

Employee Communication and Curriculum Delivery in Technical Vocational Education and Training Institutions in North Rift Region, Kenya

Korir, C. B.¹, Lelan, J.K.², Kosgey, Z.^{2*} and Wamutoro, M.¹

¹PhD Student, ² Ph. D, Lecturer, Moi University, Kenya

Received 18 Aug 2020, Accepted 20 Oct 2020, Available online 22 Oct 2020, Vol.8 (Sept/Oct 2020 issue)

Abstract

Graduates from the TVET institutions have suffered low level of skills incompatible with industrial demands owing to questionable curriculum delivery. Besides lack of efficient communication has been decried as one of the road blocks to quality commitment and enforcement of TQM in education thus compromising on curriculum delivery. However limited studies related employee communication and curriculum delivery in TVET institutions in the Kenyan context. In this regard the purpose of this study was to assess the extent to which employee communication influences curriculum delivery. This research adopted a mixed methodology and sequential explanatory research design. The study targeted all teaching staff of TVET institutions with an accessible population of 735 respondents. Structured questionnaire and unstructured interview guide were used to collect primary data. Data analysis was done using descriptive and inferential statistics using (SPSS) version 25. Qualitative data was transcribed, thematically, classified and arranged before being reported in narrations and quotations. From the study findings, employee communication explained 77.2% percent variation ($R^2=0.772$) in predicting curriculum delivery at 5% level of significance. In conclusion employee communication significantly influence curriculum delivery. The study recommended that top management of TVET institutions should make employee communication easy and multi-direction. The findings of this study could provide government with information that can be used for policy development, which enhances the improvement and consistent focus on employee communication in the TVET sector.

Keywords: Employees' Communication and Curriculum Delivery

Background of the study

Technical vocational education and training (TVET) is a widely recognized approach to overcoming poverty and the social exclusion that comes with it (Marope, Chakroun & Holmes, 2015). Thus, accomplishment of Technical Vocation and Educational Training institutions (TVET) institutions relies on the quality of curriculum delivered in overcoming poverty. This calls for the assessment and modification of constant improvement practices in all regions of utility in consonance with needs of the clients of TVET (Surendran, 2018). In this regard TVET institutions should enhance effective communication as quality principle in enhancing interaction and confidence amongst stakeholders of the education system (Dahilka & Karabulutb, 2013). This makes it indispensable for TVET to strengthen the adoption of effective communication as means of enhancing the performance of trainers and other employees to meet the needs of the societies they serve.

Communication processes mediates student and teacher behavior (Muste, 2016). Thus, for effective curriculum delivery there is need for adapting content and style to the class. It is therefore critical that both staff and students be involved in effective communication, as both parties will have reservations about innovations which might impact on curriculum delivery in addition to their present and future careers (Bland, et al., 2000). Owing to the centrality of communication in a learning environment, it's incredibly important to send the message in the most effective and accurate way possible. Therefore, effective communications in formal education systems have to take place at a range of levels and include diverse groups of actors, depending on the messages and ideas being communicated (Ting-Toomey & Dorjee, 2018).

Effective communication is logical, rational and persuasive and it is especially useful in industrial relations, organizational change and relaxation. There is strong relationship between good communication and successful quality implementation (Irfan & Kee, 2013). In this regard it can be inferred that the adoption of effective communication remains the cornerstone of curriculum

*Corresponding author's ORCID ID: 0000-0000-0000-0000

DOI: <https://doi.org/10.14741/ijmcr/v.8.5.9>

delivery in learning institutions as enshrined in their quality objectives. This is further justified by Choudhary and Rathore, (2013) that effective communication should generate the desired effect and maintain the effect, with the potential to increase the effect of the message. Therefore, achieving quality service delivery in terms of curriculum development and delivery without paying dividends to quality management orientation of the trainers and other employees of TVET Through effective communication is a mirage. This corroborated by the fact that the quality results of communication are real and long-lasting (Choudhary and Rathore ,2013). Thus, effective curriculum delivery can be enlivened by making the TVET trainers to take cognizance of effective communication as one of the tenets of quality management systems (QMS). However, lack of efficient communication has been decried as one of the road blocks to quality commitment and enforcement of TQM in education thus compromising on curriculum delivery (Surendran, 2018;Rosa, Sarrico & Amaral, 2012;Kosgei, 2014). Besides minimum research attention has been directed towards the effect of employee communication curriculum delivery in TVET institutions in the Kenyan context providing a gap for the current study. Filling this gap remains significant to TVET management, policy makers, scholars and trainers in providing interventions for potentiating curriculum delivery standards to keep pace with industrial and societal demands.

Review of Literature

Employee Communication and Curriculum Delivery

Communication is a vital management component to any organization (Mishra, Boynton & Mishra, 2014). Whether the purpose is to update employees on new policies, to prepare for a weather disaster, to ensure safety throughout the organization or to listen to the attitudes of employees, effective communication is an integral issue in effective management. In this regard employers should develop a communication strategy by linking communication to the strategic plan, including the organization's mission, vision and values; its strategic goals and objectives; and its employment brand (Sharma & Kamalanabhan, 2012). Strategic communications should have designed to educate, motivate, market offerings, inform and build trust. They are tailored and targeted, multichannel, bidirectional, with optimum timing, frequency, and placement (Kent, Goetzel, Roemer, Prasad & Freundlich, 2016).The management should develop and maintain a system of communication that provide for an upward flow to benefit decision making, a downward flow to benefit the implementation of policy, and a horizontal flow to facilitate coordination of all departments of the organization (Jonyo & Jonyo, 2019).

Communication has crucial impacts or among work groups in that organizational communication is a channel to flow information, resources, and even policies (shonubi

& akintaro, 2016). Conclusively, in all human organization, the art of communication cannot be overemphasized; it is the means by which people interact and work with one another. Without good communication, we fail to see issues that others can see, which prevents us from being able to make improvements (Aaron, 2019).According to Chudi-Oji, (2013) In spite of the laudable roles of effective communication in improving organizational performances, it is regrettable that some faculties pay lip service to the maintenance of effective communication systems. Communication is paramount in education. Whether it is teacher to student, student to student, teacher to teacher, teacher to parent, teacher to admin or admin to parent, or vice versa, communication is needed to make sure our students are successful (Andrade, 2015).In addition, effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class. Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher needs to adopt such skills of communication which motivate the students toward their learning process (SngBee, 2012). Communication skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach (Cohort, 2016).

Ngozi and Ifeoma (2015) notes that effective communication is the remedy to effective and efficient management performance of employees in an organization. Neves and Eisenberger (2012) revealed that management communication affects performance of employee mainly because it signals that the organization cares about the well-being and values the contributions of its employees. Weimann, Hinz, Scott and Pollock (2010) showed that regular face-to-face meetings, email and phone still play a pivotal role in team communications, even though a variety of communication tools is available. However, the studies didn't highlight on the essence of curriculum delivery process as an outcome of employee communication. Khan, Khan, Zia-Ul-Islam and Khan (2017) studied Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. The study concluded that teacher communication skills have significant role in the academic achievement of the students. Khalidzuoud. and Rawyaalshboul., (2018) studied the effect of communication skills in developing preparatory year students' performance in Malaysia. The results showed that communication skills are vital to increase students' academic performance. Zainab, (2018) ICT as a catalyst for teaching-learning process showed that students who are continuously being exposed to technology through education has better knowledge, presentation skills, innovative capabilities and are ready to take more effort in learning as compared to others. Many authors have adequately addressed effective communication and performance on organization. However, they failed to address the effect of

communication on curriculum delivery in TVET institutions thus proving a gap for the current study.

Research Design and Methodology

Research Methodology: Kothari (2014) noted that research methodology gives a systematic overview on the techniques that can be adopted by the researcher in solving a problem along with discussion on the relevancy of its usage. This study adopted a mixed methods research, which draws on potential strengths of both qualitative and quantitative methods. Besides the study adopted pragmatism since the research used quantitative and qualitative approach, this paradigm is deemed appropriate for the study (Tashakkori & Teddie, 2010). In this regard the study adopted explanatory sequential design research design which is a type of a mixed method design

Target Population: the target population comprised of employees of TVET institutions in North rift region which have curriculum delivery basing on QMS processes in their respective institutions. For purposes of this study the accessible population was 735 respondents comprising of Deputy HoDs, ISO champion/HoDs trainers from ISO 9001: 2015 certified TVET institutions in the North-Rift region.

Table 1 Accessible Population

SNo.	Institution	Trainer	ISO Champions	Internal Auditors	QASO
1	Poly1	226	11	11	1
2	Poly2	180	9	9	1
3	TTI1	87	8	8	1
4	TTI2	74	7	7	1
5	TTI3	168	7	7	1
TOTALS		735	42	42	5

Source: TVET institutional records, 2019

Sampling Techniques and Sample Size: This study employed stratified random sampling, proportionate, simple random sampling techniques to select the respondents to be included in the sample. Kerjcie and Morgan (1970) formulae for determining the sample size was used as follows:

$$n = \frac{x^2 Np(1-p)}{d^2(N-1) + x^2 p(1-p)}$$

X^2 =table values of chi-square at df =1 for desired confidence level (0.5=3.841)

N= Population size

P=population proportion (assumed to be 0.5)

d=degree of accuracy (expressed as a proportion)

Substituting for N=735 trainers, we have

$$n = \frac{3.841*735*0.5(1-0.5)}{0.0025(735-1)+0.025(1-0.5)} = 252 \text{ trainers.}$$

The sample of the trainers was 252 as obtained using Krejcie and Morgan (1970). Purposively sampling was used to obtain 29 staff which included; HODs who double up as ISO champion, auditors who are also Deputy HoDs and QASO together makes a study sample size of 281 respondents.

Table 1 Sample size

SNo.	Institution	Trainers	ISO Champion	Internal Auditors	QASO
1	Poly1	77	3	3	1
2	Poly2	62	3	3	1
3	TTI1	30	2	2	1
4	TTI2	25	2	2	1
5	TTI3	58	2	2	1
Totals		252	12	12	5

Research Instruments: Bastos, Duquia, Gonzalez-Chica, Mesa and Bonamigo (2014) noted that identification and selection of tools for collection of data is very crucial in the entire research process. The study used questionnaires and interviews for data collection. The questionnaire items were designed using 5-point likert scale commonly used in social sciences to measure perceptions, attitudes, values and behavior. The items will adopt a Likert Scale (1-Strongly Disagree 2- Disagree 3- Undecided, 4- Agree and 5- Strongly Agree.

Pilot Study: study the pilot test for instruments was carried out in Rift Valley Institute of Science and Technology (RVIST) Piloting involved 10% of the size of the sample population (Fowler, 2013; (Kothari & Garg, 2014).

Data Analysis: Data analysis involved organization, interpretation and presentation of collected data in order to reduce the field information to a usable size (Guest & Marilyn, 2013). Data was analyzed by use of descriptive and inferential statistics. Descriptive statistics used included measures of central tendency and dispersion were computed for the variables, using means and standard deviations. This study used, simple linear regression model which was in form of:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon \dots \dots \dots \quad (\text{Model 1})$$

Where, y = curriculum delivery

β_0 = Constant (Value. of change in y when $x = 0$)

β_1 represents the regression coefficients describing the degree of change in independent variable by one-unit variable.

X_1 Employee communication

ϵ Error term (the residual error, which is an unmeasured variable)

All the above statistical tests were analyzed using the Statistical Package for Social Sciences (SPSS), version 25.

Data Analysis, Discussion, Conclusion and Recommendation

The influence of Employee Communication on curriculum delivery in public TVET institutions in North Rift Region,

Kenya Descriptive results for Employee Communication and curriculum delivery. The study explored the extent to which employees' communication influence curriculum delivery in ISO certified TVET Institution in North Rift region, Kenya. As shown in Table 6.

Table 6: Descriptive statistics results for Employee Communication

Statement	SD	D	N	A	SA	M	SD
	%	%	%	%	%		
The entire staff were trained and sensitized on ISO 9001: 2015 requirements	3.8	19.7	33.8	42.3	0.4	3.16	.877
Quality Manual for our institution has been made available for all the staff	3.8	14.1	49.6	3.0	29.5	3.40	1.16
Top management communicated quality statement, mission ,vision and core values of our institutions	2.1	15.4	32.5	12.0	38.0	3.68	1.19
I was well inform on quality objectives of my departments in relations C.D	6.8	14.1	36.8	5.6	36.8	3.51	1.30
I received clear communication pertaining my roles and responsibilities in C.D	9.4	10.3	42.7	6.0	31.6	3.40	1.28
The management release calendar of events two weeks before beginning of the term	7.3	19.7	29.9	12.4	30.8	3.40	1.30
Clear communication structure has enable trainers to make requisitions on teaching resources and receive on time	10.3	10.3	37.2	6.4	35.9	3.47	1.34
HOD communicate deadline for marking and submission of marks before end of term.	0.4	10.3	43.6	7.7	38.0	3.73	1.09
I am obtain feedback from the Customers in regard to C.D	4.3	12.4	44.9	6.8	31.6	3.49	1.18
As trainers we share risks that may influence curriculum delivery and can plan to minimize its impact in our department	2.6	9.4	32.5	12.8	42.7	3.84	1.16
Trainer are able to forward their challenges to top management on curriculum delivery process and are able to get feedback	3.0	19.7	29.9	12.4	35.0	3.57	1.24
Trainers are informed on dates of internal and external audit processes	2.6	2.1	44.0	49.6	1.7	3.46	.694
Trainers received internal audit and external report on our ISO implementation progress	4.3	19.7	28.2	12.8	35.0	3.55	1.27
Follow-up audit is communicated to auditee 2 weeks before actual dates	4.3	19.2	28.6	12.4	35.0	3.56	1.27
Customers are able to receive their results on time through communication structures put in place	12.4	18.4	25.6	12.4	31.2	3.32	1.40

Key: SD= strongly disagree; D= disagree; N= neutral; A= agree; SA= strongly agree

M=Mean SD= Standard deviation

Majority (42.7%) of the respondents were in agreement that the entire staff were sensitized on ISO 9001: 2015 QMS requirements, out of 42.7%, those who agreed were (42.3%),(0.4%) strongly agreed, 33.8% neutral, 19.7% disagreed, and 3.8% strongly disagreed . The study revealed that the respondents were in agreement (Mean= 3.16, SD=.877) that the entire staff were trained and sensitized on ISO 9001: 2015 requirements. Most (49.6%) of the respondents were neutral on whether QMS Quality Manual for staff reference been made available. however, 3.0% agreed. 29.5% strongly agreed, 14.1% disagreed, and 3.8% strongly disagreed and the study suggested that respondents agreed that (Mean=3.40, SD=1.16) the quality manual for their institution had been made available for all the staff. Majority (50%) of the respondents was in agreement that quality statement, mission, vision and core

values of our institutions, (12.2%) agreed (38.0%) strongly agreed, (32.5%) were neutral, (15.4%) disagreed, and (2.1%) strongly disagreed. The study revealed that respondents were in agreement (Mean= 3.68, SD=1.19) that quality statement, mission, vision and core values of our institutions.

Additionally, majority 42.2% of the respondents were in agreement that they were well informed on departmental quality objectives,5.6% agreed (36.8%) strongly agreed (36.8%) were neutral but 14.1% disagreed, and 6.8% strongly disagree. The study revealed that respondents agreed (Mean= 3.51, SD=1.30) that they were well informed on quality objectives of their departments in relations curriculum delivery process. Most (42.7%) of the respondents were neutral on whether individual roles and responsibilities were made clearer in curriculum delivery

process, however (6.0% agreed, 31.6% strongly agreed, 10.3% disagreed, 9.4% and strongly disagreed. The study suggested that respondents agreed (Mean= 3.40, SD=1.28) that they received clear communication pertaining their roles and responsibilities in curriculum delivery process.

Majority 43.2% of the respondents were in agreement that calendar of events is released two weeks to beginning of the term. 12.4% agreed, (30.8%) strongly agreed, 29.9% were neutral, 19.7% disagreed, and 7.3% strongly disagreed. The study revealed that respondents were in agreement (Mean= 3.40, SD=1.30) that the management released calendar of events two weeks before beginning of the term. Similarly, most 42.3% of the respondents were in agreement that communication structure had enable trainers to make requisitions on teaching resources and receive on time, 6.4% agreed, 35.9% strongly agreed, (37.2%) were neutral, 10.3% strongly disagreed and disagreed and. The study suggested that respondents were in agreement (Mean= 3.47, SD=1.34) that there is a clear communication structure had enabled trainers to make requisitions on teaching resources and receive on time.

Majority 45.7% of the respondents were in agreement that deadline for marking and submission of marks before end of term, 7.7% agreed, (43.6%) neutral, 38.0% strongly agreed, and 10.3% disagreed, and 0.4% strongly disagreed. The study revealed that respondents agreed (Mean= 3.73, SD=1.09) that HOD communicated deadline for marking and submission of marks before end of term. Most (44.9%) of the respondents were neutral on whether they were able to obtain feedback from the Customers in regard to curriculum delivery., 31.6% strongly agreed, 12.4% disagreed, 6.8% agreed and 4.3% strongly disagreed. The study suggested that respondents were in agreement that (Mean= 3.49, SD=1.18) they were able to obtain feedback from the Customers in regard to curriculum delivery process and other service delivery.

Majority (55.5%) of the respondents were in agreement that as trainers they interact while deliberating on risks and opportunities that influence curriculum delivery out of 55.5% out of this, (42.7%) 12.8% agreed, (32.5%) were neutral, (9.4%) disagreed and 2.6% strongly disagreed. The study revealed that respondents agreed (Mean= 3.84, SD=1.16) that as trainers they shared risks that could influence curriculum delivery and plan to minimize its impact in their department. Most 47.4% of the respondents were in agreement that trainer were able to forward their challenges to top management on curriculum delivery and were able to get feedback, out of 47.4%, 12.4% agreed (35.0%) strongly agreed, 29.9% were neutral, 19.7% disagreed, and 3.0% strongly disagreed. The study suggested that respondents agreed that (Mean=3.57, SD=1.24) trainers were able to forward their challenges to top management on curriculum delivery process and were able to get feedback.

Majority (51.3%) of the respondents were in agreement that trainers were informed on dates of internal and external audit processes. Out of 51.3% (49.4%)

agreed, 1.7% strongly agreed, 44.0% were neutral, 2.6% strongly disagreed, 2.1% disagreed. The study revealed that respondents were in agreement (Mean=3.46, SD=.694) that trainers were informed on dates of internal and external audit processes. Moreover, (47.8%) most of the respondents were in agreement that trainers received internal audit and external report on our ISO implementation progress out of 47.8% 12.8% agreed, (35.0%) 28.2% were neutral, 19.7% disagreed, and 4.3% strongly disagreed. The study suggested that respondents agreed (Mean=3.55, SD=1.27) that trainers received internal audit and external report on our ISO implementation progress.

Majority (47.4%) of the respondents were in agreement that follow-up audit was communicated to auditee 2 weeks before actual dates, out of 47.4% 12.4% agreed (35.0%) strongly agreed, 28.6% were neutral, 19.2% disagreed, and 4.3% strongly disagreed. The study revealed that respondents tended agreed (Mean= 3.56, SD=1.27) that follow-up audit was communicated to auditee 2 weeks before actual dates. Most (43.6%) of the respondents were in agreement that customers were able to receive their results on time, out of 43.6% 12.4% agreed, (31.2%) strong agreed, 25.6% were neutral, and 18.4% disagreed, 12.4% strongly disagreed. The study suggested that respondents agreed that (Mean= 3.32, SD=1.40) customers were able to receive their results on time through communication structures put in place.

The study findings indicated, there was a general agreement on the responses on all the aspects of employee communication. With exception of quality manual being made available and trainers obtain feedback from their customers about curriculum delivery where the trainers were neutral. When HOD was asked on level of trainers communication in relation to curriculum delivery, majority were in agreement with the trainers in acknowledging. Communication is well done in such a manner that communication is clear to the targeted audience. For instance, the HOD remarked that:

“No challenge, since the institution uses ICT and social media are used to communicate”

Quality statement, quality objectives are printed and displayed in every department and that HOD are responsible for day today on curriculum delivery process. Besides communication within the management cycle should consider effective feedback and consideration of suggestions by trainers to make communication effective. This was noted by one of the interviewees who stated that;

“I feel that the communication flow should be effective to encourage the trainers to give their suggestions with an expectation of consideration of their ideas and feedback as some feel ignored”

HODS disagreed on communication on ISO training sensitization since most people did not attend and noted

that proper communication need to made to reach out to all the trainers on matter of quality service delivery more so in meeting customers need. However when further interrogated on whether they obtained feedback from trainers and learners on curriculum delivery process, one HOD noted that;

They have not attempted to survey trainers perspective on implementation of curriculum based on QMS process.

Inferential analysis on the Influence of Employee Communication on curriculum delivery in public TVET institutions in North Rift Region, Kenya

The explanatory behavior of employee communication on curriculum delivery was analyzed using regression analysis as indicated in the model summary, F statistics and coefficients of curriculum delivery as explained by curriculum delivery presented on table 7.

Table 7 Regression Model Summary of Employees' communication and Curriculum Delivery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.	Durbin-Watson
1	.879 ^a	.772	.771	.205	786.636	.000 ^b	1.510

- a. Predictors: (Constant), Employees' communication
- b. Dependent Variable: Curriculum Delivery

The model summary presented in table 4.12 involves employees' communications the only independent variable. The coefficient of determination (R square) of 0.772 indicated that the model explained only 77.2% of the variation or change in the dependent variable (Curriculum delivery) with the remainder of (22.8%) explained by other factors other than employees' communication. Adjustment of the R square did not change the results substantially, having reduced the explanatory behavior of the predictor to .771%. The F-statistic was highly significant ($F= 786.636$ $p<0.05$), this shows that the model was valid. The results with a p-value of 0.000 being less than 0.05, indicates that the model is statistically significant in explaining the relationship between employees' communication and curriculum delivery in public TVET institutions in North Rift Region, Kenya.

Results of the regression coefficients presented in Table 8 shows that the estimates of β values and give an individual contribution of a predictor to the model. The β value tells us about the relationship between curriculum delivery with the predictor. The positive β value indicates a positive relationship between the predictors and the outcome.

Table 8 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Collinearity Statistics						
	B	Std. Error			Sig.	Tolerance					
1	Employee communication	(Constant)	.484	1.810	.062	.879	28.051	29.244	.000	1.000	1.000

a. Dependent Variable: Curriculum delivery

The β value for employee communication (.484) which was positive. The positive β values indicate the direction of relationship between predictor and outcome. From the results (Table 4.14) the model was then specified as:

$$\text{Curriculum delivery} = 1.810 + .484 \text{ employee communication} + \varepsilon$$

Result reveal unstandardized regression coefficient for employee communication ($\beta=0.484$), implies that an increase of 1 unit in employee communication is likely to result in 0.484 increase in curriculum delivery. Hypothesis testing.

The study hypothesized that H_0 : *There is no statistically significant influence of employees' communications process on curriculum delivery in public TVET institutions in North Rift Region, Kenya.*

T-test was used to identify whether the predictor was making a significant contribution to the model. When the t-test associated with β value is significant then the predictor is making a significant contribution to the model. The results show that employee communication ($t = 28.051$, $P < 0.05$). Therefore, the null hypothesis was rejected that employee communication does not significantly affect curriculum delivery in TVET institutions in North Rift Region. In this regard the alternative hypothesis is accepted that employee communication significantly affects curriculum delivery in TVET institutions in North Rift Region. Therefore, the study concluded that communication significantly affects curriculum delivery.

These findings are supported by the findings of Cohort, (2016); Andrade, (2015) according to that Communication is dominant factor effecting the academic achievements of the students. Therefore, institutions should develop communication strategy to assist staff to know what is happening within and outside the institution. In this regard as a strategic recipe, which embeds the dimensions of communication within the TVET policy framework is

evidently instrumental. Communication remains a cornerstone for employee motivation and satisfaction enhancement, this argument has espoused from the findings of this study that communication significantly affects curriculum delivery.

The management should develop and maintain a system of communication that provide for an upward flow to benefit decision making, a downward flow to benefit the implementation of policy, and a horizontal flow to facilitate coordination of all departments of the organization (Jonyo & Jonyo, 2019). There should be proper communication channels, especially at management level, to enhance feedback reception by employees and cooperation within the management cycle. These findings are premised on these theory of performance ADKAR model. To create awareness, desire, Knowledge and ability the management must cascade the institutional quality objectives through appropriate communication strategies to departmental quality units and trainers which would aid in quality planning, control and improvement process meeting the curriculum delivery objectives.

Communication strategies amongst the process owners and implementers enhances the efficiency of knowledge, skills and dispositions which have a direct and indirect influence on student outcomes. Effective communication can help to build and foster a positive work and safe learning environment where students can thrive, prosper and learn (Olivia, 2019). In this regard Communications is a multi-faceted and multi-directional phenomenon, it is both an event and a process, and can be the interaction, as well as the means of interaction within and outside the institutional setting. A good and comprehensive quality management documentation should enable communication of intent and consistency of action among the employees (TVETA., 2018). Communication enhances pedagogical awareness of approaches and strategies as prescribed in the quality management practices or (QMS) for effective service delivery. However, the management should develop an adequate channel to communicate, communicate in time for the appropriate response and provide a proper atmosphere for feedback.

Conclusion

From the findings, this study makes a number of conclusions. The study concludes that communication process is key in enhancing curriculum delivery. Based on Theory of performance and ADKAR model employee's communication remains fundamental in potentiating curriculum delivery. The study provides evidence that employee communication is overly indispensable in engendering curriculum delivery. In this regard as a strategic recipe, which embeds the dimensions of employee communication within the TVET policy framework is evidently instrumental. In view of this, it remains inordinately necessary for TVET institutions to

analyze and strengthen their QMS processes which promote effective communication as this would motivate process owners and implementers to internalize and integrate the processes in their pedagogical approaches and strategies. Therefore, TIVET institutions should hone ISO oriented unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication. These would amount to employee behavior which gives credence to quality management system in compliance with the ISO 9001 standard without being oblivious of creating a positive work environment that is more conducive for both process owners and process implementers for curriculum delivery. TVET institutions should strengthen their quality management systems through adoption strategies that enhance curriculum delivery. Therefore, the study recommends the need to effectively communicate its VMOSA (Vision, Mission, Objectives, Strategies, Action plans) to trainers to helps them cooperate more efficiently with one another and further, reduce the time and resources wasted on issues that do not have any bearing on the institutional objective. Deliberate effort should be made towards making communication easy and multi-direction. In doing this, the different units or departments that make up the organization are effectively able to communicate, thereby relating well in terms of provision of quality service to its customers. The channel of communication should allow trainers to give their views on challenges, inputs and observation as they implement the curriculum delivery. The study recommends strengthening of channels of getting feedback from the trainers.

References

- [1]. Aaron, G. (2019). *How communication drives organizational performance, innovation, safety and operational improvements*. Retrieved from www.ckju.net retrieved on
- [2]. Alexander. (2009). Pedagogy, culture and the power of comparison. In H. Daniels, H. Lauder, & J. Porter, *Educational theories, cultures and learning: A critical perspective*. London: Routledge.
- [3]. Andrade, D. (2015). *The Importance of Communication in Education*. Retrieved from www.techlearning.com Retrieve on 30/06/2020.
- [4]. Bery, B., Otieno, A., Waiganjo, E., & Njeru, A. (2015). Effect of Employee Communication on Organisation Performance: in Kenya's Horticultural Sector. *International Journal of Business Administration*, 6(2),138-145 .
- [5]. Bland, C. J., Starnaman, S., Wersal, L., Moorhead-Rosenberg, L., Zonia, S., & Henry, R. (2000). Curricular change in medical schools: how to succeed. *Academic Medicine*, 75(6), 575-594.
- [6]. Blom, R. (2016). Towards a vocational pedagogy for South African TVET Educators. Pretoria: Education Policy .
- [7]. Brierley, J. A. (2017). The role of a pragmatist paradigm when adopting mixed methods in behavioural accounting research. *International Journal of Behavioural Accounting and Finance*, 6(2), 140-154.
- [8]. Caves, K., Ghisletta, A., Renold, U., & Kemper, J. (2019). Meeting in the middle: TVET programs' education-

employment linkage in developing contexts (No. 460). KOF Working Papers.

[9]. Celik, B. (2018). *The Effect of ISO 9001 Quality Management System on Education Institutions (A Case Study of Ronaki Duhok Education Company in Iraq)*. Retrieved from www.researchgate.net retrieved on the 04072020

[10]. Choudhary, M. K., & Rathore, N. S. (2013). Role of effective communication in total quality management. *International Journal of Scientific & Engineering Research*, 4(7), 2083-2090.

[11]. Constant, L., Culbertson, S., Stasz, C., & Vernez, G. (2014). *Improving Technical Vocational Education and Training in the Kurdistan Region--Iraq*. Santa Monica, CA 90407-2138.: RAND Corporation. PO Box 2138, .

[12]. Cooper, C. R., & Schindler, P. S. (2008). *Business research methods (10 ed.)*. Boston: McGraw-Hill.

[13]. Cooper, D. R., & Schindler, P. S. (2011). Qualitative research. *Business research methods*. 4(1), 160-182.

[14]. Dahilka, L., & Karabulutb, A. (2013). Effects of total quality management on teachers and students. *Procedia-Social and Behavioral Sciences*, 106, 1021-1030.

[15]. First Learning. (2019). *High-quality curriculum and school improvement: steps for systems*. Retrieved from learningfirst.com retrieved on 05072020

[16]. Irfan, S. M., & Kee, D. M. (2013). Critical success factors of TQM and its impact on increased service quality: A case from service sector of Pakistan. *Middle-East Journal of Scientific Research*, 15(1), 61-74.

[17]. Khalidzuoud., & Rawyaalshboul. (2018). The Effects Of Communication Skills In Developing Preparatory Year Students' Performance. *Proceedings of Academics World 82nd International Conference, Langkawi, Malaysia, 18th-19thJune 2018*, (pp. 41-42).

[18]. 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.

[19]. Kibe, C. W. (2014). Effects of Communication Strategies on Organizational Performance: A Case Study of Kenya Ports Authority . *European Journal of Business and Management* , 6(11),6-12.

[20]. Kimosop, E. (2014). Teacher preparedness in Curriculum Delivery Processes for effective Christian Religious Education instruction in public secondary schools in Baringo County, Kenya. *Doctoral dissertation, Moi University*.

[21]. Kosgei, J. M. (2014). Challenges facing the implementation of total quality management in secondary schools: A case of Eldoret East District, Kenya. *Global Journal of Human Resource Management*, 3(1), 12-18.

[22]. Muste, D. (2016). *The Role of Communication Skills in Teaching Process*. In *Selection and peer-review under responsibility of the Organizing Committee of the conference. The European Proceedings of Behavioral and Social Sciences EpSBS*. Retrieved from www.europeanproceedings.com retrieved on the 19/10/2020

[23]. Nzongo, J. C. (2017). Vocational education training and graduate employability in South Africa: an interlinkage in need of exploration. *International Journal of Sustainable Society*, 9(1), 4-19.

[24]. Ogonyi, D. A. (2017). Factors Influencing Implementation of Quality Management System in Technical Vocational Education And Training Institutions In Nairobi County, Kenya. *University of Nairobi unpublished thesis*.

[25]. Okoye, K. R., & Okwelle, P. C. (2013). Technical and vocational education and training (TVET) in Nigeria and energy development, marketing and national transformation. *Journal of education and practice*, 4(14), 134-138.

[26]. Okumu, I. M., & Bbaale, E. (2019). Technical and vocational education and training in Uganda: A critical analysis. . *Development Policy Review*, 37(6), 735-749.

[27]. Osman, Y. (2014). The Impact of Organizational Communication on Organizational Citizenship Behavior: Research Findings. *10th International Strategic Management Conference* (pp. 150 (2014) 1095 – 1100). Procedia - Social and Behavioral Sciences .

[28]. Rosa, M. J., Sarrico, C. S., & Amaral, A. (2012). Implementing quality management systems in higher education institutions. *Quality assurance and management*, 129-146.

[29]. Sharma, N., & Kamalanabhan, T. J. (2012). Internal corporate communication and its impact on internal branding: Perception of Indian public sector employees. *Corporate Communications. An International Journal*, 17(3), 300-322.

[30]. shonubi, A., & akintaro, A. (2016). The Impact Of Effective Communication On Organizational Performance. *The International Journal of Social Sciences and Humanities Invention*, 3(3),1904-19-15.

[31]. SngBee, B. (2012). The Impact of Teachers' Communication Skills on Teaching: Reflections of Pre-service Teachers on their Communication Strengths and Weaknesses.Humanising language teaching.

[32]. Stergiou, T., Dimitrios, B., Efstatios, V., George, A., Labros, S., & Sofia, P. (2017). *Educational Leadership and School Culture-The Role of the School Leader*. Retrieved from www.researchgate.net

[33]. Sumra, S., & Katabaro, J. (2014). Declining quality of education: Suggestions for arresting and reversing the trend. . *Economic and Social Research Foundation*., 1-64.

[34]. Surendran, S. (2018). Application of Total Quality Management in Education-An Analysis. . *International Journal of Management and Humanities (IJMH)*, 3(5), 1-5.

[35]. Surendran, S. (2018). Application of Total Quality Management in Education-An Analysis. . *International Journal of Management and Humanities (IJMH)*, 3(5), 1-5.

[36]. Suzie, W. (2020). *Integrating communication skills into the curriculum*. Retrieved from: pearsoninternationalschools.com

[37]. Ting-Toomey, S., & Dorjee, T. (2018). *Communicating across cultures*. Guilford Publications.

[38]. van der Bijl, A., & Taylor, V. (2018). Work-integrated learning for TVET lecturers: Articulating industry and college practices. *Journal of Vocational, Adult and Continuing Education and Training*, 1(1), 126-145.

[39]. Yildirim, O. (2014). The impact of organizational communication on organizational citizenship behavior: research findings. *Procedia-Social and Behavioral Sciences*, 150, 1095-1100.

[40]. Zainab, M. (2018). ICT as a catalyst for teaching-learning process: A meta-analysis study. *International Journal of Advanced Education and Research*, 3(2), 61-64.

[41]. Zohrabi, M. (2011). An Investigation of Curriculum Elements for the Enhancement of the Teaching-Learning Process. *Higher Education Studies*, 1(1), 67-78