

Talent Hunt of Diverse Workforce can be achieved: By Educating and Implementing Similar and Equitable Education Practices in a Culture

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Abstract:

The paper is about the differences of varied and parallel education systems of South Asian countries. It highlights the impacts of producing differences in different social classes within a culture. The study was conducted to find out the major reasons, merits and demerits of primary, secondary and higher secondary systems of South Asia. The paper describes that how education systems and environment facilitate and shape the personality of diverse talent. The paper elaborates the importance of selection of education institute and medium of communication. It answers that how personality traits of are developed and capacity is built of graduates. The research paper answers the questions that how we can produce diverse workforce in shape of fresh graduates available for recruitment. How the leading public and private organizations can recruit diversified potential, competitive personality characters and traits within a culture?

Keywords:

Diversity Management, Diverse Education, Talent Hunt, Education Systems, Education Environment, Social Classes, Capacity building,

Propose:

- 1) To find out the reasons of not producing diverse workforce of equitable talent, personality traits, knowledge and exposure to be recruited by leading public and private sector organizations
- 2) To study the merits and demerits of parallel education systems and mediums of South Asian Countries, that are creating differences in perceptions, confidence level and communication gaps in children?

Methodology:

Research findings are based on interviews and brain storming sessions with students of leading Cambridge institutes and Federal schools, colleges, universities and HR managers of leading MNCs in South Asian Countries

Introduction:

Different and parallel education systems in developing countries especially in sub-continent are producing different social classes systems in a culture. The brain of a child gets basic nourishment from

his or her mother and family members. Schools and madaras are second in educating kids. The norms, values, beliefs and traditions within a culture are similar in the country. The difference in opinion, ways of expression, communication and confidence level are entirely different. Difference are in coaching and education in diverse parallel education systems give rise to class difference at early ages. Selection of basic educational institution at primary and then secondary level are most important in building shape of personality. Cambridge education and matriculation systems are parallel but the products of both systems are entirely different with respect to attributes and personality traits. Two parallel mediums English and Urdu are also damaging the strengths of children.

The purpose of this research work is based on to find out the differences, weaknesses and issues in parallel education systems and education mediums of South Asian Countries. The study is based on the requirements of Human Resource departments of leading MNCs to address the solution of such differences. The objective was to resolve the issues so that the talent passing out of schools and universities should be of same caliber. The study was conducted to explore that how we can achieve the goals of talent hunt that will enjoy similar and comparable education, extracurricular and co-curricular activities, teaching methodologies and administration facilities. The applicants should possess equi-level chances to be selected by public and private sector organizations. The study is conducted to provide the quality and diverse workforce can be available throughout the country for talent hunt.

Education is the fundamental right of every child and almost all parents want to educate their children in best possible manners. Education in any society plays a vital role in the development of the state. Education starts from the birth of the person till the death. Whereas education system in developing countries are producing different social classes within the same culture. There are numerous factors are involved in damaging the strength of the children.

Literature Review

Magone et al (2009) have presented very good picture of quality systems prevailing in India. The authors said that differences in education systems in india in K-12 Schools and Indian universities are too complex and these complexities are visible at different levels in financial, political, cultural and emotional areas, producing talent for different organizations serving round the globe. The author further elaborated the implications and improvements in education systems looking at world cultural and educational requirements the ultimate need to build talent for multicultural organizations and changing standards of education.

Kuster and Vila (2006), worked on teaching methods in universities. They compare the education systems of Europe and America and find out three leading techniques being followed in both areas. i.e. case studies, practical exercises and lectures with the connection to real world practices and on the requirements on leading multinationals. Michael Humphreys (2006), researched on recent techniques adopted by teachers and said that qualitative research methods and learning outcomes are correlated and highlighted importance of knowledge, experience and self reflexivity specially in area of business education of teachers. Mwasalviba (2010), highlighted the successful entrepreneurial studies and said that attitude changing perspective education requirement that will produce quality leaders and entrepreneurs in the world. The author said that with the aim of diversity targeted groups; different social classes should be education towards entrepreneur studies will lead to success and quality results.

Bourner (1997) expressed that selection of education school, teaching methods and techniques are most important and fundamental to get the desired outcomes. Behavior of academic staff, planning of lecturers, and what to deliver plays important role in ultimate results. Levenson (2004), said that environment, perception of education atmosphere, facilities for support education, individual differences are key factors in quality education. He has highlighted different problems in education system as administration, attitudes, behavior, personal, technical, institutional differences and atmosphere to be strengthened.

According to Senaratne and Kagioglou (2005), research based studies are lacking in the institutes and needs to be restructured in education system and curriculum. Environmental management is also an important factor addressed in their study to be improved. Michael and Schwatz (1997), said that education boards different strategies and differences in policies are creating problems in education system. Trustees and

different organizations as backbone of education system are not playing effective role in decision making. Menon (2003), presented a study based on primary schools students and said that the teachers with diverse training, administration courses, quality education are too good in educating in comparison of teachers who lack these skills and trainings.

Michaelova (2007), presented a study that primary and secondary education contributes major part towards higher education and building personality skills and attributes, confidence and shaping personality of students. He said that there are too much differences at different level of education and policy issues at tertiary level of education as future research area. Davis (2009), gave an idea of diversity practices and future outcomes need to be addressed in our education system. He said that leaders play an important role in success of organizations, need is to educate students from all social classes and to educate them diversity matters and issues and how to address education polices to be developed same forgetting all differences and levels.

Blatt (2000), said that revolution in education can be created only by diversity, flexibility and responsiveness. He added that education for all can be provided by lowering down tuition fee, education should be provided by creating interests, increasing the salaries of teachers and by improving the administration and facilities available in the institutes.

Coleman (2007), added that sex education and information should be make a part of education curriculum. Adams 2003 highlighted the importance of providing health education for all at different levels to overcome social, cultural and personal problems and diseases. Prensky (2010), presented the impacts of use of You tube videos and other video sources on internet to educate kids and embraced the knowledgeable videos, games and teaching tool to improve skills of kids. Tang (2000) compared different emerging and developed education system in China and the differences in both systems and teaching techniques. He has criticized the centralized and decentralized systems differences in education sector and public and private education systems in China. Dutta and Burgess (2003), presented use of IT systems, projects used by Higher education authorities in providing education and standardization process. Lauterbatch (2008), presented a very good picture of need of vocational trainings, skills developments workshops along with the traditional education to overcome the requirements of job and talent hunt by companies. Mizikachi (2006), gave the idea how to measure and evaluate the higher education standards and either the following education systems are meeting the requirements by companies. He proposed three concepts to evaluate the education standards i.e. quality systems in higher education, system approach and program evaluation. Meldrum and Berranger (1999), studied on the requirements of SMEs requirements for new talent. What the organizations want to see the characteristics, personality attributes, knowledge in the potential candidates was addressed.

Methodology:

Detailed interviews and brain storming sessions were held to find out the problems, weaknesses and differences of education systems and education mediums in South Asian Countries. a sample size of 200 was taken for research. Interviews were conducted with students of leading of leading Cambridge institutes and federal schools, colleges, universities and HR managers of leading MNCs in South Asian Countries. It is mandatory these days that organization are required to sit with the higher education providing schools and universities and help them in building curriculum and develop linkages to address the capacity building of the products as students who will be future talent for these organizations. Sample size was taken from leading business schools, private colleges, top universities from capital city Islamabad and different provinces of South Asian Countries, students from SZABIST Islamabad, Bahria University Islamabad, Bahauddin Zakariya University Multan, Punjab University Lahore, Rawalpindi college of commerce, Punjab colleges in Multan, Lahore and Rawalpindi, were interviewed and detailed brain storming sessions were held to gather the information.

Effects of Independent factors on building personality and selection of academic institutes

Parent Education The education level of parents plays vital in building character and personality of students. If parents are highly educated and that can affect attitude, perception and performance of their kids by making their child to go in the field what they dreamed of him to become. Educated parents are used to schools and colleges and they can guide their children very well whereas the students who parents are uneducated won't be able to learn without certain experiences. Educated parents want to educate their

children in the best possible educational environment and they are more aware of the quality of education given in schools. The other factors affecting the difference among the students include the uneducated family background or the pressure of the family to a particular field.

The pressuring of the family to their child to a specific field as they themselves belongs to that field. For example parents specialized in medicine wants their child to study medicine at any cost. The child might have other interest in mind to that of medicine. Similarly child belonging to the uneducated family background might have difficulty in making the wise choice in selecting a good institution for him/her.

Income of Parents

The parents with high income and occupational status prefer Cambridge system for their children because they can easily afford the expenses. Middle income families usually prefer private schools for their children. The parents with low income prefer public schools due to the low fee.

Family Size and Values

Family size, values and norms are vital in the selection of school system. Some upper-class and educated families prefer co education while some of the religious families don't like co education especially for girls. These families usually prefer girls schools for their daughters. The higher the size of the family, the lower is the tendency to choose private schools because they have to feed the whole family and due to this reason they spend less on the education of their children.

Existing Education System in South Asian Countries

Government is responsible to provide basic education to the community. The education system of South Asian Countries consists of primary education, secondary education certification, higher secondary schools and then professional degree programs. The duration of compulsory education is from age 5 to 15. This is provided by private and government schools, one for the middle class and other for the poor. The one for the middle class has medium instruction in English and the other one in Urdu.

Structure of school system

Primary School system with length of program in years: 5 Age level from: 5 to 10. Middle School system with length of program in years: 3 Age level from: 10 to: 13, Secondary School system with length of program in years: 2 Age level from: 13 to: 15

This foreign education system is exclusively for the children of very rich so that they can after graduation go overseas for higher education on the foreign exchange provided to them by South Asian Countries Sate Bank.

Maderessah Education System

This is supposed to provide religious education; especially this type of education is dominant in rural, tribal and less developed metropolitan cities. Majority of madarsas are not registered and quality of education, facilities and environment is not so friendly and encouraging. Normally students belong to poor families and rural areas.

Cambridge Education System

The Cambridge Educational System divides students into three levels. The Cambridge International Primary Programme (CIPP) for the age group 5-11 years. Levels (CIPP) is followed in English, Mathematics and Science. The Curriculum provides standard benchmarks for each year in the primary school. Lower Secondary Programme (LSP) for the age group 11-14 years. Students continue the Cambridge Curriculum in English, Mathematics and Science to checkpoint exams taken at age 14. Cross curricular project work continues, however more formal approaches are used in other subjects to lay the foundations for the IGCSE courses. Senior Secondary Programme for the age group 14-16 years. In the course of the Senior Secondary Programme students work towards an IGCSE examination. IGCSE stands for International General Certificate of Secondary Education. The IGCSE allows students to choose subjects according to ability and interest. The Cambridge Educational Programme is a flexible education system allowing access to IBO Diploma Studies. Most teachers have substantial experience of the British National Curriculum and all the staff has high expectations.

Problems associated with Cambridge and other educational systems

The cost of doing O-levels is much greater than doing matric. This is because of the expensive books and higher examination cost. The tertiary factor include is students feel themselves dishearten after certain failure in progress report. That can be in studies, relationship with the teacher, score in the test or assignment etc. This stress is not limited to the school or educational institution but can a family problem or stress. Uneven institutional or domestic problem can lead to poor performance in any field of life. A good and encouraging environment leads to the positive and good performance. Students who are not yet aware about cambridge studies. They do not know the benefits of doing O-levels. Our government favors matric and F.Sc. It's difficult to find good teachers for Cambridge studies. Our government universities prefer students who have done matric and F.Sc

On the other side, Government schools are using 15-25 year old syllabus and curriculum. They are using the obsolete methodology of teaching as the teachers are less educated and untrained where as the teachers of private schools and Cambridge system are well aware of the latest teaching methodologies and they keep their students involved in different activities during the class. It makes individuals more confident, aware and active. In government schools the main focus of the students and the teachers is to only pass the examination. But the Cambridge student's main Focus is on knowledge not on information. As a result these students have good communication skills with high confidence level and they have the ability to express their opinions in a better way and the students from government schools feel shy in expressing their views due to low confidence level.

Government schools are available everywhere. People prefer matriculation as compared to O-levels. Matriculation is easily because it involves memorizing the full course. The confidence that an individual develops in a co-education school system in my opinion is much more than that gained by studying in a non co-educational school system. That's why parents should learn to broaden their minds and admit their children to institutes with co-educational system. Our society has not yet accepted the concept of O-levels and A-levels

Education Medium

The first factor a far most important in our country South Asian Countries is Urdu and English medium system. Up till matriculation system a student studying in Urdu medium and scoring good grades, might in the high school level has the low graph to that he/she has till matriculation. This system creates a big communication gap between the two. The parallel systems create the difference in perceptions, confidence level and communication gap in children.

Extracurricular Activities

Participating in activities other than studies and which have no connection with studies what so ever freshens a person's mind as well as develop their skills other than intellectual ones because not all students go in the same field, many have other hidden talents like singing or dancing which may be discovered by participation in such activities.

Strictness & Culture

A good institution usually has a culture of delivering the knowledge in their students and have made good relationships between the students and the teachers. Such good schools often have studying trips and some educational visits included in the curriculum. The students observe a lot of things in such visit and the institutes lacking such activities are stick to the book so there are a large communication gap and different perception between such students.

Faculty and Curriculum

Faculty

Good intuitions have well experienced and highly paid teachers. These professionals play a great role in building the personalities and way of observing things. Therefore such students will have a more practical view of the world making their perception different from those who got fresh graduates in faculty. Such good teachers will motivate the students by giving them the current examples of the recent achievements of hard working people. While it is normally observed that the faculty of government institutes is not motivated enough them self and not satisfied with their job enough that they could work on developing the behavior of their students. Therefore the students will remain immature in this area.

Curriculum

The syllabus is amongst some solid reasons of communication gap and interests of the students i.e. the course taught in Matriculation and HSSC system contains books that are not changed over a great period of time. The errors in these books are unchanged and they contain old knowledge. Whereas the course of Cambridge system is more current and more authorized. Moreover they are linked to the different ideas and concepts by studying the international books earlier than the matriculation students. The Concepts of the Cambridge students are strongly built as they have MCQs in their exams whereas the students of the other system have long paragraphs to be ‘‘Rattalized’’. For example, a Cambridge book will be containing 8 to 9 meanings of the word Computer, whereas a matriculation book will have only one definition with high level English words that is needed to be learnt by heart, can this single and complex definition make a student clear about what really a Computer is?

The books of Cambridge introduce its students to the references and the current articles of the data whereas as HSSC students have no need or right to argue the writer. Moreover the books are very dull and lack attractions and colors. The Concept of tuitions is more high in HSSC students as compared to the Cambridge students this make a large number of HSSC students to be inattentive in the class as they know that they will restudy the same topics in the academy. Also this makes their habit of remaining absent in the school (Government Schools).

Effects of Dependent Variables

Personality Traits: Students team work and competition

Studying in co-education enables a person to work in team along with males and females. This not only increases ones confidence level but also gives them the courage to speak up their ideas which will help them succeed in future. Competition among opposite genders is much more than that among similar genders thus increasing ones tendency to work harder.

Eye-contact & exposure

Having eye contact with team members, class mates, teachers etc also increases an individual’s confidence level. Practical assignments and class activities make a person physically active by evoking the person’s inner ability to present them.

Level of confidence

The students coming from private institutions and institutions holding a good name were more confident as compared to the students from Government colleges and schools because of the exposure they had. Good institutes keep their students involved in co-curricular activities as well as interschool or intercollegiate competitions i.e Sports, debates, quiz programs, dramas and different fun fairs which bring in more exposure and a sense of motivation to compete on a bigger level whereas students in government schools lack in this. They are upset and afraid of entering a new place as previously they have not experienced different people.

Good communication skills are a key given by many good schools to their students using which they have the ability to express their opinion whereas students with weak communication skills will feel shy and will remain under stress and won’t be able to come forward. A person maybe very known in his previous institute, he/she maybe used to getting attention. If such a person is not getting attention here, it would de-motivate and weaken him more.

School Performance

The school environment, facilities, quality of education and staff qualification is equally important. It is a fact that private schools are providing much better facilities and quality education than government schools. Teaching system is much better and the staff is highly qualified in private schools whereas in public schools, the class rooms are overcrowded. They have limited resources and the teachers are comparatively less educated.

Provision Of Facilities

An institute with a large area will give its students the facility to make teams and come forward in sports, whereas a student coming from the school opened in a house or a simple building won’t be aware of even the rule of few the games and he/she won’t be coming forward in such activities in the coming future. The Schools facilitating the student with big libraries will allow its students to think out of the box, as the

students will be able to read different magazines etc whereas the students in schools lacking this facility won't be easily able to find even the required books easily due to the lack of exposure.

Discipline

The students of an institute learn a lot from the personality of their teachers. The faculty in government schools is mostly missing, so copying them the students feel free to do holidays and generates this habit but they have to face problems when they change this institution whereas other are punctual due to their schooling. In good schools nails, haircuts etc are strictly observed and this brings in neatness and discipline in the students. It is really difficult for a child to get what he desires. This is just because of our unlimited desires and limited resources. But we better know that the son of a rich man can get most of the desired things as compare to a son of poor person.

Our economic system is making difference and it is increasing diversities among people of the same nation. As we know that education sector is emerging as a business. They are least bother about those people who are not able to pay their fee. The factor of best services is hidden in the profit motive. So the schools which are taking high fee from the students, they will provide the better education. The government schools are not of that standard. Students of these schools can never even imagine competing with the students of Beacon House or City School. The government is not focusing on the quality of the education. They are not increasing the education fund. We never think like this that "why the sons and daughters of our ministers are studying in private school" in England it is necessary that the son of the prime minister will study in the government school. Why not in South Asian Countries? Because they know that quality in government schools is not good, but they are least bothered at the same time.

Diverse Workforce as Potential Talent for MNCs

While talking to HR managers, specialists and recruitment firms about what they see the differences, weaknesses and potential attributes in fresh graduates ready for recruitment, they shared their personal experiences while interviewing, conducting test and evaluating group discussions of the candidates. They openly shared that confidence, communication skills, especially English language command, eye-contact, gesture and postures, academic quality, creativity, selection of appropriate words, answering intentions and many other attributes they use and judge the skills of graduates. HR managers from leading MNCs shared that students from Cambridge background verses HSSC, SSC, students from leading business schools like LUMS, IBA, SZABIST, IQRA have different personality traits, differences are in communication, confidence and behavior aspects when compared with students passing out from any public sector universities.

Conclusions Children belonging from the strong financial background have better access to education than those with poor background. Unlike that of developed countries where there is equal opportunity for all class of people. The education favors those considering favorable opportunity and environment of the student.

Education plays a vital role in the development of a country as it improves human capabilities and makes the individual more active in the society. Majority of the parents want to provide their children with best education but they can't. Only the parents with high income and high occupational status can afford quality education and they prefer private schools for their children as they are completely dissatisfied with the performance of government schools. But the main point is that who will think about the children of poor families as they can't afford quality education. So it is the responsibility of the government to upgrade the educational standard of government schools so that these children can also take part in the development of the country and compete on a bigger level. This thing will be finished if the government will take a step and try to finish the rate of illiteracy especially in ruler areas by giving scholarships to the students and try to provide free education by try building schools and colleges

Recommendations

The recommendation for the effective and useful education system in the country is to create awareness of the good primary education in the society. Parents need to know about the interest and capabilities of their children in the field in which they want to specialize. The English and Urdu medium system in the state also creates difference amongst the two. Highly qualified teachers and lecturers should be hired in order to create the strong base of the children at the primary level. There should be an easy access for good and

quality education to all class of people living in the society. Quality education must be available at doorstep at economical level for everyone.

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