

# Stakeholders' Engagement in Youth's Organizations for National Human Resource Development: A Study on Bangladesh National Cadet Corps

OPEN ACCESS

Volume: 7

Issue: 4

Month: April

Year: 2020

P-ISSN: 2321-4643

E-ISSN: 2581-9402

Received: 25.02.2020

Accepted: 26.03.2020

Published: 01.01.2020

Citation:

Huda, Kazi Nazmul.  
"Stakeholders' Engagement  
in Youth's Organizations for  
National Human Resource  
Development: A Study on  
Bangladesh National Cadet  
Corps." *Shanlax International  
Journal of Management*,  
vol. 7, no. 4, 2020, pp. 11–22.


DOI:

[https://doi.org/10.34293/  
management.v7i4.2304](https://doi.org/10.34293/management.v7i4.2304)



This work is licensed  
under a Creative Commons  
Attribution-ShareAlike 4.0  
International License.

**Kazi Nazmul Huda**

Associate Professor, Department of Business Administration  
Southern University Bangladesh, Chattogram, Bangladesh  
 <https://orcid.org/0000-0001-6997-0396>

## Abstract

National cadet corps is one of the most glorious youth-organizations involved in wide voluntary national development activities in which the training curriculum is very useful for achieving the critical indicators of national human resource development (NHRD). On the other hand, stakeholders' active engagement is one of the most important elements that facilitate the successful operation of an NHRD organization like the cadet corps. Primarily, the study aimed to establish a theoretical connection between the cadet corps training program and youth-focused NHRD. Later, a case study was conducted on a sample NHRD organization for youths, namely Bangladesh National Cadet Corps (BNCC), to surface the factors impeding the active engagement of its key stakeholders'. An extensive literature review was conducted for theoretical justification on the facts of NHRD, cadet corps training and significance of stakeholder analysis and the qualitative research methodology was applied to investigate the factors impeding the engagement of the stakeholders of BNCC. Lack of incentive scheme and the absence of social recognition is found as a common factor of stakeholders' disengagement in the training activities of BNCC. Apposite and categorized incentive scheme is suggested to accelerate the engagement of stakeholders in training programs. NHRD, through cadet corps training, is still an unexplored area in the new era of development research. The study like this will open a new window of social research and a new school of thought for youth-focused NHRD.

**Keywords:** Human Resource Development, Youth Development, National Human Resource Development, Stakeholder, Cadet Corps Training Program and Bangladesh National Cadet Corps (BNCC)

## Introduction

Youth development is an important indicator of human resource development (Du Toit, 2015) where cadet corps training program is among the most popular national strategies to facilitate the development of youths of a country as it is developing different physical, mental and social skills among them (Jahan, 2012; Sarkar & Margaj, 2015). This study aims to explore how national human resource development initiatives of Bangladesh could be facilitated through cadet corps training to ensure successful specially in the area of youth development and how this training program could be made facilitated through the engagement of the stakeholder of BNCC.

Bangladesh is a new episode of socioeconomic development and achieved the new hick of excellence in different human resource development indicators, e.g.). This country has earned the glory of excellence in the area of education, employment generation, manpower development (Kalam, 2010). This result is very promising compared to its neighboring nations. As human development and human resource, development issues are closely connected (Rao, 2000), densely populated Bangladesh also cited an example for many developing nations in the area of National Human Resource Development (NHRD) by establishing social, economic and political harmony in the country.

The concept of NHRD examines the potential of an individual citizen, their attitude towards nationalism, skill development, social aspiration, development of knowledge that creates a firm foundation for the socioeconomic development of a country (Rawat, 2008). It largely engaged in developing human capital through creating learning & development opportunities for the citizens, youth development, social empowerment & awareness raising, promoting teamwork, community engagement and most significant strategic planning and policy formulation for human development (Sarbabidya & Huda, 2004). Youth development is one of the important indicators in this regard (Swanson, Holton & Holton, 2001).

The present government of Bangladesh has taken several programs to develop our youths as human capital, but some sociopolitical issues like terrorism and civil disobedience are pressurizing us to shift from traditional NHRD and frame a new formula for sustainable NHRD through youth development (Huda, 2017). Youths are the most powerful stakeholder of national development initiatives and they are the key driver of the socioeconomic engine of a country (Betchoo, 2013) and they should be included in the NHRD program of a country (UNDP, 2009). So, youth development focused NHRD is evident for the socioeconomic development of a country and NHRD organizations working for youth development to be facilitated in this regard. According to Vashisht (2019); Kherdekar (2017); Huda (2017); Jahan (2012) and many other, the most popular intervention for youth development is the cadet corps movement and it is a proven strategy that facilitates NHRD through a comprehensive human development training programs to the youths. Cadet corps training facilitates youths' development by improving national citizenship- behavior among the educated youth, which is an obvious precondition to sustain the momentum NHRD of a country (Singh & Shejwal, 2017). This type of voluntary engagement by the youth in self-development makes a nation free from the curses of corruption and other social diseases (Mashreque et al., 2007).

The curriculum of cadet corps program facilitates national human resource development by inculcating good character, discipline, leadership qualities, self-confidence and sense of allegiance among the

youths and which is a prerequisite for sustainable development of a country (Vashisht, 2019; Vyas, 2017; Khurana, 2016; Mashreque, et al., 2007). Bangladesh National Cadet Corps (BNCC) is a government-sponsored philanthropic institution facilitating the good citizenship, leadership, and physical fitness among the student community of Bangladesh and composes a youth force to serve the nation at the time of peace and national crisis (Jahan, 2012; Kherdekar, 2017). Youth development through voluntary military training is one of the vital objectives of this organization, where sustainable NHRD is its ultimate goal.

The stakeholder concept of human resource development advocates the engagement of stakeholders in NHRD activities, and they have the right to participate in all spheres of NHRD interventions (Garavan, 1995). Cooperation of the multiple stakeholders and their active role is an obvious constraint in this regard (du Toit Goussard, 2008; Lee, 2004; Metcalfe, 2011). Despite much significance of stakeholders' engagement in organizational development, stakeholders' analysis is still an unexplored area in development research (Blair, 2005; Reynolds, Schultz & Hekman, 2006) and this statement constitutes the first research gap in the field of NHRD through effective cadet corps training. However, as a key contributing organization to NHRD with a special focus on youth development, the national cadet corps should be studied concerning the success and failure of stakeholders' engagement (Vashisht, 2019). This reference also leads to the second research gap of the study and rationalizes the development of the main objective. Considering the facts of the research gap stated above, the study will endeavor to unearth the factors impeding the active engagement of the stakeholders (Annexure: 1) in BNCC training programs and provide some policy prescription to overcome the problems.

### **Significance of the Study**

Bangladesh is emerging as a land of opportunity and an astounding example of socioeconomic growth. National performance regarding human development is a wonder to the many developing nations. To keep the momentum of these achievements, robust social capital development is required through NHRD

initiatives is a demand of time to free this nation from the curse of corruption, terrorism and immoral deeds. A strong foundation of youth development is evident in this regard. Cadet corps all around the globe are contributing to the youth development through inculcating different social & behavioral skills and developing overall personality blending military, social and cultural training programs (Sarkar & Margaj, 2015; Singh & Shejwal, 2017) and these sort of youth development training could be the most significant NHRD intervention to keep the momentum of the socioeconomic progression of Bangladesh (Huda, 2017). Considering the importance of cadet corps training, the present government of Bangladesh has considered it a national priority organization for human resource development and the new act of BNCC is passed in the parliament after forty-four years of independence.

Recently revised BNCC training program (Table 1) is at the implementation stage to prepare the students as a national youth force by infusing citizenship, leadership, patriotism and self-confidence. Youth with the above persona will be an asset for the country and BNCC will be considered as a specialized organization for NHRD of Bangladesh. Nevertheless, to accelerate the function of BNCC as a strategic NHRD partner organization to the government, an in-depth analysis of its stakeholders is obvious to enhance their participation in cadet corps training programs.

### Objectives of the Study

1. Firstly the study will try to connect cadet corps training program with the concept of NHRD to justify its significance with regard to NHRD programs.
2. Secondly, the study will try to explore the factors impeding the engagement of the stakeholders' of Bangladesh National Cadet Corps (BNCC).
3. Hence, the study will provide specific recommendations to hoist the engagement of the prime stakeholders' BNCC in achieving the comprehensive goal of NHRD of Bangladesh.

### Review of Literature

#### National Human Resource Development

National Human Resource Development

(NHRD) is a strategic action within the scope of skill development, training, management development initiatives, formal and vocational education systems and evaluation of such initiatives at the state level (Alagaraja, 2012). NHRD should be patronized and sponsored by the government machinery. At this level, HRD interventions are initiated with the broad objectives to ensure disease- hunger-free long & happy life, adequate skill profile to earn for better, maintain peace & harmony and social empowerment of the people (Rao, 2000). The total welfare and happiness of people must be maintained following the democratic norms. The government of a nation takes the principal responsibility in developing the health status of people, skills, capabilities, and attitudes of working communities, which are more useful in the development of the nation as a whole. Whereas, at the time of calculating the national income and economic growth of a country, NHRD examines the individual's potential, attitudes, skill, aspiration, knowledge, etc., and develops a concrete base for economic planning (Rawat, 2008). Human development and Human resource development are very much interconnected (Rao, 2000). It broadly involves activities related to education, training, empowerment, awareness raising, skill enhancement, team building, community mobilization and development, organizational development, and national human resource planning and policy formulation (Sarbabidya & Huda, 2004).

#### Concept of Stakeholder engagement in the context of National Human Resource Development

Stakeholder theory or stakeholder thinking, is an emerging concept of sustainable development of human resources (Parmar et al., 2010). According to Freeman (1984) and Mahoney (2012), stakeholders are vital members of an organization, and their engagement plays a pivotal role in successful strategy formulation and execution. Organizational reputation is favored if the goodwill with the stakeholders is maintained (King, 2009). Stakeholders of an organization could be at the different level organization or different business environmental stratum, i.e., external stakeholders or internal stakeholders and direct or indirect stakeholders (Garvan, 2007; Letsoalo, Coetzee & Ukperere, 2014).

Stakeholder theory promotes the right of stakeholders to be responsible for ensuring the productive outcome of an organization and also secure their individual and collective benefits (Greenwood & Freeman, 2011). According to the argument by Reynolds et al. (2006), every organization must manage a friendly relationship with its different interest groups, and the leaders must take the right approach in balancing the interest of the stakeholders in terms of participation, contribution and gain.

The success of every human resource development program lies in the active engagement of the stakeholders and maintaining a productive relationship with them (Garavan, 2007; Mankin, 2009). Their perception of HRD system design and implementation is evident, and their opinion must go about with due diligence (Letsoalo et al., 2014). They also argued that their representation must be encouraged at every stage of an HRD process and stakeholders' must be consulted at the time of policy formulation and strategy execution to ensure transparency in the HRD program (Van Dyk-Robertson & Abdullah, 2009). Stakeholders' observation and opinion are the critical determinants of an ethical audit of the HRD process (Letsoalo et al., 2014).

Vashisht (2019) also stated that the stakeholders' engagement and their inexorable support are evident in achieving the goal of cadet corps training and must address problems of the members with due care. Attractive motivational schemes and incentive-based programs should be taken to ensure the full participation of the stakeholders (Khurana, 2016). However, despite the importance of stakeholders in organizational development, stakeholder analysis still a new area in development research (Blair, 2005; Reynolds et al., 2006) and yet to be studied in detail.

### **Contribution of Cadet Corps in Youth-based NHRD Program**

The cadet corps program is practiced worldwide as a necessary intervention of NHRD. This type of movement first started in Germany back in 1666, and in India, it was initiated in the year 1948 (Khurana, 2016). The youth community of every country is an asset for national development, and cadet corps training had contributed a lot to transform a youth

as an asset (Vyas, 2017). Cadet corps training is provided to the youth volunteers to shape them as a disciplined citizens, and different social, leadership and managerial skill are developed among them (Sarkar & Margaj, 2015). The training program is designed to motivate a young heart to be devoted to national development activities like disaster response and community development programs (Vyas, 2017; Divya & Rajagopalan, 2014; Bhambi, 2012).

Empowerment of youth women is one of the most critical indicators of NHRD (Betchoo, 2013) and the paramilitary training curriculum of cadet corps facilitates in developing personality traits among women cadets and officers and gradually empowers them to face the challenges of personal life and professional career (Kherdekar, 2017). Following the principles of military training and leadership, different types of soft skills are developed among the youths of India (Sarkar & Margaj, 2015). Vyas (2017), in his research, has found that cadet corps training develops conflict management skills among the cadets and they are more collaborative and accommodative in dealing with people.

Cadet corps training in all around the globe is systematically aligned with the main stream educational curriculum to mold the personality of a student with different types of traits like comradeship, physical & mental endurance, courage & self-confidence, social ethics, creativity and more audibly the positive attitude (Divya & Rajagopalan, 2014; Singh & Shejwal, 2017; Jansi & Anbazhagan, 2017; Bhambi, 2012). The outcome of this training has a positive impact on the family of the cadet, their society and the nation at large (Jansi & Anbazhagan, 2017). Divya and Rajagopalan (2014) have found a positive correlation between cadet corps training and the development of self-concept among the students and suggested that the cadet corps training to be socially recognized as a tool of national human resource development programs. Huda (2017) also suggested the same in his research.

According to Singh and Shejwal (2017), Kherdekar (2017) cadet corps training plays a significant role in developing positive mental state and personality traits among the students. He argued that this type of training helps youth to overcome various emotional hurdles of life and also develops

an extrovert personality among them. Jansi and Anbazhagan (2017), through a conceptual study have tried to establish a relationship between five-factor personality theory and the performance of cadet corps training in this regard. Later Jansi and Anbazhagan (2017) have conducted another comparative research between cadet and non-cadet students and found that the students who had undergone the cadet corps training are significantly better than the students without training with a particular reference to the “Big 5 Model” of personality traits developed by Cattell, Eber and Tatsuoka (1970). Kherdekar (2017) also discovered the significant correlation between the cadet corps training and the life satisfaction of the women cadets of national cadet corps of India.

### **NHRD through Bangladesh National Cadet Corps with a Special Reference to Youth Development and Engagement**

Bangladesh National Cadet Corps is a tri-services youth organization comprising the Army, Navy and Air Force. It is assigned with the great responsibility to develop youth as future leaders of the country and to discover the hidden potentials of the youth generation of Bangladesh (Huda, 2017). The main stakeholder of this institution is the students of government-approved academic institutions commonly recruited as “cadet”. The other stakeholders (Table 1) are mostly employees and sponsors to facilitate the training and administrative affairs of BNCC. It is one of the oldest youth organizations in Bangladesh engaged in NHRD and operating under the dual administration of The Ministry of Defense and The Ministry of Education (Huda, 2017). The organization endeavors to pervade the value of discipline and academic excellence among the cadets applying the military instructional methods. It mainly includes the military, social and cultural training in its curriculum and these training results in developing good leadership, dedication and patriotism among the cadets. This mode of training directly contributes to the NHRD of Bangladesh by developing youths as loyal volunteers for national service and most importantly, dedicated citizens and it is the smartest program that develops self-confidence; self-esteem; leadership behavior and aids individual career development (Jahan, 2012).

BNCC is a youth-based organization structured and operated by following basic military norms, culture, and principles. It is articulated and designed to provide basic military training to its members. To cope with the globalized fast track civilization, cadets are provided with some specialized training to groom them to meet the socioeconomic challenges of the 21st century. BNCC training has played an essential role in the national development of Bangladesh. The curriculum and its multi-cultural environment facilitated the youths to be creative, resourceful, responsible, resilient, loyal leaders and team players (Ferdous, 2015). The curriculum of BNCC (Table 1) is wisely designed, combining military and social development studies, events exercises to develop and maintain a voluntary citizen force for national development programs and crisis management. Countrywide expansion and infrastructural development of this organization should be considered to engage the members of BNCC in national development programs (Jahan, 2015). The government must take result-oriented initiatives to solve the operational problems of BNCC and its stakeholders to stimulate the active engagement of this organization in NHRD (Huda, 2017).

**Table 1: Revised Training Curriculum of BNCC**

Serial Number	Self Development and Social Awareness	Military Subject
1	Social Awareness	Drill
2	Leadership	Military Tactics (Minor)
3	Science & Technology	Field Craft
4	Self Belief and Self Development	World Map
5	Disaster Management	Organization
6	Liberation War of Bangladesh	Weapon Training
7	Social Development	
8	Entrepreneurship & Self Employment	
9	Health & Hygiene	
10	Motivational	

Source: Ferdous (2016)



## **The Outcome of the Literature Review and Research Gap**

From the literature review, it could be summarized that, the NHRD is an important concept that systematically provides the opportunity to improve knowledge, skill, and attitude of a human resource through the efficient intervention of formal and informal training & development program, education, health, technology and infrastructure development to achieve individual, organizational, societal, national, regional, or international objectives. The existing literature also justifies the necessity of effective engagement of the stakeholders of human resource development organizations. Moreover, the literature reviews have established a secure link between cadet corps training with NHRD and how the outcomes of NHRD are ensured through the cadet corps training initiative. From the literature review, it is also evident that BNCC, as an organization may contribute to the NHRD of Bangladesh. The review of literature also unearths the importance of studying stakeholder engagement of BNCC and the constraining factors that are holding back in the active engagement of direct and indirect stakeholders in BNCC training programs.

It is also mentioned that minimal literature on cadet corps training exists in the current body of knowledge and most of the studies are conducted on the South East Asian context, mainly the National Cadet Corps of India. Those research papers also lack methodological prudence and coherent literature review. Many of those are published in non-referred journals. However, a minimal study has been conducted on how cadet corps could perform better, what are the factors hindering the engagement of the critical stakeholders of cadet corps training and what ways they could be effectively engaged in ensuring better operation of the corps. The present study will endeavor to minimize the gap.

## **The Methodology of the Study**

The research objectives have directed the methodology of the study. The study is qualitative and previously published relevant research journals, and reference books are used to collect the necessary information. In the beginning, the literature on NHRD and cadet corps training was compiled

irrespective of the country and field of study. In the literature review part, the author tried to establish a link among NHRD, Cadet Corps training and the necessity of understanding the problems of the stakeholders of BNCC for active engagement in the training programs. After that, judgmental opinions of different stakeholders of BNCC are recorded through a homogenous focus group discussion session. This session was held with BNCC Cadets, BNCC officers (BNCCOs), Service officers (Military officers), Military instructors, civil instructors, Parents, former cadets of BNCC and the academic administrators.

Furthermore, a face-to-face in-depth interview with the former BNCCOs and service officers were conducted as they have long experience working in BNCC. Each session lasted for two hours, and their comments were recorded in a notebook. The interview with the stakeholders was focused on the factors that are impeding their enthusiastic participation in BNCC activities and training programs. At the time of the interview, they were asked open-end questions on what type of problem they are facing in BNCC and their grievances. The responses of different stakeholders are analyzed to identify the most common problems or discontents acting as an impeding factor of active engagement in BNCC activities.

## **Findings and Discussion**

The finding of this study is generated from the contents of in-depth interview data collected from the different stakeholders of BNCC (Table). The responses of different stakeholders are narrated, and only the most common problems or discontents are discussed elaborately.

## **Factors Impeding the Active Engagement of BNCC Cadets**

It was a typical response by the cadets that the academic pressure hinders their active engagement in BNCC training programs. As the academic curriculum at the secondary and higher secondary level has been revised with some new course contents, they need to give more time in studies and extra tuition. BNCC junior division cadets are exposed to some more challenges as two additional public examinations have been included at the

primary and secondary level, e.g., Primary School Certificate (PSC) and Junior School Certificate (JSC). Previously there was only one examination at this level; secondary school certificate (SSC). Since BNCC training does not add any educational value to these examinations, cadets are generally averse to attend any training program.

Moreover, the Military Science course is not included in schools and colleges. At the university level, this course is conducted irregularly, and the process of enrollment is very cumbersome for the institutions affiliated with national university of Bangladesh. Most of the existing cadets have opined that tangible and intangible incentive like scholarships, academic credits, badges, insignias, and most importantly, lucrative uniform is absent in BNCC. Senior cadets have opined that present BNCC training is not adventurous to them as the revised training program is focusing mostly on self-development and social awareness programs, and as a result, most of them are fascinated by military training curriculums.

### **Factors Impeding the Active Engagement of BNCC Officers (BNCCO)**

BNCC officers are destined to stay for a long time with BNCC as they remain attached to it till their retirement. In comparison to other stakeholders, the role of BNCCOs is very crucial as they become more experienced due to their long stay with BNCC. Almost all the BNCCOs expressed the same opinion as to the cadets that, due to increasing academic engagement at the institution level, they cannot usually participate in regular BNCC programs, e.g., new academic syllabus, public and internal examination duties. Most of the senior BNCCO's are bound to different official engagement and holds the key appointments of the institutions like principal and vice principal-ship, departmental chair and other important administrative posts. Most of them have expressed their discontent regarding the schedule conflict between the BNCC program and the national academic calendar. According to most of the BNCCO's, financial benefits and services are insufficient compared to the time and energy spent in BNCC activities. Non-financial incentives like service medals, insignias and advance training

opportunities are absent. Many senior BNCCOs said that many benefits like monthly ration facilities, on-payment transport facilities are curtailed, and the supply of uniforms is irregular. They also opined that performance management is not systematic and modern. Performance appraisal policy is traditional and not based on Key Performance Indicator. Promotion of the officers is irregular, bureaucratic and lengthy. Leadership and command structure of BNCC officers are not unified and these appointments are mostly ornamental. They are nowhere in the decision making appointments of BNCC. They have conveyed their grievance that, officers from the services exercise the command and do not give them any scope. The command structure of BNCC is not according to the table of organization and equipment conferred by the Ministry of Defense. Senior BNCC officers have opined that no office is allocated for the battalion and company commanders. Stress of identity crises in their organization is killing the motivation of BNCC officers to participate in the training events. Retired BNCCOs have shared that, issues mentioned above are creating a negative word of mouth within the teaching community and the image of BNCC is declining. To that, it is very challenging to recruit, retain and engage promising teachers as an officer in BNCC.

### **Factors Impeding the Active Engagement of Service Officers**

Service Officers are commissioned in the regular armed forces and join BNCC on deputation. They hold the necessary administrative appointments at Battalion and Regiment level. However, all the appointments of BNCC headquarters are held by them. During interview, mthe any service officers opined that posting in BNCC is not a matter of esteem in comparison to other parent organizations or forces of Bangladesh like Rapid Action Battalion, Border Guard Bangladesh, etc. An extreme pressure of trans-organizational identity crises is also prevailing among the service officers posted in BNCC. Most of the respondents have opined that financial benefits and additional allowances are very limited here and the provision of deputation allowance is revoked. Frequent and premature posting to the parent forces and different BNCC regiments backpedal

the consistent performance of the officers at all the echelons of BNCC.

### **Factors Impeding the Active Engagement of Military Instructors**

BNCC Military instructors are considered non commissioned officers and appointed on deputation in BNCC for a maximum tenure of three years. They are the instructors of military training and play a critical role in transforming a student into a cadet embodied with military bearing and mindset. At the time of the interview, most of them commonly opined on the stress factor of extreme workload as BNCC mostly remains under staffed. According to the table of organization and equipment (organizational structure) of BNCC, every BNCC platoon should have one military instructor, but on the ground, most of them are assigned in multiple platoons/institutions. They have shared their grievance on accommodation issues as the rooms allotted to them by the academic institutions are not decently furnished like cantonments. Hence, many institutions fall through in providing accommodation to the military instructors. Some said that they need to give time to do additional administrative works at regiments and BNCC HQs compromising with core BNCC training at an institutional level.

### **Factors Impeding the Active Engagement of BNCC Civil Instructors**

Headquarter BNCC appoints civilian instructors. They need to act like military instructors. They have placed many grievances like; no specialized training is provided to them for professional and skill development and they are also under-equipped. Some opined that they are subject to misbehave and social abuse by the superiors. They do not enjoy incentives like the other civil staffs working under the ministry of the defense (ration, typing allowance for the computer operators, promotion/selection grade, overtime, etc.). They feel that they are overload with work and hold multiple responsibilities as BNCC is understaffed.

### **Factors Impeding the Active Engagement of Ex Cadets**

BNCC Ex-Cadets are the finished product of BNCC and ready to be utilized as a human resource.

Their achievements are the source of inspiration for the existing BNCC cadets. Most of them opined that they are treated decently after their cadetship. Their ex-cadets associations have failed to create a social identity like other voluntary organizations. Some opined that ex-cadet associations are affected by political polarization. These are not as effective as the ex-cadets associations of cadet colleges. Many opined that the scope of interactions between the past and the present cadets is minimal at regiment and HQ level and they are rarely invited in BNCC programs and social events.

### **Factors Impeding the Active Engagement of Parents & Guardians**

Parents of the cadets are also an important stakeholder of BNCC, mostly the parents of female and junior cadets. They remain worried about their children's security and safety as they send them far from home for military training. Most of the parents have shown their grave concern on the outcome of BNCC training, mainly how it is facilitating the career of their children as study time is to compromise during the training period.

### **Factors Impeding the Active Engagement of Administrators of Academic Institution**

Administrators of the academic institutions are the Vice-Chancellors, Principals, Headmasters of the schools, and Members of the governing body. They are the critical authority to allow their students to obtain BNCC training and allocate training budget. Most of the institutional heads opined that they are not directly connected with BNCC activity like other students' voluntary institutions as Rover Scouts, Girl's Guide and Red Crescent Society. They only have the signing authority to disburse a fund for BNCC programs. None of them have received any formal recognition from BNCC, and there is no such provision in BNCC. No financial incentive is allocated in the budget for the head of the institutions as like similar voluntary organizations for students (Rover Scout or Girls Guide).



## **Recommendations**

### **Recommendations to ensure the Active Engagement of BNCC Cadets**

BNCC cadetship should be increased from 4 years to 6 years to develop and retain leadership. To ensure the active engagement of the cadets, BNCC must incorporate adventures military training in training programs. BNCC training should be included in the mainstream National Education curriculum by adding courses, namely “Basic Military Studies” or “Military Science” at all stages of public examinations. Preference points for cadetship could be added in university admission tests. The national policy could be formulated to secure a quota for BNCC cadetship in public and private services or bonus points for a cadetship in the public service/professional examinations. Khurana (2016), in her research work, has suggested, ed the same interventions to motivate the cadets. Colorful badges and insignias could be awarded to the enthusiastic cadets for individual performance and for participating in national development activities. Fashionable uniforms and rank badges are very urgent to attract talented students. Cadet uniforms should be made according to specific measurements not standard “One size fits all”.

### **Recommendations to Ensure the Active Engagement of BNCC Officers**

The empowerment of the BNCC officers must be ensured according to their rank and appointments. An attractive financial package like command pay, camp allowance, ration facilities, medical facilities in Combine Military Hospitals could be offered to maintain their initiative. To ensure their accountability and to bring transparency in performance appraisal, a KPI based performance management system could be incorporated. Participation in BNCC programs and their contribution to BNCC should be acknowledged in the annual confidential report (ACR) of their teaching career. This initiative will ensure the great promotion of the potential officers. Commitment and loyalty of the BNCCOs could be prompted by awarding service medals, and professional insignias like, Seniority Medal, Director General’s appraisal insignia, Regiment Commander’s insignia, etc. However, a comprehensive BNCC training plan should be developed parallel to the national

academic calendar to avoid schedule conflict. Unified scheduling will ensure timely and stress-free participation of the BNCCOs, and they will be more focused to BNCC activities. Provisions could be made to send the BNCCOs on short time deputation. This may help the BNCCOs to overcome the oscillating nature of their job.

### **Recommendations to Ensure the Active Engagement of Service officers**

Service officers should be proffered with attractive financial benefits. Deputation allowance should be allocated to them. Provision should be made to categorize their service as a career posting to make them feel esteemed. In this regard, a mandatory posting in BNCC should be followed for all the services officers of Bangladesh Armed Forces at least once in a career. A similar provision is practiced in NCC India. An orientation class on BNCC should be conducted at the entire military and paramilitary academy to create awareness on the importance and role of BNCC. Arranging promotional events to inform and educate the members of the armed forces about the necessity of BNCC as an auxiliary and complementary strength for the armed forces in national development and national defense.

### **Recommendations to Ensure the Active Engagement of Parents of Cadets**

For the parents and guardians of BNCC cadets’ yearly social events like “parents’ day” or “parents’ appreciation day” could be organized to motivate them and also to develop ownership. They should be invited formally in the Annual Training camps, Battalion Camps and on the occasion of BNCC rising day. A “Parents Committee” could be formed at all the regimental headquarters to ensure their participation in BNCC activities. Cadet corps of the United Kingdom have a similar practice, namely “Fun,d Raising Committee” where the parents are involved in allocating training budgets.

### **Recommendations to Ensure the Active Engagement of BNCC Military Instructors**

The military instructors should be provided with additional service benefits to maintain their initiative in cadet training. Non-financial incentives and awards like “The Best NCO instructor” could be allocated to appreciate their hard work. Special

gift packs and souvenirs could be bestowed to all the NCO instructors to praise their hardship during training camps.

### **Recommendations to ensure the active engagement of BNCC Civil Instructors**

Advanced skill development course should be designed to improve the administrative and secretarial efficacy of the civil instructors. Financial and non-financial incentives should be planned parallel to other government employees. Providing them a standard office environment furnished with high-quality office furniture and modern office equipment. Arranging family-friendly programs could be arranged for them to improve interpersonal relationships and effective teamwork. Offering them a special reward package for appreciating their hardship and devotion to BNCC will energize their performance.

### **Recommendations to ensure the active engagement of BNCC Ex-cadets**

Interaction programs could be arranged to facilitate networking among past and present cadets. Career counseling workshop/seminar or reunion program may be arranged in this regard. Collective events could be organized by ex-cadet associations and BNCC on social development issues depending on the priority and national crisis management. The scope could be created to retain potential and dedicate ex-cadets. They may be appointed officially on a contractual basis. It is undeniable that their voluntary and committed service will benefit BNCC after the accomplishment of their cadetship. Ex-cadets could be appointed as voluntary reserve officers (VRO) and may be posted at BNCC battalions/platoons for training and administrative duties. This provision will help in utilizing their experience and will complement the scarcity of military instructors.

### **Recommendations to ensure the active engagement of Administrators of Academic Institution**

Special Award has to be introduced for the Head of the institutions to recognize the success of his/her own BNCC platoon. A consolidated allowance should be offered from the platoon fund to the Head of the institutions as a “charge allowance” to uphold his/her enthusiasm for the development of BNCC.

### **Conclusions and potential for further research**

Development of a country or an organization widely depends on the development of its human resources and this study tried to bridge between NHRD and cadet corps and the necessity to analyze the degree of engagement of its stakeholders. BNCC is an organization built for youths and it is the right organization for the sustainable NHRD of Bangladesh. The study also endeavored to take an inside of the engagement of its direct and indirect stakeholder and identified various factors that are impeding the functions of training programs. Lack of attractive incentive and organizational esteem is the key impediment to the active engagement of the stakeholders. Finally, the author has proposed some categorized recommendations to ensure the active engagement of the stakeholders of BNCC.

No research is free from methodological limitation. The current study is purely qualitative, and the sample size was very limited. The outcome of this research may not project the overall picture of BNCC training and all the problems of the stakeholders. Rigorous empirical research is imperative to find the impact of stakeholders’ disengagement in BNCC training program. However, to develop the standard of BNCC training government must thrive on promoting the engagement of its stakeholders by rectifying all the problems hindering their active engagement and try to facilitate them to sustain their engagement in order to face the future NHRD challenges human resources of the country. Contribution of cadet corps training in NHRD is still an unexplored area in development research. The study like this will provide a critical insight into the national policymakers in addressing the issues hindering the performance of the National Cadet Corps operating at all around the globe.

### **References**

- Alagaraja, M. “National Human Resource Development in Practice: An Interview with M.V. Subbiah.” *Human Resource Development International*, vol. 15, no. 4, 2012, pp. 515-524.
- Arya, P.P. and Tandon, B.B. *Human Resource Development*, Deep and Deep Publications, 1998.

- Betchoo, N.K. "Youth Empowerment as a Human Resource Development Strategy in Mauritius." *Issues in Business Management and Economics*, vol. 1, no. 8, 2013, pp. 218-229.
- Bhambi, R.P. *NCC: A True Activity for Youth Development*, Freedom First, 2012.
- Blair, M.M. "Closing the Theory Gap: How the Economic Theory of Property Rights can Help Bring "Stakeholders" Back into Theories of the Firm." *Journal of Management and Governance*, vol. 9, 2005, pp. 33-40.
- Cattell, R.B., Eber, H.W. and Tatsuoka, M.M. *Handbook for the Sixteen Personality Factor Questionnaire (16 PF): In Clinical, Educational, Industrial, and Research Psychology, for use with all forms of the test*, Institute for Personality and Ability Testing, 1970.
- Divya, T.P. and Rajagopalan, K. "Self Concept in Relation to Participation in National Cadet Corps (NCC) among Arts and Science College Students under Calicut University." *IOSR Journal of Research & Method in Education*, vol. 4, no. 4, 2014, pp. 1-4.
- Du Toit, R. *Unemployed Youth in South Africa: The Distressed Generation?*, 2015.
- Du Toit Goussard, Carien. *Human Resource Development Strategy in the Provincial Government of the Western Cape*, Stellenbosch University, 2008.
- Freeman, R.E. *Strategic Management: A Stakeholder Approach*, Pitman, 1984.
- Garavan, T.N. "A Strategic Perspective on Human Resource Development." *Advances in Developing Human Resources*, vol. 9, no. 1, 2007, pp. 11-30.
- Garavan, T. N. "Stakeholders and Strategic Human Resource Development." *Journal of European Industrial Training*, vol. 19, no. 10, 1995, pp. 11-16.
- Greenwood, M. and Freeman, R. "Ethics and HRM: The Contribution of Stakeholder Theory." *Business & Professional Ethics Journal*, vol. 30, no. 3/4, 2011, pp. 269-292.
- Huda, K.N. "Necessity of Voluntary Training for National Human Resource Development: A Case Study." *Social Change*, vol. 7, no. 1, 2017, pp. 155-166
- Jahan, S. *Military Training: Creating Leaders for Tomorrow, Reading: Key to Learning*, Southern University Press, 2012.
- Jansi, A.M. and Anbazhagan. "Personality Traits among NCC and Non NCC College Students - A Study." *Golden Research Thoughts*, vol. 6, no. 9, 2017, pp. 1-4.
- Jansi, M. and Anbazhagan, S. "On Creating a Bond: The Big Five Personality Traits and the Performance of NCC Cadet." *International Education & Research Journal*, vol. 3, no. 5, 2017, pp. 664-665.
- Jayagopal, R. *Human Resource Development Conceptual Analysis and Strategies*, Sterling Publishers Pvt. Ltd, 1990.
- Kalam, M.A. "Human Resource Development in Bangladesh." *The Daily Star*, 2010, <https://www.thedailystar.net/news-detail-164131>.
- Kherdekar, K.G. "A Study of Role of Paramilitary Training in Women Empowerment & Personality Development." *International Journal of Advanced Educational Research*, vol. 2, no. 4, 2017, pp. 39-42.
- Kherdekar, K.G. "A Study of Role of Paramilitary Training in Women Empowerment & Personality Development." *International Journal of Advanced Educational Research*, vol. 2, no. 4, 2017, pp. 39-42.
- Khurana, N. "Motivational Techniques Adopted for NCC Cadets." *Imperial Journal of Interdisciplinary Research*, vol. 2, no. 8, 2016, pp. 966-971
- King Report on Governance for South Africa*, Institute of Directors Southern Africa, 2009.
- Lee, M. "National Human Resource Development in the United Kingdom." *Advances in Developing Human Resources*, vol. 6, no. 3, 2004, pp. 334-345.
- Letsoalo, B., Coetzee, J. and Ukpere, W. "Stakeholders' Perceptions of a Human Resources Development Intervention." *Mediterranean Journal of Social Sciences*, vol. 5, no. 1, 2014, pp. 740-751.
- Mahoney, J.T. "Towards a Stakeholder Theory of Strategic Management." *Towards a New*

- Theory of the Firm*, BBVA, 2012, pp. 153-182.
- Mankin, D. *Human Resource Development*, Oxford University Press, 2009.
- Mashreque, M.S. et al. "Volunteerism: A Global Social Movement." *Journal of Development and Research*, vol. 1, 2007, pp. 108-111.
- Metcalfe, B.D. "Women, Empowerment and Development in Arab Gulf States: A Critical Appraisal of Governance, Culture and National Human Resource Development (HRD) frameworks." *Human Resource Development International*, vol. 14, no. 2, 2011, pp. 131-148.
- Nadler, L. and Zeace Nadler. *Developing Human Resources*, Jossey-Bass, 1989.
- Nadler, Z. and Leonard Nadler. *Designing Training Programs: The Critical Events Model*, Routledge, 2012.
- Parmar, B.L. et al. "Stakeholder Theory: The State of the Art." *Academy of Management Annals*, vol. 4, no. 1, 2017, pp. 403-445.
- Rao, T.V. *Human Resources Development: Experiences, Interventions, Strategies*, SAGE Publications, 2000.
- Reynolds, S.J., Schultz, F.C. and Hekman, D.R. "Stakeholder Theory and Managerial Decision-making: Constraints and Implications of Balancing Stakeholder Interests." *Journal of Business Ethics*, vol. 64, 2006, pp. 285-301.
- Sarbabidya, S. and Huda, K.N. "How HRD and Social Development Issues are Interrelated?: An Empirical Study on Bangladesh." *The Journal of Business and Society*, vol. 3, no. 2, 2004, pp. 58-67,
- Sarkar, U. and Margaj, S.M. "Role of National Cadet Corps in Developing Soft Skills among Youth in India." *International Journal of Scientific & Engineering Research*, vol. 6, no. 11, 2015, pp. 1322-1325.
- Singh, B. and Shejwal, B.R. "Role of Mental Image, and Personality in Emotions and Affect among NCC Cadets." *Journal of the Indian Academy of Applied Psychology*, vol. 43, no. 2, 2017, pp. 276-285.
- Swanson, R.A. and Holton, E.F. *Foundations of Human Resource Development*, Berrett-Koehler Publishers, 2001.
- Vashisht, V. *Youth Development through National Cadet Corps*, Vivekananda International Foundation, 2019.
- Vyas, A. "Effect of NCC Training on Conflict Management Skill of Naval Wing NCC Cadets under NCC Group, Vadodara." *Scholarly Research Journal for Humanity Science & English Language*, vol. 6, no. 29, 2018, pp. 8103-8117.
- Youth and Human Development: Tapping the Untapped Resource*, Kenya National Human Development Report, 2009, <http://hdr.undp.org/en/content/youth-and-human-development>

### Annexure 1: Direct & indirect stakeholders of BNCC

S. No.	Direct Stakeholders	S. No.	Indirect Stakeholders
1	Cadets	1	Service Officers
2	BNCC Officers	2	BNCC Military Instructors
3	Parents of Cadets	3	BNCC Civil Instructors
4	Ex-Cadets	4	Administrators of Academic Institution

Source: Author

### Author Details

**Kazi Nazmul Huda**, Associate Professor, Department of Business Administration, Southern University Bangladesh, Chattogram, Bangladesh, **Email ID:** [knhuda@yahoo.com](mailto:knhuda@yahoo.com)