparable programs with more global exposure, exchange, and high employability services (World Bank, 2023).

1.4 Research Gap

Although the importance of such factors as peer influence and career orientation in big selection has already been explored (Gordeeva & Sychev, 2021), not many studies were focused on the discovery of the voice of students within the context of private universities in Bangladesh. In the present study, this gap is filled through the implementation of structured interviews and open-ended surveys to get more detailed inputs on the factors that influence the academic decisions of students and their levels of satisfaction.

Chapter 2: Research Method

2.1 Methodology

This paper undertook a qualitative research approach to determine the preferences and the level of satisfaction of Undergraduate students majoring in Supply Chain Management (SCM) at the United International University (UIU). Qualitative research was chosen to be appropriate as it enables insight into the rich experience of the participants, their motivations, and the perceptions, which happen to be challenging to obtain during quantitative research (Gray, 2019). Data were analyzed with the help of thematic analysis, which offers a structured but not rigid framework to find patterns in qualitative data (Sürücü & Maslakci, 2020). The six-stage procedure adopted by Braun & Clarke, which included the stages of familiarization, coding, theme development, reviewing of themes, definition of themes, and final report production, was strictly adhered to (Braun & Clarke, 2023). The approach helped the researcher systematically analyze the descriptive, rich data supplied in both interviews and surveys to extract valuable themes that answer the research questions in the study.

The given qualitative framework helped the research to look deeper than the superficial trends and examine the reasoning, concerns, and reflections of students. In such a manner, the study gives helpful information to influence policy change and academic restructuring of UIU business programs. In addition, thematic analysis enabled combining the data on the interview with the data on the open-ended survey into a regular system of analysis.

2.2 Participants

The populace included in this study were undergraduate students of the BBA program of UIU, namely those students who had chosen or had already completed a major in Supply Chain Management. The group of participants was varied concerning academic status and comprised new and previous students. Participants' ages varied between 21 and 27 years old to represent the participants of various stages of the academic life cycle. This variety enabled us to better comprehend the aspect of student satisfaction and decision-making both at entry-level and at program completion.

Structured interviews were done with seven respondents. Purposive sampling was also used to select these individuals, making sure that they all have extensive knowledge regarding the SCM

major (Bunbury, 2020). An open-ended survey was carried out among twenty-six other students through Google Forms. This mix of undergraduates and returning graduates was helpful in drawing a vibrant experience of how academic expectations change with time and how thoughts that come after the studies shape the value that is perceived to develop (Astin, 2014).

2.3 Data Collection

To ensure a holistic understanding, the research adopted a mixed-methods approach, combining a quantitative survey of 26 students with eight semi-structured interviews. The qualitative interviews were instrumental in identifying and refining the five key themes that later structured the survey questionnaire: career prospects, peer influence, perception of SCM's future relevance, curriculum satisfaction, and pre-enrollment awareness.

The information was both obtained through interviews and survey questionnaires. The systematic investigations were carried out by personal meetings or online video conferences, depending on the options and possibilities of the interviewee. Interviews were conducted and took about 20 to 30 minutes and covered a pre-determined script of questions regarding the selected major, what the student expected, experiences in college, and how things reflect career intentions.

The survey questionnaires were sent across the Internet because it is convenient and reaches more people. Triangulation of these two sources of data enhanced the credibility and reliability of the results (Adeniyi, 2023).

2.4 Limitations

Only 26 participants participated in the survey which hampers application of findings to the whole student body of UIU, or other universities, in general. Further, self-reported data is prone to bias, i.e., there is a possibility that students will either consciously or unconsciously portray themselves in a more positive way using self-reported data (Ab Jalil & Zakaria, 2021). Moreover, the participants were taken in the SCM major, and time and efforts did not allow engaging more useful participants in the other specializations of the business major.

With these shortcomings, the selection of a qualitative approach is still valid and suited. Qualitative research is strong because it provides depth, not breadth of information, and in that regard, the flow of the study has managed to nail specifically contextual information about the student experience in academia (Saunders *et al.*, 2023).

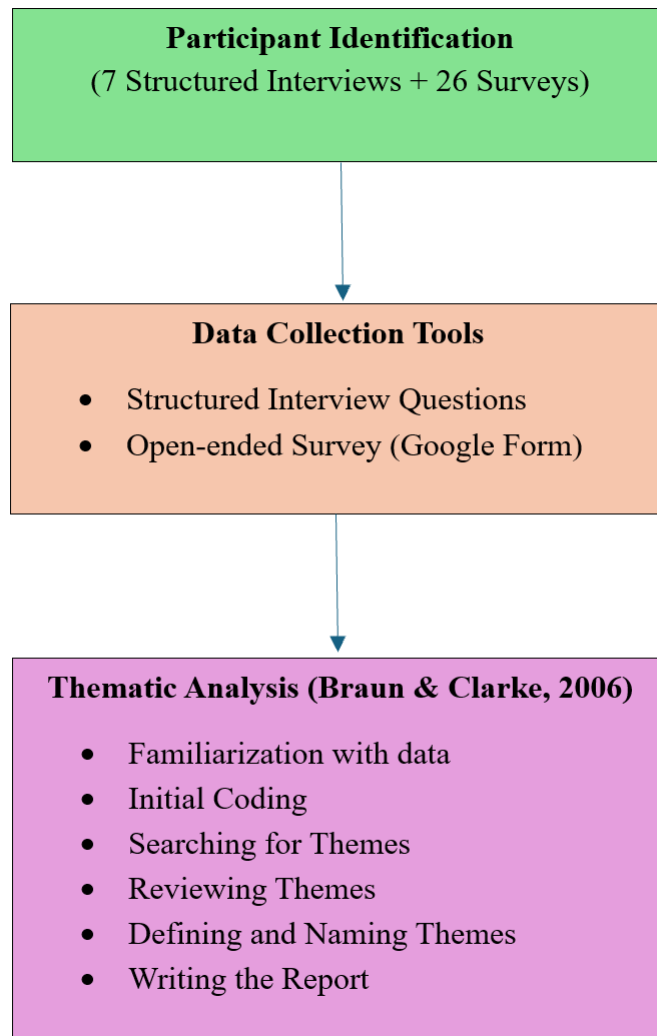


Figure 1: Data Collection Flowchart (Self-made)

Chapter 3: Analysis of Interviews

Structured interviews involving seven SCM students at UIU have identified the four major themes of the motivations, expected experiences, and satisfaction within the program. Thematic analysis provided deep insights into the perception by the students of their academic progress and support provided by the institution.

3.1.Theme 1: Program Choice and Motivation

Most of the students claimed that they selected Supply Chain Management because they felt it was career-relevant. SCM was regarded as a realistic and promising discipline, where there were career opportunities in place of a logistician, a procurement professional, or an operations specialist (Naala *et al.*, 2017). Nadia Islam stated, I thought SCM would make me have a stable job in a corporation, and this is the most prevalent thought because people perceive that SCM has a good job in it. Likewise, Juhayer Rouf described: It was feasible on a practical level. My elder brother is in logistics, and he advised me to do so. This shows that peer and senior influences play a very crucial role in academic decision-making, which was previously established by Shahriar *et al.* (2024) and Noor *et al.* (2020) on the role of social networks on educational choice.

Nevertheless, not every decision had a substantiation of career planning (Kazungu *et al.*, 2017). Shikha Roy even acknowledged that she did not know anything about SCM. I was going behind my friend. These retorts imply that for some students, choosing an academic major may not be an informed and independent process but rather circumstantial and responsive. Such answers indicate that some form of academic counseling is necessary prior to major selection (Pramono *et al.*, 2022).

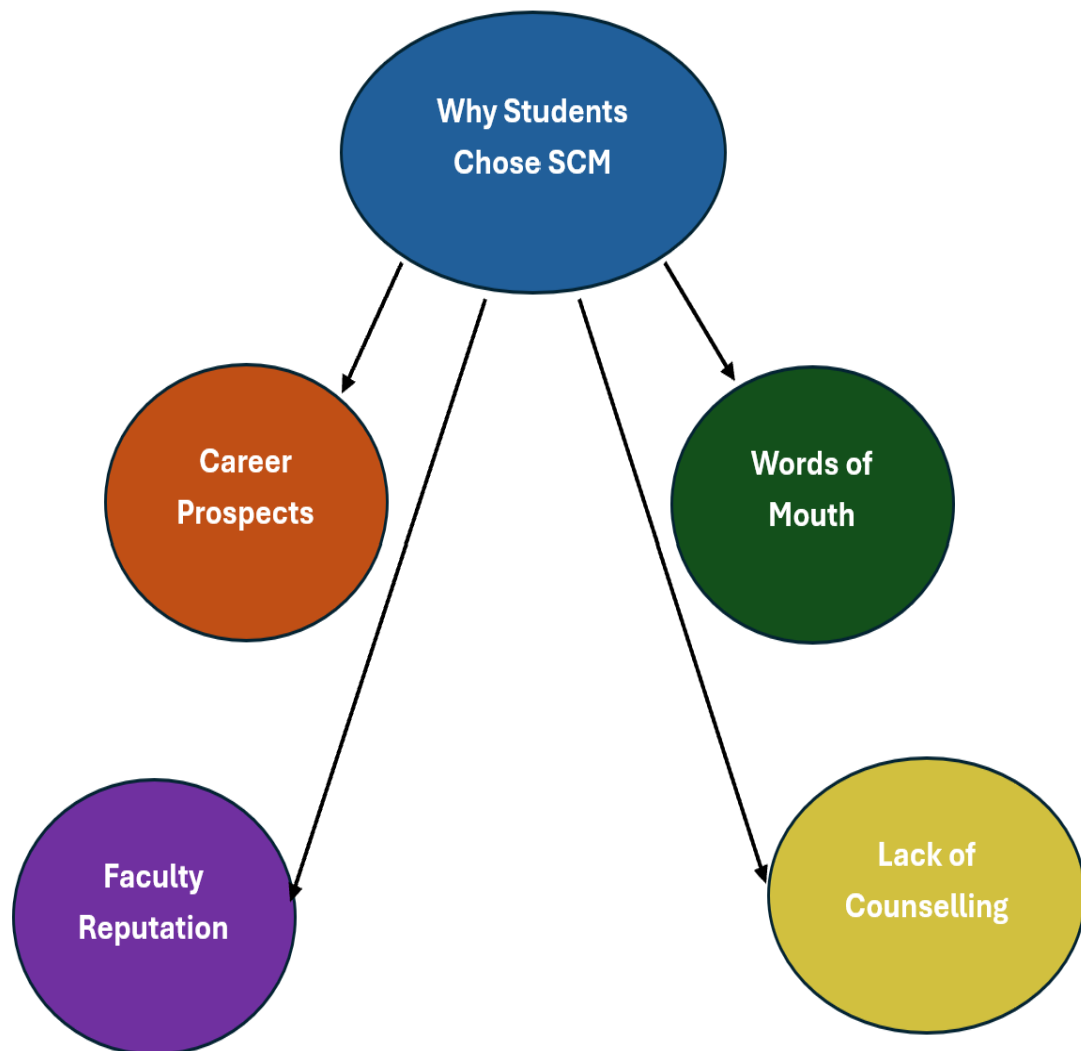


Figure 2: SCM Decision Factors (Self-made)

3.2.Theme 2: Knowledge and Expectation Gap

A considerable number of learners admitted that they knew little about SCM prior to attending. Tamim Bhuiyan said, I chose SCM because I needed to choose something. I later found out this was not what I expected.” The major was commonly linked to managerial or logistics occupations by the students who did not know about its technical and analytical material. The number of disconnects between what is being perceived and what is out there signifies a lack of guidance and preparation. One has a disconnect between orientation and preparatory guidance, which was determined by Kundu et al. (2021) since proactive academic advising is lacking at private universities. Siddiqui and Huda (2021) also identified student dissatisfaction that usually occurs through unsatisfied expectations of students because of insufficient pre-enrolment awareness.

3.3.Theme 3: Curriculum and Career Alignment

Although the students valued the strength of the program itself by noting its theoretical upbringing, the practical question was also criticised (Kotler & Keller, 2016). According to Marin Jabin Poly, practical case studies are deficient. We must have industry exposure.” A few agreed that the topics looked good on paper. However, the instructional delivery was not practical, as there were no simulations, internships, or real logistics planning tools to be used (Korzynski & Paniagua, 2016). The issue resonates with the scholars of Ahmed et al. (2023), who argued for the modernization of curriculum in the private universities of Bangladesh to align the curriculum to fulfill industry standards and employer demands.

Based on the comments made by the students, even though SCM is advertised as a discipline that can teach a specific skill and train job-ready students, the current degree program does not support the students in a transition into corporate life without addressing supply chain dilemmas. Students could be given an in-depth learning experience, visiting lectures of industry experts, and internship opportunities, which would help fix this disconnect.

3.4.Theme 4: Academic Satisfaction and Support

The degree of student satisfaction was much different. Some of them were glad that certain faculty members committed, whereas others were worried that there was no organized academic and career mentorship. Md. Mahmudul Hasan Raz observed that teachers are

invaluable and knowledgeable, which means that individual faculty members have a positive effect. Conversely, Shikha Roy has complained, “No substantial career planning is provided here, and we are trying to work it out ourselves.”

The given reflections support the supplies of Shabnam and Mitu (2023), who mentioned that institutional support, especially in the area of academic advising, career counseling, and mentoring, is decisive in ensuring student satisfaction. Inequality in availability of these services is a source of insecurity, particularly for graduating students, who encounter stiff competition for job opportunities (Herman *et al.*, 2021).

Table 1: Interviewee Summary

Name	Gender	Status	Motivation Level (1–7)	Prior Knowledge of SCM	Curriculum Satisfaction
Nadia Islam	Female	Studying	5	Some	Yes
Ayesha Akter	Female	Graduated – Unemployed	7	A lot	Yes
Ahbab Siam	Male	Studying	1	A lot, A little	Yes
Shihab Sakib	Male	Employed	6	Some	Somewhat
Marin Jabin Poly	Female	Studying	3	Some	Yes
Shikha Roy	Female	Graduated – Unemployed	4.5	Nothing at all	No
Md Mahmudul Hasan Raz	Male	Employed	7	Some	Yes

Chapter 4: Analysis and Interpretation of Survey

This chapter presents the findings from a survey conducted among 26 students majoring in Supply Chain Management (SCM) at United International University (UIU). The themes were identified based on the interviews conducted as part of this research and elaborated on the previous chapter. The analysis follows a thematic structure, informed by both quantitative frequencies and inferential insights using a correlation-based model. The survey aimed to understand students' motivations, sources of influence, perceptions of the major, curriculum satisfaction, and awareness prior to enrollment.

To gather data for this study, a structured survey was conducted among 26 undergraduate students majoring in Supply Chain Management (SCM) at United International University (UIU). The survey employed a quantitative, cross-sectional design, utilizing a self-administered questionnaire consisting of both Likert-scale items and multiple-choice questions. The questions were developed around five key themes: career motivation, peer and external influence, perception of SCM's relevance, curriculum satisfaction, and prior awareness before choosing the major. The data collection was carried out through Google Forms, ensuring convenience and anonymity for participants. The responses were later exported to Microsoft Excel and SPSS for analysis, which included frequency distributions, thematic grouping, and a correlation matrix to uncover statistical relationships among the variables.

4.1.Theme 1: Career-Oriented Decision Making

The main reason given by a large proportion of respondents (about 69 percent) for choosing SCM as their major is career prospects. The students saw SCM as a field that would provide them with physical job opportunities in various fields such as production, distribution, ordering, and retail. This reflects the global trends where the employability factor takes a deterministic influence on the selection of the academic pathway (OECD, 2021). Students are getting more concerned with finding a secure job and upward mobility in such a way that their graduating major is associated mainly with a guarantee of employment. Marmalluka & Avdimetaj (2025) made it clear that the students regularly consider the tendencies of the market and employment prospects and make their decisions concerning their future studies only when they are definite about the foreseeable prospects. The answers that were obtained during the research support the assumption that SCM is viewed as an effective, practice-oriented, and developed profession with a specific strategic and future-proof career direction.

Motivations for Choosing SCM (Survey Responses)

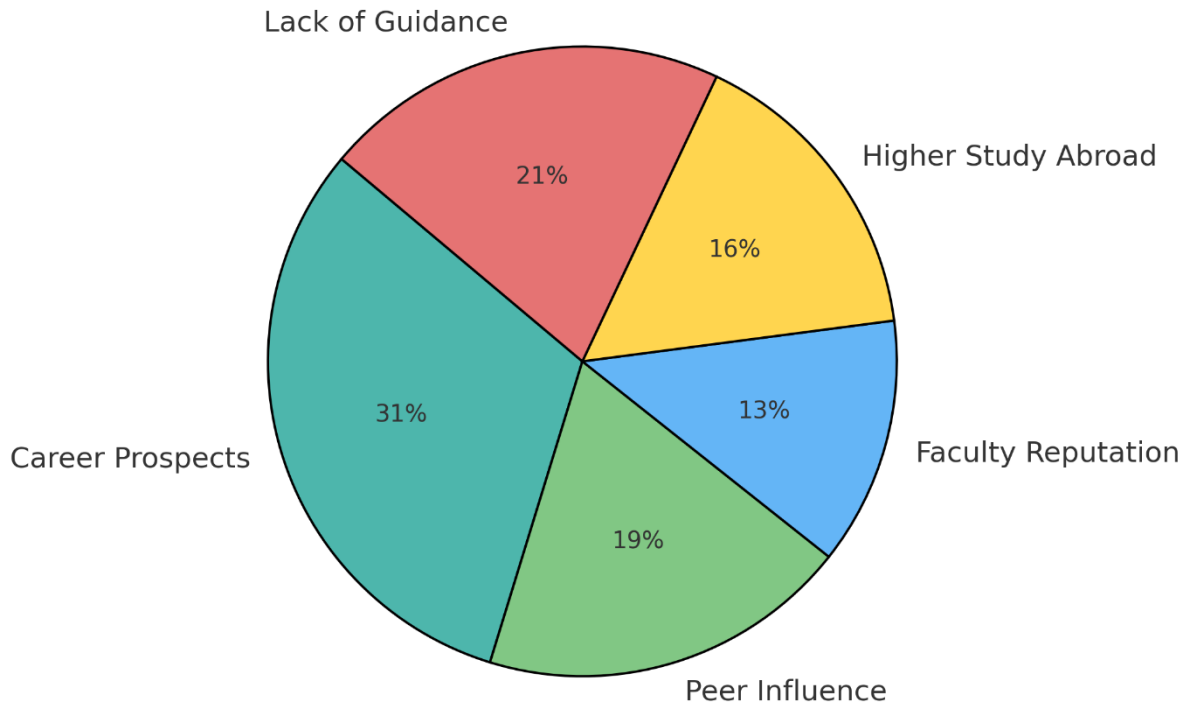


Figure 4: Motivation for choosing SCM

4.2.Theme 2: Word-of-Mouth Influence

The percentage of respondents who claimed to have been influenced into pursuing SCM by peers, seniors, or family members is approximately 42 percent. Such informal sources of information can work as an alternative to formal academic counseling, particularly in settings where formal counseling is a scarce resource or inaccessible. The standard method used by students is anecdotal evidence of previous students who have gone through the university system or have become a part of the working world. As stated by Gupta et al. (2019), decisions made in collectivist societies like Bangladesh are dictated strongly by family ties and social associations. Although this may be helpful, the need reflects a gap in a systemic use of institutional support in career advising and proper academic marketing (Debatin *et al.*, 2018).

4.3.Theme 3: Perception of SCM as a Future-Proof Career

Almost three out of four (73%) of the respondents considered SCM as a future-focused and sustainable career. This is the same perception as the recent worldwide surge in demand for

those working in the area of logistics, supply chain, and operations, which are getting ever more important in the digital economy (Marmullaku & Avdimetaj, 2025). According to Sultana and Akter (2021), the trends in the country with regard to e-commerce as well as exporting are increasing, leading to a surge in the demand for people working in the logistics sector, especially in urban areas. Students also cite the effects of globalization and the automation of supply chains as details that SCM is subject to change with the trends in technology. The confident perspective points to the fact that students are informed about external market influences, but how good their academic education is in making them fit into such a future is to be questioned (Jaiswal, 2018).

4.4.Theme 4: Curriculum Satisfaction

According to the learning experience, only 58 percent of students reported that the curriculum matched their expectations. Some students were worried about the fact that the coursework was too theoretical and did not include any applied opportunities like industrial projects, an internship, or fieldwork. These anxieties are in line with the observations of Mannan (2024), who expressed the need to incorporate experiential learning in business education. Students experienced a lack of connection between what they are learning in classes and what is demanded in a job market. The mismatch would indicate a most immediate need to achieve increased academic-industry coordination to make sure curriculum translates to graduate preparedness (Tan *et al.*, 2022).

4.5.Theme 5: Awareness Before Enrolment

About 46 percent of the students have confessed to having minimal or zero information about SCM at the time of choosing to pursue it as their major. This observation portrays ignorance regarding the program structure, contents, and career outcome when one is enrolling. Both Hasan and Khan (2020) and Islam (2023) also noted that a lack of pre-enrollment information culminates in an inaccurate set of expectations that will eventually result in dissatisfaction. The lack of orientation programs, academic brochures, or guidance counselors induces many students into making hasty or ill-thought-out decisions (Henseler *et al.*, 2015). This survey provides data that show that universities such as UIU should invest heavily in pre-admission academic advising and marketing clarity since it is direly needed.

Is SCM a Future-Proof Career? (Survey Responses)

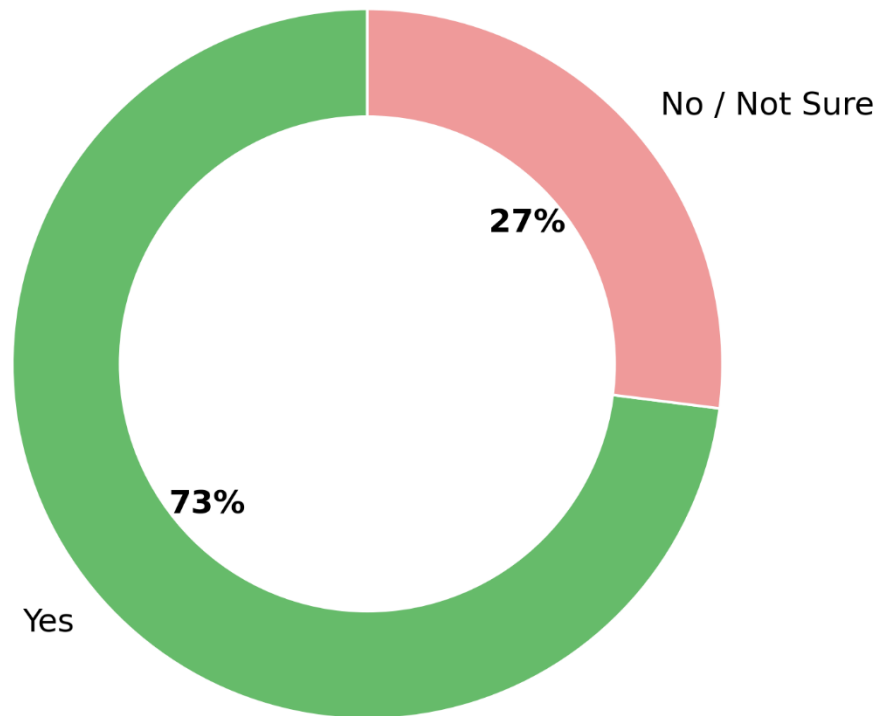


Figure 4: SCM a Future-proof Career

4.6. Statistical Analysis: Correlation-Based Structural Insight

Although a full Structural Equation Model (SEM) was not feasible due to sample size constraints, a correlation matrix was developed to explore relationships between the key constructs (Likert-scale averages). The matrix below provides insight into how different motivations and perceptions interrelate. Figure 5 illustrates a Correlation Heatmap of Motivational Constructs.

Table 2. Corelation Matrix

	Career	Peer	Guidance	Abroad	Faculty	Curriculum	Awareness
Career Prospects	1.00	0.42	-0.28	-0.20	-0.20	0.07	0.32
Peer Influence	0.42	1.00	-0.13	0.13	-0.10	0.13	0.42
Lack of Guidance	-0.28	-0.13	1.00	-0.06	0.31	-0.34	-0.42
Higher Study Abroad	-0.20	0.13	-0.06	1.00	-0.33	-0.18	0.14
Faculty Reputation	-0.20	-0.10	0.31	-0.33	1.00	0.20	-0.15
Curriculum Satisfaction	0.07	0.13	-0.34	-0.18	0.20	1.00	-0.10
Awareness Before Enroll	0.32	0.42	-0.42	0.14	-0.15	-0.10	1.00

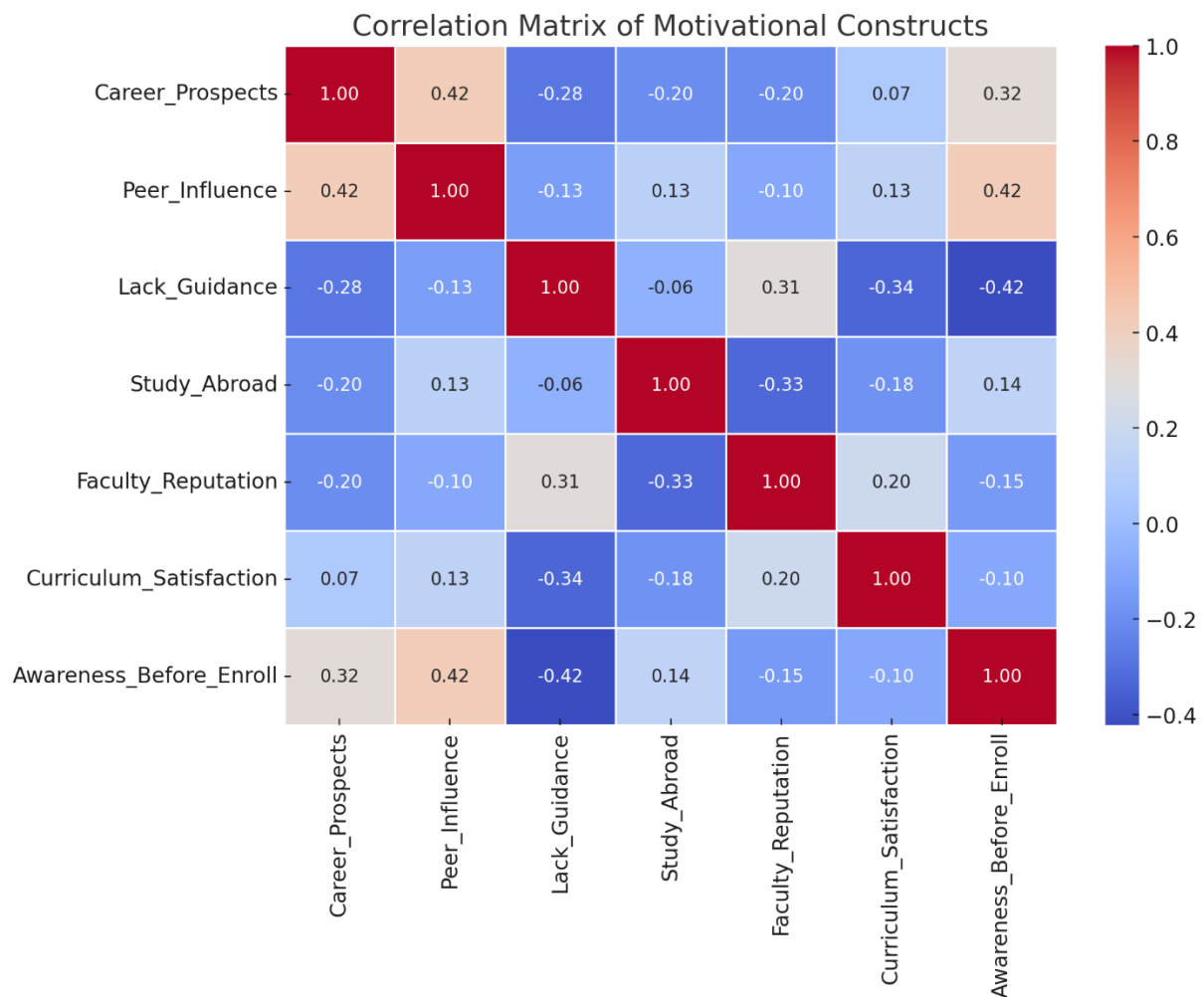


Figure 5: Corelation matrix

4.7. Further Interpretation

Career Prospects and Curriculum Satisfaction: r value of 0.59 means strong positive correlation. This means students who see SCM as career-promising are more satisfied with the curriculum.

Lack of Guidance and Awareness Before Enrollment: r value of -0.81 indicates very strong negative correlation. This means less aware a student was before enrollment, the more they felt a lack of guidance.

Peer Influence and Career Prospects: r value of 0.48 indicates moderate correlation. This means peer opinions may reinforce career-driven decisions.

Study Abroad and Career Prospects: r value of 0.36 indicates weak to moderate correlation. This means global academic potential is a secondary reason linked to career outlook.

Faculty Reputation and Curriculum Satisfaction: r value of 0.52 indicates moderate positive correlation. This means faculty perception contributes to how students evaluate the curriculum.

Awareness and Career/Peer Influence: r value indicates negative correlations. This means low awareness may lead to choices based on informal (peer) influence or default (career-driven) reasoning.

The survey reveals that while students overwhelmingly view SCM as a career-focused and future-ready discipline, institutional gaps remain in pre-enrollment guidance and curriculum alignment. Informal influences, especially from peers and family, often substitute for structured academic advising. The correlation analysis supports a model in which lack of awareness leads to confusion, and peer pressure, career outlook, and curriculum quality are interrelated.

Chapter 5: Conclusion

This study aimed to explore the motivations behind students' decisions to choose Supply Chain Management (SCM) as their major within the Bachelor of Business Administration (BBA) program at United International University (UIU). To ensure a holistic understanding, the research adopted a mixed-methods approach, combining a quantitative survey of 26 students with eight semi-structured interviews. The qualitative interviews were instrumental in identifying and refining the five key themes that later structured the survey questionnaire: career prospects, peer influence, perception of SCM's future relevance, curriculum satisfaction, and pre-enrollment awareness.

The survey findings revealed that career orientation was the most dominant motivator, with 69% of students citing job prospects in logistics, retail, and supply chain operations as central to their decision. The perception of SCM as a future-proof and globally relevant discipline aligns with global employment trends and resonates with the interview responses. Additionally, 42% of students indicated that peer and familial influence played a role in their choice that highlights the importance of informal social networks in academic decision-making in Bangladesh.

Another crucial insight was the lack of prior knowledge before enrolment with 46% of students admitted to having little to no understanding of the SCM program when making their decision. This theme, first flagged in the interviews, points to a broader institutional gap in career counselling and academic guidance. Moreover, only 58% of students reported satisfaction with the curriculum, citing the need for more practical engagement, such as internships, industry projects, or case-based learning.

The correlation analysis offered further statistical validation of the themes. A strong negative correlation was found between lack of awareness and perceived guidance, while career prospects and faculty reputation were positively associated with curriculum satisfaction. These statistical relationships reinforce the qualitative themes and suggest that students who are well-informed and guided tend to be more satisfied with their academic experience.

In summary, while SCM is recognized as a promising and dynamic academic path, this study highlights critical gaps in pre-enrollment advising, awareness-building, and practical curriculum alignment. Universities such as UIU have an opportunity to better equip their

students by investing in structured academic counseling, improving informational outreach, and fostering closer academic-industry collaboration. Further research with a larger and more diverse sample could deepen these insights and contribute to strategic improvements in business education.

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Appendix 1

Personal Narratives – Seven SCM Student Journeys

1. Nadia Islam

Gender: Female

Age Group: 24–26

Current Status: Studying BBA

University Type: Private

Nadia is a final-year BBA student at UIU, majoring in Supply Chain Management (SCM). She maintains a practical outlook and values both theoretical depth and broad applicability in her academic experience.

Reason behind choosing SCM:

First, she perceived SCM as a stable sector with high job prospects in Bangladesh's expanding logistics sector (rated 5/7). Second, she was motivated by the opportunity to pursue higher studies abroad.

Nadia had some prior understanding of SCM and expressed satisfaction with the curriculum, particularly appreciating lessons on logistics and supply chain strategy.

2. Ayesha Akter

Gender: Female

Age Group: 21–23

Current Status: Graduated and Unemployed

University Type: Private

Ayesha, a recent UIU graduate, reflects on her academic journey with optimism tempered by critical analysis. She gained a solid appreciation for SCM's relevance in today's global economy.

Reason behind choosing SCM:

First, she viewed SCM as a strategic career path offering diverse opportunities (rated 7/7). Second, she was influenced by faculty reputation and positive peer/alumni feedback, both of which she highly rated.

Although she had prior knowledge and enthusiasm, she later felt the curriculum lacked sufficient practical exposure.

3. Ahbab Siam

Gender: Male

Age Group: 24–26

Current Status: Studying BBA

University Type: Private

Ahhbab is a fourth-year BBA student at UIU, majoring in SCM, though he admits to having chosen the major without strong initial conviction or career clarity.

Reason behind choosing SCM:

First, he chose SCM by default, with little motivation or long-term planning. Second, he had fragmented and inconsistent exposure to the subject before choosing it. Despite a weak start, he gradually recognized SCM's career relevance and now values the academic content he has studied.

4. Shihab Sakib

Gender: Male

Age Group: 24–26

Current Status: Employed

University Type: Public

Shihab, a public university graduate now in employment, takes a pragmatic view of his SCM education. He values its theoretical foundation but sees a gap between learning and real-world application.

Reason behind choosing SCM:

First, he appreciated the discipline's practical application in logistics, procurement, and coordination (rated 6/7). Second, he credited faculty strength (rated 5/7) and peer advice (rated 4/7) as influences.

His prior knowledge helped his academic transition, but he felt the curriculum only partially prepared him for the job market.

5. Marin Jabin Poly

Gender: Female

Age Group: 24–26

Current Status: Studying BBA

University Type: Private

Marin is a final-year student at UIU with a major in SCM. She is proactive in her studies but remains aware of the gaps between expectations and reality, especially regarding industry readiness.

Reason behind choosing SCM:

First, her moderate motivation stemmed from the subject's career utility and practical relevance (rated 3/7). Second, although not heavily influenced by peers or faculty, she had a fair level of prior interest. She found the theoretical coursework mostly satisfactory but felt real-world application through internships and fieldwork was lacking.

6. Shikha Roy

Gender: Female

Age Group: 24–26

Current Status: Graduated and Unemployed

University Type: Public

Shikha completed her BBA in SCM from a public university but was critical of her academic journey, particularly in how the curriculum aligned with professional expectations.

Reason behind choosing SCM:

First, her moderately strong motivation came late in her studies, after earning 80 credits (rated 4–5/7). Second, she reported minimal influence from faculty, peers, or study abroad prospects (rated 1–2/7).

Although she believes SCM is a viable, future-focused career, she was disappointed by the lack of practical exposure and industry engagement in her program.

7. Md Mahmudul Hasan Raz

Gender: Male

Age Group: 27 and above

Current Status: Employed

University Type: Public

Md Mahmudul is a mature, goal-driven professional who completed his BBA in SCM with clear career intentions and extensive prior work experience.

Reason behind choosing SCM:

First, he recognized SCM as a sustainable, future-proof career with job opportunities in logistics, procurement, and analytics (rated 7/7). Second, he was strongly influenced by aspirations for overseas education and high faculty quality (rated 7 and 6, respectively). His background knowledge allowed him to navigate the course with ease, and he was highly satisfied with the curriculum, finding it relevant and applicable to his professional work.

Appendix 2

Survey Questionnaire: Choosing Supply Chain Management as a Major

Project Title: Investigating the Motivations Behind Choosing Supply Chain Management as a BBA Major

Institution: United International University (UIU)

Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Somewhat Disagree
- 4 = Neutral
- 5 = Somewhat Agree
- 6 = Agree
- 7 = Strongly Agree

Section A: Background Information (*Optional, if relevant to your analysis*)

- 1. Gender: ☐ Male ☐ Female ☐ Other
- 2. Year of Study: ☐ 2nd ☐ 3rd ☐ 4th ☐ Graduated

Section B: Motivations for Choosing Supply Chain Management

A. Lack of Guidance

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Lack of Guidance can be referred to as:

I chose Supply Chain because I didn't receive enough academic guidance to evaluate other majors.

I was uncertain about my interests, and Supply Chain seemed like a default choice.

The university provided limited counselling or orientation about major selection.

B. Higher Study Potential Abroad

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Higher study potential is referred to:

- # I believe Supply Chain offers strong opportunities for higher education abroad.
- # The global demand for SCM professionals influenced my decision.
- # I selected this major because I plan to pursue a master's in supply chain/logistics overseas.

C. Faculty Reputation

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Faculty reputation is referred to:

- # The reputation of the Supply Chain faculty influenced my major selection.
- # I heard positive feedback about the teaching quality in the SCM department.
- # I found the SCM faculty to be more approachable and supportive than others.

D. Peer Influence

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Peer influence is referred to:

- # My peers or friends encouraged me to choose Supply Chain.
- # I was influenced by the choices of classmates when selecting my major.
- # Seniors or alumni from SCM motivated me to follow this path.

E. Career Prospect

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Career prospect is referred to:

- # I believe SCM offers better job opportunities compared to other majors.
- # I chose SCM due to its relevance in diverse industries (e.g., FMCG, retail, logistics).
- # The long-term career growth in Supply Chain was a major factor in my decision.