

Human Resources Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh

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ABSTRACT

Principal institutional mechanism for developing human skills and potentials is the formal educational system. A country may have well defined policy infrastructure, facilities, well equipped laboratories and libraries, but it can hardly achieve its educational goals unless it has committed and competent teachers. In recent years considerable concern has been felt in the sphere of teacher education, regarding quality of teachers and instructional material. Very specifically findings of this research may reveal the challenges implementing Human Resources Development Program in teacher training/education institutions. It requires coping with change in a positioned constructive manner. Teacher training/education institutions must be redesigned so as to be consistent with human resource development and help create a congenial atmosphere, observing international standard. The major concern in the teacher education course should be educational excellence, for which institutes for teachers education must be, human resources development driven. The research in human resource development in institutes for teacher education would go a long way in making the institutes, human resource development oriented. The research studies on human resource development in Bangladesh are very rare and far behind (actually HRD is a new subject in Bangladesh's Education System). So far, few studies to the knowledge of the researcher have been carried out in Bangladesh involving the study of the variable human resource development climate (HRDC), performance appraisal (PERAP), induction in-service education (INS) and training needs (TN) of teacher educators. Hence the present investigation is on "Human Resources Development in context of challenges of globalization with reference to Teacher Education in Bangladesh." A study of this kind would highlight the dimensions, which can be manipulated to upgrade the human resource development in teacher educators working in institutes for teachers' education to velocity with global threats. This may also help in planning the resources to be tapped and utilized in its best optimum level. The present study aims at identifying certain variables related to human resource development in teacher educators, working in institutes for teacher's education.

Keywords: *HRM practices, developing country, Globalization, Governance, Bangladesh*

INTRODUCTION

Human resource development, education, management and teacher education in context of challenges of globalization with reference to teacher education in Bangladesh are highlighted. Human resource development (HRD) has been an important area of research practice. The purpose of HRD policy is the development of Human Resources. In a widely cited paper, (Sriyen, 1997) found human resource development as the process of increasing knowledge, skills, and the capacity of people in society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resources development prepares people for adult participation in the political processes particularly as citizens in a democracy. From the social and cultural point of view, the development of human resources helps people to lead richer and fuller lives, less bound by tradition. The challenge of development is to improve the quality of life. Most of the economists argue that it is the human resources of a nation, not its physical capital or its natural resources that ultimately determine the character and velocity of its economic and social development. Not gold but only men, can make a nation a great and strong.

According to late Professor Frederick Harbison of Princeton University, Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations, and carry forward national development (Michael, 2000). Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else. Dag Hammarskjold stated, "Fundamentally man is the key to all problems, not money. Funds are valuable only when used by trained, experienced, and devoted men and women. Such people on the other hand can work miracles even with small resources and draw wealth out of a barren land", cited in UN report 1995. For example Americans have captured Bangladesh Economy due to their developed Human Resources. Countries which have recognized and paid particular attention to developing Human Resources well in time, have been able to bypass different stages of industrialization and to make technological "leaps" to confront globalization. Therefore, more than ever before, we need to plan for the future, which requires us to take stock of our current situation and to find ways to combat global threat (Sriyen, 1997). The fusion of computing and communication has broken the bonds of cost, time and distance launching an era of global information networking – communication change economic competition, empowerment and culture, inspiring global conversation. Today knowledge is being depersonalized, deterritorialized and globalized. It is being taken out of its traditional context and disseminated by new media of communication. The emergence of

Internationalization is favored by the fact that our societies are now organized around knowledge production, having evolved from an industrial development mode into a communications development mode.

The reason for the increased importance of HRD in achieving socioeconomic development lies largely in the emergence of knowledge work, technological advancement and the demand for information and their relationship to globalization is supported by Drucker (1992). One major trend with implications for HRD is globalization. It is fostered not only by technological change and the continually falling costs of communication and transport but also by the decisions of developing countries like Bangladesh to embrace market oriented development strategies and to open their countries increasingly to the world economy. Competitiveness of both nations and enterprises will be on an international basis. World-wide competition has increased and resultantly the velocity of economic change has accelerated and the process of development has become less predictable. A key contributor in this regard is the knowledge and skills of the workforce. In fact the education and skills of the workforce will be the key competitive weapon for the rest of the 1990s as well as for the 21st century (Thurow, 1992). Many of the rich economies in Asia are reviewing their education systems with a view to make the changes needed to produce creative individuals who will increasingly add value to the economy.

OBJECTIVES

The objectives of the study are as follow:

1. To assess the difference in perception of human resource development of teacher education.
2. To explore the perception of performance appraisal of teacher education.
3. To find out the difference in perception of in-service education of teacher education.
4. To identify the difference in perception for Human Resource Development in the Context of challenges of Globalization.
5. To evaluate the correlation between human resources development Human Resource Development of challenges of Globalization.

METHODOLOGY

Study design: The design of the study was survey type.

Study area: The study was conducted at Dhaka District in Bangladesh.

Sources of Data: Data were collected from primary and secondary sources.

Sources of Primary Data: Primary Data were collected from the respondents of the study area.

Sources of Secondary Data: Secondary Data were collected from Books, Research Report, Journal, Internet etc.

Sampling method: Purposive sampling method was used for the study.

Sample size: Total 400 respondents were selected for the study. The respondents of the study were Teachers-100, Human Resource officers of Copanies-100, Human Resource Experts-100, and Educationists-100.

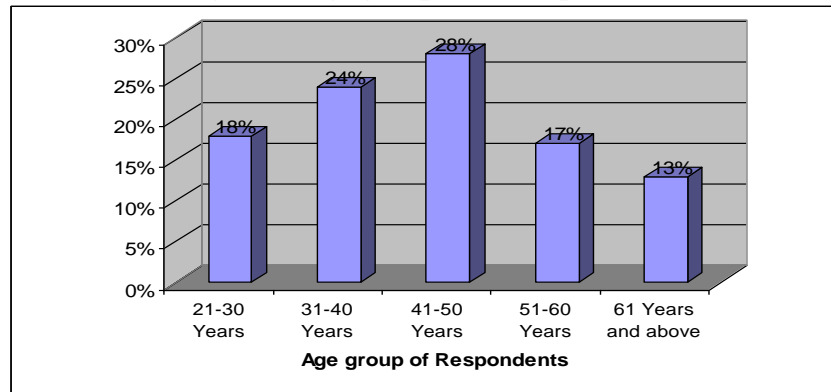
Tools for data collection: Questionnaire was used for data collection.

Method of data collection: Primary data were collected from the respondents by face to face interview with the respondents and secondary data were collected by reviewing secondary sources.

Data analysis: Collected data were analyzed by using computer program Microsoft Excel.

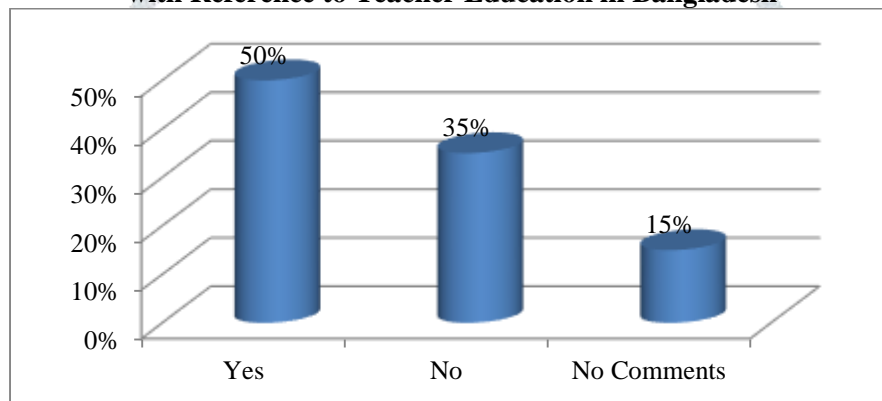
RESULTS AND DISCUSSION

Figure 1: Age group of the respondents



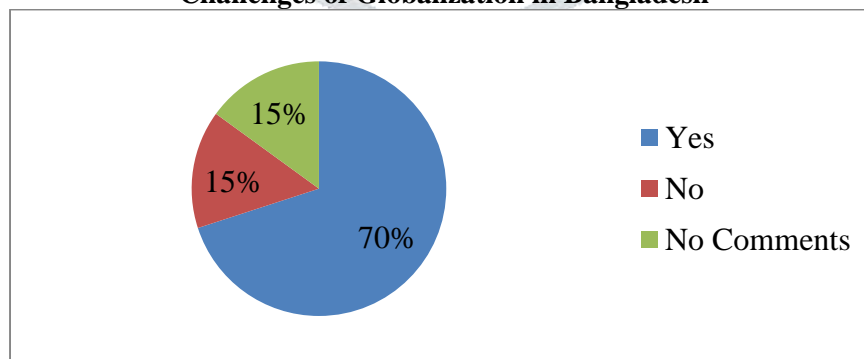
From the result it was found that Age group 41-50 was 28% which was maximum, Age group 31-40 was 24% which was second position, Age group 21-30 was 18% which was third position, Age group 51-60 was 17% which was fourth position and age group 61 and above was 13% which was the minimum.

Figure 2: People have idea about Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh



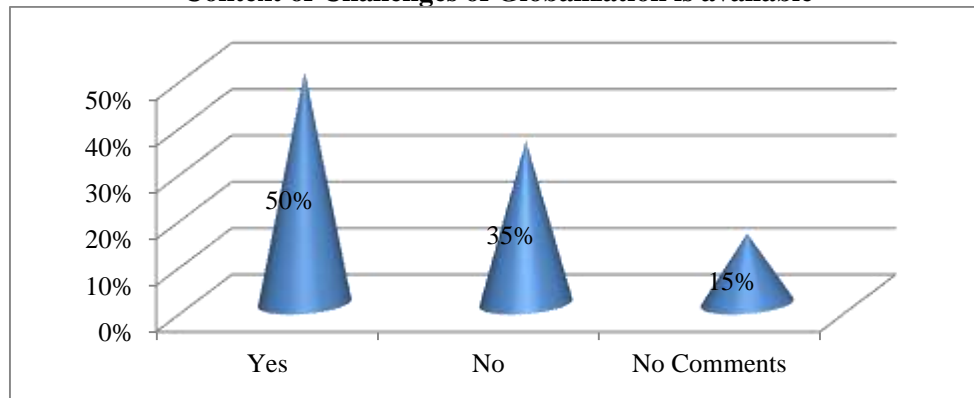
From the result was found that 50% respondents express positive about Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh, 35% respondents express negative about Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh, and 15% respondents express nothing about Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh,.

Figure 3: Current rules & regulation are favorable for Human Resource Development in the Context of Challenges of Globalization in Bangladesh



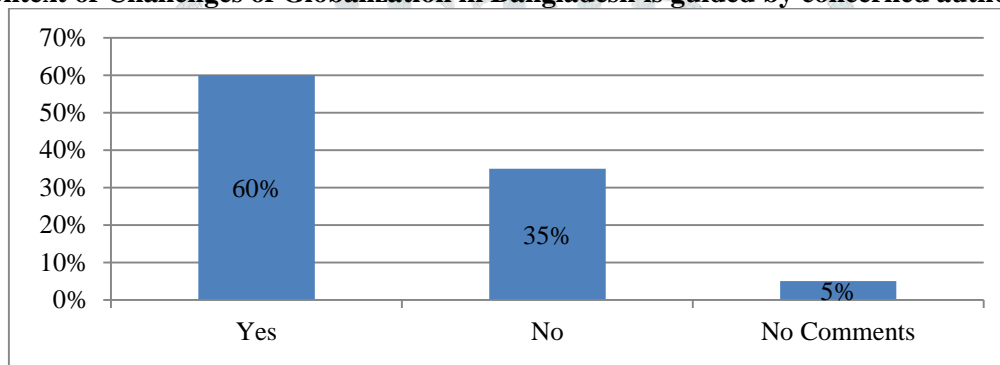
From the result was found that 70% respondents express positive about rules & regulation for Human Resource Development in the Context of Challenges of Globalization in Bangladesh is favorable, 15% respondents express negative about rules & regulation for Human Resource Development in the Context of Challenges of Globalization in Bangladesh is favorable, and 15% respondents express nothing about rules & regulation for Human Resource Development in the Context of Challenges of Globalization in Bangladesh is favorable.

Figure 4: People know proper knowledge of the Human Resource Development in the Context of Challenges of Globalization is available



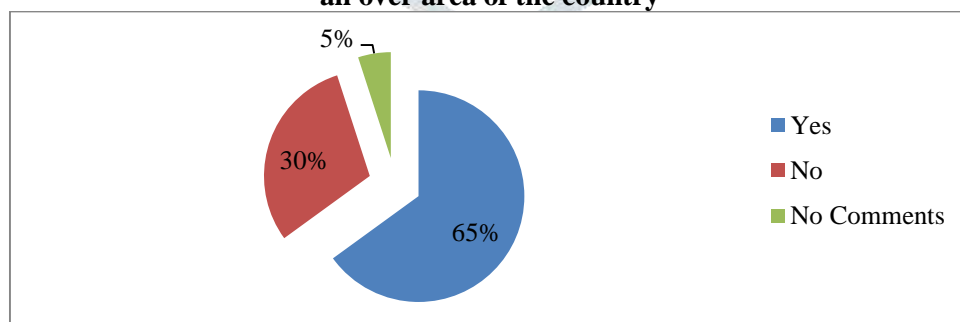
From the result was found that 50% respondents express positive about proper knowledge of Human Resource Development in the Context of Challenges of Globalization is available, 35% respondents express negative about proper knowledge of Human Resource Development in the Context of Challenges of Globalization is available and 15% respondents express nothing about proper knowledge of Human Resource Development in the Context of Challenges of Globalization in Bangladesh is available.

Figure 5: People know the proper practice of the Human Resource Development in the Context of Challenges of Globalization in Bangladesh is guided by concerned authority



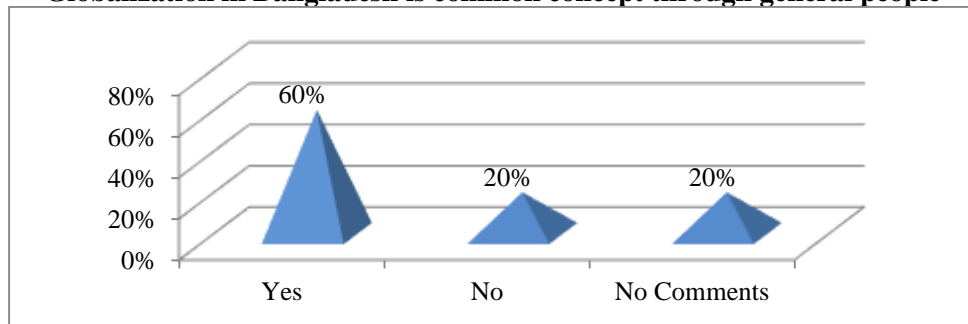
From the result was found that 60% respondents express positive about proper practice of Human Resource Development in the Context of Challenges of Globalization in Bangladesh is guided by concerned authority , 35% respondents express negative about proper practice of Human Resource Development in the Context of Challenges of Globalization in Bangladesh is guided by concerned authority and 5% respondents express nothing about proper practice of Human Resource Development in the Context of Challenges of Globalization is guided by concerned authority in Bangladesh.

Figure 6: Human Resource Development with Reference to Teacher Education in Bangladesh is well known to all over area of the country



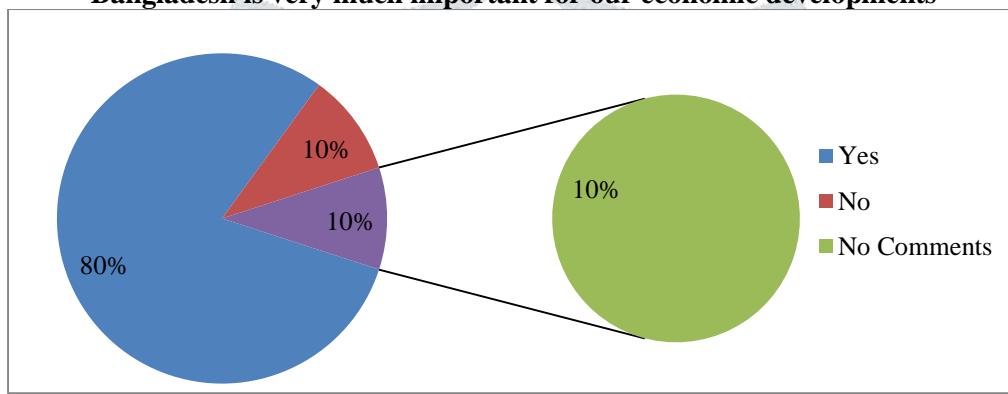
From the result was found that 65% respondents express positive about well known to all over area of the country of Human Resource Development with Reference to Teacher Education in Bangladesh, 30% respondents express negative about well known to all over area of the country of Human Resource Development with Reference to Teacher Education in Bangladesh and 5% respondents express nothing about well known to all over area of the country Human Resource Development with Reference to Teacher Education in Bangladesh.

Figure 7: Human Resource Development in the Context of Challenges of Globalization in Bangladesh is common concept through general people



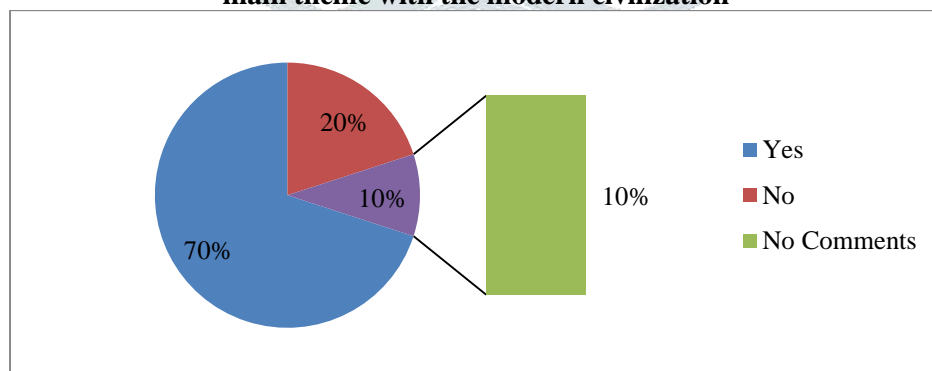
From the result was found that 60% respondents express positive about common concept through general people to the Human Resource Development in the Context of Challenges of Globalization in Bangladesh, 20% respondents express negative about common concept through general people to the Human Resource Development in the Context of Challenges of Globalization in Bangladesh and 20% respondents express nothing about common concept through general people to the Human Resource Development in the Context of Challenges of Globalization in Bangladesh.

Figure 8: Human Resource Development in the Context of Challenges of Globalization in Bangladesh is very much important for our economic developments



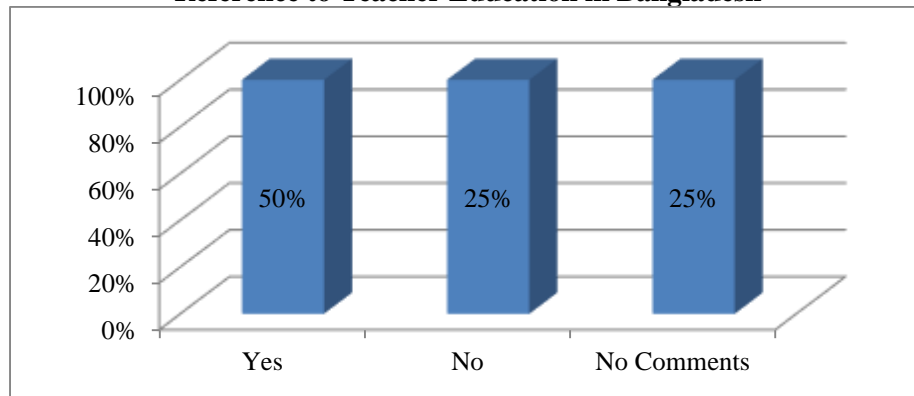
From the result was found that 80% respondents express positive about very much important for our economic development of Human Resource Development in the Context of Challenges of Globalization in Bangladesh, 10% respondents express negative about very much important for our economic development of Human Resource Development in the Context of Challenges of Globalization in Bangladesh and 10% respondents express nothing about very much important for our economic development of Human Resource Development in the Context of Challenges of Globalization in Bangladesh.

Figure 9: Human Resource Development in Bangladesh should be changing its main theme with the modern civilization



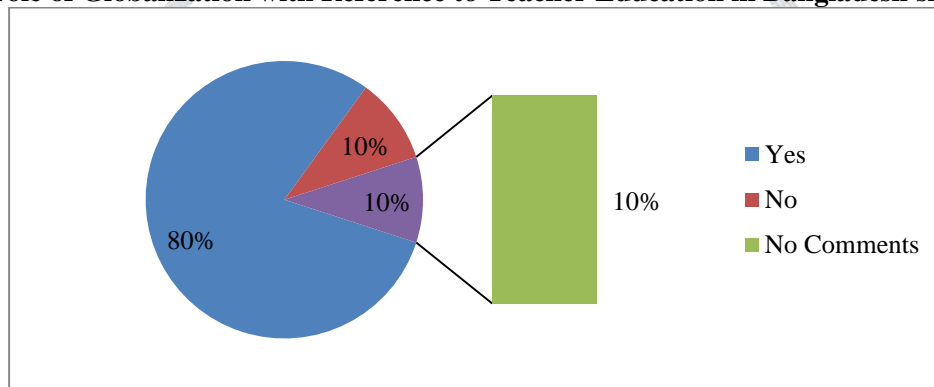
From the result was found that 70% respondents express positive about changing its main theme with the modern civilization of Human Resource Development in Bangladesh, 20% respondents express negative about changing its main theme with the modern civilization of Human Resource Development in Bangladesh and 10% respondents express nothing about changing its main theme with the modern civilization of Human Resource Development in Bangladesh.

Figure 10: specific objective should be developed for the Globalization with Reference to Teacher Education in Bangladesh



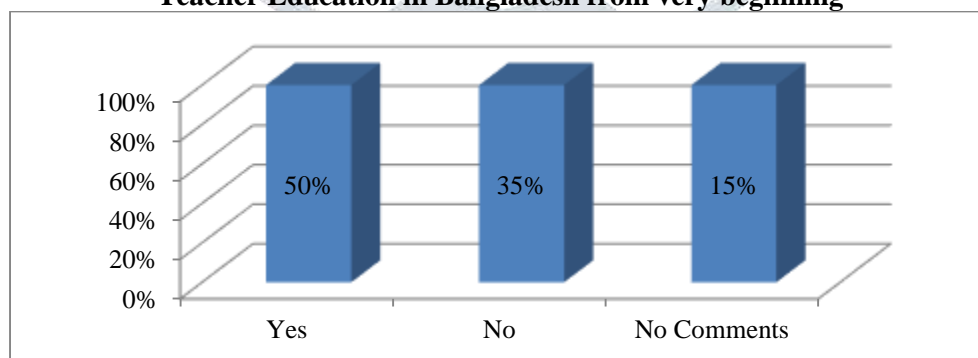
From the result was found that 50% respondents express positive about specific objective should be developed of Globalization with Reference to Teacher Education in Bangladesh, 25% respondents express negative about specific objective should be developed of Globalization with Reference to Teacher Education in Bangladesh and 25% respondents express nothing about specific objective should be developed of Globalization with Reference to Teacher Education in Bangladesh.

Figure 11: The role of Globalization with Reference to Teacher Education in Bangladesh should be modified



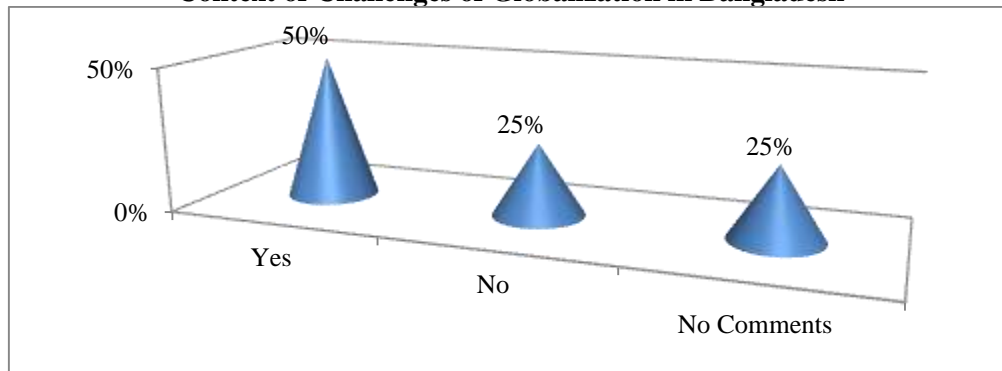
From the result was found that 80% respondents express positive about modification of Globalization with Reference to Teacher Education in Bangladesh, 10% respondents express negative about modification of Globalization with Reference to Teacher Education in Bangladesh and 10% respondents express nothing about modification of Globalization with Reference to Teacher Education in Bangladesh.

Figure 12: People have idea about the Globalization with Reference to Teacher Education in Bangladesh from very beginning



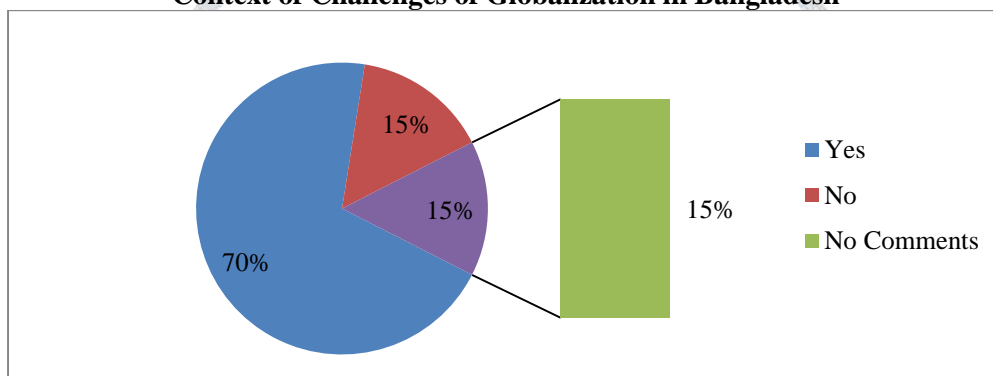
From the result was found that 50% respondents express positive about any idea of the Globalization with Reference to Teacher Education in Bangladesh from very beginning, 35% respondents express negative about any idea of the Globalization with Reference to Teacher Education in Bangladesh from very beginning and 15% respondents express nothing about any idea of the Globalization with Reference to Teacher Education in Bangladesh from very beginning in Bangladesh.

Figure 13: People have any bad idea about the Human Resource Development in the Context of Challenges of Globalization in Bangladesh



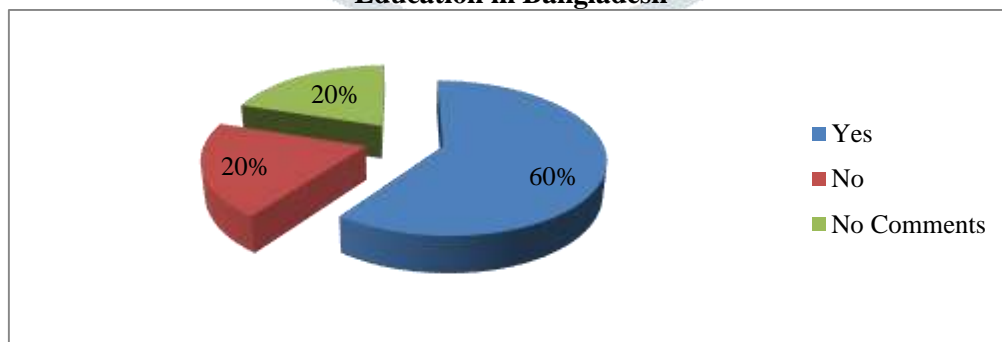
From the result was found that 50% respondents express positive about bad idea of the Human Resource Development in the Context of Challenges of Globalization in Bangladesh, 35% respondents express negative about bad idea of the Human Resource Development in the Context of Challenges of Globalization in Bangladesh and 15% respondents express nothing about bad idea of the Human Resource Development in the Context of Challenges of Globalization in Bangladesh.

Figure 14: People have enough faith about the role of Human Resource Development in the Context of Challenges of Globalization in Bangladesh



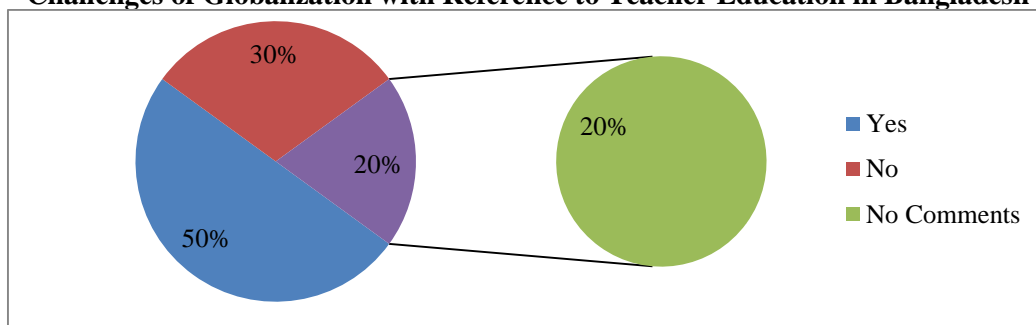
From the result was found that 70% respondents express positive about enough faith of Human Resource Development in the Context of Challenges of Globalization in Bangladesh, 15% respondents express negative about enough faith of Human Resource Development in the Context of Challenges of Globalization in Bangladesh and 15% respondents express nothing about enough faith of Human Resource Development in the Context of Challenges of Globalization in Bangladesh.

Figure 15: Proper monitoring policy is sufficient for the Challenges of Globalization with Reference to Teacher Education in Bangladesh



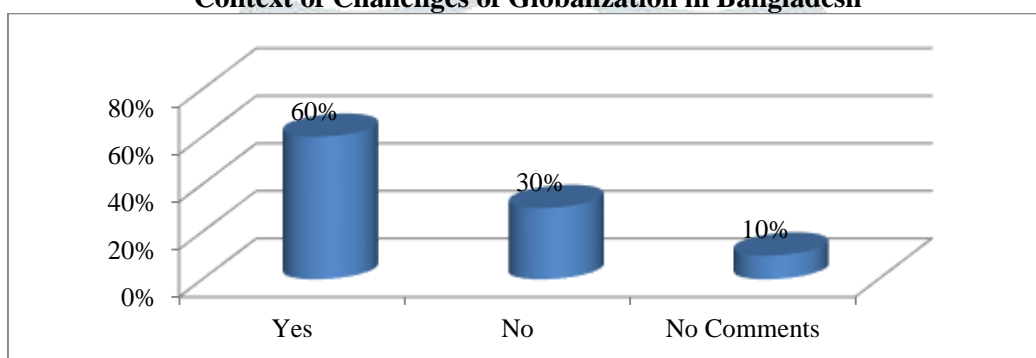
From the result was found that 60% respondents express positive about proper monitoring policy is very good of the Challenges of Globalization with Reference to Teacher Education in Bangladesh, 20% respondents express negative about proper monitoring policy is very good of the Challenges of Globalization with Reference to Teacher Education in Bangladesh and 20% respondents express nothing about proper monitoring policy is very good of the Challenges of Globalization with Reference to Teacher Education in Bangladesh.

Figure 16: People have any idea about the relation between Bangladesh governments and authority of Challenges of Globalization with Reference to Teacher Education in Bangladesh



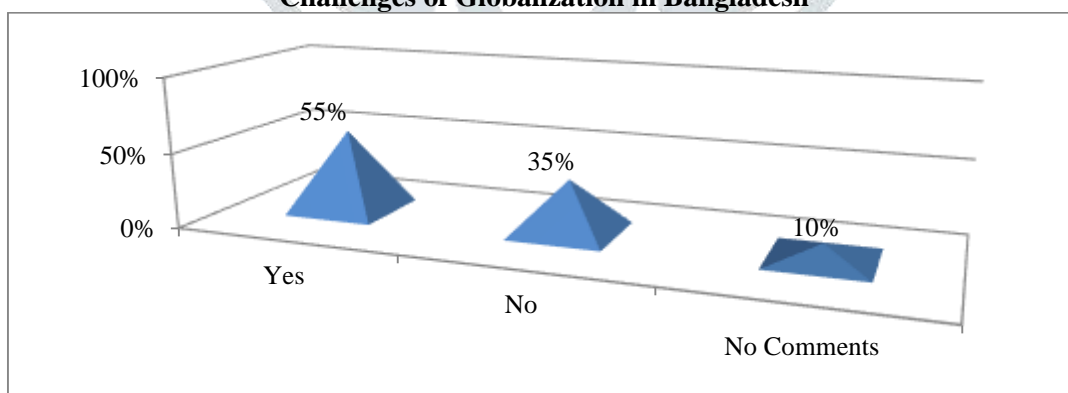
From the result was found that 50% respondents express positive about the relation between governments and authority of Challenges of Globalization with Reference to Teacher Education in Bangladesh, 30% respondents express negative about the relation between governments and authority of Challenges of Globalization with Reference to Teacher Education in Bangladesh and 20% respondents express nothing about the relation between governments and authority of Challenges of Globalization with Reference to Teacher Education in Bangladesh.

Figure 17: People have any involvement with the Human Resource Development in the Context of Challenges of Globalization in Bangladesh



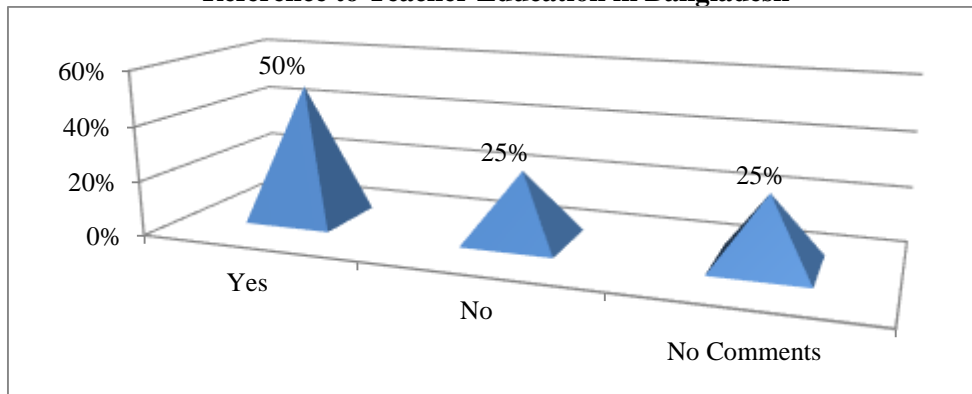
From the result was found that 60% respondents express positive about any involvement with Human Resource Development in the Context of Challenges of Globalization in Bangladesh, 30% respondents express negative about any involvement with Human Resource Development in the Context of Challenges of Globalization in Bangladesh and 10% respondents express nothing about any involvement with Human Resource Development in the Context of Challenges of Globalization in Bangladesh.

Figure 18: People know about the main mission of the Human Resource Development in the Context of Challenges of Globalization in Bangladesh



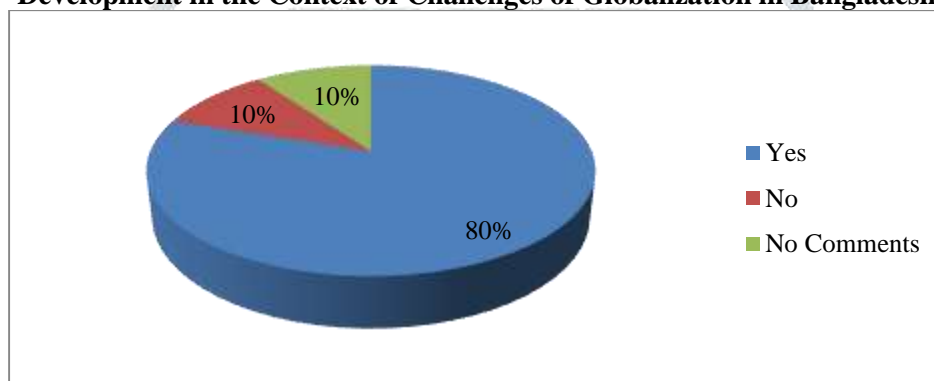
From the result was found that 55% respondents express positive about the main mission of Human Resource Development in the Context of Challenges of Globalization in Bangladesh, 35% respondents express negative about the main mission of Human Resource Development in the Context of Challenges of Globalization in Bangladesh and 10% respondents express nothing about the main mission of Human Resource Development in the Context of Challenges of Globalization in Bangladesh.

Figure 19: People know the main contribution of the Challenges of Globalization with Reference to Teacher Education in Bangladesh



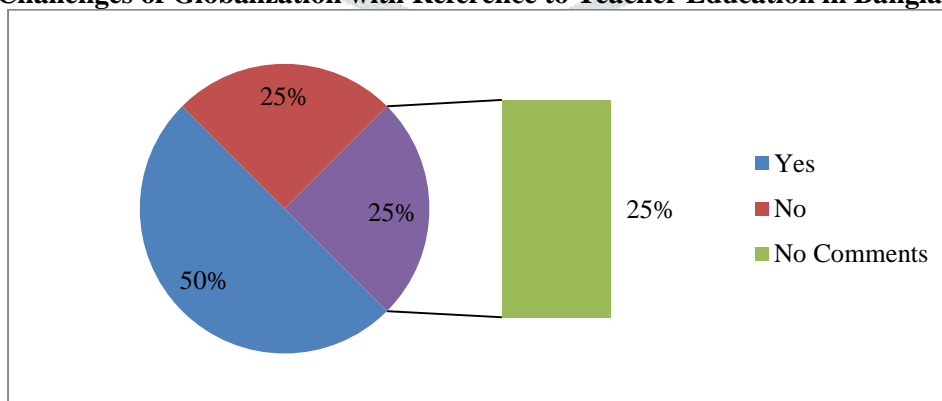
From the result was found that 50% respondents express positive about main contribution of the Challenges of Globalization with Reference to Teacher Education in Bangladesh, 25% respondents express negative about main contribution of the Challenges of Globalization with Reference to Teacher Education in Bangladesh and 25% respondents express nothing about main contribution of the Challenges of Globalization with Reference to Teacher Education in Bangladesh.

Figure 20: People have any relationship (directly or indirectly) with the Human Resource Development in the Context of Challenges of Globalization in Bangladesh



From the result was found that 80% respondents express positive about any relationship (directly or indirectly) with Human Resource Development in the Context of Challenges of Globalization in Bangladesh, 10% respondents express negative about any relationship (directly or indirectly) with Human Resource Development in the Context of Challenges of Globalization in Bangladesh and 10% respondents express nothing about any relationship (directly or indirectly) with Human Resource Development in the Context of Challenges of Globalization in Bangladesh.

Figure 21: People have any special experience about the role of Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh



From the result was found that 50% respondents express positive about involvement of special experience about the role Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh, 25% respondents express negative about special experience of the role Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh and 25% respondents express nothing about special experience of the role of Human Resource Development in the Context of Challenges of Globalization with Reference to Teacher Education in Bangladesh.

CONCLUSIONS

Globalization has a major impact on the management of human resources in developing countries especially in Bangladesh countries. It has led to homogenization and convergence in organization strategies, structures and processes as well as in consumer choice. With accelerating globalization, organizations have had to change and new trends have set in even in the management of human resources. Globalization was defined by as the ‘intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring miles away and vice versa’. This definition embodies some interrelated ideas, of “accelerating interdependence” of “action at a distance” and of “time-space compression”. ‘Accelerating interdependence’ is understood to be the growing intensity of international enmeshment among national economies and societies, such that developments in one country impacts directly on another country. ‘Time space compression’ refers to the manner in which globalization appears to shrink geographical distance and time. In a world of near instantaneous communication, distance and time no longer seem to be major constraints on patterns of human organization and interaction. For the case of Bangladesh countries, what is the current state of staffing in terms of numbers, knowledge, skills, attitude, etc in the Public service in Bangladesh countries? To answer such a question one would need to undertake a comprehensive stock-taking and analysis of Public Service employees in every country. This paper cannot claim to have conducted such an extensive and laborious exercise. Reading through Public/Civil Service Reform documents in a number of Bangladesh countries, it is evident that the public Service has for long been experiencing difficulties in recruiting and retaining competent staff let alone talented ones. The situation may vary from country to country but it is generally acknowledged that recruiting and retaining professionally knowledgeable, skilled, committed, talented, and motivated personnel in the Public Service constitutes a daunting challenge in Bangladesh countries. The author of this paper explain the human resource need for development in Bangladesh countries as well as the strategic resource as a response to the challenge of globalization in Bangladesh Countries.

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