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| A logo of a book and a laurel wreath  Description automatically generated | **3rd International Conference on Global Education: *Empowering Learners for the Digital Era***  **(ICOGE 2025)**  **13th –14th August 2025** |

**The influence of social media on Reading long Passages and Language learning among young people.**

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**Abstract**

An abstract is a single paragraph, without subheadings, indentation or references. It should be an explicit summary of your presentation that states the problem, the objectives, the methods used, and the major results and conclusions.  It should be single-spaced in 12-point Times New Roman. Do not include bullets/lists or references in the abstract. The abstract should be submitted in the format of MS Word (.doc or .docx) document. Keywords should be given a one-line space below this text.

Keywords: not more than 5 keywords and Keywords should be given a one-line space

## Introduction

A good education system can upgrade human capital. Therefore, the education system is a fundamental asset of any economy. Similarly, advancement of the economy is significantly propelled by the pivotal role played by its human resources (Rothomi & Rafid, 2023). The history of society and its education system are intricately interconnected. Nonetheless, traditional education systems have faced scrutiny in the recent past (Wickramasinghe, 2018). In the contemporary age, the proper execution of Outcome-Based Education (OBE) is poised to steer the educational system in the correct track (Iloanya, 2019). OBE primarily focuses on what is essential for all learners to be able to do because of education and then organizes all other aspects of the education system around intended learning outcomes (Spady, 1994). The adoption of the OBE approach is made to improve the larger bond between academic institutions, business, and society (Wickramasinghe, 2018). Similarly, it amplifies employment prospects, enhances students' versatility (Mangali et al., 2019), fosters innovation (Rao, 2020), and narrows the proficiency gap among students (Mangali et al., 2019). All other decisions about the content, teaching learning activities and student assessment tasks are driven by learning outcomes in OBE (Ortega & Cruz, 2016). Therefore, defining learning outcomes is crucial and it should represent the real requirements of the labor market (Senaratne, 2019). For that, educators and businesses leaders need to work collaboratively (AACSB, 2021). However, there is very little discussion on ‘what is the role of business leaders in OBE for human capital transformation?’. Therefore, this study attempts to explore the role of business leaders in OBE for human capital transformation.

1. **Materials And Methods**

This research employs a qualitative methodology utilizing descriptive analysis techniques within a documentary research framework. The prime objective of this study is to explore the role of business leaders in OBE for human capital transformation. To achieve this, a descriptive analysis was conducted on the content of recently published research papers, books, and policy documents, relating to OBE and human capital transformation. Data were analyzed thematically based on the theory of constructive alignment (Biggs & Tangs, 2011). Other roles of business leaders were reported under the theme of *‘general’*.

1. **Results And Discussion**

Key findings of the study are summarized in table 01, as major roles of business leaders in OBE for human capital transformation.

Table 01: Major Roles of Business Leaders in Outcome-Based Education

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| **Themes** | **Role of Business leaders** |
| In Defining Learning Outcomes | Providing insights on industry trends, skills, and knowledge for defining more relevant learning outcomes. |
| In Teaching-Learning Activities | Engaging in the process of Curriculum Design and Development through collaborative creation of content that mirrors real-world scenarios and challenges.  Offering Internships and Work Placements to enable practical application of theoretical knowledge through hands-on experiences.  Delivering Guest Lectures and Industry Talks to impart industry insights. |
| In Student Assessment | Participate in formulating assessment tasks aimed at validating skills and evaluating practical competencies. |
| In General (Other) | Providing guidance in students' career decisions, fostering skill growth, and cultivating platforms for networking.  Partnering on research initiatives that bridge the gap between academic exploration and real-world implementation.  Engaging in program reviews to ensure the continuous quality and relevance of education.  Advocating for the promotion of OBE and the development of human capital through policy influence. |

Source: Author construct based on the literature findings

1. **Conclusion**

An effective education system employing OBE has the potential to revolutionize human capital transformation. A cohesive effort from educators, business leaders, and students is essential to jointly shape learning outcomes, teaching learning activities, student assessment, and more. This collaborative synergy serves as a bridge to address students' skill gaps. Consequently, this study holds paramount importance for educators, business leaders, students, educational administrators, and policymakers alike. It's important to acknowledge that this study draws from secondary data, and therefore, it is recommended that future research be conducted with primary data sources for a more comprehensive perspective.

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