

USE OF TECHNOLOGY IN FOSTERING BUSINESS EDUCATION LEADERSHIP

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Abstract

This seminar presentation explores the use of technology in business education leadership, examining its impact on teaching and learning practices. This study investigates how technology integration enhance the effectiveness of business education leadership and contribute to improved outcomes for students and organizational success. Through a comprehensive literature reviewed, the study examined the theoretical foundations and conceptual frameworks that underpin the use of technology in business education leadership. It explores the benefits of incorporating technology tools and platforms in the classroom, such as online learning management systems, virtual collaboration tools, and multimedia resources. The results demonstrated that when used strategically and effectively, technology can transform traditional teaching methods, enhance student engagement, and promote active learning. It enables program leaders like head of departments, academic staff and supportive staff to create dynamic and interactive learning environments that foster critical thinking, problem-solving skills, and collaboration. Furthermore, the study explores the role of technology in preparing students for the demands of the modern business landscape. This paper concludes that business education leaders should harness technology to achieve the optimum objective of developing students who are well-equipped for success in the business field. it was also recommended that leaders should emphasize the importance of technology integration by highlighting its significance in preparing students for the real business world.

Keywords: Technology, Business Education, leadership

Introduction:

The incorporation of technology in business education leadership has undoubtedly revolutionized the field, paving the way for unprecedented opportunities and advancements. With the rapid advancements in technology, the traditional methods of imparting knowledge and developing leadership skills have been augmented by innovative tools and platforms. This is because technology is a fast changing field, as technology evolve it is important that leaders are comfortable and competent using today's software tools, it is very important they have the ability to learn and discriminatingly use new technology as they become available. Identifying the appropriate role of technology in the industry's core curriculum requires a dynamic, long-term plan with feedback and an ongoing evaluation process. There is a need for knowledge of new technology tools for both students and business education leaders. This infusion of technology has not only enhanced the learning experience but has also equipped future leaders with the necessary skills to thrive in the dynamic and competitive business landscape. Through online platforms and virtual classrooms, aspiring leaders can connect with experts and peers from around the world, fostering a diverse and enriching learning environment. This exposure to different perspectives and cultures not only broadens their horizons but also equips them with the cross-cultural competencies needed to lead in a globalized economy.

According to National University Commission, Core Curriculum Minimum Academic Standards (NUC, CCMAS) (2022), business education is an essential reference point for understanding the scope and objectives of business education in Nigeria. The NUC CCMAS (2022) defines business education as a

specialized profession designed to provide students with knowledge, skills and competence leading to employability and advancement in office occupation, pedagogical skills in teaching business subjects at different levels of educational system as well as self employment or an employer of labour. It aims to equip students with a solid foundation in business principles, techniques, and practices, enabling them to contribute to the growth and development of the economy. According to the NUC CCMAS, business education covers a wide range of disciplines, including but not limited to accounting, finance, management, marketing, economics, entrepreneurship, and information systems. The objectives of business education set forth by the NUC CCMAS (2022) include:

- Knowledge Acquisition: Business education aims to provide students with a solid foundation of knowledge in various business disciplines such as accounting, finance, management, marketing, economics, entrepreneurship, and information systems.
- Skill Development: Business education aims to develop students' practical skills in areas relevant to the business world. This includes critical thinking, problem-solving, communication, teamwork, leadership, and decision-making skills.
- Entrepreneurship and Innovation: Business education recognizes the importance of fostering an entrepreneurial mindset and promoting innovation. This objective supports the goal of fostering economic growth and job creation in Nigeria.
- Ethical and Professional Conduct: Business education emphasizes the importance of ethical behavior and professionalism in the business world. This objective aims to shape students into responsible business professionals who can contribute positively to society and uphold ethical standards in their decision-making and interactions.
- Industry Relevance: Business education seeks to ensure that the curriculum is relevant and responsive to the needs of the business industry. This objective promotes the employability of graduates and their ability to meet the evolving demands and challenges of the business world.
- Continuous Improvement: Business education recognizes the need for continuous curriculum review and improvement. This objective ensures that business education remains dynamic, relevant, and responsive to the changing needs of the business environment.

To be able to pursue the objectives of business education in tertiary institutions, there is need for effective leadership. This is because effective leadership gives expression to the objectives of business education.

Leadership is a complex and multifaceted concept that has been extensively studied and debated in the field of business and management. Numerous theories have emerged over the years to explain the nature of leadership and its impact on organizational success. However, In the 1980s, the Transformational Leadership Theory gained prominence. According to this theory, transformational leaders inspire and motivate their followers to go beyond their self-interests and work towards the collective goals of the organization (Bass & Riggio, 2006). Transformational leaders exhibit charismatic qualities, provide intellectual stimulation, and foster individualized consideration for their followers. In addition, a transformational leader is a model admired by subordinates, they encourage and inspire their subordinates to innovate and develop new ways to grow and improve the path for future success. This theory has been widely recognized for its positive impact on employee motivation, job satisfaction, and organizational performance.

Leadership in Business Education

Business education leadership can be defined as the art and science of guiding and inspiring individuals within a business education program to work collaboratively towards achieving organizational objectives. It involves the effective utilization of strategic vision, strong communication skills, and the ability to foster a positive and innovative learning environment. Remarkable business education leadership encompasses the Head of Department (HOD), course advisers, academic staff, and supportive staff working together in a cohesive manner, utilizing their expertise and resources to provide students with an exceptional education that equips them with the skills, knowledge, and mindset necessary to succeed in the dynamic and competitive business world. Academic staff members are instrumental in delivering high-quality education

to students. Effective leadership supports academic staff by providing resources, professional development opportunities, and a supportive work environment (Johnson & Brown, 2019). By nurturing academic excellence, leadership enables academic staff to design and implement remarkable teaching methods that prepare students to face real-world challenges. Supportive staff, including administrative personnel, play a crucial role in creating a conducive learning environment. Leadership should recognize and empower supportive staff by fostering effective communication and collaboration (Anderson & Garcia, 2020). By interconnecting academic and supportive staff, leadership ensures that administrative processes support the remarkable development of students.

To help students excel in the business world, leadership must emphasize the integration of theoretical knowledge with practical skills. Effective leadership promotes industry engagement by establishing partnerships, internships, and guest lectures (Smith, 2018).

Technology in Business Education Leadership

Technology, in its broadest sense, refers to the application of scientific knowledge, skills, and tools to solve problems, improve processes, and enhance human capabilities. It encompasses a wide range of artifacts, systems, and techniques that have been developed over time to fulfill various needs and desires of individuals and societies. The term “technology” derives from the Greek words “techne” meaning art or craft, and “logia” meaning the study of or knowledge. It can be traced back to the early human civilizations, where simple tools such as stone axes and spears were crafted for hunting and survival (Smith, 2019). Since then, technology has evolved tremendously, encompassing a wide array of fields, from information technology to biotechnology, and from transportation to communication. One of the key aspects of technology is its role in transforming and improving various industries and sectors.

In the fast-paced and competitive business world, technology plays a crucial role in business education leadership, enabling students to not only survive but thrive in the business world. Through the integration of technology, business education leaders, foster digital literacy, establish industry partnerships, and prioritize continuous professional development. By working hand-in-hand, these leaders create an ecosystem where students acquire the necessary skills, knowledge, and adaptability to excel in the dynamic and competitive business environment. Through their remarkable efforts, business education leaders contribute to the growth and innovation of the business community and pave the way for students’ success in the business world.

Business education leaders such as the head of department of the business education program actively foster relationships with industry partners to provide students with valuable experiential learning opportunities. Through technology-enabled internships, virtual guest lectures, and industry-sponsored projects, students gain practical exposure to the business world (Brown & Smith, 2019). These collaborations bridge the gap between academia and industry, ensuring that students possess the practical skills and industry insights necessary to succeed in the dynamic business environment.

Technology equips business education leaders with tools to enhance communication, facilitate data-driven decision-making, and foster collaboration among staff members. Communication platforms and project management tools enable leaders to efficiently convey goals, expectations, and objectives to their teams (Brown & Smith, 2019). By utilizing these technologies, leaders can provide timely feedback, offer professional development opportunities, and manage performance evaluations effectively. Learning analytics tools integrated within LMS provide valuable insights into student performance, engagement levels, and learning outcomes (Jones & Harris, 2017). Leaders can leverage this data to identify areas for improvement, adapt curricula, and implement evidence-based strategies to enhance student success. By incorporating virtual simulations, gamification, and multimedia resources into the curriculum, students can actively explore and apply theoretical concepts (Huang, Albert, max, Jiawen, Anita, Natercia, John & Jingwei 2020). Here are some key tools that business education leaders can utilize:

1. Learning Management Systems (LMS): LMS platforms such as Blackboard, Canvas, or Moodle provide a centralized space for course materials, online discussions, assessments, and grading.

Educators can create engaging online learning environments, track student progress, and foster collaboration among students.

2. Virtual classrooms: Tools like Zoom, Microsoft Teams, or Adobe Connect enable synchronous online teaching and learning. These platforms offer features such as video conferencing, screen sharing, and interactive whiteboards, allowing educators to deliver lectures, facilitate discussions, and engage students in real-time.
3. Data analytics and learning analytics tools: Platforms such as Tableau or Moodle Learning Analytics provide valuable insights into student performance and engagement.
4. Collaboration and communication tools: Tools like Google Workspace (formerly G Suite), Microsoft 365, or Slack facilitate effective communication and collaboration among students and educators. These platforms offer features like document sharing, real-time editing, video conferencing, and instant messaging, fostering teamwork and knowledge sharing.
5. Online assessment and feedback tools: Tools like Turnitin, ExamSoft, or Grade Scope streamline the assessment process. These platforms enable educators to create and administer online assessments, provide timely feedback, and ensure academic integrity.
6. Social media and online community platforms: Platforms like LinkedIn, Twitter, or discussion forums within LMSs can facilitate networking, professional development, and knowledge sharing among students, educators, and industry professionals.

By effectively utilizing these technological tools, business education leaders can create dynamic and engaging learning experiences, track student progress, analyze data for informed decision-making, foster collaboration and communication, and provide effective assessment and feedback mechanisms. This integration of technology enhances the overall quality and effectiveness of business education.

The Use of Technology in achieving Business Education Objectives

In the realm of business education, technology has emerged as a powerful tool for education leaders, including heads of departments (HODs), academic staff, lecturers, technicians, and supportive staff, to achieve their objectives. Education leaders, including HODs, academic staff, lecturers, technicians, and supportive staff, play a crucial role in harnessing technology to achieve business education objectives. Through the remarkable use of technology, they enhance learning experiences, promote student engagement and interaction, and foster the attainment of business education objectives.

Education leaders employ technology to create and deliver digital content that enriches learning experiences. They utilize multimedia resources, interactive simulations, and virtual learning environments to engage students in a dynamic and interactive manner (Smith, 2018). By incorporating technology-driven educational tools, leaders enable students to explore complex business concepts, apply theoretical knowledge to practical scenarios, and develop critical thinking skills essential for success in the business world. They leverage learning management systems, online discussion forums, and video conferencing tools to facilitate collaboration, foster active learning, and provide flexibility for students skill development. By integrating technology into traditional classroom settings, leaders create a blended learning environment that will prepare students to effectively navigate the complexities of business environments.

Education leaders encourage students to collaborate and interact with peers and instructors through technology-mediated platforms. They facilitate virtual group projects, online discussions, and video conferencing sessions to foster a sense of community and promote active participation (Brown & Smith, 2019). Through these collaborative initiatives, leaders enhance students' communication skills, teamwork abilities, and exposure to different perspectives, preparing them for the collaborative nature of the business world. Education leaders harness technology to tailor educational experiences to individual student needs. They utilize adaptive learning platforms, personalized learning management systems, and intelligent tutoring systems to provide customized learning pathways for students (Jones, 2017).

Education leaders prioritize their own continuous professional development in utilizing technology effectively. They engage in training programs, attend conferences, and participate in online courses to enhance their technological competencies and stay abreast of emerging trends. By continuously expanding their knowledge and skills, leaders model lifelong learning and inspire their colleagues and students to embrace technology as a catalyst for growth and success.

Conclusion

The use of technology in business education leadership plays a pivotal role in preparing students to thrive in the dynamic and evolving business world. Business education leaders, comprising heads of departments, course advisers, academic staff, and supportive staff, harness technology to achieve the optimum objective of developing students who are well-equipped for success in the business field. By leveraging technology, these leaders enhance the learning experience among students. Through the integration of innovative tools and digital platforms, business education leaders enable students to develop critical thinking, problem-solving, and digital literacy skills that are essential for their professional growth.

Recommendations

The following recommendations were made;

1. The Head of the Department should champion the use of technology in business education leadership by highlighting its significance in preparing students for the real business world. This can be done through regular discussions and workshops with academic staff, course advisers, and lecturers to raise awareness about the benefits and potential of technology.
2. Lecturers should leverage technology to create interactive and engaging learning experiences.
3. Technicians should play a crucial role in providing technical support and training to both faculty and students.

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