

Full Length Research Paper

Management Education in Higher Learning Institutions in Bangladesh: Identifying and overcoming barriers to quality

^{1*}Mohammed S. Chowdhury and Zahurul Alam²

¹Associate Professor of Management and Marketing, West Virginia University institute of Technology
Assistant Professor of Management, Department of Business Studies, Chittagong University, Bangladesh

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This paper aimed to investigate the factors affecting the quality education in colleges and universities offering higher business and management education in Bangladesh and to suggest measures to remove the barriers to developing quality education. Survey data were collected from 210 faculties and students to capture information relating to the research objectives. The study also used secondary data for this purpose. The findings indicated that to the extent that the de-politicization of education system was established and enforced, moratorium was declared on students, and teachers' active participation in politics, financial support was provided, research and training to faculties for publications and professional development were provided, a positive environment, for the development of quality education, would emerge. The limitations were that it did not concentrate on a particular university type and did not include a region comprising many institutions of higher learning. The study suggests future research in this direction.

Keywords: Management education, Management curricula, Faculty training, De-politicization of education, Faculty feedback and evaluation, Faculty research and publications.

INTRODUCTION

With 130 million people, Bangladesh is the eighth largest in the world in population with a high density of population (JBIC, 2002). The country, to march ahead in this age of knowledge economy and information society, needs to develop its human resources through the development of a well-designed management education system. Efforts must be undertaken to improve knowledge, skills, and abilities of the potential men and women who will manage the knowledge economy

The managerial jobs has have changed considerably largely because the organizational, economic and technological context in which managerial is conducted has changed (Cooper, 1998) and calls for distinctive skills plus accumulation of diversified experiences for broad understanding of mission and vision, flexibility and adaptability in the face of rapidly changing environment. To achieve this objective, dependency solely upon the efforts of the individuals or upon informal association with immediate superior is a slow, incomplete, and ineffective

process. The need is for a definite program designed specifically for the development of management education and training with a view to creating more trained and professional managers necessary for available jobs. Investment in human capital and the resultant improvement of the population quality is the key to economic development. For example, it is estimated that human capital in the United States is now at least three times more than the physical capital (World Bank, 2000). Therefore, the knowledge, skills, and the enterprise of the people are of crucial importance to facilitate and sustain economic development in a developing economy like Bangladesh.

In general, management education can be defined as a system of teaching concepts, skills and competencies to learners, which are essential to perform the task of managing. It is the study of the individual and group behavior within an organization and application of such knowledge into practice. It is the learning process of an individual to train himself in order to undertake the responsibility of others for getting the work done in an organization in the most effective manner. In a restricted sense professional management education is related to

*Corresponding author E-mail: mchowdr@yahoo.com

undergraduate and graduate degrees, however in a broad sense, to refer various generalized and specific degree or diploma courses and self-learning modules for in-job aspirants, such efforts as on- the- job coaching, classroom training, planned experiences and assignments to understudy the positions.

Actual management education occurs on the job, aided by the aforementioned techniques that are relevant to the job in question. In this light management education is not general education or over-all intellectual development; it is not training, attendance at advanced management programs. It is a system that provides greater understanding of a framework for, and an acceleration of on-the-job development by imparting proper knowledge and skills.

Why do we need skilled managers? The answer is survival. We owe our material and organizational resources to our managers. Machines and materials do not run automatically. These are to run and to run these properly we need to develop the skills of our managers through proper management education. Drucker (1974) wrote:

“And if we know one thing today, it is that managers are made and not born

There has to be a systematic work on the supply, the development, and the skills of to-morrow’s management. It cannot be left to luck or chance.” (p.421)

Management education plays a vital role in the supply of competent managers required for the development of a country. Management education enables a person to cope with the new developments in the field of science, management and technology, and enables their use for the betterment of human life. The tremendous advancements in the fields of science, technology, medicine, communication, computer and information science etc. are all the products of new ideas generating from brain honed by education. A nation’s competitiveness is closely related to its education competitiveness. According to Merrill Lynch’s report (2000), worldwide, corporations and educational institutions spent US\$2.2 trillion on management education and training. The higher education market has been growing by 7% a year since the late 1990s (The Economist, 2005). It is, therefore, a key factor, which leads to value addition in the productivity process.

Skill forms the basis of modern concept of management education. Skills may be defined as a systematic study of man, materials, money, and machines with a view to developing the capacities and potentialities of the managers. Robert Katz (1993) defines a skill as an "ability which can be developed, not necessarily inborn, and which is meaningful in performance, not merely in potential... an ability to translate knowledge into action." Knowledge refers to what an executive must know about the subjects dealt with and the functions performed. The medium/long term

plan for manpower development (skilled, semi-skilled personnel, e.g., engineers, doctors, teachers, technicians) for the economy is not fully lost (George and Woodhall, 1985). This medium to long-term projections for manpower requirement will have definite implications for the tertiary education sub-sector of the economy. Knowing how to develop these skills is more important than knowing how to recruit employees.

The status of Bangladesh in the global economy is likely to be more important in the future. Goldman Sachs (2006) stresses the importance of Asian countries in both its "BRIC" list (Brazil, Russia, India, and China) and also its list of "the next-11" (Bangladesh, Egypt, Indonesia, Iran, Korea, Mexico, Nigeria, Pakistan, Philippines, Turkey and Vietnam) in the global economy. Actually, whatever economic development has taken place in the last here or four decades in this country is largely due to the skilled and knowledgeable manpower the country has been able to produce. Despite, Bangladesh still lacks the educational and training facilities for the development of professionally trained executives. The current education system of the country has been unable to make full use of technology and has proved inadequate in the face of rapidly increasing population. It is increasingly being felt that a major force for unlocking the forces of economic growth in a country like Bangladesh is a skilled stock of manpower. Therefore, it is worthwhile to know the issues and constraints affecting the quality of higher management education in this country.

The purpose of this paper is, therefore, to address the issues and concerns that affect the development of a quality management education in Bangladesh and suggest remedies to overcome these issues and concerns surrounding quality issues in higher management education. Not enough studies exist in the context of Bangladesh. The present study constitutes a field study and will hopefully contribute to a better understanding of the factors affecting the functioning and dynamics of management education imparted by colleges and universities in Bangladesh. The contention is that findings of this study will lead to the identification of the factors affecting quality education facing institutions of higher learning and thus facilitate the identification of innovative and implementable strategies and approaches necessary for fostering quality education. The study, thus, constitutes an aid to the policy makers, researchers, faculties and businesses for improving the various aspects of quality education in Bangladesh in particular and developing countries in general.

Related literature

Storey and Worrall (1996) in their study have found that improving managerial skills, training and education of the workforce have the greatest impact on improving the competitiveness of a region. Education means generally

the process of studying a syllabus work that usually involves attendance at an educational institution. Though the number of academic institutions imparting management education has been on the rise offering management programs including postgraduate degrees or diplomas, including MBA (Master in Business Administration) for the talented, aggressive and professional students, the education in this country has remained limited only to teaching codified experience of business world with an approach to analyzing and understanding. The business and commerce faculty of colleges and universities is primarily designed to prepare the students for business world and imbibing in him/her the philosophy underlying business operations. This approach of business education appears to be ineffective to meet the demands of changing business environment.

Quality in education is now crucial for Bangladesh for catching up with the developing regions.

Numerous studies (e.g., ADB, 2008; Hannum et al, 2010; Hanushek, 2007; Patton, 2009; Eliot et al 2006, OECD, 2009) have documented the role of educational quality in economic growth of nations. Education is a super-structure that serves the basic structure of an economy. Without proper education and effective schooling no growth and development of the individual and society is possible. The U.S.A is probably the first country to revolutionize business and management education and with the help of many expert bodies, the entire system was in a way overhauled. They introduced in a large measure what is popularly known as “Management Education.” Britain seems to have appeared in the scene at a later stage and was followed by European countries. India did not lag behind and in the sixties many universities introduced M.B.A. degree In 1966 Dhaka university in Bangladesh followed the same practice by introducing M.B.A degree.

To keep on the right track we need management education, which should usually involve understanding, perceptions and attitudes of the students; towards the teachers and teaching; learning and learning methods to accomplish learning. TQM (Total Quality Management) philosophy has been applied to schools and colleges in U.K, U.S.A., and in Asian countries such as Malaysia (Kane and Tambi, 1999, Barnard, 1999). This is indicative of the fact that in reality quality in education begins at school (Koch and Fisher, 1998). Chapman and Adams (2002) identified characteristics of a quality school, as depicted in box 1

In fact quality in education should begin at the school level (Koch and Fisher, 1998). Owlia and Aspinwall (1996) pointed out that for offering quality education it is necessary to find out the characteristics of quality. Characteristics of quality may relate to any important aspect of the educational system: learners’ quality, quality learning environments (for examples, school facilities, class size, teacher behavior, school discipline etc), quality content (for example, curriculum of school),

quality process (teacher competence, school efficiency) and quality outcomes (for example, knowledge, skills and attitudes). Numerous studies (for examples, Bergman, 1996; Verwimp, 1999; Carron and Chau, 1996; Greaney, et al, 1999) have documented these aforementioned dimensions of quality.

Excellence in higher management education endows a person with skills and imagination and is becoming increasingly critical to the development of its economy. Unfortunately, the issue of quality in education has become a serious issue in Bangladesh, posing a serious challenge to the country’s economic development. National review policy forum (2003) reports:

“Quality is a serious problem in tertiary education (both public and) private. The University Grants Commission (UGC) has miserably failed in discharging its role as a guardian of public universities, and as a promoter of quality. It has also failed to institute a self-regulatory accreditation system for private universities”(p.15).

Such fall in quality has indeed become a major concern of the government and the stakeholders. Therefore, it has become of prime interest to the researchers to investigate some of the selected factors that have contributed to the overall quality in higher business education and suggest remedies to overcome these impeding factors. All these selected factors (see table 1) are derived from a paper titled “Defining quality in education”, by Jeanette Colby, Miske Witt and Associates (2000), a publication of UNICEF (United nations Children Education Fund).

METHODOLOGY

The study relied on both primary and secondary sources of data. Secondary data have emerged from government and non-government documents, journal articles and conference/workshop papers on related issues of management education etc. The researcher generated primary data by direct interview method using a questionnaire survey which contains statements of quality perceptions from a limited number of senior faculties, students of colleges and universities (both private and public) numbering 210 with the help of a questionnaire for self-guidance. Questionnaire survey required the respondents to identify their perceptions at the level marked as “very adequate, adequate, neutral, inadequate, and very inadequate. The researchers personally administered the questionnaire. Questionnaire provides an understanding of the variables and presenting it for the consumption of a variety of audience.

RESULTS AND ANALYSIS

Management education in Bangladesh is primarily an English-controlled, with all courses given in English at colleges, universities and training institutes. Today, MBA

Box 1: Characteristics of a school offering quality education

- Teaching methodologies designed to encourage independent thinking
- Capable, motivated and well-trained teachers
- Appropriate and well-designed curriculum
- A safe and well maintained learning environment
- A valid, reliable examination system
- Effective school leadership
- Ample direct instructional time
- Adequate financing
- Effective organizational structure and support.

Table 1: factors affecting quality education

| Nature of problems | Frequency | Percentage |
|---|-----------|------------|
| Lack of university and community partnership | 126 | 60 |
| Lack of adequate school facilities | 130 | 62 |
| Teaching faculty behavior | 105 | 50 |
| Lack of effective learning materials | 103 | 50 |
| Lack of competent faculty | 168 | 80 |
| Lack of ongoing professional development | 126 | 60 |
| Reliable examination system | 189 | 90 |
| Lack of administrative support and leadership | 195 | 93 |
| Lack of technology in the class | 147 | 70 |
| Lack of adequate finance for university | 84 | 40 |
| Faculty research | 179 | 85 |
| Faculty feedback | 189 | 90 |
| Lack of ample instruction time | 200 | 95 |
| Lack of well-designed curriculum | 90 | 43 |
| Politicization of learning environment | 210 | 100 |

is considered a higher qualification than even CA (Chartered Accountants) and Engineering in most of the corporate sectors. Most management institutions in Bangladesh that offer graduate management education are public colleges and universities.

Universities, colleges, polytechnics, institutions of technology and management and professional institutions that provide management education in Bangladesh belong to both private and public sector. The national policy review forum of 2003 reports the following:

“The majority of colleges offering degree (pass) courses belonged to the private sector whereas majority of colleges offering honors and masters' courses belonged to the public sector. Student enrollment at degree pass, honors and Masters Levels in 2001 was

843121 (303678 females), 94747 (33260 females), and 266279 (93633 females) respectively. In 2001, in Bangladesh 13 public and 23 private universities were observed to be operating with a total enrolment of 92562 in public universities, and 27245 in private universities. Dhaka, Rajshahi and Khulna Universities accounted for the bulk of enrolment in public universities with 22616, 23568 and 12534 students respectively whereas leading universities in terms of enrolment in the private sector were Asian University, North South University, University of Asia Pacific and Independent University of Bangladesh, with 5824, 3213, 2176 and 2163 students respectively”(P 11).

Secondary data from UGC's (University Grants Commission) annual report of 2008 reveals that the

objectives of higher education are not being met by the nation's public and private universities, barring we would add, some notable exceptions. The effects of political partisanship among teaching staff on education have certainly impeded intellectual growth among the young and among teachers as well, with the result that they have often failed to carry out their professional duties in the classroom. The university education, as a matter of fact, remains disrupted for a major part of the year because of volatile political environment. Over the years, the campuses of public universities have turned into battlegrounds for the student-wings of the many political parties of the country where they frequently fight for their political supremacy and dominance. Because of these political feuds and constant unrest, the campuses of these universities become closed for unlimited period. At another level, in general private universities have had part time faculty drawn from other, largely public universities, teaching their students. That in turn has prevented these private universities from developing their own teaching staff, with the result that the sense of commitment which must be an essential component of teaching has been absent. In a sense, an ad hoc arrangement has often stymied intellectual growth in private universities. It is the students who suffer. UGC reports both private and public universities suffer from quality problems. Their report identifies that the universities in this country do not have faculties with necessary credentials, and students' quality is also poor. Both private and public universities fail to meet the minimum requirements of physical infrastructures, full time qualified faculties, libraries, teaching aids and other facilities that are essential for quality education.

Moreover, not all the public universities have the ability to offer quality management education program. Challenges in delivering quality management education include poor infrastructure facilities, lack of qualified instructors, and outdated curriculum. Since all the faculties of the university, because of the dearth of financial resources, do not have the scholarship to go abroad, especially in the U.S., Canada, or U.K. for degree (s) or training, the respective departments in public universities have been offering M.Phil and Ph.D. degrees since early 80s. Dhaka University and the Institute of Business Administration of Dhaka University are the only credible institutes. However, these institutes are not credible to the Association to Advance Collegiate School of Business (AACSB), AACSB-International and the European Foundation for Management Development (EQUIS), for imparting high quality management education at all levels of management in the country.

Besides private and public universities, there are also professional institutes that are engaged in imparting management education in the country. The more important professional institutes that are offering management education to the executives of private and public sector corporations are (a) Institute of Bangladesh

Management, (b) Institute of Personnel management, (c) Public Administration Training complex and (d) Institute of Bank management.

Thus the education sector offering management education encounters a good number of problems affecting quality education, as revealed from our study based on personal interviews and field investigation (see table 1). The respondents have considered most of the listed items as affecting quality in management education significantly. These are very commonly perceived constraints and also perhaps generally encountered difficulties of operations of quality education. Some of these constraints are, therefore, narrated here.

1. Lack of qualified faculty: It is widely argued by academicians, scholars and researchers that one of the major problems of the business education in the country is the shortage or lack of quality faculty members. Private universities with a limited number of full time faculty members depend heavily on part-time teachers drawn primarily from public universities. This, one might argue, adversely affects quality of education in those universities since these part-time faculty members, it is alleged, are lacking responsibility and accountability to the institutions and the learners belonging to the institutions. Most private universities, because of high tuition fees charged by such institutions, cater to students only from the affluent sections in the society, who do not qualify to get admission into public universities. Zeichner (2010) placed importance on university-based teacher education that will create expanded learning opportunities for prospective teachers that will better prepare them to be successful in enacting complex teaching practices.

Public universities, on the other hand, primarily depend on limited government funding and are unable to generate additional resources by raising tuition fees due to political constraints. They, therefore, are hardly in a position to improve their quality of education through greater investment in libraries and laboratories. These universities, therefore, lack adequate infrastructure facilities, educational resources, and computing facilities. In addition, attracting a high quality faculty is a challenge since the incentives for professors to teach and produce quality research are absent or severely lacking - poor salaries, limited access to research grants, lack of housing facilities, very high student-teacher ratios, and demanding work schedules push qualified educators to seek employment with the private sector.

2. Faculty research and professional development: Research and ongoing professional development of teachers are directly related to quality and is an integral part of teaching and scholarship. In Bangladesh, the higher education offering business degrees do not have a good track record in research and extension work. Lampert (2010) emphasized the need for teacher preparation and professional development.

The volume and quality of research, needless to mention, are not worth mentioning. This not only can adversely

affect the production and dissemination of new knowledge but also the goals of national and human development. Research activities in both private and public universities are constrained by such factors as inadequate financial support, lack of industry and corporate support in research, lack of incentives for research etc.

3. Politicization: Moreover, the increased politicization of university administration remains a big hurdle on the part of the public universities to hire qualified teachers. Because of this, there has been the rank inflation among faculty members and grade inflation among graduates (Hague, 2001). Hardly, in 1960s or late 60s, the graduates could achieve first class, which is now equivalent 4.0 average. Beginning from the second half of the 1970s, the universities began producing more and more graduates with 4.0 averages and were placing them in the department as junior faculty members. This practice is still continuing. Though these junior teachers are neither previously experienced in teaching nor exposed to modern pedagogy used in advanced countries, they teach most of the classes with limited knowledge on the subjects taught. The present practice of getting the most of the classes taught by the younger (less trained and educated) has a significantly negative impact on the overall educational/learning environment. In regard to depletion of quality of higher education, JBIC reports thus:

“No one would dispute that there has been a serious depletion of quality in higher education. In different senses of the term, especially in recent decades; and that it is not caused just by the large growth of the system. The quality differential is reflected in the low percentage of students who obtain high grades/first division. Secondly, it is also seen from the results of examinations given by Public Service Commission for entry into government service and market employability of graduates. The causes for deteriorating quality include political intrusion in academic management, lack of accountability at all levels, and inadequacy of necessary inputs and resources for maintaining acceptable quality” ((JBIC, 2002, p xii)

It is reported by many educationists and educated members of the society that, because of the lower quality education prevailing in the educational institutions, the young learners who could manage financial assistance (due to merit) or private funding would leave to study in the western countries (U.K., Australia, New Zealand, U.S., Canada etc). Similarly, a significant number of teachers of public universities (mainly belonging to business, economics, and engineering) did not return to the country from the Western countries after completing their study leave.

Moreover, the students of public universities actively participate in national politics as members of student fronts of the major political parties. Inter and intra party feuds leading to violent clashes not only vitiate the acad-

emic environment in the campus, but also quite often result in significant loss of academic time that contributes to lengthening of session jams. This has forced many financially solvent parents to send their children to neighboring India for college and university.

4. Financial constraints: Financial constraints stand as a big hurdle for academic development and quality assurance. For years it has been observed that the governmental budgetary allocation to university education in business has been on the decline and recurring expenditure has been on the rise at the expense of development grants. Share of universities in national budget was 83% during the year 200-2001 whereas during the year 2004-2005 it was 82% (UGC; 2006).

5. Absence of faculty evaluation: In public universities, there is no such mechanism as faculty evaluation. There is no denying the fact that faculty evaluation help teachers develop self and improvement in teaching and quality education. In private universities evaluation of faculty exists but peer evaluation is absent. The introduction of some form of faculty evaluation in public universities is not possible because of the excessive presence of politicization of university administration education and the educational institutions, as is reported by faculty and students alike, which conforms to the researcher's observation from his extensive teaching experience at universities and colleges in this country.

Measures

Against the factors affecting quality education, possible measures that could help solve these problems were also explored. Based on the findings of the study, those measures are displayed in Table 2. The analysis of Table 2 indicates that the sample respondents (100 percent) placed highest priority on de-politicization of educational environment followed by adequate finance, well-designed curricula, faculty training and development and faculty research and development. Therefore, the study suggests the following measures:

I. Partnership between Corporate World and Business Schools

Fostering a relationship between the corporations and the management institutions is essential. Universities should seek the corporations' feedback about their expectations of management graduates, curricula, effectiveness of faculty, and specific skills students need to make the transition from an academic environment to the realities of job demands. The corporations should also lend support in the form of practitioners by providing valuable practical insight, scholarships and internships for students, research grants for faculty members, and other forms of operational and monetary support for these institutions. In Bangladesh this type of relationship

Table 2: Measures for fostering quality education

| Measures | Frequency | Percentage |
|---|-----------|------------|
| Partnership between corporate world and business schools. | 84 | 40 |
| Research and development | 189 | 90 |
| Faculty training and professional development | 179 | 85 |
| Accreditation council | 147 | 70 |
| De-politicization of education | 210 | 100 |
| Adequate finance for universities | 200 | 95 |
| Faculty feedback and evaluation | 168 | 80 |
| Curricula | 189 | 90 |
| Leadership | 200 | 95 |

Source: Field survey.

between the universities and the corporate world of Bangladesh is absent. Public universities do not get any financial support from the corporations. Few private universities that get financial support from the private sector are very minimal. One faculty member of a public university reports:

“Linkage between public universities and the job market virtually does not exist, education imparted at public universities have little relevance to the needs of the economy. Private universities on the other hand have established relationship with the job market to a certain extent.”

II. Faculty Training Program

There must be increased allocation of resources to management schools should generally be linked to quality improvement of academic environment. The management schools should maintain an active academic environment by organizing weekly staff seminars for all academic staff; MSc, MBA and PhD students; and researchers in and around the university. Professors must be encouraged to attend short-term seminars and training programs and granted leave to gain additional academic exposure. Lecturers should be sent abroad for short-term courses, not for degrees. Lack of access to the latest publications and computing facilities have resulted in professors teaching courses that are outdated. There is an urgent need to retrain existing and new professors in the latest business practices and teaching methodologies. They must be provided training on modern pedagogy by instituting “Faculty Development Day” once in every semester. Darling-Hammond (2010) suggests a framework for policy systems that could both identify and develop more effective teachers and teaching.

III. Faculty Research and Publication

Research and publications have not been made part of scholastic activities in universities (both private and public). Faculty members are expected to divide their

time equally between teaching and research work although, in practice, high student-teacher ratios and lack of support staff leave little time to pursue research. Most management schools do not have enough support system to provide faculty with access to computing and research facilities. Limited access to resources such as journals, newspapers, the latest books, computers, and Internet access, coupled with a heavy teaching burden, prevents productive research. Promotion must be closely linked to the number of publications that instructors are able to produce. Most faculty members publish in domestic journals and international journals that are usually published in SARC (South Asia Regional Cooperation) countries. The department must provide support system to the faculty members to write working papers within the department.

IV. Faculty Feedback/Evaluation

There is no feedback system in place to provide instructors with an evaluation of their course content and teaching methodology. Therefore, the management schools must establish a faculty evaluation structure for regular evaluation and feedback. However, the evaluation report must not be used as ground for dismissal or reprimand, rather, it should be used as a tool to identify weaknesses and suggest measures for improving performance.

V. Curricula

Curricula must be designed to make management education compatible with the needs of the economy. Entrepreneurship needs to be incorporated in education to induce progressive and creative thinking amongst students. This is necessary for South Asia because a significant portion of the workforce is employed in the small and medium enterprises (SMEs). Management schools have an important facilitative role to play, contributing to the knowledge base and working hand-in-hand with local partners to adapt this knowledge to local conditions. Expand field to include study of micro-

enterprises in developing countries. While each micro-enterprise is small, together they make up a larger sector of the economy than multinational corporations in most developing nations.

VI: Accreditation Council

University Grants Commission (UGC) works, on behalf of the government, as a supervising and monitoring authority. In other word their approval is needed to establish a university. Every college or university needs approval of the government to grant degrees and certificates. That is not the accreditation that someone is interested in. The UGC works more as an approving authority than an accrediting agency. We refer to the accreditation as a process that assures the educational community and the general public that an institution or a program has clearly defined and appropriate objectives and maintains conditions under which their achievement can reasonably be expected. As examples, the National Assessment and Accreditation Council NAAC) of India, European Quality Improvement System (EQUIS), Commission on Colleges of the Southern Association of Colleges and Schools in U.S., International Assembly for Collegiate Business Education (IACBE), the Association to Advance Collegiate Schools of Business (AACSB), can be cited. It encourages improvement through continuous self-study and review. It fosters excellence in postsecondary education through the development of principles and guidelines for assessing educational effectiveness. A national private agency in Bangladesh is therefore needed to be established to accredit both private and public colleges and universities.

VI: De-Politicization of Education

The education system is in a vicious stranglehold of corrupt and partisan politics. All reform and development efforts, however sensible and well intentioned would be thwarted by politics unless and until political parties agree on a moratorium on sponsorship of party-backed student fronts and to cease by common agreement the involvement of students and teachers in partisan politics.

VII: Leadership

For fostering quality education in the country, effective leadership is required, as perceived by respondents (95%). The purpose of leadership is the improvement of instructional practice and performance, regardless of role. Elmore (2000) cites: If the purpose of leadership is the improvement of teaching practice and performance, then the skills and knowledge that matter are those that bear on the creation of settings for learning focused on clear expectations for instruction. Faculties and administrators must act as leaders, sharing and demonstrating the values and attributes they expect of the students and

others. Learning and improvement flow, not from formal authority, but from shared knowledge and expertise (Elmore, 2000).

DISCUSSION AND CONCLUSIONS

In Bangladesh, public universities, especially the Institute of Business Administration of Dhaka University, and private universities have mainly engaged in degree-granting M. COM, MBA, Ph.D., and M.Phil programs in management education. Professional Institutes like Bangladesh Management Institute have mainly engaged in efforts to train business professional, managers, and executives of both private and public sector corporations in short-term training programs. The roles of these institutions in imparting management education and research are therefore critical to national progress and economic growth. In short, higher educational institutions in Bangladesh are key actors in national development. They generate new knowledge through education and research, or to adapt knowledge for the solution of local problems. The essential problem confronted by higher management education is that the quality of education in the region has declined significantly as a result of dwindling national resources coupled with tremendous growing enrollments. They still have serious challenges to grapple with. The management schools lack the requisite capacities to develop new ideas to support the emerging business in Bangladesh.

There is the strong belief that business schools are also "copy cats", which suggests that these business schools are not adapting their programs and activities to the needs of environment of the country. There seems to be a mismatch between the educations graduates are receiving and the jobs that are available to them in the economy. For business education to be relevant in Bangladesh and the management schools must design the education policy to achieve a radical transformation of the country's capacity to create wealth, and provide a higher standard of welfare for everybody. Public universities, primarily dependent on limited government funding shrinking in real terms, unable to generate additional resources by raising tuition fees due to political constraints, are hardly in a position to improve their quality of education through greater investment in libraries and laboratories. The share of public universities of national development budget in the year 1999-2000 was less than one percent (Varghese, 2007), which is totally insufficient to run and operate public universities effectively and efficiently.

On the other hand, high tuition fees charged by private universities make them accessible only to the affluent sections in the society. These unversities must be accessible to all based on merits, not exclusively on financial capability to pursue their education. Therefore, an increase in financial aid, scholarship, tuition waiver etc to

the students is warranted. Access, however, can not be universal at both private and public universities, but it has to expand substantially to meet the challenges of today's knowledge economy and information society.

The key to success of this country lies in manpower development, an army of skilled people to build the new Bangladesh, which can be done by imparting quality management education. Only higher educational institutions of the country can provide such education for International business schools should be transparent and progressive. Involvement of leading business schools and institutions from all four zones of the country will be helpful in formulating such policies.

We would like to see some allocation of funds for 'Teachers Training programs' for business schools. We would also like to see quality International business schools being allowed to collaborate with Indian business schools. To facilitate this, such that the students are not short changed, In essence, while we are all striving to make management education more inclusive, it will be practically implemental only if at policy making level, the government is more inclusive in involving persons from institutions and corporate sector

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