

Role of Communication in Tvet in Southwest Nigeria

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Abstract: This study is on the role of communication in TVET in SouthWest Nigeria. Three schools from Ogun State namely: Government Technical College, Aiyetoro, Government Technical College, Idi-Aba and Government Technical College, Ijebu-Ode were selected using Stratified Sampling Method. The study made use of a descriptive survey research method. A total number of One Hundred and Fifteen (115) respondents with 35 respondents from each of Government Technical College, Aiyetoro, Government Technical College, Idi-Aba while 45 respondents were selected from Government Technical College, Ijebu-Ode and were administered questionnaire. The result of the first research question showed that majority of the respondents agree that good communication skills such as effective communication, good classroom management is required for effective teaching ($X = 2.01$, $SD = 0.98$) and majority of the respondents agree that Good communication enables students to communicate their academic challenges to their teachers ($X = 1.85$, $SD = 0.69$). The result of the second research question showed that Verbal Communication is required for effective teaching ($X = 2.55$, $SD = 1.08$) and Non-verbal communication is required for effective teaching ($X = 2.08$, $SD = 1.19$). The result of the hypothesis revealed that communication skills (verbal communication, Non-verbal communication, Active listening and Good writing skills) significantly impact effective teaching [$R^2 = .677$; $F(4, 114) = 57.767$; $p < .05$] which infers that communication skills jointly accounted for about 67.7% of the variance observable in effective teaching in TVET. It is recommended that government and various stakeholders in education should provide a platform for training and re-training of teachers in TVET in effective communication skills.

Keywords: Communication, Communication Skills, Technical Education and Vocational Studies

Introduction

Technical and Vocational Education and Training (TVET) has been recognized worldwide as an important tool through which any nation can experience economic growth and development. It can provide occupational skills, eliminate unemployment, reduce poverty and social vices among our teeming youths. TVET is vital for any economy to compete and grow, particularly in the era of economic integration and technological change. TVET as a form of education is meant to equip learners with practical skills, knowledge and entrepreneurial tools needed by the employers or in the workplaces. TVET programmes can equip people with abilities, skills and knowledge to harness present and future employment opportunities and build a self-sustaining nation. TVET is widely considered as a viable option to accelerated national development and reduce rates of unemployment, social vices and crime in a country. TVET thus has the potential to provide essential skills to Nigerians to earn a living by deploying their skills to solve societal problems. In Nigeria, TVET has been providing Nigerian workforce with skills though not as high as it is obtainable in the advanced economies of the world. It is therefore important that Nigerian TVET sector should be refined to enhance higher productivity, stimulate economic competitiveness, raise Nigerians out of poverty and promote social cohesion, equity and sustainability (Ogbunaya & Udoudo, 2015; Zite & Zeedom, 2017).

Statement of the Problem

Communication is a vital aspect of human endeavor including education. Communication processes consist of verbal, nonverbal, and para-verbal elements and are intended to facilitate student and teacher behaviour. The influence that partners have over others is determined by the extent and quality of communication. If it was previously believed that the working style of the teacher, the way they structure their speech, was very critical to the effectiveness of its business, the focus is now shifting to how collaborators are picking up interaction and means which are co-participants. In order to allow effective communication between teachers and students, effective communication skills is required. Therefore, this study examines the role of communication in TVET in Southwest Nigeria.

Objectives of the Study:

The objectives of this study are as follows:

- i. Ways in which effective communication enhance teaching in TVET
- ii. Examine the various communication skills required for effective teaching.

Research Questions

- i. In what ways does effective communication enhance teaching in TVET?
- ii. What are the various communication skills required for effective teaching?

Hypothesis

H₀₁: There is no significant impact of communication skills on effective teaching in TVET

Communication

Communication means "to share" or "to be in relation" is usually defined as the transmission of information (Pearson & Nelson, 2000). The term could also refer to the message communicated via such transmissions or the field of study that investigates them. A key difference is made between verbal communication, which occurs via the use of a language, and nonverbal communication, which occurs via gesticulations or facial expressions, for instance. Communication models attempt to give a thorough explanation of the various steps and people involved. Claude Shannon and Warren Weaver propose an influential model in which communicative inspiration provokes the sender to create a message, which is then encrypted and transmitted. When it reaches its destination, the receiver decodes and interprets it (Fiske, 1982).

Eight Important Components of Communication

In order to better understand the communication process, we can break it down into a series of eight essential components:

- Source
- Message
- Channel
- Receiver
- Feedback
- Environment
- Context
- Interference

Source

The message is imagined, created, and sent by the source. The origin in a public speaking situation is the person who gave the speech. He or she transmits the message by informing the audience of new information. The speaker also sends a message with his or her voice tone body language, and clothing selection. The speaker starts by deciding on the message—what to say and how to say it. The second step is to encode the message by selecting just the correct sequence or words to transmit the actual message. The third step is to distribute or transmit the information to the intended audience or recipient. Lastly, by observing the audience response, the source determines how well the message was received and reacts with clarification or additional information.



Message

The stimulation or significance obtained by the source for the recipient or audience is referred to as the message (McLean, 2005). When preparing to deliver a speech or write a report, the message may appear to be limited to the phrase you choose to transmit the meaning.

Channel

The channel is the path that a message or messages take between the source and the recipient (McLean, 2005). Consider the television, for instance. How many Television channels do you have? Even in a digital world, each channel takes up a space in the cable or transmitter that brings the message of every channel to the home. A television transmitter incorporates an audio signal that you hear with a visual signal that you see. They work together to communicate the message to the recipient or audience.

Receiver

The message is received by the recipient, who analyzes and interprets it in ways both anticipated and unplanned by the source (McLean, 2005). Consider a recipient on a football team to properly understand this element. The quarterback sends the football (message) to a recipient, who must see and interpret where the ball will land.

Feedback

Whether on purpose or accidentally, you are providing feedback when you react to the source. The messages that the recipient transmits back to the source make up feedback. Whether they are verbal or nonverbal, all of these feedback control give the message's source insight into how aptly (or how inadequately) the message was received. Feedback also gives the audience or receiver the chance to express their agreement or disagreement with the source or to suggest ways in which the source could make the message more fascinating. The precision of communication also improves as feedback volume increases (Leavitt & Mueller, 1951).

Environment

The psychological and physical atmosphere in which you receive and send messages is referred to as the environment (McLean, 2005). The furniture in the room, including the tables, chairs, lighting, and sound system, can be considered part of the environment. The environment is exemplified by the room on its own. A conversation may be open and caring or more formal, formal, and professional depending on the environment, which can also include elements like formal clothing. When two people are physically connected to one another, they may be more inclined to participate in an intense conversation than when they can only see one another across the room.

Context

The setting, scenario, and aspirations of the participants are all part of the communication interaction context (McLean, 2005). Business suits are an example of environmental factors that can affect participating member aspirations for language and behavior in a professional communication context. A keynote or conversation is not a standalone occurrence.

Interference

Interference, also known as noise, can originate from any source. "Interference is defined as any action that prevents or alters the source's envisioned meaning of the message" (McLean, 2005). For instance, if you decided to drive to work or school, you were most likely accompanied by noise. Car horns, billboards, or the radio in your car may have disrupted your thinking or discussion with a passenger.

Vocational and Technical Education

Vocational technical education is a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life, (FRN, 2004). Levesque (2000) submitted that vocational preparation must always be viewed against the backdrop of the needs of the society and of the individual. While meeting the demands of the economy, the abilities of the individuals must be utilized to the fullest meeting the job needs of individuals is a crucial objective of vocational and technical education for sustainable national development

Empirical Reviews

Ayonmike, Okwelle and Okeke (2015) carried out a study among National Vocational Association members to ascertain the challenges and strategies to improve the quality of TVET programmes in Nigerian tertiary institutions. The authors group the challenges of TVET into three: students, school and government factors. The study identified that adequate funding, training and retraining, adequate internal and external supervision, and public private partnership are necessary to improve the quality of TVET programmes in Nigeria. Ogbonaya & Udouo (2015) examined the importance of TVET in creating employment for youth in order to address the effect of unemployment on national security in Nigeria. The study recommended that all relevant arms of government should be well funded to coordinate TVET programmes in educational institutions.

In a related study among Niger Delta youths, Okwelle & Deebom (2017) found that the major challenges of TVET implementation for sustainable empowerment of the youths are inadequate training facilities and acute shortage of trained qualified teachers. In another study to examine the challenges of TVET and propose strategies to enable it serve as a tool for national development. Zite and Deebom (2017) performed a study among a set of TVET lecturers. It was found that lack of required TVET facilities, poor funding and high cost of maintaining TVET institutions are challenges of TVET for national development in Nigeria.

Research Methodology

The study made use of a descriptive survey research method. Three schools from Ogun State namely: Government Technical College, Aiyetoro, Government Technical College, Idi-Aba and Government Technical College, Ijebu-Ode were selected using Stratified Sampling Method. A total number of One Hundred and Fifteen (115) respondents with 35 respondents from each of Government Technical College, Aiyetoro, Government Technical College, Idi-Aba while 45 respondents were selected from Government Technical College, Ijebu-Ode and were administered questionnaire. The data was analysed using the Statistical Package for the Social Sciences (SPSS) version 25.0. Descriptive statistics such as percentages and frequency tables was used to analyze the research questions while hypothesis was tested using Multiple Regression Analysis.

Data Analysis

Table 1: Socio-demographic Characteristics of Respondents

Gender	Frequency	Percent
Male	62	53.9
Female	53	46.1
Age (Years)		
18-25 years	25	21.7
26-35 years	48	41.7
36-45 years	35	30.4
46-55 years	7	6.1
Education		
NCE/OND	26	22.6
BSC/HND	67	58.3
Postgraduate	22	19.1
Religion		
Christianity	73	63.5
Islam	37	32.2
Traditional	5	4.3
Total	115	100.0

Table 1 showed that 53.9% of the respondents were male while 46.1% were female. For the age category of the respondents, 41.7% were within the age category of 26-35 years, 30.4% were within the age category of 36-45 years, 21.7% were within the age category of 18-25 years while 6.1% were within 46-55 years. Based on educational qualification, 58.3% had First degree educational qualification (BSC/HND), 22.6% had NCE/OND educational qualification while 19.1% had Postgraduate degree. Based on religion, 63.5% were Christians, 32.2% were Muslims while 4.3% practiced Traditional religion.

Research Question One:

In what ways does effective communication enhance teaching in TVET?

Table 2: Ways in which effective communication enhance teaching in TVET

S/No	Statement	SA	A	D	SD	Mean	Stand. Dev
1.	Good communication skills such as effective communication, good classroom management is required for effective teaching	56 (48.7%)	56 (48.7%)	3 (2.6%)	-	2.01	0.98
2.	Effective communication encourages participation by building rapport between teachers and students	38 (33.0%)	68 (59.1%)	8 (7.0%)	1 (0.9%)	1.77	0.65
3.	Good communication enables students to communicate their academic challenges to their teachers	33 (28.7%)	70 (60.9%)	8 (7.0%)	4 (3.5%)	1.85	0.69
4	Using communication skills, teachers are able to communicate ideas and concepts of a subject effectively to their students	15 (13.0%)	98 (85.2%)	1 (0.9%)	1 (0.9%)	1.18	0.52

Table 2 shows that 56 (48.7%) of the respondents strongly agree and agree respectively while 3 (2.6%) disagree that good communication skills such as effective communication, good classroom management is required for effective teaching, 38 (33.0%) of the respondents strongly agree, 68 (59.1%) agree, 8 (7.0%) disagree while 1 (0.9%) strongly disagree that effective communication encourages participation by building rapport between teachers and students. Also, 33 (28.7%) of the respondents strongly agree, 70 (60.9%) agree, 8 (7.0%) disagree while 4 (3.5%) strongly disagree that good communication enables students to communicate their academic challenges to their teachers. Furthermore, 15 (13.0%) of the respondents strongly agree, 98 (85.2%) agree while 1 (0.9%) disagree and strongly disagree respectively that using communication skills, teachers are able to communicate ideas and concepts of a subject effectively to their students. The statement Good communication skills such as effective communication, good classroom management is required for effective teaching has the highest mean score value ($X = 2.01$, $SD = 0.98$) followed by Good communication enables students to communicate their academic challenges to their teachers ($X = 1.85$, $SD = 0.69$).

What are the various communication skills required for effective teaching?

Table 3: Various communication skills required for effective teaching

S/No	Statement	SA	A	D	SD	Mean	Stand. Dev
1.	Verbal Communication is required for effective teaching	47 (40.9%)	33(28.7%)	19 (16.5%)	16 (13.9%)	2.55	1.08
2.	Non-verbal communication is required for effective teaching	28 (24.3%)	57 (49.6%)	11 (9.6%)	19 (16.5%)	2.08	1.19
3.	Active listening is a major type of communication skill	43 (37.4%)	43 (37.4%)	26 (22.6%)	3 (2.6%)	1.90	0.84
4	Good writing skills is a major type of communication skill	38 (33.0%)	75 (65.2%)	2 (1.7%)		1.69	0.50

Table 3 shows that 47 (40.9%) of the respondents strongly agree, 33(28.7%) agree, 19 (16.5%) disagree while 16 (13.9%) strongly disagree that Verbal Communication is required for effective teaching, 28 (24.3%) of the respondents strongly agree, 57 (49.6%) agree, 11 (9.6%) disagree while 19 (16.5%) strongly disagree that Non-verbal communication is required for effective teaching, 43 (37.4%) of the respondents strongly agree and agree respectively, 26 (22.6%) disagree while 3 (2.6%) strongly disagree that active listening is a major type of communication skill. Furthermore, 38 (33.0%) of the respondents strongly agree, 75 (65.2%) agree while 2 (1.7%) disagree that good writing skills is a major type of communication skill. The statement Verbal Communication is required for effective teaching has the highest mean score ($X = 2.55$, $SD = 1.08$) followed by Non-verbal communication is required for effective teaching ($X = 2.08$, $SD = 1.19$).

Hypothesis

H_{01} : There is no significant impact of communication skills on effective teaching in TVET

The hypothesis was tested using Multiple Regression Analysis.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.677	.666	.921

a. Predictors: (Constant), Verbal Communication, Non verbal Communication, Active listening and Good writing skill

Table 5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	195.858	4	48.964	57.767	.000 ^b
	Residual	93.238	110	.848		
	Total	289.096	114			

a. Dependent Variable: Effective Teaching

b. Predictors: (Constant), Verbal Communication, Non verbal Communication, Active listening and Good writing skill

Table 6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.221	.605		3.669	.000
	Verbal Communication	.575	.101	.576	5.697	.000
	Non-Verbal Communication	.209	.049	.264	4.257	.000
	Active listening	.632	.098	.725	6.428	.000
	Good writing skills	.398	.080	.416	4.944	.000

a. Dependent Variable: Effective teaching

The result showed that Communication skills (verbal communication, Non-verbal communication, Active listening and Good writing skills) significantly impact effective teaching [$R^2 = .677$; $F(4, 114) = 57.767$; $p < .05$]. This infers that Communication skills (verbal communication, Non-verbal communication, Active listening and Good writing skills) jointly accounted for about 67.7% of the variance observable in effective teaching in TVET.

In addition, the result of the coefficients of multiple determination for the model shows that the independent contribution of Communication skills (Active listening, verbal communication, Good writing skills and Non-verbal communication) were positively significant ($\beta = .725$; $t = 6.428$; $p < .000$), ($\beta = .576$; $t = 5.697$; $p < .000$), ($\beta = .416$; $t = 4.844$; $p < .000$) and ($\beta = .264$; $t = 4.257$; $p < .000$). In terms of magnitude, Active listening has the highest magnitude of ($\beta = .725$), followed by Verbal Communication with ($\beta = .576$).

Conclusion

This study is on the role of communication in TVET in South West Nigeria. The study made use of a descriptive survey research method. Three schools from Ogun State namely: Government Technical College, Aiyetoro, Government Technical College, Idi-Aba and Government Technical College, Ijebu-Ode were selected using Stratified Sampling Method. A total number of 115 respondents with 35 respondents from each of Government Technical College, Aiyetoro, Government Technical College, Idi-Aba while 45 respondents were selected from Government Technical College, Ijebu-Ode and were administered questionnaire. The result of the first research question showed that majority of the respondents agree that good communication skills such as effective communication, good classroom management is required for effective teaching ($X = 2.01$, $SD = 0.98$) and majority of the respondents

agree that Good communication enables students to communicate their academic challenges to their teachers ($X = 1.85$, $SD = 0.69$). The result of the second research question showed that Verbal Communication is required for effective teaching ($X = 2.55$, $SD = 1.08$) and Non-verbal communication is required for effective teaching ($X = 2.08$, $SD = 1.19$).

The result of the hypothesis revealed that communication skills (verbal communication, Non-verbal communication, Active listening and Good writing skills) significantly impact effective teaching [$R^2 = .677$; $F(4, 114) = 57.767$; $p < .05$] which infers that communication skills jointly accounted for about 67.7% of the variance observable in effective teaching in TVET. In terms of magnitude, Active listening has the highest magnitude of ($\beta = .725$), followed by Verbal Communication with ($\beta = .576$). This finding supports the study of Muste, (2012) who reported the needs of developing communication skills that underlie the activities of teaching and learning.

Recommendations

- i. It is recommended that government and various stakeholders in education should provide a platform for training and re-training of teachers in TVET in effective communication skills.
- ii. Government should provide adequate infrastructures and gadgets that will help improve the communication channels in TVET institutions.

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