

Enhancing TVET Curriculum Delivery with ICT Tools: An Examination of Promoting Diverse Learning Styles and Encouraging Student Involvement

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Abstract

Information and Communication Technology (ICT) tools integrated into Technical and Vocational Education and Training (TVET) transform curriculum delivery into an advanced process that supports various learning preferences and activates students as learners. This paper evaluates how Information and Communication Technology (ICT) tools enhance TVET curriculum delivery through their ability to engage students and create adaptable learning environments that focus on individual students. The research objectives were achieved by distributing 55 questionnaires to participants leading to the analysis of 49 valid responses using *Statistical Product and Service Solution (SPSS)* version 23. Research operations used a quantitative methodology to evaluate how ICT affects student learning outcomes together with motivation and skill development. Research indicates that ICT tools effectively strengthen student participation in classes and maximize students' memory retention and answer student learning type needs. Implementation of ICT faced three major barriers because of insufficient infrastructure, inadequate training and the resistance to adoption of technology solutions. The study suggests institutions should spend funds on up-to-date ICT amenities while educators need regular training and institutions should develop policies that enable digital tool integration in TVET. The adoption of ICT in curriculum delivery will become more successful through improved technical support systems together with increased stakeholder partnerships. ICT tools enhance TVET education by supporting different learning requirements while encouraging student participation which leads to better educational results in technical and vocational training.

Keywords: ICT Tools, Learning Preferences, SPSS, Student Participation, TVET Curriculum.

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Introduction

The current educational system requires digital technology as its fundamental tool for introducing cutting-edge approaches to teaching methodologies. Information and Communication Technology (ICT) has brought about a complete transformation of global communication methods and information exchange as well as educational learning processes. The combination of computers with smartphones and

internet access has transformed human communication patterns and educational content interaction methods. Higher education institutions along with other educational institutions use technology to increase access while improving learning experiences and developing digital skills (Pinto & Leite, 2021). The incorporation of ICT presents special value to Technical and Vocational Education and Training (TVET) as the urgent need for skill development solutions calls for innovative solutions. ICT has

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surpassed its supplementary capacity to become essential for TVET due to its ability to enhance educational processes within TVET education. Various applications of ICT technology enable TVET to benefit effectively. Individualized learning spaces delivered through ICT help address different learning characteristics better and improve both educational convenience and adaptability. TVET students who started their education at various levels find significant value in ICT since the technology allows customized learning experiences based on specific needs (Guzman, Zuluaga-Ortiz, Barrios-Miranda, & Delahoz-Dominguez, 2021). The TVET system finds support from ICT through a combination of classroom teaching and digital tools that lead to virtual simulation and collaborative activity systems for better dynamic student interactions with class content and professional skills. ICT demonstrates revolutionary power in the field of TVET as it connects conventional educational systems with contemporary student requirements. TVET settings that need hands-on training benefit from ICT which enables the development of virtual training content as well as remote laboratory activities and interactive training simulations. Through digital tools students can develop and improve capabilities which directly match the workplace requirements. Virtual simulations give students access to practical training sessions which cannot be achieved through ordinary classroom conditions (Deivam & Thangasamy, 2023). The technical capabilities essential to professional growth in manufacturing and healthcare alongside other sectors can be developed through these valuable applications. ICT systems provide expanded educational resources which permit learning activities to exceed standard school period as well as physical building boundaries. Digital tool access combined with available educational resources allows students to study learning materials with flexibility and control over their speed at any moment in any place. And such adaptability benefits students because it lets them learn at their own pace while optimizing time utilization and budget distribution. The educational resources available online allow TVET students to obtain instructional videos along with multimedia materials

and research databases and industry-specific content (Yadav, Gupta, & Sharma, 2021). Students gain better educational control as the learning process becomes more efficient through this approach. The implementation of ICT in TVET creates many advantages but educational institutions must resolve existing obstacles to achieve successful deployment. The main challenge involves guaranteeing that all students receive equal access to digital materials and equipment. Many regions of the world experience technological obstacles because their students lack sufficient computer access and internet connectivity and high-quality digital resources. The full potential of ICT must be accessible to students from every socioeconomic status and geographic region for them to achieve its benefits (Shoraevna et al., 2021). Educational institutions need to provide teachers with required training to implement ICT successfully in their teaching strategies. Teaching professionals need proper ICT tool training to achieve optimal results for TVET educational outcomes. The quality combined with relevancy of instructional content delivered through ICT stands as an essential factor to evaluate. Digital resources used in TVET must match the requirements of students alongside industry standards for training entry. The educational content needs to be recent along with being interesting while showing the most current industry patterns and technological developments. The delivery of ICT material maintains both theoretical expertise and practical employment capabilities that directly transfer to actual work environments. PTI institutions need to work together with their industrial partners to develop ICT resources which satisfy employer requirements and help students handle job market challenges (Kozlova & Pikhart, 2021). The implementation of ICT in TVET education results in enhanced student engagement together with increased student participation. The integration of digital instruments produces educational practices which foster student interaction alongside teamwork-based learning therefore students become more involved with course materials and their classmates. Virtual forums plus video chat systems with collaborative platforms enable learning exchanges

between students and instructors across all distances. TVET education benefits from this approach because peer learning and practical application form core elements of its educational process according to Veluvali and Suriseti (2022). The application of ICT allows students to receive instant feedback which enhances their ability to detect weaknesses and enhance their skills in present time. The implementation of ICT in TVET education makes possible the use of modern teaching methods which match contemporary learner needs. The implementation of ICT tools enables educators to develop flipped classrooms and blended learning as well as conduct project-based learning successfully. The educational approaches enable active learning as well as critical thinking and problem-solving abilities that TVET programs require according to Balakrishnan and Lay (2015). The implementation of ICT in teaching strategies enables educators to develop interactive learning platforms that address student diversity requirements. The implementation of ICT in TVET produces many advantages but educators need to understand the barriers it creates. Online learning faced difficulties due to the urgent transition to digital education which became a reality because of the COVID-19 pandemic. The effectiveness of ICT in education suffers from problems like diminished personal contact between students and teachers and insufficient possibilities to duplicate practical learning activities and delayed evaluation feedback. A solution must be developed to resolve both the quality issues of online content and the teaching techniques used for delivering education properly to maintain high-quality student outcomes (Hafeez, 2021). The adoption of ICT within TVET programs enables significant improvements in learning qualifications and employee preparedness for available job opportunities. Modern technology development will reshape education by improving teaching practices and student learning approaches in TVET institutions. Educational institutions accepting Information and Communication Technology (ICT) with its accompanying challenges will enable students to develop preparedness for the digital world by teaching essential skills and gaining

knowledge. This research investigates the integration of ICT in TVET and its impact on student learning outcomes, engagement, and skill development. Students and teachers provide survey responses to explore proper ICT tool placement within TVET curricula which increases educational methods and student class interaction. The investigation evaluates the ways ICT systems enable learners to communicate when they study theory-based concepts and practical subject matter. This research examines ICT tool applications for TVET education enhancement to match contemporary employment demands (Shoraevna et al., 2021).

Different scholars examined learning styles in their research by showing their discoveries about the subject while providing established perspectives on the matter. The examination process requires moving past mere summary work to conduct critical analysis which exposes doubtful elements and personifies diverse variables in different contexts. Alenezi (2020) evaluates the rising importance of e-learning programs in educational organizations because students and teachers regularly encounter the internet in every segment of their lives. The research investigates how e-learning tools influence student learning behaviors together with instructor educational techniques. The data produced positive outcomes that better student results came with increased teaching effectiveness yet the research fails to analyze varying internet accessibility levels between different regions making its findings less generalizable to regions with limited technological resources.

This paper will analyze the factors which change student participation rates in distinct higher education environments. According to Wahab and Ali (2021) TVET institutions must prioritize Information and Communication Technology (ICT) integration into Technical and Vocational Education and Training (TVET) programs because ICT abilities matter for present-day employment and these institutions are responsible for delivering such skills to students. The study examines multiple drivers supporting the integration of ICT in TVET programs but fails to

specifically address obstacles facing implementation in settings without sufficient ICT infrastructure and institutional support. The authors fail to properly study why different institutions and countries present inconsistent outcomes during their assessment of ICT integration in TVET systems. The paper discusses multiple barriers that obstruct effective ICT integration in TVET institutions along with proposed solutions that can help make TVET ICT integration effective but require modifications to fit specific regional circumstances.

Li and Xue, 2023 examined 93,188 participants within 148 different research studies through their meta-analysis. The researchers found 14 elements which stem from internal and external aspects that affect student involvement with scholastic tasks. The third important factor stands as positive teacher behaviors in student-teacher interactions demonstrating a medium strength relationship according to Li and Xue, 2023. While their large study population confirms the findings many factors neglect particular variations such as cultural influences and policy restrictions which affect teacher-student connections in different educational environments. The research showed that both collaborative relationships and environmentally supportive conditions constituted the major external factors for learning engagement but negative behaviors between students and instructors produced opposite results. Research lacks investment in understanding the fundamental root causes which lead to undesired behavioral outcomes. Such investigations hold a strong academic value. The study used involvement classification to demonstrate the intricate student involvement patterns in higher education yet additional research is required for linking these patterns to particular educational environments.

The authors Abdullah et al. (2024) conducted research through quantitative questionnaires and qualitative interviews with instructors and students to collect data. Student engagement assessment techniques alongside contemporary learning styles and instructional strategies make up the main research target for these authors.

The paper's primary objectives according to Sahni (2023) include evaluating digital learning environments for student engagement while using learning analytics to study this relationship and proposing a single learning analytics model. The research data was gathered by experimental means utilizing information collected from instructors through interviews and student questionnaires and LMS system records during the period at the private university. Testing revealed a positive performance effects through student involvement which supports adopting analytical tools in learning management system platforms to detect straggling students. Although this study informs us it maintains restricted boundaries within a private university setting so its findings remain unclear for other public or under-resourced educational institutions. The research document improves online educational strategy understanding by supplying practical recommendations for educators. The author highlights learning analytics' value in capturing student learning behavior to improve learning outcomes yet overlooks different universities' capabilities to implement such systems.

The research approach neglects to acknowledge how different learner backgrounds would affect their classroom interactions because it operates under the assumption that all backgrounds are similar. This review highlights important recommendations that will benefit educational science professionals and their practical teaching methods although their practical implementation depends on institutional backing and available resources. Halim, Bakri, Hasbi, Mahmud, and Halim (2024) implemented a qualitative research approach at Universitas Negeri Makassar to explore particular learning methods students employ based on their learning style type for English literature classes. The researchers interviewed 35 selected participants by purposive sampling and utilized questionnaires as their data collection instruments. Several analytic methods including descriptive analysis, identification and classification enabled the data analysis process. Most participants revealed their learning preference centered on auditory and kinesthetic and visual (VAK)

approaches. Students demonstrated particular instructional methods that matched their learning preferences through the research. Students pursued single-person and group-oriented teaching strategies through diverse activities which facilitated peer learning partnership. Due to the study's academic domain and educational institution boundaries its findings offer expanded learning preference knowledge while restricting their use beyond these barriers. The research emphasizes student learning style relationships which function as important insights for teachers who need lesson plan resources to create flexible educational content for different learning profiles.

TVET institutions require Information and Communication Technology (ICT) within their contemporary framework since it strongly impacts how students learn skills and find employment. The deliberate inclusion of ICT into TVET teaching programs becomes key since vocational competencies keep evolving in addition to changing industry requirements. Heterogeneous access patterns combined with inconsistent ICT usage emerge due to under researched local and organizational factors. By integrating ICT into vocational training, it becomes more effective and exciting while delivering essential workplace capabilities as well as digital competency skills that modern workplace demands. Other resources and ICT tools help TVET colleges create virtual learning environments which bridge the practical and theoretical gap while supporting students to develop creative methods. Many studies present a positive outlook about TVET despite continuing obstacles which include insufficient funding and untrained instructors and inconsistent government backing. The integration of ICT in TVET education breaks free from traditional educational principles to create adaptable employable workforce capabilities using modern means for the coming decades. The research focuses on adding value to TVET learning environments by analyzing application data which will drive suggestions for inclusive platforms and tools to support the educational needs of TVET students.

Methodology

The study makes use of the case study of Federal Polytechnic Ilaro in investigating different learning styles, thereby increasing student interaction, using ICT tools and platforms. This method makes use of quantitative data collection methodologies in order to explore more comprehensively the study questions. The quantitative aspect relates to the assessment of how effectively ICT tools support diverse learning styles and increase student engagement. Identifies common ICT tools and platforms for learning; the best ICT tools to support different learning styles; examines how ICT tools enable students to engage with course materials; discusses how ICT tools can be enhanced to better support diverse learning styles; identifies issues that arise when using ICT tools for learning; evaluates the impact of ICT tools on academic performance and general learning experiences; provides recommendations for how ICT tools can be better integrated into education to support diverse learning styles; investigates motivation and engagement levels when using ICT tools for learning; and expresses. A comprehensive quantitative examination of the data will be presented, accompanied by a thorough comprehension of diverse learning styles and an elevated degree of student engagement and participation.

Respondents of this research are categorized into two major groups: students and educators; these have been deliberately drawn from in an organized manner. On the other hand, importantly, the selection plan relies upon an intentional role-based arrangement. Thus, there exist 42.9 percent in the educator group as compared to 57.1 percent in the student category for all participants. A total of 21 educators were chosen for the research based on their proficiency in technology and to reflect a diverse array of subjects and pedagogical experiences. This extensive selection aims to provide comprehensive insights into how educators with varying degrees of technological familiarity integrate technology within their instructional plans. To guarantee a comprehensive representation, a sample size of 28 students is carefully selected considering various criteria like gender, age, educational background, and degree of technical knowledge. However, 55 questionnaires were sent to the

correspondent to gather data on various attitudes based on individuals' cognitive thought process for a research study to use ICT tools to improve the TVET curriculum delivery. An inquiry was conducted to promote various learning styles and enhance student engagement. The research gathered quantitative data regarding ICT resources, learning inclinations, and academic performance through meticulously developed surveys and questionnaires tailored specifically for educators and learners. In order to verify the precision and relevance of the toolkit in assessing the targeted variables, it underwent comprehensive validation that encompassed evaluations by experts, pilot tests, and statistical analyses. Statistical Package for the Social Sciences—version 23 was selected for this research to analyze the collected quantitative data, based on its ability to easily handle and make inferences from the information gathered from the survey tools. The survey

results were summarized using descriptive statistics that gave an overview of the perspective of the participants.

Results and Discussion

This chapter discusses the conclusions of the research work, focusing on the effects of ICT integration in the classroom. The analysis was carried out using software called SPSS 23, which enabled an in-depth review and interpretation of the data collected. The following big conclusions were made clear through statistical methods and data visualization software, giving insight into how well ICT integration might improve teaching strategies and student outcomes.

Table 1: From the data, it can be established that 28 (57.1%) of the respondents in this study are students, and the rest are 21 (42.9%) lecturers. This shows that more than half of the subjects in this study are students.

Table 1: Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	28	57.1	57.1	57.1
	Lecturer	21	42.9	42.9	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

Among all respondents, 25 (51.0%) identified as male, while the rest 24 (49.0%) identified as female, as shown by the analysis of participant demographics.

This suggests that the male participants dominated the study

Table 2: Gender distribution of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	51.0	51.0	51.0
	Female	24	49.0	49.0	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

Table 3. Distribution of the study population by age. The age distribution of the respondents indicated that 15 people, which were 30.6%, were between 18 and 25 years old; 13 people (26.5%) between 26 and 35; another 15 people of 30.6% were between the ages of

34 and 41; and the rest, 6 people (12.2%), were above 42 years. From this analysis, it seemed that most people resided in both the age groups of 18–25 and 34–41.

Table 3: Age distribution of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 25years	15	30.6	30.6	30.6
	26 - 33years	13	26.5	26.5	57.1
	34 - 41years	15	30.6	30.6	87.8
	42 years and above	6	12.2	12.2	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

Table 4 shows the data indicating that 27 respondents (55.1%) in the sample are from pure and applied schools, while the rest 22 respondents (44.9%) are from

schools of engineering. The result suggests that pure and applied schools constituted the majority of the respondents in the study.

Table 4: Faculty of Participants

Source: Field Survey, April, 2024

The information in Table 5 outlines the preferred style of learning among the study participants. The same table reveals that the preferences were as follows: 17 or 34.7% of the participants opt for Visual; 13 or 26.5% prefer Auditory; 8, 16.3% selected Kinesthetic, while the remaining 11 or 22.4% opted for Reading/Writing.

This means that there was more visual data within the area under investigation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pure and Applied School	27	55.1	55.1	55.1
	School of Engineering	22	44.9	44.9	100.0
	Total	49	100.0	100.0	

Table 5: What is your preferred learning style?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Visual	17	34.7	34.7	34.7
	Auditory	13	26.5	26.5	61.2
	Kinesthetic	8	16.3	16.3	77.6
	Reading/Writing	11	22.4	22.4	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

The information presented in Table 6 explained the frequency of the use of ICT tools among the study participants. From Table 2.1, it can be established that 19 participants (38.8%) chose daily, 11 participants

(22.4%) chose weekly, 11 participants (22.4%) chose occasionally, and the rest, 8 participants (16.3%), chose seldom. The observation made suggests that there was more every day in the research area.

Table 6: How frequently do you use ICT tools and platform for your learning activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Daily	19	38.8	38.8	38.8
	Weekly	11	22.4	22.4	61.2
	Occasionally	11	22.4	22.4	83.7
	Rarely	8	16.3	16.3	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

The information shown in Table 7 indicates the specific ICT tools that the study participants considered to be most helpful in supporting their preferred learning styles. From Table 2.2, it is established that among the respondents, 10 (20.4%) preferred online video and animation, 10 (20.4%) chose interactive simulation, 11 (22.4%) preferred audio lectures and podcasts, 8

(16.3%) preferred digital textbooks and e-books, 4 (8.2%) chose collaborative online platforms, 3 (6.1%) chose learning management systems, and the rest 3 (6.1%) preferred educational applications and games. This finding suggests that there were more podcasts and audio lectures available in the research space.

Table 7: Which ICT tools do you find most effective in supporting your learning style?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Online videos and animations	10	20.4	20.4	20.4
	Interactive simulations and virtual labs	10	20.4	20.4	40.8
	Audio lectures and podcasts	11	22.4	22.4	63.3
	Digital textbooks and e-books	8	16.3	16.3	79.6
	Collaborative online platforms	4	8.2	8.2	87.8
	Learning management systems	3	6.1	6.1	93.9
	Educational apps and games	3	6.1	6.1	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

Table 8 revealed the study level of the participants in this aspect. According to table 2.3, 26 (53.1%) of the participants choose to provide multimedia and interactive information, 12 (24.5 %) enable collaboration, 6 (12.2%) offer personalized service, and

5 (10.2%) provide access. This little difference in the frequencies of usage implies that the research location provided more interactive information and multimedia resources.

Table 8: How do ICT tools and platforms help you engage with course materials and activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	by providing interactive content and multimedia resources	26	53.1	53.1	53.1
	by facilitating collaborating with peers and instructors	12	24.5	24.5	77.6

	by offering personalized learning experience based on my preferences	6	12.2	12.2	89.8
	by enabling access to a variety of learning materials anytime anywhere	5	10.2	10.2	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

The information displayed in Table 9 revealed the study level of the participants of this investigation. It is revealed from Table 9 that 17 (34.7%) out of the participants are able to select what they want to learn, while only 13 (26.5%) offers real time feedback, 8

(16.3%) combines different information and 11 (22.4%) advocates for increased inclusion of online environments. This result suggests that more students/public in the research area were offering contextualized learning patterns and material.

Table 9: In what way do think ICT tools can be better accommodate different learning style?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	by offering customazable learning paths and content	17	34.7	34.7	34.7
	by providing real - time feedback and adaptive assessments	13	26.5	26.5	61.2
	by incorporating diverse multimedia formats to cater to visual, auditory, and kinesthetic learners	8	16.3	16.3	77.6
	by fostering inclusive online communities and discussion forums	11	22.4	22.4	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

Table 10 reveals that participants have experienced challenges when using ICT tools and platforms to support their learning style preference. In light of table 10, 26 (53.1%) out of the participants responded that they had faced challenges in; accessing, applying or operating in ICT tools and platforms that support the

participants’ learning style, 23 (46.9%) others responded that they did not face any challenges with the stated ICT tools and platforms. The outcome of this result can be seen in the consequence of some participants in the research area have selected “yes.”

Table 10: Have you experience any challenges in using ICT tools and platform to support your learning style?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	53.1	53.1	53.1
	No	23	46.9	46.9	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

The information provided in table 11 gives insight on the opinion of the participants on the roles of ICT tools on students' learning process and performance. From table 11, 36 (73.5%) participants were selected as

excellent while 9 (18.4%) were selected as very good 4 (8.2%) were selected as fair. As much as this result's consequence shows that some participants in the research area selected great.

Table 11: How do you perceive the impact of ICT tools on your overall learning experience and academic performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	36	73.5	73.5	73.5
	Very Good	9	18.4	18.4	91.8
	Fair	4	8.2	8.2	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

Table 12 includes information that may indicate how you might enhance the approach to integrating ICT tools and platform education to suit the participants' learning preferences. From table 12 yes was assigned

to 5 (10.2%) participants no to 29 (59.2%) participants and not sure to the remaining 15 (30.6%) participants. From this discovery it can be inferred that some of the participants in the research area never made a choice.

Table 12: Do you have any suggestion for improving the integration of ICT tools and platform education to better support diverse learning style?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	10.2	10.2	10.2
	No	29	59.2	59.2	69.4
	Not Sure	15	30.6	30.6	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

The data shown in Table 13 describe that out of total use of highly motivated & motivated, 30 students (61.2%) selected highly motivated and 19 students

(38.8%) selected motivated. Oddly, this implies that majority of the participants in the study are incredibly motivated.

Table 13: How do you stay motivated and engaged when using ICT tools for learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Motivate	30	61.2	61.2	61.2
	Motivated	19	38.8	38.8	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

As found in Table 14, 34 (69.4%) of the study participants expressed their interest in attending training workshop or training sessions for enhancing their ICT for Learning Skills Same number 9 (18.4%) said they are not interested in attending such training

session and 6 (12.2%) said they may be interested if called upon to attend such training session. This implies that most of the study participants were responding 'Yes' to the relevant question was formulated.

Table 14: Would you be interested in participating in workshops or training sessions to enhance your skills in utilizing ICT tools for learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	69.4	69.4	69.4
	No	9	18.4	18.4	87.8
	Maybe	6	12.2	12.2	100.0
	Total	49	100.0	100.0	

Source: Field Survey, April, 2024

Conclusion

Using ICT tools in TVET curriculum delivery brings positive changes by supporting different learning methods and improving student involvement. Telecommunications technology solutions help TVET institutions overcome traditional instructional deficiencies to give students an energetic learning experience that combines complicated concept comprehension with hands-on skill development. These advanced technologies produce a learning space that includes all learners because they support differing learning styles and ready students for present-day workplace digital requirements. The successful implementation of ICT-enhanced teaching methods remains crucial because it delivers better learning results together with higher student involvement. Stakeholders should invest in digital infrastructure together with providing teachers adequate training and developing better teaching methodologies to maximize the advantages of ICT for education. TVET institutions that implement this approach preserve their relevancy alongside innovative effectiveness which allows them to teach students needed skills for their success in the transforming employment environment.

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