INFLUENCE OF KEYBOARDING AND WORD-PROCESSING-II SKILLS ON BUSINESS EDUCATION STUDENTS' EFFECTIVENESS IN WORD-PROCESSING-IV IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA

BY

Adedoyin AREO
P14EDVE8048/MED/EDU/1426/2010-11

DEPARTMENT OF VOCATIONAL AND TECHNICALEDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

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BY

Adedoyin AREO
B.Ed Business Education (A.B.U 2008)
P14EDVE8048/MED/EDU/1426/2010-11

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ZARIA, NIGERIA

MARCH, 2018

SUPERVISORS:
PROF. A.A UDOH
DR. S. IBRAHIM

DECLARATION

I hereby declare that the work in this dissertation titled Influence of Keyboarding and Word-Processing-II Skills on Business Education Students' Effectiveness in Word-Processing-IV in Colleges of Education in North-west Zone, Nigeria, has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

_____ _____

Adedoyin Areo **Date**

CERTIFICATION

This dissertation titled INFLUENCE OF KEYBOARDING AND WORD-PROCESSING-I SKILLS ON BUSINESS EDUCATION STUDENTS' EFFECTIVENESS IN WORD-PROCESSING-IV IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA, written by Adedoyin AREO meets the requirements governing the award of the Degree of Master of Business Education of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

Prof. A. A. Udoh **Chairman, Supervisory Committee**	**Date**
Dr. S. Ibrahim **Member, Supervisory Committee**	**Date**
Dr. S. Ibrahim **Head, Department of Vocational and Technical Education**	**Date**
Prof S. Z. Abubakar **Dean, School of Postgraduate Studies**	**Date**

DEDICATION

This work is dedicated to Late Mrs. Oluwatoyin Coker

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OPERATIONAL DEFINITION OF TERMS

High Grade:	Students' grades in keyboarding, word processing II and word processing IV in colleges of education that comprised A, B and C
Keyboarding:	Beginning computer course for NCE I students in Business Education in colleges of education for mastery of the keyboarding of data
Low grade:	Students' grades in keyboarding, word processing II and word processing IV in colleges of education that comprised D and F
Word processing II:	Intermediate computer course for NCE II students in Business education in colleges of education
Word processing IV:	Advance computer course for NCE III secretarial education students in Business education in colleges of education.

ABSTRACT

This study assessed the influence of keyboarding and word processing II skills on business education students' effectiveness in word processing IV in the three Federal Colleges of Education, North-west zone, Nigeria. The study had five objectives, five research questions and five null hypotheses. Ex-post facto research design was used in the study with population and sample size of 70 students. Secondary data consisting of academic results of the students were collected from the Academic Boards of the three sampled Federal Colleges of Education in Zaria, Kano and Katsina. The data collected were analyzed using Pearson Product Moment Correlation. The results of the study showed that there is significant influence of business education students' high grades in keyboarding and word processing II on students' effectiveness in word processing IV as indicated by the correlation index value of 0.738, which is significant at 0.05 level. In addition, the study concluded that keyboarding and word processing II have significant influence on business education students' effectiveness in word processing IV in the North-west colleges of education in Nigeria. Based on the findings, the study had five recommendations among which is that business education students should be given regular trainings on keyboarding and word processing II to improve their effectiveness and proficiency in word processing IV in colleges of education in Nigeria.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The dynamism in the global economy which emerges as a result of technological changes has serious implications on education and the use of computers. This development has put more pressure on computer users to develop various skills needed in various fields of human endeavour. In an attempt to meet these new demands of world of work, educational institutions have drawn up computer-oriented curricula.

Despite the computer-oriented changes in the world, many educational institutions in Nigeria are still lacking behind. Ibrahim (2008) opined that the workplace has been completely taken over by ICT while our educational institutions are still graduating students who know next to nothing about ICT. Most of the Nigeria's institutions at all levels of education are either not adequately embracing the use of computer or not giving their students the needed training for the world of work

One of the higher educational institutions in Nigeria is College of Education, where teachers are trained for primary and junior secondary schools. Most of these colleges of education have business education departments in their schools of Vocational and Technical Education. Adeshina and Aliyu (2012) defined business education as an integral part of education which equips her

recipients with skills, knowledge and attitudes that would prepare them to enter into, and advance in any occupation of their choice.

Business Education at the Colleges of Education level is coordinated by the National Commission for Colleges of Education (NCCE) with three year duration, mainly for the production of business teachers for primary and junior secondary schools. Business education programme has specialization options like accounting, marketing and secretarial. This programme, like every other educational programme yielded to the current challenges of changes in the global market by bringing in basic computer studies in order to produce graduates with necessary skills. The introduction of computer studies has impact on business education specialization especially secretarial option.

The secretarial option of business education which is a major concern of this study is designed to train secretaries and secretarial teachers. This business education option has experienced a complete turnaround due to introduction of computer skills and which also replaced its traditional typewriting skills. Development of secretarial education has been enhanced by the gradual displacement of typewriting subjects and replacement with computer keyboarding, wording processing, computer appreciation and some aspects of computer application.

Keyboarding and word processing are fundamental computer skills required by all secretarial education students. These courses are distributed through all

levels of business education programme in Colleges of Education with keyboarding and foundational word processing I at NCE I and NCE II levels respectively while word processing IV majorly for secretarial education option is taken at NCE III level. Okoduwa (2009) noted that keyboarding is the process of learning the correct manipulation of the computer or typewriter keyboard and using that keyboard for basic data input. Word processing on the other hand, is the advance usage of computer to educate learners on how to create business documents and also educate learners on how to implement keyboarding and computer skills on solving business records. In a bid to produce world class graduates in Federal Colleges of Education in Nigeria, keyboarding and word processing have now replaced all typewriting skills taught in business education.

It is against this backdrop that this study was conducted to assess the influence of keyboarding and word processing II skills on Business Education Students' effectiveness in word processing IV in the north-west zone of Nigeria where three Federal Colleges of Education, which are located in Kaduna, Kano and Katsina, were selected and used for the study.

1.2 Statement of the Problem

Education in Nigeria provides its recipients with basic technological skills, but despite these provisions, most business education graduates still have little or no knowledge of computer. A cursory observation showed that most of the secretarial education students have poor related knowledge of keyboarding and word processing courses at lower levels in colleges of education. This has also affected their proficiency in secretarial education courses and their basic specialization skills for secretarial education in their final year.

A review of literature on variables influencing business education computer-oriented courses showed that there are few empirical works on studies assessing the influence of keyboarding and word processing II skills on business education students' effectiveness in colleges of education in Nigeria. This study was therefore conducted to extend the frontier of knowledge in this aspect by assessing the influence of keyboarding and word processing II skills on Business Education Students' effectiveness in word processing IV in colleges of education in the north-west zone of Nigeria.

1.3 Objectives of the Study

The main objective of this study is to assess the influence of keyboarding and word processing II skills on Business Education Students' effectiveness in word processing IV in north-west zone, Nigeria. The specific objectives are to:

1. determine the influence of business education students' high grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria.

2. find out the influence of business education students' low grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria.

3. find out the influence of business education students' high grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria.

4. determine the influence of business education students' low grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria.

5. find out the influence of gender on the effectiveness of business education students in keyboarding, word processing II and word processing IV in North-west zone, Nigeria .

1.4 Research Questions

The following questions were raised in line with the specific objectives of the study.

1. What is the influence of business education students' high grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria?
2. What is the influence of business education students' low grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria?
3. What is the influence of business education students' high grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria?
4. What is the influence of business education students' low grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria?
5. What is the influence of business education students' gender on the effectiveness of business education students in keyboarding, word processing II and word processing IV in North-west zone, Nigeria?

1.5 Null Hypotheses

In line with the specific objectives and research questions raised, the following null hypotheses were formulated to aid the study.

i. There is no significant influence of business education students' high grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria.

ii. There is no significant influence of business education students' low grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria.

iii. There is no significant influence of business education students' high grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria.

iv. There is no significant influence of business education students' low grades in computer word processing II on their effectiveness in word processing IV in North-west zone, Nigeria.

v. There is no significant influence of business education students' gender on their effectiveness in keyboarding, word processing II and word processing IV in North-west zone, Nigeria.

1.6 Significance of the study

The result of this study will be of benefit to business education students, business education lecturers, colleges of education, polytechnics and universities as well as other stakeholders in education such as the government, business education analysts and researchers.

For business education students, this work will be useful to them because it will help them improve their computer skills and proficiency in secretarial education courses in colleges of education in Nigeria.

The study will help business education lecturers to see the essential need for acquiring further refresher courses on computer courses and ICT retraining programme, which will assist them to key in and be up-to-date in today's ever-changing ICT-oriented business world.

Colleges of Education, polytechnics and universities will find this work beneficial because it will outline ways of improving students' performance in computer skills while Government and other stakeholders in education will benefit from this work because it will highlight the advantages of computer skills in business education as well as the need to provide more ICT equipment for training and retraining of business education students in colleges of education in Nigeria.

Finally, this study will serve as a useful reference material for the business education analysts and a useful reference material for the business education researchers, who may be prompted to investigate further on the influence of keyboarding and word processing II skills on Business Education Students' effectiveness in other walks of life in Nigeria.

1.7 Basic Assumptions of the Study

For the purpose of this work it was assumed that:

1. Students with at least distinction pass in Keyboarding and word processing II skills may have influence on Word processing IV effectiveness than those with credit pass in North-west zone, Nigeria.

2. Students with at least a credit pass in Keyboarding and word processing II may have influence on Word processing IV effectiveness than those with merit pass in North-west zone, Nigeria.

3. Students with at least a merit pass in Keyboarding and word processing II may have influence on Word processing IV effectiveness than those with ordinary pass in North-west zone, Nigeria.

4. Students with at least an ordinary pass in Keyboarding and word processing II may have influence on Word processing IV effectiveness than those without grade in North-west zone, Nigeria.

5. Students with grade in Keyboarding and word processing II may have influence on Word processing IV effectiveness than those without grade in north-west zone, Nigeria.

6. Students' gender in the three Colleges of Education may influence their performance in keyboarding, word processing II and word processing IV in North-west zone, Nigeria.

7. All other factors (such as teachers' methodology, availability of equipment) are assumed to have the same effects on students performance in word processing IV effectiveness.

1.8 Delimitation of the study

This research was delimited to Federal College of Education, Zaria, Federal College of Education, Kano and Federal College of Education, Katsina. These institutions were chosen because they have Business Education Departments with secretarial option in the study area.

The study was delimited to NCE III Secretarial option students of Business Education Department for 2014/2015 academic session. This is because they took keyboarding, word processing II and word processing IV in NCE I, NCE II and NCE III respectively.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter related literatures from journals, textbook, papers and articles from the internet are reviewed under the following sub-headings.

2.1 Theoretical Framework

2.2.1 Concept of Business education

2.2.2 Concept of skill

2.2.3 Concept of Keyboarding

2.2.4 Concept of Word processing

2.3 Skill Acquisition in Business Education

2.3.1 Traditional Business Education Students' Keyboarding and Word processing

2.3.2 Use of New Technologies in Business Education

2.4. Computer Studies in Business Education

2.4.1 Keyboarding and Word processing Skills in Business Education

2.4.2 Challenges of Integrating Computer Studies into Business Education

2.5 Secretarial Education

2.5.1 Secretarial Education in Business Education and Computer skills

2.6 Review of Related Empirical Studies

2.7 Summary of Reviewed Literature

2.1 Theoretical Framework

The study is on ‘associationism’ which has been discussed by numerous educational psychologists. The researcher used this theory because it emphasized on resemblance, contiguity, similarity and cause that explained how perceptions determine trains of succession of ideas.

Associationism

Associationism was described by Eric (2015) as one of the oldest, and, in some form or another, most widely held theories of thought. Associationism is a theory that connects learning to thought based on principles of the organism’s causal history. In one of its senses, “associationism” refers to a theory of how organisms acquire concepts, associative structures, response biases, and even propositional knowledge.

Associationism according to Boeree (2015) is the theory that the mind is composed of elements usually referred to as sensations and ideas which are organized by means of various associations. He opined that original idea can be found in Plato but it was Aristotle who gets the credit for elaborating on it. Aristotle counted four laws of association when he examined the processes of remembrance and recall:

1. The law of contiguity. Things or events that occur close to each other in space or time tend to get linked together in the mind. If you think of a cup, you may think of a saucer; if you think of making coffee, you may then think of drinking that coffee.

2. The law of frequency. The more often two things or events are linked, the more powerful will be that association. If you have an eclair with your coffee every day, and have done so for the last twenty years, the association will be strong indeed and you will be fat.
3. The law of similarity. If two things are similar, the thought of one will tend to trigger the thought of the other. If you think of one twin, it is hard not to think of the other. If you recollect one birthday, you may find yourself thinking about others as well.

Hume's associationism was described by Eric (2015) as a theory connecting how perceptions ("Impressions") determined trains of thought (successions of "Ideas"). Hume's empiricism, as enshrined in the Copy Principle, demanded that there were no Ideas in the mind that were not first given in experience. For Hume, the principles of association constrained the functional role of Ideas once they were copied from Impressions: if Impressions IM1 and IM2 were associated in perception, then their corresponding Ideas, ID1 and ID2 would also become associated. In other words, the ordering of Ideas was determined by the ordering of the Impressions that caused the Ideas to arise.

Hume's theory then needs to analyze what types of associative relations between Impressions mattered for determining the ordering of Ideas. Hume's analysis consisted of three types of associative relations: cause and effect, contiguity, and resemblance. If two Impressions instantiated one of these associative relations, then their corresponding Ideas would mimic the same

instantiation. For instance, if Impression IM1 was cotemporaneous with Impressions IM2, then (*ceteris paribus*) their corresponding Ideas, ID1 and ID2, would become associated.

As stated, Hume's associationism was mostly a way of determining the functional profile of Ideas. But we have not yet said what it is for two Ideas to be associated. Instead, one can see Hume's contribution as introducing a very influential type of learning—associative learning—for Hume's theory purports to explain how we learn to associate certain Ideas. But we can abstract away from Hume's framework of ideas and his account of the specific relations that underlie associative learning, and state the theory of associative learning more generally: if two contents of experiences, *X* and *Y*, instantiate some associative relation, *R*, then those contents will become associated, so that future activations of *X* will tend to bring about activations of *Y*. The associationist then has to explain what relation *R* amounts to. The Humean form of associative learning (where *R* is equated with cause and effect, contiguity, or resemblance) has been hugely influential, informing the accounts of those such as Jeremy Bentham, J.S. Mill, and Alexander Bain.

It was opined by Boeree (2015) that, Hume saw all experiences as having no substantial reality behind them. So whatever coherence the world (or the self) seems to have is a matter of the simple application of these natural laws of association. He lists three:

1. The law of resemblance -- i.e. similarity.

2. The law of contiguity.

3. The law of cause and effect -- basically contiguity in time.

This theory is related to this research because it tries to establish if there is a resemblance or congruity or cause in business education students' keyboarding and word processing I skills and their effectiveness in word processing IV skills in Colleges of Education in north-west zone, Nigeria.

2.2 Conceptual Framework

The group of concepts providing focus for this study is given under the following headings.

2.2.1 Concept of Business Education

Business education has numerous definitions given by different authorities based on their lines of thoughts. However, all these definitions have a definite result of business orientation.

Ezeani (2012) defined business education programme as a dynamic field of study geared towards preparation of youths and adults for and about business. It is a preparation for a career in business when instruction is designed to prepare youths and adults for actual practices in the world of business. Chukwurah (2012) defined Business education as

> *an aspect of education training process which business teacher-trainees receive with the primary motive of*

> *enabling them acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities, for personal or vocational usage and/or for careers as administrators, managers and teachers wherever they may find themselves in the business world. It is the training for both business teachers and stakeholders in business to function in the business environment.*

Similarly, Aina (2002) stated that business education encompasses knowledge, attitude and skills needed by all citizens in order to effectively manage their personal business and economic system. Imeokparia and Ediagbonya (2009) defined business education as the development of appropriate knowledge, skills, attitude and understanding required to fit into chosen occupation or occupations.

Furthermore, Osuala (2004) defined business education as a programme of instruction which consists of two points, office education and general business education that provides students with information and experiences which are needed by all in managing personal business affairs and in using the services of the business. Aliyu (2006) sees business education as a deliberate intent of teachers to inform students about economics and business concepts and skills that may be of use in later life.

From the definitions of scholars given it could be seen that business education is for the acquisition of business skills for teachers of business and businessmen and women for both teaching and doing business.

2.2.2 Concept of skill

Skill as an ability to do something has been defined from different perspectives. Green (2011) defined skill as one of the main ingredients of "human capital", the other being health. With a strictly individualist connotation, human capital is the value of a person's stream of current and future prospective earnings discounted to the present. Johanneson (2012) stated that skill can be defined as proficiency or dexterity that is acquired or developed through training or experience. Other definitions are that skill is an art or technique, requiring use of the hands or body or as a developed talent or ability.

Boyatzis and Kolb (2010) defined skill as a combination of ability, knowledge and experience that enables a person to do something well. EQF (2008) defined skill as the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments) Abbott (2014) defined skill in relation to 21st century as:

> *a broad set of knowledge, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.*

Udo (2014) gave the definition of skill as the ability to use one's knowledge effectively and readily in execution of performance; technical expertness, a power or habit of doing any particular thing competently. Okorie

(2000) defined skill as mental dexterity acquired through repetitive performance of an operation.

2.2.3 Concept of Keyboarding Skill

Thomas (2006) postulated that keyboarding is a course designed to help students develop speed and accuracy by learning the touch operation of a alphanumeric keyboard characters. Watson (2012) defined keyboarding as the inputing of data using the touch method on a standard alphanumeric keyboard such as the QWERTY keyboard. Watson (2012) pointed that the goal of keyboarding instruction is to develop a touch skill that will enable an individual to enter alphanumeric information at a speed that is faster than handwriting.

Ownby (2008) also saw keyboarding as a skill of entering data by means of keyboard. Gondree (2014) stated that basic keyboarding skills are defined in this paper as the ability to type at a relatively high speed (above 35 words per minute) and with high accuracy in concert with correcting, deleting and navigating through a text. Inegbedion (2015) defined keyboarding as the process of touch typing the personal computer keyboard to produce meaningful business documents. Keyboarding is not just the art of striking the keyboard to see a letter, word or figure in print, rather, there are technicalities involved which would make the job more appreciable.

2.2.4 Concept of Word processing Skill

Chukwumezie (2006) stated that word processing is one of the important components of office information system and was developed as a means of raising office productivity. Word processing allows information to be created, processed, retrieved and communicated from one point on the system to another point or station. Ezemokha (2008) said that word processing is an act of preparing, organizing and production of document through the use of machine. Some of the applications for processing include: MS word, word perfect, word star, multimate advantage II, display write , textor, windword, Shakespeare etc.

Eze (2007) stated that word processing skills include capabilities of word wrap, editing the copy on screen, printout characteristics, help menus, making copies, right justification, hyphenation, and automatic. Thomson (2007) referred to word processing as the creation, editing, formatting, storage, and output of both printed and online or electronic documents. Ajisafe *et al*. (2015) stated that word processing is the accurate processing and management of information.

2.3 Skill Acquisition in Business Education

Business education is an arm of vocational and technical education with different areas of specialisation. Udoye and Ndum (2014) defined business education as a discipline expected to expose its recipients to diversity curricula, hence, it is that type of education that inculcate in its recipients attitudes, knowledge, skills, values that is required in the business world. Okoro (2013)

defined business education in relation to skill acquisition as education for and about business or training in business skills and competencies required for use in business offices. Utoware and Kren-Ikidi (2013) defined business education with respect to societal needs and skill as a programme needs to meet up with the needs of the learner and the society.

Aliyu (2006) stated that business education at the post secondary school level may be set up for various purposes such as to develop a mature understanding of the general nature of business, provide training in specialized phases of business activity, provide training for leadership in business and to lay a cultural and ethical foundation for the development of the three foregoing purposes.

Skill, according to Ezeani (2012) is the art of possessing the ability to power, authority, or competency, etc. to do the task required of an individual on the job. Ubong (2007) defined Skill acquisition from the point of view of learner, as a process of obtaining knowledge of a technical and practical nature from an individual, group, or institution that can impart such knowledge. Udo (2014) described skills acquisition in terms of learners' behaviour and their willingness towards learning a particular skill to maximum level expected of them for gainful employment in the global labour market.

Business education programme is broadly divided into three areas namely Marketing/Distributive, Secretarial and Accounting education. These three areas provide students with relevant skills for productivity and self-reliance.

Udo and Bako (2014) opined that accounting option in Business education develops in the students the ability and desire to keep records for personal use as well as the ability to interpret and analyze business papers and records in the capacity of a final consumer. They added that, it also gives the students preliminary training for the advanced study in accounting and train them to become bookkeepers, cashiers or accountants in the business enterprises in their self-established business ventures.

Furthermore, Udo (2012), gave the general objectives of marketing education as enabling the students to have a broader understanding of the importance of commercial activities, cultivating the right attitude to commercial activities, and providing useful general notions and commercial skills necessary for those who will immediately enter into the world of work.

Udo and Bako (2014) described secretarial work as involving the following activities, which include general office work, taking down dictation from the boss using shorthand or stenotype machine and transcribing dictation or the recorded information reproduced on a transcribing machine among others.

Business education students, apart from the aforementioned skills acquired are expected to be also proficient in typewriting skill. However, with the advent of technology, students are exposed to the use of computer.

2.3.1 Traditional Business Education Students' Keyboarding and Word Processing skills

Traditionally, business education students acquire typewriting skills on both manual and electric typewriter. However, this has been replaced by computer in recent times. Typewriter is one of the major office machines used in the training of business education teachers at the very beginning. Eze and Kaboshio (2013) stated that typewriter dates back at least to 1714, when English man Henry Mill filed a vaguely worded patent for an artificial machine or method for impressing or transcribing of letters simply or progressively one after the other. Inegbedion (2015) defined typewriting as the process of representing spoken sound in printed form with the use of a typewriter in the way and manner the reader (decoder) would understand it. Barthlome (2014) argued that typewriting involves the manipulation of keys on a standard typewriting keyboard with the emphasis on the typed copy or output.

Genter (2002) defined typewriting, relating it to handwriting, is an example of a highly practiced motor skill. Professional typists spend about a year learning to type and then accumulate thousands of hours of practice during their working lives. Eddy and Akpan (2007) stated that typewriting is used as a personal tool by

business professionals to relieve them of the burden of writing cumbersome longhand when they make notes, compose important memoranda, draft speeches/reports, etc.

Batholome (2014) stated that typewriting also included the production of documents including memos, letters, reports, essays, etc. Typewriting as given above, is one of the major activities in business education programme before the advent of computer, though some institutions still have it on their curriculum.

Some business education departments in Colleges of Education still have typing pools where students are drilled in typewriting skills. Owolabi, Owolabi and Olayanju (2013) opined that in business education, the use of typewriter is still common in typewriting classes. Shyamala, Kumar, Freeda and Balaji (2010) defined typewriter as a device for writing with neater letters; for doing quicker and better work; for taking more copies and for reading the typed matters easily.

The typewriting courses in business education are divided into beginning and advanced typewriting. However, with the advents and popular use of computers it is now called keyboarding for beginners and wordprocessing at higher level respectively. Bartholome (2014) stated that keyboarding is generally defined as the act of placing information into various types of equipment through the use of a typewriter-like keyboard. Esene (2010) said that the main objective of keyboarding studies is to allow students to become more proficient in computer or typewriter usage and to avoid re-teaching of keyboarding skills.

Word processing, which is the advanced typewriting according to Garden (2012) help learners to demonstrate practical skills and ability in producing a range of texts via a typewriter.

2.3.2 Use of New Technologies in Business Education

Business education like every other educational programmes in the new technological age has embraced changes in order to provide quality educational programme. Many technological tools, gadgets and soft programme discovered are introduced into the training of business education students. Some of these new technologies are mentioned below.

One of the major equipment used in the present day business education programme is computer. In fact, most of the Colleges of Education and universities now have computer laboratories. Baral (2013) stated that computer is an advanced electronic device that takes raw data as input from the user and processes these data under the control of set of instructions (called program) and gives the result (output) and saves output for the future use. It can process both numerical and non-numerical (arithmetic and logical) calculations.

Another technology used in business education with the advent of technology is overhead projector. Afework (2014) stated that overhead projectors are used by teachers to display videos, images and other needed computer data on the screen. Students benefit from what they observe.

The radical introduction of new technologies brought about the use of electronic library popular called e-library. RGPV (2014) E-library provides collaborative search of all type of e-resources/on-line resources such as e-journals, e-books, e-database purchase or subscribed by the Central Library or open access available with collaboration, personalization and social features to experience, higher research productivity and gain valuable insights.

Another mode of learning in business education with the advancement in technology is the electronic learning popularly called e-learning. According to Ajadi (2008), e-learning is an innovative approach for delivery electronically mediated, well designed, learner centred and interactive learning environments to anyone, anyplace, anytime by utilizing the internet and digital technologies in the instructional design principles. Nwagu and Azih (2016) stated that e-learning is an abbreviation for electronic learning. It is the use of computer terminals in preparing and delivering educational programmes using graphics, texts, video, audio and other electronic formats.

In modern offices photocopying machines are indispensable tool and business education students are exposed to their uses. Wigmore (2014) stated that a photocopier is an electronic machine that makes copies of images and documents. Photocopiers were once single-function devices but in recent time they are enterprise-grade photocopiers usually networked and perform multiple functions. They are available in desktop or free-standing models.

One of the technology widely use in schools to reduce the contacts of students-teachers in the present day technological world is the video conferencing. Bako and Odewumi (2012) described video conferencing as an ICT tool that has been designed to reduce the overhead of attending conferences, seminar and workshop.

Business education students are also exposed to the use of fax machine. Eze (2007) stated that facsimile transmission is a way of sending a copy of almost any kind of document over ordinary telephone lines.

2.4. Computer Studies in Business Education

Technology has brought complete change in modern offices. Hardly will any employer or employee survive without a good knowledge of computer. Oni and Adebisi (2011) opined that

> *in this modern technological world, if a person is not having a working knowledge of computers, then he will not be able to go far in life as far as his career options are concerned as nothing is there in this world that does not work on computer technology.*

Business education as an arm of the vocational and technical education has joined new trends with computer subjects in its curriculum. Utoware and Amiaya

(2014) stated that Business Education departments in Nigeria's tertiary institutions are building ICT Centres, improved computer laboratories as well as offering professional courses in computer studies to produce students/graduates that can easily adapt in their ever-changing business environment. This is as a result of importance of business education programme as opined by Ohiwerei and Azih (2010) that business educators are increasing as the business world becomes more complex. Through this programme, individuals are educated to become skilled employees who can contribute meaningfully to the overall effectiveness of an office, teaching and learning in schools

Suberu (2013) defined computer studies as the study of the basic principles and rudiments behind the operation and effective usage of the computers. Utoware and Amiaya (2014) stated that for Business Education programmes to remain relevant in providing the needs of individuals and that of the society, they must embrace current trends (new technologies) in the academic and economic demands of the society.

Okechukwu (2013) categorized Computer Skills into three stages. They are:

Basic Computer skills

1. Knowing how to switch on the computer
2. Being able to use a mouse to interact with the element of the screen
3. Being able to use the computer keyboard
4. Being able to shut down the computer after use

Intermediate skills consist of

1. Functional knowledge of word processing
2. How to use e-mail
3. How to sue spreadsheets
4. How to use databases
5. How to use the internet
6. Installing of software
7. Installing an operating system
8. Navigating a computer's file system

Advanced skills include

a. Programming
b. Use of a computer for scientific research
c. Fixing software conflict
d. Repairing computer hardware

NCCE (2012) in its minimum standard for Colleges of Education gave courses like Keyboarding as an NCE I course for beginners in Business Education programme, Word processing in both NCE II and III for intermediate and advanced training in the production of business documents and use of computer.

2.4.1 Keyboarding and Word processing Skills in Business Education

Keyboarding and word processing are two main drivers in the efficient use of computers in the 21st Century. For users of computers to be productive, a sound knowledge of keyboarding and word processing is required. Keyboarding according to Starr (2005) is a matter of training fingers to respond correctly and quickly to press the correct key: kind of like in athletics where you keep doing it over and over again until it becomes habit. Lubbe, Monteith and Mentx (2006) referred to keyboarding as an ability of learners to key in information into the memory of the computer with minimum effort and energy use.

Thomas (2006) stated that in keyboarding, emphasis is placed on the mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy and proper care of the equipment. Esene (2010) opined that the main objective of keyboarding studies is to allow students to become more proficient in computer or typewriter usage and to avoid re-teaching of keyboarding skills. Watson (2012) said the goal of keyboarding instruction is to develop a touch skill that will enable an individual to enter alphanumeric information at a speed that is faster than handwriting.

Keyboarding could be seen as the beginning aspect of the practical usage of computer. Word processing is another level of computer usage. Haigh (2006) opined that the concept of word processing was first promoted by IBM to present its typewriter and dictating machine division as a complement of its data

processing business. Hancock (2014) asserted that word processing skills such as formatting letters in various letter styles, short reports with references, and tables. Additional emphasis will be placed on basic communication skills such as proofreading, grammar, word division and the proper application of proofreader's marks to demonstrate the importance of mail able copy.

Onoyovwi (2009) is of the opinion that the acquisition of computer and word processing skills will lead to the following benefits.

1. Reduce the length of time required to do work
2. Ensure accuracy and efficiency
3. Eliminate drudgery
4. Ensure standardization of work
5. Accelerate the speed and capacity of office work done

A good computer user would be someone who has equipped himself with sound keyboarding and wordprocessing skills.

2.4.2 Challenges of Integrating Computer Studies into business education

Despite the numerous benefits attached to computer studies in business education, it is far from meeting the target needed to fit graduates into the global economy of today. The challenges faced by computer studies in business education are numerous among which are discussed in the subsequent paragraphs.

A major challenge facing computer studies in all fields of learning mostly in developing countries and which business education is not an exception, is the newness of the programme. The newness requires changes which both the teachers and students are trying as much as possible to avoid. This undoubtedly is impossible because of the global importance. Usman (2012) stated that it is a new experience for both teachers and students who all are going into as co-learners.

Lack of skilled manpower to handle computer studies in business education is one of the numerous challenges. Osakinle and Ekundayo (2010) opined that lack of skilled manpower to manage available systems and inadequate training facilities for ICT education in the tertiary level may be a factor to contend with in the implementation of ICT for teaching-learning at the tertiary level. Also, Usman (2012) stated that there is shortage of manpower for effective utilization of softwares and their maintenance.

For Computer studies to be of full usage in business education, all the equipment needed must be made available but obviously this is not so. Dabeseki (2005) posited that the over-dependence of educational institutions on government for everything has limited institutions ability to collaborate with the private sector or seek alternative funding sources for ICT education initiative. Bako and Odewumi (2012) confirmed this by stating that most education institution would consider inadequate funds as a major hurdle in their bid to integrate ICT into their operation.

The use of Computer studies requires steady power supply that is practically not available in Nigeria. Bako and Odewumi (2012) opined that inadequate and erratic power supply has affected the adoption and utilization of ICTs in educational institutions. Usman (2012) equally confirmed this by stating that all ICT are power driven and thus unless the bodies concerned with the power supply wake up from their slumber, the dream of ICT will remain on paper.

Another challenge of integrating computer studies into business education programme is fear of the unknown by the teachers of business. Ohewerei (2013) posited that the teachers may be afraid of being rendered irrelevant due to the introduction of computers in all aspect of education. There is also the fear from the older teachers that they cannot undergo the training of the utilization of information and communication technology.

2.5 Secretarial Education

Secretaries are indispensable staff in most offices; they work directly with employers, other employees and customers. Ngaloru and Ubah (2013) described secretary as an employee that occupies an indispensable link in the diversified daily activities of world of enterprise, he/she is the public eye and the success or failure of any organization depends very much upon the performance in the work place. Igbenedion (2010) defined secretaries as ubiquitous office workers needed

in every type of office (big or small) to assist their superiors or executives in carrying out their responsibilities.

Office secretaries are produced from the universities, polytechnics and colleges of education in Nigeria. Secretarial or office education programme is an integral part of Business education which trains secretaries. It is an arm that makes it different from business administration as a course of study. Aliyu (2006) defined Secretarial Education as a course offered in Colleges of Education, Polytechnic and the Universities primarily to educate and train students to become competent professional secretaries. Adeshina and Aliyu (2012) gave the definition of office education as part of business education that equips students with all secretarial/office skills, knowledge and attitudes so that they can enter into and advance in any secretarial domain in order to be efficient and effective. Pulife (2012) defined office education as a programme of instruction aimed at developing skills, knowledge and understanding that are necessary to facilitate business information control processing.

Igboanugo (2011) gave many features of secretarial education among which include production of a comprehensive treatment and presentation of a thorough study of the current practice and trends in office procedures and administrations. Other important features mentioned by him are that secretarial education equips students with the skills to enable them cope effectively with the challenges of rapid changes in a complex and sophisticated, modern technology society and also to enable them possess excellent mastery of office skills, education, and

communication skills needed in the world of work and other areas of human endeavour.

2.5.1 Secretarial Education and Computer Skills

Traditional secretarial education students in Business education are trained with typewriters but with changes in technologies and modern offices, most institutions now use of computers. Educational institutions have moved from manual operational procedures to full automation of most of the teaching and learning processes. Adelani (2009) opined that in the contemporary secretarial practice, the invention of information and communication technologies have revolutionized business and office services so much that secretarial profession has become more vast and demanding.

Amoor (2013) described the present day curriculum of Secretarial Education programme as one that has taken adequate care of the technological influx and also the challenging office administrative activities so as to fully equip the graduates of secretarial education to meet the demands of today's office. Computer courses have been included in secretarial education in most institutions to ensure the relevance of graduates. Adeshina (2012) stated that with the inclusion of computer appreciation and computer application into Secretarial Education Curriculum for implementation in the Nigerian Colleges of Education, acquisition of IT competencies and ability to utilize such competencies became imperative.

Eze (2007) outlined computer skills required in secretarial education to include word processing skills such as word wrapping, editing of word on screen, and making copies and right justification as well as hyphenation on words. Other computer skills outlined by Eze (2007) are data processing skill, internet skill,, electronic mail skill, facsimile skill, teleconferencing skill, micrographic skill and reprographic skill.

From the above, it can be inferred that secretaries are better equipped and more useful in modern offices with sound knowledge of computer. Secretarial education under business education programme is therefore required now to train secretaries with sound computer skills needed to compete effectively in modern offices.

2.6 Review of Related Empirical Studies

From the empirical studies related to this work, the following are discussed:

Akume (2002) conducted a study on the competencies required of NCE graduates for effective performance in the work place. The study sought to identify business competencies required by NCE Business Education graduates. Three research questions were raised and NCE Business Education graduates in some selected work places in Delta State were sampled.

The population and sample of the study were 334 NCE Business Education graduates in selected work places in Delta state. Questionnaires were used for data collection while data were analyzed using the mean rating and standard deviation.

The study revealed that, while all the 36 competencies highlighted are essential for Business Education graduates, only 5 of them were averagely exhibited. It was therefore concluded that Business Education graduates need all the competencies highlighted and there is the need for graduates to be involved in in-service training on regular basis.

The present study is related to the past study because it highlighted competencies required of business education graduates but differs because the study gave other competencies apart from keyboarding and word processing skills. The study revealed other relevant competencies business education students are to be equipped with. However, the research observed that, the research design adopted in the other study was not clearly stated.

Chukwumezie and Nwogwugwu (2007) carried out a research on Computer packages of graduate secretaries for the promotion of economic empowerment in private organization. The purpose of the study was to determine the database management of sub-skills needed by personal secretarial assistants in a modern office environment. Two research questions and hypotheses were used for the study.

The population and sample of the study were 2668 and 1065 respectively which comprised managers of private limited liability companies in Southeast zone in Nigeria. Questionnaire was the main instrument for data collection. Mean

score, standard deviation, ANOVA and Scheffe stastistical tools were used for data analysis.

The result of the data collected and analyzed showed that database management and networking sub-skills were important computer packages needed by graduate secretaries for economic empowerment in private organization. It was recommended that NBTE curriculum for both National and Higher National Diploma Secretarial studies should be revised to include computer skills.

The present work is similar to the past study because of the emphasis on computer skills required by secretaries. The two works differ however because, the past study used survey design while the present study is using ex post facto design. The researcher observed that, the sampled population would have been the secretaries who required computer packages for the promotion and not managers of companies.

Ohakwe (2007) researched on ICT sub-skills needed by National Diploma Secretarial studies graduates for promotion of private enterprises. The purpose of the study was to ascertain ICT skills needed by secretarial studies graduates. Two research questions and hypotheses were raised to guide the study. The 2576 employers in the engineering, environmental, finance/banking, information and communication technology, manufacturing and oil/refinery job classifications in private business organizations in southeast geographical zone of Nigeria were sampled. Questionnaire was the instrument for data collection.

The result showed that, telecommunication and e-commerce concepts were needed by national diploma secretarial studies graduates. It was recommended that, IT-based curriculum made up of skills and knowledge in telecommunications and e-commerce be developed for national diploma secretarial studies programmes and that the National Board for Technical Education (NBTE) should work together with Association of Business Educators of Nigeria (ABEN) to articulate relevant IT curriculum content for national diploma secretarial studies graduates in Nigeria.

Ohakwe's work is similar to the present study because it is on computer skills required of secretarial graduates but, the past work was on ICT sub-skills needed by National Diploma Secretarial studies graduates. The researcher however, observed that, the purpose of the study was not clearly stated.

Onuagba (2011) conducted a research on the appraisal of information technology in Business Education Programme in Four Federal Universities in Nigeria. The objective of the study was to evaluate the implementation of information technology in business education in some selected Federal Universities in Nigeria. Four Research questions and Null hypotheses each were raised while simple percentage and tested using t-test were used for data analysis repetitively.

The sample size of the study included two hundred and forty (240) students and fifteen (15) lecturers from business education departments in the four

universities. Questionnaire was used for data collection. Data were analyzed using simple percentage and T-test for both research questions and hypotheses respectively.

The findings of the study revealed that, the available information technology, materials and equipment were inadequate so much so that information technology related subjects were taught theoretically. This work highlighted how business education students are to be better equipped in ICT skills.

The past and present studies are similar because they emphasized on computer skills. They however differed because the present study is on the influence of keyboarding and word processing I skills on Business Education students' effectiveness in word processing IV in Colleges of Education. However, the researcher observed that, University of Lagos was not included in the sampled universities since it is a Federal University offering Business Education Programme.

Amoor and Magaji (2015) carried out a study on the Place of Secretarial Education in Tertiary Institutions in Kaduna State, Nigeria, for Future Office 2020. Two research questions were raised and two hypotheses were postulated for the study. The descriptive research design of the survey type was used for the study.

The population of the study was 57 Business Education lecturers from three different institutions. A self-structured questionnaire was used for data collection.

Mean scores and PPMC were used for research question and hypotheses respectively for the data analysis.

The findings revealed that, there was significant relationship between mobile-note taking device and web conferencing services and secretarial option of business education programme in tertiary institutions in Kaduna State. It was recommended that, based on both current and future trends in office administration, office technology and information systems, it has become necessary to restructure secretarial education programme in Nigerian tertiary institutions and broaden its scope to meet the ever advancing office administration, office technology and information systems so as to produce competent secretarial administrators that will effectively and efficiently man the future office 2020 and withstand the competitiveness of the labour market.

The present work is similar to the past work because they both emphasized on computer skills. They both differed because the past work was on the need for new ICT skills for secretarial education students in tertiary institution and the implication of not graduating students with such skills in the technological world of work.

Ngaloru (2015) carried out a study on the effects of proofreading and editing skills on students' performance in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria. Four research questions and hypotheses each were raised. Quasi-experimental research design was adopted for the study. The population and sample of the study were 199 and 60 students respectively of

Federal College of Education, Zaria. The data were analyzed using Mean deviation and T-test for both research questions and hypotheses.

The findings of proofreading and editing skills have positive effects on Business Education students' performance typewriting in Federal College of Education Zaria, Kaduna State. It was recommended that, teachers should acquire the skills of proofreading and editing by constant evaluation of their works.

The present and past works are both similar because they looked into secretarial skills, however, they both differ because the present work is on the influence of keyboard and word processing II skills on the business education students' effectiveness in word processing IV.

2.7 Summary of Reviewed Literatures

The chapter gave a theoretical framework of this study where education Theory of Associationism by Aristotle and Hume was stressed. It also highlighted various concepts on which the study was based such as business education, skill, keyboarding and word processing. Skill acquisitions in business education subject areas of accounting, distributive and secretarial were emphasized. Traditional Business education students' Keyboarding and word processing skills and the place of typewriting in the 21st century business education were discussed. New technological tools in business education were also highlighted

Literature on keyboarding and word processing skills on computer were reviewed. Computer studies in business education and the computer application

course in business education were analyzed. The challenges of computer studies in business education were enumerated. This chapter also highlighted secretarial education, Secretarial education in Business education and Computer skills and the Roles of Office secretaries in the 21st century and the implication on Business Education Curriculum. Also, empirical studies of other related works conducted and the summary of the literature.

From the literature reviewed, none of the authors investigated influence of keyboarding and word processing II skills on business education student's effectiveness in word processing IV in colleges of education in North-west zone, Nigeria. It is this gap that the result of this study helped to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter covers the methodology that was used in the collection of data for the study under the following headings:

3.1 Research Design

3.2 Population of the study

3.3 Sample size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validation of the Instrument

3.4.2 Pilot Study

3.4.3. Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

The ex post facto design was used for this study. According to Cameron (2009) Ex post facto is a method of teasing out possible antecedents of events that have happened and cannot, because of this fact, be engineered or manipulated by the investigator. This design was used to gather data and determine if there is a significant relationship between the categorical data.

3.2 Population of the study

The population of this study consisted of 70 students as shown in Table 1 which is made up of 2014/2015 NCE III Secretarial Education Option in Business Education, Federal Colleges of Education in north-west zone, Nigeria.

Table 1: Population of the study

College	Frequency
FCE Zaria	49
FCE Kano	9
FCE Katsina	12
Total	70

Source: Record Offices of the Departments 2015

3.3 Sample Size and Sampling Procedure

According to Illmer (2011), the total population is the most appropriate sample to be studied; this is because the entire population will not be difficult to study. For the purpose of this study, the whole of the population used as shown in Table 1 was used as sample. The number of students was also considerate, thus, no sampling was made for the study. The Colleges of Education selected are the institutions for the study.

3.4 Instrument for Data Collection

The 2014/2015 NCE III Secretarial education students' keyboarding results in NCE I, word processing II results in NCE II and word processing IV results in NCE III were used as primary data in this study because the data were readily

available and suitable for assessing the real performances of students in keyboarding and word processing courses they offered.

3.4.1 Validation of the Instrument

The keyboarding, word processing II and word processing IV results were assessed, approved and released by Academic Boards of the three Federal Colleges of Education in Zaria, Kano and Katsina. They were considered to have achieved a level of validity of the instrument because the Academic Boards comprised authorities in Business Education and other fields of education.

3.4.2 Pilot study

No pilot study was conducted because established results of students were used in the study.

3.4.3 Reliability of the Instrument

The reliability of the instrument was considered to have been achieved because the keyboarding, word processing II and word processing IV results were assessed, approved and released by Academic Boards of the three Federal Colleges of Education, in Zaria, Kano and Katsina.

3.5 Procedure of Data Collection

The researcher obtained a letter of introduction as in appendix 1 from her institution, and visited the schools selected for the study for permission to conduct the study. The researcher personally went to the academic record offices of the institutions under study to get the 2014/2015 NCE III Secretarial education students' keyboarding results when they were in NCE I, word processing II for the same set of students in NCE II and their word processing IV results in NCE III.

3.6 Procedure of Data Analysis

The research questions were answered using the correlation and descriptive statistics of means, standard deviations and standard error. The research hypotheses were tested using the Pearson Product Moment correlation (PPMC) and the t-test statistics to determine the presence of significant influence and relationship between the two variables on word processing IV performance. To reject or accept the null hypothesis formulated for this study, the calculated p value was compared with the alpha value of 0.05 alpha level of significance (P=0.05) and the computed t-value was compared with the value of 1.96. Details of the decision rule are shown below.

Decision Rule:

The benchmark of 2.5 was adopted as the decision criteria for this study. This means that any item with mean score of 2.5 and above will be accepted while those with less than 2.5 will be rejected. Furthermore, if the calculated value of PPMC and t-test are greater than critical value of 0.05 level and lesser than the computed t-value of 1.96 of significance, the null hypothesis will be rejected, while the null hypothesis will be retained if the calculated value of PPMC is less than critical value of 0.05 and t-value is greater than the level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter is presented under the following sub-headings:

4.1 Analysis of Bio-Data of Respondents

4.2 Answers to Research Questions

4.3 Test of Hypotheses

4.4 Summary of Major Findings

4.5 Discussion of Major Findings

4.1 Analysis of Bio-Data of Respondents

The Bio-data of respondents were presented in Tables 2 to 6 as follows:

Table 2: Analysis of Respondent by College

College	Frequency	Percent
FCE Zaria	49	70.0
FCE Kano	9	12.9
FCE Katsina	12	17.1
Total	70	100.0

Source: Field study 2016

According to Table 2, a total of 49 or 70.0% of the students in this study are from FCE Zaria, while 9 others representing 12.9% are from FCE Kano and the rest 17 or 17.1% are students of FCE Katsina.

Table 3: Analysis Respondent of Gender

Gender	Frequency	Percent
Male	43	61.4
Female	27	38.6

Total	70	100.0

Source: Field study 2016

Table 3 above shows the analysis of the respondents by gender. It indicates that a total of 43 or 61.4% of the students are male while the rest 27 or 38.6% are female students.

Table 4: Analysis of NCE I Performance Group

Performance	Frequency	Percent
High Performance	43	68.6
Low Performance	27	31.4
Total	70	100.0

Source: Field study 2016

From table 4, it can be seen that the NCE I students totaling 48 or 68.6% had high performance grade while the rest 22 or 31.4% had low performance grade.

Table 5: Analysis of NCE II Performance Group

Performance	Frequency	Percent
High Performance	51	72.9
Low Performance	19	27.1
Total	70	100.0

Source: Field study 2016

Table 5 shows the NCE II performance group in which 51 or 72.9% of the students had high performance grade while the rest 19 or 27.1% had low performance grade.

Table 6: Analysis of NCE III Performance Group

Performance	Frequency	Percent
High Performance	47	67.1
Low Performance	23	32.9

Total	70	100.0

Source: Field study 2016

Finally, Table 6 shows that 47 or 67.1% of the NCE III students had high performance grade in their group while the rest which are 23 or 32.9% had low performance grade.

4.2 Answers to Research Questions

Statistical solutions were given to the five research questions raised and these are presented in Tables 7 to 11.

Research Question 1: What is the influence of business education students' high grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria?

To address this Research Question, data collected were summarized in Table 7

Table 7: Descriptive Statistics of Influence of Business Education Students' High Grades in Keyboarding on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision
Performance in Word Processing IV	45	57.422	7.078				
				43	0.883	0.294	Proportional influence exist
High grade performance in keyboarding	45	59.133	8.745				

Source: Field study 2016

Results emanating from the correlation statistics above showed that there is influence of business education students' high grades in keyboarding on their performance in word processing IV in North-west zone, Nigeria at a correlation index level of 0.883. This implies that the relationship or influence is proportional, the higher the students' high

grades in keyboarding, the higher their effectiveness in word processing IV in North-west zone, Nigeria and vice versa.

Research Question 2: What is the influence of business education students' low grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria?

To address this Research Question, data collected were summarized in Table 8

Table 8: Descriptive Statistics on Influence of Business Education Students' Low Grades in Keyboarding on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision
Performance in Word Processing IV	25	43.880	9.007				
				23	0.712	0.413	Positive significant influence exist
Low grade performance in keyboarding	25	34.441	13.970				

Source: Field study 2016

It can be observed from the result above that, the influence of business education students' low grades in keyboarding on their performance in word processing IV in North-west zone, Nigeria, is proportional, at a correlation index level of 0.712. This implies that the relationship or influence is proportional, the higher the students' low grades in keyboarding, the higher their effectiveness in word processing IV in North-west zone, Nigeria and vice versa.

Research Question 3: What is the influence of business education students' high grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria?

To address this Research Question, data collected were summarized in Table 9

Table 9: Descriptive Statistics on Influence of Business Education Students' High Grades in Word Processing II on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision
Performance in Word Processing IV	51	56.078	8.073				
				49	0.738	0.279	Positive significant influence exist
High grade performance in word processing II	51	59.491	9.557				

Source: Field study 2016

The outcome of the Correlation statistics above revealed that there is a significant influence of business education students' high grades in word processing II on their performance in word processing IV in North-west zone, Nigeria at a correlation index level of 0.738. This implies that, there is a positive and significant relationship or influence is proportional, the higher the students' high grades in word processing II, the higher their effectiveness in word processing IV in North-west zone, Nigeria and vice versa.

Research Question 4: What is the influence of business education students' low grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria?

To address this Research Question, data collected were summarized in Table 10

Table 10: Descriptive Statistics on Influence of Business Education Students' Low Grades in Word Processing II on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision
Performance in Word Processing IV	19	43.210	9.273				
				17	0.390	0.482	Positive influence exist between the two variables
Low grade performance in word processing II	19	41.050	3.613				

Source: Field study 2016

According to the results of the Correlation (PPMC) statistics above, business education students' low grades in word processing II has no influence on their performance in word processing IV in North-west zone, Nigeria. This implies that the low grades in Word processing II do not significantly influence their effectiveness in Word Processing IV.

Research Question 5: Business education students' gender has any influence on their effectiveness in keyboarding, word processing II and word processing IV in North-west zone, Nigeria?

To address this Research Question, data collected were summarized in Table 11

Table 11: Descriptive Statistics of Business Education Students' Gender on their Effectiveness in Keyboarding, Word Processing II and Word Processing IV in North-West Zone, Nigeria

Variable	Gender	N	Mean	SD	Std. Err Mean	Remarks Diff

Keyboarding	Male	43	55.76	12.712	1.931	1.11	Gender does not influence performance
	Female	27	54.12	11.111	1.812		
Wordprocessing II	Male	43	56.81	12.638	1.927	1.03	Gender does not influence performance
	Female	27	55.78	11.188	1.768		
Wordprocessing IV	Male	43	54.95	12.967	1.977	1.17	Gender does not influence performance
	Female	27	53.78	14.157	2.274		

Source: Field study 2016

Based on the Results of the mean statistic above, there is no significant influence of business education students' gender on their performances in keyboarding, word processing II and word processing IV in the North-west zone in Nigeria. The mean performances in keyboarding of male and female were 55.76 and 54.12 respectively, while for the word processing II, the performances of male and female were 56.81 and 55.78 respectively. Also, their performances in word processing IV for male and female were 54.950 and 53.780 respectively. This implies that business education students' gender has no significant influence on their effectiveness in keyboarding, word processing II and word processing IV in the North-west zone in Nigeria.

4.3. Test of Null Hypotheses

In pursuance of the objectives of this study and to provide statistical solutions to the five null hypotheses raised, they were tested. The tests to the null hypotheses are presented on tables 12 to 16

Hypothesis 1: There is no significant influence of business education students' high grades in keyboarding on their effectiveness in word processing IV in north-west zone, Nigeria

To address this hypothesis, data collected were summarized in table 12

Table 12: Pearson Product Moment Correlation (PPMC) Statistics on Influence of Business Education Students' High Grades in Keyboarding on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision	P
Performance in Word Processing IV	45	57.422	7.078	43				
					0.883	0.294	Proportional influence exist	0.001
High grade performance in keyboarding	45	59.133	8.745	43				

Source: Field study 2016

Results emanating from the Pearson product moment correlation statistics above showed that there is a significant influence of business education students' high grades in keyboarding on their performance in word processing IV in North-west zone, Nigeria. This is because the calculated p value of 0.001 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.883. This implies that the relationship or influence is proportional, the higher the students' high grades in keyboarding, the higher their performance in word processing IV in North-west zone, Nigeria and vice versa. Therefore The null hypothesis which stated that there is no significant influence of business education students' high grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria, is hereby rejected

Hypothesis two: There is no significant influence of business education students' low grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria

To address this hypothesis, data collected were summarized in Table 13

Table 13: Pearson Product Moment Correlation (PPMC) Statistics on Influence of Business Education Students' Low Grades in Keyboarding on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision	P
Performance in Word Processing IV	25	43.880	9.007	23				
					0.712	0.413	Positive significant influence exist	0.009
Low grade performance in keyboarding	25	34.441	13.970	23				

Source: Field study 2016

It can be observed from the result above that, there is a significant influence of business education students' low grades in keyboarding on their performance in word processing IV in North-west zone, Nigeria. This is because the calculated p value of 0.009 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.712. This implies that, the relationship or influence is proportional, the higher the students' low grades in keyboarding, the higher their performance in word processing IV in north-west zone, Nigeria and vice versa. Therefore, the null hypothesis which stated that there is no significant influence of business education students' low grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria, is hereby rejected.

Hypothesis Three: There is no significant influence of business education students' high grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria

To address this hypothesis, data collected were summarized in Table 14

Table 14: Pearson Product Moment Correlation (PPMC) Statistics on Influence of Business Education Students' High Grades in Word Processing II on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision	P
Performance in Word Processing IV	51	56.078	8.073	49				
					0.738	0.279	Significant positive influence exist	0.009
High grade performance in Word processing II	51	59.491	9.557	49				

Source: Field study 2016

The outcome of the Pearson Product Moment Correlation (PPMC) statistics above revealed that, there is a significant influence of business education students' high grades in word processing II on their performance in word processing IV in North-west zone, Nigeria. This is because the calculated p value of 0.003 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.738. This implies that, the relationship or influence is proportional, the higher the students' high grades in word processing II, the higher their performance in word processing IV in North-west zone, Nigeria and vice versa. Therefore, the null hypothesis which stated that there is no significant influence of business education students' high grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria is hereby rejected.

Hypothesis Four: There is no significant influence of business education students' low grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria.

To address this hypothesis, data collected were summarized in Table 15

Table 15: Pearson Product Moment Correlation Statistics (PPMC) Statistics on Influence of Business Education Students' Low Grades in Word Processing II on their Effectiveness in Word Processing IV in North-West Zone, Nigeria

Variables	N	Mean	SD	Df	r.Cal	r.Crit	Decision	P
Performance in Word Processing IV	19	43.210	9.273	17				
					0.390	0.482	Positive influence exist between the two variables	0.098
Low grade performance in Word processing II	19	41.050	3.613	17				

Source: Field study 2016

According to the results of the Pearson Product Moment Correlation (PPMC) statistics above, there is no significant influence of business education students' low grades in word processing II on their performance in word processing IV in north-west zone, Nigeria. This is because the calculated p value of 0.098 was found to be higher than the 0.05 alpha level of significance at a correlation index level of 0.390. This implies that, the low grade on Word processing II does not significantly influence their performance in Word Processing IV. Therefore, the null hypothesis which stated that there is no significant influence of business education students' low grades in word processing II on their effectiveness in word processing IV in north-west zone, Nigeria is hereby accepted and retained.

Hypothesis Five: There is no significant influence of business education students' gender on their effectiveness in keyboarding, word processing II and word processing IV in North-west zone, Nigeria.

To address this hypothesis, data collected were summarized in Table 16

Table 16: Independent T Test Statistics on Influence of Business Education Students' Gender on their Effectiveness in Keyboarding, Word Processing II and Word Processing IV in North-West Zone, Nigeria

Variable	Gender	N	Mean	Std. Dev	Std. Err	Df	t Cal	t Crit	P
Keyboarding	Male	43	55.76	12.712	1.931	68	1.132	1.96	0.081
	Female	27	54.12	11.111	1.812				
Word Processing II	Male	43	56.81	12.638	1.927	68	1.148	1.96	0.089
	Female	27	55.78	11.188	1.768				
Word Processing IV	Male	43	54.95	12.967	1.977	68	1.569	1.96	0.121
	Female	27	53.78	14.157	2.724				

Source: Field study 2016

Based on the Results of the Independent t test statistic above, there is no significant influence of business education students' gender on their performances in keyboarding word processing II and word processing IV in north-west zone, Nigeria. This is because the calculated p values of 0.081, 0.081 and 0.121 were found to be higher than the 0.05 alpha level of significance and the computed t values of 1.132, 1.148 and 1.569 is lower than the t critical value of 1.96 at df 68. The performances in keyboarding for male and female students were 55.76 and 54.12 respectively. The word processing II performance for male and female were 56.81 and 55.78 respectively. Also, word processing IV performances of male and female business education students were 54.950 and 53.780 respectively. This implies that, business education students' gender has no significant influence on their performances in keyboarding, word processing II and word processing IV in North-west zone, Nigeria. Therefore, the null hypothesis which stated

that there is no significant influence of business education students' gender on their effectiveness in keyboarding word processing III in North-west zone, Nigeria, is hereby accepted and retained.

4.4 Discussion of Major Findings

Research question one and null hypothesis one, which stated that there is no significant influence of business education students' high grades in keyboarding on their effectiveness in word processing IV in North-west zone, Nigeria was rejected. This is because the calculated p value of 0.001 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.883. This implies that the relationship or influence is proportional, the higher the students' high grades in keyboarding, the higher their effectiveness in word processing IV in north-west zone, Nigeria and vice versa.

It can be observed from the result above that; high grade in keyboarding has significant influence on the effectiveness of students in word processing IV. This is in line with the work of Lubbe et al (2006) who concluded that keyboarding skills are a necessary skill and if mastered in the form of touch-typing, it can greatly improve the productivity of computer users.

Research question two and null hypothesis two, which states that there is no significant influence of business education students' low grades in keyboarding on their effectiveness in word processing IV in north-west zone, Nigeria was rejected. This is because the calculated p value of 0.009 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.712. This implies that, the

relationship or influence is proportional, the higher the students' low grades in keyboarding, the higher their effectiveness in word processing IV in north-west zone, Nigeria and vice versa.

It can be observed from the result above that, low grade in keyboarding has influence on the effectiveness of business education students in word processing IV. This is related to the opinion of Gondree (2014) who stated that poor keyboarding skill affects students' ability to complete course-related tasks, projects and assignments.

Research question three and null hypothesis three which stated that there is no significant influence of business education students' high grades in word processing II on their effectiveness in word processing IV in North-west zone, Nigeria was rejected. This is because the calculated p value of 0.003 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.738. This implies that, the relationship or influence is proportional, the higher the students' high grades in word processing II, the higher their effectiveness in word processing IV in north-west zone, Nigeria and vice versa. It also relates to Graham (2008) who stated that if students do not learn to type fluently, one of the primary advantages of word processing that is speed of producing text is lost.

Research question four and null hypothesis four which stated that there is no significant influence of business education students' low grades in computer word processing II on their effectiveness in word processing IV in north-west zone, Nigeria was accepted. This is because the calculated p value of 0.098 was found to be higher than

the 0.05 alpha level of significance at a correlation index level of 0.390. This implies that the low grades in Word processing II does not significantly influence on their effectiveness in Word Processing IV

Research question five and null hypothesis five which stated that there is no significant influence of business education students' gender on their effectiveness in keyboarding, word processing II and word processing IV in north-west zone, Nigeria was accepted and retained. This is because the calculated p values of 0.081, 0.081 and 0.121 were found to be higher than the 0.05 alpha level of significance and the computed t values of 1.132, 1.148 and 1.569 is lower than the t critical value of 1.96 at df 68. The performances in keyboarding for male and female students were 55.76 and 54.12 respectively. The word processing II performance for male and female were 56.81 and 55.78 respectively. Also, word processing IV performances of male and female business education students were 54.950 and 53.780 respectively. This implies that, business education students' gender has no significant influence on their effectiveness in keyboarding, word processing II and word processing IV in north-west zone, Nigeria. This is related to the conclusion in the work of Adigun (2015) who stated that there is no significant difference in students' academic achievement and retention in computer studies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is presented under the following sub-headings:

5.1 Summary

5.2 Contribution to Knowledge

5.3 Conclusion

5.4 Recommendation

5.5 Suggestion for Further Studies

5.1 Summary

This study has assessed the influence of keyboarding and word processing II skills on Business Education students' effectiveness in word processing IV in colleges of education in the North-west zone of Nigeria. This was because of the challenge and observation that most business education graduates possess little or inappropriate knowledge of computer despite the various provisions made to improve educational standard and enhance computer literacy in institutions of higher learning in Nigeria.

Chapter one of this research gave the background to the study, statement of the problems, research questions, significance of the study, basic assumptions and delimitation of the study. Also in chapter one, five null hypotheses were formulated for testing so as to accept or reject the basic assumptions made by the study.

Relevant literatures were reviewed in chapter two on keyboarding, word processing, secretarial education and skill acquisition in Business Education. The study was anchored on Hume's theory of Associationism, which is a theory connecting how perception (Impression) determine trains of thought (succession of ideas).

The ex post facto design was adopted and secondary data were collected from a total population of 70 NCE III Business Education students' results in

keyboarding, word processing II and word processing IV. The data were run using a statistical package of social science of 20th edition.

The research questions were answered using correlation and descriptive analysis of mean, standard deviation and standard error while the null research hypotheses were interpreted using the Pearson Product Moment correlation (PPMC) and t-Test to determine the presence of significance. The study found that keyboarding skills at NCE I and word processing II skills at NCE II have significant influence on the performance of NCE III business education students in word processing IV but that gender has no significant influence on their performance in all the three courses at all levels.

5.2 Contribution to Knowledge

1. The study established that high grade in keyboarding have influence on students' effectiveness in word processing IV in north-west zone, in Nigeria. This is because the calculated p value of 0.001 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.883.
2. The study established that low grade in keyboarding have influence on students' effectiveness in word processing IV in north-west zone, in Nigeria. This is because the calculated p value of 0.009 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.712.

3. The study established that high grade in word processing II have influence on students' effectiveness in word processing IV in North-west zone, in Nigeria. This is because the calculated p value of 0.003 was found to be lower than the 0.05 alpha level of significance at a correlation index level of 0.738.

4. The study established that low grade in word processing II have influence no students' effectiveness in word processing IV in north-west zone, in Nigeria. This is because the calculated p value of 0.098 was found to be higher than the 0.05 alpha level of significance at a correlation index level of 0.390.

5. The study established that Business education students gender has no influence on students' effectiveness in keyboarding, word processing II and word processing IV in North-west zone, in Nigeria. This is because the calculated p values of 0.081, 0.081 and 0.121 were found to be higher than the 0.05 alpha level of significance.

5.3 Conclusion

The study revealed among others that, business education students high and low grades in keyboarding and word processing II have influence on their effectiveness in word processing IV and gender has no influence on their effectiveness in all the three subjects at all levels. If this is the case, one can

conclude that students with good background knowledge in keyboarding and word processing II will perform effectively in word processing IV.

5.4 Recommendations

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

1. Students should be given regular training on keyboarding and word processing II by their lecturers to improve their effectiveness and proficiency in word processing IV and ultimately in Business Education.
2. School management should provide standard computer laboratories with well equipped modern computer hardware and software; this will give room for better exposition, optimum usage of practice periods and improved effectiveness in keyboarding, word processing II and word processing IV.
3. Governments and other stakeholders in education should grant scholarship and employment to students who excel in keyboarding, word processing II and IV.
4. The handlers of these courses in the various institutions should restrategize their teaching and put more innovative efforts to make students' performances improve.
5. Educational policy makers for Colleges of Education should make computer literacy and at least dexterity in computer keyboarding a prerequisite for admission of new students for NCE level of Business Education.

5.5 Suggestion for Further studies

This study was by no means exhaustive. The selected research sample comprised only Federal Colleges of Education in northwest zone whereas other colleges of education in the zone and in other zones in Nigeria were not considered. Thus, further researches should be carried out in discovering the Influence of keyboarding and word processing II skills on Business Education students' effectiveness in word processing IV in other colleges of education which may include other Federal, States or privately owned in Nigeria.

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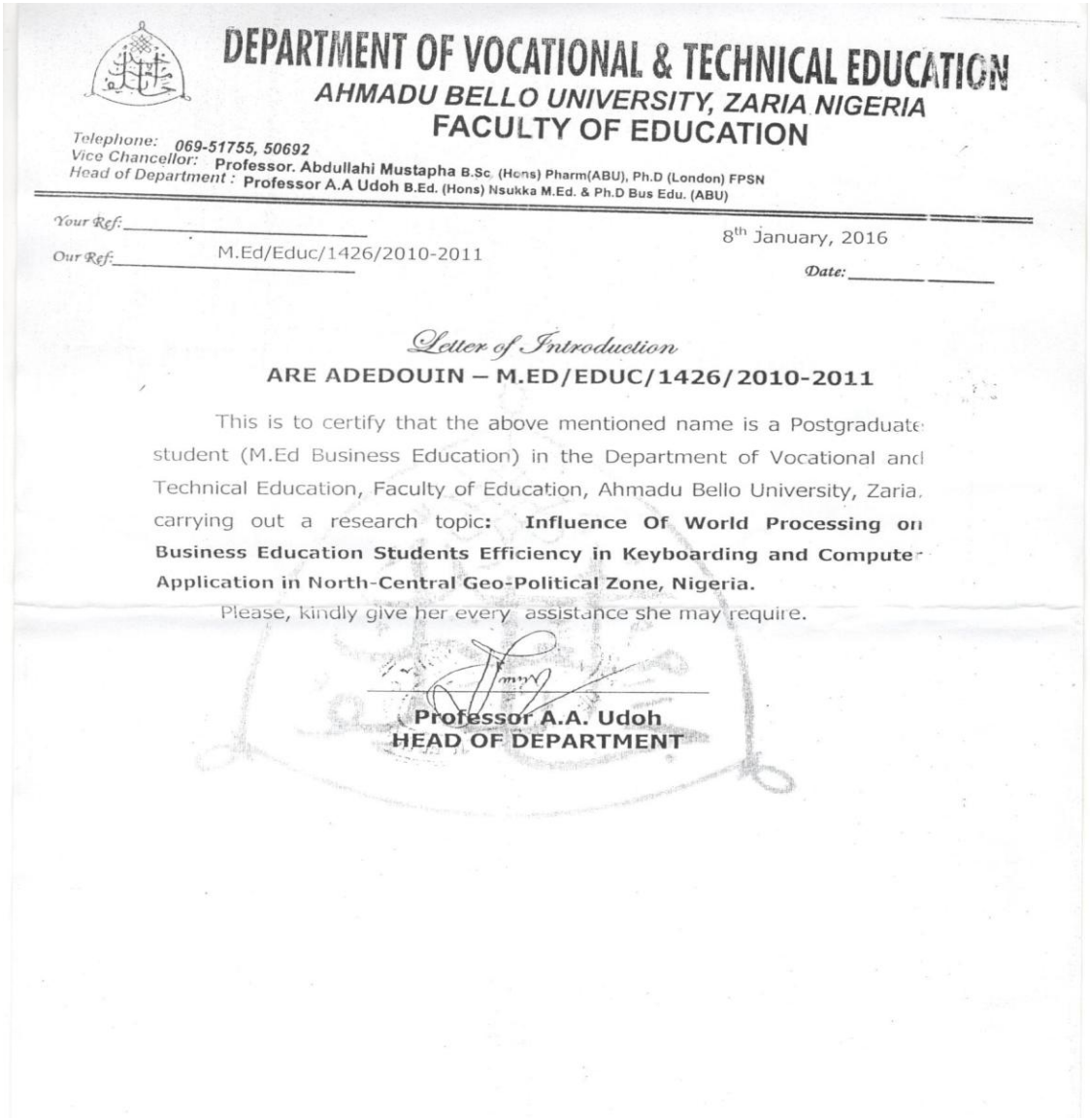
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APPENDIX I

LETTER OF INTRODUCTION



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor. Abdullahi Mustapha B.Sc (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department : Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Your Ref: _____
Our Ref: M.Ed/Educ/1426/2010-2011

8th January, 2016
Date: _____

Letter of Introduction

ARE ADEDOUIN – M.ED/EDUC/1426/2010-2011

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic: **Influence Of World Processing on Business Education Students Efficiency in Keyboarding and Compute Application in North-Central Geo-Political Zone, Nigeria.**

Please, kindly give her every assistance she may require.

Professor A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX II

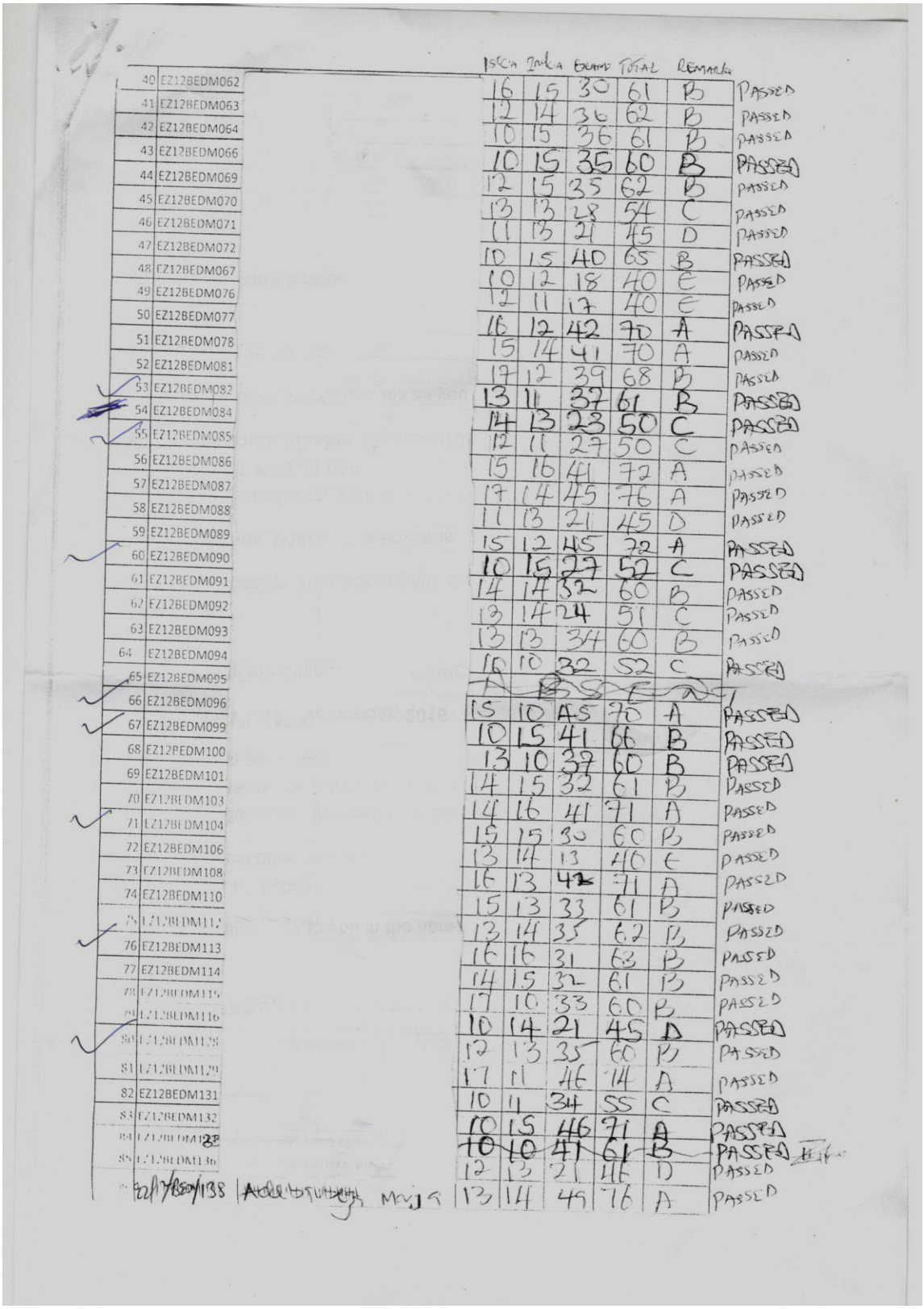
FCE ZARIA KEYBOARDING RESULT

KEYBOARDING (BED 127)

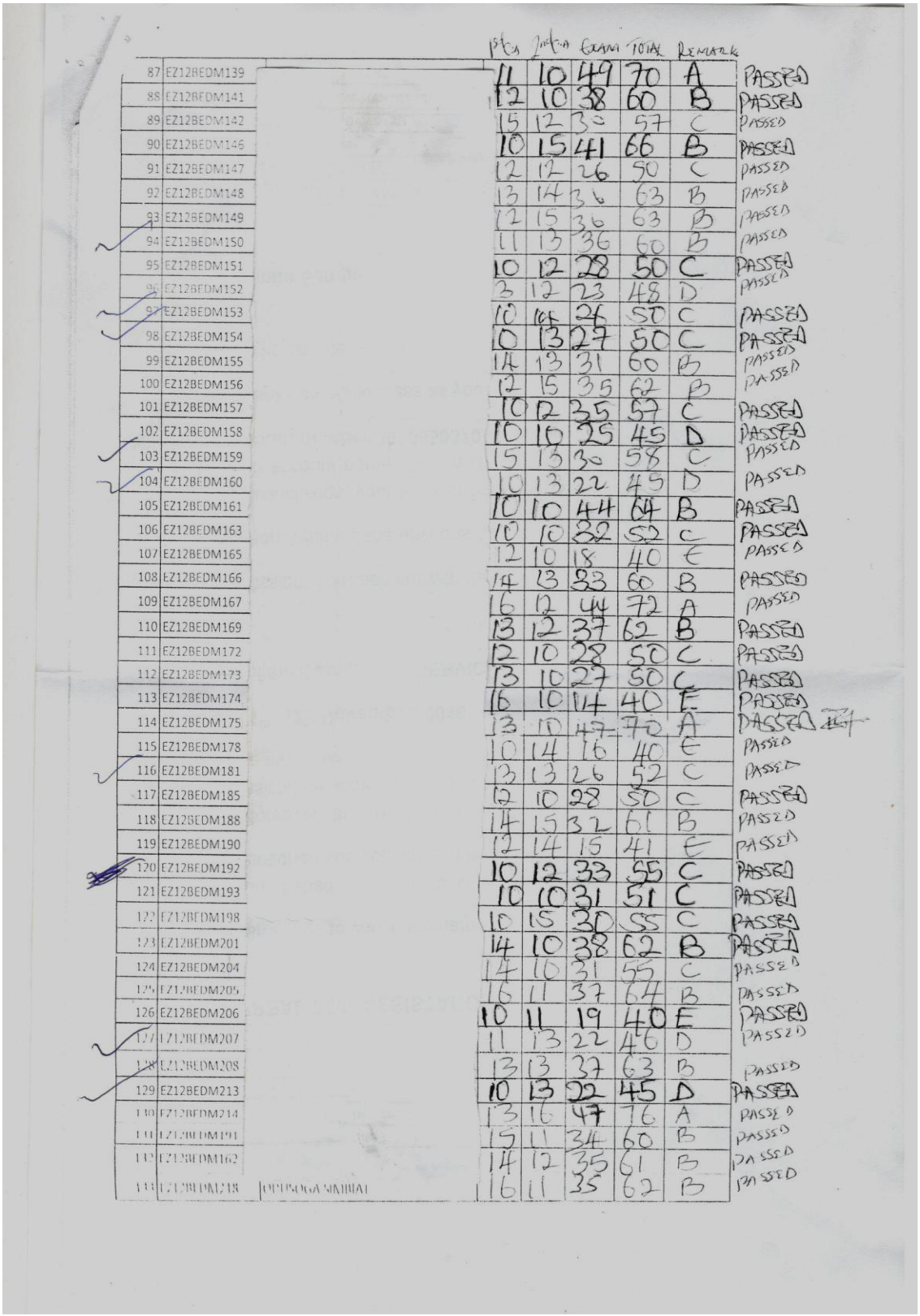
BUSINESS EDUCATION DEPARTMENT
FEDERAL COLLEGE OF EDUCATION, ZARIA
NCE 1 SCORE SHEET 2012/2013 SESSION

S/NO	REG. NO	NAME	TEST A	TEST B	EXAMS	TOTAL	REMARKS	
	EZ12BEDM002		13	14	35	62	B	PASSED
	EZ12BEDM005		15	10	30	55	C	PASSED
1	EZ12BEDM006		10	15	41	66	B	PASSED
2	EZ12BEDM010		13	13	14	40	E	PASSED
3	EZ12BEDM011		12	15	48	75	A	PASSED
4	EZ12BEDM013		16	13	44	73	A	PASSED
5	EZ12BEDM014		16	15	43	74	A	PASSED
6	EZ12BEDM015		13	15	43	71	A	PASSED
7	EZ12BEDM017		06	05	05	16	F	FAILED
8	EZ12BEDM018		14	14	32	60	B	PASSED
9	EZ12BEDM020		15	15	38	68	B	PASSED
10	EZ12BEDM021		10	15	41	66	B	PASSED
11	EZ12BEDM022		13	16	45	74	A	PASSED
12	EZ12BEDM024		14	13	34	61	B	PASSED
13	EZ12BEDM026		12	13	23	48	D	PASSED
14	EZ12BEDM027		15	13	42	70	A	PASSED
15	EZ12BEDM028		11	13	28	52	C	PASSED
16	EZ12BEDM030		16	10	38	64	B	PASSED
17	EZ12BEDM031		12	12	30	54	C	PASSED
18	EZ12BEDM032		13	12	36	60	B	PASSED
19	EZ12BEDM034		14	17	42	73	A	PASSED
20	EZ12BEDM035		15	14	32	61	B	PASSED
21	EZ12BEDM036		16	10	35	61	B	PASSED
22	EZ12BEDM037		18	13	30	61	B	PASSED
23	EZ12BEDM038		11	17	38	66	B	PASSED
24	EZ12BEDM039		13	14	27	54	C	PASSED
25	EZ12BEDM040		16	12	33	61	B	PASSED
26	EZ12BEDM043		11	15	27	53	C	PASSED
27	EZ12BEDM044		13	13	24	50	C	PASSED
28	EZ12BEDM045		10	15	15	40	E	PASSED
29	EZ12BEDM046		14	12	27	53	C	PASSED
30	EZ12BEDM049		13	16	31	60	B	PASSED
31	EZ12BEDM050		13	15	24	50	C	PASSED
32	EZ12BEDM052		12	16	28	56	C	PASSED
33	EZ12BEDM053		11	14	28	53	C	PASSED
34	EZ12BEDM055		12	12	41	65	B	PASSED
35	EZ12BEDM056		14	15	21	50	C	PASSED
36	EZ12BEDM057		15	14	52	81	A	PASSED
37	EZ12BEDM058		13	16	45	75	A	PASSED
38	EZ12BEDM059		13	11	30	54	C	PASSED
39	EZ12BEDM060		12	15	24	51	C	PASSED

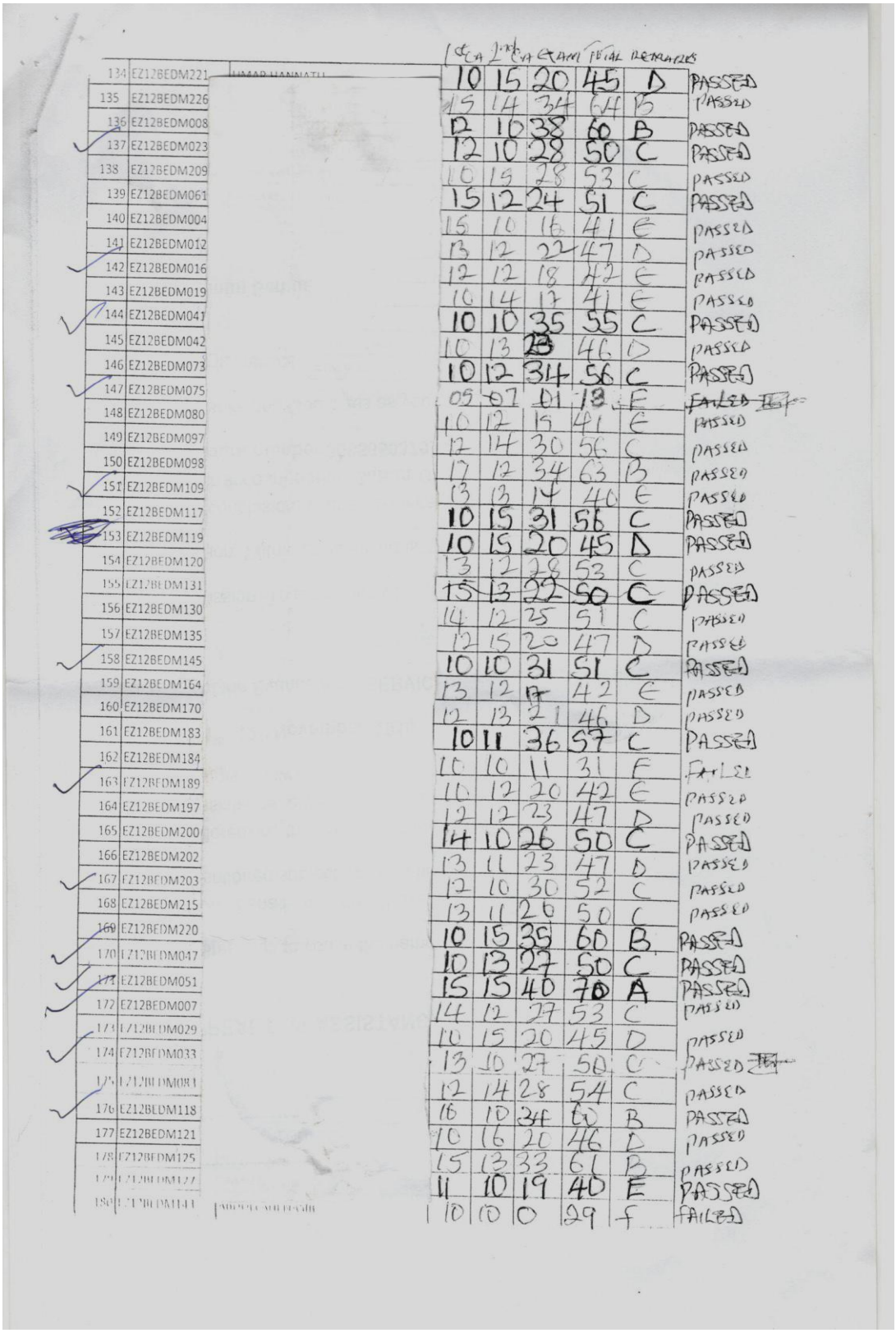
65
186, 192, 204



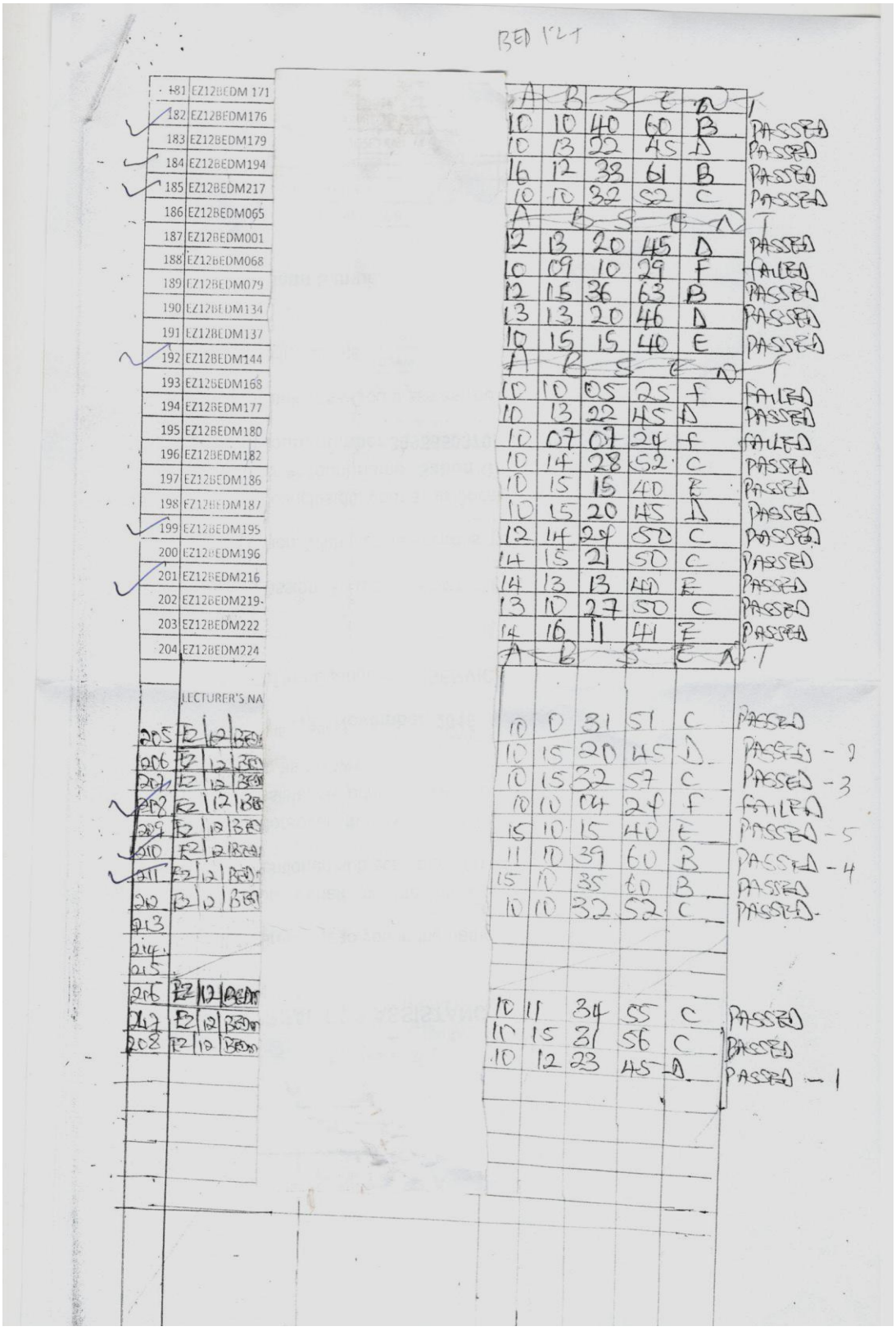
		ISCA	Intra	Exams	TOTAL		Remarks
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41	EZ12BEDM063	12	14	36	62	B	PASSED
42	EZ12BEDM064	10	15	36	61	B	PASSED
43	EZ12BEDM066	10	15	35	60	B	PASSED
44	EZ12BEDM069	12	15	35	62	B	PASSED
45	EZ12BEDM070	13	13	28	54	C	PASSED
46	EZ12BEDM071	11	13	21	45	D	PASSED
47	EZ12BEDM072	10	15	40	65	B	PASSED
48	EZ12BEDM067	10	12	18	40	E	PASSED
49	EZ12BEDM076	12	11	17	40	E	PASSED
50	EZ12BEDM077	16	12	42	70	A	PASSED
51	EZ12BEDM078	15	14	41	70	A	PASSED
52	EZ12BEDM081	17	12	39	68	B	PASSED
53	EZ12BEDM082	13	11	37	61	B	PASSED
54	EZ12BEDM084	14	13	23	50	C	PASSED
55	EZ12BEDM085	12	11	27	50	C	PASSED
56	EZ12BEDM086	15	16	41	72	A	PASSED
57	EZ12BEDM087	17	14	45	76	A	PASSED
58	EZ12BEDM088	11	13	21	45	D	PASSED
59	EZ12BEDM089	15	12	45	72	A	PASSED
60	EZ12BEDM090	10	15	27	52	C	PASSED
61	EZ12BEDM091	14	14	32	60	B	PASSED
62	EZ12BEDM092	13	14	24	51	C	PASSED
63	EZ12BEDM093	13	13	34	60	B	PASSED
64	EZ12BEDM094	16	10	32	52	C	PASSED
65	EZ12BEDM095						
66	EZ12BEDM096	15	10	45	70	A	PASSED
67	EZ12BEDM099	10	15	41	66	B	PASSED
68	EZ12PEDM100	13	10	37	60	B	PASSED
69	EZ12BEDM101	14	15	32	61	B	PASSED
70	EZ12BEDM103	14	16	41	71	A	PASSED
71	EZ12BEDM104	15	15	30	60	B	PASSED
72	EZ12BEDM106	13	14	13	40	E	PASSED
73	EZ12BEDM108	16	13	42	71	A	PASSED
74	EZ12BEDM110	15	13	33	61	B	PASSED
75	EZ12BEDM112	13	14	35	62	B	PASSED
76	EZ12BEDM113	16	16	31	63	B	PASSED
77	EZ12BEDM114	14	15	32	61	B	PASSED
78	EZ12BEDM115	17	10	33	60	B	PASSED
79	EZ12BEDM116	10	14	21	45	D	PASSED
80	EZ12BEDM128	12	13	35	60	B	PASSED
81	EZ12BEDM129	17	11	46	74	A	PASSED
82	EZ12BEDM131	10	11	34	55	C	PASSED
83	EZ12BEDM132	10	15	46	71	A	PASSED
84	EZ12BEDM138	10	10	41	61	B	PASSED
85	EZ12BEDM136	12	13	21	46	D	PASSED
		13	14	49	76	A	PASSED



		Pts	Interim	Exam	TOTAL	Remarks	
87	EZ12BEDM139	11	10	49	70	A	PASSED
88	EZ12BEDM141	12	10	38	60	B	PASSED
89	EZ12BEDM142	15	12	30	57	C	PASSED
90	EZ12BEDM146	10	15	41	66	B	PASSED
91	EZ12BEDM147	12	12	26	50	C	PASSED
92	EZ12BEDM148	13	14	36	63	B	PASSED
93	EZ12BEDM149	12	15	36	63	B	PASSED
94	EZ12BEDM150	11	13	36	60	B	PASSED
95	EZ12BEDM151	10	12	28	50	C	PASSED
96	EZ12BEDM152	3	12	23	48	D	PASSED
97	EZ12BEDM153	10	14	26	50	C	PASSED
98	EZ12BEDM154	10	13	27	50	C	PASSED
99	EZ12BEDM155	14	13	31	60	B	PASSED
100	EZ12BEDM156	12	15	35	62	B	PASSED
101	EZ12BEDM157	10	12	35	57	C	PASSED
102	EZ12BEDM158	10	10	25	45	D	PASSED
103	EZ12BEDM159	15	13	30	58	C	PASSED
104	EZ12BEDM160	10	13	22	45	D	PASSED
105	EZ12BEDM161	10	10	44	64	B	PASSED
106	EZ12BEDM163	10	10	32	52	C	PASSED
107	EZ12BEDM165	12	10	18	40	E	PASSED
108	EZ12BEDM166	14	13	33	60	B	PASSED
109	EZ12BEDM167	16	12	44	72	A	PASSED
110	EZ12BEDM169	13	12	37	62	B	PASSED
111	EZ12BEDM172	12	10	28	50	C	PASSED
112	EZ12BEDM173	13	10	27	50	C	PASSED
113	EZ12BEDM174	16	10	14	40	E	PASSED
114	EZ12BEDM175	13	10	47	70	A	PASSED
115	EZ12BEDM178	10	14	16	40	E	PASSED
116	EZ12BEDM181	13	13	26	52	C	PASSED
117	EZ12BEDM185	12	10	28	50	C	PASSED
118	EZ12BEDM188	14	15	32	61	B	PASSED
119	EZ12BEDM190	12	14	15	41	E	PASSED
120	EZ12BEDM192	10	12	33	55	C	PASSED
121	EZ12BEDM193	10	10	31	51	C	PASSED
122	EZ12BEDM198	10	15	30	55	C	PASSED
123	EZ12BEDM201	14	10	38	62	B	PASSED
124	EZ12BEDM204	14	10	31	55	C	PASSED
125	EZ12BEDM205	16	11	37	64	B	PASSED
126	EZ12BEDM206	10	11	19	40	E	PASSED
127	EZ12BEDM207	11	13	22	46	D	PASSED
128	EZ12BEDM208	13	13	37	63	B	PASSED
129	EZ12BEDM213	10	13	22	45	D	PASSED
130	EZ12BEDM214	13	16	47	76	A	PASSED
131	EZ12BEDM191	15	11	34	60	B	PASSED
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133	EZ12BEDM218	16	11	35	62	B	PASSED

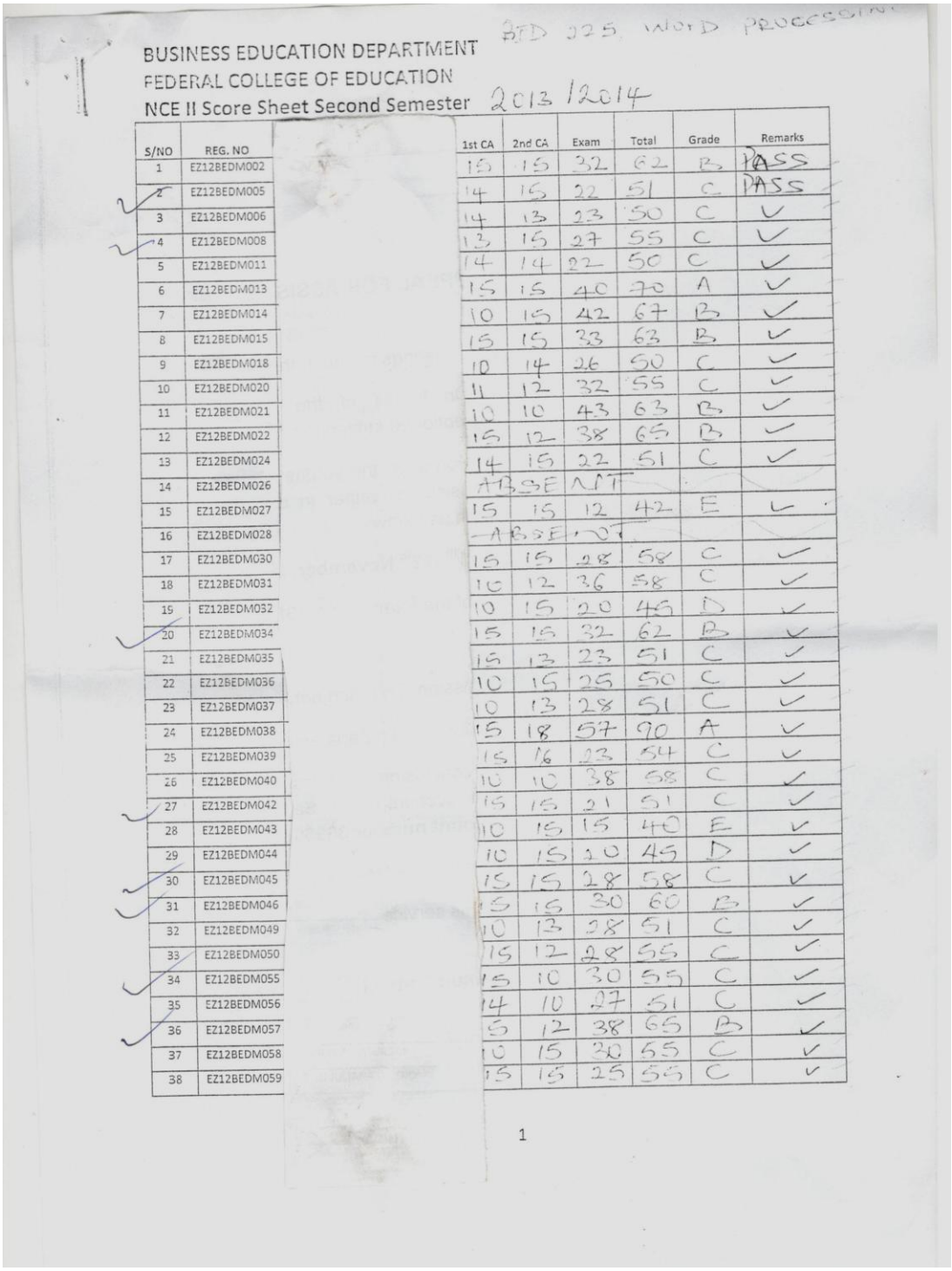


		CA	2nd CA	EXAM	TOTAL	REMARKS
134	EZ12BEDM221	10	15	20	45	D
135	EZ12BEDM226	15	14	34	64	B
136	EZ12BEDM008	12	10	38	60	B
137	EZ12BEDM023	12	10	28	50	C
138	EZ12BEDM209	10	15	28	53	C
139	EZ12BEDM061	15	12	24	51	C
140	EZ12BEDM004	15	10	16	41	E
141	EZ12BEDM012	13	12	22	47	D
142	EZ12BEDM016	12	12	18	42	E
143	EZ12BEDM019	16	14	17	41	E
144	EZ12BEDM041	10	10	35	55	C
145	EZ12BEDM042	10	13	23	46	D
146	EZ12BEDM073	10	12	34	56	C
147	EZ12BEDM075	05	07	01	13	F
148	EZ12BEDM080	10	12	19	41	E
149	EZ12BEDM097	12	14	30	56	C
150	EZ12BEDM098	17	12	34	63	B
151	EZ12BEDM109	13	13	14	40	E
152	EZ12BEDM117	10	15	31	56	C
153	EZ12BEDM119	10	15	20	45	D
154	EZ12BEDM120	13	12	28	53	C
155	EZ12BEDM131	15	13	22	50	C
156	EZ12BEDM130	14	12	25	51	C
157	EZ12BEDM135	12	15	20	47	D
158	EZ12BEDM145	10	10	31	51	C
159	EZ12BEDM164	13	12	17	42	E
160	EZ12BEDM170	12	13	21	46	D
161	EZ12BEDM183	10	11	36	57	C
162	EZ12BEDM184	10	10	11	31	F
163	EZ12BEDM189	10	12	20	42	E
164	EZ12BEDM197	12	12	23	47	D
165	EZ12BEDM200	14	10	26	50	C
166	EZ12BEDM202	13	11	23	47	D
167	EZ12BEDM203	12	10	30	52	C
168	EZ12BEDM215	13	11	26	50	C
169	EZ12BEDM220	10	15	35	60	B
170	EZ12BEDM047	10	13	27	50	C
171	EZ12BEDM051	15	15	40	70	A
172	EZ12BEDM007	14	12	27	53	C
173	EZ12BEDM029	10	15	20	45	D
174	EZ12BEDM033	13	10	27	50	C
175	EZ12BEDM083	12	14	28	54	C
176	EZ12BEDM118	16	10	34	60	B
177	EZ12BEDM121	10	16	20	46	D
178	EZ12BEDM125	15	13	33	61	B
179	EZ12BEDM127	11	10	19	40	E
180	EZ12BEDM141	10	10	10	29	F


BED 12 T
181 EZ12BEDM 171
182 EZ12BEDM176
183 EZ12BEDM179
184 EZ12BEDM194
185 EZ12BEDM217
186 EZ12BEDM065
187 EZ12BEDM001
188 EZ12BEDM068
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201 EZ12BEDM216
202 EZ12BEDM219
203 EZ12BEDM222
204 EZ12BEDM224
LECTURER'S NA
A B S E N T
10 10 40 60 B PASSED
10 13 22 45 D PASSED
16 12 33 61 B PASSED
10 10 32 52 C PASSED
A B S E N T
12 13 20 45 D PASSED
10 09 10 29 F FAILED
12 15 36 63 B PASSED
13 13 20 46 D PASSED
10 15 15 40 E PASSED
A B S E N T
10 10 05 25 f FAILED
10 13 22 45 D PASSED
10 07 07 24 f FAILED
10 14 28 52 C PASSED
10 15 15 40 E PASSED
10 15 20 45 D PASSED
12 14 24 50 C PASSED
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14 13 13 40 E PASSED
13 10 27 50 C PASSED
14 16 11 41 E PASSED
A B S E N T
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15 10 15 40 E PASSED - 5
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15 10 35 60 B PASSED
10 10 32 52 C PASSED
10 11 34 55 C PASSED
10 15 31 56 C PASSED
10 12 23 45 D PASSED - 1

APPENDIX III

FCE ZARIA WORD PROCESSING II RESULT



BUSINESS EDUCATION DEPARTMENT
FEDERAL COLLEGE OF EDUCATION
NCE II Score Sheet Second Semester 2013/2014

BED 225 WORD PROCESSING

S/NO	REG. NO	1st CA	2nd CA	Exam	Total	Grade	Remarks
1	EZ12BEDM002	15	15	32	62	B	PASS
2	EZ12BEDM005	14	15	22	51	C	PASS
3	EZ12BEDM006	14	13	23	50	C	✓
4	EZ12BEDM008	13	15	27	55	C	✓
5	EZ12BEDM011	14	14	22	50	C	✓
6	EZ12BEDM013	15	15	40	70	A	✓
7	EZ12BEDM014	10	15	42	67	B	✓
8	EZ12BEDM015	15	15	33	63	B	✓
9	EZ12BEDM018	10	14	26	50	C	✓
10	EZ12BEDM020	11	12	32	55	C	✓
11	EZ12BEDM021	10	10	43	63	B	✓
12	EZ12BEDM022	15	12	38	65	B	✓
13	EZ12BEDM024	14	15	22	51	C	✓
14	EZ12BEDM026	ABSENT					
15	EZ12BEDM027	15	15	12	42	E	✓
16	EZ12BEDM028	ABSENT					
17	EZ12BEDM030	15	15	28	58	C	✓
18	EZ12BEDM031	10	12	36	58	C	✓
19	EZ12BEDM032	10	15	20	45	D	✓
20	EZ12BEDM034	15	15	32	62	B	✓
21	EZ12BEDM035	15	13	23	51	C	✓
22	EZ12BEDM036	10	15	25	50	C	✓
23	EZ12BEDM037	10	13	28	51	C	✓
24	EZ12BEDM038	15	18	57	90	A	✓
25	EZ12BEDM039	15	16	23	54	C	✓
26	EZ12BEDM040	10	10	38	58	C	✓
27	EZ12BEDM042	15	15	21	51	C	✓
28	EZ12BEDM043	10	15	15	40	E	✓
29	EZ12BEDM044	10	15	10	45	D	✓
30	EZ12BEDM045	15	15	28	58	C	✓
31	EZ12BEDM046	15	15	30	60	B	✓
32	EZ12BEDM049	10	13	28	51	C	✓
33	EZ12BEDM050	15	12	28	55	C	✓
34	EZ12BEDM055	15	10	30	55	C	✓
35	EZ12BEDM056	14	10	27	51	C	✓
36	EZ12BEDM057	5	12	38	65	B	✓
37	EZ12BEDM058	10	15	30	55	C	✓
38	EZ12BEDM059	15	15	25	55	C	✓

1

39	22/12/2009/060										
40	EZ12BEDM061	11	12	29	52	C	Pass
41	EZ12BEDM062	15	14	38	67	B	✓
42	EZ12BEDM063	16	10	44	70	A	✓
43	EZ12BEDM064	15	15	33	63	B	✓
44	EZ12BEDM066	14	14	32	60	B	✓
45	EZ12BEDM067	15	11	44	70	A	✓
46	EZ12BEDM069	10	10	43	63	B	✓
47	EZ12BEDM070	16	12	34	62	B	✓
48	EZ12BEDM071	10	10	31	51	C	✓
49	EZ12BEDM072	10	10	45	65	B	✓
50	EZ12BEDM076	10	10	44	64	B	✓
51	EZ12BEDM077	15	10	25	50	C	✓
52	EZ12BEDM078	12	15	38	65	B	✓
53	EZ12BEDM081	10	12	40	62	B	✓
54	EZ12BEDM082	10	10	37	57	C	✓
55	EZ12BEDM085	15	18	52	85	A	✓
56	EZ12BEDM086	10	12	33	55	C	✓
57	EZ12BEDM087	15	15	54	84	A	✓
58	EZ12BEDM088	15	15	43	73	A	✓
59	EZ12BEDM089	15	15	28	58	C	✓
60	EZ12BEDM090	14	14	32	60	B	✓
61	EZ12BEDM091	15	16	30	61	B	✓
62	EZ12BEDM093	10	10	43	63	B	✓
63	EZ12BEDM094	10	13	22	45	D	✓
64	EZ12BEDM096	10	11	33	54	C	✓
65	EZ12BEDM097	15	15	10	40	E	✓
66	EZ12BEDM098	14	13	23	50	C	✓
67	EZ12BEDM099	15	15	26	56	C	✓
68	EZ12BEDM100	15	18	55	88	A	✓
69	EZ12BEDM101	15	12	23	50	C	✓
70	EZ12BEDM103	10	10	36	56	C	✓
71	EZ12BEDM104	10	10	42	62	B	✓
72	EZ12BEDM10	17	18	36	71	A	✓
73	EZ12BEDM10	15	15	40	70	A	✓
74	EZ12BEDM11	16	17	48	81	A	✓
75	EZ12BEDM11	15	16	49	80	A	✓
76	EZ12BEDM1	10	15	50	75	A	✓
77	EZ12BEDM1	15	15	10	40	E	✓
78	EZ12BEDM1	10	15	40	65	B	✓
79	EZ12BEDM1	15	14	26	55	C	✓
80	EZ12BEDM1	10	05	36	51	C	✓
81	EZ12BEDM1	11	10	30	51	C	✓
		11	08	32	51	C	✓

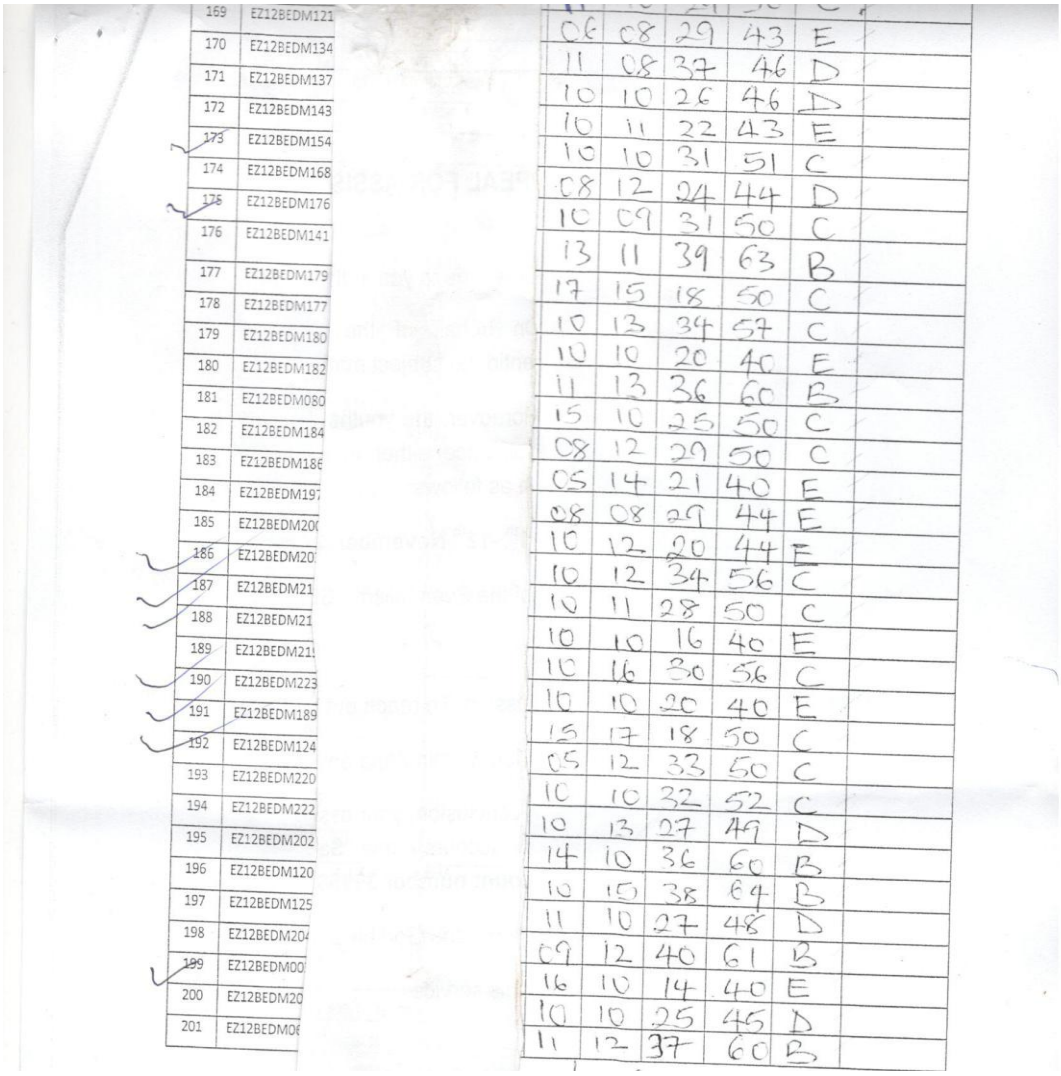
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84	EZ12BEDM132	08	09	36	51	C	✓
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92	EZ12BEDM146	06	09	25	40	E	✓
93	EZ12BEDM148	13	13	35	61	B	✓
94	EZ12BEDM149	10	09	31	50	C	✓
95	EZ12BEDM150	09	11	34	54	C	✓
96	EZ12BEDM151	10	11	40	61	B	✓
97	EZ12BEDM153	07	09	37	53	C	✓
98	EZ12BEDM155	09	10	21	40	E	✓
99	EZ12BEDM156	14	10	21	45	D	✓
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111	EZ12BEDM172	11	10	35	56	C	✓
112	EZ12BEDM173	15	15	10	40	E	✓
113	EZ12BEDM174	12	14	46	72	A	✓
114	EZ12BEDM175	14	10	22	46	D	✓
115	EZ12BEDM178	10	10	23	43	E	✓
116	EZ12BEDM18	06	11	26	43	E	✓
117	EZ12BEDM18	14	15	39	68	B	✓
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119	EZ12BEDM18	11	09	30	50	C	✓
120	EZ12BEDM19	10	12	29	51	C	✓
121	EZ12BEDM19	11	10	32	53	C	✓
122	EZ12BEDM19	11	16	33	60	B	✓
123	EZ12BEDM20	10	13	43	66	B	✓
124	EZ12BEDM20	11	09	32	52	C	✓

3

125	EZ12BEDM207	09	12	31	53	C	
126	EZ12BEDM209	09	11	29	50	C	
127	EZ12BEDM218	14	11	47	71	A	
128	EZ12BEDM213	10	13	31	54	C	
129	EZ12BEDM226	16	16	35	65	B	
130	EZ12BEDM230	13	10	38	62	B	
131	EZ12BEDM208	10	12	31	53	C	
132	EZ12BEDM193	ABSENT					
133	EZ12BEDM010	10	16	34	60	B	
134	EZ12BEDM194	10	12	29	50	C	
135	EZ12BEDM196	16	10	14	40	E	
136	EZ12BEDM052	14	14	23	51	C	
137	EZ12BEDM053	10	10	36	56	C	
138	EZ12BEDM215	11	10	39	60	B	
139	EZ12BEDM228	10	12	20	42	E	
140	EZ12BEDM225	ABSENT					
141	EZ12BEDM212	06	11	26	43	E	
142	EZ12BEDM210	13	14	13	40	E	
143	EZ12BEDM199	10	11	29	50	C	
144	EZ12BEDM227	12	05	23	40	E	
145	EZ12BEDM211	08	07	30	45	D	
146	EZ12BEDM001	10	15	25	50	C	
147	EZ12BEDM130	10	13	30	53	C	
148	EZ12BEDM083	14	15	32	61	B	
149	EZ12BEDM084	15	10	15	40	E	
150	EZ12BEDM004	10	10	45	65	B	
151	EZ12BEDM007	15	15	20	50	C	
152	EZ12BEDM012	13	12	27	52	C	
153	EZ12BEDM016	13	11	27	51	C	
154	EZ12BEDM017	13	15	22	50	C	
155	EZ12BEDM019	10	12	41	63	B	
156	EZ12BEDM023	15	15	30	60	B	
157	EZ12BEDM033	10	15	20	45	D	
158	EZ12BEDM041	5	12	23	50	C	
159	EZ12BEDM047	13	10	17	40	E	
160	EZ12BEDM051	15	15	30	60	B	
161	EZ12BEDM144	08	10	22	40	E	
162	EZ12BEDM065	10	15	20	45	D	
163	EZ12BEDM068	11	12	37	60	B	
164	EZ12BEDM073	12	15	23	50	C	
165	EZ12BEDM075	5	15	28	58	C	
166	EZ12BEDM119	2	11	27	50	C	
167	EZ12BEDM079	5	15	32	61	B	

4

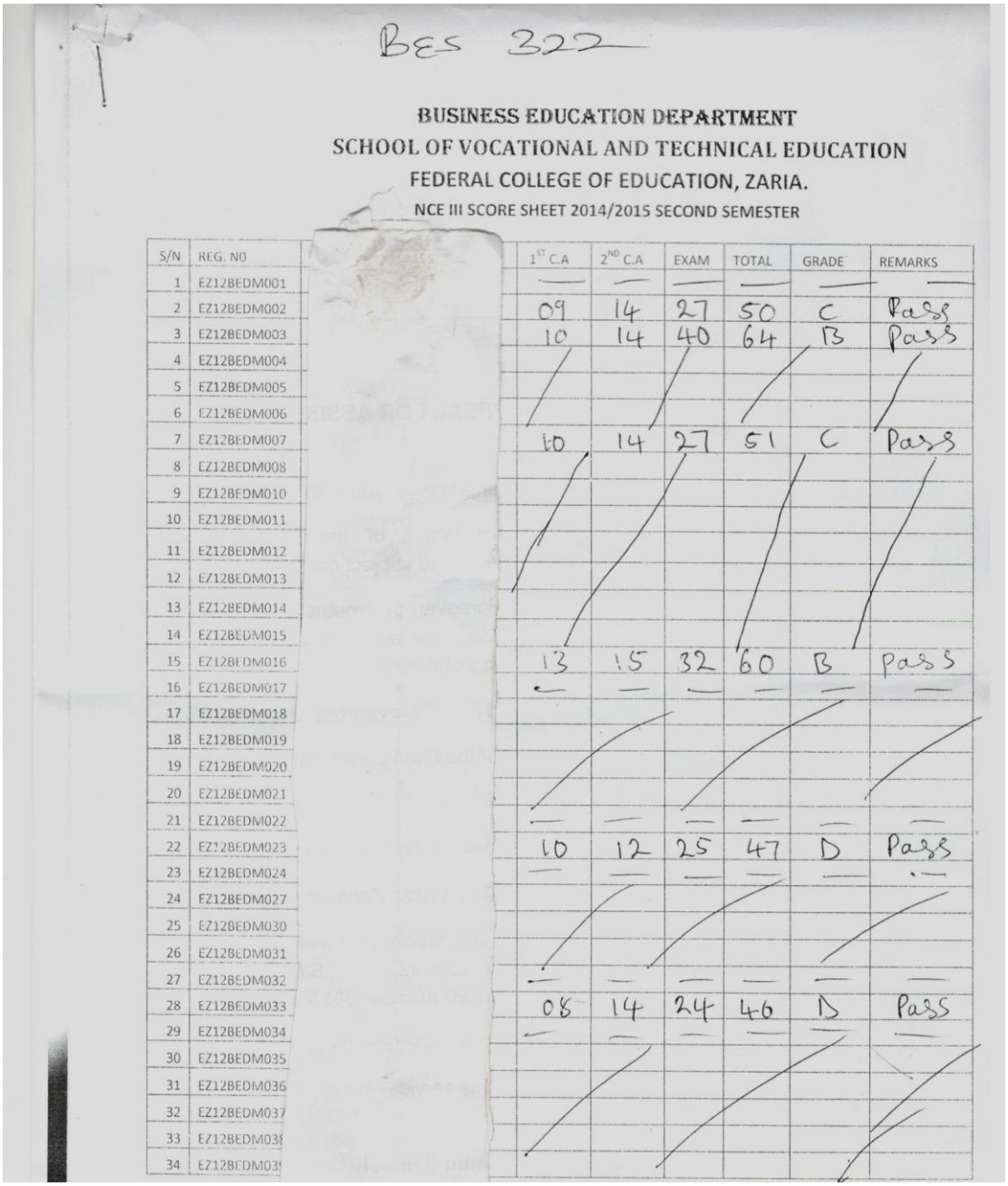


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175	EZ12BEDM176
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177	EZ12BEDM179
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195	EZ12BEDM202
196	EZ12BEDM120
197	EZ12BEDM125
198	EZ12BEDM204
199	EZ12BEDM00
200	EZ12BEDM20
201	EZ12BEDM06

06	08	29	43	E
11	08	37	46	D
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10	10	31	51	C
08	12	24	44	D
10	09	31	50	C
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10	11	28	50	C
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10	10	20	40	E
15	17	18	50	C
05	12	33	50	C
10	10	32	52	C
10	13	27	49	D
14	10	36	60	B
10	15	38	64	B
11	10	27	48	D
09	12	40	61	B
16	10	14	40	E
10	10	25	45	D
11	12	37	60	B

APPENDIX IV

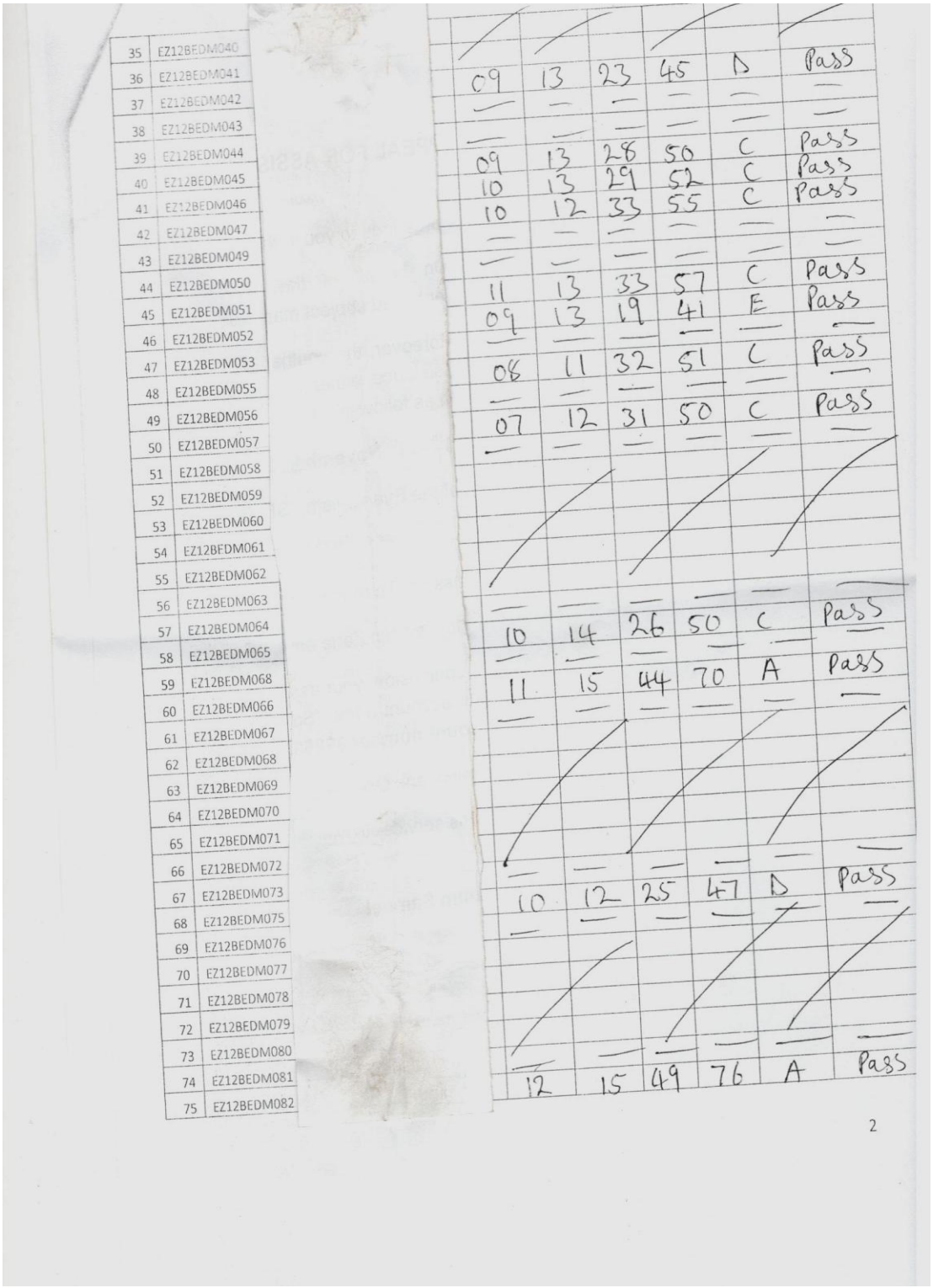
FCE ZARIA WORD PROCESSING IV RESULT



BES 322

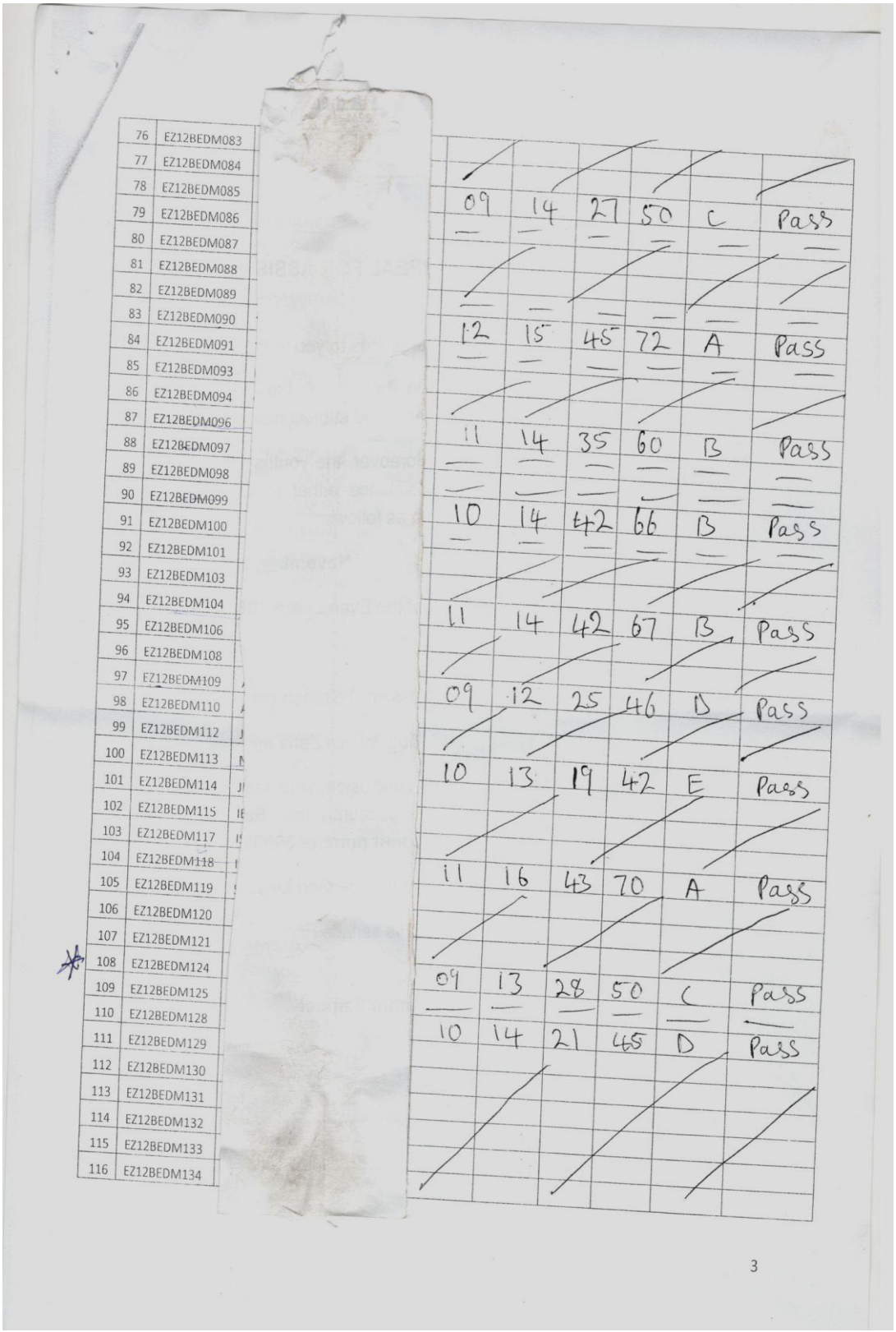
BUSINESS EDUCATION DEPARTMENT
SCHOOL OF VOCATIONAL AND TECHNICAL EDUCATION
FEDERAL COLLEGE OF EDUCATION, ZARIA.
NCE III SCORE SHEET 2014/2015 SECOND SEMESTER

S/N	REG. NO	1ST C.A	2ND C.A	EXAM	TOTAL	GRADE	REMARKS
1	EZ12BEDM001						
2	EZ12BEDM002	09	14	27	50	C	Pass
3	EZ12BEDM003	10	14	40	64	B	Pass
4	EZ12BEDM004						
5	EZ12BEDM005						
6	EZ12BEDM006						
7	EZ12BEDM007	10	14	27	51	C	Pass
8	EZ12BEDM008						
9	EZ12BEDM010						
10	EZ12BEDM011						
11	EZ12BEDM012						
12	EZ12BEDM013						
13	EZ12BEDM014						
14	EZ12BEDM015						
15	EZ12BEDM016	13	15	32	60	B	Pass
16	EZ12BEDM017						
17	EZ12BEDM018						
18	EZ12BEDM019						
19	EZ12BEDM020						
20	EZ12BEDM021						
21	EZ12BEDM022						
22	EZ12BEDM023	10	12	25	47	D	Pass
23	EZ12BEDM024						
24	EZ12BEDM027						
25	EZ12BEDM030						
26	EZ12BEDM031						
27	EZ12BEDM032						
28	EZ12BEDM033	08	14	24	46	D	Pass
29	EZ12BEDM034						
30	EZ12BEDM035						
31	EZ12BEDM036						
32	EZ12BEDM037						
33	EZ12BEDM038						
34	EZ12BEDM039						



35	EZ12BEDM040	09	13	23	45	D	Pass
36	EZ12BEDM041						
37	EZ12BEDM042						
38	EZ12BEDM043						
39	EZ12BEDM044	09	13	28	50	C	Pass
40	EZ12BEDM045	10	13	29	52	C	Pass
41	EZ12BEDM046	10	12	33	55	C	Pass
42	EZ12BEDM047						
43	EZ12BEDM049						
44	EZ12BEDM050	11	13	33	57	C	Pass
45	EZ12BEDM051	09	13	19	41	E	Pass
46	EZ12BEDM052						
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57	EZ12BEDM064	10	14	26	50	C	Pass
58	EZ12BEDM065						
59	EZ12BEDM068	11	15	44	70	A	Pass
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64	EZ12BEDM070						
65	EZ12BEDM071						
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67	EZ12BEDM073	10	12	25	47	D	Pass
68	EZ12BEDM075						
69	EZ12BEDM076						
70	EZ12BEDM077						
71	EZ12BEDM078						
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73	EZ12BEDM080						
74	EZ12BEDM081	12	15	49	76	A	Pass
75	EZ12BEDM082						

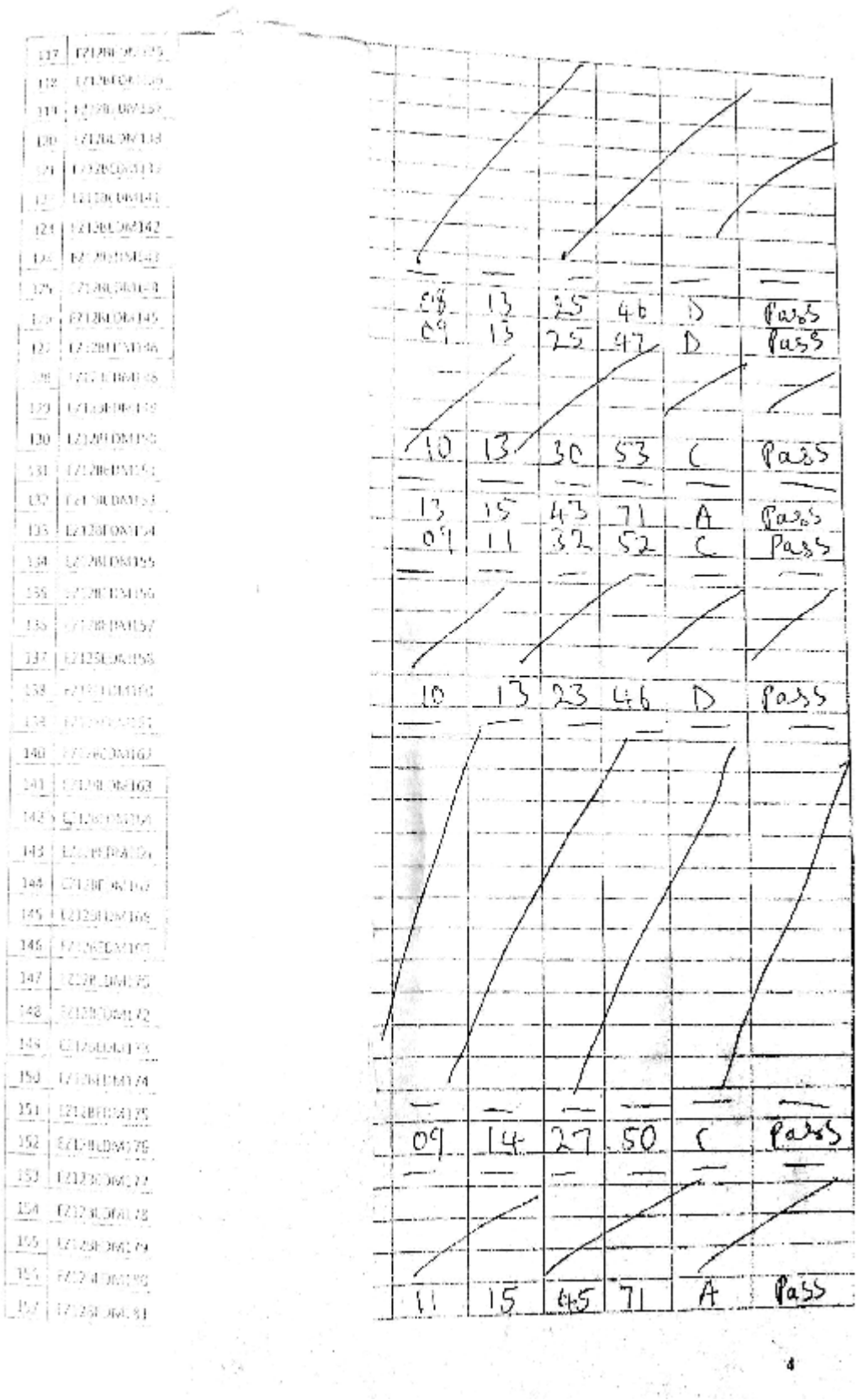
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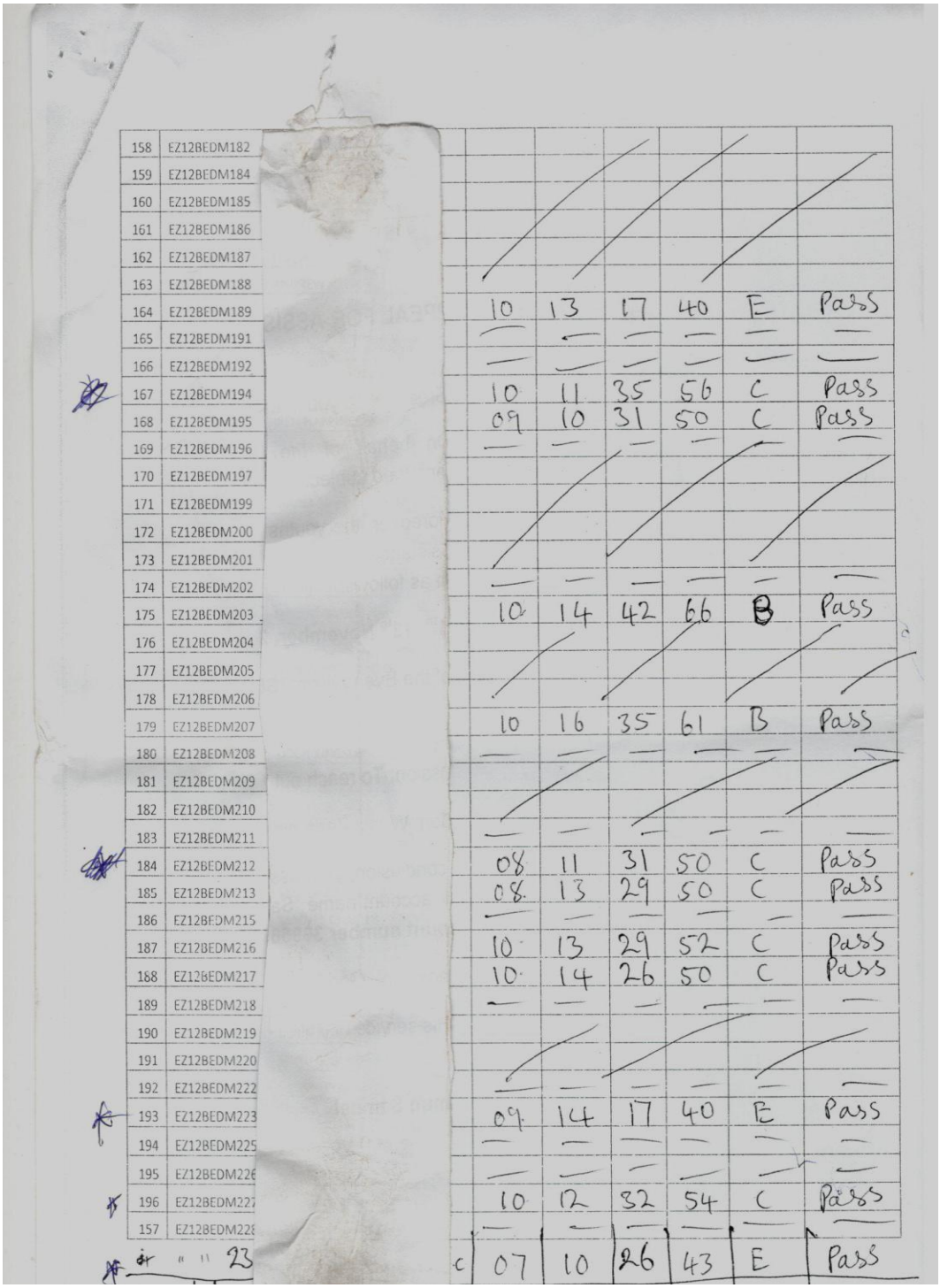
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108	EZ12BEDM124
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112	EZ12BEDM130
113	EZ12BEDM131
114	EZ12BEDM132
115	EZ12BEDM133
116	EZ12BEDM134

09	14	27	50	C	Pass
12	15	45	72	A	Pass
11	14	35	60	B	Pass
10	14	42	66	B	Pass
11	14	42	67	B	Pass
09	12	25	46	D	Pass
10	13	19	42	E	Pass
11	16	43	70	A	Pass
09	13	28	50	C	Pass
10	14	21	45	D	Pass

3



	08	13	25	46	D	Pass
	09	13	25	47	D	Pass
	10	13	30	53	C	Pass
	13	15	43	71	A	Pass
	09	11	32	52	C	Pass
	10	13	23	46	D	Pass
	09	14	27	50	C	Pass
	11	15	45	71	A	Pass



158	EZ12BEDM182					
159	EZ12BEDM184					
160	EZ12BEDM185					
161	EZ12BEDM186					
162	EZ12BEDM187					
163	EZ12BEDM188					
164	EZ12BEDM189	10	13	17	40	E	Pass
165	EZ12BEDM191						
166	EZ12BEDM192						
167	EZ12BEDM194	10	11	35	56	C	Pass
168	EZ12BEDM195	09	10	31	50	C	Pass
169	EZ12BEDM196						
170	EZ12BEDM197						
171	EZ12BEDM199						
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173	EZ12BEDM201						
174	EZ12BEDM202						
175	EZ12BEDM203	10	14	42	66	B	Pass
176	EZ12BEDM204						
177	EZ12BEDM205						
178	EZ12BEDM206						
179	EZ12BEDM207	10	16	35	61	B	Pass
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186	EZ12BEDM215						
187	EZ12BEDM216	10	13	29	52	C	Pass
188	EZ12BEDM217	10	14	26	50	C	Pass
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190	EZ12BEDM219						
191	EZ12BEDM220						
192	EZ12BEDM222						
193	EZ12BEDM223	09	14	17	40	E	Pass
194	EZ12BEDM225						
195	EZ12BEDM226						
196	EZ12BEDM227	10	12	32	54	C	Pass
157	EZ12BEDM228						
		07	10	26	43	E	Pass

APPENDIX V

FCE KATSINA KEYBOARDING RESULT

FEDERAL COLLEGE OF EDUCATION, KATSINA

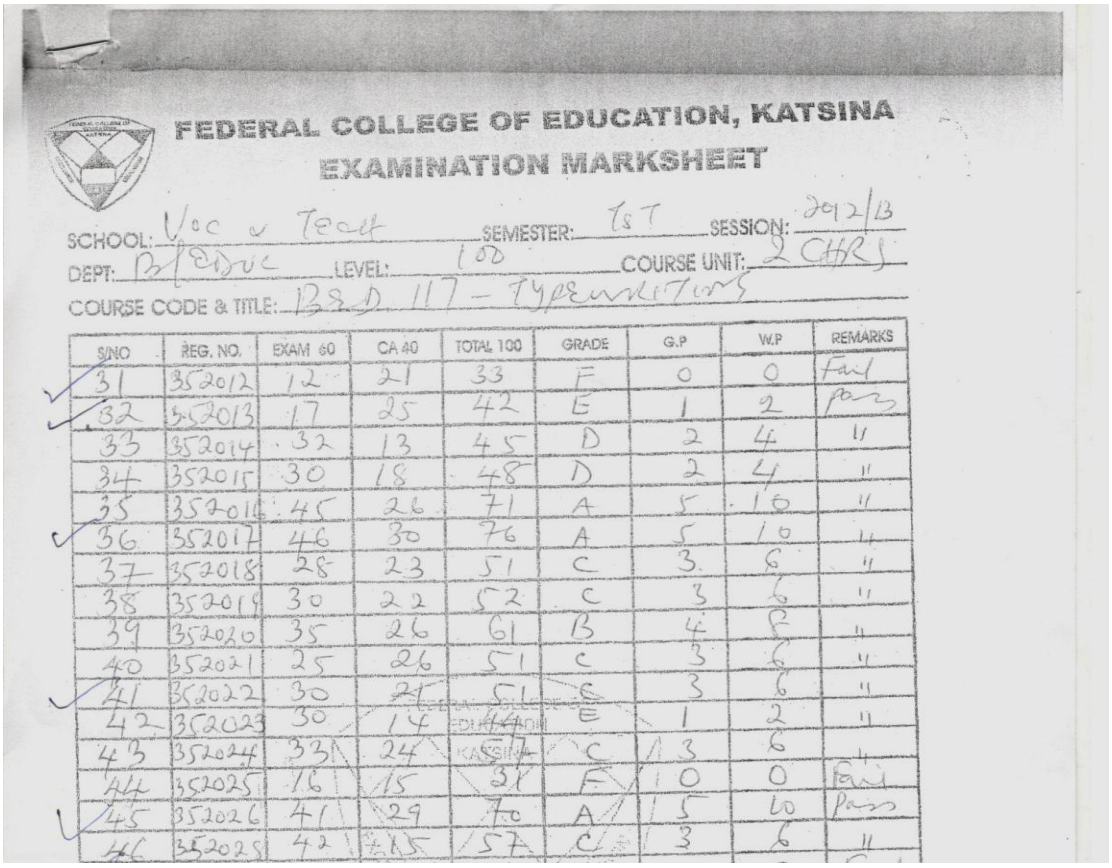
EXAMINATION MARKSHEET

SCHOOL: Voc & Tech SEMESTER: 1ST SESSION: 2012/13

DEPT: B/Educ LEVEL: 100 COURSE UNIT: 2 CHRS

COURSE CODE & TITLE: BED 117 Typewriting

S/NO	REG. NO.	EXAM 60	CA 40	TOTAL 100	GRADE	G.P	W.P	REMARKS
1	34678	22	10	32	F	0	0	Fail
2	34929	08	10	18	F	0	0	"
3	34934	17	10	27	F	0	0	"
4	351985	43	28	71	A	5	10	Pass
5	351986	38	32	70	A	5	10	"
6	351987	32	20	52	C	3	6	"
7	351988	13	28	41	E	1	2	"
8	351989	22	23	45	D	2	4	"
9	351990	32	25	57	C	3	6	"
10	351991	45	25	70	A	5	10	"
11	351992	29	21	50	C	3	6	"
12	351993	56	32	[illegible]	A	5	10	"
13	351994	39	23	[illegible]	B	4	8	"
14	351995	07	21	28	F	0	0	Fail
15	351996	41	26	67	B	4	8	Pass
16	351997	26	[illegible]	[illegible]	C	3	6	"
17	351998	09	10	19	F	0	0	Fail
18	351999	08	24	32	F	0	0	"
19	352000	20	26	46	D	2	4	Pass
20	352001	40	24	64	B	4	8	"
21	352002	45	26	71	A	5	10	"
22	352003	32	30	62	B	4	8	"
23	352004	44	28	72	A	5	10	"
24	352005	40	23	63	B	4	8	"
25	352006	09	15	24	F	0	0	Fail
26	352007	13	20	33	F	0	0	"
27	352008	40	20	60	B	4	8	Pass
28	352009	06	15	21	F	0	0	Fail
29	352010	27	23	50	C	3	6	Pass
30	352011	17	24	41	E	1	2	"



FEDERAL COLLEGE OF EDUCATION, KATSINA

EXAMINATION MARKSHEET

SCHOOL: Voc & Tech SEMESTER: 1st SESSION: 2012/13

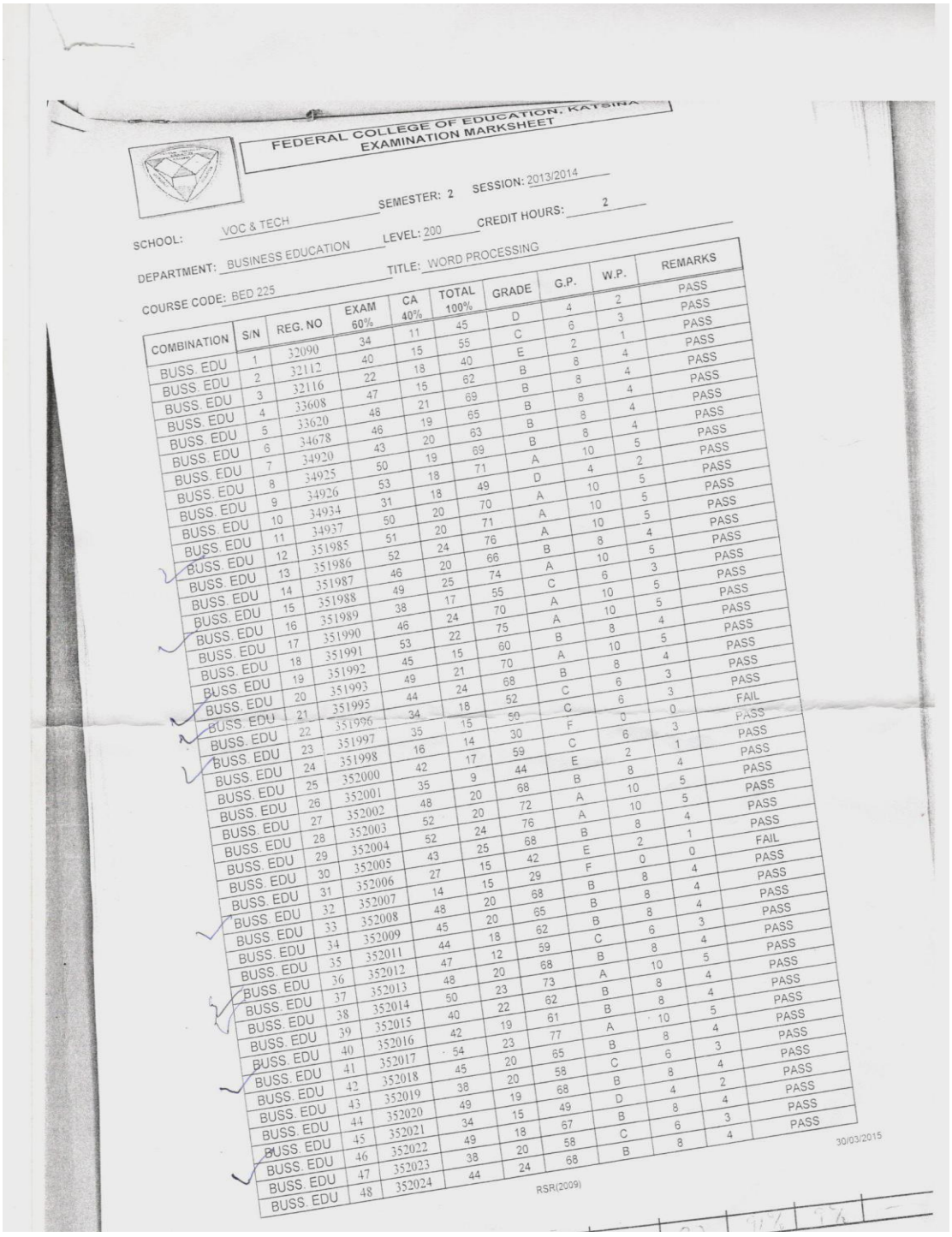
DEPT: B/Educ LEVEL: 100 COURSE UNIT: 2 CHRS

COURSE CODE & TITLE: BSD 117 - Typewriting

S/NO	REG. NO.	EXAM 60	CA 40	TOTAL 100	GRADE	G.P	W.P	REMARKS
31	352012	12	21	33	F	0	0	Fail
32	352013	17	25	42	E	1	2	Pass
33	352014	32	13	45	D	2	4	"
34	352015	30	18	48	D	2	4	"
35	352016	45	26	71	A	5	10	"
36	352017	46	30	76	A	5	10	"
37	352018	28	23	51	C	3	6	"
38	352019	30	22	52	C	3	6	"
39	352020	35	26	61	B	4	8	"
40	352021	25	26	51	C	3	6	"
41	352022	30	21	51	C	3	6	"
42	352023	30	14	44	E	1	2	"
43	352024	33	24	57	C	3	6	"
44	352025	16	15	31	F	0	0	Fail
45	352026	41	29	70	A	5	10	Pass
46	352027	42	15	57	C	3	6	"

APPENDIX VI

FCE KATSINA WORD PROCESSING II RESULT



FEDERAL COLLEGE OF EDUCATION, KATSINA
EXAMINATION MARKSHEET

SCHOOL: VOC & TECH SEMESTER: 2 SESSION: 2013/2014

DEPARTMENT: BUSINESS EDUCATION LEVEL: 200 CREDIT HOURS: 2

COURSE CODE: BED 225 TITLE: WORD PROCESSING

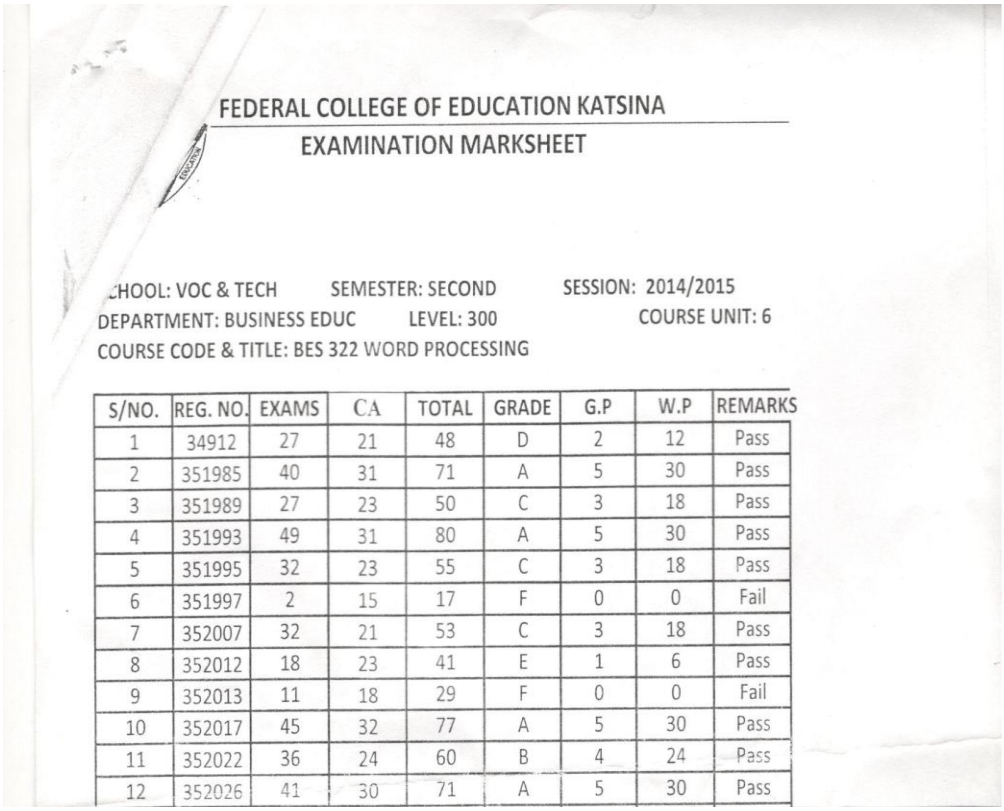
COMBINATION	S/N	REG. NO	EXAM 60%	CA 40%	TOTAL 100%	GRADE	G.P.	W.P.	REMARKS
BUSS. EDU	1	32090	34	11	45	D	4	2	PASS
BUSS. EDU	2	32112	40	15	55	C	6	3	PASS
BUSS. EDU	3	32116	22	18	40	E	2	1	PASS
BUSS. EDU	4	33608	47	15	62	B	8	4	PASS
BUSS. EDU	5	33620	48	21	69	B	8	4	PASS
BUSS. EDU	6	34678	46	19	65	B	8	4	PASS
BUSS. EDU	7	34920	43	20	63	B	8	4	PASS
BUSS. EDU	8	34925	50	19	69	B	8	4	PASS
BUSS. EDU	9	34926	53	18	71	A	10	5	PASS
BUSS. EDU	10	34934	31	18	49	D	4	2	PASS
BUSS. EDU	11	34937	50	20	70	A	10	5	PASS
BUSS. EDU	12	351985	51	20	71	A	10	5	PASS
BUSS. EDU	13	351986	52	24	76	A	10	5	PASS
BUSS. EDU	14	351987	46	20	66	B	8	4	PASS
BUSS. EDU	15	351988	49	25	74	A	10	5	PASS
BUSS. EDU	16	351989	38	17	55	A	10	5	PASS
BUSS. EDU	17	351990	46	24	70	C	6	3	PASS
BUSS. EDU	18	351991	53	22	75	A	10	5	PASS
BUSS. EDU	19	351992	45	15	60	B	8	4	PASS
BUSS. EDU	20	351993	49	21	70	A	10	5	PASS
BUSS. EDU	21	351995	44	24	68	B	8	4	PASS
BUSS. EDU	22	351996	34	18	52	C	6	3	PASS
BUSS. EDU	23	351997	35	15	50	C	6	3	FAIL
BUSS. EDU	24	351998	16	14	30	F	0	0	PASS
BUSS. EDU	25	352000	42	17	59	C	6	3	PASS
BUSS. EDU	26	352001	35	9	44	E	2	1	PASS
BUSS. EDU	27	352002	48	20	68	B	8	4	PASS
BUSS. EDU	28	352003	52	20	72	A	10	5	PASS
BUSS. EDU	29	352004	52	24	76	A	10	5	PASS
BUSS. EDU	30	352005	43	25	68	B	8	4	PASS
BUSS. EDU	31	352006	27	15	42	E	2	1	PASS
BUSS. EDU	32	352007	14	15	29	F	0	0	FAIL
BUSS. EDU	33	352008	48	20	68	B	8	4	PASS
BUSS. EDU	34	352009	45	20	65	B	8	4	PASS
BUSS. EDU	35	352011	44	18	62	B	8	4	PASS
BUSS. EDU	36	352012	47	12	59	C	6	3	PASS
BUSS. EDU	37	352013	48	20	68	B	8	4	PASS
BUSS. EDU	38	352014	50	23	73	A	10	5	PASS
BUSS. EDU	39	352015	40	22	62	B	8	4	PASS
BUSS. EDU	40	352016	42	19	61	B	8	4	PASS
BUSS. EDU	41	352017	54	23	77	A	10	5	PASS
BUSS. EDU	42	352018	45	20	65	B	8	4	PASS
BUSS. EDU	43	352019	38	20	58	C	6	3	PASS
BUSS. EDU	44	352020	49	19	68	B	8	4	PASS
BUSS. EDU	45	352021	34	15	49	D	4	2	PASS
BUSS. EDU	46	352022	49	18	67	B	8	4	PASS
BUSS. EDU	47	352023	38	20	58	C	6	3	PASS
BUSS. EDU	48	352024	44	24	68	B	8	4	PASS

30/03/2015

RSR(2009)

APPENDIX VII

FCE KATSINA WORD PROCESSING IV RESULT



FEDERAL COLLEGE OF EDUCATION KATSINA

EXAMINATION MARKSHEET

CHOOL: VOC & TECH SEMESTER: SECOND SESSION: 2014/2015

DEPARTMENT: BUSINESS EDUC LEVEL: 300 COURSE UNIT: 6

COURSE CODE & TITLE: BES 322 WORD PROCESSING

S/NO.	REG. NO.	EXAMS	CA	TOTAL	GRADE	G.P	W.P	REMARKS
1	34912	27	21	48	D	2	12	Pass
2	351985	40	31	71	A	5	30	Pass
3	351989	27	23	50	C	3	18	Pass
4	351993	49	31	80	A	5	30	Pass
5	351995	32	23	55	C	3	18	Pass
6	351997	2	15	17	F	0	0	Fail
7	352007	32	21	53	C	3	18	Pass
8	352012	18	23	41	E	1	6	Pass
9	352013	11	18	29	F	0	0	Fail
10	352017	45	32	77	A	5	30	Pass
11	352022	36	24	60	B	4	24	Pass
12	352026	41	30	71	A	5	30	Pass

APPENDIX VIII

FCE KANO KEYBOARDING RESULT

FEDERAL COLLEGE OF EDUCATION KANO
P.M.B 3045 KANO
DEPARTMENT OF BUSINESS EDUCATION

NCE 100 LEVEL STUDENTS SCORE SHEET (2012/2013 SESSION)

COURSE TITLE: Typewriting COURSE CODE: BED127

LECTURER NAME: Maria Afolo SIGNATURE:

H.O.D. NAME: Isaac Ogunleye SIGNATURE:

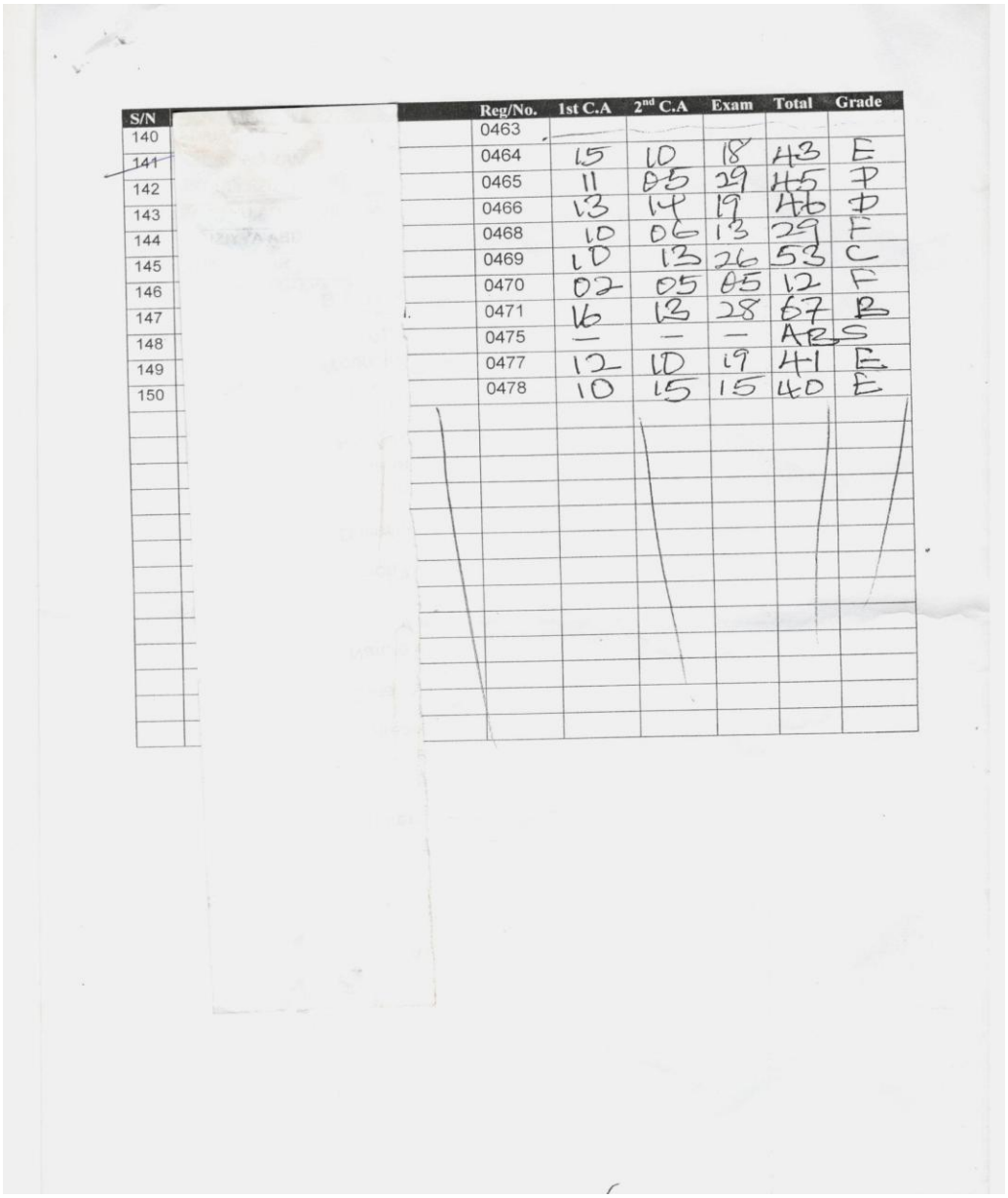
S/N	Student	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
01		0252	12	10	35	57	C
02		0253	15	14	26	54	C
03		0254	15	14	26	55	C
04		0255	12	10	20	42	E
05		0256	11	10	29	50	C
06		0257	16	16	39	71	A
07		0258	17	12	33	62	B
08		0259	05	10	35	50	C
09		0260	10	10	23	43	E
10		0261	11	03	34	48	D
11		0262	10	13	18	41	E
12		0263	13	15	32	61	B
13		0264	12	10	21	43	E
14		0266	13	10	34	57	C
15		0267	08	12	23	43	E
16		0268	11	06	25	42	E
17		0269	12	08	21	41	E
18		0270	09	10	22	41	E
19		0272	10	14	26	50	C
20		0273	12	12	22	46	D
21		0274	—	—	—	—	—
22		0275	08	12	11	31	F
23		0276	13	15	18	46	D
24		0277	12	12	17	41	E
25		0278	08	10	27	45	E
26		0279	14	16	19	50	C
27		0280	17	11	12	40	E
28		0282					

S/N	Student's Name	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
29	K	0283	10	12	18	40	E
30	A	0285	12	10	29	51	C
31	A	0286	14	11	30	55	C
32	L	0287	12	12	33	60	B
33	A	0288	15	12	32	60	B
34	E	0289	06	08	26	40	E
35	M	0290	12	10	24	46	D
36	A	0291	13	05	29	47	D
37	S	0292	08	15	17	40	E
38	S	0293	06	12	29	47	D
39	S	0294	15	14	34	63	B
40	O	0296	10	12	18	40	E
41		0298	12	15	19	46	D
42		0299	10	11	20	41	E
43		0300	10	12	28	50	C
44		0301	13	12	28	53	C
45		0303	12	12	35	60	B
46		0308	13	08	35	56	C
47		0309	15	12	21	48	D
48		0310	13	10	26	50	C
49		0311	15	10	37	62	B
50		0313	10	10	26	46	D
51		0314	11	10	26	47	D
52		0316	10	17	33	60	B
53		0319	08	15	19	42	E
54		0321	14	10	32	56	C
55		0323	10	14	21	45	D
56		0325	05	06	04	15	F
57		0328	11	10	32	53	C
58		0329	12	13	31	58	C
59		0330	12	15	21	47	D
60		0331	05	08	28	41	E
61		0332	05	03	19	27	F
62		0333	15	10	24	50	C
63		0334	13	15	23	51	C
64		0335	06	10	24	40	E
65		0337	15	14	23	52	C

S/N	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade	
66	0338	13	14	37	64	B	
67	0339	11	13	23	47	D	
68	0340	16	15	18	50	C	
69	0342	06	08	10	24	F	
70	0345	17	16	33	66	B	
71	0349	08	05	20	48	D	
72	0350	05	10	27	42	E	
73	0351	16	10	22	48	D	
74	0352	10	10	37	57	C	
75	0354	03	16	12	31	F	
76	0355	04	11	27	42	E	
77	0356	15	15	29	60	B	
78	0357	13	15	27	55	C	
79	0358	14	15	32	61	B	
80	0359	10	07	29	46	D	
81	0364	08	14	18	40	E	
82	0365	12	10	23	45	E	
83	0366	15	13	38	66	B	
84	0367	16	16	31	63	B	
85	0369	06	14	32	52	C	
86	0371	10	08	27	45	D	
87	0372	12	16	17	45	D	X X=
88	0373	02	26	01	29	F	
89	0375	10	13	19	42	E	
90	0376	16	10	24	50	C	
91	0379	08	11	21	40	E	
92	R 0380	06	15	38	60	B	
93	0384	15	15	32	62	B	
94	0386	08	08	15	31	F	
95	0387	08	16	35	59	C	
96	0388	12	13	21	46	D	
97	0389	10	13	27	50	C	
98	0390	08	12	12	32	F	
99	0392	14	15	36	65	B	
100	0394	16	15	35	66	B	
101	0395	04	02	16	22	F	
102	0398	10	13	22	45	D	

S/N	
103	E
104	F
105	A
106	S
107	Y
108	N
109	F
110	Z
111	S
112	A
113	F
114	A
115	F
116	S
117	A
118	A
119	S
120	S
121	Y
122	I
123	I
124	A
125	I
126	A
127	A
128	I
129	I
130	A
131	A
132	I
133	I
134	I
135	A
136	I
137	T
138	
139	I

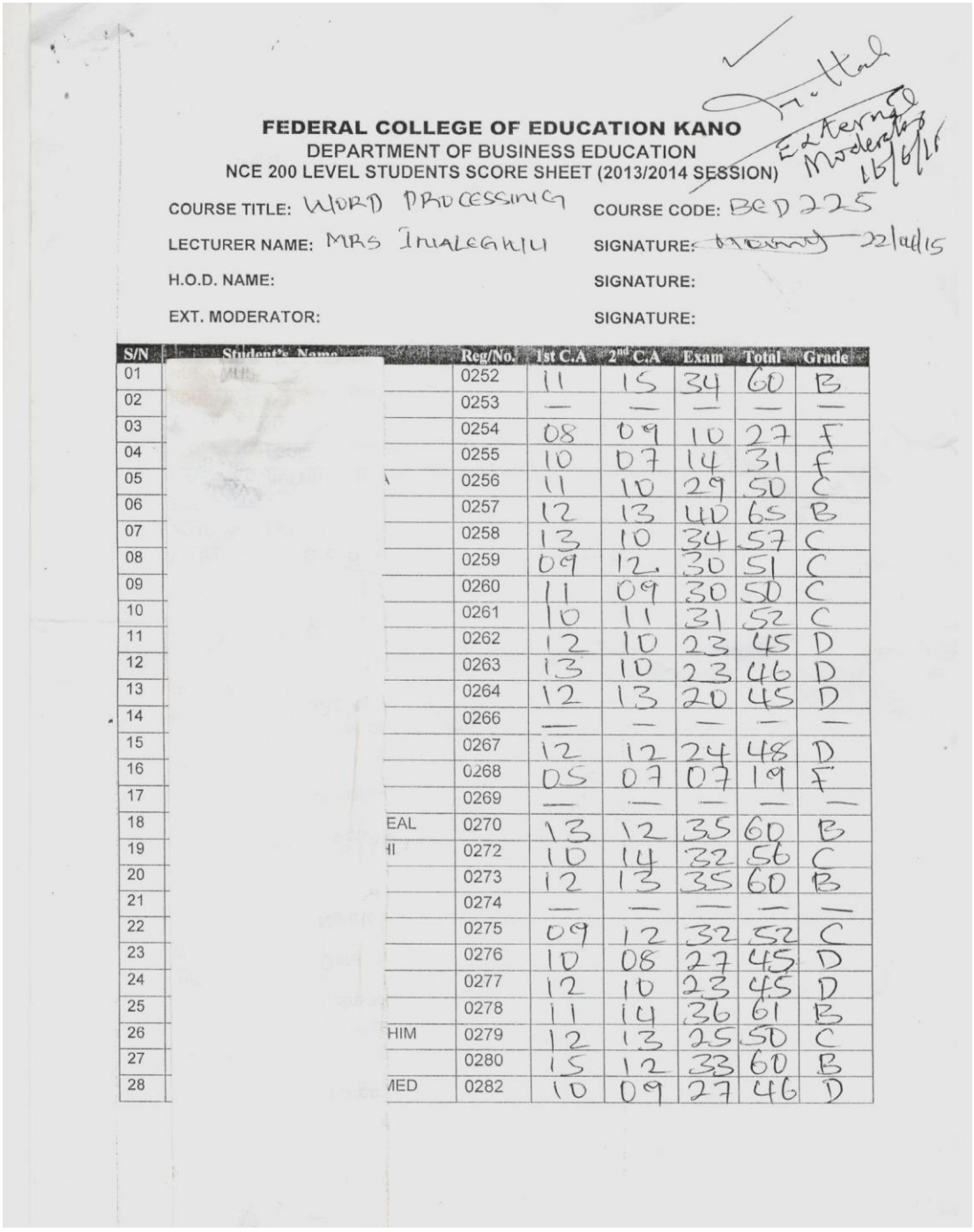
	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
	0400	10	10	21	A1	E
	0404	10	10	28	A8	D
	0405	02	13	28	A3	E
	0406	06	10	12	28	F
	0407	09	10	11	30	F
	0408	10	10	22	A2	E
N	0410	14	10	16	A0	E
	0411	8	13	34	55	C
	0412	10	10	20	A0	E
	0413	12	08	20	A0	E
	0417	09	13	23	A5	D
	0418	15	15	39	70	A
	0420	08	12	27	A7	D
	0421	12	10	24	A6	D
	0422	16	05	40	61	B
	0424	—	—	—	ABS	
	0425	06	13	26	A5	D
	0429	16	14	19	50	C
	0430	10	08	24	A2	E
	0431	08	13	31	52	C
	0432	10	14	17	41	E
	0433	11	08	23	A2	E
	0436	12	13	20	A5	D
	0437	10	11	20	41	E
	0439	10	12	29	51	C
	0441	10	14	19	A3	E
	0445	12	05	38	55	C
	0447	08	05	12	25	F
	0448	10	10	22	A2	E
	0450	13	05	41	59	C
	0451	12	08	22	A2	E
	0452	12	15	27	54	C
	0453	12	14	15	41	E
	0454	17	13	40	70	A
	0455	12	12	27	51	C
	0460	06	13	11	30	F
	0462	06	14	29	50	C



S/N	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
140	0463					
141	0464	15	10	18	43	E
142	0465	11	05	29	45	D
143	0466	13	14	19	46	D
144	0468	10	06	13	29	F
145	0469	10	13	26	53	C
146	0470	02	05	05	12	F
147	0471	16	13	28	57	B
148	0475	—	—	—	ABS	
149	0477	12	10	19	41	E
150	0478	10	15	15	40	E

APPENDIX IX

FCE KANO WORD PROCESSING II RESULT



FEDERAL COLLEGE OF EDUCATION KANO
DEPARTMENT OF BUSINESS EDUCATION
NCE 200 LEVEL STUDENTS SCORE SHEET (2013/2014 SESSION)

External Moderator 16/6/15

COURSE TITLE: WORD PROCESSING COURSE CODE: BED 225

LECTURER NAME: MRS INUALEGHILI SIGNATURE: 22/06/15

H.O.D. NAME: SIGNATURE:

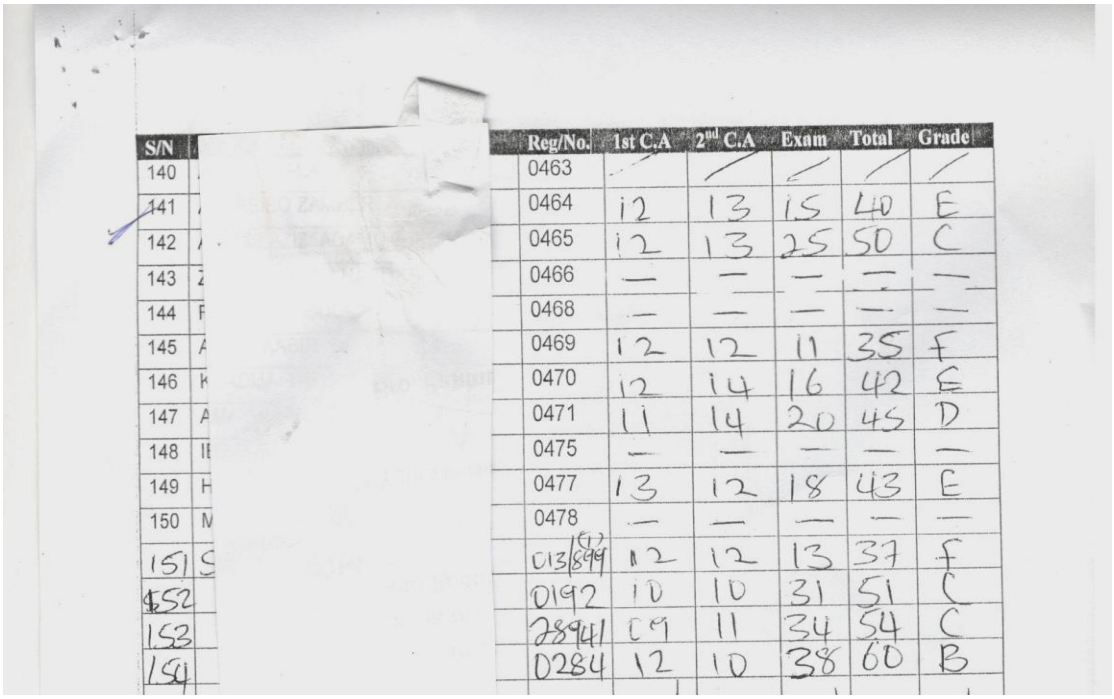
EXT. MODERATOR: SIGNATURE:

S/N	Student's Name	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
01		0252	11	15	34	60	B
02		0253	—	—	—	—	—
03		0254	08	09	10	27	F
04		0255	10	07	14	31	F
05		0256	11	10	29	50	C
06		0257	12	13	40	65	B
07		0258	13	10	34	57	C
08		0259	09	12	30	51	C
09		0260	11	09	30	50	C
10		0261	10	11	31	52	C
11		0262	12	10	23	45	D
12		0263	13	10	23	46	D
13		0264	12	13	20	45	D
14		0266	—	—	—	—	—
15		0267	12	12	24	48	D
16		0268	05	07	07	19	F
17		0269	—	—	—	—	—
18	EAL	0270	13	12	35	60	B
19	HI	0272	10	14	32	56	C
20		0273	12	13	35	60	B
21		0274	—	—	—	—	—
22		0275	09	12	32	52	C
23		0276	10	08	27	45	D
24		0277	12	10	23	45	D
25		0278	11	14	36	61	B
26	HIM	0279	12	13	25	50	C
27		0280	15	12	33	60	B
28	MED	0282	10	09	27	46	D

S/N	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
29	0283	11	10	31	52	C
30	0285	—	—	—	—	—
31	0286	12	10	34	56	C
32	0287	10	13	37	60	B
33	0288	00	10	36	46	D
34	0289	10	12	28	50	C
35	0290	12	10	23	45	D
36	0291	13	10	30	53	C
37	0292	11	12	23	46	D
38	0293	10	13	22	45	D
39	0294	11	10	26	47	D
40	0296	10	12	28	50	C
41	0298	12	14	34	60	B
42	0299	11	15	25	51	C
43	0300	10	13	33	56	C
44	0301	14	12	35	61	B
45	0303	12	13	37	62	B
46	0308	10	11	29	50	C
47	0309	13	11	26	50	C
48	0310	13	12	37	62	B
49	0311	09	13	35	57	C
50	0313	10	07	34	51	C
51	0314	09	11	30	50	C
52	0316	12	10	28	50	C
53	0319	13	12	35	60	B
54	0321	12	13	38	63	B
55	0323	10	11	30	51	C
56	0325	—	—	—	—	—
57	0328	10	12	25	47	D
58	0329	09	13	34	56	C
59	0330	10	11	30	51	C
60	0331	13	12	35	60	B
61	0332	11	13	17	41	E
62	0333	—	—	—	—	—
63	0334	10	11	29	50	C
64	0335	08	13	30	55	C
65	0337	15	10	30	51	C

S/N	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
66	0338	10	12	34	56	C
67	0339	12	11	37	60	B
68	0340	11	12	19	42	E
69	0342	12	10	19	41	E
70	0345	13	14	35	62	B
71	0349	10	12	18	40	E
72	0350	14	10	26	50	C
73	0351	13	12	36	61	B
74	0352	15	13	38	66	B
75	0354	13	12	25	50	C
76	0355	11	13	34	58	C
77	0356	11	13	20	44	E
78	0357	12	12	37	61	B
79	0358	09	11	43	63	B
80	0359	—	—	—	—	—
81	0364	—	—	—	—	—
82	0365	10	10	36	56	C
83	0366	12	10	33	55	C
84	0367	11	14	35	60	B
85	0369	—	—	—	—	—
86	0371	13	11	40	64	B
87	0372	12	12	16	40	E
88	0373	10	13	33	56	C
89	0375	15	10	27	52	C
90	0376	14	10	40	64	B
91	0379	09	11	22	42	D
92	R 0380	12	11	24	47	D
93	0384	13	10	30	53	C
94	0386	10	12	38	60	B
95	0387	11	10	25	46	D
96	0388	12	11	25	48	D
97	0389	11	13	41	65	B
98	0390	13	10	14	37	F
99	0392	11	13	17	41	E
100	0394	12	14	34	60	B
101	0395	14	11	25	50	C
102	0398	13	11	11	35	F

S/N		Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
103		0400	10	10	30	50	C
104		0404	12	10	22	44	E
105		0405	12	12	22	46	D
106		0406	13	11	16	40	E
107		0407	08	12	08	28	F
108		0408	13	11	37	55	C
109	N	0410	12	12	13	37	F
110		0411	14	11	31	56	C
111		0412	10	14	28	52	C
112		0413	11	12	30	53	C
113		0417	09	13	28	50	C
114		0418	13	08	30	53	C
115		0420	12	10	28	50	C
116		0421	10	14	20	44	E
117		0422	14	12	36	62	B
118		0424	—	—	—	—	—
119		0425	10	14	33	57	C
120		0429	12	12	36	60	B
121		0430	09	11	30	50	C
122		0431	11	10	29	50	C
123		0432	12	11	17	40	E
124		0433	11	13	16	40	E
125		0436	12	14	34	60	B
126		0437	11	13	16	40	E
127		0439	14	11	20	45	D
128		0441	12	13	30	55	C
129		0445	10	14	33	57	C
130		0447	13	10	13	36	F
131		0448	13	11	38	62	B
132		0450	13	13	19	45	D
133		0451	10	13	32	55	C
134		0452	11	11	13	35	F
135		0453	12	13	07	32	F
136		0454	14	14	37	65	B
137		0455	10	15	27	52	C
138		0460	11	10	24	45	D
139		0462	09	13	31	53	C



S/N		Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
140		0463					
141		0464	12	13	15	40	E
142		0465	12	13	25	50	C
143		0466	—	—	—	—	—
144		0468	—	—	—	—	—
145		0469	12	12	11	35	F
146		0470	12	14	16	42	E
147		0471	11	14	20	45	D
148		0475	—	—	—	—	—
149		0477	13	12	18	43	E
150		0478	—	—	—	—	—
151		013/894	12	12	13	37	F
152		0192	10	10	31	51	C
153		28941	09	11	34	54	C
154		0284	12	10	38	60	B

APPENDIX X

FCE KANO WORD PROCESSING IV RESULT

FEDERAL COLLEGE OF EDUCATION KANO
DEPARTMENT OF BUSINESS EDUCATION

NCE 300 LEVEL STUDENTS LIST (2014/2015 SESSION)

(SECRETARIAL OPTION)

COURSE TITLE: WORD PROCESSING IV COURSE CODE: BES 322

LECTURER'S NAME: MRS IMALEGHALU D. MARY SIGNATURE: 11/07/16

HEAD OF DEPT.: Dr. Ogunleye SIGNATURE:

EXT. MODERATOR: J. A Hah SIGNATURE:

S/N	Reg/No.	1st C.A	2nd C.A	Exam	Total	Grade
01	0290	11	14	35	60	B
02	0300	09	13	29	51	C
03	0358	05	05	35	45	D
04	0372	10	12	24	46	D
05	0376	14	16	41	71	A
06	0404	08	12	21	41	E
07	0454	13	15	48	76	A
08	0460	10	12	23	45	D
09	0464	10	13	30	53	C