

Host Community College Education: Perceptions of Teachers and Students of Rohingya Influx in Cox's Bazar in Bangladesh

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ABSTRACT

This study highlighted how teachers and students perceive the effects of the influx of Rohingya refugees on the teaching-learning environment of colleges for higher education in Cox's Bazar district of Bangladesh. It revealed the issues of admission, the academic environment of the colleges, the attendance and performance of the students, pedagogical changes, the learning attitudes of the students, and the retention, graduation, and well-being of the prime stakeholders. To that end, it deployed an interpretivist approach and qualitative methods of in-depth interviews and focus group discussions with teachers and students from the targeted colleges of the district. In thematic analysis, both teachers and students perceive the crisis negatively, which they have identified as a 'generation gap' in terms of contributions to the nation's human resources. The teaching-learning environment of college education has deteriorated since the influx and crisis that has occurred in the locality. Some ad hoc pedagogical-cognitive and local decisions have been made to continue education minimally.

Keywords: Perception, College education, Host community, Refugee influx, Pedagogical, Assessment

INTRODUCTION

A sound academic environment is essential for quality education and optimum learning outcomes. It determines the admission, retention, graduation, and well-being of prime stakeholders, i.e., the teachers and students of academic institutions. The academic environment encompasses both extrinsic and intrinsic elements related to the teaching and learning of a particular institution (Stukalina, 2012). Intrinsic factors are the core elements of an institution on which it is based and grows, such as teaching staff, curriculum, syllabus, teaching aids, assessment criteria, and learning motivation for students (Ramsden, 1997; Valtonen et al., 2020; Chen et al., 2023). On the other hand, some external and physical elements are classroom design, living space, locality, transportation, and the safety of teachers and students inside and outside the campus (Beckers et al., 2016; Usman & Modudili, 2019). Internal factors or soft elements are mostly managed and controlled by teachers, while teachers can hardly influence external affairs; instead, they are influenced by some. Different climate types result in different learning outcomes (Struyven et al., 2006) and outputs for teachers and students. In addition, maintaining the minimum standard of the academic environment during heavy pressure of external affairs is quite impossible. Typically, such a situation results from conflicts or natural disasters (Shohel, 2020), which disrupt the everyday lives of victims and sufferers through unwanted events. The refugee crisis is one of the counterproducts of conflict and constitutes approximately 43.7 million refugees globally (UNHCR, 2024). It causes multifaceted problems for both themselves, the local community, and neighboring countries; however, the refugees themselves are not responsible for the crisis at all.

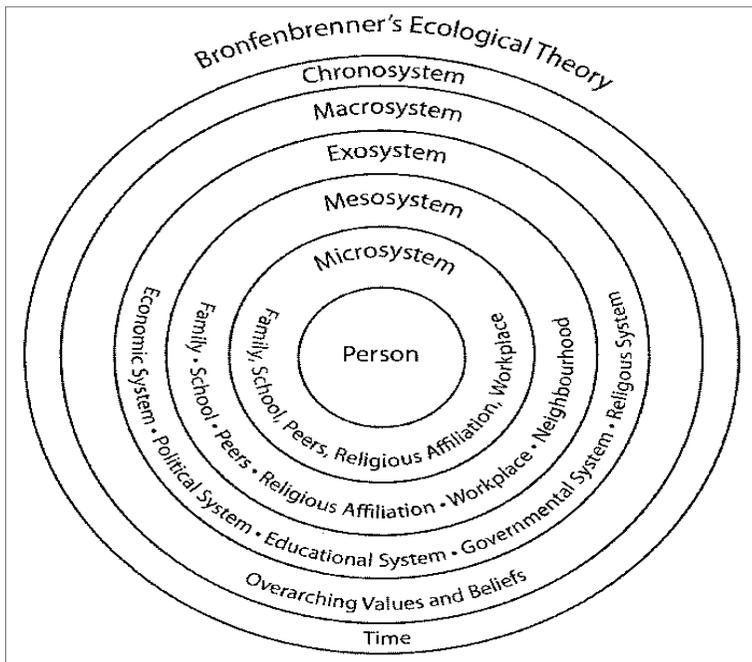
Bangladesh is currently a sanctuary of 1.2 million Rohingya people who fled in the face of state-run persecution against them in Myanmar. The first exodus occurred in 1978, and the latest exodus occurred in 2017. Refugee influx, however, does not spread to every corner of the country; it has been affecting the entire life of the local community of Cox' Bazar (CXB) in Bangladesh (Alam, 2018; BIGD, 2018). The Rohingya people have been living in encampment under humanitarian provisions at CXB. Undoubtedly, this large humanitarian situation has multifaceted effects on the incumbent community. Many studies have identified the effects on socioeconomic conditions, security, and the environment (Alam et al., 2020; Bakebillah & Ahmed, 2024). Several educational institutions in Cox's Bazar *Sadar* (town), *Ukhiya* and *Teknaf Upazila* (subdistricts) are directly affected. All the elements of a healthy environment for education have been reported to be disrupted

because of the influx of Rohingya in the CXB of Bangladesh. College or higher education is likely to have a greater effect than other levels of education in a region. In this context, this research aims to explore the specific nature of the disruption and challenges faced by teachers and students.

In an evaluation study (Shah, 2018) of the Jordanian host community, the Norwegian Refugee Council identified the effect of Syrian refugees on host community education and focused on immediate measures to address these situations. However, Assaad et al. (2019) did not find any evidence of Syrian refugees' effects on the educational attainment of the host community in Jordan. The study followed a difference-in-differences strategy when conducting the quantitative study on the basis of household data from the host community. Eleven educational attainments of learners in Jordanian secondary schools were examined. A study by COAST Trust (2018) of an NGO in Bangladesh revealed a severe effect on the education system of the refugee hosting areas of *Ukhiya* and *Teknaf*. This general study on socioeconomic impact could not focus on the perceptions of teachers and students about the effects of the Rohingya influx in the local community. However, it adopted a qualitative method; it was conducted as part of policy support to the government. In addition, the United Nations Development Programme (UNDP, 2018) found the same scenario of their partial focus on education. It had a negative effect on attendance, participation in public exams and dropping out from schooling. However, it offers an impression of the effect on education; there is no indication of long-term effects. The study did not collect in-depth perceptions of the phenomena of teachers and students. In addition, it emphasized the school-level education of *Ukhiya* and *Teknaf Upazila*. Siddique (2019) and Sabastini (2023) examined some evidence of effects on education in these regions. They highlighted partially the curricular outcomes of the targeted community. Similarly, (Islam et al., 2024) painted the worsening scenario of host community secondary education, thus warranting research to understand the effects on college or higher education in the same locality. Therefore, this research addresses two questions: how does the Rohingya influx affect the host community's college education, and how do teachers and students perceive the effects of the Rohingya influx in terms of a solution? Thus, this study contributes to the scarce literature concerning the impact of higher education on the host community and their perceptions to achieve a sustainable education system.

THEORETICAL FRAMEWORK

Approximately 30,000 pupils study at different levels in the twelve colleges of the district (BANBEIS, 2021). The literacy rate is half of the national average in the district. Several *Upazilas* of the district have no college. Most of the colleges are in Cox's Bazar city area and *Ukhiya Upazila*, but this area is highly inundated and affected by the influx of Rohingya. The Government of Bangladesh (GoB) and the international community tend to mitigate those crises on the basis of the results of several empirical studies. However, several studies have discussed the effects on education to some extent (BIGD, 2018); they have rarely referred to the issue of the effect on higher education of the host community at large in CXB. Needs-based studies are often conducted to mobilize urgent resources, but no significant studies have been pursued to determine the long-term effects and consequences for education. An in-depth understanding of the situation is needed to address those pedagogical and policy level gaps in the college education of the region.



Source: Berger, 2007

In this context, this research applies Bronfenbrenner's Ecological Systems Theory to capture the perceptions of teachers and students of the

targeted colleges in the area well. This theory has been developed better to understand the complex interrelationship between individuals and society (Darling, 2007). Bronfenbrenner (1977, 1995) described the teaching-learning environment in five interlinking systems: microsystems, mesosystems, exosystems, macrosystems and chronosystems. In microsystems, individuals live closest to this system, which includes people, institutions, and services (e.g., teachers, peer groups). Two microsystems are interconnected in the mesosystem. For example, a student can occasionally interact with other members of their family or community during college hours.

In the exosystem, individuals may not be involved here directly, but many formal and informal social structures significantly influence them. It encompasses local governments, extended family members, health and social services, and political and policy issues. The macrosystem considers the broader cultural and societal issues of society and its structure. Importantly, it indicates such (changes in) the environment to which students already belong. The chronosystem is related to the significant transitions over an individual's life. This may be unusual and unexpected events such as the displacement of the student him/herself or the divorce of his/her parents.

RESEARCH METHOD

Based on the research questions and aims of the study, the interpretivism paradigm is suitable for data production and analysis of the findings. It effectively discovers the meaning of the experience that people receive from a particular event (Merriam, 1998). This study particularly investigates college teachers' and students' views and perceptions, which are difficult to obtain via quantitative methods. The targeted data about that particular social phenomenon can be well understood “through the eyes of participants rather than the researcher” (Cohen et al., 2007, p. 21). Therefore, the following methods were used in this study.

It is a theory-driven study as well. Bronfenbrenner focuses on an individual's efforts and ability to adapt to a specific environment; thus, this study employs qualitative methods to determine the perceptions of the research participants. A qualitative method including in-depth interviews with key informants, focus group discussion (FGD) and a review of the literature was used in the present study. Richards (2020) argues that qualitative data encompass a complex set of observations, records, data, and narratives of a certain context that are not limited to numbers. Considering the research objectives and categories of the respondents, a semistructured interview schedule was used for interviews

with college teachers. The interview schedule contains both close-ended and open-ended questions, which are probed at different stages of the interview. The interview protocol consisted of fifteen questions. Every FGD includes five students with a mixture of students from four different colleges. An instrument consisting of ten open-ended questions was used to conduct the FGDs. Researchers preferred FGDs with students to one-to-one interviews considering the age gap and power relationship between the student participant and the researcher. These tools followed five sequences: introduction, warm up, main body of the interview, cool-off and closure (Halperin & Heath, 2020).

Participants and Study Group

All the college teachers and students in the CXB district in Bangladesh composed the population of this study. Cox’s Bazar *Sadar Upazila*, *Teknaf Upazila* and *Ukhiya Upazila* are the most affected areas of the district. There are six colleges in these three *Upazilas*. These three *Upazilas* directly host refugees and are affected by the Rohingya refugee influx, whereas other areas are slightly farther from the camps and thus less affected than these areas. Teachers and students are the main stakeholders of educational institutions. Teachers are the learned person in this setting. For information-rich cases (respondents), purposive sampling is a widely applied strategy (Palinkas et al., 2015). They have a personal and deep understanding of the Rohingya refugee crisis. Thus, two colleges from *Sadar Upazila* and two other colleges from two other *Upazilas* were selected purposively. Fourteen teachers, four each, were from two colleges in *Sadar Upazila*, and three teachers each were from the other two colleges (Table 1). The four FGDs consisted of a total of twenty student respondents (Table 2).

Table 1: Details of the Teacher participants

Upazilas	Name of College	Number of Teachers
<i>Sadar Upazila</i>	Cox’s Bazar City College	T1, T2, T9, T14
	Cox’s Bazar Government College	T3 T4, T10, T13
<i>Ukhiya Upazila</i>	<i>Ukhiya</i> College	T5, T6, T11
<i>Teknaf Upazila</i>	<i>Teknaf</i> Government College	T7, T8, T12
Total	04	14

Table 2: Details of the student participants in the FGD

Focus Group Discussion	Name of College	Number of Students
F1	Mixed from four colleges	S1, S2, S3, S4, S5
F2	Do	S6, S7, S8, S9, S10
F3	Do	S11, S12, S13, S14, S15
F4	Do	S16, S17, S18, S19, S20
Total	04	20

Data collection

In-depth interviews with college teachers took place both onsite and over the telephone. Onsite interviews were conducted from October–November 2019, while some of the extended interviews were also conducted over the phone at the end of the COVID-19 epidemic in Bangladesh from August–September 2021. During the telephone interviews, the mobile phone was in a loudspeaker, and the interview session was recorded with a Dictaphone. On the other hand, the student respondents were comfortable using social media; however, preliminary communication was performed through mobile phones. Researchers shared their criteria among the college teachers, and they helped manage half of the students. The rest of the student participants were managed via the snowball technique. After the initial contact, we connected with them on online platforms such as emails, Zoom, WhatsApp, and Messenger. Later, we applied the Zoom app for FGD. An assistant helped us take notes at the same time to avoid losing data in case of technicality. Every Zoom meeting was scheduled three days prior to the FGDs with students. The FGD followed the standard rule of introduction, questions/discussion, follow-up, and final comments. Students were deliberative in discussion. The average lengths of an interview and FGD were 25 and 45 minutes, respectively. Following all ethical issues, FGDs were recorded synchronously on laptops. We conducted interviews among the teachers first with a view to having chances to prompt some of those points in the FGD.

Data analysis

The research design offered multistep coding and sorting of the data for analysis. Furnished data were used anonymously. The study was motivated for thematic analysis (Burnard et al., 2008) to present and discuss the collected data from the field. Name tents or numerical codes have been applied to preserve the anonymity of the participants, for instance, 'T' for Teachers, 'S' for students, and 'F' for FGDs in numeric order. The interviews and FGD tapes were listened to carefully and transcribed accurately. Since the data were collected in the native language of the researcher, initial transcription was also performed in the native language Bengali. Every tape played at least two times to grasp the words perfectly. Afterwards, each interview was translated into English in the side column of a table. The translated version was checked again with audio tape. The translations were checked randomly by another assistant. During this listening and translating phase, most repeated keywords of this type were noted separately. Iterative refinement of codes, patterns, and blocks highlighted vital themes in the findings. Since there was a time break between the interviews, it offered a scope of in-field analysis that also helped to grasp the emerging themes (Hopwood, 2004). The data were collected from the same context but from two different categories of respondents, e.g., students and teachers. Therefore, the study design offered a scope to triangulate the data from teachers, students and FGDs.

RESULTS AND DISCUSSION

Teachers' and students' perceptions of the effects of the Rohingya influx on their teaching-learning environments have been investigated and presented according to the different systems of Bronfenbrenner's Ecological System theory. The synthesis of findings has been analyzed well in microsystems, mesosystems and exosystems. Although the findings indicate the macrosystem slightly, this study and theory neither connect nor are within the scope of Bronfenbrenner's theory. He classified different levels, systems or phases in his theory, but sometimes they cross each other. In other words, all five systems affect the lifespan of an individual at once connected (Christensen, 2016). The iterative refinement of the qualitative data has produced themes such as curricular activities, noncurricular activities, generation gaps, professional deprivation, teacher-student relationships, students just in name, no dreams, etc.

Disruption of College Education in Cox's Bazar

This remotest part of the country has been rapidly transforming into an unplanned urban area. Crowding and traffic congestion near college areas directly affect the teaching-learning environment. Frequent check-ups on the *CXB-Ukhiya-Teknaf* road discourage the mobility of teachers and students for college and private tuition purposes. On the other hand, colleges in the city area were not physically affected; sudden intrusion of too many people from outside districts changed the calm and quietness of many residential areas of the city. Students and teachers experienced mental instability. The environment has changed substantially. Students often engage unexpectedly in different humanitarian events, such as visits by high officials and celebrities. Both the teacher and the students are busy following physically and virtually the issue of the Rohingya crisis; thus, they often miss their class and lose study hours in college and at home (Interview with T8).

Curricular activities and student engagement

Educational services were broken down in several colleges of CXB for several years. For example, the *Ukhiya* Degree College became a temporary coordinating and security office for Rohingya response. Government security forces then used the college. Some of the colleges could not conduct teaching-learning, whereas few others could partially operate at that time. Even after the college was reopened, teachers could not deliver lectures because of empty classes. Attendance has decreased alarmingly. The majority of the students remain absent in class. There were teachers waiting for class, but no students came in. This loss is irrecoverable. Currently, there are only 2-3 classes daily, whereas there were 6-7 classes before the Rohingya influx. Whatever the students attend in class, they cannot perform in class. Turn out of homework among the attendee has plummeted. Job holder students work even at night to prepare reports or data sorting without concentration, at least for self-study. Attendance has increased slightly in the final exams recently, but a negligent situation prevails in the formative assessment (S6F2). The flow of Dhaka-bound students for better study opportunities also decreased on these days; instead, they preferred to admit to local colleges and join in camp jobs. Currently, the dropout rate has increased. Although they appear at the school certificate exam successfully, there is no progress in the higher secondary certificate exam result. The region is gradually lagging behind.

They get admitted to the college as usual, but afterwards, the students become irregular. They are not attentive to study and academic activities. Consequently, many students fail different examinations; however, they try to attend the exam by managing their jobs. The pass rate has decreased over time. Currently, few senior students or graduates for private tuition exist in the locality. College students perform jobs in camps with healthy salaries. Therefore, students in science groups or in difficult courses do not have the opportunity for extra support at home from seniors in the community.

Student: just an identity without dreams

College students in the region perceive the influx from both negative and positive viewpoints. This study examined students' perceptions of learning, academic self-perceptions of the atmosphere and social self-perceptions. Initially, many of them were happy to have available jobs for them at their doorsteps; however, afterwards, they were no longer eligible to compete with jobseekers from outside the district. Currently, many of them are neither proper students nor employees. Student perceptions differ with respect to their involvement in the jobs in camps. The students who focused only on study were disappointed about the overall consequences of the Rohingya refugee influx and its influence on college education. They cannot join in their expected level of academic and nonacademic activities. The colleges were shut down on average from month to year. At that time, students could not go to college. When colleges in the city area reopened earlier, female students near the camp area were afraid of visiting the colleges for the first few months. Even after going to the college, they found that few students were in class for lectures. Sometimes, the teacher just came to the class to say,

‘We the students are not enough in number to continue class’ (S12F3).

The same situation was also observed in the tutorial classes. This special class offered an in-depth discussion of curricular issues. However, since students were not available, the teacher would cancel the class immediately. Every learning facility has been minimized for the time being. Some students in their FGDs shared pessimistically that they do not have friends in colleges to spend time and discuss their academic issues. Before the Rohingya influx, students used to stay at college for a longer period and could attempt collaborative learning. Since they have no such scope now, they struggle even with simple issues of their

academic and personal life. Furthermore, host community students compare their learning aids with those of refugee students in the learning center. Refugee students are given everything for their studies. However, local students do not receive such academic aid freely and sufficiently. This feeling of discrimination can foster hostile relationships between local and refugee communities in the future.

Alarmingly, it also affects the visionary students who have dreams in their life. Currently, they do not have the proper environment for learning in college. There is no opportunity to meet each other; educationists advocate such interactions for better learning and mental health (Foster, 2008). Students are also distracted in the home environment because of different challenges arising from the Rohingya influx. Morieson et al. (2018) and Usman and Madudili (2019) reported strong correlations between students' learning outcomes and the academic environment. Almost all the teachers and students were frustrated because of the crowded and messy environment of their locality, which always disturbed their concentration on study. Female students are stopped going to colleges. They are dropping out of study because of escalating security risk in the area (Ansar & Khaled, 2021). Without a safe environment, there is no scope of academic success. Criminal and unusual activities on streets affect female students more mentally and, eventually, their studies (Zareen, 2020). College teachers and students are already affected physically and mentally. Since there is no healthy environment for extracurricular activities, there is no space for 'making a difference' in their active learning and studies (Divaris et al., 2008).

Deprivation of the professional practices of teachers

Most college teachers perceive the Rohingya influx to be negatively related to their practice of teaching and learning in colleges and regions. In view of their views, this hampered their prime activities of conducting regular and tutorial lectures, informal consultation, the development of learning materials and so on. The Rohingya people took shelter in Bangladesh several times even before 2017. Previously, educational institutions were not affected because of the smaller number of refugees. It is unprecedented in their decade-long career. A college teacher from Ukhiya shared pessimistically that

‘We are college teachers without visiting college, without classes and students at the college’ (Interview with T6).

Bronfenbrenner's theory helps capture the dire implications for teaching practices as well. However, he emphasized a stable and long-term relationship between teachers and students (Ryan, 2001); in the case of the Rohingya influx, teachers lost their spirit to that end. Teachers are frustrated. They cannot say proudly that they are college teachers because they are often demoralized, foreseeing the uncertain future of many students. Some of the adjacent colleges were shut down for years. Almost all the colleges in *Ukhiya* and *Teknaf* were preliminary shelter houses for the Rohingya people. The respondents from that part of the host community had no teaching-learning practices for one to two years (Interview with teachers and FGD with students, 2021).

'We conducted classes on the weekend such as on Saturday because students had no job duties on that day. While only 5% of the students of a class attended, we were oftentimes reluctant to conduct class' (Interview with T5).

This was the same situation in the case of tutorial classes as well as scaffolding the student. The college teacher had no pressure to prepare lecture materials or think of their class delivery and techniques of active learning. It has slowed productivity as a teacher. Sometimes, students do not come to teachers to discuss their problems. They do not want to discuss the same matter of solution of their absenteeism to take part in the exam. Disruption of individual situations affects the outcomes of students (Valtonen et al., 2020). While some of the students from the same group earn a good amount, others may not and may not prefer jobs during their studies. Job holders and students publicize their job-related activities and social gatherings on social media. Nonjob holders often become demoralized. Henceforth, it also creates a psychological tension among peer groups (Interview with T2).

Mesosystem of College Education in the post-Rohingya influx

Extracurricular activities were also disrupted because of less attendance at colleges and safety issues. The extent of this effect depends on the distance between colleges and refugee camps. The nearest colleges had almost no extracurricular activities, while the colleges at some distance could have observed some such activities. Students do not attend classes regularly. Therefore, it is beyond questions to include them in cocurricular activities. Some students supported annual sports and

cultural events voluntarily without their usual engagement with Rover Scout, Girls Guide, or Student bodies. However, students are enthusiastic about such events, and most colleges at CXB cannot organize those activities at all. Students are not serious or sincere about college or educational activities. Most importantly, the overall environment does not motivate them to engage in these cocurricular activities. However, such activities in student bodies also contribute profoundly to academic progress (Roy, 2020). Colleges in Bangladesh cannot provide the necessary environment with problem-based learning, participation in clubs, associations, internships, etc., for life skills. It is more obstructed in this region because of the distorted environment of colleges and their surroundings.

Thousands of students were deprived of having a proper study life. Their learning environment was not in favor of personalization, innovation, or task orientation and was full of negative perceptions of learning and teaching during this period. Absenteeism and dropping out are quite common in other parts of the country in the case of adult college students (Chowdhury, 2020), but the percentage is higher than the national average. Even those who continue their studies are not serious about academic attainment; they just need the certificate (Interview with T13 and T14). The present situation is alarming with respect to the teaching and learning of local students. It seems that the local administration did not think of the consequences seriously in the flash of the refugee influx.

Public exams are celebrations in colleges. However, in the previous year, college teachers were worried about those exams. There were no yearly promotional exams for the students. Whenever the students would ask about the exams, teachers were hopeless in finding a way out. It made them helpless for the time being. The nearest colleges of the refugee camps assessed their students on the basis of assignments. They provided them with guidelines in tutorial-type classes; however, they could not change significantly in their pedagogy. To adapt to a chaotic learning environment, teachers cannot pursue progressive education, which strongly supports students (Aqda et al., 2011). The students received a short syllabus for the final exam. Those who were connected in college did not face difficulties completing the syllabus for the exams (S10F2). However, as teachers, there were feelings of lack among many of them.

Most teachers believe that teacher–student relationships are decreasing because of the effect of refugee influx in the region. This directly occurs because of the shutdown of colleges and a gap in orientation with new students. Afterward, it does not wield the

relationship because students become busy with camp jobs. They rarely consider study, college, college decorum, or regulations. The joint activity dyad has broken down in most of the institutions. Since students earn and draw a better salary, they prefer to pay the fine against their absenteeism in classes or request permission on the exam (S16F4). Most undergraduate students are engaged in refugee camp jobs. Students prioritize their jobs rather than their studies. They understand that there are few job opportunities even after completing their studies. Students do not listen and care about consultation from teachers. Thus, college teachers also gave up their spirit to that end.

Exosystem of the host community college education in Cox's Bazar

There is evidence of short-term and long-term effects of the Rohingya influx on higher education in CXB. In particular, the students supported the Rohingya refugees' initial shelter in Bangladesh. However, the effect of hosting refugees is currently unmanageable. Local communities think that they are also in encampment. The Rohingya influx has negatively affected the academic environment in terms of the frequency of teaching services, student performance, and student retention, progression, and graduation. There was no logistical or policy back up to address the effect temporarily or in the long run. The students received no backup classes and even no clear-cut strategies in place to cover up their academic loss. There are few students in the class to teach. As a result, they miss interactive and group activities in class. The class duration has decreased. Both the students and teachers have lost interest in class. They could not take part in the classes and exam properly (Interview with T7). It delayed their graduation time. Therefore, their family is frustrated about their future. Their family has lost interest in educating them. Their guardians have no dream about them (S13F3). This demoralized feeling is dangerous for individuals' lives and careers.

'Our study is halted for a while because of Rohingya refugee, but our existence is threatened more from their explosion and expansion' (S7F2).

The working students sometimes perceived the entire change as convincingly that they were doing something. They are earning and supporting their studies and family as well. To them, since there were no college activities at the beginning of the influx, what could they do at best? They are utilizing their time. Senior students are more confident in their camp jobs because they understand their employability after

completing their studies. There will be no job and be more difficult and hard time for them along with the family (Interview with T14). Instead, it is better to work and study. One of the teacher participants supported the students' move to work during their studies. He defended himself, hinting at the sorry tale of the unemployment rate of graduates in Bangladesh. Almost 38% of graduates have remained unemployed in recent years (Ehsan, 2021).

Nevertheless, some students also showed solidarity and cooperative feelings among themselves. They can realize well that it is hard time for their community. The students working in the camps ask for help from their classmates. The classmates also supported the sharing of class notes and exam materials. The students received support from YouTube and other online platforms to complete their syllabus (S7F2). Typically, students depend on online resources in such situations (Tumen, 2018). Sometimes, the college authority changed their exam schedule for the convenience of the students. Local administration helped the college organize the public exam properly. This changed the timing of the office schedule for NGOs during the exam period. Both the state actors and the humanitarian organizations intervene in the situation on an ad hoc basis. To date, there are no sustainable and long-term policy implications for mitigating such academic losses in the host community's college education.

The number of colleges and students in the host community colleges is not significantly different from the national statistics. In other words, according to Bronfenbrunner's theory, this state of college education in Cox's Bazar has a limited effect on the macrosystem of the country. However, all of them have the right to access education and contribute nationally. In this hindsight, a college teacher begrudgingly shared that 'a generation gap is clear in Cox's Bazar in terms of national human resources'. (Interview with college teachers, 2019 and 2021)

He did not stop only commenting that. There were justifications of their statement too. Data from other teachers and students also resonated with the above comment. Students are busy discussing their experiences and stories of Rohingya refugees instead of their academic attainment. Some teachers are shocked by the decreasing number of students. Consequently, some of them are leaving CXB to teach in other colleges. Wherever teachers do not leave the job, they often remain absent in colleges. Even if these pupils can overcome this level of education, it will be difficult for them to admit to further higher studies and compete for better employment. Thus, poor education attainment also creates vulnerability in their future livelihood (Somo et al., 2021).

CONCLUSIONS

A brief reminder of the research questions is the effects of the influx of Rohingya refugees on the host community's college education and the perceptions of college teachers and students about the influx of Rohingya refugees in their locality or in CXB. This research investigated the issues of student attendance, teaching services and changes in pedagogy, dropping out, passing rates and promotions in semesters, learning attitudes of the students, local and college environments, attention to learning and overall perceptions of teachers and students. This study did not assess the teaching-learning environment but investigated the influences or changes occurring in college education. Two explicit differences between this study and the same categories of other studies are as follows: first, this study differs from the findings of the majority of studies in that there are positive effects or no evidence of an effect of refugee influx on host community education; second, this study is conducted in a different context in which there are no refugee students. Moreover, the number of local community students is greater than that in any other study context mentioned here. Thus, this study offers new insights into the localized challenges faced by college educators and learners in Cox's Bazar, contributing to a more nuanced discourse on education in humanitarian contexts.

The in-depth and one-to-one interviews with teachers and FGDs with students revealed some considerable immediate and long-term effects on the educational scenario of the region. Moreover, class attendance and appearance at exams have decreased significantly. Among the attendees, however, female students are regular; their number has also been decreasing because of perceived security risk from both the students and the guardians. In other words, academic success is significantly mediated by the physical setting and safety of the academic institution (Amsalu & Belay, 2024). Students and teachers are demoralized in the changing teaching-learning environment due to the influx of Rohingya refugees. Students have negative perceptions of academic activities, while teachers also have negative perceptions of students. Students do not want to spend time studying and engaging in activities at college. They do not have enough peer groups, thus reflecting the lack of social and collaborative aspects of learning to overcome the challenging environment of learning (Manninen et al., 2007). Most of them work in refugee camps or avoid colleges because of job availability, changes in the environment, security risk, the difficulty of commuting to and from colleges, etc. Cocurricular activities are also

squeezed. While students are running aimlessly, teachers are worried about the future of students since higher education is always in need of rethinking, problem solving, and creativity (Korkmaz & Toraman, 2020). Since the influx in 2017, three classes of students have already lost their tempo of study if it continues for a subsequent group of students, which will be a great loss for the nation. Therefore, the protracted refugee situation hampers the local community's education pervasively, which is referred to here as the 'generation gap' of the community.

Teachers felt helpless without receiving timely support from government and humanitarian agencies to resume their academic activities with necessary stop-gap measures. Moreover, teachers and students have discovered some techniques in instructional practices and online learning, but most educators and students remain unprepared for such overnight changes (Hofer, Nistor, & Scheibenzuber, 2021). The students experienced much psychosocial counseling during their situation of crisis and opportunities for jobs in refugee camps. The participants suggested some concerted actions of teachers, students and the government or local administration to minimize their challenges and losses. Most of them urged GoB to mitigate their problems because they realized that the teacher and students could not consider something in such a complex of the Rohingya refugee crisis. Moreover, humanitarian organizations tend to close their response after the immediate response to an emergency situation (Creed & Morpeth, 2014). There should be clear-cut rules and regulations about students' engagement in humanitarian actions (voluntarily or paid). Most of the respondents suggested additional allowances for every employee in the area. The establishment of more polytechnique institutes and a public university in Cox's Bazar can help increase the retention of students in study and reduce the 'generation gap'. In addition, a longitudinal survey study in the same context as the Rohingya refugee influx can substantiate the findings of this study for effective policy implications.

IMPLICATIONS

The main educational implications of this study are as follows:

1. This is a humble attempt to understand the perceptions of teachers and students on the effect of the Rohingya refugee influx on the College Education of the host community in Cox's Bazar of Bangladesh.
2. Its applications in the educational sector, particularly college education, have shaped path-breaking efforts.

3. This study addresses the issues of admission, the academic environment of colleges, the attendance and performance of students, pedagogical changes, the learning attitudes of students, and the retention, graduation, and well-being of prime stakeholders, which are necessary for improving the quality of college education.
4. This study investigated teachers' and students' perceptions of the effects of the influx of Rohingya to their teaching-learning environments according to the different systems of Bronfenbrunner's Ecological System theory, which identifies several interconnected systems that influence development.
5. These findings can help policy makers address the challenges associated with college education.

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