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VOCATIONAL EDUCATION AND TRAINING (VET) IN VIETNAM RESPONSES TO WORK READINESS

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Abstract

Vietnam has witnessed an unprecedented growth in its economy during recent years and prepared for global integration and an era of modernization era. This requires a skilled workforce with high adaptation to changing working conditions. However, it is a generally accepted that Vietnamese VET institutes are not yet able to provide enough sufficiently qualified people with the necessary skills employers now need. A wide range of international and national research has already revealed that Vietnamese graduates are ill-prepared for their future jobs. This is a considerable challenge for Vietnam. However, little research has been done about work readiness skills being developed in the Vietnamese vocational training system. This paper reports on a case study exploring and highlighting necessity for enhanced vocational education training (VET) and the development of work-readiness skills or employability skills in a vocational school in Vietnam. The paper discusses the delivery and integration of employability skills in a vocational school context, its strategies for students' work readiness delivery, and the challenges that the stakeholders may face. It finally makes recommendations to improve current situation such as promoting the role of entrepreneurs in VET via close cooperation with the business sector.

I. INTRODUCTION

In Vietnam, since the Reform Policy of 1986, the country has witnessed an ongoing growth in the economy, which has resulted in a continuing workforce expansion and demand for job-specific skills. In the current era global integration and modernization has created employment opportunities for graduates each year. Nevertheless, if this trend is to continue, a more skilled workforce with high adaptation to changing working conditions is required.

The question focuses on whether Vietnamese TVET institutes are currently providing students with the necessary skills needed by employers. A World Bank (2013) reports indicated that the education system was not providing the Vietnamese labor market with those skills required by industry and commerce.

However, most studies relating to the perception and the application of employability skills in Vietnamese students have focused on graduates from university and how to improve graduate employability in Vietnam. Little has been researched about the necessity of providing work readiness skills in VET. Therefore, this paper will report on a case study exploring and highlighting this issue in the context of VET sector through the delivery and integration practice of employability skills in a vocational school context, including the

preparation for students' work readiness and some challenges that the stakeholders may face. Finally some recommendations will be made to address what many consider to be a national priority.

II. VET IN VIETNAM

When Vietnam moved towards a market-orientated economy in 1992, the VET system was exposed as deficient in supplying sufficient numbers of workers with the required skills to meet industry's needs (Ho & Reich 2014). In fact, the current VET system in Vietnam has been shown to have many limitations; it is generally recognized that teaching at universities, colleges and vocational schools follow a process in which vocational skills are taught to students with methodologies that are both superficial and mechanical. Curriculum has not met various course requirements. Expenditure for curriculum development is still limited and inequitably distributed. As a consequence, the curriculum is mainly driven by material that have been collected and compiled from available resources. It lacks coherence, logic, systems, discrete content and is not close to the practical needs of the school and demand of industry.

Overall, there has been a very poor skills-acquisition environment at vocational training schools and centers. What students have learnt does not meet the basic level required at a workplace.

The number of students who successfully apply for a job at a company is still very low in Viet Nam, particularly those from vocational colleges. According to a recent report from the Research and Policy Analysis Center of the University of Social Sciences and Humanities (Vietnam National University Ha Noi), up to 26,2% of graduates said that they had not found jobs. Now, they just wanted to apply for any jobs they could, whether they were suitable or not, as long as that job could help them earn money.

This problem is compounded in the industrial sector where poor vocational skills and technical knowledge is major barrier to meaningful employment. In that context, the demand for the readiness at the workplace has become increasing evident. Students must be equipped with not only professional knowledge but vocational skills as well. Urgently, the Government of Vietnam (GoV) has been making efforts to strengthen the VET system to meet the increased requirements for skilled workers by directing that 20% of students annually must receive vocational in technical colleges.

New policies/strategies in VET

VET strategy plays a crucial part in national human resources development. A workforce, equipped with good technical knowledge, and skills is the most important element in achieving of the modern and globally – competitive industry. To achieve the above-

mentioned element, the strategy for vocational education and training to the year 2020 has been based on addressing the deficiencies of the current VET situation, the social context and recognizing the opportunities and challenges in the next years. In fact, equipping students with knowledge and skills required in a changing labor market has to take priority in Vietnam's education system. More students should be enrolled in VET programs. GoV now considers training vocational skills and boosting employment as the top priority to its educational development goals (Thủ tướng chính phủ 2012a).

With the need to make vocational learning more attractive in a changing labour market, in recent years, the GoV has promulgated many guidelines and policies to support people wanting to access vocational training services, as well as encouraging people to participate in vocational training to enhance their professional skills, contributing to labor productivity and income growth, and reducing poverty in Vietnam (Trinh and Nguyen, 2015).

Requirements for labor forces by 2020

Age

It is necessary to keep balance on age structure and have the priority policies in assign every cadre's work. Out of a total population of 67.1 million people aged 15 years and over, more than three fourths (77.0%) participate in the labor force. However, there are slight differences in the age structure of the labor force between urban and rural areas. Urban people enter the labor force later and leave the labor force earlier than the people in rural areas. Approximately 70.3% of the labor force in Vietnam is still concentrated in rural areas. The reason is that the young people in urban areas tend to study to a higher level at school, while the people in the rural areas tend to go to earn their living at an earlier stage. This imbalance has a significant influence on the characteristic of the urban and rural labor market

Skills and qualifications

VET plays an essential role in the current era of scientific and technological revolution and is becoming a major force in labor market orientation. Its contribution is considered as a determining factor in the success or failure of the nation as a regional and international competitor. Improving the quality of human resources is the main conditions for both economic growth and social development. A human resource development strategy linked to the socio-economic development strategy should be developed to exploit this "golden" opportunity more effectively. Market-oriented training programs need promoted to be developed and at colleges in cooperation with enterprises in order to create a technical labor force with skills and qualifications that can satisfy the demand for skilled labor in the industrial and commercial sectors.

III. VET PREPARATION FOR WORK READINESS: PRACTICES

Curriculum

For the world of work, colleges in Vietnam are required to improve their education quality and provide students with adequate working skills to meet social and industrial demands. To achieve this, changing the curriculum towards a credit-based one is considered necessary to achieve the better outcomes needed by the labor market. According to national vocational education and training regulations, vocational schools can choose up to 35 percent of curriculum content and also initiate new appropriate programs with the approval of the Ministry of Labor, Invalids and Social Affairs (World Bank, 2013). This gives the right and responsibility to vocational schools to plan and design their own teaching programs as the local society requires.

Given the recognized importance of graduates 'employability' skills, the researched college has already addressed and integrated work readiness skills in to its curriculum. According to the data collected, different approaches to the practice of work readiness skills have been embedded into the curriculum mapping and implementation. Firstly, employability skills are mapped to the core modules in the course curricula. With this purpose, the module of employability skills are fully developed and structured with specific teaching goals, content, and assessments, along with course aims, and teaching philosophy for formal teaching. This allows trainers and students to understand and ensure that the skills necessary for graduates can be identified and prepared for the world of work (e.g. Communicative skills, English, Information Technology) (Ho and Reich, 2014).

Secondly, while the former is officially delivered to the subject in the curriculum, in this approach, skills and workplace knowledge necessary for future employees have also integrated partially through technical lessons and other interactive activities at the researched site. For example, in an Electricity Engineering Module, how to react and handle electrical problems and customer's request is underpinned during students' practicing. The tendency to neglect such information and skills may occur since the duration of each lesson is limited to 45 minutes. Therefore, teachers and students tend to pay more attention to technical knowledge rather than the social skills.

Lastly, extra-curricular activities are essential parts of school life and are embedded purposefully in all types of off-classroom activities (Ho et al., 2014). Therefore, the Youth Union of VET institutes developed a prerequisite module called Social Skills to encourage and enable students' participation in social activities as an off-class activity. As a result, students should be able to acquire adequate social knowledge and skills such as group management, and problem-solving.

Teaching Methods

The study shows a variety of teaching practices at the research school. Relating to the core technical subjects, some teachers to transmit merely theoretical knowledge in class. In the meanwhile, other teachers follow the “learning by doing” methodology. In this case, teachers explain the theory, set a standard and assign students with group work to practice and discuss what has been taught and present the outcomes. This helps students to form collaborative skills, solving problems, and giving a presentation (Ho et al., 2014). Additionally, workplace simulation in class provides an authentic context for learning and teaching from which the teacher can go through the content while students can benefit from the job-related skills.

It is essential that designing a lesson that emphasizes authentic real world images involves students in exploration and provides them with opportunities to acquire knowledge in realistic ways. Thus, teachers at the school are encouraged to utilize ICT in teaching various modules such as preparing e-lessons with clips about real-life situations and workplaces.

Industry Linkage

On-the-job training or probation is considered to be an opportunity for students to access the practical workplace. The Vocational Training Law in 2006 outlines the rights and obligations of enterprises in Vietnam in relation to vocational training, specifically the responsibilities of enterprises to provide training and develop employability skills. The stronger the link between training institutes and businesses, the more opportunities there will be to integrate and enhance employability skills in students (Cleary et al., 2007).

Data reveals that students benefit considerably from the support of enterprises during their internship. In fact, linkages between vocational schools and industry have been developed in recent years. Thousands of third- year –students have been accepted to do the internship in many domestic and international enterprises. Students have indicated that the knowledge delivered at school is sometimes inconsistent with the reality of working life. Therefore, to achieve the required skills, students should be encouraged to take opportunities to acquire the skills demanded by the industry during their internship.

IV. CHALLENGES IN WORK READINESS PREPARATION TOWARDS VIETNAM’S INTEGRATION BY 2020

Vietnam, after a few decades of implementing the Reform Policy since 1986, is now “at a crossroads where it has the opportunity to rebalance the interaction between the state, market, and society” (Vu et al. 2015). This is particularly true for VET in Vietnam where there needs to be re-structuring in ways that bring VET institutions together with multi-sector stakeholders and society including family. Such linkages will close the gaps in vocational training to provide students with work-readiness skills. However, the task to get

stakeholders involved in training at vocational institutions in Vietnam is considered a big challenge. The lack of with requisite skills such as entrepreneurship skills or soft skills and retraining for graduates or new staff at many enterprises result from this loose linkage between students, institutions, and industry. In practice, spending a few weeks in internship programs at the last semester is impossible for students to become familiar with a real working environment and to prepare well for their future career. Therefore, it is essential to revise VET curriculum so that students can have more opportunities to acquire work readiness skills for their future employment.

As mentioned above, VET curriculum, a second big challenge to equip students with work readiness, is to some extent flexible for making 35% change in this framework. Although vocational institutions in Vietnam have attempted to integrate some requisite skills such as communication skills, problem-solving skills (Ho et al, 2015), it seems but this will require significant to join the work of work. What students need at present apart from the above soft skills is the practical experience in an authentic working environment. Therefore, the curriculum should be re-organized to offer students more time in a real work environment that need a good cooperation from industry. What is more, the continuing practice of traditional teaching methods previously mentioned remain an impediment to students being ready for their world of work.

Vietnam is steering towards modernization, industrialization and integration by 2020. It needs a skilled labor force to meet the demand that will arise at that time. This puts a hard burden on VET which is known as the top priority in the development strategy (Nam Hang 2011). The next section will provide some recommendations for work readiness training.

V. RECOMMENDATIONS

With the demand for a more skilled labor force by 2020, the following recommendations are suggested to overcome current shortcomings and to contribute to the improvement of the quality of Vietnamese VET in regards to work readiness.

Although technical knowledge and vocational skills are being imparted in Vietnamese VET schools, teaching and learning activities of those skills are not sufficiently effective. VET system should play an essential part in promoting reforms, creativity and entrepreneurship, as well as being a bridge between local, national, regional and international partners. The government should develop VET schools with high-quality assurance conditions adapting standardization and modernization orientation, as well as improving the vocational curriculum in order to reach the standard of regional and international developed countries. VET institutes should flexibly insert the work readiness skills modules into their education context. Instructional materials, methods of teaching and learning activities should be more innovative. Well-qualified educators and market-oriented flexible programs are required to improve the regulatory environment of the VET system intending to

enhancing the capacity of VET institutions to meet the skill demands of the labor market and modern economic development. It should be a priority to promote the coordination and communication between public and private specialized VET institutions, schools and higher educational institutions.

VI. CONCLUSION

Realizing the importance of and necessity for the provision employability skills for students is a breakthrough for the Vietnamese government where previously there have been few new policies, and practices at training institutions have remained unchanged for many years. To achieve a well-prepared skilled labor force, VET institutions should importantly cooperate with industry to provide learners with an authentic learning environment and more opportunities to complement the skills and knowledge provided by instructors. If such innovations are well implemented, learners will be confident to join the world of work with their acquire employability skills and the gap between VET institutions and industry executors will be gradually closed.

(2500 words)

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WOMEN ENTREPRENEURSHIP, CHALLENGES AND GOALS: A SITUATION ANALYSIS ON MICRO, SMALL AND MEDIUM ENTERPRISES IN DHAKA CITY

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Abstract

Women entrepreneurship is emerging common approach to meeting social and economic needs in Bangladesh. The aim of this article is to find out the major challenges of women entrepreneurs for starting and managing their own business in Dhaka city. Both primary and secondary data have been used to conduct the study. The paper adopts descriptive research and conduct interview of thirty two number of women entrepreneurs in Dhaka city. However women entrepreneurship are basically family oriented, not profit oriented. The findings of this paper is family support and capital requirement which are two most crucial challenges for women entrepreneurs of micro, small and medium enterprise in Dhaka city. The author also recognized seven proactive goals of women for starting their own business.

1. Introduction

Women entrepreneurship is emerging common approach in present world. Moore and Buttner (1997) state that the sphere of women entrepreneurship continued in dark until the beginning of the 1980s. Since 1980, the concern of women entrepreneurship started to obtain ground and raved reviews in the analyzers block. The expression “entrepreneur” is acquired from the french verb enterprendre such means, “to undertake” (Desai, 1999). The term “Entrepreneur” has been interpreted dissimilarly by divergent people and yet no unity has been arrived on one universally obtained definition. In this article an entrepreneur is an independent who drives by an idea, proactive goals and ambition, brings together the financial capital, people, equipment and facilities to establish and manage a business enterprise (Donnelly et al., 1990). Entrepreneurship is widely considered as an important ingredient in the modern global economic development recipe (Kirsch off and Phillips, 1989; Keeble et al., 1990; Audretsch and Fritsch, 1992). US studies exhibit ninety percent of employment growth originating from the “entrepreneurial sector” of the economy (Morris et al., 1996). Entrepreneurship is not random, but influenced by four distinct factors: economic development, culture, technological development and educational advancement. Asian women entrepreneurs have been eulogized by the popular press keen to laud free enterprise heroes. Here, women could be the major beneficiaries, who make up the majority of the small-scale entrepreneurs especially in developing countries (Blackman, 2004).

The journey of women entrepreneurs in business enterprises in Bangladesh has not been an easy ride. Though small scale industries have been the bastion of the economy, their advancement over the past decades has been null and void before the independence of

Bangladesh in 1971. Their transformation into medium scale industries has been minimal and almost negligible into man owned large-scale industries. There were many problems faced by women entrepreneurs; such as economic problem (problem in getting money to start-up a business, inadequate capital), family related problem (seek permission to start-up a business, facing problem of having children), social problem (facing gender discrimination, illiteracy and lack of knowledge among women), other problems (availability of training program). Until the late 1990s, the government was not particularly interested for women entrepreneurs in the micro and small enterprises (MSEs) or small to medium enterprises (SMEs) and there were no attempts to develop their situations. The new millennium or 21st century began with major developments and changes for women entrepreneurs including urban and rural areas (Islam and Aktaruzzaman 2001; Parvin et al. 2012; Afroze et al. 2014; Roy, 2016).

Micro and small enterprises (MSEs), Small and medium enterprises (SMEs) both act as a vital player for the economic growth, poverty alleviation and rapid industrialization of the developing countries like Bangladesh. SMEs are significant in underlying country's economic growth, employment generation and accelerated industrialization (Ahmed and Chowdhury 2009). The Ministry of Industries, Government of Bangladesh has been identified following eleven booster sectors; including electronics and electrical software-development, light engineering and metal-working, agro-processing, agro-business, plantation agriculture, specialist farming, tissue-culture leather-making and leather goods, knitwear and ready-made garments, plastics and other synthetics, healthcare & diagnostics, educational services, pharmaceuticals, cosmetics, toiletries, fashion-rich personal effects, wear and consumption goods. Ahmed and Chowdhury 2009 state that "fierce competition with the cheaper goods of China, Taiwan, Korea, India, and Thailand also pose threat to SME in Bangladesh".

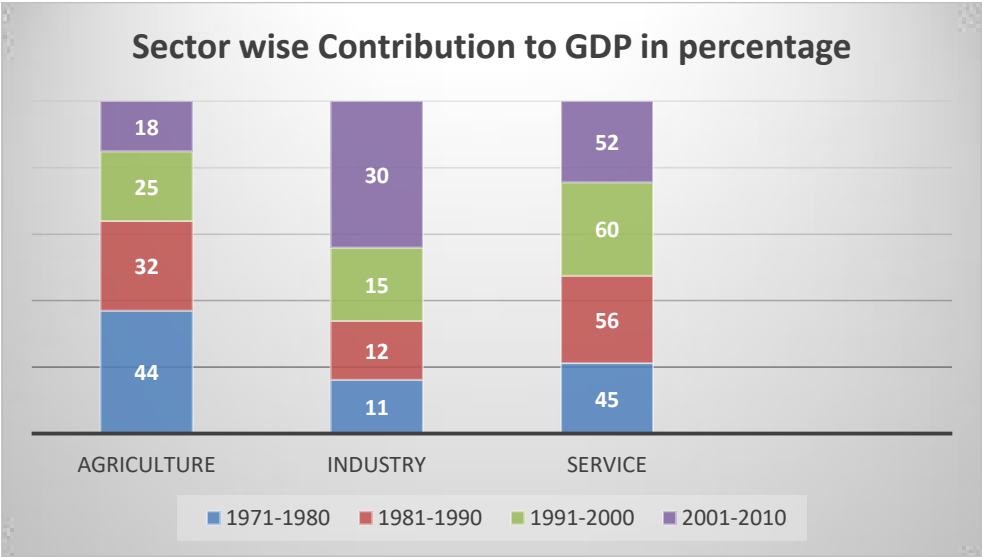
The study of women as business proprietors has been almost entirely neglected in Bangladesh (Haque and Itohara, 2009). Women involved in various small and new enterprises take on the challenge to work in a male-dominated society. This research paper attempts to disclose why a society needs to act as women friendly way for future growth of women entrepreneurs.

2. Economic activities of women entrepreneur; need for a separate investigation

Initial research on entrepreneurship assumed that male and female entrepreneurs were generally the same and there was no specific need for a separate investigation (Bruni et al. 2004). As a result, the sub-domain of women entrepreneurship did not develop as a significant area until the late 1990s to early 2000s (Jennings and Brush, 2013). Women entrepreneurs have become important players in the entrepreneurial landscape (Pages, 2005). Throughout the world, women represent a substantial, underutilized force for sustainable development. In Asia, for example, women are responsible for 50% of agricultural output, while nearly 80% of the agricultural labor in Africa market is female

(Peet, 2009). The following table explains the sector wise contribution in the Gross Domestic Product (GDP) in Bangladesh.

Graph 1: The sector wise contribution in the Gross Domestic Product (GDP) in Bangladesh from 1971 to 2010.

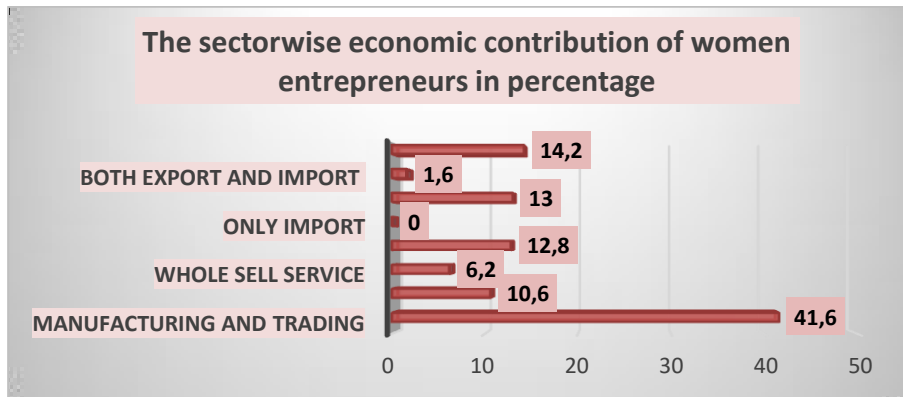


(Source: <https://www.cia.gov/library/publications/the-world-factbook/geos/bg.html&www.worldbank.org>)

According to graph-1 and data released by World Bank, it is proved that from 1971 to 1980, the main GDP contribution agriculture sector is about 44%, but from 2001 to 2010 this sector contribution is only 18%. For this same affect country’s industry and service sector contribution to GDP are about 30% and 52% respectively (2001-2010).

Women have a great contribution towards the GDP of Bangladesh. According to the Bangladesh Economic Review 2009 state that around 6 percent of the country’s \$90 billion (US Dollar) economy comes from small and medium enterprises. The following graph explains the total economic contribution of women entrepreneurs in Bangladesh.

Graph 2. The economic contribution of women entrepreneurs in Bangladesh



(Source: <http://www.bwcci-bd.org/>; Bangladesh Women Chamber of Commerce and Industries, 2010)

From this above graph 2 it is vibrant that for manufacturing and trading sector women entrepreneurs are contributing more; its 41.6%. A good number of significant accomplishments have been made by women in the sphere of leadership and entrepreneurial development in Bangladesh. According to this graph it is quite clear that women entrepreneur's contribution to GDP and all of their economic activities need a separate investigation. If researchers and scholars are concerned about this issue, the entire women entrepreneurs will recognize as they are contributing to develop present and future Bangladesh.

3. Objectives of the study

This study aims to review the present condition of women entrepreneurs in Dhaka city and identify their problems in business, including economic and social constraints. There are also some specific objectives such as:

- To understand the whole picture of women entrepreneurship in Dhaka city
- To find out their present confrontations or challenges to run and manage a business in Dhaka city
- To find out why women are motivated to start their own business in Dhaka city

4. Literature review

Women entrepreneurship is the key to the creation of new enterprises that energize and rejuvenate the economy. Female entrepreneur are basically family oriented, not profit oriented. (Nawaz, 2009; Alam and Chaudhury, 2008). Caputo and Dolinsky (1998) state national survey data from the National Longitudinal Survey of labor market experience to determine why women chose self-employment as a career. The study found that the

presence of young children in the household appreciably enlarged the probability of a female being self-employed. Still and Timms (2000) propose that family considerations were especially essential for women business owners, who did not rely on their business for the primary source of family income. Maysami and Goby (1999) found that female entrepreneurs in Singapore are motivated by freedom and flexibility, which helps them to merge their work lives with their personal lives and family obligations. Studies on women entrepreneurs are broadly divided among five thematic zones (Brush, 1992; Ahl, 2002; Monaci, 1997): (1) the “breeding grounds” of female entrepreneurship; (2) “patterns of female entrepreneurship”; (3) the barriers against female entrepreneurship; (4) the motivations of women entrepreneurs; and (5) the organizational and managerial methods – “enterprise culture” of women entrepreneurs.

Mankelow and Merrilees (2001) have examined the role of rural women in entrepreneurial activity, with a particular emphasis on entrepreneurial marketing. Ellinas (2004) studied show that the status of women entrepreneurs in globe. For Instance, forty-six percent women entrepreneurs are in the age range of 31 to 44. Eighty two percent is married. One in two (fifty percent) possesses only a high school certificate and thirty four percent has post-secondary education qualification.

Sinha (2005) found in her investigation on “Developing Women Entrepreneurs in South Asia: Issues, Initiatives and Experiences” a preliminary definition set as “women running their own SMEs within the formal sector in South Asia”. One of the major problems connected with spotting women entrepreneurs like "surrogate entrepreneurship" or "surrogate ownership" has been noted in some disquisitions, thus making the assignment of correctly catching women entrepreneurs is truly wearisome (Sinha, 2005). Giovannelli, Gunnsteinsdottir and Sinha, ILO, and Ganesan (2003), reports a high level of surrogate ownership among women entrepreneurs where in the name of the women, men (usually husbands or fathers or sons) were handling the business.

Islam and Aktaruzzaman (2001) acknowledged from their research that most of the rural women entrepreneurs have lack of knowledge in their business. For example their surveyed data reveal that approximately 78 percent of the rural women had knowledge and experience less than three years. Merely four rural entrepreneurs out of 59 sampled entrepreneurs had experience and knowledge more than seven years. They identified the lack of (i) “basic education”, (ii) “knowledge”, (iii) “training”, and (iv) “experience seriously affects the efficiency of rural women entrepreneurs”(Islam and Aktaruzzaman, 2001).

Parvin et al. (2012) identified some challenging factors toward smooth expansion of women especially in micro sector of Bangladesh. Sheheli (2012) represents the present situation of rural women of Bangladesh and the impact of NGO activity. Akhter et al. (2016) develop that the Muslim women entrepreneurs can be built admirers other Muslim women entrepreneurs. A Study on Dhaka’s women entrepreneur by Alam and Chaudhury (2008)

found that Dhaka's women entrepreneurs are highly educated with half of them hold at least a university gradation. Sarasvathy (2008) state that expert entrepreneurs behave more like explorers, rather than rulers. Personal qualities such as hard labor, managing and marketing skills, assist provided by their spouses or family are the dominant reasons behind the prosperity of the women entrepreneurs in Bangladesh. (Afroze et al. 2014). Roy (2016) state that, families feel more comfortable supporting financially a son, than a daughter for capital in Bangladesh. Faruk et al. (2016) identified the factors affecting the development of social entrepreneurship in Bangladesh. Amin (2017) state that "the excursion of women entrepreneurs in business enterprises has not been a stress-free ride".

There are some previously published articles showing the issues of problem and scope for women entrepreneurs in Bangladesh. There have been a number of articles on women entrepreneurship practices but the illuminative fact of this article is that author emphasize the present confrontations of women entrepreneurship, their goals in prior to starting a business, economic issues, family related factors, social difficulties and other personal complications (which is not easy to reveal anyone) through questionnaire and face to face interview. Moreover, as researcher believe that being a women it was quite an easy attempt to disclose some uncover concern of women entrepreneurs.

5. Methodology

This article is basically a descriptive research. A questionnaire was prepared consisting of a number of questions regarding the purpose of the study. Dhaka city has been selected for three reasons. Firstly, Dhaka is the capital of Bangladesh; secondly the population of Dhaka division is high than other divisions of Bangladesh. According to Population & Housing Census (2011), 17 million people lives here. Thirdly, women entrepreneurs of Dhaka city are more active and the number of business in women is higher than any other division of Bangladesh (Alam and Chaudhury, 2008).

The study was conducted in northern part of Dhaka city. Dhaka North City Corporation and its surrounding areas (Mirpur, Dhaka Cantonment, Mohakhali, Gulshan, Uttara etc.) are chosen randomly as sites of data collection. The survey was conducted among 35 women entrepreneurs as sample unit from Dhaka North City Corporation (municipal area) and its surrounding areas. The convenient sampling method was used to select the individual woman entrepreneur from under Dhaka North City Corporation. The choice of the sample size is based on the works of Das (2000-2001); Kumari et.al. (2010); Roy (2012). Three respondents gave complete answer of the questionnaire, but they were not owner of their business (Husband was the real owner of one business, other two women were workers). For final analysis thirty two respondents were selected. Firstly, a set of questionnaires was asked among the women entrepreneurs for collecting data about the types of business, initial investments, and sources of business capital, duration of their businesses and major goals of women entrepreneurs for starting their individual business. Secondly, face to face

interview was also conducted to collect the confidential information from the respondents about socioeconomic challenges and personal circumstances faced by them. Each interview took length of fifteen to thirty minutes (Based on their interest). This field survey was conducted from January to March, 2018 at Dhaka north city and their surroundings areas.

The criteria of respondent is: 1. must be a woman entrepreneur, 2. lives in northern part of Dhaka city, 3. No. of employee should be 0 to 99. (According to Bangladesh Bureau of Statistics different enterprises are defined as micro, small, medium the no. of employees should be 0-9, 10-49, 50-99 respectively).

6. Empirical analysis and findings from own survey

6.1. Business profile of Women Entrepreneurs in Dhaka city (Types of Business, Initial Investment, Sources of Business Capital, and Duration of Business)

In this research the selected women entrepreneurs generally have full-time employees five or less than five (60%) and six to thirty (40%). The enterprises run by women individual are mainly small or medium in size and includes three niches: women owned small business, women owned micro business and women owned home based business (HBB). The majority of the women entrepreneurs 68% managed their sources of initial capital out of their own savings. This survey observed that less than 50% women entrepreneurs owned or rented showrooms for the marketing and sale of products. Around 48% of women entrepreneurs were involved with their own business promotional activities and direct sale of their products and services through online facilities.

Table 1: Types of Business by Women Entrepreneurs hold in Dhaka north city

Types of Women Owned Business	Percentage (%)
Handicrafts / showpiece items	13
Parlor Service	10
Tailoring, Boutique House and Cloth	12
Home-made Food, Food Industry	4
Grocery and Stationery	16
Jewelry Business, Home-made Jewelry	5
Interior Decorator Business	11
Event Management Business	11
Homemade Cosmetics, Imported Makeup	10
Others	8

Source: Own survey (January-March 2018)

As shown in table 1, women entrepreneurs in Dhaka are not only engaged in traditional female businesses but also a remarkable portion of women entrepreneurs are engaged in

businesses traditionally run by men. Indeed, a larger portion of the women entrepreneurs around 16 percentage are engaged in grocery and stationery, which is followed by some creative new businesses like interior decorator business, event management business, homemade cosmetics and imported makeup business are 11%, 11% and 10% respectively. On the other hand, 13 percent of the women are engaged in handicrafts in Dhaka. A very few of the women entrepreneurs are engaged in jewelry businesses its only 5 percent and food industry is only 4 percent (According to this study).

Decision (i): Women entrepreneurs in Dhaka are not only engaged in traditional female businesses (like tailoring, beauty parlor, boutique house, homemade food items, handicrafts etc.)

Table 2: Initial Investment by Women Entrepreneurs of Dhaka north city

Initial Investment BDT (in Bangladeshi Taka)	Percentage (%)
Below 1,00,000	39
1,00,001 to 200,000	39
2,00,001 to 4,00,000	19
4,00,001 to 10,00,000	2
Above 10,00,000	1
Total	100

Source: Own survey (January-March 2018)

According to table 2 above, among the women entrepreneurs surveyed 39 percent started their business by initial investment of less than 1.00 lac BDT which is followed by 29 percent of investment 1.00 lac-2.00 lac BDT, 19 percent by 2.00 lac-4.00 lac BDT, 2 percent by 4.00 lac-10.00 lac BDT, 1 percent in case of above 10.00 lac BDT.

Decision (ii): Most of the entrepreneurs were not willing to take risk by investing big amounts or they had financial constraints when starting their business.

Capital is very essential to start any business either small or big. Fund is playing more fundamental role for starting any business. In this paper most of the women entrepreneurs (68 percent) initially invested from their own savings, followed by informal loans such as from their husbands (19 percent) or other family members (From Parents only 5 percent). From table 2 and 3, it is found that woman's own saving for investment was small in amount. In most of the cases the initial investment is below 2.00 lac BDT. Only a negligible portion invested more than 2.00 lac BDT initially from their personal savings (Table 2). It is also observed that a very few of them invested initially via formal loans such as from commercial or government banks or NGOs (Non-Governmental Organizations).

Table 3: Sources of Business Capital

Sources of Capitals	Percentage (%)
Own Savings	68
From Husband	19
From Parents	5
NGO Loan	2
Bank loan	3
Selling of Paternal Property	2
Others	1

Source: Own survey (January-March 2018)

Decision (iii): From table 3, it is shown that the formal sector is not contributing much in expanding women entrepreneurship in Dhaka city.

Table 4: Duration of Women Owned Business

Duration of business (years)	Percentage (%)
<1	3
1-4	41
4-8	25
8-12	9
12+	22
Total	100

Source: Own survey (January-March 2018)

From table 4 it is witnessed that the women's involvement in their businesses was of different lengths. Among the respondents 25 percent have continued their business for 4-8 years, 41 percent for 1-4 years, 22 percent for 12 plus years, 3 percent for less than a year and 9 percent for 8-12 years.

Decision (iv): In this article, among women entrepreneurs most of them have moderate experience and those who have more experience are very few in numbers among the respondents.

6.2. Major Goals of Women Entrepreneurs for Starting their Business

There are six proactive goals which will motivated women entrepreneurs in Dhaka city. Among all goals economic and social goals are most inspiring goals for women.

Decision (v): It is found that economic goals (41%) is one of the most important goals for women behind starting their own business (Table 5).

Table 5: Start-up Goals for Women Entrepreneurship (Reasons behind for own business)

Goals	Frequency	Percent (%)
Economic Goals	13	41
Social Goals	6	19
Career Goals	4	12.5
Family Goal	4	12.5
Utilization Goal	3	9
Others	2	6
Total	32	100

Source: Own survey (January-March 2018)

Table 6: Six proactive goals for starting Women in Business and their key reasons are given below:

No.	Name of Goals	Key Reasons of their Goal (Start-Up)
1.	Economic Goals	<ul style="list-style-type: none"> ● Economic solvency ● Some extra income for family
2.	Social Goals	<ul style="list-style-type: none"> ● Partner's insecurity ● To establish her own position/ identity ● To develop life standard
3.	Career Goals	<ul style="list-style-type: none"> ● See new opportunity for own career ● Proper work life satisfaction
4.	Family Goals	<ul style="list-style-type: none"> ● Want to give proper time to her family, partner and Children ● Basically family oriented business ● Flexibility of work as successful homemaker
5.	Utilization Goals	<ul style="list-style-type: none"> ● Time, money and wisdom proper utilization ● May secure her future life
6.	Creative Goals	<ul style="list-style-type: none"> ● Sometimes individual want to create a new innovative plan (for Business) within her territory
7.	Networking Goals	<ul style="list-style-type: none"> ● To use social media to increase personal and social network; like Facebook, Whatsup and Viber ● By connecting a user's profile with those of other individuals or group

Source: Own survey (January-March 2018)

7. Major Challenges of Women Entrepreneurs for running their Business (findings through conducting face to face Interview)

7.1. Lack of family support: Lack of Family support is one of the most problematic provocation for women entrepreneurs in Dhaka city. Women have to balance

between work life and family life. Nearly 85% respondents argued that they were suffering from lack of family support.

7.2. Lack of capital: There are several loan schemes of the government, which provide assistance for setting up training and income generating activities for needy women to make them economically independent. In this research, researcher found that high requirements of financial institution cause lack of capital for women entrepreneurs in Dhaka city. Almost 80% of respondents of this research opine that families feel more comfortable supporting financially a son, than a daughter for fund. In most of the cases high requirement of document depends on husband or father (Head of the family). Majority of the entrepreneurs were not willing to take risk by investing large amounts or they had financial constraints when starting their trade in Dhaka city (Table 2).

7.3. Lack of social respect: One of the respondents of this research opine that her husband is a doctor and his other colleague doctors are always mocking about her business. Above all she is a talented woman entrepreneur. She started her cloth business in 2012 with only fifty thousand BDT (from husband), now in 2017 her total capital is fifty lac BDT. Lack of social respect is one of the secret challenge for women entrepreneurs.

7.4. Male dominated society; Environment is not women friendly: When a male open a business his thoughts that all too often come to mind are profits, workshops, hiring employees, business plans and goals. Researcher found that the opportunity is as great as the challenges are real for women entrepreneurs of Dhaka. It is found that one woman complained about huge humiliation faced by buying raw materials for her cloth industry. Another respondent said that eve teasing problem faced by her when she was in public bus with her industrial raw materials.

7.5. Slower growth with lower returns: In an exploratory study, Shim and Eastlick (1998) compared Hispanic women and men owned businesses. The authors found that women owned businesses were younger, had fewer employees and had lower revenues. The authors also hypothesize the women business owners may not emphasize wealth creation as much as their male counterparts. In this study author of this paper speculate almost 80% women own businesses are suffering from slower growth with lower returns.

7.6. Sustainability of women entrepreneurs: Maternity period, school going kid, looking after family, profit reduction, domestic violence and reduction of helping hand in Dhaka city are some factors which are affecting the sustainability of women entrepreneurs at present time. This information of sustainability crisis of women is identified after conducting interview session from all of the respondents.

8. Summary of findings

Women entrepreneurs still face challenges getting fair access to capital due to nature of our traditional society. The findings of this paper is family support and lack of business capital which are two most crucial challenges for women entrepreneurs of micro, small and medium enterprise in Dhaka city. The author also recognize seven proactive goals (Economic Goals, Social Goals, Career Goals, Family Goals, Utilization Goals, Creative Goals and Networking Goals) of women for starting their own business.

9. Suggestions for further study

Author of this article found that women entrepreneurship is a vast concept. Cowling and Bygrave (2003) express that necessity entrepreneurship can be defined as someone who starts their own business as a response to unemployment or a lack of job possibilities as a wage worker. On the other hand, an opportunity entrepreneur is someone that starts their own company because they see an opportunity (Verheul et al., 2006). Further investigations are needed to know the factors between necessity and opportunity in case of women entrepreneurship in Dhaka city with a proper methodological way (Qualitative and or Quantitative research).

10. Concluding remarks

According to the study, women are now becoming educated and interested about establishing their own business. Many government rules and policy formations also support the women entrepreneurs so that they can develop themselves. Women owned businesses will expand our near future with developed economy and create more jobs. It will lead to the development of country's sustainable financial growth as well as formulate contribution towards the women entrepreneur's family. By identifying challenges will surly help to overcome these issues attached to women's entrepreneurship related to small to medium enterprises (SMEs) particularly in Dhaka. Moreover, it also attempts to devise certain stratagems for ensuring women's entrepreneurial growth and SMEs' advancement in the region. These findings demonstrate the challenges that women owned firms face and policymakers ought to confront these experiments head-on. However, women-owned firms are the fastest growing segment of businesses and many succeed; women must overcome barriers with their own activities.

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SOLID WASTE PICKER CAREER IMPROVEMENT NEEDS: CONCERNS FOR TRAINING REQUIREMENT AND MOTIVATION FOR VOCATIONAL SCHOOL PARTICIPATION

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Abstract

The purpose of the study was to determine the Solid Waste Picker Career Improvement Needs: Concern for Training Requirement and Motivation for Vocational School Participation. Three research questions guided the study. A survey research design was used for the study. The study was carried out in Nigeria. The population of the study was 72 comprising of 18 Lecturers of civil engineering and 15 lecturers of mechanical engineering in polytechnics and 39 solid waste pickers. The entire population constituted the sample for the study. The instrument for data collection was a structured questionnaire. Three experts validated the instrument. A Cronbach Alpha reliability coefficient of 0.83 was established indicating that the instrument was reliable to elicit information for the work. The data collected were analysed using weighted mean, improvement required index (IRI) statistical mean and standard deviation to answer the 4 research questions. It was found that all the 30 solid waste skills were required for training solid waste pickers in vocational schools. It was found that 18 identified Facilities are required for carrying out solid waste picking job. And it was found that 11 Motivational encouragement needs are required for solid waste pickers to enrol in vocational schools in Nigeria. it is recommended Government and relevant industries should donate facilities to vocational schools. Vocational centres instructors should be trained by the government or School administrators for proper implementation of Solid Waste Picking and Management Training Curriculum.

Introduction

Solid waste Picking is a common occupation which a great number of people (male or female; aged or youth) are doing to earn means for their living in all nations including Nigeria. Poornima and Women in Informal Employment: Globalizing and Organizing, WIEGO, (2012) opined that in every day, hundreds of thousands of informal wastes pickers in India and across the developing world scabble through rubbish heaps in the streets, dumping grounds and landfills to recover recyclables in order to earn a living. Waste-pickers, also known as 'scavengers,' are men, women and children that make their living by selling or using valuables from materials that households and commerce discard (Michael et al., 2014). Marta and Ann (2014) stated that waste pickers, waste collectors or recyclers refer to people who make a living by selling recyclables found in the trash. Waste-pickers are found in the cities, streets, in the dumps and on the municipal trucks that collect and transport waste to disposal locations (Wilson, Velis & Cheeseman, 2006; Marta & Ann, 2014). Govndarajan and Prabakara (2013) Supported that many people choose to pick up waste materials and grade to sell for earning their livelihood. Diamini and Simatele (2016) also discovered that 60% of all waste Pickers were aged between 25 and 35 and 18% of

waste Pickers were aged between 15 and 24 and 15% were between 36 and 45 years. This signified that Waste-pickers are mostly youths.

Solid waste Picking required some technicalities which the solid waste Pickers should possess before a very great success can be achieved in the job. Mudhoo, Mohee and Simelane (2015) claimed that it is not an exaggeration to report that failure in waste management in Africa lies in the fact that African countries lack know how and appropriate technology susceptible to handle the increasing quantities of waste generation in the cities. Thus, with the researcher observations and references to the evidence obtained from the literature and through interaction with solid waste Pickers, it is observed that scavengers do not possess the skills, knowledge and competencies required in the solid waste picking job. Lack of the skill causes a lot of problem to solid waste Pickers. Solid wastes Pickers, in most of the time, are entangled by accidents and infection of different types. Flavia, Alika and Roberto (2013) stated that despite the importance of waste pickers in solid waste management in large cities, waste pickers are at risk of suffering work accidents and are exposed to weather changes. Solid waste pickers are exposed to unpleasant weather conditions, encircled by stray animals, infectious solid waste and spoil wastage of food items that may provoke them with many diseases (Zahira, Madieha, Faiza, Sadaf & Muhammad 2015; Niloufer, Swamy & Devi 2013). This is because safety skills are lack by them. The middlemen who serve as an intermediary between Solid Waste Pickers and industries that are buying solid waste materials are in most of the time take nearly all the profit that solid waste Pickers are expected to be enjoyed because solid waste Pickers lack entrepreneurial/ business knowledge required of their work. Marta and Ann (2014); Marta and Ann (2017) claimed that lack of appropriate skills which are common among solid waste pickers limit them from what they should be achieved or accomplished. Govudarajan and Prabakara (2013) explained that most of the scavengers (solid waste Pickers) have no formal education. Bangiukosi and Isaac (2017); Bonginkosi, Isaac and Ayodeji (2017) reported that 50% of solid waste Pickers lacked formal education and only 8.8% had an important educational achievement. Tracy, John and Michelle (2015) stated that solid waste Pickers are from most underprivileged strata of society, poorly educated and have no knowledge or technical expertise in solid waste management.

Thus, for solid waste Pickers to be performed up to the expectation, solid wastes Pickers need to be introduced to a skill training programme. This will help them to acquire certain skills and knowledge needed in their career and occupational choice. Diamini and Simatele (2016) stated that the training on solid waste picking or management should focus on business skills, recycling and by law requirement and compliance. Also, the training of solid waste pickers should cover knowledge of materials, equipment and tools; known hazards in the operations and how to control these hazards; potential risks to health; hygiene requirements; wearing and use of Personal Protective Equipment; and appropriate extremes, incidents and accidents prevention techniques (WHO, 1998; Kiwekete, 2009; ILO, 2003; Fikrom, Mesfin, Abera, Zemedu & Andamlak, 2016). For better transformation to be

achieved in solid waste picking there is a need for national and municipal authorities to develop affirmative action such as capacity building and equipping and training waste Pickers to improve their work practice and processes (María & Federico, 2017). Solid wastes pickers need rigorous training of their job. Tracey, Jon & Muchelle (2015) stated that waste pickers need to learn how to identify toxic from non-toxic waste, why personal protective equipment, acquire technical expertise and business skills.

However, there is a need for government, non-governmental organization and educational institutions to address the technical and business skills gap in solid waste career choice (Tracey, Jon & Muchelle (2015). The most common educational institutions responsible for the inculcation of this type of career choice is vocational schools. Vocational schools referred to as trade or career centres where practical training with theories is offered to the learners. Vocational schools are one organized for the purpose of offering training in one or more skilled or semi-skilled trade or occupations (John & Nancy 2011). Vocational schools provide vocational training which is defined by The Skills Portal (2016) as training that emphasizes skills and knowledge required for particular job function, trade, craft or profession. The term vocational training is general and includes every form of education that aims to the acquirement of qualifications related to a certain profession, art or employment or that provides the necessary training and the appropriate skills as well as technical knowledge, so that students are able to exercise a profession, art or activity, independently of their age and their training level, even if the training program contains also elements of general education (Sapfo, 2012; Kotsikis, 2007). In vocational schools, scientific knowledge and skills which can be used to successfully carried out and practice of solid waste picking job should be inculcated in solid waste Pickers. This will minimize the rate of accidents and diseases which solid waste Pickers are exposed to. Aside from this, it will expose solid waste Pickers to required skills, knowledge and different techniques to be applied while practising the job in the field.

Vocational schools are established in Nigeria like in any other country of the world to inculcate career-related skills in her students. However, none of these vocational schools in Nigeria is offering any course of study or training on solid waste picking and management in Nigeria. Indian in 2015 developed training module on solid waste management for her solid waste pickers (Government of India, 2015). Also, Japan in Collaboration with United Nations Environment Programme developed two volumes of a training manual for solid waste management (United Nations Environment Programme 2009a; United Nations Environment Programme 2009). These training documents (module or manual) are an embodiment of knowledge and skills on solid waste management which are related to their environment and country and which are ultimately required to train the solid waste pickers in their country. Awosusi, (2010) stated that solid waste can be of different types and can exist in different forms depending on the country. Solid waste in developing countries like Nigeria differs from that of industrialized countries like Germany (Awosusi, 2010). However, there is a need for identification of required skills and knowledge needed for the training of

solid waste pickers in vocational schools in Nigeria. Aside from this, solid waste pickers also need to be motivated and encouraged to participate in the training. This is because for solid waste pickers to participate or enrol in vocational school, adequate motivation is needed. Adnan and Yunus (2018) stated that effective participation in the school environment represents the degree of active involvement of a student in classroom learning activities.

Motivation is the energy of individual behaviour (Aypay & Eryilmaz, 2011; Adnan & Yunus, 2018). Motivation is defined as goals, beliefs, and values that affect the activities, achievements, and needs of individuals (Guthrie, Wigfield, Metsala, & Cox, 1999; Guthrie & Wigfield, 1997). Thus, motivating the solid waste pickers will create in them positive belief and values toward the training which will undoubtedly change their behaviour toward participation in the training. This implied that all efforts should be geared toward the motivation of solid waste pickers for adequate participation of solid waste pickers is needed. Motivation of solid waste picker should be done to ensure solid waste pickers' behavioural, emotional and cognitive participation in the training. Behavioural engagement will make solid waste pickers comply with behavioural norms such as attendance and total involvement, emotional engagement will make solid waste pickers experience affective reaction such as interest, enjoyment and sense of belonging and cognitive engagement will make solid waste pickers invest in their learning, seek to go beyond the requirements and relish challenges (Skinner, Kindermann & Furrer 2009; Towler, 2010; Wang, Bergin & Bergin, 2014; Adnan & Yunus, 2018).

However, there is a need for skill need assessment to determine solid waste picking and management skills, knowledge and competencies which are required by solid waste pickers to be efficient and competent in their career choice in Nigerian society. However, this study intended to determine

1. Solid waste skill requirement for training solid waste pickers in vocational schools in Nigeria.
2. Facilities required for carrying out solid waste picking job in Nigeria.
3. Motivational encouragement needs for solid waste picker enrollment in vocational schools

Methodology

The study adopted the survey research design. Survey research design is a design in which group of people or items is studied by collecting and analysing data from people or items considered to be representative of the entire group (Nworgu, 2015). Lisa (2008) claimed that survey research may include questionnaires (on paper or online), interviews (conducted by any method; e.g., individual interviews done face to face or via telephone), focus groups, or observation (e.g., structured observations of people using internet access stations at a public library). This study is carried out in Enugu state, Nigeria. 72 participants

were sampled for the study which comprised of 18 lecturers of civil engineering and 15 lecturers of mechanical engineering from post secondary institutions and 39 solid waste pickers who have completed at least secondary education were purposively selected for the purpose of completing questionnaire in Enugu state, Nigeria.

The instrument for data collection was a structured questionnaire which comprised of four sections. Section A of questionnaire requested for respondents' socio-educational information. Section B of the instrument had 24 items to received information from respondents on solid waste skill requirement and skill possessed from lecturer and solid waste pickers respectively. Section C of the instrument had 25 items used to request information from respondents (lecturers and solid waste pickers) regarding Facilities which are required for carrying out solid waste picking job by solid waste pickers. Finally, section D of the instrument had 16 items which request information from respondent (lecturers alone) on Motivational encouragement needs for solid waste picker enrollment in vocational schools.

Section B had response options structured as "required" (for lecturers) and "possessed" (for solid waste pickers) whereas section C and D had response option called agreed. The required category is made up of 4-point response options of highly required (HR), averagely required (AR), slightly required (SR) and not required (NR). The possessed category is also made up of 4-point response options of high possessed (HP), average possessed (AP), slightly possessed (SP) and not possessed (NP). The agreed category for section C and D also made up of 4-point responses options of strongly agree (SA), agree (A), disagree (DA) and strongly disagree (SDA). All have corresponding values of 4, 3, 2 and 1 respectively.

The instrument was face and content validated by 3 experts. These experts were required to read the questionnaire items thoroughly and correct wrong spellings, wrong information and unclear or ambiguous statements on the questionnaire items. They were requested to remove any information that was not necessary and or add any missing information that was needed. The corrections and suggestions made by the experts were used to develop the final copy of the instrument for data collection. The reliability of an Instrument was carried out. Thus, the reliability cronbach alpha of 0.80, 0.91 and 0.79 were ascertained for instrument on section B, section C and section D respectively. Meanwhile, the overall Cronbach Alpha value of the entire instrument was 0.83 which was high enough and indicated that the instrument was reliable. The researchers contracted the services of two research assistants to help in the administration of the instruments on the respondents. The research assistants were orientated on how to administer and retrieve the instruments from the respondents to ensure total compliance with research ethics.

72 copies of the questionnaire were distributed to and retrieved from the respondents by the researchers and two research assistants. The data collected from the

respondents were analysed using weighted mean and Improvement Required Index (IRI) to answer the research questions 1, and mean and standard deviation was adopted to answer research question 2 and 3. The decision on the required category was based on the following:

The Improvement Required Index (IRI) was used to determine the require gap value on section B of the instrument.

- a. The weighted mean (X_r) of the required response option for each item will be calculated.
- b. The weighted mean (X_p) of the possessed response option for each item will be calculated.
- c. The require gap (R_g) will be determined by calculating the differences between the values of X_r and X_p for each item.

$R_g = X_r - X_p$ (Eze & Adeyemi, 2012; Eze & Asogwa, 2013; Lawal, Onipede, Oketoobo & Famiwole, 2014; Asogwa, 2016; Tsojon, 2016)

However, where R_g was zero (0), it means improvement was not required, where R_g was positive (+) it means skill was required and where R_g was negative (-) it means skill was not required.

A cut-off point of 2.50 was used as basis for decision making for section C and D of the instrument. Questionnaire items with a mean value of 2.50 and above were considered as agree while any item with mean less than 2.50 was considered as disagree for section C and D of the instrument. The standard deviation was used to describe the closeness or dispersion of the opinion of the respondents from the mean and from one another.

Presentation of result

The results for this study were obtained from the Research Questions answered through data collected and analyzed.

1.0 Research Question 1

1. What are Solid waste skill requirement for training solid waste pickers in vocational schools in Nigeria?

Table 1. Need Gap Analysis of the mean scores of the respondents on the skills needed for solid waste picking job among solid waste pickers in Nigeria.

Number of respondents =72

S/N	Solid Waste Skills	Skill required (X_r)	Skill possessed (X_p)	Skill needed gap ($R_g = X_r + X_p$)	Remark
1	Ability to identify source of market and understand market fluctuation of the waste.	3.77	2.19	1.58	TN
2	Having good knowledge of properties of solid waste materials	3.57	2.14	1.43	TN
3	Ability to observe all hygienic practice required in the solid waste picking job	3.17	2.04	1.13	TN
4	Ability to distinguish harmful/poisonous object from non-harmful/non-poisonous waste.	3.66	1.50	2.16	TN
5	Ability to keep record of waste on store and amount that certain volume or weight of the solid waste cost in the market	3.69	1.75	1.94	TN
6	Ability to handle different waste without causing harm to him/herself and society	3.72	1.74	1.98	TN
7	Ability to observe safety measure while working with harmful wastes.	3.75	1.72	2.03	TN
8	Ability to screening, sorting, shredding, compacting, balling, or composting solid waste to reduce the waste	3.70	2.14	1.56	TN
9	Ability to perform routine maintenance and repairs of equipment used in solid waste job.	3.22	2.91	0.31	TN
10	Ability to use collection tools and equipment safely.	3.59	2.00	1.59	TN
11	Having good knowledge of rules, regulations and law guiding solid waste picking.	3.09	1.79	1.30	TN
12	Ability to identify sources of solid waste material	2.98	1.29	1.69	TN
13	Ability to keep good record of waste materials on stuck	2.99	1.85	1.14	TN
14	Ability to carry out simple mathematical calculation and common unit conversion required in solid waste job	3.65	2.20	1.45	TN
15	Ability to use Measuring device/scale	2.88	1.12	1.76	TN
16	Ability to process solid waste materials for reusable purposes.	3.80	2.07	1.73	TN
17	Ability to search and collect solid waste materials	3.82	2.24	1.58	TN
18	Ability to segregate waste into different form	3.76	1.98	1.78	TN
19	Ability to prepare and interpreter simple profit and loss account	3.87	1.79	2.08	TN
20	Ability to prepare and interpret cost account	3.64	1.81	1.83	TN
21	Having good knowledge of how to borrow money and condition involves	3.72	2.41	1.31	TN
22	Ability to prepare and implement budget	3.79	1.87	1.92	TN
23	Having good marketing skills	3.81	2.08	1.73	TN
24	Ability to monitoring inflow and out flow of the cash.	3.70	1.92	1.78	TN

TN = Training skill needed

Data in Table 1 showed that the need gap values of the 24 skill items ranged from 0.31 to 2.16 and were positive. This indicated that solid waste pickers/ scavengers needed training in all the twenty-four solid waste skill areas.

2.0 Research Question 2

What are Facilities required for carrying out solid waste picking job in Nigeria?

Table 2: Analysis of the mean scores of the respondents on Facilities required for carrying out solid waste picking job in Nigeria

Number of respondents =72				
S/N	Facility required for solid waste job	Mean	S. D	Remark
1	Shovel/spade	3.60	0.81	Agreed
2	Digger	3.64	0.33	Agreed
3	Waste collection truck/ vehicles	2.74	0.43	Agreed
4	Sold waste storage containers/ can	3.82	0.66	Agreed
5	Closed/heavy duty shoes or boots	3.21	0.79	Agreed
6	Overall/heavy duty aprons	3.61	0.98	Agreed
7	Gloves	2.52	0.83	Agreed
8	Masks	3.52	0.91	Agreed
9	Washer	3.70	0.71	Agreed
10	Measuring tools (mass/weight/volume scale)	3.01	0.58	Agreed
11	Pitch forks	2.81	1.41	Agreed
12	Push broom/flexible bristles	3.29	1.21	Agreed
13	Hand scrapers	2.51	0.61	Agreed
14	Brushes	3.11	1.22	Agreed
15	Wheelbarrow	3.79	0.54	Agreed
16	Warehouse for solid waste storage	3.03	0.90	Agreed
17	Sack/carrier bag	2.78	0.99	Agreed
18	Plastic bucket	2.92	1.08	Agreed
19	Book for record keeping	3.48	0.74	Agreed
20	Hammer/ Mallet	3.61	0.32	Agreed
21	Spanners	2.79	0.67	Agreed
22	Saw	3.18	0.61	Agreed
23	Sieves	3.02	0.90	Agreed
24	First aid box	3.96	0.54	Agreed
25	Calculating/computing device	3.01	0.82	Agreed

S.D. = Standard Deviation

Data in Table 2 revealed that the mean of the 25 items ranged between 2.51 and 3.82. This explained that each of the items had a mean value above the cutoff point of 2.50 which indicated that all the facilities were required by solid waste pickers to carry out their job. The table also revealed that all of the items had their standard deviation ranged between

0.32 and 1.41. This indicated that the respondents were not far from the mean and from one another in their responses.

3.0 Research Question 3

What are the Motivational encouragement needs for solid waste picker enrollment in vocational schools?

Table 3: Analysis of the mean scores of the respondents on Motivational encouragement needs for solid waste picker enrollment in vocational schools.

Number of respondents = 33				
S/N	Motivational strategies for training participation	Mean	S.D.	Remarks
1	Addressing health barriers within the school and making school a safe place for all students	3.52	0.72	Agreed
2	Lowering cost of training, subsidizing training fee or make it free for every participant	2.94	1.43	Agreed
3	Establish more vocational centers for easy accessibility of the participants	3.77	0.84	Agreed
4	Ascertain easy accessibility to information about vocational centers to participants	3.09	1.21	Agreed
5	Creation of awareness of the training to participants	3.70	1.09	Agreed
6	Empower graduates of training after the training program	3.06	0.81	Agreed
7	Making provision for training items	3.82	0.66	Agreed
8	Enhancing the training with the use of technology (computer, PowerPoint presentation, projectors among others)	3.21	0.77	Agreed
9	Use qualified and competent instructors	3.64	0.33	Agreed
10	Provision of school amenities and facilities that can enhance quick assimilation of lessons.	2.74	0.43	Agreed
11	Provision of proper monitoring for the training.	3.21	0.61	Agreed
12	Ensure age and sex indiscrimination/parity	3.60	0.83	Agreed
13	Provision of well conducive environment	2.59	0.71	Agreed
14	Creation of positive, upbeat, well planned, meaningful, interesting, motivating and compassionate classrooms and lesson.	3.08	1.02	Agreed
15	Maintaining and developing positive disposition of students to training	2.99	0.81	Agreed
16	Fostering students' interest in and positive attitudes towards the subjects they learn	3.41	0.93	Agreed

The data in Table 3 revealed that the mean score of all the 16 items ranged from 2.59 to 3.82. This showed that all of the items had a mean value above the cutoff point of 2.50 which indicated that all the motivational strategies were required by solid waste pickers to participate in the training in vocational schools. The Table also revealed that all of the items had their standard deviation ranged from 0.33 to 1.43. This indicated that the respondents were not far from the mean and from one another in their responses.

Discussion

The result of the study indicated that there are gaps between skills deemed to be required by solid waste pickers and skills which deemed to be possessed by them. Solid waste pickers required skills such as ability to observe all hygienic practice required in the job, ability to use Measuring device/scale (e.g., weight, volume, mass measuring devices) and ability to prepare and implement budget among others. The outcome of the study is in line with the opinion of Michael, et al. (2014) whom claimed that one of the best ways to help solid waste pickers include technical solutions such as introducing solid waste pickers to developmental training, to raise the productivity of waste-pickers and improve the health and safety conditions under which they work. Also, Tracey, Jon & Muchelle (2015) stated that waste Pickers need to learn how to identify toxic from non-toxic waste, understand why personal protection equipment is needed and acquire technical expertise and business skills. This is because Waste workers lack technical skills related to recycling processes and equipment (Charles, Seyoum & Mohammed, 2017). For better transformation to be achieved in solid waste picking, there is need for national and municipal authorities to develop affirmative action such as capacity building and equipping and training for waste Pickers to improve their work practice and processes (María & Federico, 2017). Kuruva, Arza and Ravuri (2014) claimed that solid waste pickers should be introduced to educational, prevocational, counseling and medical activities to increase their productivities. The finding of Vinod, Suvir and Sonam (2015) was not in support of the present study where it was revealed that at Itaoca, Brazil the educational level of rag pickers, based on reading and writing, was 52% literate and 48% illiterate. The study showed that rag pickers consisted of 52% literate people, out of which 15% were with pass in SSC or higher qualification (Vinod, Suvir and Sonam, 2015). The submit of Charles, Seyoum and Mohammed (2017) is in line with the finding of this present study where the authors claimed that the government is also confronted with the need to establish strong and efficient institutions, support human capacity and skills building.

The finding of the study revealed that the facilities such as shovel, fork, waste collection vehicles, gloves and apron among others are required for solid waste picking job. These facilities make solid waste pickers' job easier to be carried out. The result is in line with the submit of Aladejana in Egunjobi (2014) in that the infrastructural facilities is basically the physical and organization structures needed for the operation of the society, system or enterprise, service and facilities necessary for an economy to function. The physical and mental capabilities of workers are influenced by facilities available (Masudah, Adibah & Halil, 2012). The claim of Stup (2003); Nina and Mohammad (2013) are in line with the present finding that one of the factors that ensure success of the employees' performance is equipment. However, facilities should be strategically planned and aligned to the trade or occupational needs as well as demonstrate contribution to achieving trade objectives (Kaya, Heywood, Arge, Brawn & Alexander, 2004; Timoty, 2011).

The finding of the study claimed that motivational strategies such as use of qualified and competent instructors, provision of proper monitoring of the training and ensure age and sex indiscrimination/parity among others are required for enrolling solid waste pickers in vocational schools. This is in line with the opinion of Maimoona and Fauzia (2013) that motivational techniques could arouse interest' enthusiasm and regulate the individual behavior in order to perform different tasks with interest for attainment of particular goal. Livneh and Livneh (1999); Georgios and Athanasios (2014) supported the present study wherein found that self-motivation (internal) and external motivation (networking with others and salary improvement) to learn predicted K-12 educators' participation in professional development activities during previous year. Study of Dia, Smith, Cohen-Callow and Bliss (2005);Garst and Ried (1999); Noe and Wilk (1993); Tharenou (2001) claimed that employees' motivation to engage in occupational training and development is determined by internal motivation (curiosity and knowledge) and external ones (compliance with authority, professional benefit). Carmody (2012); Karen, Gloria and Lewis (2016) supported the present finding in that the most important motive to participate in vocational training is individual professional development because participants are motivated by the professional recognition of their skills and abilities upon the completion of their training and such professional recognition could possibly benefit their career development.

Conclusion

Solid waste picking is a job which majority of people used to sustain themselves. The solid waste pickers, according to the study lack skills which are needed for the execution of the job. The facilities which are also required for their job are not in adequate. However, solid waste pickers are required to enroll in schools such as vocational centers where the adequate knowledge, skills and attitude regarding their career choice can be improved. Thus, solid waste pickers need to be motivated for this enrolment. This is because education is an instrument for career, personal and economic development in all nations of the world.

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WORKING WITH EMOTIONAL INTELLIGENCE

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Abstract:

Emotional Intelligence has become a significant ingredient determining not just personal success but success of an organization as well. Both leaders and employees in work-settings can gain effectiveness in decision making, goal setting and build better team rapport once the skill in emotional intelligence is understood and executed. The purpose of this paper is to provide an understanding on how the idea of emotional intelligence emerged, why it is important for us and discuss some tools to identify the need for developing Emotional Intelligence that holds the potential for positive change in work and personal lives.

Scenario 1

Rahman is known to all for his very high IQ and analytical abilities. He always scored highest in all his school and college level exams. He is considered a genius in all circles but despite his extreme high IQ—he failed miserably to garner respect and cooperation from others. With a superior sense of self ----he deemed everyone’s opinion beneath him and would not allow any room for discussion if people cannot see his ways. He also would be deceptive and possessed no empathy for his subordinates or people around him. His lack of openness, and respect to others therefore caused conflict in every setting which created speed bumps in his career growth and led him to depression affecting his overall performance. Undoubtedly, a man with his intelligence should have been climbing the ladder of success without any obstacles but due to his negative attitude and lack of social skills—he went on a downward spiral ending in quitting or being fired from different jobs.

Scenario 2

The world reputed company Levis-Strauss came under scrutiny when two of their subcontracting garments manufacturer in Bangladesh was found to use child labor who were below 15 years of age. It was a clear violation of the Terms of Engagement (TOE), but instead of immediately letting go of the manufacturers, Levi Strauss & Co. (LS&CO.) management found itself to study the scenario further. They found the issue of underage labor to be a very complicated one in Bangladesh — a country where it is not uncommon for a child (defined in the TOE as a person younger than 15 or younger than the mandatory schooling age) to support an entire family on his or her wages. And without the option to earn money, many kids could become involved in child prostitution or other negative activities. With this assessment, the Levis-Strauss came up with an agreement to pay the already employed underage workers their salaries and benefits while they attended school

and offer them full-time jobs when they reached the legal working age. This approach to this difficult situation earned LS&CO. the praise of Bangladeshi and U.S. government officials, academics and several nongovernmental organizations (NGOs).

In the first scenario, Rahman got into trouble due to his lack of interpersonal and intrapersonal skills in work settings. His emotion took control turning him into judgmental, defensive and ego-driven individual who failed to connect with his surroundings. Despite his high IQ and scores in academics, success in his career eluded him as IQ was not enough to earn him a position he should have deserved. The major ingredient that was missing from the recipe of success was the element identified as Emotional Quotient (EQ) that can over-ride Intelligence Quotient (IQ) in most work settings.

Whereas, Levi-Strauss showed empathy for the Bangladeshi child-labors and worked with all stakeholders to come up with a solution that helped everyone. This was undoubtedly an example of practicing emotional intelligence at group level to build a success story. This is why, it is impertinent to understand and address the application of Emotional Intelligence in work-place more now than ever due to the changing landscape of the globalized business.

Difference between Intelligence Quotient (IQ) and Emotional Quotient (EQ) Emotional Intelligence

To comprehend EQ, we first need to understand the difference between the two psychological elements of human development. IQ according to Alfred Benet in 1900 represents abilities such as: visual and spatial processing, knowledge of the world, fluid reasoning, quantitative reasoning working memory and short-term memory.

Emotional Quotient (EQ), on the other hand, is a measure of a person's level of Emotional Intelligence comprising level of motivation, communication ability, and how one can manage emotions among many others. Bradberry (2014) discussed how EI is responsible for one's behavior with others, helping one to navigate through his or her social complexities, and making personal decisions that can achieve positive results. In his research he found emotional intelligence to be the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence. No doubt that IQ plays a role as getting one inside through the threshold and is highly recommended in the technical areas of all professions but EQ seems to be the factor that gives one the edge especially when you are in the business of management and dealing with the social world.

Both IQ and EQ are necessary in our life but Hawkins& Dulewicz (2007) in a study showed 90% of the difference between outstanding and average leaders depended on Emotional Quotient. The following diagram identifies the major differences between the two ----

Table 1 IQ and EQ: A Comparison

IQ	EQ
<ul style="list-style-type: none">• Ability to think• Measure cognitive intelligence• Ability to apply knowledge• Gets through school• Convince by facts alone• Relying solely on cognitive skills• Less to do with success and happiness• Refers to knowing what• IQ level in most cases remain fixed• Cannot be learned• IQ is the brain	<ul style="list-style-type: none">• Ability to feel• Measure emotional intelligence• Ability to adjust• Gets through life• Convincing by reasons and emotions• Rely on both• More to do with success and happiness• Refers to know how and why• Possible to raise• Can be learned• EQ is the heart

Emotional Intelligence and its Impact on Human Performance

At one point in time, IQ was viewed as the primary determinant of success. People with high IQs were assumed to be destined for a life of accomplishment and achievement and researchers debated whether intelligence was the product of genes or the environment. But during the last two decades some psychologists strongly started to believe that standard measures of intelligence – the IQ scores are too narrow and fail to include the full range of human intelligence. In 1990, two psychologists, John Mayer and Peter Salovey, pioneered the idea of emotional intelligence. It was later researched and popularized by the psychologist, Daniel Goleman, in his book titled, “Emotional Intelligence”. According to Goleman (1998a), “Emotional Intelligence can be defined as the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior.” This is why, whether in customer service or in different leadership role – the lack of EI could severely impact the overall performance of the organization.

The western corporate world has acknowledged that education and technical skill is no longer adequate for ensuring success in the real world. Apart from utilizing some levels of technical knowledge, a person functioning in the real world has to make various decisions that are product of ones emotions. Instincts, feelings and personal values can take over and become major part of helping people either to thrive or shrivel. And this is why, we do need to be aware of the feelings in ourselves and in others, to better understand and manage them effectively (Walton, 2012).

In a company, the most expensive resource above everything else is the staff. Worldwide, companies routinely look through the lens of EI in hiring, promoting and contributing to the growth of this important resource. It was found that Intelligence Quotient (IQ) counts for only 20% of one's success while the 80% is due to emotional intelligence and the surrounding environment (Walton, 2012). In the real world CEO's are hired for their intellect and business expertise and often fired for the lack of EI. Weisinger (1998) appropriately pointed out that many companies are mandating emotional intelligence training and utilize EQ tests as part of the hiring process. An increasing body of research has found that individuals with strong leadership potential also tend to be more emotionally intelligent, suggesting that a high EQ is an important quality for business leaders and managers to have. Walton (2012) found that selling to customers, or negotiating and influencing, requires higher emotional intelligence.

Following are some patterns of behavior and feeling that might indicate a presence of low Emotional Intelligence (EI) and should be addressed effectively to build high-performers.

1. You continuously perform poorly at work?
2. You are very judgmental and criticize others whenever you get a chance. (Constructive criticism is acceptable)
3. Almost everything and everyone make you angry
4. You feel offended every time someone disagrees with you
5. You cannot lead or work in a team
6. You are not mindful of others feelings lacking empathy
7. Blaming others comes naturally to you and do not take responsibility of your own mistakes
8. Afraid of trying anything new
9. You let all the negativity get to you
10. In adversities, you give up easily
11. You keep on arguing even when there is no point to it.
12. You hold others to the same high expectations you hold for yourself.
13. You find others are to blame for most of the issues on your team.
14. You're surprised when others are sensitive to your comments or jokes and you think they're overreacting.

These warning signs in ones traits and personality are not unchangeable and can be fixed with awareness and having the willingness to change.

The following Table by Goleman and Boyatzis (2004) provided an overview on the different inter-related domains of Emotional Intelligence to better understand how the components can work together to enhance our level of emotional intelligence (EQ) to build an effective working environment where both managers and team members learn to function at optimum level.

Table 2. Dimensions of Emotional Intelligence

Personal Competence		Social Competence	
Self Awareness	Self-Management	Social Awareness	Relationship Management
Self Confidence Accurate Self-Assessment	Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	Empathy Service Orientation Organizational Awareness	Developing Others Influence Communication Conflict Management Leadership Building Bonds and Teamwork Collaboration

Source: Goleman and Boyatzis et al. (2004)

Personal Competence: According to Goleman and Boyatzin (2004), the Personal Competence domain is made up of self-awareness and self-management skills, which focus more on one's ability to stay aware of interplaying emotions and learn to manage the behavior and tendencies.

Self-Awareness: Self-Awareness is the ability to accurately perceive one's emotions and stay aware of them as they happen. A person who is self-aware can also read the reactions of others to know how he or she is perceived.

Self-Management: Self-Management is the ability to use control over one's impulses—instead of being quick to react rashly. This skill can reign one's emotions and help to think before responding making them conscientious and build skill to manage reactions to situations and feelings.

Social Competence: Social competence is made up of social awareness and relationship management skills where this competence is all about one's ability to understand other people's moods, behavior, and motives in order to improve the quality of interpersonal relationships.

Social Awareness: Social Awareness is the ability to accurately pick up on emotions in other people and understand what is really going on. It is about taking an active interest in others instead of being judgmental.

Relationship Management: Relationship Management is the ability to use awareness of your emotions and the others' emotions to manage interactions successfully. With this skill—a person is capable to identify social cues to establish common ground, manage

relationships, build networks through emotional maturity and develop excellent communication skills where he or she learns to listen and respond appropriately. Being able to manage conflict through persuasion and negotiation is also another significant element under relationship management.

These four domains under the Emotional Intelligence framework can therefore be applied to enhance both individual and group performance. Goleman (1998b) adequately through his research found emotional intelligence (EI) to play increasingly important role at the highest level of company. In his study, he detected majority start performers to have high EI capabilities resulting in high effectiveness. While comparing the star performers with average performers –he found that “nearly 90 percent of the difference in their profiles was attributed to Emotional Intelligence rather than cognitive abilities. These facts indicates that, the area of Emotional Intelligence can no longer be ignored among Bangladeshi Private and Public organizations where miscommunication, office politics, distrust, dishonesty and conflict most of the time cause poor institutional performance and often leads to lag behind in competitions.

Applying Emotional Intelligence (EI) at Work

To build a successful career and business, leaders need to address ways to increase Emotional Intelligence at both individual and group levels.

EI at Individual Level

As Socrates wisely quoted, “Know thyself.” Amidst all the noise around us ... we hardly take time to make the conscious effort to be aware of what we think and how we act. Our work, ambitions and success do play a major role defining happiness. And this is why; the aspect of EI at individual level directly addresses the need to make ourselves more aware and mindful. This is one of the most significant area of human development where all changes can become transformative when we can assess who we are, why we are doing what we do and how do we do it. Weisinger (1998) suggested few methods that can help to raise the personal Emotional Intelligence (EI). Those are as the following:

- a. Learn to listen how we talk to ourselves. This is about paying attention to our thoughts that often says negative things in our head such as –“ I am not smart enough”, nobody will listen to me,... etc
- b. Use the thoughts as instructional self-statement. Write down what action I should take in situation that triggers negative reaction. For example, you felt irritated by an email by your colleagues, boss or subordinate that is triggering you to immediately write a confrontational reply. Instead you instruct yourself to breath and take time before you think of an appropriate reply.
- c. Be flexible and open to new ideas

- d. Avoid taking things personally
- e. Build ability to bounce back from adversity
- f. Examine your own actions that can or will affect others before you take the action
- g. Learn to relax that can reduce your stress level that contribute to negative emotions
- h. Practice the power of criticism. Instead of being defensive or angry, we could hear it out and see if we can improve based on the information. The bosses who surrounds themselves with 'Yes Man' most of the time fail to grow and improve as they miss on getting information that can impact the organization or him negatively.
- i. Train yourself to be a good problem solver responding to situations
- j. Practice the power of positivity
- k. Take responsibility for your own actions
- l. Make deliberate effort to block a segment of time (15minutes to 1 hour) where you won't be disturbed and you can catch on the things that is important to you to help you relax or make other things easier for you.

Increasing Emotional Intelligence therefore can contribute to increased team performance, improved decision making, decrease occupational stress, reduce staff turnover and over-all increase the personal well-being of all those who work at the organization.

EI at Group Level

A team can have everything working for them having the brightest and most qualified people with access to all kind of resources, a clear mission—but still fail because it lacks group Emotional Intelligence. Druskat and Wolff (2001) researched this phenomenon in both successful and failed organizations and found team efficacy to increase when an organization values the need for cooperation, participation, commitment to goals and build an environment of trust for each members of the team. The popular world renowned manufacturer of jeans---Levi & Strauss showed such commitment and cooperation that led them to solve the emerging problem successfully. According to Druskat and Wolff (2001), team emotional intelligence is more complicated than individual emotional intelligence as teams interact at more levels as it must be mindful of the emotions of its members, and the emotions of other groups.

Importance of Emotional Intelligence in team for successful and effective work environment therefore cannot be denied. Groups need to be mindful of everyone's emotion and mood. Emotional incompetence among group such as having distrust, neglecting others feeling, not maintaining confidentiality, lack of respect not allowing room for opinion, criticizing in front of others or openly in meetings could create dysfunctional groups within the organization. This is why, the following steps as suggested by Weisinger (1998) could benefit the overall group dynamics.

- a. Being aware of each other's weakness and strengths
- b. Develop techniques of positive criticism when needed
- c. Build trust through respect and collaborative tasks
- d. Develop habit to listen and receive feedback
- e. Be adaptable to change responding to the demand inside and outside the organization
- f. Understand others emotional states and be empathetic
- g. Reduce negative personalization
- h. Have a functional system of conflict management
- i. Able to communicate effectively among each other
- j. Avoid making assumptions about others without facts
- k. Create a safe place for sharing difficult emotions when necessary

A leader of an organization along with the employees needs to practice developing high Emotional Intelligence considering all the above suggested methods. A leader with high EQ has the ability to read employees' emotional state, reactions, and stress levels and therefore can manage their teams with a strategy and approach that is both thoughtful and compassionate, but also direct and with tractable outcomes.

Conclusion

Training and mentoring in emotional intelligence in varied work settings can have positive impact on the workers and leaders of this ever-changing global market. The urgency of promoting emotional intelligence in countries like Bangladesh is needed more now than ever before as the dynamics of successful political or business environment has shifted manifold emphasizing on human connections along with the technical skills. Workforce in Asia and from countries such as Bangladesh have a big challenge in front of them especially when majority grew up through an education system of memorization as a primary method of learning. Realizing the applicability of EI in every sector of our lives--- the developed world is overhauling their curriculum to help their students and workers become more emotionally aware, and helping them to build skills to think constructively.

Goleman (1995) stated that, "People who are emotionally adept-who know and manage their own feelings well, and who read and deal effectively with others feelings-are at advantage in any domain of life." This is why, researches should be undertaken in different cultural context to show the significance of EI in our lives and create scopes for growth through developing effective programs to increase emotional Intelligence among the future workforce of our country.

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SELECTING BANKING JOB AS CAREER: AN ANALYSIS ON BUSINESS GRADUATES

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Abstract

The main objective of the paper is to explore the potential of career in banking sector of Bangladesh to ascertain sustainable career development. To do this remarkable job, current working initiatives throughout the country have shown here, which can give the course of action for banking career practice in Bangladesh. Banking career guarantees the protection of human resources and maintenance of social responsibility. The study focuses on the causes of job stress and its management systems. Furthermore, the study emphasis on the prospects of banking career of the fresher and assorted view of the top level management and current employees. The researchers used survey methodology to find out the inside view of the study and deployed interview schedule and Sami-structured questionnaire. The paper roots through the past literary works to construct a framework.

Introduction

Career choice turns the life of a person by a great measure. Today Banking has come to be one of the most desired after sectors to work with, not only in Bangladesh, but also worldwide. The banking industry has been an exponential amount of growth from twenty to thirty years.

In the 1980's banking industry achieved significant expansion with the entrance of private banks. There are 57 scheduled banks where 32 conventional private commercial banks, 8 Islamic Shariah based private commercial banks and 9 Foreign Commercial Banks in Bangladesh which are being regulated under the full control and supervision of the Bangladesh Bank which is empowered to do so through Bangladesh Bank Order, 1972 and Bank Company Act, 1991. They face competitive market space and usually adopt aggressive customer engagement strategies, building on their strength to deliver quality services in the shortest timeframe possible. As a result, career in private banks tends to be more competitive where professionals are required to meet inflexible targets and perform above standard to ensure good career growth.

Usually banks prefer young competitive fresher's who completed Graduation in economics, finance or business administration along with a MBA from reputed universities and enjoy working under pressure. Due to the lucrative salary packages, many aspiring fresher's are leaning towards banks job. But they are faced with a huge dilemma when making this choice, whether to opt for a private bank or a public one. They can face difficulty in making an informed decision about which one will provide them better job satisfaction.

Private Banks provide a highly competitive and exciting work atmosphere to grow as a professional. Here enterprising professionals are encouraged to take up challenging tasks and are rewarded according to the respective bank policies. Banks focus on recognizing merit over experience and top performers usually receive instant recognition for their work. The best thing is that recognition and rewards go hand in hand. The kind of remuneration offered primarily depends on the merit of a professional more than anything else.

Banks concentrate on training and development, but they also strongly believe in hands-on experience. So the professionals learn a lot from being on the job and sharpen their skills with numerous in-house training programs. Banks are also known to send their best professionals to several well reputed management institutes for further training and education. Career choice is not easy matter of decision making for fresher. There are a number of complex aspects to be considered and balanced against each other in choosing career. However, the approach should preferably be uncomplicated and based on the skill set, interests and capabilities of the professionals more than anything else.

Banking can be a challenging career for any individual as it requires presence of mind, good communicative skills, and technological know-how and so on. Those who believe in instant recognition and performance based rewards should prefer a career in private banks industry to public sector. However, for long-term job security and better working hours, public sector could be a better choice.

Scope of the Study:

To fulfill the objectives of this research, the study is undertaken to analyze the career of banking sector of Bangladesh. The study is conducted on 20 banks operating in different cities of Bangladesh. The scope of the study is extended only to the top level management and officers working in the Bank and the job seekers. It does not cover other employees in the banks. The study is limited to the three levels of employees designated as Manager Level, Probationary officer's level and officers level employees and job seekers. The survey method attempts to analyze the current phenomenon and have short term validity. The validity of the study will be depends on the quality of response given by the respondents.

Objectives of the Study

Bangladesh is the world's second-biggest apparel exporter after China. \The main aim of the study is to identify the occupational stressors of bank employees. With this aim, the following specific objectives are formulated:

1. To explore the Top level management opinion regarding banking career.

2. To present the job seeker's sights regarding the banking career
3. To analyze the career prospects of the banking sector by the observation of current employees.
4. To identify Causes of Stress of employees in Banking Sector
5. To discuss the stress management strategies to manage stress of private bank employees

Review of Related Literature

Today Banking has come to be one of the most desired after sectors to work with, not only in Bangladesh, but also worldwide. The banking industry has been an exponential amount of growth from twenty to thirty years.

In the 1980's banking industry achieved significant expansion with the entrance of private banks. There are 57 scheduled banks where 32 conventional private commercial banks, 8 Islami Shariah based private commercial banks and 9 Foreign Commercial Banks in Bangladesh which are being regulated under the full control and supervision of the Bangladesh Bank which is empowered to do so through Bangladesh Bank Order, 1972 and Bank Company Act, 1991.

There are 33 Non Bank Financial Institutions which are regulated under Financial Institution Act, 1993 and controlled by the Bangladesh Bank. Private Banks have been growing from strength to strength, delivering high-end services to a wide customers making the best use of modern technology.

As a researcher, our aim to gain a better understanding of the role of central and commercial banks, customers, companies and households in financial markets and economies. Identifying and interpreting underlying mechanisms and new solutions in finance is key for the stability and efficiency of financial markets and institutions.

Banking Career has a huge prospect now a days in a developing country like Bangladesh. Some researchers found that a huge number of banks are there both in government and private sectors which facilitate the fresh generations to come forward and work for them to increase the development rate of Bangladesh. The rapid growth of economics in this country is encouraging a lot of fresh souls to get engaged in this sector.

The industry of banking sector is the backbone for the growth of any economy. The banking sector is an important component of the financial sector for perfect management of financial resources across the globe (Ahmad Ashfaq et al 2010). It is reckoned as a hub and barometer of the financial system in a country. Banking sector serves a pivotal role in the economic development of the country and is among the oldest sectors of the country "Impact of human resource practices on employee perceived performance in banking

sector of Pakistan” research paper of Zulfqar Bowra and KabirNiazi (2011) found that The HR practices and employee perceived performance has positive and significant relationship and it is very crucial for banks to identify that their HR practices affect the career of employees and in turn affect the overall performance of a bank be it private sector or public sector. Many researchers have recognized numerous HR organizing practices that significantly influence career development in banking sectors.

Private banks are more successful vis-à-vis public sector banks in terms of implementing human resource management practices, A study by Selvaraj (2009) reveals customer focus, and top management commitment.

Khera (2010) studied to investigate the extent to which Commercial Banks of India differ on aspects of human resource management practices and the key Human Resource Practices contributing to employee productivity.

The research paper of Mahajan and Sharma (2005) covered the most of the HRD concepts i.e., recruitment, selection procedure, placement, training, promotion, wage salary, financial incentive, transfer, deputation, industrial relations, and political interference in the cooperative banks.

The research paper of Trivedi Vikas(2008) deals with a comparative account of human resource practices of public and private sector banks and provides an insight into the different issues of human resource strategies in both banking sectors.

The review of earlier works of various researchers and scholars have not only enriched knowledge but also helped the researcher to match the objectives of the present study. It was found that career in both Public and private sector banks differ with respect to their background and work culture.

Methodology of the Study

The study mainly focuses on the prospects of career in Banking in Bangladesh. The study covered different commercial Banks, foreign bank and state-owned commercial bank which mainly situated in the capital city of Dhaka in Bangladesh. Maximum numbers of the respondent were situated in the Dhaka, Bangladesh. The study used survey methodology to categorize the main featured of the banking career. The data was collected from respondents through interview schedule and semi-structured questionnaire.

Sources of Data: Both primary and secondary data have been used to prepare the report. Primary data was collected from 200 respondents through semi-structured questionnaire..During the study period respondents were the officials of the Banks. Secondary data comes from different published sources like research reports on Banking,

Bank's websites and Bangladesh Bank's website etc. Besides, internet has been used as another source of information.

Data Analysis: Collected data was analyzed from different perspectives of research objectives by using Microsoft Excel, SPSS version 22.

Sampling:

Sample Size: There are 59 commercial Banks, foreign bank and state-owned commercial bank in Bangladesh. Out of them 20 banks are selected for the study in which have highest branch banking networks all over the country. The population samplings of this study are Top level Management 20, Probationary officer and officer level 200 and job seekers 100.

Why we Choose Banking as a Career?

We always think about good food, good cloths and good residence. These are our basic needs. But we can't ignore the need for good career in our life. For a better future good career is the most. Banking is the appropriate sector for good career development. There are lots of multinational companies spreading their business sectors rapidly but the flow of candidates towards banking career is increasing drastically. There is no strong alternative to bank job. If we dig inside this scenario we will find that banking career is giving us smart amount of money, dignity, smooth career growth, job security, pension benefits, provident fund, gratuity, incentives and lots of other benefits. Only this sector is properly maintaining the service rules and regulations. On the other hand private companies are not giving us all of these benefits. Some multinational companies are giving few of them but not all together. This is a good reason for choosing banking as a career. There are some other reasons as well. If we want to develop social contacts with companies and businesses then there is no alternative of doing job in a Bank. This is the sector which can give us the best idea about new business and will give us the exact development scenario of our country. By doing job in a bank one can get accuracy in work which can give him/her a better life. Bank job also teaches us discipline and patience. The atmosphere of a bank is cordial and homely and the officer works almost independently. A banker gets the opportunity to update him with new technologies, various softwares, financial and money markets. Banking career can give us the chance to get inside a business process. We can increase our knowledge in export- import, trade, investment and remittance by choosing banking as a career. Banking career teaches us the proper utilization of money. Bank has introduced E-Banking system which makes the work easy for a banker. E-Banking has changed the banking transaction system of a country. When inflation creates huge impacts in our economy this banking sector helps to reduce inflation and boost up the economic growth.

Though this banking career is very much demanding among the job seekers, it involves lots of risks as well. We know without taking risk we can't gain anything. There are risk involves

with every professions. Bank deals with clients and money that's why the risk factor is higher in this sector. The professional must be willing to take the responsibility of large amounts of money and must be able to carefully account for all the monies under his or her care. A banker should always be careful about his/her activities and will not do any kind of unethical practices. In this way we can reduce the risk and can make this carrier the best choice of our life.

Causes of Stress of employees in Banking Sector

During the past decades the banking sector had gone under swift and striking amendments like policy changes due to globalization and liberalization, growing competition due to the entrance of more private banks, downsizing, introduction of new and innovative technologies, etc. Owing to these changes, the banking sector employees are experiencing a high level of pressure and stress. The advent of new technological revolution spread through all walks of life coupled with globalization, privatization policies has drastically changed the conventional patterns in all fields. The banking sector is of no exemption. Occupational stress is becoming progressively more globalized and affects all countries, all professions and all categories of employees, as well as families and society in general.

Globalization and privatization led policies compelled the banking sector to reform and adjust to develop a competitive edge and cope with multinationals led environment. The advent of new technological changes, especially the extensive use of computers in banking sector has changed the work patterns of the bank employees and it has made it inevitable to downsize the work force in the concerned sector. The implications and transformations of the above said changes have affected the social, economical and psychological domains of the banking sector employees and their relations. All the above factors as discussed are potential attributes to source occupational stress and its related disorders among the bank employees.

The Stress Management strategies to manage stress of private bank employees

There are some stress management strategies which helps to manage stress of private bank employees. The following are the outcome of this study.

01. Employees Assistance Programs (EAP):

Employee's Assistance Program is like an employee's benefit program. It is short term counseling for employees to solve personal problems. It affects on employee's job performance, employees health and employees personal and professional problems. EAP helps people to understand or to overcome their personal problem. 86% respondents agree that EAP helps to reduce employees stress and 14% respondents disagree with this.

02. Employee Counseling Sessions:

Counseling session is very prominent stress management strategies. It is like a meeting between organizations superior and subordinates. Counseling session contain 65% respondents who are agree that counseling session helps to manage stress. 35% respondents are not satisfied.

03. Training Development Programmer:

Training and development programmers very useful for employees. It helps employees improve skills and knowledge which helps in performance growth in their current job. It includes 78% respondents who think that training and development program give positive impact to overcome stress and 22% respondents did not think.

04. Meditation & Yoga:

It is a very useful and beneficial stress management strategy to manage stress level. Meditation good for peace of mind and yoga is like a mind body practice. It helps to reduce stress level, blood pressure problems and good for heart and mind too. To reduce stress problem so there is a need to do meditation and yoga at least 20 to 25 minute daily. In this study 68% respondents agreed and 32% are not agreed.

05. Time Management:

To manage stress issues there is a need to manage time. Time management helps to manage the balance between personal and professional life. Employees set short term and long term goals according to the time and finish project on time. In this survey overall 63% respondents gave positive response and 32% respondents gave negative.

06. Stress Management Programmers:

It is the important stress management strategies to manage stress between bank employees. It's necessary that every organization conduct Stress management programs and sessions for the awareness about how to deal with stress issues. Stress management program include 74% respondents and 26% respondents are different point of view.

07. Promotional Activities: -

Promotional Activities help to overcome stress issues between lower level employees. It is an effective stress management strategy which helps to control

stress issues in employee's life and helps to improve employee's performance. Total 71% respondents understand that it helps to manage stress problems and 29% respondents are not agreed.

08. Reward System:

It's compulsory that every organization organize reward system to increase the morale and performance of employees and it give positive impact for the encouragement of employees. It helps to manage stress problems in employees working life. 80% employees think that reward system reduces stress level and 20% employees think that it is not helpful.

09. Motivational Session:

Motivational sessions play a significant role to decrease stress level between bank employees. So it's necessary that every employee attend motivational session to motivate themselves. Overall 76% of employees are supportive to manage stress through motivational sessions and 24% employees think that this is totally wastage of time.

10. Individual Activities and Group Activities:

Individual and group activities both are necessary to manage stress problems. Individual activities (reading, writing, photography, art, listening music, running) and group activities (sports, games, vacations, movies, show and theatre) are gave positive impact on employees life and also manage stress.83% of respondents think it manage stress problems and remain 17% respondents think it did not work to reduce stress.

Top Level management Opinions

In the present study the researcher took interview of 20 individual high officials of the bank. On the basis of the interview of the top level management of the stated banks the researchers try to get the insight view regarding the banking career. The summary of the interview discuss below,

1. Career choice is not easy matter of decision making for fresher. There are a number of complex aspects to be considered and balanced against each other in choosing career. Banking has come to be one of the most desired after sectors to work with, not only in Bangladesh, but also worldwide. Private Banks have been growing from strength to strength, delivering high-end services to a wide customers making the best use of modern technology.

2. Usually banks prefer young competitive fresher's who completed Graduation in economics, finance or business administration along with a MBA from reputed universities and enjoy working under pressure. Candidates with an excellent academic background and a competitive outlook can get a higher pay package today.
3. Anybody who join bank as a Probationary Officer normally gets very fast promotion. There are normally two types of entry level jobs in the banks, which are clerk and officer. Promotion happens through written exam and interview. From bank to bank there is a slight variation in the time and process of promotion but fast track promotion opportunities are there in all the banks.
4. People choose Bank as a career because there is relevant growth and opportunities in banking sectors .Bank PO is very prestigious job as it offers you attractive salary, honorable status, good work life and other benefits and perks. Bank PO examination is conducted by various recruitment agency like IBPS, SBI etc. for the selection of candidates in public-sector banks and nationalized banks. Banking sector offers great career growth opportunity to the bank PO. There are good chances of promotions in every 2-3 years based on your skills and performance.

Job Seekers Perceptions of Banking Career

According to the Job seekers they have also some observation concerning bank job, they are as follows.

01. Around 60% of the job seekers are from business graduates and 40% from other discipline graduates. Furthermore, private universities students are more interested in banking job as a career.
02. 50% of the respondents argue that they prefer bank jobs, on the other hand 30%, 10% and 10% of the respondent prefer Garments, Pharmaceuticals and Others jobs.
03. Majority of the job seekers are agreed that Banking is better career option for the one who wants specific working slot. Banking sector is adopting latest technologies which help employees in efficient performance. Nowadays every one need financial support either in a small family or a big company, and Banking sector give support.
04. More than 89% of the equivocator decided that there is relevant growth and opportunities in banking sectors .Banking operations now also serve a large social purpose.

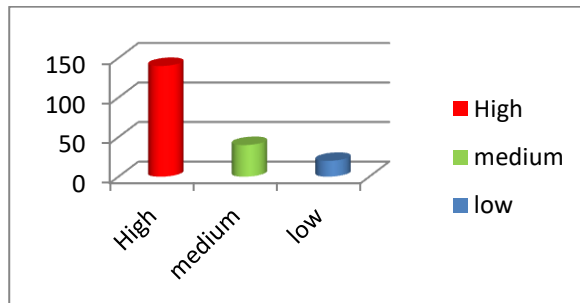
05. Almost every respondent agreed that, the growth or prospects of bank job are much higher compared to other sectors. The packages offered by banks are much better, so one can accomplished his or her expectation.
06. 95% of the equivocator banking is one of the best options for those who are much more interested in table pen job. And fixed scheduled jobs.
07. The salary expectation are varies by respondent to respondent but the common rage that the entire respondent agreed that 35000 – 45000 BDT in the case of MTO.
08. 70% of the equivocator said that social recognition of bankersis very good and highly respective. 25% of the respondents said bankers get lower respect and 5% said they don't feel any respect.
09. 95% of the job seekers said banking sector is one of the rapidly growing sectors and there are lots of opportunities to grow our career in this field. Higher remuneration package and other benefits help to create social safety net.
10. 85 % of the respondent agreed that, Banks are considered as the back bone of a country. Banking sector in our country not only has great potential but also providing huge opportunity to the young minds. Banks always topped the list without downfall.

Limitations of the Study

1. Bank employees are always busy with their assigned task during working hours. They have to be approached during off time at their convenience. Thus data collection was a difficult task.
2. The survey has been conducted in the banks of Dhaka city, other banks and cities are purposively avoided by the time and budget constraint.
3. The sample consisted of top level management, probationary officers, officers and job seekers.

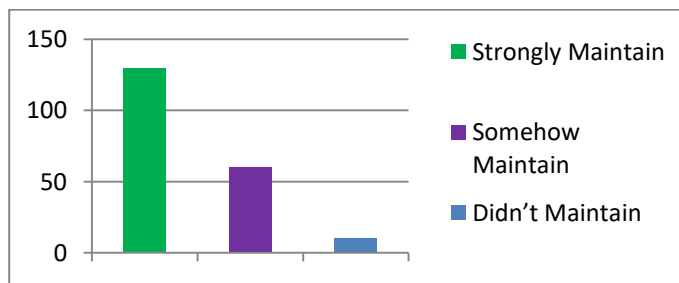
Questionnaire for Current Employees

1. Social Recognition



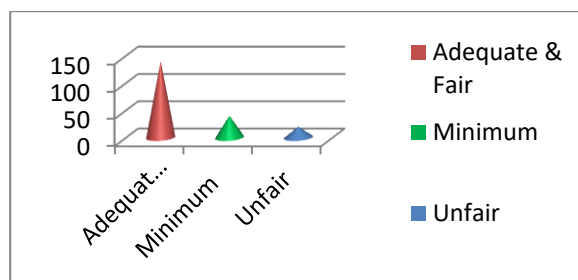
Comments: In banking sectors , employees opinion in social recognition is high.

2. Social Responsibilities



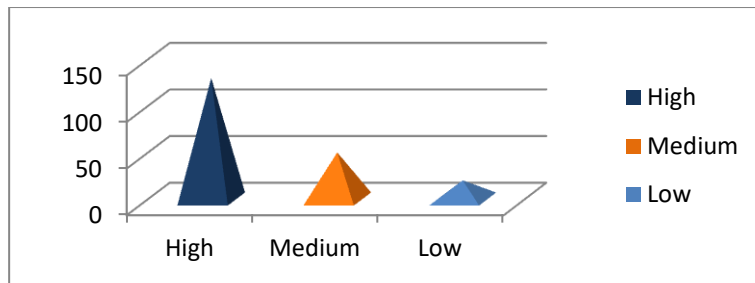
Comments: Most of the employees maintain strong social responsibilities and very small portion of employees didn't maintain social responsibilities.

3. Adequate and Fair Compensation



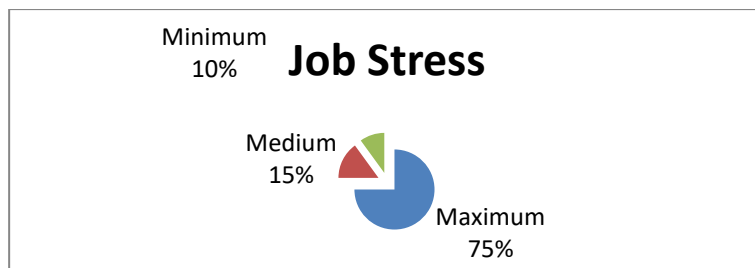
Comments: By this studies we have found that there exist adequate and fair compensation in banking sectors.

4. Job Security



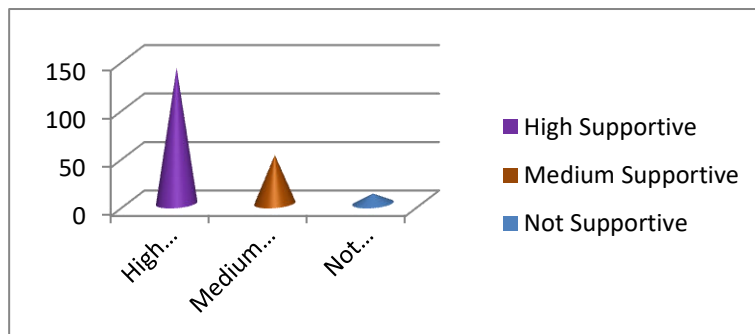
Comments: In banking sector job security is high compare with other sectors.

5. Job Stress



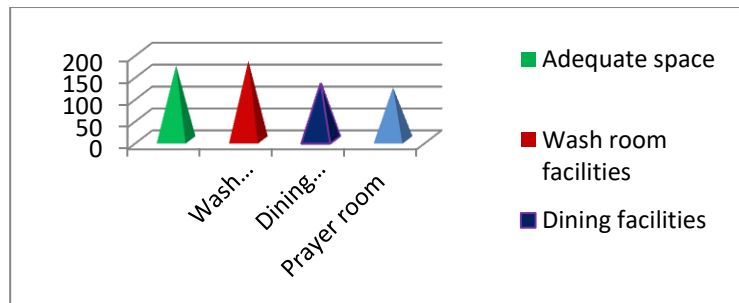
Comments: In this study we find that most of the cases job stress is high.

6. Supportive colleagues



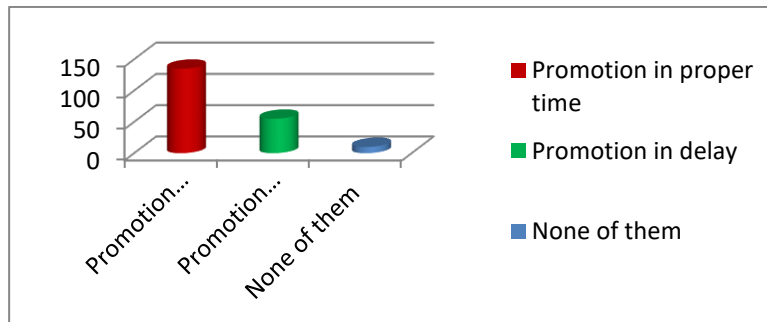
Comments: In banking sectors most of the colleagues are supportive and very small portion of employees are not supportive.

7. Safe & Healthy Working Environment



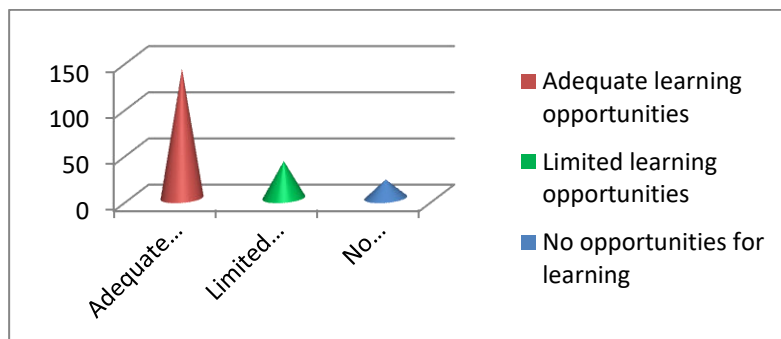
Comments: In banking sector, the facilities given to bankers are much more better compare to other sectors.

8. Opportunity for Continuous Growth



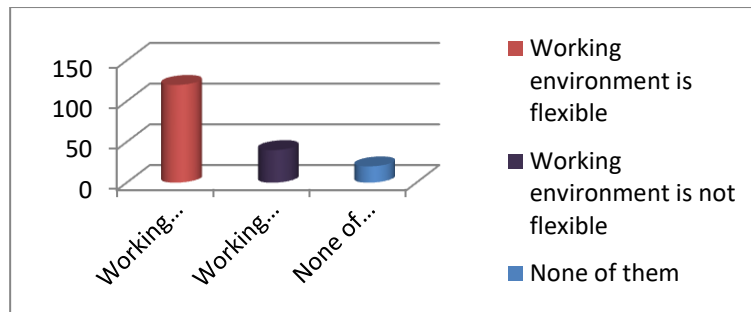
Comments: In these study, we have found that in most of the cases promotion will held in due time.

9. Opportunity to Develop Human Capacities



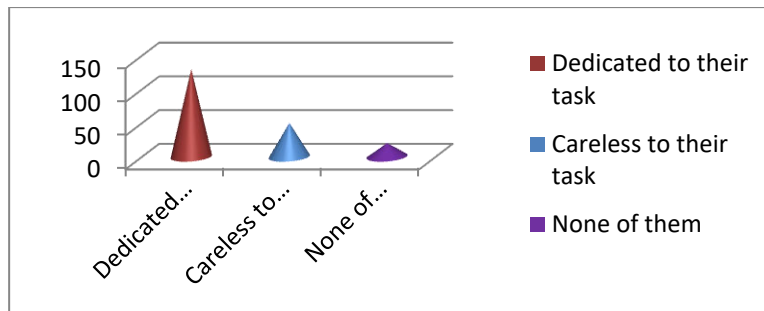
Comments: In banking sector, there are huge opportunities to develop human capacities .

10. Flexible Work Schedule and job assignment



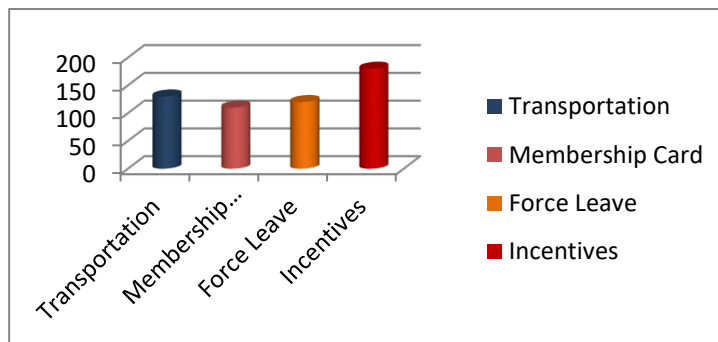
Comments: Actually most of the employees prefers flexible working environment.

11. Attention to job design



Comments: In this study most of the employees are dedicated to their task and less of the employees are careless to their task.

12. Other Facilities



Comments: In this graph we have to find employees opinion about different types of facilities in banking sectors.

Findings of the Study

Most of the job seekers are from business graduates. Further more private universities students are more interested in banking job as a more interested in banking job as a career. Overall 50% of the respondents argue that they prefer bank jobs, on the other hand 30%, 10% & 10% of the respondent prefer Garments, Pharmaceuticals & other jobs. Nowadays everyone needs financial support either in a small family or a big company & banking sector give support. 89% of equivocator decided that there is relevant growth and opportunities in banking sectors. This operations now serve a large social purpose. 70% of the equivocator said that the social recognition of banker is very good and highly respective. 85% of the respondent agreed that, Banks are considered as the bank bone of a country. Finally we can say that banking sector in our country not only has great potential but also providing huge opportunity to the young minds.

Recommendation of the study

In this banking corporation, compensation known as service. After careful analysis, the report recommends some steps that can be undertaken to restore these problems and enhance the corporate image of banking corporation to people.

The recommendations are as follows—

These five banks has LTA (Long Term Agreement) program with their employees. The agreement is for 3 years. But the thing is people don't want to wait for that much and they leave.

- These five banks provide transportation facilities only for their senior employees, top management. Transportation facilities are not there for lower level employees.
- Need to lessen or reduce the time passed through the entire selection process.
- These five banks should provide some extra career management benefit for their employees.

Conclusion

This paper examines the factors associated with career in banking sector, job satisfaction of employees of the commercial banks in Bangladesh using survey method data from 20 banks high employees of each bank applying the ordered probity and logit model. Different job satisfaction determinants play a crucial role in determining the job satisfaction. Result of the two models show that, in case of PCBs employees, financial benefits other than salary, work-load, job security, co-worker relationship, autonomy, performance evaluation, promotional opportunity, salary and supervisor support have significant impact on the overall job satisfaction. On the other hand, in case of the SCBs employees, financial benefits other than salary, work-load, job security, branch computerization, autonomy,

performance evaluation, promotional opportunity and salary have significant impact on the overall job satisfaction. A comparison of results exhibit that co-worker relation, supervisor support and job rotation have significant impact on job satisfaction of employees of PCBs, but not significant in case of SCBs. While timely vacation is found to be significant impact on job satisfaction on SCBs employees, but not significant impact on PCB employees' job satisfaction. There is to be more focused and being consistent with their work. Organizational power and communication skill is must to survive and to become successful in banking sector. Finally we can say that Banking Career has a huge prospect now a days in a developing country like Bangladesh. There are both in Government and Private sectors which facilitate the young generation to come forward and work for them to increase the development rate of Bangladesh. The rapid growth of economics in this country is encouraging a lot of youth souls to get engaged in this sector.

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TEACHING AS CAREER IN ENGLISH MEDIUM SCHOOLS: BANGLADESH PERSPECTIVE

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Bangladesh is an unique ground of teaching prodigy and have an ample scope of growth mindset to rebalance its shaking economy through educating the future little Jems with the passion of a brand new and strong holistic educational strategy. It is always a great honour to be part of this noble profession which not only enlightens a student as a lifelong learner but also having the pride of nurturing all other professions through it which facilitates the society to grow prominent. Bangladesh has a lot of opportunities in making its educational sector more vibrant and can develop challenging growth mindset curriculum. As a result it can create different scopes in teaching profession through which the goal of achieving to make our students more inquirer based, knowledgeable and caring. Many schools throughout Bangladesh have already started to drive on this incredible meaningful path and yield our community in successful way. 10 years back when the field of education provider was thought to be the best profession for a woman and now at the 18th year of the 21st century it is not only a safe profession for a woman but one of the most aristocrat career one can develop through lifelong learning. In Bangladesh, teaching career is no longer considered as a woman oriented occupation but its branches have created many more other new prospects and values to make it a high profile profession for both the genders in our 47th anniversary of the Independence of Bangladesh.

Schools are distinctive system to shape and effect the mental health and wellbeing of their students and help prepare them for the opportunities and challenges ahead. Bangladesh mainly provides two medium of education segments namely Bangla medium which still follows the traditional education policies and the other one is English medium. It is a very popular medium of school in Bangladesh where most of the school provide upgraded traditional method and few are practicing the International Baccalaureate (IB), formerly known as the International Baccalaureate Organization (IBO), which is an international educational foundation headquartered in Geneva, Switzerland and founded in 1968.

As education system in Bangladesh is diversifying so the requirements for holistically devoted teachers are alarmingly increasing which are their core parts of the organizations. Education reforms are also creating new challenges and new opportunities for prospective teachers. The requirements for teaching position demand a deeper understanding of psychology and the changing need of students in addition to basic pedagogy and subject knowledge. In relevant to an old proverb a teacher is a multi-tasker educational rock star who lives to inspire, loves to encourage and active, compassionate lifelong learners who understand that other people, with their differences, can also be right in an international mindedness (part of IB mission statement). Teaching is a powerful credential and incredibly

rewarding job which means that person must be Tolerant-Energetic-Awesome-Caring-Heuristic-Eloquent-Reliable. A quality teacher must have the keen of his or her strengths, weakness, likes, dislikes and aspirations. He or she can readily observe the growth pattern of a student and analyze roadblocks to progress. Everyone is not suitable to plunge into this field. To enjoy and succeed in teaching profession one needs to have certain qualities more than just subject area knowledge. Teaching jobs are often lucrative and satisfying for people who love to teach.

A teacher must remember that students are affected by the quality they possess. Not only do they interact with teachers every day in the classroom, but the quality of that interaction matters the students' future. Great teachers should love their students just as they are rather than creating expectation to change the student's behavior or attitude. Rather they can respond to their students' needs and can help them to learn better by opening new opportunities for them. Robert John Meehan has written: "Every child has a special learning style. Each kid is unique, capable of learning but also capable of succeeding." Some dazzling qualities of great educators are:

- Engaged and well dressed educators are friendly and empathetic.
- They listen to the learners and encourage them.
- The gifts of patience, kindness, and understanding are indispensable.
- Great teachers believe in their students. For them, teaching is not a business, it is a relationship.
- They devote countless hours to ensuring students can work successfully to become a holistic learner.
- They also allow them to express themselves as well as students' opinion is important to them.
- Must have effective discipline skills to promote positive behaviors are significant. He must be dynamic but not overbearing.
- Teachers must function with technology adequacy to answer the questions of the young learners.
- An educator must be convincing actors to create a foot mark in their brains of the students especially those are slow learners attention seeker.

The relationship of educator-student plays the most important role in learning. Great teachers bring happiness to their scholars! As Alexander the Great said, "I am indebted to my father for living, but to my teacher for living well".

The birth of English medium school in Bangladesh took place in the British colonial rule in the Indian subcontinent. It is assumed that some of the schools are the oldest English-medium schools existing since the British period and after the liberation of Bangladesh. English medium schools with varieties of international qualifications were being introduced by the foreign nationals after the creation of Bangladesh. Although it started many

centuries ago but the actual transformation has started its journey in past two decades. An English medium education system is one that uses English as the primary medium for instruction. A medium of instruction is the language that is used in teaching. The language used may or may not be the official language of the territory. The existence of these schools is so vibrant in the large cities in Bangladesh that it has been able to embed and publicize in the economically weaker areas of Bangladesh too. English medium at that time was in the safe and perfect hand of women specially. Many women choose teaching as their profession due to several benefits mainly the threat free environment the schools have and provides relaxing comfort zone with steady daytime hours with the weekend off and long summer and other holidays which gives them a scope to enjoy a quality full time with their family. The most importantly the honorable job satisfaction they get by doing this noble job with a genuine interest in teaching. Teachers are like surrogate mothers who experience the beauty, joy, and fulfillment in this profession, and these spirit-lifting emotions are the result of watching annually as a new group of children enter to learn and leave with the knowledge they achieve. Richard Dufour (2000), author of "Why Teach" expressed his views on the profession first by stating that teaching is not the career for everyone. He goes on to say, that the education profession has the ability to present the "unique opportunity" for individuals to cast a positive influence upon others (Why Teach, 2000, p.1) Teachers must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand the students' education and emotional needs, recognize and respond to individual and cultural differences in students and employ different teaching methods that should be organized, dependable, patient and creative and also must be able to work cooperatively and communicate effectively with other teachers, support staff, parents and members of the community. (U.S. Department of Labor, 2010-11)

Bangladesh back in two decade ago did not had so much scope for major career growth development in the field of professional teacher in English medium school. A teacher who got appointed back than needed at least a bachelor degree with related subject knowledge and some pedagogical skills. There were no such recognized skills or profile required to be the part of the process nevertheless teacher quality was unclear and often-contradictory. Educators used to carry out their daily class room activities by test and trial situations in order to successfully facilitate and steer the student to mature in a nurturing manner with excessive workload and stress along with wanting alteration and increased hope to develop new challenges. According to Dylan William, "Teachers are like magpies. They love picking up shiny little ideas from one classroom; taking it back to their classroom; trying it once, and then moving on to the next shiny idea." They were constant learner at the beginning but the stress with no guideline made them a stagnant traditional teacher where the growth of the student's progress was minimal. The state discouraged them and others as the hindrance of their career path. The obvious rationale for this kind of situation mainly related to the school authority. Many schools where not creating extensive opportunity for the teacher which can ensure and inspire to take this career as any other high profile

profession. Many factors were involved behind this drawback some can be stated as financial instability, unavailability of educated mentors and no proper and extensive guideline or set of stages that could uplift the career growth of the teaching profession. The schools as a whole were concerned about the students' international mindedness to derive them as a holistic learner. To achieve this target the authority board of the English medium school realized that the gardener must work with full efficiency and knowledgeably to see a bud blooming into a perfect beautiful flower in proper environment and décor of the garden. At this point they recognized a well-designed professional development programs. Professional development make over teachers into better and more apt educators by facilitating them to build significant and tailored course instructions for today's pupil.

The term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Professional development training can aid teachers to become superior at planning their time and staying structured. Eventually a teacher become more resourceful and gives them extra time to focus on students rather than the paperwork. This keeps educators engaged because they feel like they are receiving the professional help they need to be better teachers. After all, professional development nurtures the talents of teachers who aspire to take on educational leadership positions, and teachers must learn from other experienced leaders to become effective future leaders themselves. Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators.

In general there are several reasons for developmental efforts of teachers' (Craft 1996, 6, see also Middlewood 1997, 187):

- to improve the job performance skills of the whole staff or groups of staff
- to improve the job performance skills of an individual teacher
- to extend the experience of an individual teacher to career development or promotion purposes
- to develop the professional knowledge and understanding of an individual teacher
- to extend the personal or general education of an individual
- to make staff feel valued
- to promote job satisfaction
- to develop an enhanced view of the job
- to enable teachers to anticipate and prepare for change
- to clarify the whole school or department policy

When evaluating developmental possibilities on the school level one should think about creating the learning organization and creating structures that support the development of

individual teachers but also the development of school as a collegial work community (Lumby 1997). That is why we need knowledge of variables influencing professional learning and development (see Figure 1.).

The variables influencing professional learning (John West-Burnham 1998, 65).

Variables shown in figure 1 can be elucidated as follows:



Learner: the individual in terms of her or his: experience, motivation, learning style, perceived needs, role, development strategy (West-Burnham 1998, 88-106; see also Oldroyd and Hall 1997, Middlewood 1997).

Activity: the type of professional learning technique that is available and appropriate (see also Craft 1996, 7)

Resources: using the term in its broadest sense i.e.: time, colleagues, expertise, and finance.

School improvement strategy: individual development programs will only be organizationally meaningful if they are produced in the context of an explicit, known, shared, understood and accepted whole-school strategy (see also Law 1997, 61).

After exploring the nature of those factors and variables it was to choose the most appropriate methods from a range of techniques, activities and strategies which are appropriate to the developmental model of professional learning of each school (Craft 1996, West-Burnham 1998).

Nevertheless evolution is being made in this area in Bangladesh. Now scenario of English medium has completely altered into a newly reformed holistic atmosphere for teachers and students to make them active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

This major alteration in school system has given a wide scope to the teachers to choose the teaching career in school as a high professional career. Women of Bangladesh always had a passion for teaching profession but now the new development in this sector has given a boost for the men to choose teaching as their career with similar passion. Now teachers see a growth line in their career development and believe that they are learners and reach the stars by making huge number of stars in the planet Earth with maximum job and mental satisfaction.

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CAREER PLANNING: ROLE OF SELF-ASSESSMENT

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"Career development is a complicated process that needs careful planning from early stage of one's life. Since one cannot depend on others to facilitate the development process for him/her, it's her own journey to the targeted destination. Experts around the world are still researching on different aspects of career development. They are investigating matters like possible challenges on the way of career development or possible factors shaping up the development process and many more. In this paper, however, I have tried to tell the readers about one of the earliest preparation strategy in career development and that is - self-assessment. I strongly believe that knowing oneself well can make most of the planning process smooth and effective including career planning. Before we start searching for 'which career suits me' we need to find out 'who am I'. Finding ourselves would include understanding our psychological health..personality, perception, values, attitudes and emotion. This paper emphasized how these psychological aspects influence our decision making about our respective careers. The paper concludes with few observations about current career planning trends. "

Career planning is the most complicated, unpredictable jigsaw puzzle you can ever play with. This is a task that remain unaccomplished for most of the people around the world. So, what makes career planning so complicated? The question itself has triggered multiple field of research where analysts are still finding new challenges and barriers on the way of career planning. The list is getting longer with issues ranging from psychological barriers to contemporary socio-political obstacles. Ironically, some of these problems are totally uncontrollable by us and therefore cannot be eliminated.

That leads to another question: is there any solution manual for this jigsaw puzzle at all? I would rather say 'no' in answer to this question but it would be more appropriate to say 'there is no specific manual'! The good news is that the Research on career planning strategy is gaining enormous momentum now a days and findings are quite convincing by nature.

The most fundamental question ever asked in this field is: who is responsible for career planning? Most of the experts have induced to this conclusion that one is all alone on this mysterious journey. As ,for example, it is laid by Frank J Minor "It is up to you to do the planning and take the necessary actions to obtain the education and training that will support your career plans"

Now, here is the burning question: where should I start from?! Frankly speaking, I myself am also confused! After going through voluminous, if not enough, research and critical

thinking process I have this feelings that great Socrates was very right in saying ‘the key is to know thyself’. So, in this paper my emphasis will be on ‘self-assessment’ as one of the crucial milestone to the path of one’s career development.

How much do you know about yourself ?does the question sound too vague? Let me be very specific then. How much do you know about your personality? Values? Perception? Attitude? Emotion? Various studies in the field of Psychology have concluded that these psychological elements are crucial determinants of one’s roles in the society and organization. ‘What I want to be ’ significantly depends on how far do I know myself!

What kind of a career do you want? Unfortunately enough, in most of the cases people answer this question with significant level of fantasy rather than rationalism. I mean you may want to be lawyer! It has everything fame, status, money! But , hang on a second! Are you really born to be a lawyer? In other words, are you psychologically build to be a lawyer? May be not! And if you are not, your goal to be a lawyer is a wrong choice! The most dangerous part of this story is that you do not realize this mistake immediately and by the time you realize it might be very late! Result? Unsuccessful career, frustration, depression, unhealthy family life – a total pandemonium!

Leigh Steere is the co-founder of Managing People Better, LLC, a research organization that studies gender and generational differences in management styles and other management topics. She cited multiple internal and external causes of workplace depression. One of the most significant and leading internal causes for job-related depression ,as Leigh concluded, is ‘wrong-fit role’ where, for example, a person wanted to be called as an artist but working as an accountant (Brockway, 2013). Now this crisis is clearly a result of poor career planning that, again, resulted from inadequate self-assessment.

Achieving personality fit has always been a major concern of organizations across the world. Understanding Personality has gained attention to match individuals to specific jobs. (Robbins & Langton, 2001). One of the most celebrated work in this field has been done by John Holland where he suggested six personality types and proposes that the fit between personality type and occupational environment determines job satisfaction and turnover (Holland, 1973). In next page, a summary table of Holland’s findings for the interested readers.

So, discovering your own personality type is quintessential in deciding where you like to see yourself in future. This may include understanding your focus of control, self esteem, self monitoring traits. You can use tools like Myer Briggs Type Indicator (MBIT) – a personality test that taps four characteristics and classify people into one of sixteen personality type-to have an idea about you. Though these tools are criticized for leading to hasty conclusions but can be used effectively as a starter.

John Holland's Six Personality Types

<i>Holland Type</i>	<i>Description</i>	<i>Examples of Occupations</i>
Realistic	Interest in activities requiring motor coordination, skill, physical strength, and masculinity. People oriented toward the Realistic type prefer acting out problems or being physically involved in performing work tasks; they typically avoid tasks involving interpersonal and verbal skills and seek concrete rather than abstract problem situations.	Automobile mechanic Aircraft controller Electrician Surveyor Farmer
Investigative	Main characteristics include thinking rather than acting, organizing and understanding rather than dominating or persuading, and asociality rather than sociability. Investigative types prefer to avoid close interpersonal contact, though the quality of their avoidance seems different from that of their Realistic colleagues.	Biologist Chemist Physicist Anthropologist Medical technologist Geologist
Artistic	Manifestations of strong self-expression and relations with people indirectly through artistic expression are central to Artistic types. They tend to dislike structure and prefer tasks emphasizing physical skills or interpersonal interactions. They tend to be introspective and a social much in the manner of the Investigatives, but differ in that their interests are more stereotypically feminine than masculine, and they often display relatively little self-control and express emotion more readily than most people.	Composer Musician Stage director Writer Actor/Actress Interior decorator
Social	Social types generally gravitate to activities that involve promoting the health, education, or well-being of others. Unlike Realistic and Investigative types, Social types tend to seek close relationships. They are apt to be socially skilled and often averse to isolative activities, as well as to activities that require extensive physical functioning or intellectual problem solving.	Teacher Social religious counselor Clinical psychologist Case worker Speech therapist
Enterprising	Although often verbally skilled, Enterprising types tend to use these skills for self-gain rather than to support others, as do Social types. They frequently are concerned about power and status, as are Conventional types, but differ in that they usually aspire to attain power and status, while the Conventional types honor others for it.	Salesperson Manager Business executive Television producer Sports promoter Buyer
Conventional	Typified by great concern for rules and regulations, great self-control, subordination of personal needs, and strong identification with power and status. Conventional types prefer structure and order and thus seek interpersonal and work situations where structure abounds.	Bookkeeper Court reporter Financial analyst Banker Cost estimator Tax expert

Source: (Holland's Theory of Vocational Choice)

Leigh also has emphasized on 'Misalignment between company and personal value' as another internal cause for work-related frustration. The misalignment occurs when your own values do not fall in line with the values of the company or of the role you are playing in that company. Again, this may result from poor assessment of your own values. Values are important as they lay the foundation for the understanding of attitudes and motivation. A successful career needs positive attitude and meaningful drives for performance. So understanding your own values system is crucial for effective career planning.

Another psychological issue that has gained enormous attention from psychologists around the world is 'emotion'. Understanding, managing and using your emotion effectively in your

career planning can show you the right direction. This special human attribute is called 'emotional intelligence'- an assortment of non-cognitive skills, capabilities and competences that influence a person's ability to succeed in coping with environmental demands and pressures. Your EI helps you wake up from your fantasy and back to reality. Rational thinking is a pre-requisite for any kind of planning. You will have to be rational evaluating yourself and your surroundings that may have something to do with your career.

Presumably, our self assessment may reveal some negative attributes that may pause a serious obstacle on the way of our career planning. What to do with those? Will it be that easy to change, modify or eliminate those attributes? Well, no. its not going to be easy. We are talking about changing our attributes that we have inherited from gene, culture and society. It would take tremendous and sincere effort to bring any change here. We need to do this self-assessment with due honesty and sincerity and to have the courage to cast our eyes on our dark sides.

In conclusion, the process of career planning begins at a very earlier stage of your life and from the very beginning you need to remember rules of thumb:

- That you are all alone on this road and you are to be appraised or blamed for your course of actions. You would be lucky to have people around you in form of parents, friends, teachers, mentors to show you the direct career direction.
- That most organizations are not committed to define or create career track for their employees and one cannot blame the organization for that
- That the more you know about yourself the better you plan about your career
- That you must chose a career that follows your personality, values and emotion to a greater extent
- That you must choose your field of study, vocational training according to the career you have planned to pursue.
- That emotional intelligence has greater value now than academic intelligence and plays a vital role in rational thinking process.

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PROBLEMS AND PROSPECTS OF PROFESSIONALS IN DEVELOPMENT SECTOR IN BANGLADESH

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Introduction:

Bangladesh is currently one of the most emerging countries in world economies. The country has gained recognition from the international community following achievement of the Millennium Development Goals (MDGs), particularly in reducing under-5 mortality rate, women empowerment, and poverty reduction boosted the development sectors. Moreover, significant progress on food security through efficient food delivery mechanism, improved rural infrastructure, liberalized agricultural input, output markets and integration of markets have not only contributed to revitalize the rural economy but also helped reduce inequality. Progress has also been made in improving Bangladesh's life expectancy at birth.

Bangladesh is one of the most densely populated countries in the world. Because of her weak manpower capability this country is facing enormous challenges to come across the demand of her continually increasing population. Hence the development sector in Bangladesh is playing as a promoter to achieve the sustainable development. There is a supportable, earnest and reliable relationship in between the Government and development sectors. Development sectors are taking steps to unite the people in different classes of the society with various types of activities. They are creating awareness in these people and helping them to be development oriented. These organizations are running their activities which are based on the assessed need and demand of the grass root level people and also playing an important role in national planning for development.

History of the development sectors in Bangladesh:

The development sectors have been increasing their activities since 1971 after the Liberation War of Bangladesh. At that time the activities were focused on relief and rehabilitation program as the suffering of the Bengali people due to a combination the cyclone of 1970 and Liberation War in 1971. Then many local organizations were created which played important role to care for orphans and widows and assist the many refugees who returned from the neighboring country India after the war ended. As example: BRAC, the largest NGO in Bangladesh today, was formed in 1972 as the Bangladesh Rural Advancement Committee. Its early objective was to deliver relief and rehabilitation programs for refugees returning from India to resettle in Bangladesh (BRAC, 2004, p.9). Besides, the Lutheran World Federation also provided assistance with relief and

rehabilitation to some of the one million refugees returning home from India after the nine-month War of Independence. Food, shelter and health-care were the priorities; later, there was rehabilitation of the farms, the schools, the hospitals. With one disaster following quickly after another, RDRS also found itself providing emergency relief to those caught up in the famines and droughts that devastated the young country into the next decade. (RDRS, 2005, p7) After that these organizations changed their work approach to succeed natural calamities and longer term development to deliver welfare for the nation. By the mid-1980s the development sectors were faced with the challenge to deliver social services into the long term. During the 1990s the development sector in Bangladesh grew rapidly. This sector developed business strategies to both provide outlet for beneficiaries' produce and to deliver goods and services to their "target groups". Local income has become increasingly important in strategies for sustainability of the organizations and the careers of their employees. Then the development sectors started working in relief and rehabilitation, education, health and family planning, vocational and other training programs in spite of extended emergency environment. In a word, Integrated Rural Development had become the 'Dominant Methodology' for community development. So the development sector would adopt this approach, especially in the context of multi-sartorial needs of Bangladesh.

In development sectors the term Non-Government Organizations (NGOs) as used here embraces grassroots, intermediary and international groups involved in community development (van Rooy & Robinson, 1998, p.33). They are distinguished here from community-based organizations (CBO) which include primary self-help groups (samity in Bangali) organized around savings or credit and their secondary or tertiary associations. Recently in the development sectors the activities are designed in lobbying and advocacy and to influence public policies, plans and projects which are friendly to the interests of the poor or to the environment. Besides, the development sectors assist the Commission related to Education and Local Government to create awareness and contribute towards development policies.

Problems of the professionals in development sector:

Given the fact that implementation of Sustainable Development Goals (SDGs) heavily relies on building strong institutions and ensuring governance, making this happen will be the ultimate challenge for Bangladesh. In developing sector of Bangladesh, most of the professionals find it difficult to bring in adequate and continuous funding for any project work. They are facing problems to access to appropriate donors which are very challenging. As they have limited resource mobilization skills locally, they usually wait for international donors.

Most of the organizations of development sectors usually depend on external funding to meet their activities. But if the funders' vision does not align with the organization it causes

a lot of operational issues. Most of the time the professionals do not have enough leverage to push for their organizational vision during the contract drafting and signing phase with donors.

Sometimes the professionals identified that the politicians and civic leaders interfere in some issues which create a major hindrance in their activities. Moreover, when the professionals are involved in sensitive issues as land disputes, they are threatened by local leaders.

Poor or disorganized networking is also a major issue in development sector. Sometimes it may cause duplicated efforts, time inefficiencies, and conflicting strategies. Besides, most of the professionals are not enough skilled to use the modern technology which could facilitate better communication and networking. Moreover, the development approaches are not as flexible, sustainable, and relevant to the community as they could be experience.

Most of the professionals in development sectors are still focusing in 'hardware' approach to development rather than 'software' approach of empowering people and local institutions. Now the government has changed aid model from 'welfare approach' to 'right's based approach' in which some of the professionals are not aware. There is a lack of sustainability and ownership of development interventions by communities. Sometimes it is very difficult for the professionals to keep the activities relevant to changing situations and the culture of handouts is hard to counter.

Many professionals in development sector have inadequate knowledge about latest technology. Even they have to fear to use technology. Some of them have limited organizational capacities which are identified in fund raising, governance, technical areas of development and leadership and management. Besides the speed of changing of technology is also a major challenge especially in areas of IT.

There is a feeling in development sector that the professionals of that sector need not be paid market rates as they are after all 'development people'. Whenever any program is started in remote areas it is very difficult to get very experienced and qualified professionals there to stay and work there. Less payment also makes the hiring process difficult as money is one of the motivators. While hiring experienced personnel, NGOs have a tough time as experienced personnel demand more salary. Besides in most of the organizations at grass root level there is a lack of resources and the employees work across multiple domains. It is difficult to find resources that are willing to work across multiple domains since the salary is less when compared to other organization.

Sustainability is a major issue which is discussed a lot of development sectors in Bangladesh. There are very few organizations where this forms a part of project plans. Most of the professionals are not aware of impact assessment plan. Many of the

professionals are just running their activities from project to project without addressing or assessing their position. Such absence of clear long term goal and accordingly the strategy causes failures among the development sectors.

Besides, they suffer from the lack of a cohesive, strategic plan that would facilitate success in their activities and mission. This renders them unable to effectively raise and capitalize on financial support. A lack of effective governance is all too common in developing sectors in Bangladesh.

Prospects of professionals in development sector:

The continuous war against poverty and starvation is long observed in Bangladesh. Low income group people like day laborer, rickshaw puller, weavers, fisherman, small businessman, shop owners, smith, and landless people, farmer and marginal farmer live in miserable poverty. So poverty at the rural area is considered one of our most important and increasing tribulations.

Eradication of poverty in Bangladesh is an enormous and multi-dimensional challenge. Almost 42.5% of the people living in villages are poor while 18.7% are termed ultra-poor. In the last three decades the government has undertaken extensive activities. This trend is still continued in all subsequent five-year plans. In this case different development agencies can play significant role with Government in poverty eradication.

The professionals in developing sectors in Bangladesh can engage themselves in developing activities and at the same time can bring in a positive change in the life of the poor through social changes and development. They think that development is a process through which the members of a society build their organizations as well as themselves in such a way, which increases their capability to manage required assets to match expectations with a well distributed, stable corresponding living standard. The ideologies of professionals of the development sectors to eradicate rural poverty are the empowerment of poor, developing their institution and creating ability through appropriate distribution of assets and capacity. They give importance on the causes of poverty to eradicate poverty instead of changing the attributes of poverty.

The professionals in development sectors are working to encourage the rural poor to participate in different economic activities and to increase their income through employment generation, several policies, methods and strategies. This will attract the attention of some foreign development experts. They have taken activities for providing loans and management assistance to individuals, which create new employment opportunity. Currently the projects that are being conducted in development sectors are: Irrigation project for landless, fishery in ponds (khash), Fishing in the coastal area, weaving, equipment supplies for landless share cropper, bee keeping, small business, rice and

popcorn production, sericulture, handicrafts i.e. earthen wares, wood and cane works, developing nursery.

Besides, training facilities are provided to hundreds of men and women on vaccination and treatment of domestic livestock and poultry, construction of sanitary laboratory and slabs; to be mechanics of pump machine or rice/paddy mills etc. Thus the professionals in development sectors are significantly contributing in eradication of poverty by providing the above-mentioned essentials.

Moreover, the professionals are organizing group wise meeting. As a result, participation of the true beneficiaries and direct objective setup is possible to achieve economic target. It is an effective element in making the loan scheme (to economically empower the poor) successful. This type of meeting keeps up for the poor the trend of empowerment and awareness along with raise in their entitlement.

The professionals of development sectors are highly active in the sector of informal and non-formal education. The best way to develop human resource is through appropriate education. Illiterates created due to lack of education is one major obstacle for socio economic development hence also for poverty eradication. The low rate of admission in the primary schools, failure to attract the children to schools, unlikable education method and syllabus for etc. reason the rate of primary education in the rural area are not at all hopeful. Activities taken by the professionals the poor children at the rural area are now being given special importance. More emphasis is given on the participation of parents as well as community in this regard. This program has turned into a vital accompaniment for the primary education system by the government.

In Bangladesh during the 70's the government agencies initiated irrigation in agriculture. But it was not that successful in small farmland. In small size farming land, deep and shallow tube-well was not that suitable when growing vegetables and spices. On demand from the small and seasonal farmers the professionals of development sectors have developed bamboo/cane tube-well, oar pump, star pump, dheki pump etc. type of irrigation technology. As this can be produced with little cost, the small and marginal farmers can now easily afford these. Right now in Bangladesh 400 irrigation projects are running with loans.

The professionals also arrange to teach appropriate technology for fruits, vegetables, fish and cooking through transfer of suitable technology for family agriculture. Besides they also use newer communication and transportation technology to play significant role in poverty eradication.

Conclusion:

At present, for the betterment of the destitute and the helpless, the untended population of the society, development sector of Bangladesh is much acknowledged. It was proven that the active presences of development sectors are a boon for the overall and social development of Bangladesh. The development sectors started in a war stricken Bangladesh with relief and rehabilitation program. Right now they are omnipresent in Bangladesh's socio-economic, cultural, geographic, family planning, education, health etc. The development sectors have proven themselves as the true associates/partner of the government in poverty eradication and socio-cultural development. In many cases (i.e. micro-credit) development sectors are more successful in some aspects of development where the government is playing a secondary role.

In this country expansion of loan amount, loan activities, and success are needed for poverty eradication. Moreover it is essential to establish a warm and dependable relationship by setting aside different obstacles between Government and development sectors. In this case expansion of Government-NGO partnership activities, opinion exchange/knowledge sharing at a regular interval and developing contemporary strategies, ensuring accountability, and by staying above differences in political opinions are absolutely essential for the sake of this country, for its poor and forsaken populace.

However, some limitations was observed in the development sectors effort to poverty eradication for i.e. leaving out the ultra-poor, partial and sub-divided working periphery, area based differences in activities/projects, differentiating outside target people and weak relationship, participating in commercial activities, supporting political parties etc. If development sectors can overcome these limitations then it can surely be hoped that they continue playing the role of savior of economic and social development in Bangladesh and lead the country to sustainable economic growth and development.

By overcoming all problems Bangladesh has been extraordinarily successful in growing its economy and spreading the benefits of that growth across society. This growth was accompanied by a significant decline in poverty, an increase in employment, greater access to health and education, and improved basic infrastructure. As a result, the once poor country is now considered middle income.

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