

## **Gap Analysis on Effective Communication Skills of Technical Educators for Teaching and Learning Technical and Vocational Education and Training (TVET)**

**Yisa, S. N.<sup>1</sup>, Mustapha, M. J.<sup>2</sup>, Mustapha, A.<sup>3</sup> and Umaru, N. N.<sup>4</sup>.**

Department of Industrial and Technology Education

Federal University of Technology, Minna, Niger State, Nigeria

Department of Electrical, Niger State College of Education, Minna.

**Corresponding E-mail;** snyisa@futminna.edu.ng

### **Abstracts**

*The study analyzed the gap in effective communication skill of technical educators for teaching and learning of Technical and Vocational Education and Training (TVET). Three research questions and a hypothesis were formulated to guide the study. The study adopted a survey research design. The population of the study was made up of 205 subjects. 25 lecturers in school of technical education and 180 of educators in state technical colleges Niger State. The sample for the study consisted of 70. 25 lecturers in the school of technical education in Niger State College of Education, Minna and 45 technical college educators in three technical colleges and three departments in Niger State drawn through Multistage Sampling Techniques. The instrument used for data collection is a structured questionnaire. Mean and standard deviation (SD) were used to analyzed research questions. Independent sample t-test was used to analyzed hypothesis which determined the no relationship at (Pa .05) level of significance on the gap between the effective communication skills needed and possessed by technical educators in technical colleges in Niger State. The study found out among others that the effective communication skills listed are all needed by technical educators for effective TVET in technical colleges. The technical educators possessed some of the skills and some are not possessed. The gap shows that the following skills are needed to be improve on for effective communication in teaching and learning of TVET: ability to use electronic communication devices, emotional management, speed and sequence of speech and so on. There were significance differences between the effective communication in some of the skill needed and possessed by the technical educators. Based on the findings of this study, it was recommended among others that, the government should provide electronic communication devices in technical colleges. The ministry of education should organize training for technical educators on the uses of electronic communication devices, ability to use body language, ability to involve students in teaching and learning and so on to improve effective communication in technical colleges.*

**Key Words:** Effective communication, skills, technical educator, Technical colleges and Technical and vocational education and training (TVET).

### **Introduction**

The fact that you can stand before the student and spend 40 minutes to 1 hour does not mean you have imparted knowledge in them, in as much that learning has not taken place. Learning is the outcome of teaching processes in the classroom or other settings where the teacher imparted knowledge to the students through communication. All human interactions are form of communication. In the business world the most successful business men/women have something in common that makes them to be a successful people in their business, they have mastered the art of communication which is the means of interaction between them and their employees, clients, suppliers and customers (Shonubi & Akintaro, 2016). Teaching and learning process are form of

business where there must be an interaction between seller and buyer so as it is in the educational system, the interaction between the teacher and students is significant for learning achievement to take place. Learning can only take place when there is an interaction through communication between teacher and students in the classroom.

Communication is the sending and receiving information from sender to receiver through different means. Communication according to Lalit (n.d), is a process of sharing of knowledge, information, ideas, feelings or attitudes to others using symbols or signs. According to the Oxford Advanced Learner's Dictionary the word communication is the activity or process of expressing ideas and feelings or giving people information, which is in line with teaching and learning processes in the classroom. Communication is the basic social process in which information is provided and received, but it is also a process that allows interaction between individuals and groups, students-to-teachers, students-to-students, teachers-to-students (Nath, 2018). Shonubi and Akintaro (2016) stress that nothing can be achieved in any organization without communication. Communication represents the blood stream in human body without it human body cannot function effectively. Therefore, communication is important in all human activities, including teaching and learning. Nevertheless, the ideas or knowledge or information can be misinterpreted or not properly received by the receiver if the message is not effectively communicated. It therefore means nothing can be achieved in the education settings without effective communication.

Communication is effective only when the message sent by sender is received by the receiver in the way it was expected by the sender (Lalit, n.d). Different authors and researchers have defined communication in different ways but, the basic of it all is that it comprises of: sender, message, channel or medium, receiver and feedback. Effective communication is not about just transferring of ideas, knowledge or information, it is the giving of understandable ideas, knowledge or information which can be received by the students so that it can be understood and acted upon. The main objectives of the effective communication are to inspire, motivate, disseminate information, advise, warn, direct, establish better relation with others, to make learning meaningful and understood (Nair & Joglekar, 2012).

In other words, for effective communication to take place the teaching process in the classroom has to be clear, specific, meaningful, simple and feedback confirming that the message is well received, because it has met up the targeted objective (learning). Loy, (2006) argued that no matter the level of the students, if the teacher is effective, clear and complete in communication the students will develop interest and retained what he/she has learnt because they are going to be involved in the teaching-learning processes in the classroom, understand, and learning will take place which is the achievement. It is of no use or it is a waste of time, energy and resource after spending 45 minutes in a classroom and at the end students achieve little or nothing at all. If students must achieve in academic wise teachers have to do all in the classroom most especially in the areas of effective communication. Yes, there are many variables that determine the learning achievement of the students in the classroom, among them effective communication skills are paramount (Nath, 2012; McCarthy & Carter, 2006; Bee, 2012; Nair & Joglekar, 2012). However, the effective communication is not only beneficiary to students alone it enables the goal and objective of the educational system of the country to be achieved most especially the technical and vocational education and training (TVET). For effective communication to take place there are

some skills the technical educator must possess and apply in the classroom. Which is referred to as communication skills.

Skill can be referred to as the activities or task a person possesses in order to effectively achieve his goal. Therefore, effective communication skills are those things that technical educators must possess and master in the classroom for effective communication to take place. These effective communication skills are important in the life of the technical college students.

Technical colleges are institutions established for producing skilled manpower for actualizing national development goals. It is one of the institutions established by the Federal Government of Nigeria and state governments where students acquire saleable skills, basic scientific knowledge, attitude and practical skills in Technical and Vocational Education and Training (TVET) that enable them to become self-reliant and reduce the rate of unemployment in the country (Federal Republic of Nigeria [FRN] 2014). Technical colleges offer programmes in Automobile trades, Building & Wood Work Trades, electrical and electronics trades and others (NBTE, 2012).

These trades are broad fields of study designed for the purpose of training students in order to meet up with the day-to-day needs of individuals in the modules in an ever-changing society (Ogbu, 2012). The main goal of technical colleges in Nigeria as stipulated by FRN (2014) stated that the trainees completing Technical College programmes shall have three options: secure employment either at the end of whole course or after completing one or more modules of employable skills, set up their own businesses and become self-employed and be able to employ others and pursue further education in advance craft/technical programmes and in post-secondary (Tertiary) technical institutions such as Polytechnics or Colleges of Education (Technical) and University. From the above aims and objectives of technical colleges it is obvious that effective communication is needed between teacher-teacher, teacher-students and students-students. The effective communication in technical colleges does not limit to student's achievement alone but to help them build their future career. As it is practiced in the world of work or business world, today whether you are self-employed, employer or employee, planner, organizer, director, leader and controller you need an effective communication to succeed in your endeavours. It is the duty of the teacher to assist the student in learning by effectively communicating the concept in order for students to understand, develop, contribute so that learning will take place using the appropriate teaching method.

In the classroom there are different methods of teaching that a teacher could adopt, they are majorly grouped into two which are: teacher centred methods and student centred methods. Teacher centred methods is an approach where activities in the classroom are centred on the teacher and involves rote memorization and coverage of the context on the part of the students (Khalid & Azeem, 2012). It is a method where a teacher likes to talk and expect the students to write down what they are saying and to learn it. While, student centred methods according to Alemu (2010) is a teaching method that is extremely effective in maintaining students' information processing, developing skills, attitude and interest. The responsibility for learning is focused on the students. Most importantly, both the teachers and students are actively involved, they must engage in such higher-order thinking tasks as analysis, synthesis and evaluation all these could not be achieved if there is no effective communication between the teacher and the students. Either way, effective communication will go a long way to improve the students' performance and achievement.

Moreover, no matter how effective the teaching method adopted by the teacher could be, without the effective communication students may achieve little or nothing. The facts that teaching and learning methods have been changing from teacher centred methods to students centred methods does not relegate the importance of teacher. In fact, it is now that the role of teacher is prominent as a guidance, supervisor, coordinator and many more, it means that there is need for effective communication between the teacher, students and teaching methods. One of the characteristic of students centred methods of teaching and learning is the possibility of free choice of information by both the teachers and students. students centred methods which some people referred to as active learning give room for free communication, because students selected and construct their learning activities by themselves and this gives the teacher the opportunity to interact with the students, by guiding, direct, coordinate and supervised the student's activities. It could be through group work, discussion class, exercise or examples. If the relationship between students and teachers is disrupted due to lack of effective communication, it will negatively affect the acquisition of knowledge by the students (Neslin, 2019; Fashiku, 2017). The effective communication in the classroom can leads to student's achievement and retention.

Effective communication is useful not only in the school system but is part of the employability skill needed by the individual to make them employable. Gowsalya and Kumar., (2015), listed some of these employability skills which include: team working, problem solving, self-management, knowledge of the business, literacy and numeracy relevant to the post, ICT knowledge, effective interpersonal and communication skills, ability to use own initiative but also to follow instructions and leadership skills where necessary. In fact, some organization ranked effective communication as first skill required for employment in this 21st century. It is therefore, clear that technical educators need this effective communication skill in order to impart the required knowledge to their students so that they can perform excellently while in school and outside the school system. It will help them to fit in to this 21st century challenges and the business world. In addition, for technical students to understand and apply the effective communication and other employability skill they have to be taught by technical educators (Gowsalya *et al.*, 2015).

Technical educators should take effective communication seriously if the students' achievement and performance is their major priority. Bacsa-Bán, (2020) referred to technical educator as technical teacher, vocational instructor, technician teacher or engineer teacher. Technical educator is a teacher who embrace the importance of technology in the classroom, have the skills and intention to use technology, and have the knowledge to teach students how to use technology and digital resources (Diamond, 2019). Technical Educators must understand industry, business and the workplace need and ensure that they trained students towards that, that is when they will become useful to the students.

Succinctly, there is no education without having process, therefore, since there is need for effective teaching-learning process, the need to consider effective communication in the classroom is highly imperative since lack of consideration to this variable could lead to poor student's achievement and performance. With greater consideration, the goal of TVET in particular and education system in general may not be achieve without effective communication. Different researches reveals show that student motivation is one of the key predictors of course completion and student's achievement and student's motivation is linked with the ability of the teacher to communicate

effectively in the classroom (Williams & Williams, 2011; Armstrong & Hope, 2016). But the extent to which technical educator communication effectively in the classroom is unknown. In line with this, the researchers sought to analyze the gap between effective communication skill needed and possessed by technical educator for effective TVET.

### **Problem Statement**

As we move from teacher centred methods to students centred methods of teaching and learning in our educational system coupled with the aims and objectives of the TVET has made it clear with the expectation of better or greater improvement in education sector.

It is obvious that the education system of Nigeria needs reformation in many areas, because the society is expecting so much from the graduates. In line with this, the Nigeria Education Policy makers approved the National Policy on Education and made it cleared the goals of TVET which are: Provide trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical levels; Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the necessary skills to individual for self-reliance economically (Federal Republic of Nigeria, [FRN] 2014).

It is revealed that most of TVET graduates are not employable due to lack of employability skill (Sarimah&Dahiru, 2014, Abodunrin, Adekanmi, &Adepoju, 2018). It is also an indication that the goal of TVET is failing. In order to solve above mentioned problem, researchers have look in to different possible element that could lead to solving the problem, such has teaching method, curriculum, environment, personnel, and many more, but, resent studies indicated that the problem still persist. In line with this, the researchers sought to look at one possible way that could provide solution to poor performance and unemployable rate of TVET graduates. Which is the effective communication of the educators in the technical colleges in Niger State. Since these educators has major roles of imparting the necessary employability skills to the students.

Students achievement and performance are linked to different factors such as qualified teachers, adequate and up-to-date equipment, government policy, relevant curriculum, adequate infrastructure, effective communication and many more (Siqing, Cangyan, Jihong, Li &Huali, 2014). Effective communication plays a significant role in fulfilling the goal of TVET in technical colleges (Neslin, 2019,). Other researcher in other fields of studies has conducted studies indicating the greater role of effective communication in the life of students even beyond the school level (Neslin, 2019; Fashiku, 2017; Gowsalya *et al.*,2015) which little or none studies has been done in respect to the gap analysis of the effective communication skill of technical educators in technical colleges.

### **Research Questions**

The following research questions were formulated to guide the study:

1. What are the effective communication skill needed by technical educators for teaching and learning of TVET?
2. What are the effective communication skill possessed by technical educators for teaching and learning of TVET?

3. What are the gap between the effective communication skills needed and possessed by technical educators for teaching and learning of TVET?

### **Hypothesis**

A null hypothesis was formulated and tested at 0.05 level of significance:

Ho1: There is no significant difference between the effective communication skills needed and possess by technical educators for teaching and learning of TVET in technical colleges in Niger State, Nigeria ( $P < .05$ ).

### **Research Methodology**

This study adopted a survey research design. This design enables the researchers to describe the attitudes, opinions, behaviours or characteristic of the population based on data collected from a sample of the technical department of College of education, Minna, Niger State and technical colleges in Niger State on the effective communication needed and possessed by Technical educators. The study was carried out in Niger State, Nigeria, The state lies on longitude of 03° 30' to 07° 40' East and latitude of 80° to 11° : 30' North. The state is bordered to the West by Kebbi State, North by Zamfara State, South-West by Kwara State, South-South by Kogi State, South-East by FCT, North East by Kaduna State and the state has international boundary with the Republic of Benin to the North West.

The population of the study was made up of 205. 25 lecturers in school of technical education in college of education, Minna Niger State and 180 of teachers in state technical colleges in Niger state. The sample for the study consisted of 70. 25 lecturers in the school of technical education in Niger State college of education, Minna and 45 technical college teachers in three technical colleges in three departments: Electrical Installations and Maintenance Works (EIMW), Motor Vehicle Mechanics and Block laying, in Niger State drawn through Multistage Sampling Techniques. The instrument used for data collection is a structured questionnaire. The questionnaire was designed to generate data for answering the research questions of the study. All the questionnaires administered were returned representing 100% return rate. The data collected for the study was organized and analyzed on the basis of the research question and hypothesis. SPSS version 23 was used for the analysis. Decisions on the research questions were based on the resulting means score interpreted relative to the concept of real lower and upper limits of numbers as shown in Table 1. The standard deviation was used to decide on the closeness or otherwise of the respondents to the mean in their responses. Any item with standard deviation of less than 1.96 indicated that the respondents were not too far from the mean or from one another in their responses and any item having standard deviation equal or above stated value signified that respondents were too far from the mean. Independent sample t-test was used to analyzed hypothesis to determine the no significant at ( $P < .05$ ) level of significance on the gap between the effective communication needed and possessed by technical educators in technical colleges in Niger State.

**Table 1 Interpretation of Four Point Scale**

S/N	Scale of R.Q 1	Scale of R.Q 2	Point
1	Highly Needed	Highly Possessed	3.50 – 4.00
2	Moderately needed	Moderately Possessed	2.50 – 3.49
3	Needed	Possessed	1.50 – 2.49
4	Not Needed	Not possessed	0.50 – 1.49

Key: R.Q = Research Question

**Research Question One:** What are the effective communication skill needed by the technical educators for teaching and learning of TVET?

**Table 2. the mean response of NCE lecturers on the effective communication needed by technical educators for teaching and learning of TVET.**

S/N	ITEMS	Mean	SD	Decision
1	Ability to get the message across	3.27	.86	MN
2	Emotional management in the communication process	3.20	.55	MN
3	Abilities to Listen to all students (active listening)	3.20	1.0	MN
			4	
4	Assertive (self-confidence) communication	3.16	.93	MN
5	Ability to understand individual differences	3.13	.87	MN
6	Ability to involve students during the teaching-learning process	3.24	.91	MN
7	Use of appropriate language in the classroom	3.40	1.0	MN
			1	
8	Ability to communicate using body language	2.89	1.0	MN
			1	
9	Ability to use appropriate instructional materials	3.56	.76	HN
10	Ability to use electronic communication medium	3.29	.92	MN
11	Speed and sequence of speech	2.71	1.0	MN
			6	
12	Mutual relationship between the teacher and students	2.89	.75	MN

KEY: HN=Highly Needed; MN=Moderately Needed; N=Needed; NN=Not Needed SD=Standard Deviation

Table 2. shows that the 12 items are moderately needed by technical educators for effective communication in the classroom with the mean ranging between 2.71 to 3.40. Since the standard deviation of the respondent on the effective communication skill needed by the technical educators in technical colleges are less than 1.96 it is an indication that the respondents were not too far from the mean or from one another in their responses.

**Research Question Two:** What are the effective communication skill possessed by technical educators for teaching and learning of TVET?

**Table 3: the mean response of technical educators on the effective communication possessed by technical educators for teaching and learning of TVET.**

S/N	ITEMS	Mean	SD	Decision
1	Ability to get the message across	3.47	.76	MP
2	Emotional management in the communication process	2.87	.92	MP
3	Abilities to Listen to all students (active listening)	3.33	.95	MP
4	Assertive (self-confidence) communication	2.87	1.04	MP
5	Ability to understand individual differences	2.75	1.15	MP
6	Ability to involve students during the teaching-learning process	2.44	1.18	P
7	Use of appropriate language in the classroom	3.02	.82	MP
8	Ability to communicate using body language	3.33	.83	MP
9	Ability to use appropriate instructional materials	3.33	.83	MP
10	Ability to use electronic communication devices	1.29	.69	NP
11	Speed and sequence of speech	1.65	1.03	P
12	Mutual relationship between the teacher and students	2.13	1.18	P

KEY: HP=Highly Possessed; MP=Moderately Possessed; P= Possessed; NP=Not Possessed  
SD=Standard Deviation.

Table 3 revealed that items 1, 2, 3, 4, 5, 7, 9 and 10 are moderately possessed by technical educators with the mean ranging between 2.87 to 3.47. Items 6, 11 and 12 were possessed by the technical educators with the mean ranging between 1.65 and 2.44 while the respondents revealed that item 10 is not possessed by technical educators with the mean of 1.29. It is revealed that the respondents were not too far from the mean or from one another in their responses since the standard deviation of the respondent on the effective communication skill possessed by the technical educators in technical colleges are less than 1.96.

**Research Question Three:** What are the gap between the effective communication skills needed and possessed by technical educators for teaching and learning of TVET?

**Table 4: the t-test analysis of the null hypothesis difference between the effective communication skills needed and possessed by technical educators for effective teaching and learning of TVET in technical colleges in Niger State, Nigeria ( $\bar{P}\alpha.05$ ).**

S/N	ITEMS	Group	Mean	SD	Sig.(2-tailed)	Decision
1	Ability to get the message across	L	3.27	.86	.246	NS
		T	3.47	.76		
2	Emotional management in the communication process	L	3.20	.55	.040	S
		T	2.87	.92		
3	Abilities to Listen to all students (active listening)	L	3.20	1.04	.527	NS
		T	3.33	.95		
4	Assertive (self-confidence) communication	L	3.16	.93	.167	NS
		T	2.87	1.04		

5	Ability to understand individual differences	L	3.13	.87	.078	NS
		T	2.75	1.14		
6	Ability to involve students during the teaching-learning process	L	3.24	.91	.001	S
		T	2.44	1.18		
7	Use of appropriate language in the classroom	L	3.40	1.01	.054	NS
		T	3.02	.82		
8	Ability to communicate using body language	L	2.89	1.05	.024	S
		T	3.33	.83		
9	Ability to use appropriate instructional materials	L	3.56	.76	.186	NS
		T	3.33	.83		
10	Ability to use electronic communication medium	L	3.29	.93	.000	S
		T	1.29	.69		
11	Speed and sequence of speech	L	2.71	1.06	.000	S
		T	1.64	1.03		
12	Mutual relationship between the teacher and students	L	2.89	.75	.001	S
		T	2.13	1.18		

KEY: L=Lectures; E=Educators; SD=Standard Deviation; S=Significant and NS=Not Significant

Table 4 shows that there is significance difference between the effective communication needed and possessed by technical educators in the items 2,6,8,10,11 and 12 this is because the p-value of those items are less than 0.05 sig. level. While items 1, 3, 4, 5, 7 and 9 accept the non-hypothesis state at 0.05 sig. level, because there is not enough evidence to reject the null hypothesis.

### Discussion of Findings

Based on the first objective of the study, which seek to find out the effective communications skill needed by the technical educator for teaching and learning of TVET in technical colleges. It was revealed that all the effective communication skills listed are needed by technical educator for teaching of TVET in technical colleges. For effective teaching and learning of TVET in technical college level there are effective communication skill needed which has been agreed with by the respondents in table 2. To be an effective technical educator and to ensure that TVET is taught effectively in technical colleges, technical educators have to be an effective communicator. Since the effective communication is the process of sharing information, ideas, feelings, knowledge, skills, experience and thoughts with other people and having those sharing information, ideas, feelings, knowledge, skills, experience and thoughts understood and the feedback indicated that the aim of the messages sent is achieved. Khan, Khan, Zia-Ul-Islam and Khan (2017) affirm that effective communication skills of teacher are the basic need of academic's success of students and professional success of life. Therefore, some skills are needed by technical educators for the effective communication in the classroom such as: active listening, ability to use body language, assertive communication skill, speed and sequence of speech, ability to use electronic

communication devices and others. Several studies are in the agreement with this study on the effective communication skills needed by the educators (Neslin, 2019; The Scientific World, 2019; Kubat, 2018; Flavia and Enachi-Vasluianu, 2016; Care, 2013 and Sean, 2010).

The research question two sought to know whether the technical educators possesses the effective communication needed by them for teaching and learning of TVET. It was revealed 1 out of 12 effective communication skills needed was not possessed by technical educators, which is ability to use electronic communication devices. From the result it is cleared that technical educators have more to do in term of using electronic communication devices. As revealed by different researcher shows that some of the educators do not possessed the require skill needed to utilized electronics devices, some are not ready to integrate it into the education system due to one reason or the other. Such devices are, mobile phones, PowerPoint presentation, Computer Assisted Instruction and many more. The studies of Ferry, (2009), Dias & Victor (2017), Murray and David (2014) concord with this study by revealing that educators do not possessed the skill to use electronic communication devices for different reasons. Some of the reasons are inadequate preparation and training of the educators in using technology, some educators believe that such technology does not enhance what they already do and only adds an extra layer of complexity. Some do not belong to the generation of young people who are call the 'digital natives' generation. The effective communication of a teacher motivates students to learn at school, it can be transfer across all aspects of life. Therefore, it is imperative if technical student must perform effectively in terms of academic achievement and fit into the world-of-work there is need for an effective communication through the uses of electronic communication device in the classroom.

Based on the research question three, it is revealed that there is need for technical educators to be trained in some of the effective communication skills needed for teaching and learning of TVET in technical colleges for the students to meet up with the 21st century opportunity. It is revealed that there is significant difference in the emotional management in the communication processes, ability to involve students during the teaching-learning process, ability to communication using body language, ability to use electronic communication devices, speed and sequence of speech, mutual relationship between the teacher and students, between the effective communication needed and possessed by technical educators because the sig. value which ranges from 0.000 to 0,040 is less than the  $\alpha=0.05$ .

The emotional management of the technical educators is important in the classroom for effective teaching and learning processes. Emotional of the teacher contribute to effective communication of a teacher and influence the learning process of the students. The ability to controls one's emotion help to better communication skills and meeting academic requirements because it will help in focusing on the stated objectives. Teachers emotional in the classroom can positively or negatively affect the learning ability of the students. In support of this study, Mustafina, Ilina and Shcherbakova (2020) revealed that, one's emotions can affect mental state which in turn can cause some behavioural changes often expressed in communication. From the above explanation it shows that there is a strong connection between emotional state of a teacher and learning abilities of the students. also, the study of Hendrix and Morrison, (2020) revealed that helping communicators understand the link between their emotions and their communication is a valuable step in improving communication ability and developing valuable emotional intelligence skills. It is therefore cleared that technical educators need to do more work on their emotional management in the classroom because, effective communication and emotion are closely linked.

It is also revealed that there is significant difference when it comes to the involvement of students in teaching and learning by technical educators. Ability to involve students in the teaching and

learning processes in the classroom can enhance effective communication and enable student to learn more by team work and creating their own knowledge. It can encourage communication, cooperation and collaboration and help students talk more and effectively express themselves with their peers. It is supported by the study of Alsubaie, (2017) who revealed that when students are involved in the communication process in the classroom activities does not only improve student's abilities to speak with others but also to measure their strengths and weaknesses in communication. In addition, when students are not allowed to speak in the classroom there will be fear in them to speak in the public and communicate to his customers while in the business world.

There is need for technical educators to improve on the uses of electronics communication devices. Electronics communication devices is one of the way for technical educators to communicate effectively in technical education if the aims and objective of TVET must be achieve in this 21st century. The world is moving digital we most as well move with them. People all over the world utilize different kinds of electronics communication technologies such as: Mobile phone (smart phones), Computer Assisted Instruction (CAI) and PowerPoint Presentation, computers, and Personal Digital Assistance. In agreement with the study Usman and Madudili (2020) recommended that there should be an awareness campaign and computer literacy training program particularly for teachers and school administrators through in-service training, seminars and conferences to improve their technical know-how on computer application.

Aljaber (2016) state that countries are looking to find the easiest way to deliver education to inspire students to make education and training a high priority in their life. And one of the easiest way to do that is to embrace the uses of electronic communication devices in the classroom for effective communication. Aljaber (2016) stress that using communication technology devices may be the key to help education via mobile learning. In harmony to this study The Scientific World (2019) stressed that since many of today's teachers did not grow up in schools that use computers and the Internet, unlike the students of the digital generation of our time, teachers had to respond to this change and bridge the digital culture gap between generations. McKeachie (2009) also agreed with this study by saying that every communicator must obtain any necessary training on the uses of multimedia. Therefore, there is need for technical educators to have the knowledge to choose the one that is best for the student and know how to use it for effective communication.

### **Conclusion**

To be an effective technical educator and to ensure that the goal of TVET is been achieve the technical educator must be an affective communicator. And to be an effective communicator, there is need for them to possess some effective communication skills. It is revealed that technical educators possessed some of the effective communication skills needed, however, it is also revealed that they do not possessed the effective communication skills related to electronic communication devices skill. The electronic communication skills are important skill since the world is going digital there is need for technical educators to improve on these skills for effective TVET.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. The Government should provide electronic communication devices in technical colleges.

2. The ministry of education should organize training for technical educators on the following communication skills: ability to involve students during teaching and learning, Speed and sequence of speech, uses of electronic communication devices and others to improve effective communication in technical colleges.

### **Reference**

- Abodunrin, D. O. Adekanmi, J. S. & Adepoju, O. A. (2018). Technical and Vocational Education Training (TVET) Graduates in Nigeria: Assessing the Challenges of Graduate Productivities. *The International Journal of Humanities & Social Studies*, 6(6), 30-33.
- Alemu, B. M. (2010). *Active learning approaches in mathematics education at universities in Oromia, Ethiopia* (Doctoral dissertation).
- Aljaber, Z. (2016). Advancing Education: Using Mobile Electronics to Deliver Communications. *Master's Theses*. 22. <https://scholars.fhsu.edu/theses/22>
- Alsubaie, M. M. (2017). *The role of communication skills in learning and using the second language* (Doctoral dissertation).
- Armstrong, S. W., & Hope, W. C. (2016). Technical college teachers' communication and its impact on student motivation. *Journal of Education and Human Development*, 5(1), 24-33.
- Bacsa-Bán, A. (2020). "From technical educators to vocational teachers" I. training before the Bologna system. *Journal of Applied Technical and Educational Sciences* 10(4), 125-145.
- Bee, S. B. (2012). The impact of teachers' communication skills on teaching: Reflections of pre-service teachers on their communication strengths and weaknesses. *Humanising language teaching*, 14(1).
- Diamond, S. E. A. (2019). Innovation and Integration of Technology in the Classroom by Career and Technical Educators. A dissertation submitted to the Graduate Faculty of
- Dias, L., & Victor, A. (2017). Teaching and learning with mobile devices in the 21st century digital world: Benefits and challenges. *European Journal of Multidisciplinary Studies*, 2(5), 339-344.
- Fashiku, C. O. (2017). Effective communication: any role in classroom teaching - learning process in Nigerian schools? *Bulgarian Journal of Science & Education Policy*, 11(1), 171-187.
- Federal Republic of Nigeria (FRN, 2014). *National Policy on Education* (6th edition), Lagos: NERDC.
- Ferry, B. (2009). Using mobile phones to enhance teacher learning in environmental education. <https://ro.uow.edu.au/edupapers/80>.
- Flavia, M., & Enachi-Vasluianu, L. (2016). The importance of elements of active listening in didactic communication: a student's perspective. In *CBU International Conference Proceedings* (4), 332-335.
- Gowsalya, G. Kumar, A. M. (2015). Employability skill: A literature review. *International Journal of Advance Research in Computer Science and Management Studies*, 3(3), 2321-7782.
- Hendrix, R. E., & Morrison, C. C. (2020). Student Emotional Responses to Different Communication Situations. *Journal of Applied Communications*, 104(3), 1-20.
- Khalid, A., & Azeem, M. (2012). Constructivist vs traditional: effective instructional approach in teacher education. *International Journal of Humanities and Social Science*, 2(5), 170-177.
- Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Journal of Education and Practice*, 8(1), 18-21.

- Kubat, U. (2018). Identifying the individual differences among students during learning and teaching process by science teachers. *International Journal of Research in Education and Science*, 4(1), 30-38.
- Lalit, K. (n.d). Effective communication for teaching and learning. Faculty of Education, Patna University, Patna.
- Loy, K. J. (2006). *Effective teacher communication skills and teacher quality* (Doctoral dissertation, The Ohio State University).
- McCarthy, M., & Carter, R. (2006). Ten criteria for a spoken grammar. *Explorations in corpus linguistics*, 27, 27-52.
- Murray, D. W., & Rabiner, D. L. (2014). Teacher Use of Computer-Assisted Instruction for Young Inattentive Students: Implications for Implementation and Teacher Preparation. *Journal of Education and Training Studies*, 2(2), 58-66.
- Mustafina, R. F., Ilina, M. S., & Shcherbakova, I. A. (2020). Emotions and their Effect on Learning. *Utopía y Praxis Latinoamericana*, 25(7), 318-324.
- McKeachie, W. J. (2009). *Effective lecturers combine the talents of scholar, writer, producer, comedian, showman, and teacher in ways that contribute to student learning.* "Center for Teaching and Learning. Washington University in St. Louis.
- Nair, B., & Joglekar, A. R. (2012). The Role of Effective Communication in School Achievement. *IOSR Journal of Humanities and Social Science (JHSS) ISSN: 2279-0837, ISBN: 2279-0845. Volume, 1*, 01-02.
- Nath, S. R. (2012). Factors influencing primary students' learning achievement in Bangladesh. *Research in Education*, 88(1), 50-63.
- Neslin, I. (2019). Analysis of the predictive role of teachers' effective communication skills and motivation levels on classroom management profiles. *Journal of Education and e-Learning Research*, 6 (1), 17-25.
- Ogbu, J. E. (2012). Entrepreneurship opportunities in electrical/electronic technology education programmes in Nigeria. *Ebonyi technology and vocational education journal*, 2(1) 131-140.
- The Scientific World, (2019). *Integration of Electronic Communication in Education System*. e-communication, e-learning system, education system, educational technology, electronic communication, modern education system, Web-based collaborative learning.
- Shonubi, A. O., & Akintaro, A. A. (2016). The impact of effective communication on organizational performance. *The International Journal of Social Sciences and Humanities Invention*, 3(3), 1904-1914.
- Usman, Y. D., & Madudili, G. C. (2020). Assessment of the impact of computer assisted instruction on teaching and learning in Nigeria: A theoretical viewpoint. *International Journal of Education and Development using Information and Communication Technology*, 16(2), 259-271.
- Williams, K. C., & Williams, C. C. (2011). Five key ingredients for improving student motivation. *Research in Higher Education Journal*, 12, 1.