

# Increasing Economic Development and Multiple Employment Opportunities Through Vocational Education in Bangladesh

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## Abstract

Education is universally recognized for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. Students need to be educated in modern, professional-based and job oriented technical, technological and vocational programs, if they want to improve the quality of life. Higher education programmes that prepare students for careers in fashion have much to gain by keeping pace with the industry's changing needs. Fashion education is one of the rapid growing and prospering vocation education in Bangladesh as well as the world. The development of fashion education reflects the economic expansion of a developing country like Bangladesh. The capacity, hope and employment opportunities are huge as the fashion industry has development across many other fields. Fashion have diversified scope and significant opportunities for job market. Global forces have shaped the fashion industry into a complex and far-reaching phenomenon as well as increasing nation's economy. Goal of this study is to investigate multiple employment opportunities as well as recognized potential professional success as a factor important to choose fashion education which is known as vocation education.

**Keywords:** Economic development; Employment opportunity; Career aspirations; Fashion and vocational education.

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## 1. Introduction

Education is universally recognized for the growth and development of human resource which can take responsibility for social, economic and scientific development of the country. Education is a fundamental human rights, which is not only to the economic development, but also to the social and political development for individuals [1]. Also, it is to improved understanding of an individual and their respect for others, thus promoting social cohesion and material understanding. The right choice of course and constructive learning during the program are extensive and mainly depends on student's interest, domain acquaintance, perceptions and aspirations [2]. Career choice is influenced by multiple factors including personality, attraction, self-conceptualization, cultural identity, globalization, socialization, role model, parental grooming, *social* support and available resources such as information and financial strengths [3]. At present, Bangladesh is mainly focus on general education, but to achieve development, it is essential to offer a variety of courses for different disciplines such as technical, vocational, professional, and agricultural and so on, because the country requires a balanced distribution of manpower for all professions [1,4,5]. Developing countries need balanced development through all the educational sectors in order to make significant progress in terms of national development [6]. To improve the quality of life through choose the right career path, students need to be educated in modern professional-based and job-oriented technical, technological and vocational programs [1]. Fashion education is one of the rapid growing and prospering vocation education stream across the world [2]. The development of fashion education reflects the economic expansion of a developing country like Bangladesh. Technical and vocational education have been creative to meet the needs of present and future job market and development roles to the country and for the current world as well. The opportunity, prospects and job opportunities are enormous as fashion industry has extent across other fields. Purpose of this study is to find out multiple employment opportunities of vocational education which is famous as fashion education as well as economic development through this fashion education. Also providing an accepting of what draws attention to the students of this programmes, investigating their interests for selecting the major may have implications for programme development and curriculum design. Because of the broad range of implications related to this observation, as well as the significant gap in knowledge that currently exists regarding students' reasons for pursuing a degree in fashion design, this article provides an exploration of experiences of undergraduate students already enrolled in the major subject. These experiences are explored from the perspective of under grade students themselves. Fashion have diversified scope and significant opportunities for job market. Fashion have diversified scope and significant opportunities for job market. Also fashion has swiftly expanded from garments and personal accessories to home textiles, home accessories, lifestyle products, handicrafts and textiles, brand creation and management fields. Aim of this study is to find out the present realities and opportunities of diversified field of fashion education, their perceptions of relevant field, sources of information, selection of careers and their career aspirations.

- To find out the present realities and opportunities of diversified field of fashion education.
- To identify the wings of job field in fashion world.

## **2. Literature review**

### ***2.1 Education and Development***

Education is constitutional to development and growth of a country [7]. No nation can accomplish sustainable economic achievement without educational development. Education enhance people's thoughts of themselves as well as world. The human intelligence makes possible all development and achievements in both public and private sector. Education boosts people's capacity and creativity that advocate entrepreneurship and technological advances. As well as, it plays a vital role in acquiring economic and social progress. For countries to derive these benefits fully also want to release the potential of the human mind and there is no other mechanism for doing so than education.

### ***2.2 Progress of economic development through education***

Education is generally viewed as crucial for rapid economic growth, and essential if we wish to increase the productivity of the poor by reducing fertility and providing people with the skills they need to participate fully in the economy and in society [8]. To improve the quality of employees, Bangladesh's people need to be educated in modern professional-based and job-oriented technical, technological and vocational education programmes. It is crucial for Bangladesh to offer technical or vocational education programmes in terms of population, social requirements and globalization and so on. Developing countries like Bangladesh, need balanced development through all of the educational sectors in order to make significant progress in terms of national development. Bangladesh is mainly focusing education in general subjects but to achieve development, it must offer a variety of courses for disciplines such as technical, vocational, professional, agricultural, and so on, because the country needs a balanced distribution of manpower for all professions.

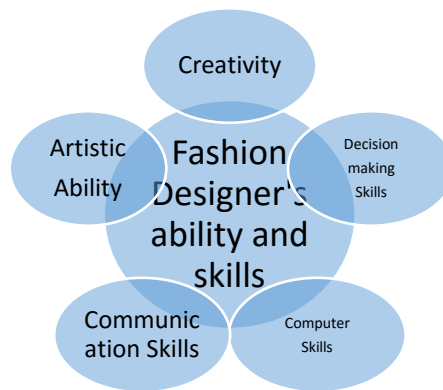
### ***2.3 Fashion education as a vocational education***

Fashion is a vigorous and innovative economic and socio-cultural activity, contributing value at individual, community, corporate and national levels [9]. The development of fashion education reflects the economic expansion of a country and the stages of its industrial expansion – textile design, pursued by fashion design, then the blossoming of all disciplines that cover advanced industrialization or post-industrial society, from fashion photography to fashion retail management [10]. Fashion education programme is a prominent programme which has achieved worldwide appreciation for nurturing talent and promoting entrepreneurship among the students. Fashion education is not like a general education, in this education, students are needed to exercise and flourish their creative thoughts through brainstorming and in depth learning regarding the subject they study. It is not needed to simply memorize the facts and formulae within this discipline. Students are mandatory to progress their own skills, required to convert an idea in to a product or service or action which needs basic understanding of art and craft, design and technology as well as management inputs. Fashion is a vocational subject and students are drawn to fashion courses by the promise of employment. Changing national and international contexts make it timely to reflect on the extent to which art and design courses, and fashion courses in particular, provide graduates with the skills they need to have successful careers [11]. “The

Bangladesh Bureau of Educational Information and Statistics [12] noted that, since independence many attempts have been made for the renewal educational policy, but that the desired development has yet to take place, because most of the educational policies and developmental steps were taken for general education” [12].

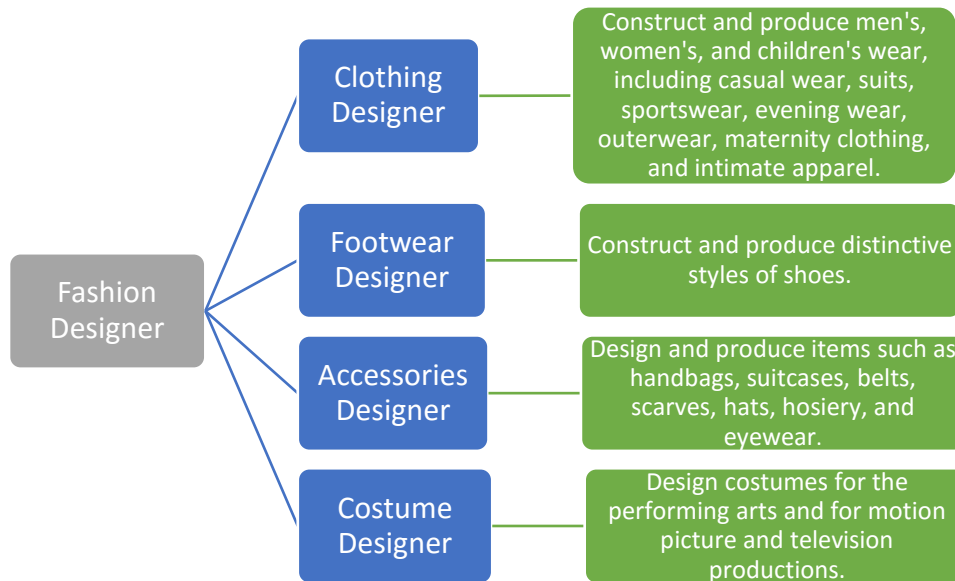
#### **2.4 Multiple employment opportunities through fashion education**

Fashion designers have multiple qualities and skills. *A fashion designer's essential a substantial background in textiles, vigorous capability towards fashion trends, and an anxious eye for observing and thinking the future trends.* Important qualities and ability for Fashion designers are following:



**Figure 1:** Fashion designer's ability and Skills

The thoughts of fashion design/ or fashion designers are not only limited to clothing but also enhance to completing items such as footwear, belts, handbags and other accessories. The fashion world's performance intimately with other professionals and fashion designers who engaged with others such as buyers, merchandisers and technical personnel in form a concept, planning and developing new styles, ideas or improve existing styles, based on popular trends and customer demand. Designers have multiple job opportunities. The following are examples of types of fashion designers:



**Figure 2:** Diversified field for fashion designer

There are also some of the most popular jobs opportunities for Fashion graduates, apart from that of a designer:

**Merchandiser-** Ensure the apparels or products appear in the right stores at the proper time and in the correct quantities and including ensure qualities.

**Brand Manager/regional Manager/Area Manager-** Ensuring the staff maintain stores to the highest possible standards, being well decorated and properly merchandised at all times.

**Fashion consultant-** Inventory experienced advice and recommendations to individuals, customers including companies. By using their knowledge of trends and fashion elements & principles in order to help others in the realm of fashion.

**Photo-shoot stylist-** Creating unique and exclusive looks. Select fashionable outfits, shoes and accessories for the individual client. Integrating with photographers, models and hair & makeup artists for specific projects and for special client.

**Makeup artist-** Accountable for implement makeup and ensure the looks should be natural and well-applied under different lighting.

**Fashion journalist-** Writes the column and posting pictures about updated fashion clothing and accessories by using newspapers, magazines including websites. Attended fashion shows, taking interviews of designer's and celebrity.

**Art directors-** Accountable for create the different style and visual arts including images. Using this style promoted in newspapers & magazines, packaging and television productions. Overall design of a project should responsible and others.

**Graphic designers-** Visual concepts creates by using computer software or manually by hand to communicate design ideas. By using innovative production designs including develop different layouts by using multiple applications such as news & advertisements, brochures & fashion magazines and corporate reports.

**Jewelry Designer-** Innovative ideas are developed and design the jewelry. Try to make it in an innovative and that require to be sustained.

**Models-** Do pose for designers and photographers including other clients. Worked for fitting models to accomplish the best fit for new styles.

### **3. Research methodology**

#### ***3.1 Research design***

Empirical Research is used in this study. It is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. A survey method in the form of a structured questionnaire will used in this study in order to identify the factors that influence career choice and aspirations among the students of BGMEA University of Fashion and Technology (BUFT). The research design was chosen because it is convenient for capturing the opinions of participants on a phenomenon [13].

#### ***3.2 Sample***

The population of this study will comprised of first and second year students of fashion design department in the University of BUFT. A purposive sample of first year and second year students of fashion design department was taken. Here, sample size was two hundred and ten (210). Questionnaires was distributed individually and a hundred percent questionnaire return rate was realized.

#### ***3.3 Measuring instrument***

The questionnaire was comprised of closed ended questions with four or five different option types of yes/agree or no/disagree, multiple choice or ten-point scale. Wherever the students will mark more than one option on multiple choices equally divided weightage will be assigned to the all selected options and in final compilation the figures are rounded to nearest integer. The collected data will have analyzed using descriptive statistics and compiled in tables. Care will be taken to ensure that wrongly answered questions were eliminated from the statistical analysis of that particular aspect of the study. The figures shown in the parenthesis of all tables are present value.

#### ***3.4 Procedure***

Permission to conduct the study was granted by the faculty of BUFT. I along with my colleagues were used to randomly select the participants. The questionnaire was distributed by the individual students.

#### ***3.5 Ethical considerations***

Participation in the study was voluntary. Participants were assured that data collected from the study would be kept confidential, the participants were not required to write their names on the questionnaire and used only for purposes of this study. The researchers did not subject the participants to harm. In addition, the participants were informed of the right to withdraw from the study.

#### 4. Results

The survey was carried out through purposive sampling at BGMEA University of Fashion and Technology (BUFT), in the department of fashion design. This segment will describe the demographic data such as age, gender, education and other relevant data required to understand this study in a better manner. The results of the study are based on questionnaire survey analysis.

##### Geographical Background of participants

Among the participants, highest percentage (76%) were lives in Dhaka. While other participants (24%) were live in other areas (outside the Dhaka city).

**Table 1**

Geographical location	Dhaka	Outside Dhaka
All together	152 (76%)	48 (24%)

Among the participants, highest percentage (59.5%) were female. While others male participants were also quiet significant (40.5%).

**Table 2**

Geographical location	Male	Female
All together	81 (40.5%)	119 (59.5%)

##### Sources of getting knowledge of fashion design education which is known as vocational education

Among the participants, largest number of students (66 students) said they knew this knowledge about their relatives (33.5%), the 2<sup>nd</sup> largest source of knowledge are their parents 28.4% ( 56 students), parallel 48 students said they got this knowledge about their friends 24.4%, 7.6% teachers (15), 20.8% internet (41), 4.6% Print media (9), 11.7% television (23).

**Table 3**

First information source	Parents	Relative	Friends	Internet	Print media	Teachers	Television
All	56 (28.4%)	66 (33.5%)	48 (24.4%)	41 (20.8%)	09 (4.5%)	15 (7.5%)	23 (11.7%)

**Motivational background of choose fashion design subject**

Maximum respondents (123) were self-motivated (62.8%) to choose this education; after that they were motivated from their parents (30.6%); by friends 8.2%; by relatives 12.2%; by teachers 5.1%; by the senior brother/sister 8.2%.

**Table 4**

Motivation to choose course	Self	Parents	Friends	Relatives	Teachers	Seniors
All	123 (62.8%)	60 (30.6 %)	16 (8.2 %)	24 (12.2%)	10 (5.1 %)	16 (8.2%)

Interest of parents on fashion courses as career option for their child. Most of the parent’s interest level was high 36.2% as well as very high 33.2%. A good amount of parent’s interest was medium level 26.6%.

**Table 5**

Parents inclination	Very high	High	Medium	Low	Very low
All	66 (33.2%)	72 (36.2%)	53 (26.6%)	8 (4%)	3 (1.5%)

**Occupational aspirations of individual student**

Future career occupation aspirations absolute number and percentage in parenthesis. In maximum 61.5% response’s aspiration is for doing or stablish their own business. A good number 29.5% want to do job.

**Table 6**

Future career occupation aspirations goal	Own business	Job	Academic	Freelance	Consultancy	Part-time job
All	123 (61.5%)	59 (29.5%)	3 (1.5%)	11 (5.5%)	4 (2%)	0 (0%)

**Knowing before the information of multiple employment opportunities**

Fashion design have multiple employment opportunity. Maximum respondents 88.5% were said they knew this



information before their admission in BUFT.

**Table 7**

<b>Multiple job field</b>	<b>Yes</b>	<b>No</b>
All	177 (88.5%)	23 (11.5%)

## 5. Discussion

The research explored the attributes of the target population for fashion designing students in BUFT at Bangladesh. The attributes explored included personal information along with their personal interest of education, perception of reality and their future goal. Based on the results presented a detailed explanation regarding to the position of fashion education at BUFT in Bangladesh. The main factors influencing multiple employment opportunity and multidisciplinary education were identified and confirmed through the information from the quantitative analysis along with information from this study. If the sample area and sample size could be extended, then the results could be more concise, this is the only limitation if this study.

## 6. Conclusion

Education is a complex product. Therefore, students are likely to have multiple goals, automatically complicating the evaluation process. Moreover, objectives of education are too general to be operationalized. Global forces have shaped the fashion industry into a complex and far-reaching phenomenon. As a result, the need for a new type of professional has emerged; one who is capable of working within this highly dynamic, global environment [14]. An increasingly expanding global economy and competition from developing nations require the companies conduct business and maintain market share on an international platform [15].

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