

International Journal of Research in Human Resource Management



E-ISSN: 2663-3361
P-ISSN: 2663-3213
IJRHRM 2024; 6(2): 201-205
www.humanresourcejournal.com
Received: 08-06-2024
Accepted: 12-07-2024

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Reimagining HR education: The impact of technology on curriculum, pedagogy, and student outcomes in Bangladesh

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DOI: <https://doi.org/10.33545/26633213.2024.v6.i2b.211>

Abstract

This work aims to analyze the effects of technology on the human resource management education in one of the developing countries Bangladesh which has a growing digital network. Conventionally, HR education in Bangladesh has been based on theoretical knowledge which may not be very relevant to practical situations. This study evaluates the existing level of technology integration, issues like insufficient infrastructure, faculty readiness, and digital divide, and potential to improve curriculum development and teaching. It focuses on the use of digital tools, e-learning and simulations in HRD process, focusing on faculty development and policies especially in the rural area. The study finds that technology can be integrated effectively to prepare the human resources function and workforce of the future and provides suggestions for enhancing the curriculum, teaching methods, technology, and policies.

Keywords: Technology integration, human resource education, digital transformation, curriculum development, pedagogical innovation, digital literacy of Bangladesh

Introduction

The sharp progression of technology has introduced a new interlude of change in various divisions, including the pasture of education. In Bangladesh, a country that is presently undergoing colossal economic growth and digital development, there is a significant renovation taking place in the field of human resource (HR) schooling. This study investigates the significant encouragement of technology on HR education in Bangladesh, precisely analyzing its effects on program, teaching approaches, and student attainments. In Bangladesh, HR culture has predictably persistent on academic backgrounds and case assessments, which frequently do not replicate the current practicalities of the workroom (Ahmed, 2015) ^[1]. Although this approach has provided a basic understanding of HR philosophy, it has failed to realistically practice advances with the necessary digital skills and capabilities that are now mandatory by existing firms (Rahman & Islam, 2018) ^[8]. The growing absorption of knowledge in HR tasks, comprising talent achievement, performance management, employee engagement, and analytics, requires a comparable advancement in HR education.

The emergence of digital platforms, artificial intelligence, and big data analytics has effectively renovated the HR industry in Bangladesh. Arrangements are increasingly executing technology-based elucidations to augment HR strategies, advance decision-making, and heighten employee involvement (Hossain & Khan, 2020) ^[7]. To stay competitive and up-to-date, HR specialists need to have a solid recognizing of knowledge and be skilled in expertly consuming digital tools. Therefore, HR education institutes in Bangladesh must guarantee that their programs and teaching advances are in line with the altering obligations of the marketplace.

This explore wishes to encounter the potential of technology in mending HR education in Bangladesh. This learning seeks to subsidize to the launch of a technology-enabled HR instruction system in the country by investigating the present status of expertise combination in HR programs, identifying glitches and prospects, and reconnoitering novel pedagogical practices. The research outcomes are assumed to offer substantial awareness for legislators, academic institutes, and HR consultants in Bangladesh, hence advocating a more effective

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and forward-thinking HR education environment.

The conventional socio-economic circumstances in Bangladesh issues both complications and prospects for the combination of technology in HR tutoring. Although the people have attained significant improvement in heightening internet approach and digital communications, there are still imbalances linking urban and rural localities that resume to survive (World Bank, 2023). Likewise, there is a substantial difference in the digital literacy degrees among both undergraduates and staff associates (BBS, 2022). These considerations expect an intelligent and experienced attempt to the execution of expertise in HR learning.

Additionally, the findings will research the capability of technology to essentially meet the distinct requirements of the HR environment in Bangladesh. For example, incorporating technology can facilitate the connection between academics and industry, provide hands-on learning experiences, and improve the job prospects of HR graduates. HR education institutes in Bangladesh can have a significant impact on building a competent HR workforce that can drive company performance by comprehending the local context and utilizing technology efficiently.

The absorption of technology into HR education in Bangladesh is not just an option, but a condition. HR education institutions may groom future HR experts for triumph in the digital age by renovating their prospectus, teaching approaches, and evaluation systems. This study goals to impact to the practice of renovation by proposing experimental circumstances and rational recommendations for upgrading HR learning in Bangladesh.

Materials and Methods

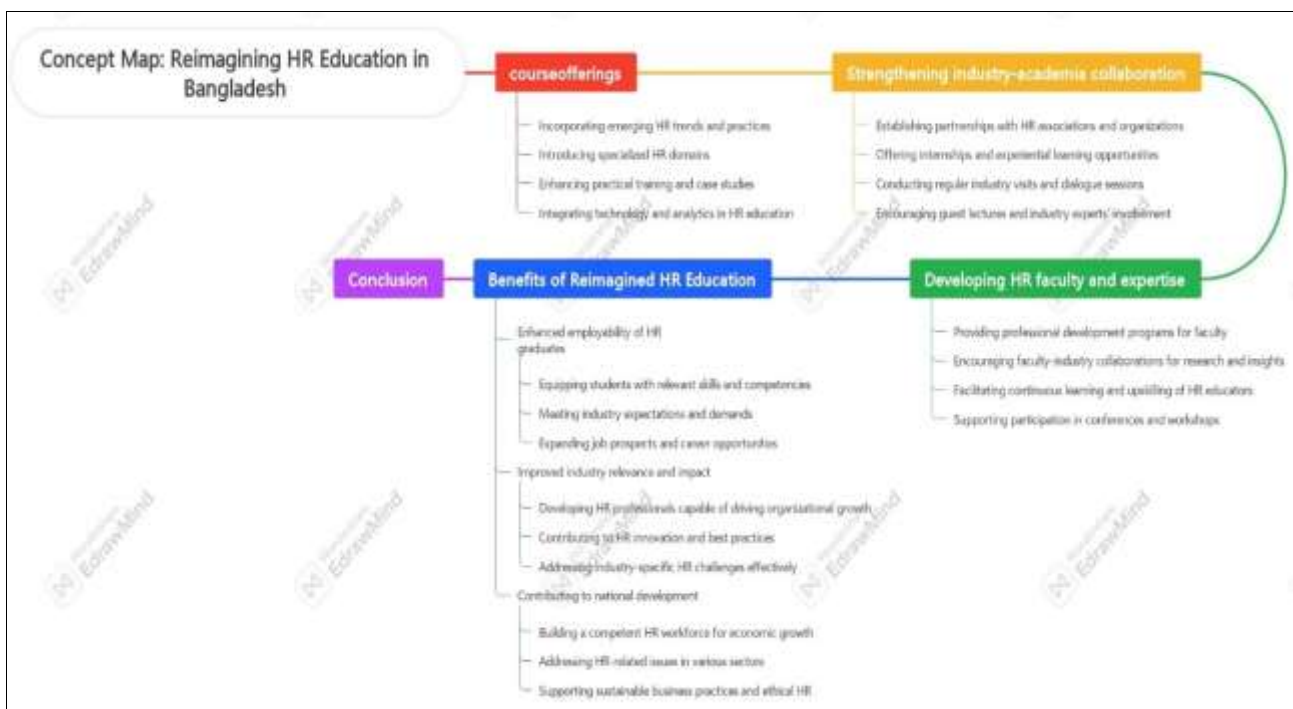
Concept Map

It is therefore important to incorporate technology in the teaching of the HR education to transform the learning process in Bangladesh. This research highlights three core

matters: Curriculum, pedagogy, and apprenticeship outcomes; all three of them exhibit a direct impact with technology to a great extent. The curriculum focus is on ensuring that HR students gain knowledge, skills and attitudes which are also underpinned by digital knowledge, HR analytics and technology Enhanced HR Developments. It outlines a core curriculum proposal that to improve on the current technological advancements the students should be well conversant with the digital tools and proposals.

Of the three, the second stake is Pedagogy that involves the use of new methods of teaching and learning that defines technology. This includes online learning, which is the integration of the learning methods and opportunities for practice like internships or actual real-life situations. Technology is also noted to be another key factor that determines the level of development of faculty, this agrees with the assertion that the current teachers are well equipped to offer quality education through technology. Hence, the changes in the pedagogical approach enhance the learning process in HR education and hence makes it active, interactive and more relevant to the current practice.

Last but not the least, student outcomes are the most important element that states the intended results of the study in term of learning achievements, abilities, and competencies that students should achieve at the end of the course. In alignment with the job readiness, the curriculum developed encourages student’s critical thinking and problem-solving skills in order to prepare for future employment. It is therefore right to embrace digital skills because technology is the weapon that makes learning and working a possibility. The incorporation of technology enhances the quality of learning, enhances students’ engagement and makes the HR education system to be in line with the current market trends thus producing a more competent and diverse workforce.



N.B: this chart is created with <https://www.edrawmind.com/app/create>

Fig 1: The concept map illustrates a holistic view of technology integration in HR education. It demonstrates how technology can be leveraged to enhance curriculum design, teaching methodologies, and ultimately, student outcomes. By connecting these elements, the map provides a visual representation of the complex interplay between technology and HR education in Bangladesh.

Review of Relevant Literature

The use of technology in the higher learning institutions has been an area of concern to many scholars particularly on the effects it has on the learning and teaching processes (Borokhovski *et al.*, 2016) [4]. In the light of the global scenarios, the use of technology in education is a good approach but when it comes to the case of developing countries like Bangladesh it has its own set of conditions.

Researchers have identified some of the challenges in the integration of technology in higher education in Bangladesh which are relatively recent and include infrastructure deficiencies, faculty development concerns and digital divide. However, there is not much literature accessible focusing on the role of the technology in the HR education in Bangladesh. Most of the past studies in the HR education area have invoked the traditional approaches to teaching, while the applicability of technology has been discussed only rather sparingly. This lack of research thus underlines the need for studies which seek to establish the specific application of technology for teaching and learning and assessment of HRM in Bangladesh.

Considering this, this study aims at contributing to the current body of knowledge by examining the potential of technology in transforming the HR education in Bangladesh. The purpose of this study is to add to the existing literature on efficient use of technology in HR education in Bangladesh as a continuation of previous work and by using easy to obtain data.

From the above literature review the following gaps are identified in the research on technology integration in HR education:

Research on the integration of technology in HR education in Bangladesh is still very scarce. With the use of technology in the classroom increasing, there are more and more articles and research findings on technology in education but there is research gap regarding the use of technology in HR education in Bangladesh. There is a clear gap in research around the overall impact of technology on the learning achievements of the students of HR and effects of specific technologies like Artificial Intelligence and Virtual Reality in the learning of HR. Also, it is still uncertain on how technology can be incorporated into the teaching and learning processes for the improvement of learning. It is also important to ensure that all the HR students are exposed to technology and to determine the effect of using technology for the future of HR professionals.

Technology Integration in Education:

Technology has been integrated in the teaching and learning process across the globe and has greatly changed the face of the conventional learning systems. The developed countries have put more resources in the development of education technology to achieve the goal of enhancing the delivery of education in a way that is individualized, collaborative and accessible (Cuban, 2001) [5]. However, there is still the so-called digital divide that refers to the ways in which people from different socioeconomic status use and have access to technologies (Selwyn, 2004) [9].

However, the developing countries are also following the technology supported education despite the challenges with the infrastructure. Mobile learning and Open Educational Resources are some of the technologies that enable the needy learner to be reached by the education system

(Warschauer, 2003) [10]. However, such countries face some challenges among them including limited internet connectivity, lack of adequately trained teachers and expensive technologies.

Despite the global trend in the application of technology, challenges such as the digital divide, teachers' preparedness, and physical barrier still exist. To understand how technology integration is possible it is imperative that other factors are taken into consideration apart from the technological factor and these are pedagogical, policy and teacher training factors (Cuban, 2001) [5].

Technology in HR Education in Bangladesh; We have therefore the following preliminary findings:

Application of IT in the teaching and learning of HR in Bangladesh is not very long ago and has gained much attention in recent years. Albeit the relatively rapid development of Information and Communication Technology (ICT) in the country, the usage of such in HR education is still very much restricted. From the literature review of the previous research on the integration of ICT in the Bangladeshi Higher Education Institutions, it was found that the trend is slowly increasing and the same depicts some barriers.

Some of the problems that have been mentioned in the literature include Lack of proper infrastructure, inadequate well-equipped faculty, and limited students' technological pedagogical knowledge in the integration of technology in HR education (Ahmed, 2018) [2]. These challenges have made it very difficult in the implementation of technology in the teaching and learning of HRM. However, there are some institutions that have tried to integrate technology in the process and the most common one is the use of Learning Management Systems (LMS) as reported by Rahman and Islam (2020) [8]. However, the level of technology integration is quite distinct and the effects on learning and teaching of HR has not been elaborated yet.

To effectively apply technology in teaching and learning in HR in Bangladesh the following should be done, infrastructure, faculty development and digital literacy. Therefore, there is a desirability of more research on how technology can be effectively incorporated in the delivery and assessment of HR and for use in setting future standards.

Challenges and opportunities of the usage of technology in teaching and learning of HR in Bangladesh:

There are certain prospects and challenges that can be considered in the use of technology in teaching and learning of HR in Bangladesh. On the other hand, the high level of the country's digitalization can be considered as a great opportunity for the development of HR education. This means that there is potential to enhance the learning process and make it interesting and enable students to acquire the right digital skills. It also has the potential of bridging the gap between the academic environment and the working environment, which in turn enables the students to gain practical experience of the various HR functions (Hossain & Khan, 2020) [7].

However, there are still many factors that hinder the proper technologies' integration in society. This also means that there are very few facilities, especially in the rural areas, that can support the use of digital resources. Over the past few years, the digital divide has only worsened the

inequality in education (Ahmed, 2018) [2]. Also, there is no faculty development in the integration of technology, and this becomes a challenge in pedagogy. There are also the challenges of resource limitation and the expensive technology support as well.

To overcome these challenges, the following is needed:

Some of the possible strategies that can be employed include developing the digital infrastructure, ensuring that all the faculty members are well equipped and procuring low-cost technologies. Thus, universities and business organizations can collaborate to produce knowledge and assets. However, there is the need to develop policies that can enable technology to be incorporated into the teaching and learning process. Seeing these challenges and opportunities, Bangladesh can use technology and change the HR education and shape the future HR workforce.

Present situation and future of the HR education in Bangladesh:

Technological advancement has created an opportunity to rethink and redesign the idea of the HR education system in Bangladesh. Latest innovations such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR) could be a tool of transforming the teaching learning processes of students in the education sector.

These are some of the applications of AI in education:

Improving students' experience, handling mundane tasks and designing ITS as noted by Benner (2020) [3]. Virtual and Augmented reality should be useful in developing simulations, for instance when students are exposed to real life HR challenges (Droumev, 2018) [6]. Also, as data analytics is gaining importance in the field of HR, the students should be taught decision-making based on data analysis.

Besides, the emergence of online courses and other learning applications and tools also makes learning easier. This is quite useful for people who have a lot of work to do and would want to learn new skills or obtain new skills making them suitable for working class people. There is still much that needs to be done to fully realize these opportunities and some of these include lack of adequate digital infrastructure, faculty development and equal access to technological tools. Therefore, it is possible to take advantage of the fast-growing trends with the help of addressing the mentioned challenges and become one of the leading countries in HR education and training graduates for the digital economy.

Discussion

Recommendation for Enhancing the Standard of HR Education in Bangladesh:

It is, therefore, possible to come up with the following recommendations that may assist in enhancing the HR education in Bangladesh through the application of technology.

Curriculum Development

- The following should be made part of the basic curriculum of the university: Digital literacy, Data analytics and technology in HR.
- Offer new professional programs related to Human Resources technology and Digital HR.
- Ensure that the curriculum provided accords with the

current and the upcoming trends in the industry through partnership.

Pedagogical Innovation

- Promote the use of the Learning Management System (LMS) and the blended or the hybrid mode of teaching and learning.
- Encourage learning by doing for instance using models, case-studies and practical attachments.
- The faculty should be supported with broad-based and well-coordinated faculty development programs on technology use and pedagogy.

Infrastructure and Access

- Expand on how the internet and technology may be made more accessible and available particularly to the rural areas.
- Provide the students and faculty with quality and affordable devices and technologies as well as software.
- It is recommended that technology support centers be established in all the schools and other institutions of learning.

Policy and Governance

- It is necessary to formulate policies that would help to implement technology into the process of HR education.
- It is necessary that appropriate funding is made available for the technology infrastructure as well as the faculty development.
- Some of the recommendations include partnership between the public and private sector in the integration of technology in HR education.

Research and Evaluation

- Go further in examining the impacts of technology concerning the delivery of HR education outcome.
- Determine the effectiveness of the different technologic methods used in treatment.
- Therefore, the recommendations given in this paper can be beneficial for Bangladesh to develop sustainable and progressive HR education system for the graduates of tomorrow.

Conclusion

It can therefore be understood that the use of technology in the teaching of HR in the universities of Bangladesh presents a good opportunity to ensure that the future HR managers are well equipped to face the challenges of the new economy. Towards this end, this paper emphasizes how HR institutions can transform the situation by changing the learning approaches, teaching, and assessment.

Therefore, the present study points to the potential of technological innovation in HR education. It is crucial that the present and the future state of HR is mirrored in the curriculum with digital literacy, data analytics and technology infused HR practices. Also, the use of current teaching approaches such as online learning, blended learning and experiential learning can also assist in enhancing the interest and performance of the students.

However, it is possible to describe the threats which may hinder the opportunities of using technology when teaching and learning HR. It is helpful to categorize them into the

following: Lack of facilities, Lack of trained faculty and Digital divide. It is, therefore, important that policy makers, educators and other stakeholders in the industry come up with ways of dealing with these challenges.

Hence, to ensure that the positive impacts of integrating technology in the classroom are well felt the following strategies should be adopted. This entails provision of technology, provision of whole school professional development and assurance that all students have access to technology. It is also important to understand that there needs to be a relatively liberal legal framework in which the innovators can work and make mistakes.

Thus, it can be stated that the integration of technology in the field of HR education in Bangladesh is not a fashion but necessity. Thus, considering technology and possible issues associated with it, the HR education institutions can produce graduates who will not only know the general theories of HR but also address the issues with technologies that are used in organizations. HR education in the future must adopt the right ways of using technology and Bangladesh has the potential of being a pioneer.

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