SKILL MISMATCH IN SERVICE SECTOR OF BANGLADESH

By

A. K. M. Anisur Rahman

THESIS

Submitted to
KDI School of Public Policy and Management
in partial fulfillment of the requirements
for the degree of

MASTER OF PUBLIC POLICY

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Professor PAIK, Sung-Joon

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ABSTRACT

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One of the key factors of the productivity in service sector is the match between the types of the skills that employees have and the nature of the job they are performing. There is severe mismatch between the types of education of an employee and the nature of his job in Bangladesh. Ten qualities are nearly inevitable for an employee to perform his job successfully regardless of his previous educational background. Survey questionnaire have been developed to conduct a survey among employers and high school teachers. First, employers in the firms of service sector were asked to what extent the employers think that those ten basic characteristics are required for their employees to perform at desired level and what is the current level of those ten basic characteristics among their employees. Second, high school teachers were asked to what extent they think that those ten basic characteristics are prevalent in the curriculum of high school. Both groups were also asked to express their brief opinions regarding what are the main causes of the deficiency problem, how are they responding to this problem, what they think need to be done to solve this problem by government, schools and firms etc. After analyzing responses of the employers as well as teachers, teaching methods and curriculum of high schools, policy recommendations have been suggested regarding the incorporation of the desired qualities into the curriculum of higher education.

Dedicated to Daian and Raian

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CHAPTER 1: INTRODUCTION

1.1 A Challenge to the Service Sector in Bangladesh: Skill Mismatch

Bangladesh is a developing country. With the progress of economic development, the contribution of service sector is growing day by day. In 2012, the contribution of service sector in the national employment was 52.76%, compared to 28.61% in industry and 18.63% in agriculture[1]. As the contribution of service sector is rising, more stress should be focused on the improvement of the productivity of service sector so that it can contribute in a more meaningful way towards the economic development of the nation.

The productivity of service sector depends on several factors. One of the key factors of the productivity is the match between the types of the skills that employees have and the nature of the job they are performing. However, high schools in Bangladesh do not offer any specialized courses to prepare the graduates for the job markets. They mainly focus on their study area of their majors. As a consequence, there is severe mismatch between the types of education of an employee and the nature of his job.

1.2 Evidence of Skill Mismatch in Service Sector

A World Bank survey[2] reveals that there is a skill mismatch in the service sector in Bangladesh. To match the required skills with the job, it suggests improving general skills in the schools. According to the report, “General schooling is still the best option for students, even in labor market terms. While the government wants to expand its Vocational Education and Training system rapidly, international experience shows that vocationalization may not be

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[1]Hasnath, Syed Abu. “The practice and effect of development planning in Bangladesh.” Public Administration and Development, Volume 7, Issue 1, 2012.

[2] The World Bank. Human Development Unit. South Asia Region. *THE BANGLADESH VOCATIONAL EDUCATION AND TRAINING SYSTEM: AN ASSESSMENT.* November, 2006.http://siteresources.worldbank.org/BANGLADESHEXTN/Bangladesh__Nov2006.pdf.

necessarily appropriate. Much of what can be taught in Higher Secondary Certificate (Business Management) courses, for example, could be incorporated into general courses. Basic Information Technology (IT) skills should be part of general schooling. Employers want their workers to be willing and adaptable, qualities that do not depend on their having done any particular type of vocational schooling. At least until the end of Class 10 general schooling should be the priority. Beyond that some vocationalization can be useful but the important thing is to do it properly."

A study in UK[3] indicates that general skills among the employees resulted into better productivity. The study mentions about the three main reasons that contributed to higher productivity of the employees as follows:

- A wide range of evidence shows that participating in adult general skills learning leads to improved confidence and enhanced self-esteem. Over half of general skills learners report that their course increased their confidence. Benefits for the confidence and self-esteem of learners are also widely recognized by firm managers;
- Participating in adult learning in general is associated with a number of positive effects on psychological and physical health;

Participating in adult learning has positive effects on some aspects of social capital, including social engagement and tolerance. Individuals with higher general skills are also more likely to report tolerant attitudes and show higher levels of political engagement.

1.3 Importance of General Skills in Service Sector

General skills are also known as skills, qualities and trait that an individual has to master

[3]Preston, J. and C. Hammond."The Impact of Basic Skills Learning On Individual Well-Being and Social and Wider Life, the Wider Benefits of Further Education: Practitioner Views." London, Centre for Research on the Wider Benefits of Learning, 2002.

in order to succeed in their studies and career. They are skills, other than their technical skills required for their jobs and cannot be developed overnight. Rather these skills are something that an individual picks up with time and experience. Employees with a variety of general skills will be competent in their work and thus highly value by their employers. The Australian Chamber of Commerce defines general skills as[4]: "…….skills required not only to gain employment, but also to progress within an enterprise so as skills are also sometimes referred to as general skills, capabilities or key to achieve one's potential and contribute successfully to enterprise strategic directions." According to Prof. Dr Zakaria Kasa in his notes 'Personnel Developments', general skills are[5]: "Those skills which can be used across large numbers of different occupations. They include what are defined as key skills – communication, problem solving, team working, IT skills, application of number and an ability to improve personal learning and performance. They also include reasoning skills, scheduling work and diagnosing work problems, work process management skills, visualizing output, working backwards for forward planning purposes and sequencing operations."

General skills are more important for service sector[6]compared to other sectors because jobs today in this sector require flexibility, initiative and the ability to undertake many different tasks. They are not as narrowly prescribed and defined as in the past and generally they are more service oriented, making information and social skills increasingly important. Employers now focus on adaptation, cost reduction, increased productivity, and new markets, products and services. Employees need to demonstrate teamwork, problem-solving, and the capacity to deal

[4]Australian Council for Educational Research. "Employability Skills for Australian Industry." 2002.

[5]Zakaria, Kasa."Personal Developments: Competency assessment module." University Putra Malaysia, Serdang, 2008.

[6]PricewaterhouseCoopers LLP. "Strategic Skills Needs in the Services Sector: A report for the National Strategic Skills Audit for England 2010." November, 2010.

with non-routine processes. They should also be able to make decisions, take responsibility and communicate effectively. Proficiency in the broad range of general skills has become the main requirement for the modern worker. Employers seek to recruit and retain employees with these skills; thus, education programs that emphasize such skills offer learners a comparative advantage in the labor market. Education providers are also interested in general skills because they encourage learners to be more reflective and self-directed.

The employers almost universally always look for a certain bunch of qualities among the employees they hire to perform their duties perfectly in the organization. Employers require their employees to have certain basic attributes which is tabulated as follows:

<Table 1-1> General Skills Mostly Required[7]

No.	Desirable Attributes
1	Communication skills
2	Analytical capacities
3	Information technology skills
4	Flexibility
5	Interpersonal abilities
6	Leadership qualities
7	Adaptability to cultural diversity
8	Planning and organizing capacities
9	Creativity in terms of problem-solving and reasoning
10	Ability to work in a group setting to perform their everyday responsibilities in the organization.

[7]Department of Labor. South Africa. “The Financial Services Sector and Its Skills Development Issues”. March, 2008.

These ten qualities are nearly inevitable for an employee to perform his job successfully regardless of his previous educational background. In a survey[8] among experts on 36 African countries about the major challenges youth face in labor markets, 54% found a mismatch of general skills between what job seekers have to offer and what employers require to be a major obstacle. Regardless of the types of educational background and training, all kinds of organizations will look for employees having the qualities mentioned above. The presence of the above mentioned qualities will make an employee very universal in nature who will be able to perform his assigned duties efficiently. It will surely reduce the problem of education-job mismatch and contribute a lot towards the improved performance of the service sector. This will result into better economic development at the end.

1.4 Purpose of Current Research

To address the improvement of productivity of the service sector, attempts should be made to eliminate the skill mismatch prevalent among the employees as much as possible. In this regard, what types of general skills should be incorporated into curriculum of the high schools in Bangladesh should be investigated. On the basis of such investigation, policy recommendations should be made to eliminate the education job mismatch to make the service sector more productive. This will be the primary focus of this research. A few researches have been done regarding the education job mismatch in Bangladesh. But the primary focuses of those researches were how to develop the recruitment procedures so that employees of proper background can be recruited for the right kind of job. But this is very difficult task keeping in mind the reality of high unemployment rate and short time span of the whole recruitment process. Therefore, the

[8]Aniweta, Chinua. "Education & Skills Mismatch."African Economic Outlook. May, 2012.

proposed research will focus on what are the basic characteristics desired by the employers among their employees to perform their assigned responsibilities more efficiently and how to incorporate those attributes in the curriculum of high school education in Bangladesh.

1.5 Research Questions

Research questions of the proposed research are focused for mainly two groups. First, employers in the firms of service sector will be asked the following questions:

1. To what extent do the employers think that those ten basic characteristics are required for their employees to perform at desired level?

2. What is the current level of those ten basic characteristics among their employees?

3. Their brief opinion regarding the following issues:

(a) What are the main causes of the deficiency problem?

(b) How are they responding to this problem?

(c) What do they think need to be done to solve this problem by

(i) Government?

(ii) Schools?

(iii) Firms? What can they do?

(d) Are they willing to work to solve this problem?

(e) Whether there is any working relationship between them and schools in terms of curriculum development or employment guidance? If there is, what is the effect?

Second, high school teachers will be asked the following questions:

1. To what extent do they think that those ten basic characteristics are prevalent in the curriculum of high school?

2. Their brief opinion regarding the following issues:

(a) Do they know what each of ten skills means?

(b) How those skills are important for individual's working life and productivity of service industry?

(c) Do they have any experience of working together with service industry to develop curriculum for teaching those skills?

(d) What method(s) do they think to be appropriate to incorporate those skills in the curriculum of high school?

(e) To solve this problem, what should be the role and responsibilities of

(i) Government?

(ii) Firms?

(iii) Schools?

1.6 Methodology and Data

Survey questionnaire are developed to conduct a survey of four major different types (namely commercial banks, chain stores, export oriented business firms and telecommunication companies) of employers. According to a Bangladesh's country background paper[9], these four types of firms are the leading ones in the service sector of Bangladesh at present. They will be asked to what extent they think those characteristics (ten general skills in <Table 1-1>) are required for their employees to perform at desired level. Their responses will be recorded in a five point scale (namely not at all, little, moderate, much and very much). They will be asked about their opinion regarding the current level of the ten desirable qualities among their employees. Their responses would be recorded in a five point scale (namely very poor, poor,

[9]Raihan, Selim and Mansur Ahmed. "Evolution of Service Sector in Bangladesh: An Overview."South Asian Network for Economic Modeling (SANEM), 2012.

moderate, good and very good).

Another survey questionnaire also is developed to conduct a survey among teachers of high schools. They will be questioned to what extent they think those characteristics are prevalent in the curriculum of high school education in Bangladesh. Their responses will be recorded in a five point scale (namely not at all, little, moderate, much and very much). They will also be asked about the proper method of incorporating those general skills into the curriculum of higher education. After analyzing responses of the employers as well as teachers, teaching methods and curriculum of high schools, policy recommendations would be suggested regarding the incorporation of the desired qualities into the curriculum of higher education. Also the appropriate methods of incorporating those qualities (namely creating new subjects or revision of the existing subjects by putting those elements) will also be discussed.

1.7 Main Contents of Thesis

Chapter 2 of the thesis will cover brief literature review regarding the various aspects of the current research. Chapter 3 will cover the data collection, analysis and interpretation of results. Chapter 4 will cover conclusion and policy recommendations of the current research.

CHAPTER 2: LITERATURE REVIEW

2.1 Relationship between General Skills and Productivity

The relationship between general skills and productivity has been searched by few other researchers. Professor David Ashton[10] mentioned about the importance of growing general skills among the workforce of Singapore to ensure sustainable economic growth. He indicates: "There is therefore no lack of opportunities for Singapore in the decade ahead. We must build deeper capabilities and expertise to make the most of this window for growth. But to sustain growth, we must make better and more productive use of our resources, and especially by growing the skills and talents of our people."

General skills are independent of the sector or occupational grouping in which an individual may operate, and relate to work processes and the way a task is carried out. As such, general skills are required by all workers in order to enhance their productivity significantly. At all levels however, general skills contribute to an individual's overall 'employability', enhancing the capacity to adapt, learn, think independently, make sound decisions and cope with technological advancements and are seen to bring added value to the delivery of other, more job-specific skills. According to a study[11] regarding the assessment of general skills among the employees in United Kingdom, it has been mentioned that ten qualities have been found to increase 'employability' of an employee and to increase his adaptability to a job environment different from his educational or training background. As a result, there is a possibility that those qualities can contribute toward the increase of both employability and adaptability of the general employees in a job different from his educational or training background in Bangladesh. Service

[10] Ashton, David. Productivity and Skills. Journal of Labor Economics, Vol. 26, No. 2, 2010.

[11] The Council for Administration, UK. An Assessment of General Skills Needs. December. 2009.

sector firms have been found to be more interested to train their employees with firm-specific skills which are non-transferable. They apprehend that after being trained on general skills, the trained-up employee may switch to a better-paid job. There is a lack of conducted research regarding the current status of those general qualities among the employees in Bangladesh or the proper methods to upgrade the existing curriculum in this context. Therefore, current status of those ten qualities and policy recommendations to upgrade the existing curriculum in Bangladesh will be examined throughout this research.

2.2 Types and Characteristics of General Skills

Communication skill is one of the most important desirable attributes of an employee. According to a recent survey among employers in UK regarding the shortfall of desirable qualities of the employees, it was ranked as number one. The survey results as published by School of Mathematical Sciences, Queen Mary, University of London reveals[12]: "…in terms of which soft skills were ranked the highest ranking predicted shortfall was 'Communication'…."Good communication skill refers to the ability of listening, speaking and writing effectively. A good employee is supposed to be an attentive listener and be able to convey the right information to the right place both verbally and in writings.

Analytical skill is another important desirable quality of a good employee. Analytical skill deals with the ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed. It may be defined and related to the productivity of the employees as[13]: "the ability to visualize, gather information,

[12]School of Mathematical Sciences. Queen Mary University of London. "Communication employ ability skills project," 2008. Accessed October, 2012. http://www. maths.qmul.ac.uk/cesp.html.

[13] Job Interview & Career Guide. "What are analytical skills." Accessed October, 2012.

articulate, analyze, solve complex problems, and make decisions. Analytical skills are essential in the workplace to ensure necessary problem solving to keep productivity and other areas of the workforce functioning smoothly." An employee with high analytical thinking will demonstrate his talent for identifying, scrutinizing, improving, and streamlining complex work processes often faced in the work place.

This age is always rather termed as age of information technology. Use of computers and internet is almost inevitable in almost all kinds of organization. The nexus between productivity and information technology can be described as[14]: "Information technology is transforming the way the business world works. It allows business to be leaner and faster with smarter, more capable employees. Business and the workers employed by it are more productive than ever before because of the tools information technology allows them to have." Therefore, almost all kinds of jobs in all types of organizations now require some basic understanding of computer hardware and software, especially word processing, spreadsheets, simple database, and use of internet and e-mail. Hence, a computer-literate person with extensive software proficiency covering wide variety of applications is a more potential employee to an organization.

Organizations prefer a job-seeker who possesses flexibility to properly manage multiple priorities. He should be able to deal with multiple assignments and tasks, set priorities, and adapt to changing conditions and work assignments. Organizations will certainly look for an employee who will be a flexible team player capable of thriving in environments requiring ability to effectively prioritize and juggle multiple concurrent projects.

A good employee should possess interpersonal abilities. Inter personal ability refers to

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http://www.job-interview-site.com/analytical-skills.html.

[14]Glantz, Jennie."ICT use and productivity." Master's Thesis, Stockholm University, 2008.

the quality of relating the employee to his co-workers, inspire others to participate, and mitigate conflict with co-workers. This is an essential quality of an employee given the amount of time spent at work each day. The importance of interpersonal communication is described as[15]: "communication plays a large role in any manager's daily activities, but especially in organizations that use teams. Managers must facilitate interpersonal communication within teams and reduce barriers to interpersonal communications." Any job seeker who is a proven relationship-builder with unsurpassed interpersonal skills will be an asset to an organization.

While there is some debate about whether leadership is something people are born with, this is a very essential skill in the workplace though. Such skills deal with the ability of a person to take the lead in assigned group activities and manage co-workers to come up with the desired output. Singapore Productivity Association indicates[16]: "...training increased the manufacturing productivity of informal leaders and could help manufacturing facilities increase their productivity without capital expenditures." Organizations are interested to hire goal-driven leaders who maintain a productive climate and confidently motivate, mobilize, and coach other employees to meet high performance standards.

Almost every workplace is getting more and more diverse in terms of socio-economic as well as cultural diversity of the workers. There is possibly no bigger issue in the workplace than diversity, and job-seekers must demonstrate a sensitivity and awareness to other people and cultures. Employers are more interested to hire a professional whose strengths include cultural sensitivity and an ability to build rapport with a diverse workforce in multicultural settings. A

[15]Hassan, Zarei Matin. Relationship between Interpersonal Communication Skills and Organizational Commitment.European Journal of Social Sciences, Vol. 13, No. 3, 2010.
[16]Singapore Productivity Association."Leadership and its Impact on Productivity."Productivity Link. August, 2010.

study conducted by The Institute for the Study of Labor finds[17]: “By valuing and managing cultural diversity organizations will realize gains in productivity as a result of work place diversity.”

Planning and organizing capacities are also one of the most desirable qualities of an employee. Planning and organizing capacity deal with the ability of an employee to design, plan, organize, and implement projects and tasks within an allotted timeframe. Planning and organizing capacities also involve the quality of goal-setting and targeting. Organizations always look for an employee who will be a results-driven achiever with exemplary planning and organizational skills, along with a high degree of detail orientation. The importance of planning and organizing capacities of employees has been recognized by Microsoft Inc. as[18]: “Many opportunities for employee productivity increases can be found in areas that aren't part of direct manufacturing or production costs. That may seem counter-intuitive since the justification for many Enterprise Resource Planning (ERP) implementations is reducing inventory and headcount. For example, if a company has been running lean anyway—let's say it has an efficient production workforce and carries minimal raw materials and work-in-process inventories—a manager may feel the opportunity for improvement outside those areas is limited. But the truth is that using a state-of-the-art ERP system, such as Microsoft Dynamics, can help create an environment that boosts indirect labor productivity.”

A potential job seeker should possess creativity in terms of problem-solving and reasoning. Such quality involves the ability to find solutions to problems using the person’s creativity, reasoning, and past experiences along with the available information and resources.

[17]The Institute for the Study of Labor (IZA).“Cultural Diversity and Plant Level Productivity.”September, 2012.
[18]Johnson, Elaine. “Production planning and productivity.”Master’s thesis, Massachusetts Institute of Technology, 2005.

Organizations will certainly be enriched to hire an innovative problem-solver who can generate workable solutions and resolve complaints. According to a World Bank[19] report; "Problem-solving skill or the capacity to think critically and analyze enhances an employee's productivity."

These days, almost all kinds of jobs involve working in one or more work-groups. Therefore, an employee must have the ability to work with others in a professional manner while attempting to achieve a common goal. An ideal employee should be a resourceful team player who excels at building trusting relationships with customers as well as colleagues. Mark Sanborn mentions the importance of teambuilding[20]: "Teamwork works because it allows employees to take their jobs more seriously. It gives them a sense of control over their lives. It fosters commitment by getting them involved in the decision making process, and ultimately, teamwork improves the bottom-line result of the organizations that practice it."

2.3 Development of Curriculum in Bangladesh

In 1982, the National Curriculum and Textbook Board (NCTB) was formed to serve as the national curriculum agency for the country as a whole. It has been entrusted with curriculum and instructional materials development[21] activities from pre-primary to pre-university level. The tasks of the National Curriculum and Textbook Board include:

- Completion of curriculum revision for all primary and secondary grades;
- Field trials as well as the production of teaching-learning materials for classes I-

[19]The World Bank. "STEPPING UP SKILLS." http://siteresources.worldbank.org /EDUCATION/278200-099079877269/Stepping_up_skills.pdf., June, 2010
[20]Mark, Sanborn. "Team Built: Making Teamwork Work." Colorado: Sanborn and Associates, Inc.,2005.
[21]UNESCO. "Bangladesh: Curriculum planning, development and reform for primary and secondary education."July, 2010.http://www.ibe.unesco.org/curriculum/South_Asia/ bangladesh.pdf.

XII, including pupil assessment schemes;

- Revision of the curriculum in education and the curriculum for pre-service education and training of primary and secondary school teachers;
- Introduction of revised curriculum and materials for classes I-XII in the school system throughout the country;
- Development of supplementary/complementary teaching aids (i.e. charts, maps, reading-learning materials, kits, video films, etc.);
- Organization of experimental and innovative activities in the content of primary and secondary education;
- Development of the capacity to address women's development issues;
- Provision of technical support to other institutions in developing curriculum and establishing linkages between formal, non-formal, and religious education streams;
- Development of training packages and participation in the training programs for dissemination of revised primary and secondary curriculum;
- Monitoring and evaluation of the training program and development of reinforcement materials;
- Development of motivational materials for media coverage.

After analyzing responses to the questionnaire developed from the employers as well as teachers, policy recommendations would be suggested to NCTB regarding the incorporation of the desired qualities into the existing curriculum of high school education in Bangladesh.

2.4 Contents and Purposes of Curriculum in Bangladesh

In Bangladesh, analysis[22] of curriculum indicates that secondary science curricula (grades VI-IX) places emphasis on application of science in learners' contexts. Higher secondary science (grades XI-XII) follows a path of curriculum differentiation. A group of students study 'physical science' (Physics, Chemistry and Biology) to build a solid foundation for further study of science. Other students study an application focused general science. The science curriculum is heavily loaded with content of little relevance to the learner context or application. With reference to the skills development paradigm the science curriculum has little industrial application. Most of its concepts and information are not tied together strongly by bigger unifying ideas or concepts. An analysis of skills reveal that the curriculum emphasize practical process skills at the cost of intellectual process skills such as analyzing problems, identifying variables, hypothesizing, and interpreting data to arrive at conclusions. The same drawbacks are observed in terms of skills content in the general science curriculum for non-science streams[23].

On the positive side there is an emphasis on applied content especially for domestic application and a strong emphasis on applications in learner's context especially in the areas of Environment, Health and Natural Resources. This curriculum does not emphasize intellectual skills like classifying, identifying scientific issues, interpreting data and using evidence to reach a conclusion[24].Communication skills in English are considered basic in the skills development framework. In Bangladesh, the National Curriculum and Textbook Board (NCTB) curriculum for

[22]Ministry of Education, Government of People's Republic of Bangladesh."National report on development of primary and secondary education."January, 2010.

[23]Siddique, Mohammad NureAlam."The Proposed Reform Of Secondary Education In Bangladesh: Is Science Neglected Or Promoted?" 17thBiennial Conference of the Asian Studies Association of Australia in Melbourne. 1-3 July, 2008.

[24]Selby, David and Fumiyo Kagawa. "Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries."UNESCO and UNICEF. July, 2012.

English at the secondary level is examined here. The main aim of the curriculum is to provide communicative syllabus for the teaching and learning of English at the Secondary and Higher Secondary levels. NCTB aims to provide clear and comprehensive guidelines for the textbook writers, teachers, students and those who are concerned with the teaching and learning of English from classes six to twelve. The current English curriculum is not subject centered but skill centered. English is seen as a vehicle for practicing - listening, speaking, reading and writing skills. Topics, in the curriculum, are vehicles for the practice of four language skills. Thus, the curriculum demands that methodology of teaching be interactive, where students will practice English with teachers and other students. Similarly, suitable communicative language materials and assessment has been spelt out by the curriculum document. The curriculum document addresses and recognizes the students' existing communicative competence - that is what they have learnt at the primary level[25].

At the junior secondary level, it aims to ensure that students enjoy the process of acquiring English and are able to use it effectively in real situations outside the classroom. Students will achieve an elementary to intermediate communicative competence at this stage. At Secondary level, the present curriculum aims that the students will acquire an intermediate command of the four skills. The National Curriculum recognizes English as essential work-oriented skill that is needed if the employment, development and educational needs of the country are to be met. It seeks to create base for students who progress through higher secondary to tertiary levels and need an advanced level proficiency of reading and writing skills. NCTB suggests that at higher secondary level students should be given more intensive and extensive

[25]Rashed, Abu. Teachers' and students' perspectives on English language assessment in the secondary English Language Teaching (ELT) curriculum in Bangladesh. 8th International Language and Development Conference. British Council, Dhaka, Bangladesh.June 23-25, 2009.

reading tasks and various types of appropriate writing tasks. Comprehension skills should be continued, focusing on finding, processing and re-expressing information with emphasis on language rather than literature[26].

At each stage of the secondary education a level of proficiency is expected to be obtained. Objectives are set out for a more advanced level of proficiency at each higher stage. Specific objectives of English language teaching and learning have been spelt out in terms of four skills of listening, speaking, reading and writing. In speaking, class six and seven students are intended to be able to give instructions and commands, participate in short and simple conversations, recount a series of events, describe people, objects, recite simple poetry with understanding and speak intelligibly in clear, correct English appropriate to the situation. Class eight students, however, are expected to obtain an advanced level of proficiency. They should be able to tell simple narrative and descriptive stories and talk about themselves. They have to acquire these speaking sub-skills in addition to those they have acquired in classes six and seven.

In class nine and ten, students are expected to attain a yet advanced proficiency. Here students are intended to be able to initiate and participate in conversations at an advanced level on a variety of topics, express opinions clearly and logically, participate in debates, tell narrative and descriptive stories and talk interestingly about themselves. In listening skills, class six students are expected to be able to comprehend instructions and commands, participate in short and simple conversations, understand text, listen to simple passages and distinguish between the sounds of English. The statement of intent about listening sub-skills for class seven and eight students remains same as that for class six students. However, objectives set out for class nine

[26]Rahman, Md Mostafizar. Detailing the English language skills required for the current jobs marketplace in Bangladesh.8th International Language and Development Conference. British Council, Dhaka, Bangladesh. June 23-25, 2009.

and ten include listening sub-skills at an advanced level which are in addition to those obtained at the junior secondary classes. Listening sub-skills spelt out for class ten are same as those spelt out for class nine[27].

Reading skill objectives set out for class six and seven are same, though they are mentioned in separate sub-sections. Students at these levels are intended to be able to comprehend written instructions, narrative and descriptive texts and simple poems, look up words in simple dictionaries, infer meaning or words from their contexts, recognize the functions of different punctuation marks. Reading skill objectives set out for class eight include sub-skills at an advanced level. Here, in addition to the reading mentioned above, students are intended to be able to understand informal letters and newspaper texts, use such simple written reference sources as indices, table of contents and dictionaries, read extensively with appropriate speed, skim, scan, recognize topic sentences, recognize cohesive and graph and logical devices. In class nine and ten, students are intended to acquire reading sub-skills at a yet advanced level. These include among others the ability to understand argumentative texts, formal and informal letters and suitable literary texts, use general reference works related to subjects of study at this level, distinguish fact from opinion, detect appropriate inferential meaning and draw appropriate conclusion[28].

The following objectives will be realized in class six in clear, legible handwriting. In this class, students should be able to write simple instructions, narratives, descriptions and informal letters and use punctuation. In class seven and eight, students will acquire a writing proficiency at an advanced level. In addition to the above writing sub-skills they will use linking words and

[27]Haque, M. “Teaching English in Secondary schools.” BELTA journal Vol. 1, Dhaka, 1987.
[28]Shahidullah, M.“Towards an appropriate methodology for ELT in Bangladesh.” BELTA journal Vol. 3, Dhaka, 1989.

reference words appropriately. In class nine and ten, students are intended to acquire writing skill at a yet advanced level. In addition to the above sub-skills, they are expected to be able to write job applications, reports, clear argument, summaries and dialogues. They are expected to use creativity, fill in forms and write curriculum vitae, plan and organize the above tasks appropriately so as to communicate ideas and facts clearly, accurately and with relevance to the topic[29].

Some of the major deficiencies in curriculum development in Bangladesh include[30]: (a) lack of professional expertise in the development of modern curriculum, both in the NCTB and nationally; (b) lack of a solid research base providing assessment information about the previous curriculum and the areas needing revision; and (c) insufficient curriculum emphasis on such competencies as understanding, comprehension and application. Although the three stages of secondary education form part of a concentric curriculum development, during the actual development process there was little coordination between these stages. In fact, the greatest part of the work was carried out for the junior secondary stage, and then subsequently reviewed in each of the other stages where attempts were made to address areas of weak emphasis by adding content.

Another problem is the absence of a system of on-going curriculum review. The syllabus standing commit-tee system within NCTB is not operational. The curriculum section staff should be monitoring the curriculum and textbooks usage and effectiveness in the teaching situation in order to ensure that they are up-to-date and relevant. Unfortunately, at present, this important work is not being done.

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[29]Rahman, A. “The history and policy of English education in Bangladesh.” Journal of English Language. University of Dhaka, 2002.

[30]Policy Brief on “Education Policy.” Centre for Policy Dialogue Task Force Report. 20-22 August, 2001.

The establishment of a curriculum research section is urgently needed for effective curriculum development. The issues affecting the impact of curriculum change in the classroom need to be assessed objectively. Without this research base, curriculum development will continue to be based largely on ad hoc decisions resulting from the views of persons who often lack first-hand knowledge of the overcrowded and poor conditions in most schools. The staff of such a research section will require training and support, as well as increased resources, in order to perform regular classroom visits and assessments. Lack of expertise is also a fundamental problem. Reviews of the capacity of the NCTB by different institutions in Bangladesh have repeatedly highlighted the lack of trained professional curriculum developers.

2.5 Conceptual Framework for Analysis

It is apparent from the above discussions that prevalence of general skills helps construct strong aptitudes and know-how among the employees. This contributes to escalate their adaptability to occupation settings diverse from their educational or training background. This in turn increases the overall productivity of the employees irrespective of their nature of jobs. It thereby ensures the more productive uses of work force and ultimately contributes towards the general economic growth of the country.

First, the employers of various categories of firms in the service sectors of Bangladesh will be questioned to what extent they think that general skills are essentials for their employees to perform their assigned duties and responsibilities at the satisfactory level. If a majority of them agree with the issue that those general skills would enhance the productivity of their employees, then the prevalence of those general skills among the employees will be examined. Once again the employers of the firms mentioned above will be asked about their opinion regarding the present level of general skills among their employees. If most of the employers cited above are

found to be dissatisfied with the existing degree of general skills, further analysis will be made to explore the possible causes and desirable ways of remedies. The owner of the firms of different service sectors will be provoked to express brief opinion regarding the relevant issues such as the main causes of the deficiency problem, their willingness to work to solve this problem, their way responding to this problem, what they think need to be done to solve this problem by government and schools, existence and effect of working relationship between them and schools in terms of curriculum development or employment guidance.

Second, the teachers of various high schools of Bangladesh will be questioned about their opinion regarding the prevalence of the general skills in the curriculum of high schools of Bangladesh. If comparatively large number of teachers think that the degree of existence of general skills in the curriculum of high schools are not at the satisfactory level, there will be further analysis to find out the way to mitigate it. The school teachers indicated above will be asked to express their brief opinion regarding the issues such as whether they know what each of ten skills means, the appropriate method(s) to incorporate those skills in the curriculum of high school, importance of general skills for an employee's working life and productivity of service industry, their experience of working together with service industry to develop curriculum for teaching these skills and the proper roles and responsibilities of government, firms of the service sectors as well as schools to solve the problem.

After a careful and thorough analysis of the responses to the questionnaire developed for the employers in the service sector firms as well as high school teachers, policy recommendations would be suggested regarding the incorporation of the preferred general qualities into the prevailing curriculum of high schools in Bangladesh.

CHAPTER 3: ANALYSIS AND DISCUSSION

3.1 Methods

3.1.1 Analysis Model

The research questions of the current research may be described as below:

(1) Research Question#1: Do employers in service sector in Bangladesh agree that those ten characteristics are essential for increasing the productivity of their employees?

(2) Research Question#2: How do the employers in service sector in Bangladesh think about the level of those characteristics prevailing in their employees?

(3) Research Question#3: To what extent high school teachers think the ten characteristics are prevalent in the curriculum of high school education in Bangladesh?

(4) Research Question#4: How to develop those ten characteristics among the students during their high school study in Bangladesh?

For Research Question#1, employers in service sector in Bangladesh will be asked about their opinions regarding the essentiality of the prevalence of those ten characteristics among their employees. Their responses will be recorded in a five point scale, namely not at all, little, moderate, much and very much. The relative number of employees thinking about the degree of importance of existence of the particular characteristics will be observed. If comparatively large percentages of employees think that the certain characteristic is very important to increase the productivity of their employees to a great extent, it may fairly concluded that focus should be stressed on that particular characteristics in the curriculum of high schools.

For Research Question#2, employers in service sector in Bangladesh will be questioned about the current level of prevalence of those ten characteristics among their work force. Their replies will be documented again in a five point scale, namely very poor, poor, moderate, good

and very good. The relative number of employers thinking about the degree of existence of the particular characteristics will be observed. If comparatively large percentages of employers think that the certain characteristic is not ubiquitous among their employees to a significant extent, it may again fairly concluded that emphasis should be stressed on that particular characteristics in the curriculum of high schools.

For Research Question#3, teachers in high schools in Bangladesh will be asked about the current level of incidence of those ten characteristics in the curriculum. Their answers will be documented again in a five point scale, namely not at all, little, moderate, much and very much. The comparative number of teachers thinking about the degree of presence of the particular characteristics in the curriculum of high schools will be observed. If reasonably large percentages of high school teachers opine that the certain characteristic is not abundant in the curriculum to a substantial degree, it may once again fairly concluded that attention should be focused on that particular characteristics in the curriculum of high schools.

For Research Question#4, the employers of the different service sectors firms will be queried regarding the relevant issues of the deficiency problem for example the main causes, their methods of responding to this problem, their opinion regarding what to be done to solve this problem by government and schools, and finally existence and effect of working relationship between them and schools in terms of curriculum development or employment guidance. The high school teachers will also be questioned concerning their awareness regarding the ten skills, whether they really know what each of those ten skills really mean, the deficiency problem such as necessities of general skills for an employee's working life and productivity of service industry, the proper methods to integrate those skills in the curriculum of high school, their know-how of working together with service industry to develop curriculum for teaching these

skills and the suitable accountabilities of government, firms of the service sectors as well as high schools to find an acceptable solution of the problem.

3.1.2 Survey

Thedataofthisstudyhasbeencollectedthroughquestionnaireinterview.The survey was conducted for two purposes:

(a) To get the feedback from the employers of the firms in the major service sectors of Bangladesh regarding their views about:

(1) Both the necessities as well as the current degree of existence of the ten desirable characteristics among their employees.

(2) Different aspects regarding the optimum solution of the skill mismatch problem such the main causes of the deficiency problem, how they are responding to this problem, their views regarding the tasks to be done by them, government and high schools and the existence of working relationship between them and high schools in terms of curriculum development or employment guidance and its effect.

(b) To get responses from the high school teachers of Bangladesh pertaining their assessments regarding:

(1) The extent of prevalence of those ten characteristics in the curriculum of high schools.

(2) Various features concerned with the potential solution of the problem such as appropriate methods to incorporate those skills in the curriculum of high school, importance of those characteristics for the betterment of individual’s working life and productivity of service industry as a whole, their experience of working

together with service industry to develop curriculum for teaching those skills and the desirable steps to be adopted by the governments, firms and schools.

Survey questionnaire was developed to conduct a survey of four major different types (namely commercial banks, chain stores, export oriented business firms and telecommunication companies) of employers. Fifty were selected from each type of employers; resulting into a total sample size of two hundred. Each of fifty employers was selected from ten different cities by random sampling. They were asked to what extent they thought those characteristics are required to perform at desired level. Their responses were recorded in a five point scale (namely not at all, little, moderate, much and very much). They were also asked about their opinion regarding the current level of the ten desirable qualities (namely communication skills, analytical capacities, information technology skills, flexibility, interpersonal abilities, leadership qualities, adaptability to cultural diversity, planning and organizing capacities, creativity in terms of problem-solving and reasoning and ability to work in a group setting) among their employees. Their responses were recorded in a five point scale (namely very poor, poor, moderate, good and very good).

Survey questionnaire was also developed to conduct a survey among teachers of high schools. Two hundred high schools were selected by stratified random sampling. Among them, one hundred were selected from the major cities and the remaining one hundred were selected from rural areas. Each of the one hundred schools was selected from different locations at random. The teachers of the high schools were questioned to what extent they thought those characteristics are prevalent in the curriculum of high school education in Bangladesh. Their responses were recorded in a five point scale (namely not at all, little, moderate, much and very much). They were also asked about the proper method of incorporating those general skills into the curriculum of high school education.

3.2 Analysis

3.2.1 ResearchQuestion#1: Do employers agree that those 10 characteristics are essential for increasing the productivity of their employees in service sector?

Employers of the selected four categories of service firms (namely commercial banks, chain stores, export oriented business firms and telecommunication companies) were asked whether they agree that ten characteristics are required to increase the productivity of their employees. Their responses were recorded in a five point scale (namely not at all, little, moderate, much and very much). Each response was tallied as: 1 = not at all, 2 = little, 3 = moderate, 4 = much and 5 = very much. Total was calculated as the weighted sum of each of the responses. Average was calculated as total divided by the total number of samples. The calculated value of Average represents the degree of importance attributed by the employers regarding the necessity of that particular characteristic among their employees to increase the productivity. Higher value represents greater desirability accredited by the employers on that specific characteristic to increase productivity in the firm.

The numbers in the Average row represents the relative importance of each characteristic according to the opinion expressed by the employers of the firms of service sector who participated in the questionnaire survey. From the data, it appears that H10 (ability to work in a group setting) and H1 (communication skills) are the most desirable characteristics from the viewpoint of the employers compared to the other characteristics. On the contrary, employers think thatH5 (interpersonal abilities) affect in the least way to improve the performance of their employees. According to the responses of the employers, the order of importance of the desirable characteristics among the employees is as follows: ability to work in a group setting, communication skills, creativity in terms of problem-solving and reasoning, analytical capacities,

planning and organizing capacities, information technology skills, adaptability to cultural diversity, flexibility, leadership qualities, and interpersonal abilities.

<Table3-1>: Summary of the response of the service sector regarding positive effect of 10 skills on employees' performance:(1=not at all, 2=little, 3=moderate, 4=much and 5=very much)

	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
1	30	32	35	40	45	40	34	33	32	31
2	32	32	32	34	36	35	38	32	30	30
3	39	39	36	36	38	39	41	42	48	38
4	49	46	47	41	37	36	38	37	31	47
5	50	51	50	49	44	50	49	56	59	54
Total	657	652	645	625	599	621	630	651	655	663
Average	3.29	3.26	3.23	3.13	3.00	3.11	3.15	3.26	3.28	3.32
Standard Deviation	1.39	1.41	1.43	1.46	1.46	1.46	1.42	1.44	1.43	1.41
Z-test value	8.00	7.63	7.17	6.04	4.78	5.84	6.47	7.44	7.66	8.18

[Figure 1 – 10] describes the relative importance of each general skill for the job performance of employees according to the percentage distribution of respondents by 5 scales. It is evident that 49.5%respondents opine that communication skills are important,48.5% respondents think that analytical capacities are necessary,48.5% respondents express that information technology skills are essential,45% respondents say that flexibility are significant,40.5% respondents opine that interpersonal abilities are vital,43% respondents tell that leadership qualities are essential,43.5% respondents express that adaptability to cultural

diversity are important,46.5% respondents think that planning and organizing capacities are crucial,45% respondents opine that creativity in terms of problem-solving are important, and 50.5% respondents express that and reasoning and ability to work in a group setting are necessary to improve the productivity of their employees.

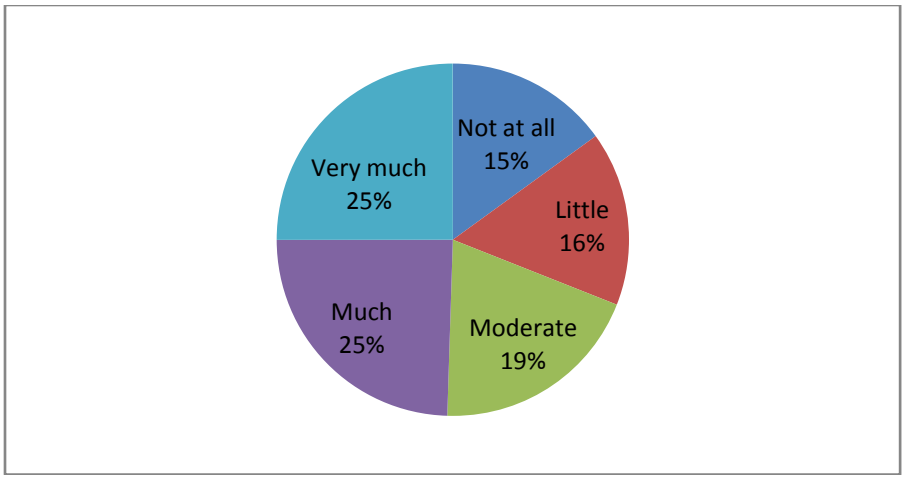

Fig. 1: Relative percentage of employers indicating positive effect of communication skills on the performance of employees

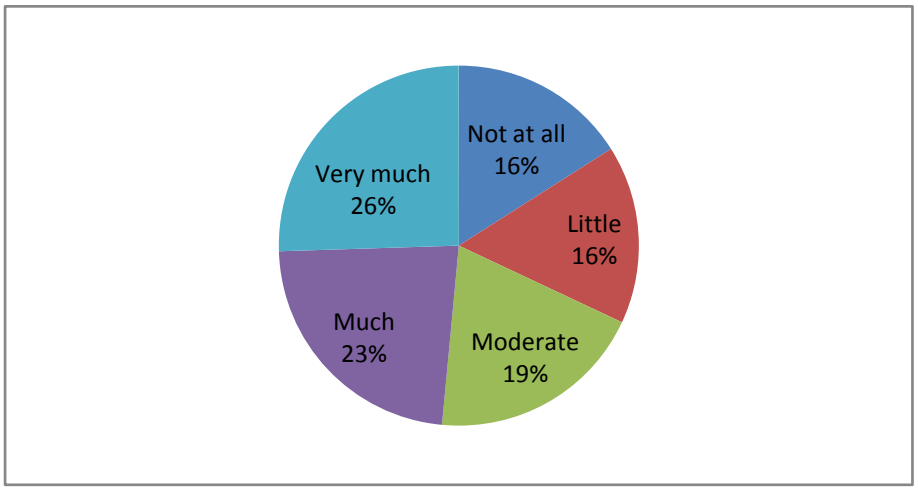

Fig. 2: Relative percentage of employers indicating positive effect of analytical capacities on the performance of employees

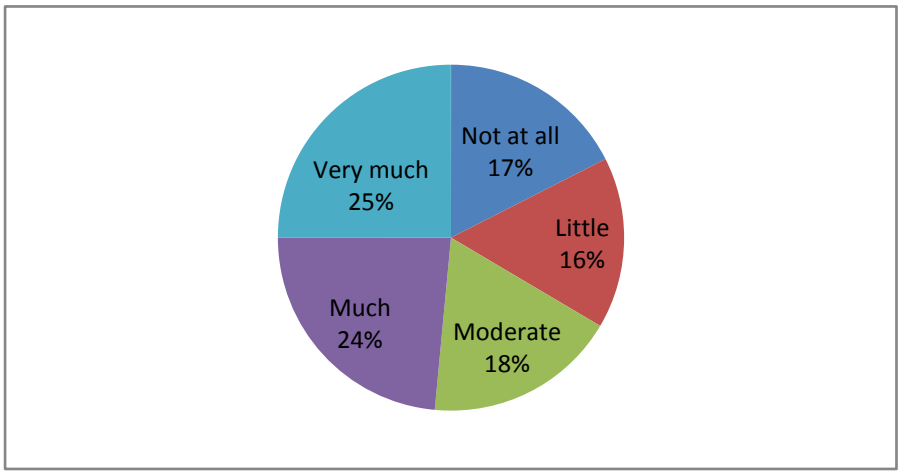

Fig. 3: Relative percentage of employers indicating positive effect of information technology skills on the performance of employees

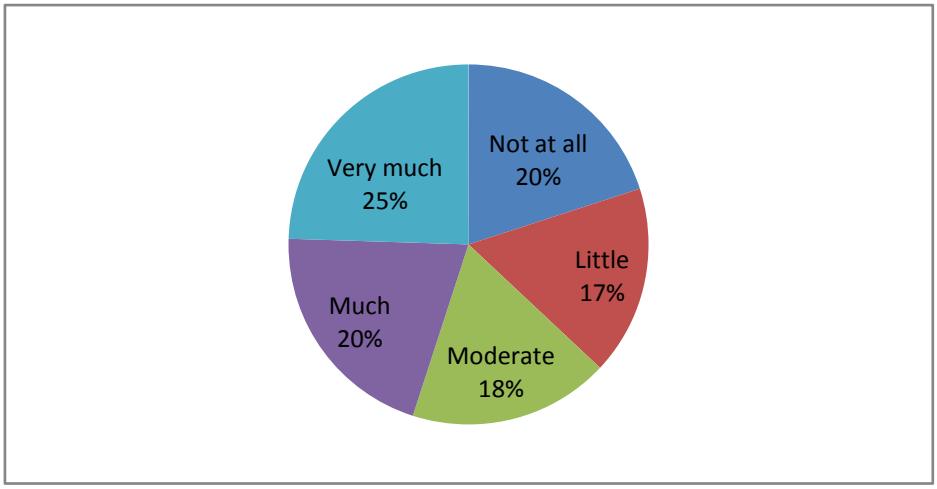

Fig. 4: Relative percentage of employers indicating positive effect of flexibility on the performance of employees

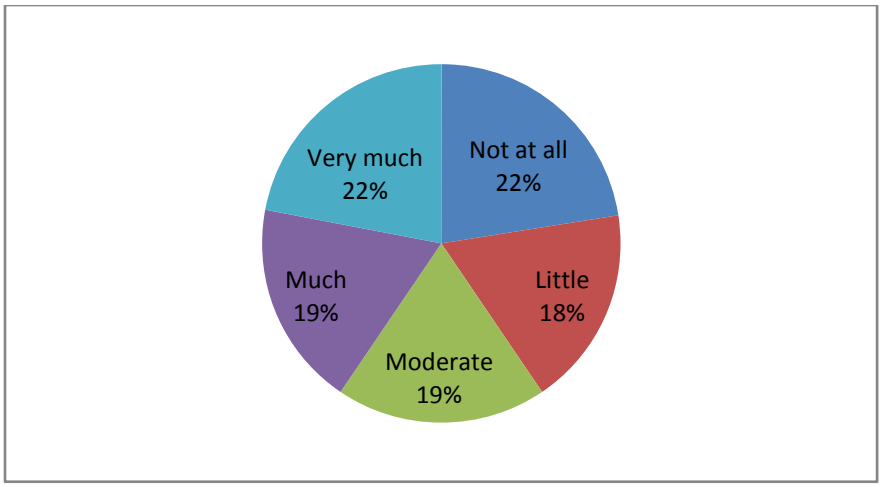

Fig. 5: Relative percentage of employers indicating positive effect of interpersonal abilities on the performance of employees

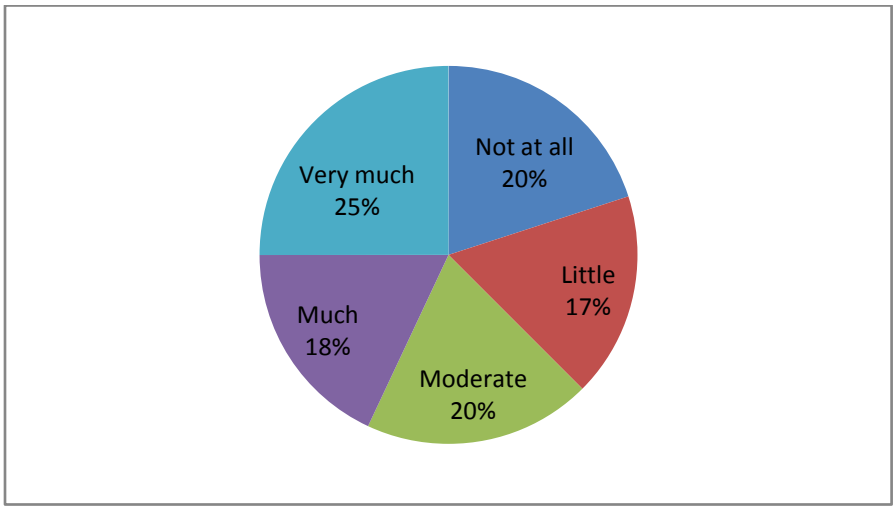

Fig. 6: Relative percentage of employers indicating positive effect of leadership qualities on the performance of employees

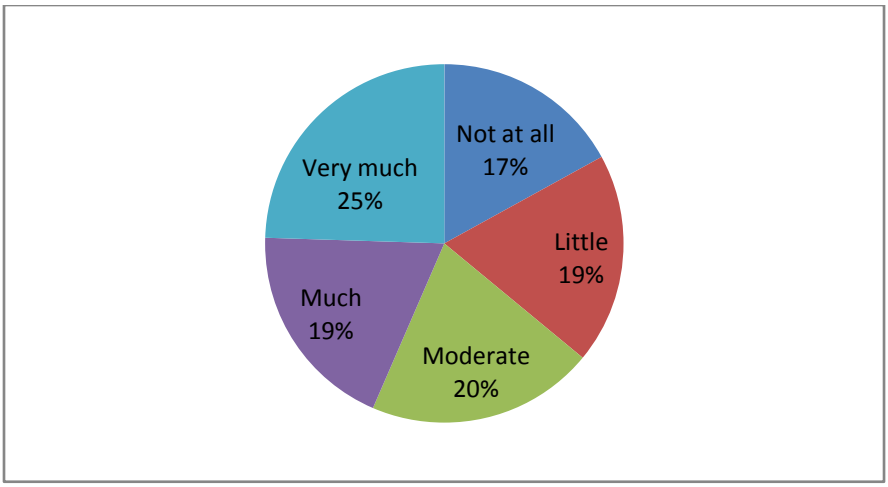

Fig. 7: Relative percentage of employers indicating positive effect of adaptability to cultural diversity on the performance of employees

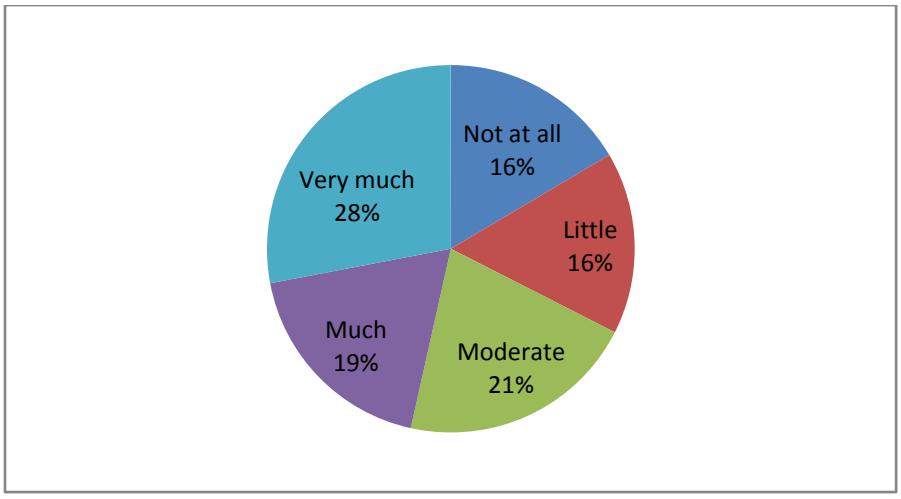

Fig. 8: Relative percentage of employers indicating positive effect of planning and organizing capacities on the performance of employees

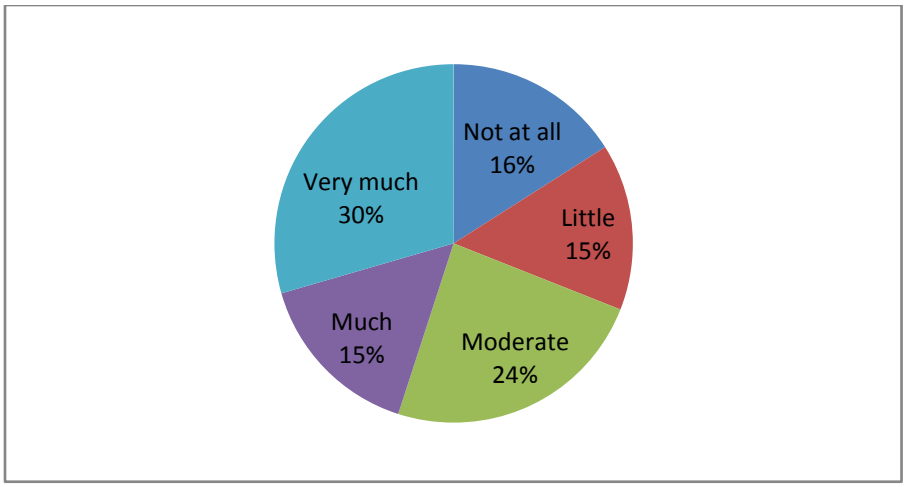

Fig. 9: Relative percentage of employers indicating positive effect of creativity in terms of problem-solving and reasoning on the performance of employees

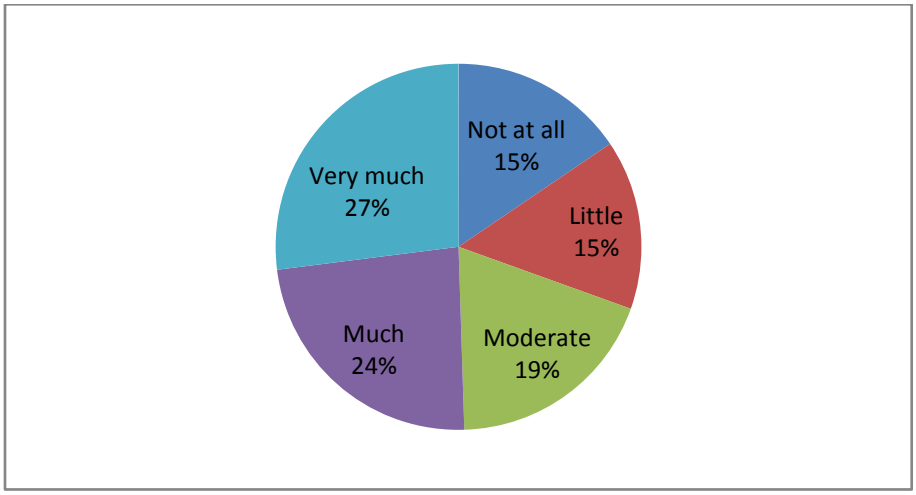

Fig. 10: Relative percentage of employers indicating positive effect of ability to work in a group setting to perform their everyday on the performance of employees

3.2.2 Research Question #2: How do the employers think about the level of those characteristics prevailing in their employees?

Employers of the selected four categories of service firms as mentioned before were asked regarding the degree of presence of those ten characteristics among their employees. Their responses were recorded in a five point scale (namely very poor, poor, moderate, good and very good). Each response was tallied as: 1= very poor, 2= poor, 3= moderate, 4= good and 5= very good. Total was computed as the weighted sum of each of the responses. Average was calculated by dividing total by the number of samples. The calculated value of Average represents the degree of importance attributed by the employers regarding the presence of that particular characteristic among their employees to increase the productivity. Higher value represents greater incidence accredited by the employers of that specific characteristic to increase productivity in the firm.

The figures in the “Average” row shown in the above table represent the relative level of prevalence of each characteristic according to the view stated by the employers of the firms of service sector who contributed in the questionnaire survey. From the data, it appears that H10 (ability to work in a group setting) is the most prevalent characteristic from the standpoint of the employers compared to the other characteristics. On the other hand, employers consider that H5 (interpersonal abilities)is the least prevalent characteristics among their employees. According to the replies of the employers, the order of degree of existence of the desirable characteristics among the employees is as follows: ability to work in a group setting, analytical capacities, flexibility, leadership qualities, creativity in terms of problem-solving and reasoning, information technology skills, adaptability to cultural diversity, communication skills, planning and organizing capacities, and interpersonal abilities.

<Table 3-2> Summary of the responses of the service sector regarding current levelof10 skills among present employees:(1=very poor, 2=poor, 3=moderate, 4= good and 5=very good)

	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
1	54	55	60	62	55	60	58	55	60	50
2	53	51	44	40	54	40	45	50	39	65
3	32	31	32	35	30	39	36	35	40	32
4	31	33	33	30	31	30	30	30	31	30
5	30	30	31	33	30	31	31	30	30	31
Total	530	532	531	532	527	532	531	530	532	551
Average	2.65	2.66	2.66	2.66	2.64	2.66	2.66	2.65	2.66	2.65
Standard Deviation	1.41	1.42	1.44	1.46	1.41	1.43	1.43	1.41	1.43	1.38
Z-test value	1.51	1.60	1.52	1.55	1.35	1.58	1.54	1.51	1.59	1.56

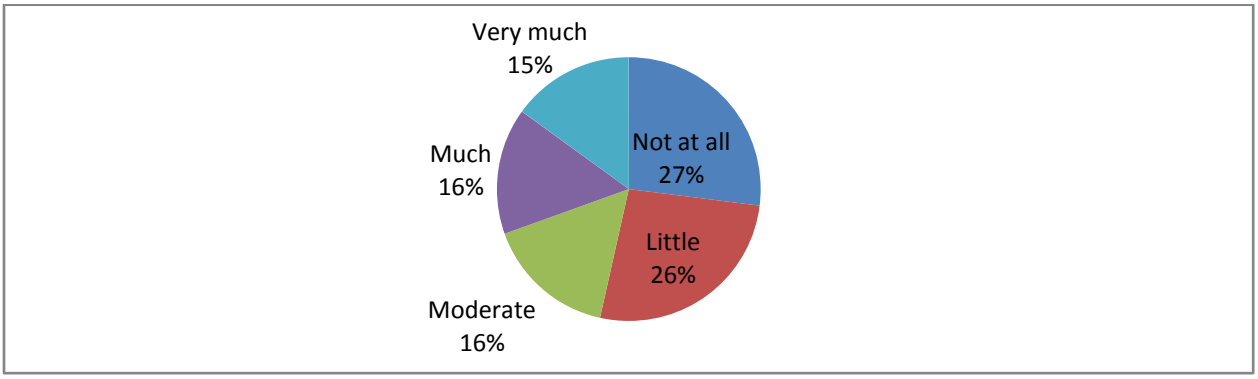

Fig. 11: Relative percentage of employers indicating prevalence of communication skills among employees

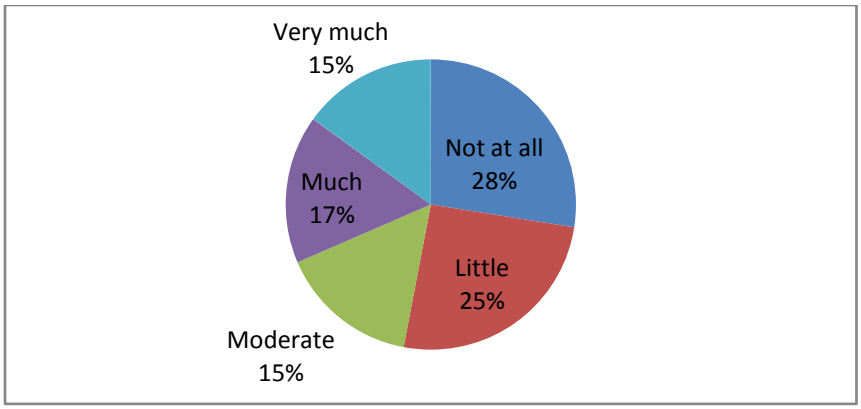

Fig. 12: Relative percentage of employers indicating prevalence of analytical capacities among employees

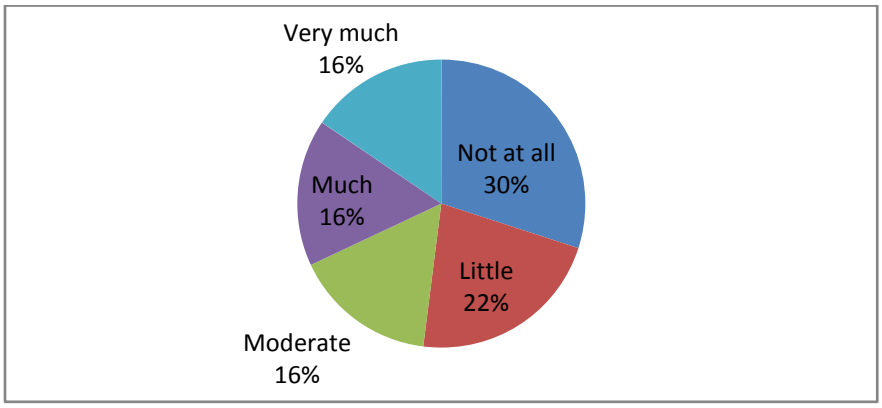

Fig. 13: Relative percentage of employers indicating prevalence of information technology skills among employees

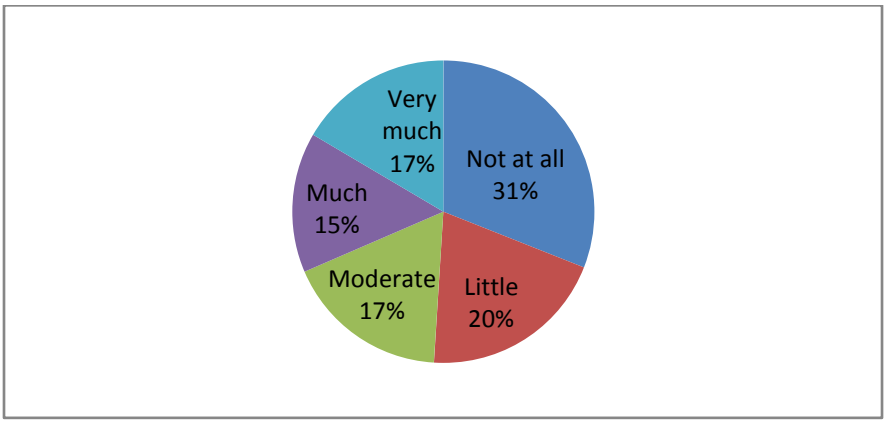

Fig. 14: Relative percentage of employers indicating prevalence of flexibility among employees

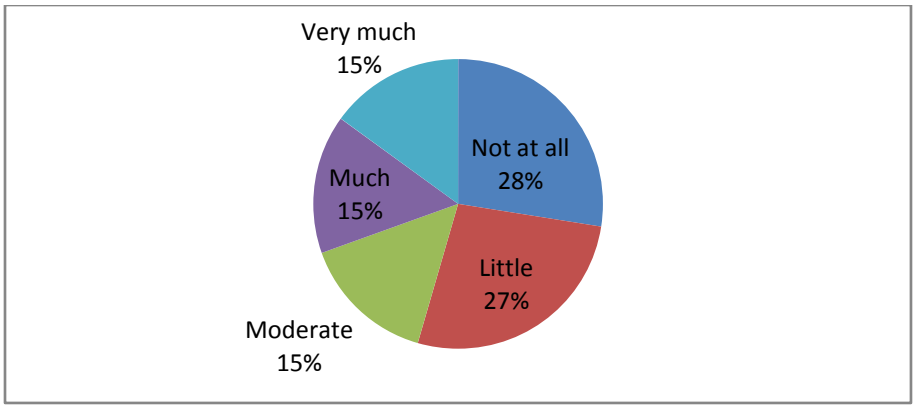

Fig. 15: Relative percentage of employers indicating prevalence of interpersonal abilities among employees

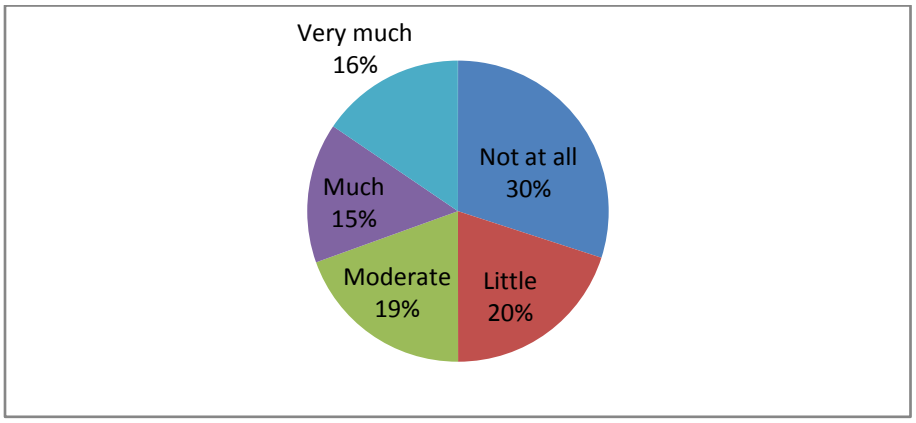

Fig. 16: Relative percentage of employers indicating prevalence of leadership qualities among employees

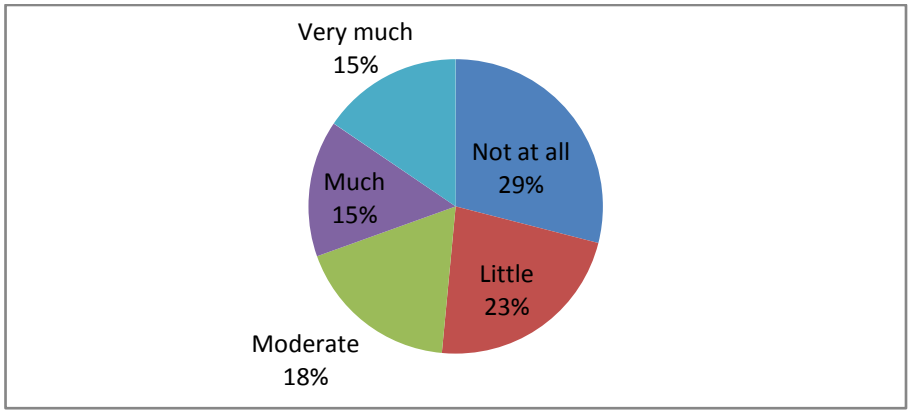

Fig. 17: Relative percentage of employers indicating prevalence of adaptability to cultural diversity among employees

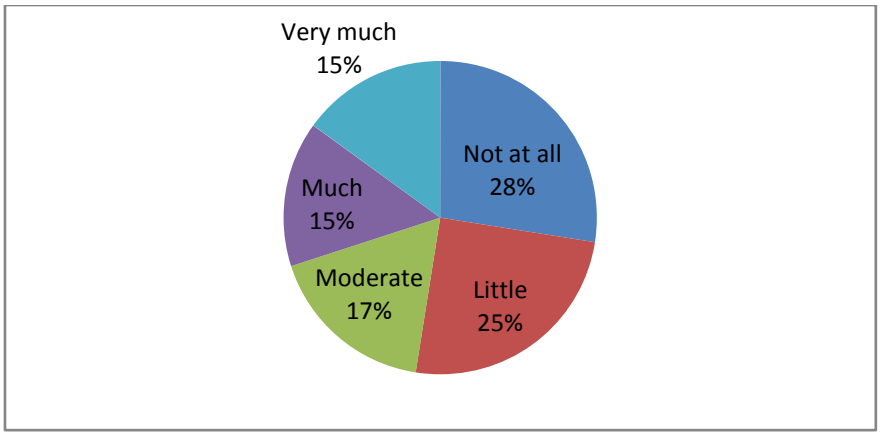

Fig. 18: Relative percentage of employers indicating prevalence of planning and organizing capacities among employees

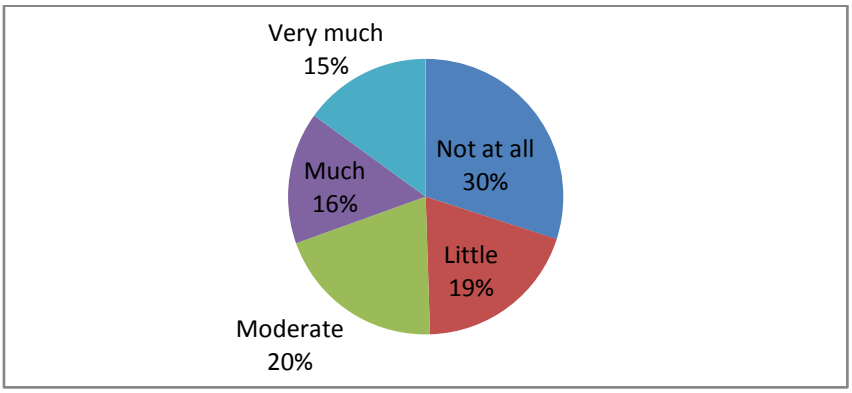

Fig. 19: Relative percentage of employers indicating prevalence of creativity in terms of problem-solving and reasoning among employees

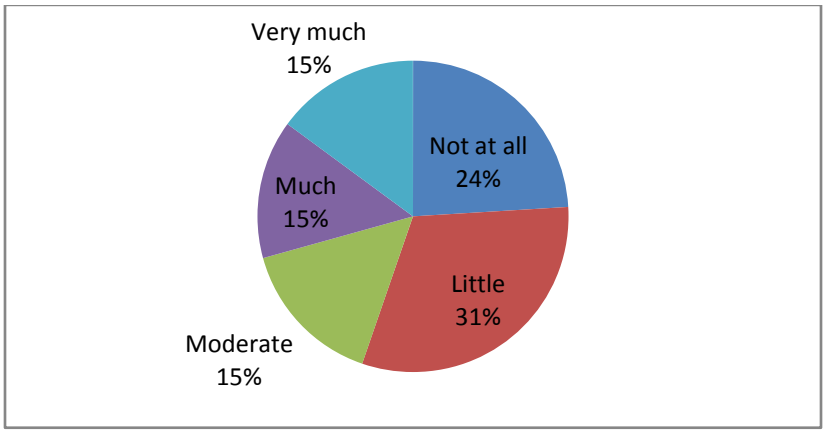

Fig. 20: Relative percentage of employers indicating prevalence of ability to work in a group setting among employees

From the graphs above, it is evident that 30.5% respondents indicate that communication skills are prevalent to a satisfactory level among their employees,31.5% respondents think that analytical capacities are prevailing to a acceptable level among their employees,32% respondents express that information technology skills are established to a reasonable degree among their employees,31.5% respondents say that flexibility are widespread to a agreeable level among their employees,30.5% respondents imply that interpersonal abilities are ubiquitous to a adequate level among their employees,30.5% respondents tell that leadership qualities are prevalent to a satisfactory level among their employees,30.5% respondents express that adaptability to cultural diversity are present to a reasonable level among their employees,30% respondents reflect that planning and organizing capacities are prevailing to a pleasing level among their employees,30.5% respondents view that creativity in terms of problem-solving are prevalent to a acceptable level among their employees, and 30.5% respondents mention that and reasoning and ability to work in a group setting are prevalent to a acceptable level among their employees.

A comparison between the extent to which employers agree that ten general skills are essential for the productivity enhancement (<Table 3-1>) with the extent to which employers think about the current level of those characteristics prevailing in employees (<Table 3-2>) is given in the following <Table 3-3>:

<Table 3-3>A comparison between the extent to which employers agree that ten general skills are essential for the productivity enhancement with the extent to which employers think about the current level of those characteristics prevailing in employees:

	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
Average of the responses of the service sector regarding positive effect of 10 skills on employees' performance	3.29	3.26	3.23	3.13	3.00	3.11	3.15	3.26	3.28	3.32
Average of the responses of the service sector regarding current level of 10 skills among present employees	2.65	2.66	2.66	2.66	2.64	2.66	2.66	2.65	2.66	2.65

Such comparison indicates that employers ascribe the importance of ten general skills to enhance the productivity of their employees while they are not convinced about the current level of those characteristics prevalent among the employees. For communication skills, an average of 3.29 indicates that employers think that this skill is very much essential to enhance the productivity of the employees. But an average of 2.65 indicates that the current degree of communication skill is not prevalent in an acceptable level among the employees. For analytical capacities, an average of 3.26 indicates that this skill is very much essential to enhance the productivity of the employees according to the employers. But an average of 2.66 indicates that the current level of analytical capacities is not prevalent in an acceptable level among the employees. In the case of information technology skills, an average of 3.23 indicates that this skill is very much essential to enhance the productivity of the employees according to the employers. But an average of 2.66 indicates that the current level of information technology

skills among the employees is not prevalent in a desired level. In the case of flexibility, an average of 3.13 indicates that this skill is moderately essential to enhance the productivity of the employees according to the employers.

An average of 2.66 indicates that the current level of flexibility among the employees is not prevalent in a desired level. In the case of interpersonal abilities, an average of 3.00 indicates that this skill is much essential to enhance the productivity of the employees according to the employers. But an average of 2.64 implies that the current level of interpersonal abilities among the employees is not prevalent in a desired level. For leadership qualities, an average of 3.11 indicates that this skill is much essential to enhance the productivity of the employees according to the employers. But an average of 2.66 implies that the current level of leadership qualities among the employees is not prevalent in a desired level.

For adaptability to cultural diversity, an average of 3.15 indicates that this skill is very much essential according to the employers to enhance the productivity of the employees. But an average of 2.66 implies that the current level of adaptability to cultural diversity is not prevalent in a desired level among the employees. For planning and organizing capacities, an average of 3.26 indicates that this skill is very much essential according to the employers to enhance the productivity of the employees. But an average of 2.65 implies that the current level of planning and organizing capacities is not prevalent in a desired level among the employees. In the case of creativity in terms of problem-solving and reasoning, an average of 3.28 indicates that this skill is very much essential according to the employers to enhance the productivity of the employees. But an average of 2.66 implies that the current level of creativity in terms of problem-solving and reasoning is not prevalent in a desired level among the employees. In the case of ability to work in a group setting, an average of 3.32 indicates that this skill is very much essential

according to the employers to enhance the productivity of the employees. But an average of 2.65 implies that the current level of ability to work in a group setting is not prevalent in a desired level among the employees.

From the above table, it is obvious that the employers think that the ten qualities are very important to increase the overall productivity as well as employability of the employees in the service sector. But at the same time, the employers are quite skeptic about the current level of those ten qualities among the employees.

3.2.3 Research Question#3: To what extent high school teachers think the 10 characteristics are prevalent in the curriculum of high school education in Bangladesh?

High school teachers were asked regarding the degree of presence of those ten characteristics in the curriculum of high school education. Their responses were recorded in a five point scale (not at all, little, moderate, much and very much). Each response was tallied as: 1=not at all, 2=little, 3=moderate, 4=much and 5=very much. Total was computed as the weighted sum of each of the responses. Average was calculated by dividing Total by the sample size. The calculated value of Average represents the degree of importance attributed by the high school teachers regarding the presence of that particular characteristic in the curriculum of high school education. Higher value represents greater prevalence of that specific characteristic recognized by the high school teachers.

The numbers in the “Average” row shown in the above table represent the relative level of prevalence of each characteristic in the curriculum of high schools according to the assessment stated by the teachers of the high schools who contributed in the questionnaire survey. From the data, it appears that H3 (information technology skills) is the most prevalent characteristic in the curriculum from the standpoint of the high school teachers compared to the

other characteristics. On the other hand, teachers consider that H4 (flexibility) is the least prevalent characteristics among their employees. According to the replies of the teachers, the rank of level of presence of the desirable characteristics in the high school curriculum is as follows: information technology skills, analytical capacities, leadership qualities, communication skills, adaptability to cultural diversity, creativity in terms of problem-solving, interpersonal abilities, planning and organizing capacities, reasoning and ability to work in a group setting, and flexibility.

<Table 3-4>Summary of the responses of the high school teachers regarding current level of prevalence of 10 skills in the curriculum:(1=not at all, 2=little, 3=moderate, 4=much and 5=very much)

	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
1	55	57	62	59	57	66	61	55	65	67
2	50	47	45	45	50	31	38	50	34	37
3	34	33	30	35	30	40	40	35	38	30
4	30	32	35	30	31	30	30	30	30	31
5	31	31	32	31	32	33	31	30	33	35
Total	532	533	542	529	531	533	532	530	532	530
Average	2.66	2.67	2.66	2.65	2.66	2.67	2.66	2.65	2.66	2.65
Standard Deviation	1.42	1.43	1.46	1.43	1.44	1.47	1.44	1.41	1.47	1.50
Z-test value	1.60	1.63	1.54	1.43	1.53	1.58	1.57	1.51	1.54	1.41

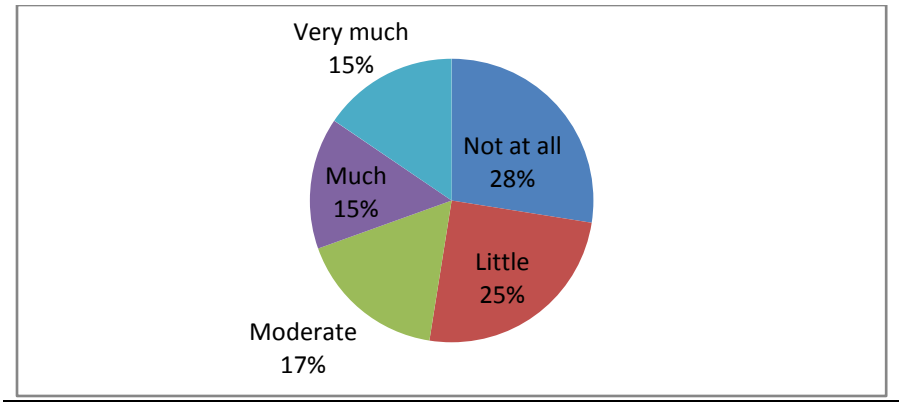

Fig. 21: Relative percentage of high school teachers indicating prevalence of communication skills in the curriculum

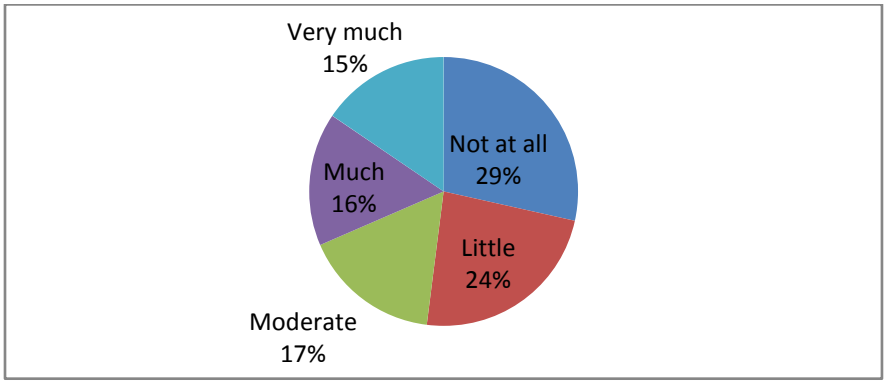

Fig. 22: Relative percentage of high school teachers indicating prevalence of analytical capacities in the curriculum

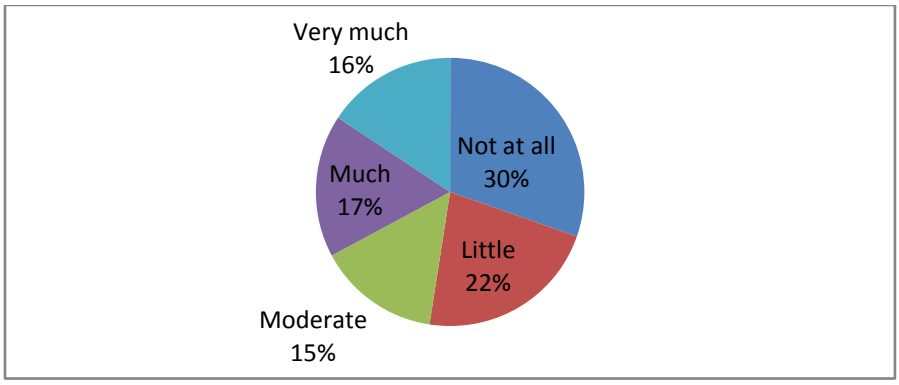

Fig. 23: Relative percentage of high school teachers indicating prevalence of information technology skills in the curriculum

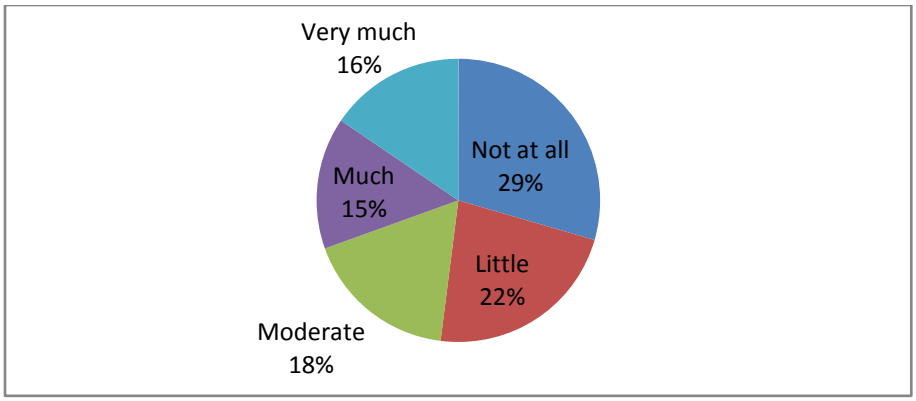

Fig. 24: Relative percentage of high school teachers indicating prevalence of flexibility in the curriculum

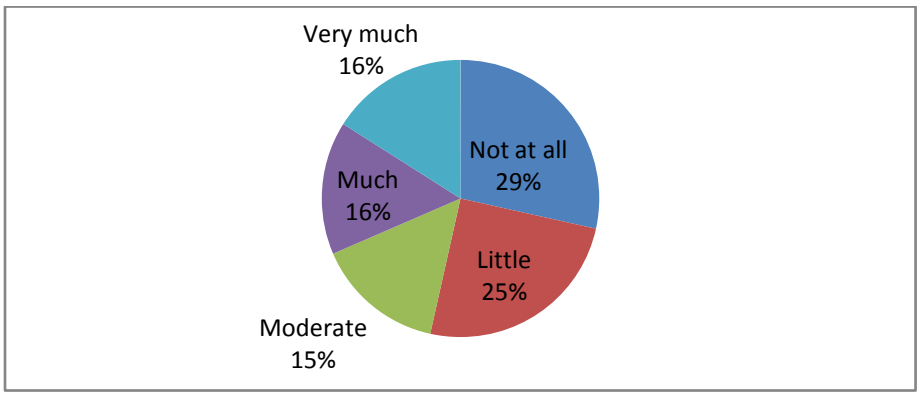

Fig. 25: Relative percentage of high school teachers indicating prevalence of interpersonal abilities in the curriculum

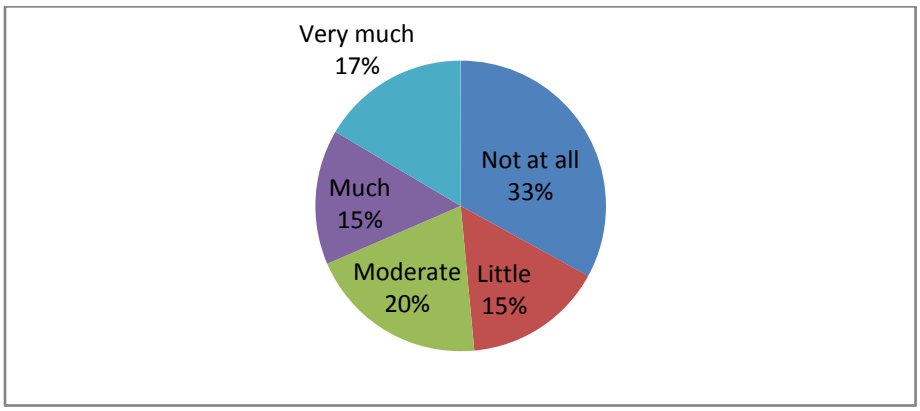

Fig. 26: Relative percentage of high school teachers indicating prevalence of leadership qualities in the curriculum

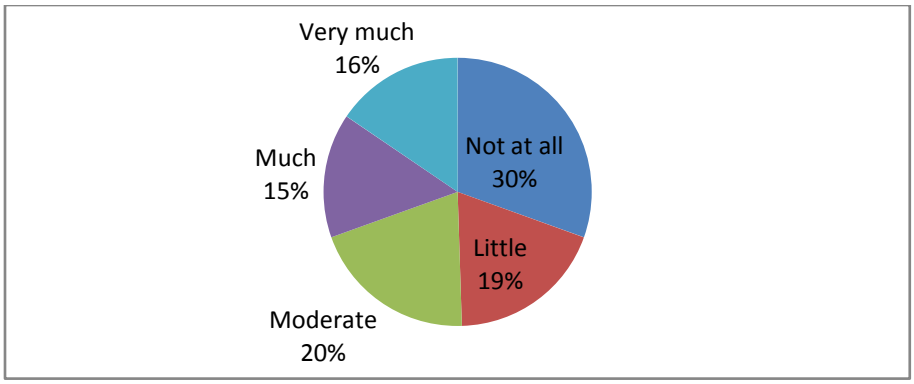

Fig. 27: Relative percentage of high school teachers indicating prevalence of adaptability to cultural diversity in the curriculum

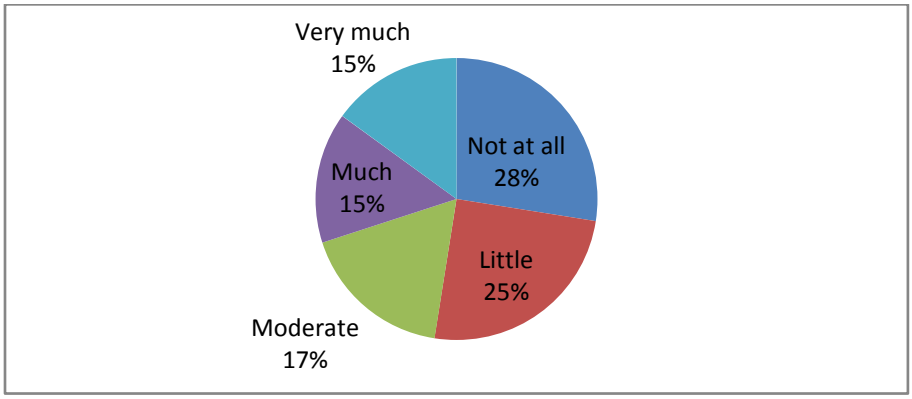

Fig. 28: Relative percentage of high school teachers indicating prevalence of planning and organizing capacities in the curriculum

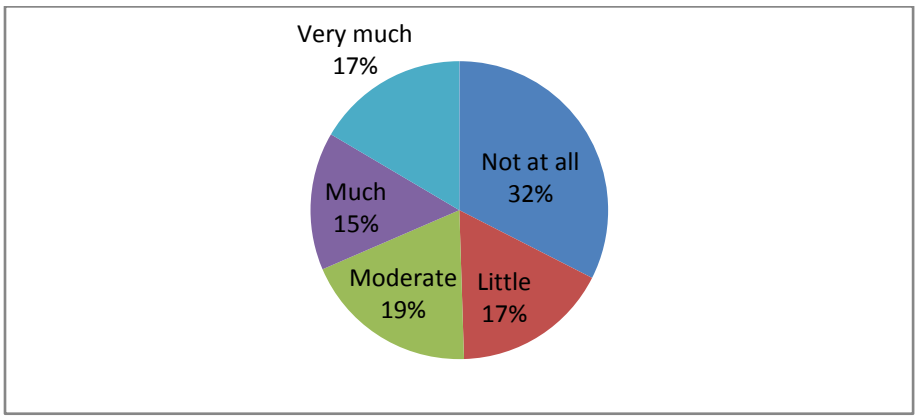

Fig. 29: Relative percentage of high school teachers indicating prevalence of creativity in terms of problem-solving and reasoning in the curriculum

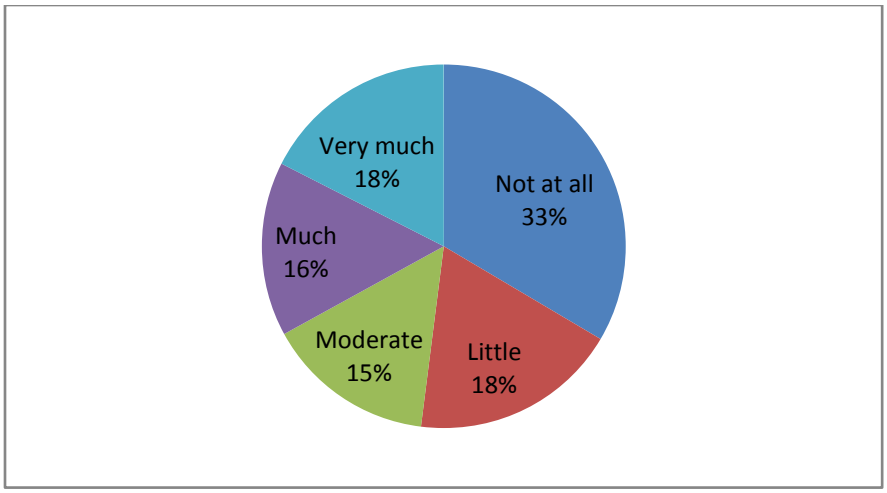

Fig. 30: Relative percentage of high school teachers indicating prevalence of ability to work in a group setting in the curriculum

From the graphs above, it is evident that 30.5% respondents indicate that communication skills are present to a satisfactory level in the curriculum of high schools,31.5% respondents think that analytical capacities are prevailing to an acceptable level in the curriculum of high schools,33.5% respondents express that information technology skills are established to a reasonable degree in the curriculum of high schools,30.5% respondents say that flexibility are widespread to an agreeable level in the curriculum of high schools,31.5% respondents imply that interpersonal abilities are ubiquitous to an adequate level in the curriculum of high schools,31.5% respondents tell that leadership qualities are prevalent to a satisfactory level in the curriculum of high schools,30.5% respondents express that adaptability to cultural diversity are present to a reasonable level in the curriculum of high schools,30% respondents reflect that planning and organizing capacities are prevailing to a pleasing degree in the curriculum of high schools,31.5% respondents view that creativity in terms of problem-solving are prevalent to an acceptable level in the curriculum of high schools, and 33% respondents mention that and reasoning and ability to work in a group setting are prevalent to an acceptable level in the curriculum of high schools.

A comparison among the extent to which high school teachers think the 10 general skills are prevalent in the curriculum of high school education (<Table 3-4>), the extent to which employers agree that ten general skills are essential for the productivity enhancement (<Table 3-1>) and the extent to which employers think about the current level of those characteristics prevailing in employees (<Table 3-2>)is given in the following <Table 3-5>:

<Table 3-5>A comparison among the extent to which high school teachers think the 10 general skills are prevalent in the curriculum of high school education, the extent to which employers agree that ten general skills are essential for the productivity enhancement and the extent to which employers think about the current level of those characteristics prevailing in employees:

	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10
Average of the responses of the service sector regarding positive effect of 10 skills on employees' performance	3.29	3.26	3.23	3.13	3.00	3.11	3.15	3.26	3.28	3.32
Average of the responses of the service sector regarding currentlevelof10 skills among present employees	2.65	2.66	2.66	2.66	2.64	2.66	2.66	2.65	2.66	2.65
Average of the responses of the high school teachers regarding current level of prevalence of 10 skills in the curriculum	2.66	2.67	2.66	2.65	2.66	2.67	2.66	2.65	2.66	2.65

A comparison among the extent to which high school teachers think the 10 general skills are prevalent in the curriculum of high school education (<Table 3-4>), the extent to which employers agree that ten general skills are essential for the productivity enhancement (<Table 3-1>) and the extent to which employers think about the current level of those characteristics prevailing in employees (<Table 3-2>) indicates that high school teachers opine that the desirable ten characteristics are not available in the existing curriculum of the high school education in the

desired extent, employers accredit the significance of ten general skills to enhance the productivity of their employees but they are not satisfied with the current level of those characteristics prevalent among their employees. There are no statistically significant differences among the 10 average scores in three different categories mentioned above.

Meaningful policy implications can be drawn from the above comparison among the extent to which high school teachers think the ten general skills are prevalent in the curriculum of high school education, the extent to which employers agree that ten general skills are essential for the productivity enhancement and the extent to which employers think about the current level of those characteristics prevailing in employees. Most of the high school teachers interviewed indicated that the desirable ten characteristics are not available in the existing curriculum of the high school education in the desired extent. In other words, the prevalent high school education system does not offer right curriculum to prepare the graduates for the jobs available in the service sector.

As a consequence, the employees are lacking general skills which results into their lower productivity. But the employers in the service sector are not satisfied with the current level of those characteristics prevalent among their employees. They mentioned that the presently available work force of high school graduates do not possess the required ten general skills in a satisfactory level. The employers in the service sector accredit the significance of ten general skills to enhance the productivity of their employees. Therefore, it can be inferred that the existing overall unproductivity or under-productivity of the service sector can be eliminated to a great extent by incorporating those skills in the prevailing curriculum of the high school.

3.2.4 Research Question #4: How to develop those ten characteristics during the high school study?

This research question will be attempted to be addressed on the basis of open ended sub-questions of Question #2 in the questionnaire for high school teachers (mainly how they can help to modify the curriculum of high school) and Question #3 in the questionnaire for the employers (mainly what schools can do to solve this problem).

In the questionnaire survey, employers of the firms of service sectors were asked about the main causes of the deficiency problem. Most of the respondents mentioned that lack of properly designed curriculum at the high school level is mainly responsible for this problem. The curriculum is designed to be rather subject specific. For example, the students of social science discipline are less exposed to IT skills compared to the students of physical science discipline. The curriculum is overloaded with too much pedagogic burden. It is less focused on the development of the general skills which is very much essential for the satisfactory performance of the employees in the job. Also a majority of the employers indicated that the curriculum is not regularly updated so that it can keep pace with the recent demand from the job market.

Most of the employers expressed that they are responding to this problem by arranging short term on-the-job training for the newly recruited employees. But this appears to be rather temporary solution designed to solve the immediate requirements of the firm. In order to achieve a long term sustainable solution to this problem, the firm owners stressed on the need of a well-designed curriculum at the high school level. It is supposed to enable high school students to achieve general skills during their high school studies and help them develop life-long skills so that they will have better productivity.

Most of the high school teachers contacted for the survey of this research agreed that those general skills are very much essential to enhance the productivity of the employees of the service sector. They also indicated that they are aware of what exactly each of the ten skills mean. They opted for total or partial amendment of the existing curriculum in order to incorporate the general skills among the students.

The majority of the employers as well as high school teachers stated that government should intervene in the process of revising and updating the curriculum of high schools. Leading industries in the service sector should be invited by the government for need assessment regarding the desirable qualities among the employees. They should also be consulted to measure the existing level of desirable characteristics present among the current employees. High school teachers should be consulted regarding how to amend the current curriculum to enable the students to attain those general characteristics. Government should act as a coordinator in the whole process of curriculum amendment.

Both the employers and the high school teachers mentioned that at present, there is no working relationship between them in terms of curriculum development or employment guidance. But both of them stressed on the need of such relationship so that the high school students are well trained in the general skills to meet the need of service firms.

Most of the employers as well as high school teachers expressed their interest to work together to find out a reasonable way to solve the problem of skill mismatch. Employers are willing to specify their needs and the level of existing lack of general skills among their employees. Similarly, high school teachers are willing to suggest policy measures to amend the curriculum of high school so that the students are trained up with the general skills during their studies.

3.3 Policy Implications

Majority of the employers of the firms in the service sector who participated in the interview agreed that ten desirable characteristics (namely communication skills, analytical capacities, information technology skills, flexibility, interpersonal abilities, leadership qualities, adaptability to cultural diversity, planning and organizing capacities, creativity in terms of problem-solving and reasoning and ability to work in a group setting) are very much essential to improve the overall employability. They also expressed their concern regarding the prevailing deficit of those ten qualities among their employees. The high schools teachers also focused on the lack of prevalence of those desirable characteristics in the curriculum. Both the employers of the firms in the service sector as well as the high school teachers stressed the need of intervention from the government to amend the existing curriculum at the high school level.

The high school teachers who took part in the interview mentioned the high school graduates are lacking general skills which results into their lower productivity when they are employed in the firms of the service sector. As a main reason, they pointed out that the desirable ten characteristics are not available in the existing curriculum of the high school education in the optimum degree. The employers in the service sector stated in the interview that they are not satisfied with the current level of those desirable ten characteristics prevalent among their current pool of employees. They mentioned that the present high school graduates do not possess the required ten general skills in a satisfactory level. The employers in the service sector endorsed the importance of ten general skills to augment the efficiency of their employees. They think that incorporating those skills in the prevailing curriculum of the high school will contribute in a meaningful way to eradicate existing under-productivity in the service sector.

In the questionnaire survey, employers of the firms of service sectors expressed their opinion that lack of properly designed curriculum at the high school level is mainly responsible for the skill mismatch problem. As one of the major drawbacks of the existing curriculum, they mentioned that it is less focused on the development of the general skills which is very much essential for the satisfactory performance of the employees in the job. They also stressed on the importance of regularly updating the present syllabus so that high school graduates can keep pace with the recent demand from the job market.

The interviewed employers stated that they are trying to deal with this problem by arranging short term on-the-job training for the newly recruited employees. But at the same time, they mentioned that this is rather temporary solution designed to meet the immediate demand of the firm. The employers stressed on the need of a well-designed curriculum at the high school level to achieve a long term sustainable solution to this problem. The interviewed high school teachers approved that those general skills are very much vital to boost the productivity of the workforces of the service sector. They opted for adjustment of the existing curriculum to integrate the general skills in it.

Both the employers and high school teachers identified the necessity of government intervention in the process of revising and updating the high school curriculum. The firms of the service sector should be invited by the government for need assessment regarding the desirable qualities among the employees. High school teachers should come up with recommendations to amend the current curriculum to incorporate those desirable characteristics.

The employers and the high school teachers contacted for the interview mentioned that at present though there is no working relationship between them in terms of curriculum development or employment guidance, but both of them stressed on the need of such relationship.

They expressed their intent to work together to find out a rational method to solve the problem of skill mismatch by contributing in need assessment and in suggesting policy measures to amend the curriculum of high school.

CHAPTER 4: CONCLUSION

4.1 Summary of Main Findings

4.1.1 Employers' feedback:

According to the feedback of the employers, the ten qualities are very much essential to perform the jobs in the service sector firms. But they mentioned that there is a severe shortage of the desirable ten qualities discussed above among their employees. According to them, this shortage results into lack of productivity. It contributes to reduce the overall economic development of the country in the long-run. The major reason behind the shortage of those desirable qualities, as mentioned by the employers, is poorly designed curriculum. They indicated that the present curriculum of high school in Bangladesh do not cover all the ten desirable qualities. They also mentioned lack of efforts to update the syllabus by the government. They stressed on the importance of the role of the ministry of education or examine the curriculum of high school and amend it so that the curriculum trains the high school students with the desirable qualities mentioned above.

They also stressed to keep the syllabus of the schools regularly updated so that the students become capable of acquiring the desirable ten qualities during their school education. They mentioned that curriculum of high school should also be carrier-centric so that the high school graduates will have more exposure to the real job market demand during their high school education. As a result, the high school graduated will be better able to serve in the firms of service sector. They mentioned that they conduct short training programs to train their newly recruited employees so that they are able to perform their everyday assignments. But they indicated that this is rather an adhoc type of solution. They repeatedly focused on the role of the government to set up proper training institutes in order to train the recent graduates to train them

up with desirable qualities to increase their employability.

4.1.2 Teachers' feedback:

During the questionnaire survey, the high school teachers mentioned that they are aware of what each of the ten qualities does mean. According to the high school teachers, those ten skills are very much important for individual's working life and productivity of service industry as a whole. But they indicated that the present curriculum of high school is not serving the purpose of training the high school graduates with the desirable qualities mentioned above. They stressed on modifying the existing curriculum so that it covers the looked-for training of the desirable ten characteristics. The teachers mentioned that there should be coordination by the government between the industry and the schools in this regard. They mentioned that they do not have any experience of working together with service industry to develop curriculum for teaching these skills. According to them, government should also play a vital role in this context as coordinator. The industry should inform about the current level of those qualities prevalent among their employees. After a careful review of the need assessment provided by the firms, high school teachers will come up with proper methods of modifying the existing syllabus so that it enables the high school graduates to be equipped with the desirable ten qualities.

4.2 Policy Recommendations

From various studies mentioned in the literature review section of this thesis, ten desirable qualities have been found to be very effective in increasing the employability and overall productivity of the employees in the firms of service sector. Research questions have been formulated mainly to know about the opinions of the employers about the necessity of the desirable ten qualities to increase the productivity of their employees, the current level of the

desirable qualities among their employees, the opinion of high school teachers about the degree of existence of ten qualities in the high school curriculum, what are the main causes of the problem, how industry and high school can work together to solve this problem, and what is the optimum role of the government to overcome this problem.

According to the feedback from both the employers and the high school teachers, the ten qualities are also essential to meet the demand of the job market in the service sector and to increase the productivity of the employees. But there is a severe lack of those ten qualities among the employees which is responsible for their poor performance in the job. The curriculum of high school is also not well designed to incorporate those desirable ten skills among the students.

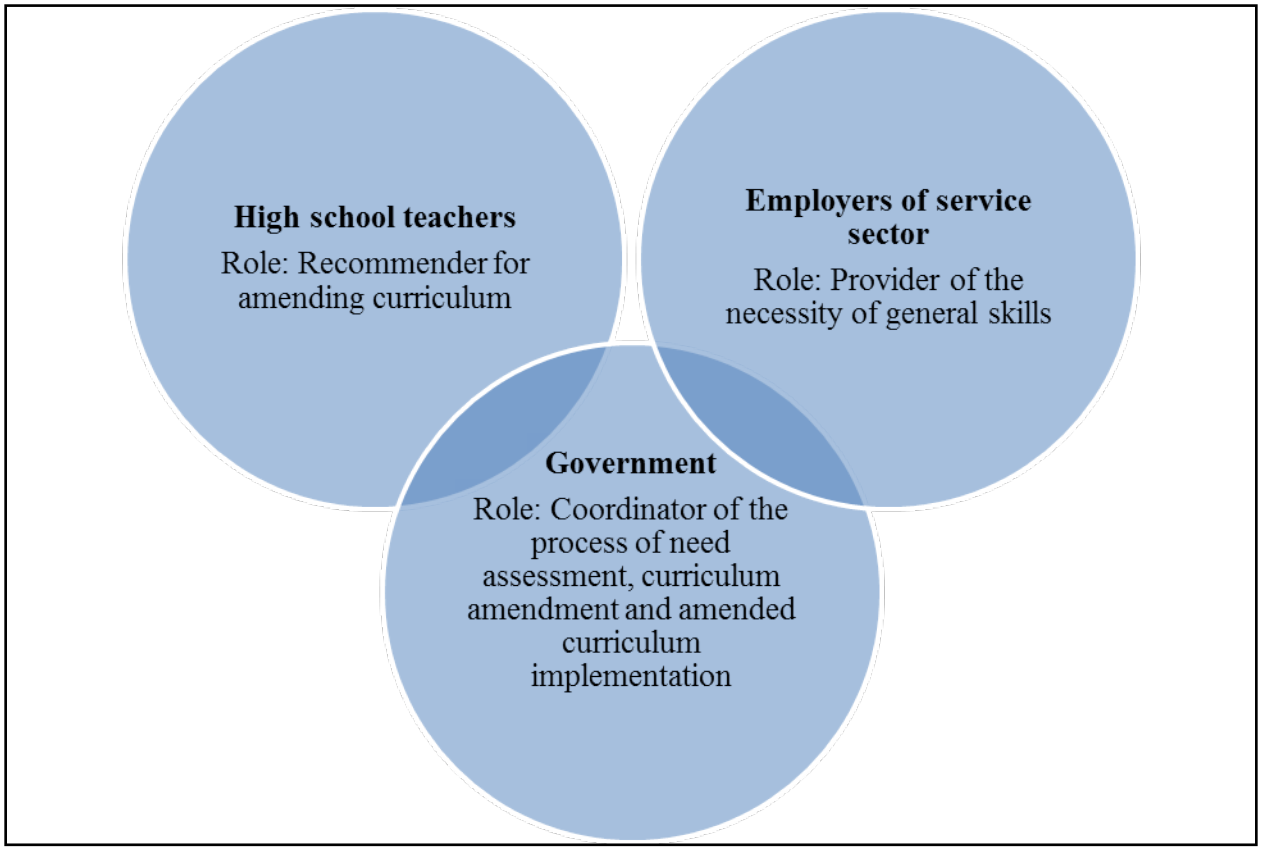

Fig. 31: The relationships among government, industry and school for curriculum development and implementation

Government should coordinate between the service sectors industries and the high schools to properly address the problem of skill mismatch in the service sector of Bangladesh. The firms of service sector should help to assess the need of desirable qualities among the potential employees. They should come up with comprehensive lists of their requirements regarding the ten qualities. From the analysis of data, it was found that the sample service sector firms stressed more or less on all of ten desirable qualities, namely communication skills, analytical capacities, information technology skills, flexibility, interpersonal abilities, leadership qualities, adaptability to cultural diversity, planning and organizing capacities, creativity in terms of problem-solving and reasoning and ability to work in a group setting. The employers of the service sector should clearly mention what additional qualities they think are the most important to satisfy their needs as well as to increase the overall employability of a newly recruited employee.

After a careful and thorough need assessment, the school curriculum should be revisited. It should be reexamined to find out the gaps and loopholes that should be mended to satisfy the purpose of improving the desirable ten qualities. The results demonstrate that there is a severe lack of prevalence of the ten desirable qualities in the curriculum of high school. As mentioned before, National Curriculum and Textbook Board (NCTB) were formed to function as the national curriculum agency for the country as a whole. It has been assigned the task of curriculum and instructional materials development. NCTB should find out the proper way to incorporate the desirable ten general characteristics discussed before to enhance the overall productivity of the employees in the service sector by modifying the existing curriculum in the high school level.

Both the employers and the high school teachers recommended to modify the existing

high school curriculum so that it incorporates the desirable ten characteristics. On the basis of literature reviewed in this thesis and the responses from the employers and the high school teachers to the questionnaire designed for them, the policy recommendations for incorporating and improving the existing level of those ten characteristics in the curriculum of high schools in Bangladesh can be summarized as below:

(1) The employers of the service sector in Bangladesh have reported that the employees in this sector are lacking the desirable ten qualities to perform satisfactorily their assigned everyday responsibilities in the job. The high school teachers also expressed similar opinion that graduating high school students often lack the ten qualities desirable by the employers. Therefore, some policy measures are necessary to address the problem of skill mismatch.

(2) The main cause of this deficiency problem is improperly designed curriculum in the high school level in the prevailing education system of Bangladesh as mentioned by both the employers as well as high school teachers. The high school teachers indicated that the existing curriculum in the high school level does not include proper materials that cover all the ten qualities that have been mentioned important to increase the productivity of the employees in the service sector of Bangladesh. As a result, the deficiency should be mended by introducing appropriately designed curriculum.

(3) The employers mentioned that they are trying to minimize the problem by arranging short-term trainings for the newly recruited employees for their organizations. But such a solution cannot be granted as permanent one. The high school teachers expressed that they are ready to offer required suggestions to modify the existing curriculum in the high school level so that it equips the graduating high school students with the ten desirable qualities. At present,

the government is not playing a satisfactory role in this regard. The government has not yet intervened to explore deep inside the problem and take necessary steps to mitigate the problem. So, proper role-play by the government, employers and the high school teachers should be done.

(4) At present, it is evident from the interview conducted both for the employers and the high school teachers that there is no working relationship between the employers of the service sector and the high schools of Bangladesh. But both of them mentioned that such relationship is an extremely important precondition to reduce the problem of skill mismatch in the service sector of Bangladesh. Hence, relationship must be established between the firms of service sectors and the high school teachers to eradicate the problem of skill mismatch.

(5) Both the employers as well as the high school teachers expressed their earnest interest to be involved to solve the problem of skill mismatch. But they repeatedly mentioned that the government should act as central coordinator in the overall modification and implementation processes of the curriculum. In the absence of such a coordinator, they are unable to participate in the processes mentioned by their own initiatives. As a result, government should come forward to coordinate the processes of curriculum amendment and implementation.

(6) The government has a very strong and vital role to play to solve the existing problem of skill mismatch in the service sector. It should act as the main coordinator in the overall process of curriculum amendment. It should convene the employers to provide a list of desirable qualities of their employees and the existing level of those qualities among them. It should also assemble the high school teachers to assess the necessity and existing level of the ten desirable qualities in the curriculum of high school education in Bangladesh. It should ask the high school teachers to come up with comprehensive suggestions regarding the proper amendment of the existing curriculum. It should request the high school teachers to develop

appropriate materials to be incorporated into the existing curriculum so that it can enlighten the graduating high school students with the desirable ten qualities which will enable them to be more productive in the service sector. Finally the Government should enforce the amended curriculum to be followed in the high schools in Bangladesh.

The employers of service sector in Bangladesh are supposed to come up with a comprehensive list of desirable qualities among the potential employees. They should clearly mention that the existing levels of those qualities are not up to the mark among their employees. They should also indicate that those qualities among the employees are vital to increase the productivity of the employees and consequently the entire service sector.

The high school teachers are also expected to mention that the existing curriculum is lacking enough materials to train the high school students with the desirable qualities desired by the employers of the service sector. They should come up with definite and concrete suggestions regarding the methods of modifying the existing curriculum of the high school education of Bangladesh. They should also prepare the new materials to be included in the new amended curriculum to enrich the high school students with the desirable qualities.

APPENDICES

Appendix I

Questionnaire for industry

Important Notes to the Respondents

- You are not required to identify yourself and your responses can not lead to your identification. Answering this questionnaire present no risk whatsoever.
- Please feel free to seek any clarification and ask any question regarding this questionnaire from the investigator. All responses will be treated with strict confidentiality and will be used for academic research purposes only.
- Your individual opinion is highly desirable; therefore, please do not consult with others during your response to this questionnaire.

  The questionnaire should not take more than ten minutes or so to complete.

  Please note that there is no right or wrong answers. Your individual opinion is the most useful here. Please answer all the questions. The researcher is Rahman, A.K.M. Anisur, and the done research is a thesis for the partial fulfillment of master's degree in KDI School of Public Policy and Management. Thank you for your cooperation.

Questionnaire for industry:

Name of the organization	
Name of the respondent	
Designation	
Signature and date	

Q 1: To what extent do you think the following characteristics are required for the employees to perform at desired level?

A: Please respond to the questions by indicating on a scale from 1~5 where your experience lies: 1=not at all, 2=little, 3=moderate, 4=much and 5=very much

No	Desirable Attributes (brief definition & characteristics)	Extent
1	Communication skills (ability of listening, speaking and writing effectively)	
2	Analytical capacities (ability to visualize, gather information, articulate, analyze, solve complex problems, and make decisions)	
3	Information technology skills (basic understanding of computer hardware and software)	
4	Flexibility (ability to effectively prioritize and juggle multiple concurrent projects)	
5	Interpersonal abilities (quality of relating the employee to his co-workers, inspire others to participate, and mitigate conflict with co-workers)	
6	Leadership qualities (ability to take the lead in assigned group activities)	
7	Adaptability to cultural diversity (sensitivity and awareness to other people and cultures)	
8	Planning and organizing capacities (ability of an employee to design, plan, organize, and implement projects and	

	tasks within an allotted timeframe)	
9	Creativity in terms of problem-solving and reasoning (ability to find solutions to problems using creativity, reasoning, and past experiences along with the available information and resources)	
10	Ability to work in a group setting to perform their everyday responsibilities in the organization. (ability to work with others in a professional manner while attempting to achieve a common goal)	

Q 2: What is the current level of the following characteristics among your employees?

A: Please respond to the questions by indicating on a scale from 1~5 where your experience lies:

1=very poor, 2=poor, 3=moderate, 4= good and 5=very good

No	Desirable Attributes (brief definition & characteristics)	Extent
1	Communication skills (ability of listening, speaking and writing effectively)	
2	Analytical capacities (ability to visualize, gather information, articulate, analyze, solve complex problems, and make decisions)	
3	Information technology skills (basic understanding of computer hardware and software)	
4	Flexibility (ability to effectively prioritize and juggle multiple concurrent projects)	
5	Interpersonal abilities (quality of relating the employee to his co-workers, inspire others to participate, and mitigate conflict with co-workers)	
6	Leadership qualities (ability to take the lead in assigned group activities)	
7	Adaptability to cultural diversity (sensitivity and awareness to other people and cultures)	
8	Planning and organizing capacities	

	(ability of an employee to design, plan, organize, and implement projects and tasks within an allotted timeframe)	
9	creativity in terms of problem-solving and reasoning (ability to find solutions to problems using creativity, reasoning, and past experiences along with the available information and resources)	
10	Ability to work in a group setting to perform their everyday responsibilities in the organization. (ability to work with others in a professional manner while attempting to achieve a common goal)	

Q3. Please express your brief opinion regarding the following issues:

(a) What are the main causes of the deficiency problem?

(b) How are you responding to this problem?

(c) What do you think need to be done to solve this problem by:

(i) Government?

(ii)Schools? What they can do?

(d) Are you willing to work to solve this problem?

(e) Whether there is any working relationship between them and schools in terms of curriculum development or employment guidance? If there is, what is the effect?

Appendix II

Questionnaire for high school

Important Notes to the Respondents

- You are not required to identify yourself and your responses can not lead to your identification.
- Answering this questionnaire present no risk whatsoever.
- Please feel free to seek any clarification and ask any question regarding this questionnaire from the investigator.
- All responses will be treated with strict confidentiality and will be used for academic research purposes only.
- Your individual opinion is highly desirable; therefore, please do not consult with others during your response to this questionnaire.

The questionnaire should not take more than ten minutes or so to complete.

Please note that there is no right or wrong answers. Your individual opinion is the most useful here.

Please answer all the questions.

Researcher: Rahman, A.K.M. Anisur

Research done for a thesis for the partial fulfillment of master's degree in KDI School of Public Policy and Management

Thank you for your cooperation.

Questionnaire for high school teachers:

Name of the organization	
Name of the respondent	
Designation	
Signature and date	

Q 1: To what extent do you think the following characteristics are prevalent in the curriculum of secondary school?

A: Please respond to the questions by indicating on a scale from 1~5 where your experience lies: 1=not at all, 2=little, 3=moderate, 4=much and 5=very much

No	Desirable Attributes (brief definition & characteristics)	Extent
1	Communication skills (ability of listening, speaking and writing effectively)	
2	Analytical capacities (ability to visualize, gather information, articulate, analyze, solve complex problems, and make decisions)	
3	Information technology skills (basic understanding of computer hardware and software)	
4	Flexibility (ability to effectively prioritize and juggle multiple concurrent projects)	
5	Interpersonal abilities (quality of relating the employee to his co-workers, inspire others to participate, and mitigate conflict with co-workers)	
6	Leadership qualities (ability to take the lead in assigned group activities)	
7	Adaptability to cultural diversity (sensitivity and awareness to other people and cultures)	
8	Planning and organizing capacities	

	(ability of an employee to design, plan, organize, and implement projects and tasks within an allotted timeframe)	
9	creativity in terms of problem-solving and reasoning (ability to find solutions to problems using creativity, reasoning, and past experiences along with the available information and resources)	
10	Ability to work in a group setting to perform their everyday responsibilities in the organization. (ability to work with others in a professional manner while attempting to achieve a common goal)	

Q 2: Please express your brief opinion regarding the following issues:

(a) What method(s) do you think to be appropriate to incorporate those skills in the curriculum of high school?

(b) Do you know what each of 10 skills means?

(c) How they are important for individual's working life and productivity of service industry? (d) Do you have any experience of working together with service industry to develop curriculum for teaching these skills?

(e) To solve this problem, what should be the role and responsibilities of

(i) governments?

(ii)firms?

(iii)schools?

Appendix III

The Present Education System in Bangladesh

The current education system of Bangladesh may be categorized in broad sense into three major stages:

(i) Primary

(ii) Secondary and

(iii) Tertiary education.

On the basis of controlling authority, the education system is practically divided into two principal streams:

(i) Primary education (Grade I-V): Primary education institutions are operated by the Ministry of Primary and Mass Education (MOPME).

(ii) Post-primary education (Grade VI- above): It encompasses all other levels from junior secondary to higher education. This is administered by the Ministry of Education (MOE).

On the basis of curriculum followed, the post-primary stream of education is classified into four types:

(i) General education

(ii) Madrasah education

(iii) Technical-vocational education and

(iv) Professional education.

For brevity, only the general education - most prevalent one - is described in details below.

1. General Education

a) Primary education

The very first tier of education consists of 5 years of formal schooling (from class/grades I to V). At this stage, education usually starts at 6 and above years of age up to 11 years. Primary schools under the supervision of Ministry of Primary and Mass Education (MOPME) are entrusted to impart primary education. In addition to that, other types of institutions such as kindergartens and junior sections attached to English medium schools, particularly in the urban areas, are also supplementing the government and private-run primary schools. After completing the 5-year schooling of primary education, the students appear at public examination called the Primary School Certificate (P.S.C.) examination conducted by the Ministry of Primary and Mass Education (MOPME).

b) Secondary education

The second tier of education consists of 7 (3+2+2) years of formal schooling. The first 3 years (grades VI-VIII) is called junior secondary level. The next 2 years (grades IX -X) is known as secondary level. The ending 2 years (grades XI - XII) is termed as higher secondary level.

After the end of junior secondary education (grades VI -VIII), the students are supposed to appear at the public examination called Junior School Certificate (J.S.C.) examination. The Boards of Intermediate and Secondary Educations (BISE) under the control of the Ministry of Education (MOE) conduct the J.S.C. examination. At present, there are seven such Boards at different places in Bangladesh to administer the J.S.C. examination throughout the country.

After three years of schooling in junior secondary level(grades VI-VIII), the courses become diversified. The students follow one of the natural sciences, social sciences or business

studies branches in high schools (grades IX -X). Vocational and trade institutes or schools offer vocational and technical courses in the secondary level (grades IX -X). After the end of secondary education (grades IX -X), the students are supposed to appear at the public examination called Secondary School Certificate (S.S.C.) examination. Like the J.S.C. examination, The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination.

The secondary education is designed in such a way that it prepares the students to enter into the higher secondary stage. The duration of the course in higher secondary stage is two-year (XI - XII).Higher secondary education is offered by Intermediate Colleges or by intermediate section of bachelors' or master's degree awarding colleges. After the end of higher secondary education (grades XI -XII), the students are again supposed to appear at the public examination called Higher Secondary Certificate (H.S.C.) examination. Like the J.S.C. and S.S.C. examinations, the Boards of Intermediate and Secondary Educations (BISE) conduct the H.S.C. examination.

c) Tertiary Education

i) College: The third tier of education consists of 2-6 years of formal schooling in college. The minimum requirement for entrance into higher education is the Higher Secondary Certificate (H.S.C.). Students who pass the H.S.C. examination are qualified to enroll in 3-year bachelors' degree pass courses. They may also enroll in 4-year bachelors' degree honors courses in degree level colleges or in the universities. After successful completion of either a pass or an honors bachelors' degree course, one can continue his higher studies and enroll in the master's degree courses. The duration of master's degree courses are one year for honors bachelors' degree holders but two years for pass bachelors' degree holders.

After the end of tertiary education in college, the students are supposed to appear at the public examination to qualify themselves for bachelors' and masters' degrees. A special university named Bangladesh National University (BNU) has been established to coordinate the tertiary level college education in Bangladesh. It conducts the public examination for awarding bachelors' and master's degree to the tertiary level college students.

ii) University: Universities also offer the third tier of education. At present, there are in total of 73 universities in Bangladesh. Among these, 21 universities are public universities and the other 52 are private universities. Among21 public universities, 19 universities provide regular on-campus education. The other two, namely Bangladesh Open University (BOU) and Bangladesh National University (BNU) play their roles as coordinators. It has already been mentioned that Bangladesh National University (BNU) coordinates the tertiary level college education and conducts public examinations for awarding bachelors' and master's degrees. Bangladesh Open University (BOU), on the other hand, has been established to conduct out-of-campus distance learning programs in the field of teachers' education. It offers Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) degrees.

"Bangabandhu Sheikh Mujib Medical University" is the only public medical university in the country. This specialized university offers higher degree courses in medical education. It awards FCPS Degree in the medical education disciplines. It also awards diploma courses in 12 disciplines, MD degree in 15 disciplines and MS courses in 8 disciplines.

Both the M. Phil. as well as Ph. D. degrees are offered only in the public universities. For those aspiring to pursue their careers in research, they may get themselves admitted into M.Phil.and Ph.D. courses in their chosen areas of specialization. Usually the M.Phil.degree requires duration of 2 years and the Ph.D.degree requires duration of 4 years.

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