

**HUMAN RELATIONS COMPETENCIES IN THE USE OF MULTIMEDIA AND HYPERMEDIA TECHNOLOGIES FOR INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION IN SOUTH-SOUTH UNIVERSITIES, NIGERIA**

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**ABSTRACT**

*The study investigated the extent of human relations competencies in the use of multimedia and hypermedia technologies for instructional delivery of Business Education programmes. The study was anchored on technology acceptance model representing skills competence and process virtualization theory representing ability competence. The findings includes that there are relationship in male and female lecturers' human relations competence in the use of multimedia and hypermedia technologies for instructional delivery of Business Education programme but that both male and female lecturers indicated low pedagogy competence in the use of multimedia and hypermedia technologies for instructional delivery of Business Education programme. This study recommended that Business Education programme curriculum designers should emphasize the re-education and reorientation of female lecturers to emancipate them from their stereotype mindset and that individual lecturers should endeavour to undertake personal and self-sponsored upskilling and reskilling efforts in order to stay abreast with current innovations and skills requirements relevant in the instructional delivery of Business Education programme. This study concluded that re-education, reorientation and consolidation of multimedia and hypermedia technology use competencies is a necessity for all Business Education lecturers for effective instructional delivery.*

**Keywords: Human Relations Competencies, Multimedia, Hypermedia, Technology**

**INTRODUCTION**

To fulfill the goals of the Business Education course, it is crucial that the lecturers possess a high level of competence in order to effectively apply the curriculum of the course. Lecturers must possess the requisite dimensions or elements of competence that enable them to function successfully and efficiently in the instructional delivery process. The researcher has noted that the successful instruction of business education in any setting necessitates the display of diverse abilities. This will inevitably empower the pupils to acquire information, enhance their skills, develop their talents, and cultivate their values. The lecturers need a range of capabilities, including knowledge, skills, pedagogy, talents, and human connections. These dimensions of competence will facilitate the lecturers' ability to comprehensively and efficiently perceive, interpret, exemplify, and establish connections between the necessary ideas, information, and skills for the students in a way that is easily understandable and relatable for them.

The Business Education Programme is an educational initiative designed to provide students with the necessary skills, information, talents, and attitudes required for successful work, either as an employee or as an entrepreneur. The curriculum is primarily focused on practical application and necessitates students to attain a commendable degree of expertise, equipping them to be responsible members of society and the workforce.

It is crucial to mention that there is a significant deficiency in the way instructions are being delivered. This is because the students' performances serve as an indication of the instructors' proficiency in delivering teaching. There is a persistent decline in the performance of students in skill-oriented business education courses, as shown by employers consistently expressing displeasure with the quality of labour. The majority of graduates with a Business Education

background struggle to find employment or establish and independently run their own small businesses, particularly in fields that require the practical application of their skills, knowledge, and competence. They are unable to meet the demands and expectations of the workplace in terms of effectively utilizing their skills to perform their job duties. This is particularly apparent with the digitization of labour operations. This study has also noted that the employability skill of Business Education graduates was rather low, particularly in terms of digital abilities. They often lacked the necessary preparation for the realities and difficulties of a technologically intricate world and work environment. Multiple studies have been undertaken to examine the causes of the lack of students' and graduates' ability to effectively use their knowledge and abilities for problem solving. Extensive investigations have been undertaken on the use, availability, accessibility, sufficiency, and problems of teaching and learning materials. These investigations have thoroughly examined and analyzed many aspects, revealing both commonalities and variations. Furthermore, ongoing research is consistently examining the talents necessary for lecturers, yielding varying findings and suggestions. It is crucial to recognize that the academic and professional success of students and graduates is largely influenced by the competence of instructors in delivering education, particularly in specialized courses. The situation outlined above may be attributed to the inadequate and inefficient use of contemporary infrastructure, such as multimedia and hypermedia technologies, in instructional delivery. This researcher believes that the majority of Nigerian professors do not possess the necessary skills needed to effectively use multimedia and hypermedia technologies for instructional delivery. The issue of Business Education lecturers' proficiency in using multimedia and hypermedia technologies for instructional delivery is a prevalent difficulty, especially at colleges located in the South-South region of Nigeria. The use of multimedia and hypermedia technologies for instructional delivery in Business Education provides benefits. However, it also has associated challenges.

These obstacles include the necessary endeavours in producing and disseminating top-notch multimedia and hypermedia material, requiring time, resources, and talents. It may also want the expertise of specialists, acquisition of equipment, and use of software. The obstacles associated with using multimedia and hypermedia technologies for educational delivery include resource limitations, teacher apathy, scarcity of skilled personnel, inadequate digital resources, and absence of a multimedia-enabled instructional setting. Research has shown that lecturers encounter difficulties in using multimedia and hypermedia technologies for instructional delivery due to insufficient expertise and confidence. Previous research have shown that 12.8% of the obstacles related to using multimedia and hypermedia technologies for instructional delivery are due to a lack of competency in their utilization. The obstacles include a deficiency in knowledge competency that hinders Business Education instructors from attaining a critical comprehension of course material. Additionally, there is an inability to effectively use software tools such as presentation, spreadsheet, word processing, multimedia, and simulation software for instructional purposes. The absence of skills competence poses issues for Business Education course instructors in demonstrating good time management skills, expressing ideas for content creation, and implementing acceptable design procedures for instructional delivery. The difficulties associated with human relationship competence hinder the establishment of a pleasant teaching and learning environment, as well as impede cooperation, collaboration, and self-awareness. The problems of ability competence hinder the skillful, efficient, and effective use of instruments in instructional delivery throughout the psychomotor, cognitive, and emotional domains of learning. The lack of pedagogical competence hinders the ability to adapt and utilize multimedia and hypermedia technologies for instructional delivery, as well as the capacity to create and communicate course content using appropriate teaching techniques while incorporating multimedia and hypermedia technologies in instructional processes.

The universities in the South-South region of Nigeria have used multimedia and hypermedia technology for instructional delivery in their Business Education degree courses. However, they

are not disconnected from the aforementioned difficulties and others. Utilizing multimedia and hypermedia technologies may be somewhat challenging. Several studies have been undertaken on the use of ICT, new media, the availability, accessibility, and sufficiency of ICT and new technologies, as well as the needs and proficiency in skills. This study aims to determine the level of competence that Business Education lecturers in tertiary institutions in the south-south region of Nigeria have in using multimedia and hypermedia technologies. The dimensions of competence being examined include knowledge competence, skills competence, ability competence, human relations competence, and pedagogy competence. To the best of my knowledge, no previous studies have explored this topic.

### **Aim and Objectives of the Study**

Ascertain the mean rating on the extent of male and female lecturers' human relations competence in the use of multimedia and hypermedia technologies for instructional delivery of Business Education in South-South Universities, Nigeria.

### **Concept of Human Relations and Human Relations Competence**

The field of human relations focuses on analyzing and understanding individual and collective behaviour in order to enhance personal well-being and interpersonal connections. Human relations refer to an individual's ability to effectively engage with others in order to work together and successfully accomplish certain objectives.

According to Esudu (2015), human interactions include several elements such as communication, self-awareness, acceptance, motivation, trust, disclosure, and conflict management. Effective human interactions may establish a harmonious equilibrium between individuals and production, leading to the successful realization of work goals. Human relationships are deemed productive and competent when individuals possess certain talents or skills, such as emotional intelligence, active listening, dispute resolution, empathy, and cultural competence.

There are skills that aid people in understanding and controlling the behaviour of others or groups in order to facilitate communication, engagement, and motivation. While it shapes habits to enhance both individual and team productivity. Human relations competency is developed by ongoing contact between a teacher and individual pupils, as well as among the students themselves. A teacher must possess human relations competency in order to provide an effective learning environment. Similarly, learners also need human relations skills to properly receive the instructional information delivered to them. In their study.

Human relations competency, also known as people skills, social skills, social intelligence, or interpersonal skills, is the ability to comprehend and effectively interpret the signals sent by others, enabling the formation of successful responses.

The effectiveness of the instructional delivery method relies on the establishment of positive human connections, as it necessitates individuals harmoniously interacting with others. According to Elom (2016), human relations competency allows individuals to effectively connect with one another, leading to enjoyable and mutually beneficial relationships. Therefore, having the ability to effectively interact with others is a necessary need for obtaining other abilities.

Human relations competences refer to the specific actions and strategies that a person use to effectively engage with others. The concept encompasses the acts of conveying information, actively receiving information, one's disposition, and one's personal behaviour.

According to Esudu (2015), human relations competency refers to the capacity, skill, and use of systematic understanding of human behaviour to enhance effectiveness. In instructional delivery, the instructor may enhance the efficacy of the process by consciously comprehending the pupils' individual characteristics. The teacher will have the ability to exert influence on cooperation and collaboration among the students, as well as foster a favourable teaching and learning

environment via establishing high-quality relationships between the instructor and students, as well as among the students themselves.

The teacher's proficiency in human relations may help to influence pupils to become self-motivated in their pursuit of learning and to enhance their performance. Human relations competency is using knowledge of human behaviour to enhance interpersonal relationships and facilitate effective collaboration towards a common objective. Applying human relations competency in the instructional delivery process may enhance communication. Increase the motivation and productivity of both the instructor and students; improve the interactions between the teacher and students, between teachers, and between students. Developing strong interpersonal skills may enhance the effectiveness of instructional delivery and improve information retention. A proficient instructor in human relations have the capacity to foster creativity among pupils. The teacher is capable of effectively handling variety within the learning environment, hence enhancing the cognitive, aptitude, and social growth of students.

Anttiroiko (2001) saw competence as a phenomenon that arises from different research methodologies that are in competition with each other. From a rational perspective, competence may be seen as a collection of enduring qualities that people possess, or as a set of specific traits required for a particular job. Attirioko's interpretation of competence emphasizes the significance of how people perceive their work environment and set goals related to its contents. This perspective aligns with Hepworth's (2000) views, which also consider competence as encompassing two dimensions: knowledge, which involves understanding the composition and dynamics of the everyday world, and skills, which involve the practical application of knowledge in a real-life context, whether consciously or unconsciously. From this perspective, skills might be seen as the practical components of proficiency. Highlighting the cognitive components of seeing and doing practical tasks. According to Sanchez (2011).

Competencies are essential for evaluating an individual's capacity to effectively do a certain activity. Competence encompasses a wide spectrum of domains, including an individual's knowledge, skills, attitudes, and actions. According to Hornby (2010), competency refers to the specific skills required for a given profession or activity. Ojukwu and Ojukwu (2002) defined competence as the combination of knowledge, skills, and behaviour that guarantees a worker's ability to fulfill specified performance objectives. Competence refers to the combination of knowledge and skills required to accomplish a job effectively. Ekpeyong (2006) categorizes competency into three types: actual, perceptual, and expected. While actual competence can be measured in various fields of expertise, measuring perceptual competencies, especially those of groups, can be challenging due to the selective gathering, interpretation, and storage of perceptions. Sanchez and Aleman emphasized that competence is comprised of knowledge, skills, and capacities. According to Mwasalwiba (2010), this definition considers competence in terms of its impact on educational goals, target audience, course material design, teaching methods, and student evaluation processes. Competency in an education environment is demonstrated by a teacher's proficiency in interpreting course content, designing relevant material, selecting appropriate teaching methods, utilizing instructional technology to enhance learning, achieving instructional objectives, and developing an effective evaluation model to assess student performance.

#### **Fundamental Characteristics that Emphasize the Method of Conveying Education.**

1. **Creation:** Instruction delivery involves the creation of content. It does not happen spontaneously but a conscious arrangement, organization and collation of what is to be taught or learnt.
2. **Implementation:** Instructional delivery has to be put into action through pre-arranged techniques, strategies and in conducive environment that accommodates the learners and

teachers as well as required technologies that can aid successful instructional delivery process.

3. **Purpose:** Instructional delivery is a purposeful activity. It is engaged in by all participants consciously. It has targeted objectives and expected outcomes. It is only when instructional delivery is purposeful that it can be appropriately evaluated as having achieved what it is expected to.
4. **Plan:** The entire activity involved in instructional delivery has a blue print from creation to re-evaluation of expected outcomes. It is the plan that guides the process and teacher on what he is expected to do and how to go about it. It is also the plans that are re-evaluated to ascertain objectives attainment.
5. **Goal Attainment:** Instructional delivery ensures that students gain the right knowledge and understanding, develop the requisite skills, attitudes, appreciate and value their economic, social etc environments from the perspectives of their knowledge gained and skills developed. Instructional delivery also ensures the cultivation of right attitudes towards work, people, society and life generally.
6. **Orderliness:** Instructional delivery abhors tardiness and promotes orderliness, self-comportment and strict adherence to stated rules and regulations guiding the instructional process from start to finish. The entire process of instructional delivery involves applying a comprehensive plan and collation strategies to communicate and interact with students covering academic content and support students' activities in the learning environment.

Instructional delivery involves purposeful engagement between learners and the learning activities. The process of interaction is the true locus of learning. This engagement process serves as the implementation step of the program. During this phase, the instructor, the student, and the learning activities are effectively used. The instructor overseeing the activities in this phase has the autonomy to adapt the original activity plan based on the learners' responses to the learning activities. The purpose of this is to enhance educational activities and foster academic accomplishments. In order to succeed in instructional delivery, the instructor must take into account and use instructional principles.

1. **Relevant Knowledge:** Effective teaching necessitates the attainment of pertinent information about the students and the use of this knowledge to formulate the curriculum and classroom instruction. The reason for this is because teaching goes beyond the scope of the course material and involves the transmission of information to the pupils. Multiple variables may impede the efficient acquisition of knowledge by pupils. Therefore, it is crucial for the instructor to have a thorough understanding of his pupils in order to assist them in overcoming their obstacles. This is accomplished when the instructor applies their understanding of their students' unique characteristics to strategically organize and create the learning materials, goals, timing, structure, and instructional adjustments, among other factors.
2. **Aligning the Major Components of Instruction:** In order to be effective, teaching requires the teacher's ability to appropriately synchronize all key elements of education, including learning goals, evaluation, and instructional activities. The effectiveness of learning is greatly enhanced when the instructor clearly communicates the learning objectives, instructional activities, and assessment methods. Learning objectives refer to the specific knowledge and skills that students should acquire by the end of the lesson. Instructional activities encompass various tasks such as readings, practical exercises, laboratory work, case studies, and discussions that support the achievement of the learning objectives. Assessment involves evaluating the performance and outcomes of the learning process.
3. **Articulate Explicit Learning Expectation:** The instructor is supposed to clearly articulate the learning objectives to pupils, ensuring that they understand and internalize

them, hence facilitating enhanced learning and improved performance. The pupils should be provided with explicit objectives to facilitate their ability to track their development. The instructor should possess a comprehensive understanding of the rules and regulations that govern the educational process, including the proper use of equipment, procedures for assessment submission, and expectations for class participation. The purpose of this is to mitigate disagreements and avoid unneeded tensions.

4. **Prioritizing Knowledge and Skills:** Effective teaching requires the instructor to prioritize knowledge and abilities. Teachers are supposed to prioritize students' knowledge and skill mastery above just covering the course outline. This may be achieved by creating fair and achievable learning goals for the course.
5. **Recognizing and Overcoming Expert Blind Spots:** Efficient teaching necessitates the instructor to refrain from omitting or merging crucial stages during the educational procedure. This often occurs when a teacher has extensive knowledge of the course material and inadvertently neglects crucial elements that may facilitate the students' comprehension and mastery of the subject. The instructors must decompose the stages and activities into constituent parts, openly establish and elucidate the relationships in order to substantiate the background and expertise required for students to cultivate crucial talents.
6. **Adoption of Appropriate Teaching Roles:** Efficient teaching necessitates the instructor to refrain from omitting or merging crucial stages during the educational procedure. This often occurs when a teacher has extensive knowledge of the course material and inadvertently neglects crucial elements that may facilitate the students' comprehension and mastery of the subject. The instructors must decompose the stages and activities into constituent parts, openly establish and elucidate the relationships in order to substantiate the background and expertise required for students to cultivate crucial talents.
7. **Progressive refining of Course:** Effective teaching necessitates a continuous improvement of the curriculum via ongoing evaluation and input from students as they transition into the workforce. Instructional practices should be adaptable to adjustments when deemed suitable. This need sufficient data on the efficacy of the instructors' instruction. When intentional modifications are made in response to feedback, the instructional priorities are more likely to become successful and manageable.

Again Rosenshine (2012) proposed ten principles for effective teaching. These principles of instruction will enable instructional process to be simplified and clear. They includes

1. **Short Reviews of Previous Learning**

According to Rosenshine, it is recommended to start each new session by promptly reviewing the prior learning material in the first minutes. This allows learners to establish a link between their previous learning experience and the new knowledge they are acquiring. It improves their ability to think critically.

### **Technology Acceptance Model (TAM): Davis, F. (1989)**

The Technology Acceptance Model (TAM) was developed by Davis, F. (1989) with the aim of identifying the aspects and variables that might influence the adoption of a new technology. When a user considers adopting a technology for business or instructional delivery objectives, there are certain aspects that influence their decisions. An example of such a variable is external effects or factors. These factors include the work environment, anticipated outcomes, necessary power supply and quantity, expenses for acquisition and upkeep, and space allocation for technology storage. The external factors may or may not be within the control of the prospective and immediate users. Other factors that the user should take into account include the level of usefulness or value that may be obtained from applying the technology to the workload process. The usefulness of technology may be measured by its accessibility, availability, and

appropriateness in meeting needs. It can also be evaluated based on its speed and volume of work production, efficiency in completing tasks within a certain time limit, and durability. User adaptability refers to the level of ease with which a user may become proficient in utilizing a certain technology without experiencing any difficulties or boredom. The user's ease of use is determined by their degree of understanding about the cognitive components of a technology, their ability to effectively adopt the technology for certain work functions, and their competence in using the technology for job performance or tasks. The user's mindset is crucial. An optimistic and curious mindset will internally drive the user to learn and adjust to its usage rapidly, but a pessimistic mindset discourages the user. The user of a technology application must perform a task, and their expertise is also crucial. An in-depth examination of these factors helps ascertain the practical use of technology and its level of acceptability in a given activity. The instructional delivery of courses in the Business Education curriculum primarily focuses on developing practical skills. These courses often include the use of technical appliances and software that incorporate multimedia capabilities. These technical breakthroughs have different levels of efficiency and capability, employing anywhere from two to five multimedia and hypermedia technology elements. The program may be enhanced, altered, adjusted, refined, varied, and presented periodically to meet the demands of the workplace and training expectations. Therefore, it is essential for Business Education course instructors to have a thorough understanding of the changes and be skilled in the use of these technologies. This will enable them to promote the acceptance, adoption, and seamless integration of new technologies in the instructional delivery procedures.

## **CONCLUSION**

The study also found that female lecturers demonstrated lower competencies compared to male lecturers. As a result, it is recommended that female lecturers undergo reeducation to acquire the necessary competencies for effectively using multimedia and hypermedia technologies in delivering instruction in the Business Education Programme. The study ultimately determined that both male and female lecturers should enhance their pedagogical competencies in order to effectively utilize the most efficient and effective pedagogical approaches when delivering business education programs, particularly in courses that involve the use of multimedia and hypermedia technologies for instruction.

## **RECOMMENDATIONS**

In line with the findings and conclusion from this study, this study makes the following recommendations

1. Faculties and departments of Business Education programme should ensure regular seminars and workshops on the need for the acquisition and utilization of multimedia and hypermedia technologies of all its lecturers to reduce the job specific skills gap between the male lecturers and their female counterparts.
2. Designers of Business Education programme curriculum should emphasize the re-orientation and reeducation of female lecturers to emancipate them from their feminine mindset.
3. Individual lecturers should endeavor to undertake personal and self-sponsored upskilling and reskilling efforts in order to stay abreast with current innovations and skills requirements and relevant in the scheme of things.

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