EFFECT OF PROOFREADING AND EDITING SKILLS ON STUDENTS' PERFORMANCE IN TYPEWRITING IN FEDERAL COLLEGES OF EDUCATION ZARIA, KADUNA STATE, NIGERIA

BY

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DECLARATION

I hereby declare that this thesis entitled "Effect of Proofreading and Editing Skills on Students' Performance in Typewriting in Federal Colleges of Education Zaria, Kaduna State, Nigeria" has been written by me, and that it is a record of my own primary research work. It has not been presented in any previous application for a higher degree. The information derived from the literature has been dully acknowledged in the text and the list of references provided.

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CERTIFICATION

This thesis entitled "Effect of Proofreading and Editing Skills on Students' Performance in Typewriting in Federal Colleges of Education Zaria, Kaduna State, Nigeria" by Cecilia, NwakegoNgaloru meets the requirement governing the award of the degree of Master in Education (M.ED) in Department of Vocational and Technical Education (Business Education) of Ahmadu Bello University, Zaria, Nigeria, and it is approved for its contribution to knowledge.

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DEDICATION

This research work is dedicated to my beloved Husband, Late Mr. Joseph Ngaloru and Late Mrs. AugustinaChukwujekwu.

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ABSTRACT

This research work was undertaken to investigate the effect of proofreading and editing skills on students' performance in typewriting in tertiary institutions of learning. The study was intended to determine the effect of proofreading and editing on students performance. In order to achieve this, an experimental study was carried out using 60 students from Federal College of Education, Zaria. Quasi-experimental was used with pre-test, post-test and control groups which were randomized. The study was conducted within four weeks. The mean, standard deviation was used to analyze the data collected, while student t-test was used to test the null hypotheses at 0.05 level of significance. The results of the analysis showed that: (a) there is significant effect in the mean scores of students in proofreading and editing skills, female students had performance that were significant compared with that of their male counterparts. The study concluded that proofreading and editing skills have positive effects on the performance of students in typewriting. Students, who develop the habit of proofreading and editing their work at the time they were in training, would be better equipped for the world of work. Based on the findings of this study, it was recommended that: proofreading and editing should be incorporated in the typewriting syllabus of the tertiary institution where secretaries and business education teachers are trained, and typewriting teachers should ensure that students acquire the skills of proofreading and editing by constant evaluation of their work.

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OPERATIONAL DEFINITION OF TERMS

The following terms used in this study are defined for clarity:

Editing Skill: The skill of revising a written document in order to improve it.

Proofreading skills: Proofreading is the precise and exact process of examining a completed piece of work to detect all errors. Proofreading is the final stage of the editing process focusing on surface errors such as misspelling and mistake in grammer and punctuation.

Mailability: Perfect or near perfect production of a document ready for signature and/or for dispatch.

Production Typing: Differences between realistic 'business' typewriting tasks that involved display, intelligence, and decision making on the part of the typist, and straight-forward copying/speed typewriting.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education remains the most viable tool for the transformation of human behaviours and development of the society. It is also the vehicle for engineering the behaviours, attitudes and skills of individuals towards empowering them to positively contribute not only to their personal growth but also to the development of the society. Akusoba (2003) refers to education as "the process of guiding and initiating the people to acquire the necessary skill, facts, knowledge, habits and attitude that will make them co-exist with others as useful and productive members of their society".

Vocational education is a branch of education which is most concerned with preparing human resources for industries. Ogolowa (2004) stated that "vocational and technical education refers to systematic learning experiences which are designed to fit individual for gainful employment in recognized and acceptable occupations as skilled or semi-skilled workers, technicians, artisans or sub-professionals". He further stated that the experiences are usually gained through training, retraining in Colleges, Polytechnics, Universities, Vocational Centresor Workshops (Apprentices).

Business education is a phase of education which is aimed at developing business competencies in individuals of the tertiary level of education that will enable them to be gainfully employed and fit into the world of work as professionals. Based on this, Aina in Danko (2006) enumerated some major goals of business education,among which one is to enable students to: acquire skills and competencies required for the performance of basic business jobs that is, take simple administrative decisions and deal with correspondence,

apply the various business concepts acquire in class to real life situations and play a productive role in a free enterprise economy.

The relevance of business education programme to the practical application of basic skills for real world and real work of life is glaring. The public demand for students to have improved competences in basic skills can be met through competence business education programme where secretarial skills are applied especially in the era of office automation. Therefore any secretarial education students should get equipped with typewriting skills. Typewriting is a skill essential to the development of any economy (Ezenekwe, 2007). It is through skills that products in the form of goods and services are produced to the requirement of customers with the skill an individual will be employed, able and participate in the production of goods and services.

The basic skills competencies which typewriting provide according to Nwosu (2008) enumerated are as follow: -

a. Typing straight copy and statistical date from original source using machine control properly not only accurately but speedily.
b. Formatting the text and displaying it in an acceptable form according to general office standard or Produce
c. Editing, centering and tabulation capabilities using present format.
d. Neatly correcting errors using various means.

Typewriting skill is taught in theory and practical. The theory affords the typewriting students. The opportunity to know various means, methods, rules and techniques involved in the process of typing while the practical involves the practical display or typing of those things learnt in the theory.

A good understanding enables students to type well. Mbaezu (2010) viewed typewriting as 'the process of getting information on paper through operating the typewriter keyboard to produce malleable document. It has been a course of study in business education programme both in secondary and tertiary institution, since the introduction of National Policy on Education in 1981. Obioma and Uteh, (2010) said that, a student can be considered to be skilled in typewriting, when performance is accomplished in less time, with less energy, with greater accuracy, with higher consistency, with more flexibility in proofreading and editing skills while a student is considered unskilled if he/she is unsure about which finger goes on which key.

The most valued skill in typewriting is the ability to proofread. Lacombe, et al (2011) opined that editing works hand in hand with proofreading. He explained Proofreading skill as the process of reviewing the final draft of a text to ensure that all information is accurate and all surface errors have been corrected. It involves the correction of grammatical spelling and typographical errors in a document. Proofreading skill are crucial, especially to business education students in this age of technology advancement.

Editing skills on the other hand, is a stage of writing process in which a writer or editor strives to improve a draft and sometimes prepare it for publication by correcting errors and by making words. Perkins (2011) stated that editing skills requires not only a background in English language skills but also a measure of intuition. He further emphasis that editing skill is a process of making revisions and suggestions about the content of a documents, focusing on improving the accuracy of language, flow, and overall readability as well as checking for grammer and spelling. He than summarized that editing skills involves a detailed review of a paper.

Business education students therefore will be considered skillful and competent in typewriting in as much as he/she recognizes the importance of proofreading and editing skills and strive to reforce these skills through learning and practice. Ndinechi (2011) acknowledged that no employer will want to retain a business education graduate with poor performance in proofreading and editing skills in typewriting.

All the variables so far explained constitute the background information on which this study is conducted.

1.2 Statement of the Problem

Typewriting being one of the most fundamental courses in business education is a relevant skill to the students. Over the years, the performance of typewriting students with regard to proofreading and editing in colleges of education has not been encouraging. If a student is not made to cultivate the habit of proofreading and editing his work at the time he is in training, then it should be expected that the bad habit of not proofreading and editing will be carried to the world of employment after graduation. For instance the results obtained from Iheamufu Federal College of Education, AlvanIkoku College of Education, Owerri and Federal College of Education Pankshin in 2013, In Iheamufu only 20 students passed typewriting examination while 80 failed out of 100 students who sat for the course. Also in the same yearin AlvanIkoku Federal College of education, 50 students passed while 100 students failed out of 150 students who sat for the typewriting examination, similarly, in the Federal College of Education Pankshin, 20 students passed while 80 students failed out of 100 students who sat for the typewriting examination. Based on preliminary observation by the researcher it was discovered that student failed typewriting examinations due to various

reasons, which may include; lack of proofreading skills, inability to edit their work properly and fewer time apportioned for examination purposes.

The researcher's interaction with some Business education lecturers in these colleges of education revealed that the non-acquisition of proofreading and editing skills is one major problems that causes student failure in typewriting examination. Also an interaction with students in these colleges showed that most of the students complained of the time apportioned for the practical in the typing pool, while others students complained lack of maintenance of typewriters. It is on the basis of these plausible that the researcher is interested in investigating the actual situation as it is concerning the teaching of typewriting in Colleges of Education in Kaduna State.

1.3 Objectives of the Study

Based on the problems as indicated above, the major objective of this study is to investigate the effect of proofreading and editing skills on students' performance in typewriting in Federal Colleges of Education Zaria, Kaduna State, Nigeria.

The specific objectives of the study are to:

1. determine the effect of proofreading skill on performance of business education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria.
2. determine the effect of editing skills on performance of business education students in typewriting in Federal Colleges of Education Zaria, Kaduna State, Nigeria.
3. assess the difference in the effect of proofreading skills between the performance of male and female business education students in typewriting in Federal Colleges of Education Zaria, Kaduna State, Nigeria.

4. assess the difference in the effect of editing skills between the performance of male and female business education students in typewriting in Federal Colleges of Education Zaria, Kaduna State, Nigeria.

1.4 Research Questions

Answers will be sought for using the following research questions in the course of the study:

1. What is the effect of proofreading skills on performance of Business Education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria.
2. What is the effect of editing skills on performance of Business Education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria.
3. To what extent is there a difference in the effect of proofreading skills between the performance of male and female Business Education students in typewriting in Federal College of Education in Zaria, Kaduna State, Nigeria.
4. To what extent is there a difference in the effect of editing skills between the performance of male and female Business Education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria.

1.5 Null Hypotheses

These four null hypotheses were raised for the study as follows:

Ho_1: There is no significant difference in the performance of Business Education students in typewriting exposed to proofreading skills in Federal College of Education Zaria, Kaduna State, Nigeria.

Ho_2: There is no significant difference in the performance of Business Education students exposed to editing skills in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria

Ho_3: There is no significant difference in the effect of proofreading skills between the performance of male and female Business Education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria.

Ho_4: There is no significant difference in the effect of editing skills between the performance of male and female Business Education students in typewriting in Federal College of Education Zaria, Kaduna State.

1.6 Significance of the Study

The following will find the results of this study of immense benefits to them: -

- Business Education Students
- Business Education Lecturers
- Colleges of Education
- Employers

Business education students will find this research work very useful because it will help them to improve their knowledge in typewriting especially in the area of proofreading and editing skills.

Business Education lecturers will find this work useful because it will help them to motivate the students to develop the skills needed in typewriting especially in areas of proofreading and editing.

Colleges of education offering business education as a course will find this work useful because it will outline the ways of improving student's performance in proofreading and editing skills.

Finally, the result of this study will help employers to enjoy the service of competent trained secretaries who might have gotten experience in proofreading and editing skills and this will save them the cost of re-training secretaries before using them.

1.7 Assumptions of the Study

The following basic assumptions are made for the study that:

1. Male students will perform better than female students when taught proofreading skills.
2. Male students will perform better than female students when taught editing skills.
3. Gender difference should not have effect on students' performance in typewriting.
4. Proofreading and editing skill have positive effect on students'performance in typewriting.

1.8 Delimitation of the Study

The study was delimited to only federal college of education Zaria, Kaduna State, Nigeria because it is the only one purposively picked for the study.

The study was delimited to NCE II business education students at Federal College of Education Zaria, Kaduna State, Nigeria, for the 2013/2014 academic session because they are those students taking typewriting as a core course that requires practical application of proofreading and editing skill.

It is also delimited to proofreading skill and editing skill because they are the central focus of secretarial courses in the programme.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focused on the concept upon which the studies were based as well as the review of related literature relevant to the problem been investigated. The chapter is presented under the following sub-headings:

2.1 Theoretical framework

2.2 Conceptual framework

2.3 Proofreading Skills

2.4 Editing Skills

2.5 Skill Acquisition

2.6 Business Education Students and Proofreading Skills

2.7 Business Education Students and Editing Skills

2.8 Typewriting and the Art of Proofreading

2.9 Typewriting and the Art of Editing

2.10 Empirical Studies

2.11 Summary of Reviewed Literature

2.1 Theoretical Framework

The educational theorist whose work provides the foundation for discussion for this study, which is considered necessary to this work is Thorndike's Theory – Connectionism.

Edward L. Thorndike is a pioneer investigator in the fields of human and animal learning are among the most influential in the history of Psychology. The prominent role of Aristotle's laws of association in the 1990s largely due to the work of Edward L. Thorndike – the recognized founder of a "learning theory that dominated all others in America" for nearly

half a century"). Thorndike's theory was based initially on a serious of puzzle box experiments that he used to plot learning curves of animals. In these experiments learning was defined as a function of the amount of time required for the animal to escape from the box. A full account of his experiments, including detailed descriptions of the puzzle boxes he used and examples of learning curves that were plotted, can be found in Animal intelligence (Thorndike, 1898). In Thorndike's view, learning is the process of forming associations or bonds, which he defined as "the beginning of an exact estimate of just what associations, simple and compound, an animal can form, how quickly he forms them, and how long he retains them".

Although his original experiment subjects were cats, dogs, and chicks, Thorndike clearly expressed his intention of applying his work to human learning when he said, "the main purpose of the study of the animal mind is to learn the development of mental life down through the phylum, to trace in particular the origin of human faculty" (1898). From his work with animals he inferred "as necessary steps in the evolution of human faculty, a vast increase in the number of associations."

Learning can be explained in terms of conceptions occurring in different situations or stimuli. The theories giving importance to association as the basis of learning believe that a bond is established between two or more experiences, so that the second experiences tend to revive the first one. We may consider two points of view in this regard. According to Kuppuswamy (2007), Trial – and – error learning in Thorndike's theory:- Thorndike at the turn of the century postulated his theory based on his work with cats. A hungry cat would be put in a puzzle box. A fish would be placed outside the box, and the smell of the fish would be a strong motive for the cat to try to get out of the box, which he could do only by pushing

a catch. In such a situation the cat would make all kinds of movements – jumping, biting at the bars, scratching at the door, pushing at various parts and so on. All such movements may be of no avail to him. The cat is not able to get out of the box. He may, by chance, paw at the latch; and he is out.

When again out in the puzzle box, he takes less time to make this movement. In due course, he makes this movement as soon as he is put in the pox. The cat has learned how to paw the latch. How can we explain this learning? Thorndike would explain it as resulting from movements made at random, movements which are tried as possible ways of getting out of the box, but which are wrong movements for this purpose. Such "trial-and-error" movements also include one movement which is successful movement.

The present study, therefore stresses on the acquisition of proofreading and editing skills. All the various kinds of learning involve some skills. It is in the learning of skills that transfer can occur effectively. According to Njoku (2001), skill takes trained hands and minds to apply the knowledge and techniques effectively. For example, in the medieval times, apprenticeship became a normal method of entry to a craft guild.

2.2 Conceptual Framework

This subsection discusses the following concepts:

2.2.1 Concept of Business Education

2.2.2 Concept of Keyboarding

2.2.3 Concept of Skills

2.2.4 Concept of Performance

2.2.1 Concept of Business Education

Business education is that course of study where individuals undergo training and acquire skills and competence in area of business. The term business education has been regarded by many as a mere terminology especially in Nigeria. Majority of people get confused in understanding the differences between business education and the term business management.

Business education is directed towards preparing people for employment, entrepreneurship, and or self employed. Business education has the role of training, producing individuals with necessary technical skills and competences in office technology necessary for the progress and continuous existence of the organization and fulfillment of objective that forms the bedrock of the establishment of the organization. Osuala (2000) conceived business education to mean part of the field of education that deals with business expansion both for specialized occupational uses and for general use. According to Aliyu (2001) Business education is education for business. It is the intellectual and vocational preparation of people for earning a living in a contemporary industrial and business environment.

> *Aliyu (2001) describes business education as the education for the acquisition and development of skills and competences, attitudes and attributes which are necessary for efficiency of the economic system. Business education programme is an umbrella which shields all business courses. It is therefore encompassing. It includes course such as Business Administration, Marketing, Purchasing and supply, Accounting, Business studies, Secretarial studies, etc, all fall under business education. While at the teacher education level, it is grouped into three, thus:- Accounting Education,Distributive/Marketing Education and Office/Secretarial Education. Business education is regarded as the adjustment of an individual, to his/her business environment.*

Adeniji (2002) argued that Business education as an education for business or training in business skills, which are required for use in business offices and clerical occupation. Adeshina (2007) viewed Business education as the training system that encourages the beneficiary to acquire skills that fit into the world of work. Also business education encompasses; attitude, knowledge and skills needed by all citizens in order to effectively manage their personal business and economic system. Business education is the deliberate intent of teachers to inform students about economics and business concept and skills that might be of use in later life. Adeshina (2007) Opines that business education gives a type of business training that enables an individual to become an originator in commerce and contributes to an understanding of how to be a successful owner and manager of small and medium individually owned enterprises. In a related view Magnus (2007) stated that business education is that aspect of vocational education, which provides institutions and preparations for office occupation such as secretary, typist or stenographer, book-keeper, data processor, word processor, computer analyst is education for business. According to Aliyu (2010) Business education is defined as:

> *Education for and about business. It is training that gives an individual occupational identity. It prepares students for entry into and advancement in jobs within business. It also prepares students to handle their own business affairs and to function intelligently as secretaries, consumers and citizens in business economy. He further explained that this aspect of education which provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavor is education about business.*

It is however evident from these definitions that business education is an aspect of general education aimed at preparing the students to acquire necessary knowledge, skills,

attitude and competences to succeed in any business activities. Business education is a dynamic course reflecting for acquisition of relevant knowledge and skills to meet the need of the society. Business education comprises of three options, Accounting education, Distributive education and office or Secretarial education.

Essong (2007) stated that secretarial office skills are technology oriented that prepares effectively for the dynamic work, there is need to master the following skills: -

a. Key Boarding
b. Document Formatting
c. Proofreading
d. Editing
e. Transcription
f. Shorthand Writing and
g. Computer Knowledge

Business education is a vital skill acquisition job which youths can lay their hand. It is a prevocational subject area that will equip the learners and prepare them for jobs in the business world. It is a skill course development indebted in the areas of shorthand, typewriting, office management, business and accounting, the student's activity is very vital in the skill development training.Therefore, business education is majorly concerned with the development in individual's personal skills and attitude, communication and computational skills, technology literacy employable skill, broad and specific occupational skills and knowledge.

The researcher perceive secretarial education as an aspect of vocational education that is designed to help the recipients acquire knowledge and manipulative skills for employment in office or self – reliance.

Fafunwa (1991) in Essong (2007) posited that, vocational and technical education (including secretarial education) had a slow start and also develop less quickly compared to other forms of education in Nigeria. This was due to the fact that, the early missionaries who introduced western education in Nigeria were not able to popularized vocational and technical education on the same scale with liberal studies because of the prohibitive cost of vocational and technical education.

Furthermore, Osuala (2000) in Sesan (2010) maintained that comparative late development of organized secretarial training compared to grammar schools system was because Nigeria school were patterned after the British public grammar schools.

Sesan (2010) stated that:

> *Secretarial practice back to the sixth century B.C when king, prophet, merchant and other notable personalities used to employ some people to write down their statements on scrolls and for carrying out other duties assigned to them from time to time. He is of the view that secretarial ship predated the advent of civilization. Secretarial education in Nigeria had a rough beginning. One reason is the fact that it did not receive adequate attention from the Nigeria colonial government like the liberial education. Stating some reasons for the low growth of secretarial education in Nigeria.*

Though vocational education did not receive the attention it deserved, the colonial master who brought in their wives with them who took record of most of their activities and assisted them in accomplishing their day to day business activities. The actual training was undertaken at private secondary commercial schools until the establishment of formal technical education in 1894 known as Hope Waddel training Institute at Calabar, by the early missionaries. In addition to the acquisition of vocational skills in secretarial studies, effective work competencies and socio psychological work skills which are very essential in

every day interactions with others" according to Ohanba and Ehisienmen, (2010) secretarial education is a viable option of business education programme".

Secretarial education is a vocational programme that provides knowledge, skills, competencies and attitudes necessary for the secretarial, University and NCE graduates to function well in office occupation and also for self – reliance. The secretarial students in Nigeria colleges of education are expected to acquire adequate knowledge and skills in modern office technology and information systems so that they will be very relevant in ultra modern office and be able to effectively compete in the labour market after graduation.

As a result of the increase the number scattered all over the country and secretaries can now graduate and possess recognized certificate and qualifications from Universities, Polytechnic, Colleges of Education and Federal Training Centresetc Sunday, (2010). Since the inception of literacy, where there was a man or woman of action there was a man of pen (Secretary) to record his deeds, Sesan (2010) went on to say that, secretarial administration has been in existence for a very long time and it has been one of the oldest and very useful professions in the world. This implies that whether structured or unstructured it has been in existence for decades (Oyekan, 2011).

2.2.2 Concept of Keyboarding

Keyboarding is the process of using the typewriter or computer keyboard to produce typescripts of documents. Keyboarding though can be traced to typewriting, but the word only came into use during the information age (Ekpenyong and Inegbedion, 2000). They defined Keyboarding as the manipulation of the computer keyboard by touch. Its benefits include the enhanced use of time and effective use of the computer. In keyboarding emphasis

is on the skill of entering alphanumerical data for the primary purpose of obtaining, processing or communicating information (Erthan inEkpenyoung and Inegbedion, 2007).

The use of keyboarding in word-processing has become indispensable and there is a general awareness of its usefulness in the business world. That suggested why Indian University of Pennsylvania offer keyboarding as a course and it is opened to students in all colleges without restriction (2002-2003) undergraduate catalogue). Nwaokolo (2007) reported that, all typewriting training starts from the keyboard. Therefore, the keyboard operation is an indispensable activity in typewriting. Ibitimi (2009) expressed his view that "regardless of sophistication in information processing systems, keyboarding is indispensable". This view was also lauded by Ekpenyong and Inegbedion(2009) that, keyboarding is a major part common to all (machines) and it plays the role of input device in all.

2.2.3 Concept of Skills

A skill according to Njoku (2001) points to the fact that skills training leads to the development of 'survival'. Competence acquisition of skill can help individual to exploit us locally available resources and utilize them to enhance, sustainable development need to the nation. Individuals who go for skill training should possess the following qualities, interest, ability, aptitude, patience, personality characteristics and other humans/physical qualities that would enable them to succeed in it.

Ndinechi (2004) defined skill as the ability to use one's knowledge effectively and readily in execution or performance, technical expertness, a power or habit of doing any particular thing competently.

To say that one has a skill in doing something, Ndinechi (2004) pointed out that the person must have over learned that thing to the point that he or she can exercise that skill even when something else is uppermost in the attention of the learner. Typewriting is a skill. Ebitimi (2005), submitted that typewriting is a perceptual – motor skill in that it involves the skill of perceiving than doing. They asked 'how do we know when a person has reached a stage at which he is considered to be skilled?" In their own words, "the highly skilled performance is accomplished in less time, with less energy, with greater accuracy, with high consistency and with more flexibility".

Writing on the same subject, Ojo, (2006) asserted that the skill that involved in straight – copy typing is a sensory – motor – skill and that when this skill is applied to problems beyond the simple typing of sentence that is production typing, it becomes a perceptual – motor skill which requires some understanding and thinking. They concluded that production typing generally includes all the activities that go into the preparation of typewritten papers, key stroking, operating the typewriter, handling materials, reading directions, planning the total job, proofreading, correcting errors and so on.

Professionals like teachers, doctors, engineers, architecture, and so on, need to have a good knowledge of typewriting, so that they can prepare confidential or essential documents without waiting for somebody to do it for them. The four basic arts today are writing, reading, arithmetic and keyboarding. Ability to type is compulsory for all students who would want to become typists, secretaries, information system analysis and communication specialist etc.

The basic skills competencies which typewriting provide according to Nwosu (2011) enumerated are as follow: -

a. Typing straight copy and statistical data from original source using machine control properly not only accurately but speedily.
b. Formatting the text and displaying it in an acceptable form according to general office standard or Produce.
c. Editing, centering and tabulation capabilities using present format.
d. Neatly correcting errors using various means.

Typewriting skill is taught in theory and practical. The theory affords the typewriting students,the opportunity to know various means, methods, rules and techniques involved in the process of typing while the practical involves the practical display or typing of those things learnt in the theory.

2.2.4 Concept of Performance

Performance is an act, it involves several activities like student marks, scores, grades and degree of worthiness. Godwin (2003) defined performance as what a student is able to accomplish as regards to tasks during an evaluation of behavioral objectives within a particular period of time.

George (2005) viewed performance in terms of numerical scores assigned to students to show the extent to which each student respond to activities which is measured by the level of student adoption to school work and to educational objectives. He viewed academic achievement or (academic) performance as the outcome of education – the extent to which a student, teacher or institution has achieve their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important-procedural knowledge such as skills or declaration knowledge such as facts.

George (2005) explained that individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement tend to achieve highly in academic settings.

2.3 Proofreading Skills

Proofreading is the skill of finding errors in written documents. According to Nwogwugwu (2004) submitted that one of the most valued skills of a secretary is the ability to proofread. Editing works hand in hand with proofreading. Reading is a skill that enables the individual to understand and act upon what has been put in black and white, reading efficiency is concerned with helping the individual to acquire proper skills which will facilitate the efficient processing of the material. Proofreading is the process of carefully reviewing a text for errors, especially surface errors such as spelling, grammar formatting and typing errors. Proofreading of written materials is the final and essential step before a document can be considered. It is a fact that a spell checker will not catch all the mistakes on the text.

Proofreading is the precise and exacting process of examining a completed piece of work to detect all errors. Errors like, typing, English, content, form errors and appearance. Proofreading is a copy of printed material used for making corrections before final printing. Proofreading is to read printed proofs and mark any errors.

2.4 Editing Skills

Editing is the arranging, revising, and preparing a written, audio, or video, materials for final production. Nwogwugwu (2004) editing requires looking at a document critically to see if it can be improved upon in a variety of ways. Editing is changing of the style, sentence

structure or organization of the paragraphs and over all document. Editing is also reviewing and changing a document by making additions, deletions or other changes to final presentation or production. Editing skill is basic and necessary for good copy editing and headline.

Okwuanaso (2006), in agreement, said that editing skills are greatly needed because secretaries are not only expected to detect errors but should have the ability to edit the document as well. In his view the most important aspect of typewriting is the ability to proofread and edit.

Editing is typically completed throughout the writing process especially between drafts and often suggests contextual changes that affect the overall meaning and presentation. The focus is on changes that affect style point of view or organization of content.

Proofreading and editing are often used interchangeably, they do differ when an error is spotted, something has to be done; this is where editing comes in. Editing means more than just changing a word or two or correcting punctuation, it involves moving sentences and paragraphs, deleting or adding materials, and so on. Re- read the drafts to see, whether the paper is well – organized.

2.5 Speed and Accuracy Skills

The ultimate goal of any typewriting course is to produce in a learner the ability to type at a reasonable fast rate with a high degree of accuracy. Ndinechi (2004) opined that:

> *Speed gained in typewriting result from crowding successive motions ever closer in time so as to reduce delays between motions and facilitates changing of responses, therefore the differences in performance of the expert typist and the amateur is one of wasted motion. While accuracy is getting the correct imprint upon the paper while using correct fingers and operation service parts correctly.*

Accuracy is also defined as the percentage (%) of correct entries out of the total entries typed. Alphabetic sentences, drills and one line sentence drills improve copying skills and speed. Speed and accuracy drills help students to build up speed and improve their accuracy and typing techniques. It is also help the typist to develop a smooth typing style and consolidate the finger reaches. Nwokolo (2004) opined that speed acquisition entails hurried movement in a bid to force the rate, these hurried movements carry with them the tendency to push the typist to make typographical errors, to combining speed acquisition and accurate typing are almost mutually exclusive and accuracy is hard to achieve under intense and hurried movements, in typewriting, five strokes including characters and spaces stand for one standard word.

These words are useful in determining the difficulty level of the passage, the difficulty level depends on such variables as stroke intensity syllabic, intensity and degree of high frequency word in the passage. A passage with high stroke intensity as well as high syllabic intensity will be difficult and thus unsuitable for a beginner. A passage with low stroke intensity and low syllabic intensity will be suitable point for beginning students. The higher the stroke and syllabic intensity of a passage, the more difficult the passage becomes. Syllabic intensity measures the number of syllables in a given word. Number of syllables divided by the number of words, stroke intensity is determined by dividing the number of strokes in the passage by the number of words, Nwaokolo, (2004).

Effort should be applied in the direction of speed and accuracy according to the requisites of proficiency. On some skills where quality of performance is far more important than speed, the effort in practice should be directed toward doing the task as well as possible. Where speed is an important factor in the skill practice at as rapid a pace as possible is

desirable. When both speed and accuracy are important as in typewriting or handwriting, effort must be directed in such a way as to secure advancement in both.

The net Word Per Minute (WPM) calculation is preferred for measuring typing speed as opposed to the gross WPM computation because in this method scoring speed and accuracy, ten words are deducted from the gross words typed for each error made by the students. Typewriting speed ranges from 25 words per minutes (WPM) for beginners to 60 words per minute (WPM) for advance typist.

Touch typing is the skill for the alphabet, number and symbols. Touch typing is the ability to type with the eyes on the copy most of the time that is, typing without looking to the keyboard. (Salami, 2009) when the fingers are hovering on the home keys, the keys are struck with a quick sharp strike.

Typing is a slow process as the following steps:

1. The eye reads a letter (or the mind conceives of one).
2. The brain recognizes the letter.
3. The brain decides where the letter is on the keyboard
4. The brain selects the fingers to be used
5. The brain directs the fingers to the appropriate keys
6. The letters is typed (or mistyped as the case may be).

Before typing, ask the students a question. Are you sitting comfortably? Sitting comfortably is particularly important for typing. Poor posture will haunt with strain, backaches and general tiredness. It is therefore, to spend some time preparing a good work station for your typing. Get a normal size of table and chair but not too high. Everything depends on the shape and size of the individual. The furniture used to achieve this, is chairs

of adjustable height and a range of tables designed to hold typewriters. It is better to practice 15 – 20 minutes each day rather than have a two hours every Saturday morning. A longer period each day is of course, learning the letters and punctuation marks.

A basic features of touch typing is that each key is typed by a specific finger and no other. The keys for each finger are allocated in a logical manner so that each key can be reached comfortable, without having to stretch too much. The aim is to make typing of each letter so automatic, the keys must be learned, and this can be done by studying the keyboard. The thumbs are used for nothing more than beating the space bar, but only the right thumb will be used. The fingers of the left hand are positioned over the letters A, S, D, F while the fingers of the right hand are positioned over the letter, J, K, L and semicolon. They are home keys, where the fingers will rest after typing the other keys so it is essential to learn to type without looking at the keyboard.

2.6 Skill Acquisition

Skill acquisition is the ability to learn a skill. A skill can be intellectual such as learning to listen, speaking, reading and written. It can be manual such as learning to build or type on the typewriter or make something. One acquires skills by learning them. Skill acquisition helps the secretary to perform better in their job. Skill acquisition refers to the process that athletes use to learn or acquire a new skill. According to Encarta Dictionary (2003) a skill is seen as ability to do something well, usually gained through training or experience.

Skill acquisition on the other hand, involves the development of a new skill, practice or a way of doing things usually gained through training or experience. Emenike (2003) submitted that communication skills are vital and must be taught because every business

activity is accomplished through some forms of communication. He opined that typewriting and transcription skills should receive the highest emphasis in the typist and stenography programmes. Skill acquisition is a model of how students perform in their practical work. Skill acquisition staff helps athletes acquire, develop and control their skills to perform better in their sports. Skills acquisition is acquiring the ability to solve problems in intellectual tasks where success is determined.

Ezenekwe (2005), added that time for intensive instruction and ample opportunities for the practice and reinforcement of these skills which include grammar, vocabulary, spelling and proofreading must be provided and must not be left to trial and error. Ezenekwe (2005), also went on to highlight the following proofreading and editing skills:

1. Excellent in language arts skill ability
2. Excellence transcription skills
3. Excellence erasing skill
4. Excellence written skill
5. Excellence spelling skill
6. Excellence reading skill

2.6.1 Excellence in Language Arts Skill ability

Nigeria is a developing nation where there are electronics operations or activities. The electronic technology that exists in Nigeria is expected to enhance education in the nation. English language also plays vital roles in the different sectors of Nigeria development. It functions as an official language, the language of education inter – ethnic communication and international relations. Proficiency in English language attracts good employment opportunities either in public or private services. English language is prominently used for

communication in the print and electronic media in order to achieve effective communication at the national level, among different ethnic groups and at the international level, with other nations.

The language is seen as an access to global advances in science and technology. Language art skills help to learn comprehension, reading, spelling root word and story elements. Reading skills encourage the family education to love reading and also help the students to improve their language arts skills with the games. Language arts skills improve the vocabulary, grammar, capitalization and punctuation with English games communication may be life to an organization, but its life can only be seen when active. Effective communication can only be achieve through the correct and proper application of English by developing a great deal of familiarity with the language as much as possible. Effective communication skills are those abilities experiences and knowledge that must be possessed by an individual to be able to pass information efficiently and effectively. Communication being a vital means of transacting businesses worldwide is considered as one of the skills secretaries must arm themselves with, since they are involved in the oral and written communication in the office.

There is correlation between English and Typewriting, the link between English and Typewriting is the widest and the most natural. Typewriting is another form of writing and the main areas of English knowledge which is directly relevant to the typist's skills are vocabulary extension, punctuation, summarizing and composition. The success in shorthand and typewriting depends in no small measure on ability in English. In recognition of the fact is that success in typewriting depends on the language arts skills acquired by the secretary. Ugoji (2001) revealed that English language had been found to be a responsible factor for

students' high failure rate in typewriting. Language arts skill is of primary importance to a secretary. Okwuanaso (2003) in agreement pointed out that employers have continued to demand for secretaries who are competent in the use of grammar, punctuation, spelling and who can express themselves both orally and in writing.

Language arts skills receive frequent feedback across all areas of study. Parents, adults and others must use language arts skills to communicate to each other. Language arts skills are essential to learning and the ability to demonstrate what one has learnt throughout all his or her life time. Language arts is designed to improve the language needed to communicate effectively .Language arts provides your child with the tools to master language skills.

To succeed in this new global age our students need a high level of proficiency in the English language arts.

2.6.2 Excellence in Transcription skills

Transcription is an invaluable skill to gain, with applications in many sectors of the workplace. Ability is established to provide accurate, reliable, confidential transcript in a timely manner. Transcription ability will help to type your speed. Among all the skills required of the secretary is transcription ability of which the skills of proofreading and editing are a part. Typing skills transcription requires English skills proofreading skills, research skills, listening skills, editing skills and reading skills. As a secretary he/she must learn how to operate audio transcribing equipment or machine, how to transcribe sentences, paragraph, business letters, memorandum (Memo), correspondence and reports, how to use invaluable, time – saving keyboard shortcuts to format his or her work. And how to handle mis – spelling and how to pick errors and correct errors.

The secretary must work at his own flexible pace, get one – on – one help from course advisors. Choose his own hours and keep the workbooks when the transcription is over. Many students indicated their accurate typing as 70 WPM, 80 WPM and even 90 WPM and beyond, it is not so, better appreciate ones ability to type accurately at the speed of light. What is more important in transcription is the ability to really listen and comprehend what the speaker wants to convey in their message. At the end of the day, as a proofreader of the final piece, ensure that it flows and make sense. The ability to comprehend the gist of the message is important in transcription. The transcription skills are not something that can be taught overnight, but it can be taught if one is willing to learn, it may take a few extra moment to make sense of what one just typed. In a survey they conducted, business men were asked whether they would prefer a secretary with less ability to take rapid dictation and more ability to transcribe into mailable letters, or one with ability to take rapid dictation at the expense of transcription ability. It was found that 85 out of 91 businessmen preferred the ability to transcribe into mailable letters.

2.6.3 Excellence in Erasing Skills

Erasing is the act of removing all traces of word. An important skill needed for editing is erasing skill. Teaching erasing must be a special part of the typing period. Erasing is a skill, it must be taught by demonstration, imitation and review, when an errors is made, a secretary does one or two things, remove the paper and start again or remove the paper from the machine and erase the incorrect matter neatly and type the correct word. It is therefore important that the skill of erasing be taught properly. It is the work of the teacher to teach the students how to erase neatly and quickly.

It is the work of the teacher to teach the students how to shift the carriage when an error is made and type the particular alphabet correct. The teacher will teach the students that if an error was made by your left hand side, they should shift the carriage by their right hand side and correct the word but if an error was made by the right hand side, the carriage should shift by your left hand side and they will do it by imitating, demonstrating and practice always. Because practice makes perfect.

2.6.4 Excellence in Writing Skills

Written communication skill is a very powerful tool and must be used with care. Oluga (2002) stated that written skill is an important form of correspondence which involves the use of letters for the expression of ideas, opinion and feelings or for the transmission of vital request messages of information from one person, groups, departments, establishment, organization to the other. So the boss should make his writing very clear to his/her secretary, before the secretary will know what to type.

Written communication according to Emenike (2003) involves writing of messages in a prescribe format and sending it from one person to another, this could be in form of letters, e – mail, telegram, memo or text messages.

2.6.5 Excellent Spelling Skills

The importance of communication skill, in general, and written communication skills, in particular, has been well documented in business literature

The spelling skill is very important for the secretaries.

The three reasons to support the importance of spelling skills are:

i. Correct spelling aids readability while poor spelling diverts the readers attention, from the message content

ii. Misspelled words may damage the ,message content ‘poor spelling may directly and indirectly influence message content

iii. The writer without spelling skills waste a lot of time, and it would make the secretary to look into his/her dictionary

2.6.6 Excellent Reading Skills

Reading is a skill that enables the individuals to understand and act upon what has been put in black and white. Reading consists of two fundamental processes that are inter dependent, the physical or visual and the mental or intellectual. Reading efficiency is concerned with helping the individual to acquire proper skills which will facilitate the efficient physical processing of the materials. Adiwu (2006) remarked that there are two types of reading, one type is reading for ideas, and reading for accuracy of details.The claimed that accuracy of details is more important in typewriting as many individuals type well without knowing the content of the material they have written. The typist who has not developed skill in the control of his attention cannot type with smooth continuity. He also remarked that building a strong word power, an individual can develop his/her word power by: -

1. Recognizing word using sentence clause; that is, you find clues about a word from the sentence
2. Recognizing word using the dictionary, developing comprehension skills and this, the individual can achieve by:
    i. Reading for details
    ii. Reading for main ideas
    iii. Understanding how the author organized his materials

iv. Reading between the lines

Reading skills is an important communications skills which secretaries must possess in order to obtain written information and ideas about the organization. The teacher should teach the students to follow directives, to interpret illustrations, to proofread typed work and to develop vocabulary.

2.7 Business Education Students and Proofreading Skills

Business education is focused at training and preparing student for formal employment and as well as having the necessary skills which permit self-employment and competency in the work of paid employment. This can only be so, if the student can apply some basic skills relevant in the world of work. According to Gana (2004) the most important characteristic of a skill subject is that it should be relevant in functional terms to the needs of the environment.

Proofreading is a skill very relevant in business environment. It involves the reading of a galley proof or an electronic copy of a publication to detect and correct production errors of text or art. Proofreaders are expected to be consistently accurate by default because they occupy the last stage of typographic production before publication. Tonne, (2004) explained further that proofreading involves spotting errors in English, spelling and punctuation as well as typing. Therefore, it is not enough for business education students to be good in typing but also the ability to proofread is very necessary.

Business education students need different levels of knowledge, skills, education and abilities. Some students do not know how to compose a letter, report, memorandom and other types of business correspondence. Business education students should be able to communicate in the business world, without making common mechanical/grammer mistakes.

When a student passes through business education as a course of study at any level of education, it is important and expected that they should have confidence and ability that they can use their academic skills to communicate in an intelligent manner like in proofreading a text.

King (2007) explained that proofreading is quite difficult and far more visual activity than students thinks. Proofreading is not reading, because a proofreader tends to form looking for missing letters, commas, and format rather than to meaning. Students think that using a computer-assisted program make them better proofreaders. Many business education students rely heavily on a computer-assisted program to proofread documents. This causes many students to lack the basic proofreading technique. Computer cannot do all of the work and unless the student understands the concepts of good writing, the computer is really not a lot of help.

2.8 Business Education Students and Editing Skills

Another skill very important to business education student is the ability to edit. Editing skills is very important to business education students and cannot be overemphasized. Students have most difficulty with the writing skills and these are the very ones business and academicians consider most important (Wohlgamuth, 2003). He suggested that business education students should be taught editing skills to make them a better writer.

Mackay (2004), in her own contribution, stated that editing errors is an essential ingredient needed by business education students. The importance of the acquisition of editing skills, made her to insist that in typewriting instruction, students should be compelled from the very beginning of the lesson, to learn to edit their work on their own. This, she explained, would lead to the development of good habit and would make students to become

error conscious. For this skills to be embedded into the students, business teachers must make sure their students spend a great deal of time on the development of editing skills, the proficient application of English skills and the ability to type mailable letters free of errors.

2.9 Typewriting and the Art of Proofreading

Typewriting is a vital and major part of business education programme. The subject lends itself to the attainment of the objectives of giving students a chance to acquire further knowledge and develop skills. Godwin (2003) submitted that typewriting is a perceptual-motor skill in that it involves the skill of perceiving and then doing. He further explain that beyond typing simple sentence, a typist should be able to check the content and appearance of a written work: looking for errors in typing, spelling and grammer, ensuring that it is presented in a style that meets the requirements of a module or course. Proofreading is a skill that requires time, but the more you practice the quicker and easier it will become to spot any correction that need to be made.

Mackay (2004) stated that proofreading is an essential final stage of the process of typing which should not be overlooked as a poorly typed piece of work can lose marks. He further opined that students lose mark after the effort of typing a work spoiled by spelling and grammatical errors, or that does not adhere to their course requirement. A well-presented typed work indicates a work well-proofread. He highlighted further, the areas to check when proofreading in typewriting includes the following as shown in the below table.

Checklist for proofreading in typewriting

Grammar	
Tenses	Does the subject match the verb? Are tenses used consistently within sentences?
Spelling	Don't rely on the spellchecker in Word – this won't pick up "typos" as from/form or been/bean Use a dictionary to check spelling – don't guess at a spelling.
Language	Have capitals letter been used where necessary? e.g. for personal names, organizations, the start of a sentences. Have some words been used frequently within a paragraph or an essary? If so, consult a thesaurus for alternative words to use. Is the language suitable for an academic work.
Correct style	Are you using the correct style? Check your school guidelines for which style you should use.
Consistent	Is the referencing consistent?
Quotations	Have quotations been fully referenced? i.e. have you included quotation marks and page numbers if appropriate?
Bibliography	Have you included all the items you have cited in your text? Are the references complete?
Presentation	
Line spacing	Does the assignment require particular line spacing?
Margins	Are there any requirement regarding margins?
Font size/type	Do you need to use a particular font size or type?
Typing errors	Have all corrections been made in the final version of the type work

2.10 Typewriting and the Art of Editing

Editing requires careful analysis and critical thinking. As such, the art of editing is not a task that can be done in a rush or squeezed in between other tasks. Godwin (2003) asserted

that in typewriting, it is essential for the typist to devote sufficient time and concentration to editing, and being in a right frame of mind to do this is very important. He further advise that the typist when editing should schedule a period of time in his diary for focusing solely on editing and make sure that the environment is free from distractions and interruptions.

King (2007) pointed that editing requires focusing on the content of the text. The further highlight key goals which are to be checked in the text to include:

i. Logical flows
ii. Coherent and consistent
iii. Forms of meaningful whole
iv. Accuracy in the information provided
v. Appropriate tone
vi. Clear purpose
vii. Target reader

He went further to say that in typewriting, some of the key questions a typist should ask himself when editing a text are:

i. Does the opening paragraph provide a clear indication of the purpose of the text and a broad outline of the content?
ii. Does every part of the text contribute to the key idea in order to form a meaningful whole?
iii. Does the purpose remain clear throughout the text?
iv. Is every sentence relevant to the purpose of the text, with no digressions?
v. Is there a sentence (prefereably the first) in each paragraph that summarizes the key point of the paragraph?

vi. Are the paragraph unified, i.e. do they contain only one single idea each?

vii. Has every idea been given sufficient weighting?

viii. Does the text flow logically from one paragraph to the next?

King (2007)further stated that "If the answer to all of these questions is 'yes', then the typist need not make too many changes. However, if it seems that a lot of changes are needed – the typist must remember that editing a piece of text ensure that it forms a coherent and meaningful whole and sometimes involves making major changes or even rewriting". After the adjustment from the editing process have been made, the text is ready for proofreading.

2.11 Empirical Studies

For the purpose of this study, a number of empirical studies were reviewed. Ekpenyong (2001) on comparison of recall performance of typewriting and non-typewriting students in Federal College of Education, Obudu. The study sought to compare the memory effectiveness of typewriting and non-typewriting students as measured by their recall performance respectively in typing and reading. The research design adopted for the study was experimental design. The subject of the study were NCE 3 Business education students who were randomly drawn from Federal College of Education,Obudu Cross River State.

The population for that study was 120 typewriting students. The sample size was 60 typewriting student, and they were of the same socioeconomic background of the school male and female students.

The result of the study revealed that typewriting is not just sensory motor skills but a subject which combines the cognitive with the psychomotor and affective competencies and that; there was no significance difference in the intellectual capacity of typewriting students and students of other subjects. The result also showed that the knowledge of typewriting

method was low and very much inadequate among many students tested in the study. The researcher observed certain uncontrollable variables in the study, which might have contributed to the said result. Among these were the classroom environment, teacher's qualification, and students' academic ability.

The present study is related to past study, because of the satisfaction measured in the study but differs because the study is on effects of proofreading and editing skills on students' performance in typewriting in Federal Colleges of Education in North West Nigeria.

A research work was carried out by Akindele (2001) on editing skills on students' performance in typewriting. The study focused on proofreading and editing skills on secretarial students' academic performance in typewriting. An experimental design was used, and the subjects of the study were 40 female and 20 male students of National Diploma II in Secretarial Studies, Yaba College of Technology, Lagos. The instrument used for collecting data was pre-test post-test. The duration of the experiment was six weeks made up of 48 contact hours. At the end of the study tests were given to the students and were graded, analyzed by using t-test statistical method to either retain or reject the null hypothesis at 0.05, level of significance.

The result showed that students taught proofreading perform better than those taught editing skills. The result revealed that the skills of proofreading and editing are important to success in typewriting. Students should therefore be exposed to continue reinforcement of these skills at every stage of learning this had resulted in good typewriting performance of students exposed to this. The result further revealed that the nature of the task, its familiarity

or unfamiliarity influence performance. However, female students' performed better than their male counterparts in the study.

The researcher observed however, that the use of sampling procedure has not been fully explained, likewise the population of students in each group was not known. Equally, the method of teaching and the classroom environment of the studied groups among others could have been incorporated into the study. Despite the objectivity, the ongoing study is similar in that it was on students' performance on editing skills in typewriting. It also used the experimental design.The study recommended that, typewriting teachers must ensure that students acquire proofreading and editing skills.Another study conducted by Aliyu (2002) focused on correlation between typewriting and computer application, in Kaduna state and the students of Muhibcentre for continue educations were used. The study sought to find the extent to which previous knowledge of typewriting can influence students' performance in computer application.

The research design adopted for this study was a co-relational study. The target population consist of 70 students of Muhib Centre for Continues Education Kaduna State,while thirty (30) students were used as sample for the study selected through (random sampling technique). The instrument used for the study was pre-test and post-test. The student were given instruction in computer application for three months and at the end of the period they were tested to determine their level of performance. The t-test at 0.05 level of significance statistical method was used in analyzing the data. The result of the null hypothesis showed that there was no significant relationship in performance on computer application (operation) between student with background in typewriting and those without.

Among others it was recommended that students of computer class be exposed to typewriting skill before going into the practical aspect of computer study.

The present study is similar to this in that, it was conducted on the relationship between typewriting and computer application, using the experimental design. The difference however is that, the ongoing study will be conducted in Zaria.

Ogunedun (2007) carried out a research study titled "Relevance of Business Education and Office Technology for 21st century and National Development in college of education, Zuba, FCT, Abuja." The study focused to produce secretarial teachers whose skills will be relevant for the office of the 21st century that will review the present curriculum and the grand objectives of the programme of the secretarial training as stated for the study. The population for the study was 180 including both teachers and students. The sample size was 120 selected randomly. The t-test at 0.05 level of significance statistical method was used in analyzing the data.

The study revealed that business education programme was of great importance to national development in the 21st century; teaching/learning facilities as well as staff were adequate and that business education programme has not been faced in its preparation of students for the world of work in the 21st century.

In the researcher's recommendation, the researcher stated that the curriculum should be reviewed to tally with the corresponding changes so that business education students can contend with the dissemination of the right type of information to fit properly with the 21st century and that the obsolete equipment in business education department need to be replaced with the new ones.

In connection with the above research, the current researcher was of the opinion that it is true business education programme was relevant to the national development teaching/learning equipment or facilities and the lecturers or staff are adequate. From the observation of the current researcher, the modern office equipment i.e. typewriters/computers and the lecturers in tertiary institutions were not adequate and also the exposure of the business education students to the modern office equipment was at zero level. The above named researcher stated that the curriculum of business education programme was relevant to the 21st century, but as observed by the present researcher the present curriculum of business education in respect to modern office technology did not reflect the realities of what was obtainable in the world of work.

Another study was conducted by Oyekan (2009) on the effect on non programmed and programmed instructions on the performance of students in typewriting. The study was carried out to determine the effect of non programmed instruction on the acquisition of speed and accuracy skill on straight copy materials of participants performance in typewriting. The experimental research designed was adopted for the study. The target population was made of one hundred and twenty (120). 100 level non – secretarial students in the school of business and management studies, MoshoodAbiola polytechnic, Abeokuta. Sixty (60) participant were selected by lottery method. A teacher made test instrument was used to assess the achievement of the participants. The t test at 0.05 level of significance statistical method was used in analyzing the data. The result revealed the superiority of the typing tutor package over the conventional methods as a medium of instruction. It also revealed that error percentage scale was a better instrument for assessing how fast and accurate the participants were.

The current study is similar to Oyekan's in that it was conducted on performance in typewriting, it also employed experimental design. The difference is found in the fact that it was on programmed and non – programmed instructions, while this study will use only non – programmed instructions and will be conducted in Federal College of Education in North West Nigeria among business education students.

Lastly, a research conducted by Walsh-Bethauser (2010) on assessment of proofreading and editing with technical diploma students. The study was carried out to determine if students improved their writing skills through proofreading and revising their documents. The combination of quasi-experimental and description research design was adopted for the study. The population was two hundred and eighty (280). Simple random sample procedure was used to pick the sample. A teacher made test was used to assess the sample behavioural objective. The t-test at 0.05 level of significance statistical method was used in analyzing the data. The result revealed the student who proofread, edit journal, write, organize, and do verbal proofreading write clearer, and more concise documents.

The study is similar to the present study in that it was also on proofreading and editing. It also uses same quasi-experimental research design but combined it with descriptive research design. The difference is that while the later was with technical diploma students, the present is on NCE students in Federal College of Education, Zaria, in North-west, Geo-political Zone,Nigeria.

2.12 Summary of Reviewed Literature

Business Education is directed towards preparing people for employment. Business education started in Nigeria since the pre-colonial era. This chapter reviewed literature related to the study under certain subheading as: -

The theoretical framework of this study which stressed on educational theories of skills, knowledge and habit of learning. It also highlighted various concepts, such as business education, skills and performance. Vocational and technical education helps people obtain and advance in a job or even better a career.

Concept such as Business education, Secretarial education and typewriting. Business Education is an education process or content which has its primary aim as the preparation of people for roles in business entrepreneur/employer as self employed. Also secretarial education is the type of education that equips students with vocational skilsand effective work competencies inproofreading and editing skills and also it highlighted business education students and proofreading and editing skills.Apart from its employment utility, it has other values in its effect on the use and command of English language. It also highlighted factors affecting proofreading and editing skills. It also highlighted speed and accuracy skills which are invaluable assets to a secretary seeking employment or wishing to advance in the current position being held. It also highlighted skill acquisition which helps the secretary to perform better in their job. It also highlighted empirical studies of other research work conducted by and summary of the literature.

From the literature reviewed and the empirical studies, the existing gap noticed were that previous studies stressed on time, speed and accuracy of typewriting skills. However, they did not state which skillswere appropriate for male and female students as well as how they affect the students in typing, hence the need for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the methodology and procedures to use in the research work under the following sub-headings.

3.1 Research Design

3.2 Population for the Study

3.3 Sample Size and Sample Technique

3.4 Instrument for Data Collection

3.4.1 Validity of Research Instrument

3.4.2 Pilot Study

3.4.3 Reliability of Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

The research design for the study was quasi experimental design because it lacked randomization and requiredpractical approach. In line with Razaq and Ajayi (2002) stated that quasi experimental research designs are fulfilled only when the subjects are not randomly selected and assigned to experimental and control groups.

3.2 Population for the Study

The population of the study was 199, comprised of NCE II Business education students in Federal College of Education Zaria, Kaduna State. The study was conducted using the NCE II students offering typewriting in 2013/2014 academic session as the target population. The breakdown is as shown in table 3.1.

Table 3.1: Population for the Study

Business Education NCE II Students	Number of Students		
	Male	Female	Total
Group A	55	44	99
Group B	33	67	100
Total	88	111	199

Source: Record office of the Department, 2014

3.3 Sample Size and Sampling Procedure

The sample size of the study was based on the principle of Borg and Gail (1999) who said samples are representatives of the whole population in which generalization could be made. Using this principle, the researcher made use of purposive sampling. Purposive sampling procedure is a research procedure in which a researcher purposely selects certain group as samples because of their relevance to the investigation under consideration. Therefore, out of 199 population of the study, 60 students among which were 20 male and 40 femalepurposively sampled, this is in line with Nworgu (2001) who stated that when the population of the study is not convenient, the researcher is free to take a convenient and sizeable population to represent the total population.Breakdown of the sample population is as given in table 3.2 below:

Sample size

Table 3.2 Sample Population

	Experimental 1 (Proofreading)		**Experimental 2 (Editing)**		**Control**			
NCE 2	Males	Females	Males	Females	Males	Females	Males	Females
	7	8	7	8	7	8	7	8
	15		**15**		**15**		**15**	
Total	**30**				**30**			

3.4 Instrument for Data Collection

Based on the fact that the research study is quasi experimental research design, self design business education achievement test was designed by the researcher and was validated by the supervisors. This was administered to the students as pre-test and post-test. Pre-test was speed and accuracy test. It was timed and both groups were given 15 minutes to complete the test as seen in appendices II and III. The post test for proofreading and editing skills was a complex manuscripts with corrections and this was for a period of 35 minutes as seen in appendices VI and VII. The two test were self design tests. The pre-test was based on the typing speed of 35wpm while the post test was based on the typing speed of 40wpm as seen in appendices VIII and IX.

3.4.1 Validity of Instrument

The content of the instrument was validated by experts including the supervisors of this research in the rank of senior lecturers and above in the field of business education for face and content validation. They critically examined the instruments with respect to their

fitness for the purpose of the study. Based on their input, the final copy wasused. In line with King (2007), content validation of research instrument by experts is as important and acceptable type of validation.

3.4.2 Pilot Study

A pilot study was conducted in College of Education, GidanWayato test the reliability of the instrument using 20 students. The choice of this is because it is not part of the study area for the experiment. College of Education,GidanWayawas chosen for the pilot study because it shares the same characteristics with the study area but not under the study area and the school offers typewriting in business education which is related to the area of the study.

3.4.3 Reliability of Instrument

Data from pilot study were collected using the split-half method to determine the reliability of the instrument, the instrument was divided into two halves of odd and even numbers. The spearman Rank Order correlation co-efficient was used to calculate the reliability estimate of one half (odd numbers) and Spearman Brown formula was used to calculate the reliability estimate which stood at 0.86. This reliability coefficient was positive and very high. Hence, the instrument was adjudged reliable and stable based on Nworgu (2007) recommendation, who stated that a reliability estimate of 0.80 and above is high and the instrument for which it is calculated is reliable and stable.

3.5 Procedure for Data Collection

The researcher obtained letter of introduction from the Department of Vocational and Technical Education which was submitted to the school authority for permission to conduct the study in the school and also pointed out that demonstration method was employed as the

teaching method for the duration of the exercise. With this approval the following steps were taken to conduct the experiment.

Step I: Pre-Test, the researcher taught all the students in the group using demonstration method after which the researcher administered test to the students using lesson plan in Appendix II and select those that pass to form the group. Appendix III and IV show the test and marking scheme.

Step II: Those selected were grouped into two:

(a) Experimental Group for

i) Proofreading

ii) Editing

(b) Control Group

i) Proofreading

ii) Editing

Step III: Experimental group A were taught proofreading skills for 2 weeks using lesson plan in appendix V and post-test was given to the students. Thereafter papers were marked based on the marking scheme as in appendix VI& VII.

Step IV: Experimental group B were taught editing skills for 2 weeks using lesson plan in appendix VIII and post testwas given to the student and papers were marked based on the marking scheme in appendix IX and X.

Control group: This group was not exposed to proofreading and editing skills but sat for same post-test examination. Post-test was administered and marked based on the marking scheme, details of the post test and their marking scheme were as in appendices XIV XV

3.6 Procedure for Data Analysis

The mean performance of students for the post-test for the experimental and control groups were computed and compared to answer the research questions. Mean deviation was used to analyze the data that was collected to answer the research questions, t-test statistics was used to test the null-hypotheses 1-4. The t-test has proved to be one of the most effective methods of comparing two group means. All the null hypotheses was tested at 0.05 level of significance (p=0.05).

Decision Rule: In the analysis, items with mean score of 2.5 and above were considered accepted while those with less than 2.5 were treated as rejected. In the analysis, if the calculated value of t-test is greater than (>) critical value, the null hypotheses were rejected, that is there is a significant difference but if the calculated value of t-test is less than (<) critical value, the null hypotheses were retained that is there is no significant difference.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presented the statistical analysis of the responses of the students on effect of proofreading and editing skills on student's academic performance in typewriting in Federal College of Education, Zaria. Assessments were presented along with the research questions. Each of the research questions were analyzed using mean scores. The mean score for proofreading skills were compared with editing skills. The higher mean score among the skills is considered to aid high student's performance in typewriting. The hypotheses of the study and discussion of findings were also presented. Inferences and deductions that were drawn from the results as thereby presented.

4.1 Presentation of Data

The collated data on the performance of students in Typewriting as a core subject in Business Education and using Proofreading and Editing skill for students in Federal College of Education, Zaria is presented as follows:

Research Question One: What is the effect of proofreading skills on performance of Business Education Students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria?

The result obtained from the experiment have been summarized and presented in table 4.1 as seen below.

Table 4.1: Mean score of Proofreading Skills and Control

Group	N	Pre-test $\overline{X}$	Post-test $\overline{X}$	Mean score	Difference
Proofreading Exp.	15	38.00	71.53	54.77	13.64
Proofreading Ctr	15	24.07	58.20	41.13	

Source: Field study, 2014

Table 4.1 presents the mean scores of 38.00 and 24.07 for Proofreading and control respectively for the pre-test, and 71.53 and 58.20 for post-test. The mean score for the Proofreading was 54.77 while that of Control was 41.13. This showed that the proofreading skill (experimental) had a higher mean score than the Proofreading (control) on students' Academic performance in typewriting in Federal College of Education, Zaria. Therefore, a further look at the table shows a mean difference of 13.64 on the result of proofreading (experimental and control).

Research Question Two: What isthe effect of editing skills on performance of Business Education Students in typewriting in Federal College of Education, Zaria, Kaduna State, Nigeria?

Data collected in respect to research question two are as presented in table 4.2.

Table 4.2: Mean score of Editing Skill and Control

Group	N	Pre-test $\overline{X}$	Post-test $\overline{X}$	Mean score	Difference
Editing Exp.	15	37.07	66.00	51.53	
					10.4
Editing Ctr.	15	24.07	58.20	41.13	

Source: Field study, 2014

The table presents the mean scores of 37.07 and 24.07 for editing and control respectively for the pre-test, and 66.00 and 58.20 for post-test. The mean score for Editing was 51.53 while that of Control was 41.13. This showed that the editing skill (experimental) had a higher mean score than editing skill (control) on students' Academic performance in typewriting in Federal College of Education, Zaria.

Research Question Three: To what extent is there a difference in the effect of proofreading skill between the performance of male and female Business Education Students in typewriting in Federal College of Education, Zaria?

The result obtained from the experiment have been summarized and presented in table 4.3.

Table 4.3 Mean score of Male and Female Students in Proofreading Skills in Typewriting

Group	N	Pre-test $\overline{X}$	Post-test $\overline{X}$	Mean score	Difference
Male (Proofreading)	7	30.50	62.25	46.37	9.94
Female (Proofreading)	8	40.75	71.87	56.31	

Source: Field study, 2014

The above table revealed the result of the different test administered to the students. At the pre-test level, the male students (Experimental group) had 30.50 while that of their female counterparts (Experimental group) was 40.75. Also the post-test mean effects of students score recorded was 62.25 for male (Control) and 71.87 for female (Control) respectively. The mean score showed 46.37 for male and 56.31 in favour of female. Thus, the female students had a mean score of 9.94 higher than the male students from pre-test to post-test of teaching Proofreading skill in Typewriting in Federal College of Education, Zaria.

Research Question Four: To what extent is there a difference in the effect of editing skills between the performance of male and female Business Education Students in typewriting in Federal College of Education, Zaria, Kaduna State, Nigeria?

The result obtained from the experiment have been summarized and presented in table 4.4.

Table 4.4 Mean score of Male and Female Business Education students in Editing Skills

Group	N	Pre-test $\overline{X}$	Post-test $\overline{X}$	Mean score	Difference
Male (Editing)	7	32.16	58.16	45.12	
					6.08
Female (Editing)	8	37.38	65.63	51.50	

Source: Field study, 2014

The mean scores from the table above revealed that, at the pre-test level, the male students (pre-test) had 32.16 while the female students (Post-test) had 37.38. Also the post-test mean score of students recorded 58.16 for male (Post-test male) and 65.63 for female (Post-test female) respectively. The mean score showed 45.12 for male and 51.50 for female. This showed that the female students had a higher mean than the male students from pre-test to post-test of teaching editing skill in Typewriting in Federal College of Education, Zaria.

4.2 Test of hypotheses

In pursuance of the objectives of this study and to provide statistical solutions to the question raised, four null hypotheses were formulated. The hypotheses were tested as follows:

Hypothesis One: *There is no significant difference in the performance of Business Education Students exposed to proofreading skills in Typewriting in Federal College of Education, Zaria, Kaduna State.*

The paired sample t-test was therefore used for the hypothesis. This is because it enables the t-value to be compared with t-critical which indicates agreement on the differences. The result of the test is summarized in the table 4.5.

Table 4.5: Paired sample t-test between Proofreading Skill (Experimental Group) and Proofreading Skill (Control Group)

Variables	N	$\overline{X}$	Sd	df	t-Cal	t-Crit	p-value
Proofreading Exp.	15	30.70000	19.41942	29	8.659	2.05	.000
Proofreading Ctr.	15						

Source: Field study, 2014 **t(29) 2.05, P<0.05**

The test in table 4.5 revealed that 30 students were sampled for proofreading skills in the experimental group and 30 for proofreading skills in the control group. The observed t-calculated is 8.659 which is greater than the t-critical of 2.05 at the 29 degree of freedom and the probability level of significance observed in the test is 0.000 ($P < 0.05$). This indicates that there was a significant effect in the performance of the students between Experimental Group and Control Group. Therefore, the null hypothesis that there is no significant effect in proofreading skill on performance of Business Education Students in Typewriting in Federal College of Education, Zaria, Kaduna State was therefore rejected.

Hypothesis Two: *There is no significant difference in the performance of Business Education students exposed to editing skills in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria.*

The paired sample t-test was used to test hypothesis two. This is because it enables the t-value to be compared with t-critical which indicates agreement on the differences. The result of the test is summarized in the table 4.6.

Table 4.6: Paired sample t-test between Editing Skill (Experimental Group) and Editing Skill (Control Group)

Variables	N	$\overline{X}$	Sd	df	t-Cal	t-Crit	p-valuie
Editing Exp.	15	27.46667	18.89122	29	7.964	2.05	.000
Editing Ctr.	15						

Source: Field study, 2014 **t(29) 2.05, P<0.05**

The test in table 4.6 above revealed that 30 students were sampled for Editing Skill in the Experimental Group and 30 for Editing Skill in the Control Group. The observed t-calculated is 7.964 which is greater than the t-critical of 2.05 at 29 degree of freedom and the probability level of significance observed in the test is 0.000 ($P < 0.05$). This indicates that there was significant effect of editing skill on performance of students between the Experimental Group and Control Group. Therefore, the null hypothesis that there is no significant effect of editing skill on performance of Business Education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeriawas therefore rejected.

Hypothesis Three: *There is no significant difference in the effect of proofreading skills between the performance of male and female Business Education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria.*

Paired sample t-test was used for this hypothesis. The result of the test is summarized in the table 4.7.

Table 4.7: Paired sample t-test between Male and Female students in proofreading skill

Variables	N	$\overline{X}$	Sd	df	t-Cal	t-Crit	p-value
Proofreading (Male)	7	-6.53333	10.32242	14	-2.451	2.14	.022
Proofreading (Female)	8						

Source: Field study, 2014 **t(29) 2.05, P<0.05**

The test in table 4.7 revealed that 15 male and 15 female students were sampled for Proofreading skill. The observed t-calculated is -2.451 which is less than the t-critical of 2.14 at the 14 degree of freedom and the probability level of significance observed in the test is 0.022 ($P < 0.05$). This indicates that there was significant difference between Male and Female students in proofreading skills. Therefore, the null hypothesis that there is no significant difference in the effect of proofreading skills between the performance of male and female Business Education students in typewriting in Federal College of Education Zaria, Kaduna State, Nigeria was therefore rejected.

Hypothesis Four: *There is no significant difference in the effect of editing skills between the performance of male and female Business Education students in typewriting in Federal College of Education Zaria, Kaduna State.*

Paired sample t-test was used for this hypothesis. The result of the test is summarized in the table 4.7.

Table 4.8: Paired sample t-test between Male and Female student in Editing skill

Variables	**N**	$\overline{X}$	**Sd**	**df**	**t-Cal**	**t-Crit**	**p-value**
Editing Skill (Male)	7	-7.3333	11.89037	14	-2.389	2.14	.032
Editing Skill (Female)	8						

Source: Field study, 2014 **t(29) 2.05, P<0.05**

The test in table 4.8 revealed that 15male students and 15 female students were sampled for Editing skill. The observed t-calculated is -2.389 which is less than the t-critical of 2.14at the 14 degree of freedom and the probability level of significance observed in the test is 0.032 ($P < 0.05$). This indicates that there was significant difference between Male and Female students in Editing skill. Therefore, the null hypothesis that There is no significant difference in the effect of editing skills between the performance of male and female Business Education students in typewriting in Federal College of Education Zaria, Kaduna State was therefore rejected.

4.3 Summary of the Major Findings

1. Proofreading skill has positive effect on Business Education students performance in typewriting in Federal College of Education Zaria, Kaduna state.
2. Editing Skill has positive effect on Business Education students academic performance in typewriting in Federal College of Education Zaria, Kaduna state.

3. From the findings it was observed that in proofreading skill, female students perform better than their male counters in typewriting in the Federal College of Education, Zaria, Kaduna State.
4. It was also discovered that in editing skill, female students perform better than male students in typewriting in Federal College of Education, Zaria, Kaduna State.

4.4 Discussion of Finding

The findings revealed that proofreading skill has positive effects on the performance of Business Education students in typewriting in Federal College of Education, Zaria, Kaduna State. The research question one showed the mean score for experimental group was 54.77 while that of control group was 42.13. This revealed that the students after going through 2 weeks of teaching of proofreading skill had better grasp of the techniques needed in typewriting skill in Federal College of Education than those who didn't go through teaching. It was further observed in the test of null hypothesis that the probability level of significance observed in the test was 0.000 ($P < 0.05$). This shows that proofreading skill has positive effects on Business Education students in typewriting. The finding is in line with Lacombe, et al, (2011), who stated that proofreading skill is a typing technique that enables a typist to review and correct typed document to ensure that all information is accurate and all surface errors have been corrected. Also, Nwogwugwu (2004) submitterd that one of the most valued skills of a secretary is the ability to proofread. Proofreading therefore refers to the ability of finding errors in written documents. It involves the correction of grammatical spelling and typographical errors in a document. Proofreading skill which is seen as one of the most valued skill in typewriting is a crucial skill to business education students especially in this time of technological advancement.

The result of the findings also revealed that Editing skill have positive effects on Business Education students as can be seen in Table 4.2 and in the test of hypothesis 2. Editing works hand in hand with proofreading. It is a writing process in which a writer or editor strives to improve a draft and sometimes prepare it for publication by correcting errors and by marking words. When an error is spotted in a document, something has to be done; this is where editing comes in. Editing means more than just changing a word or two or correcting punctuation, it involves moving sentences and paragraphs, deleting or adding materials, and so on. The research question two showed the mean score for experimental group was 51.53 while that of control group was 41.13. This showed that experimental group had better score than the control group. It was further observed in the test of null hypothesis that the probability level of significance observed in the test was 0.000 ($P < 0.05$). This shows that editing skill has positive effects on Business Education students in typewriting.

Perkins (2011) stated that editing skills requires not only a background in English language skills but also a measure of intuition. He further emphasis that editing skill is a process of making revisions and suggestions about the content of a documents, focusing on improving the accuracy of language, flow, and overall readability as well as checking for grammer and spelling. This is in agreement with Nwogwugwu (2004) who stated that editing requires looking at a document critically to see if it can be improved upon in variety of ways. Editing is changing of the style, sentence structure or organization of the paragraphs and over all document. It is the reviewing and changing of a document by making additions, deletions or other changes to final presentation or production. Editing skill is basic necessary for good copy editing and headline.

The need for students' performance in typewriting to be improve upon provided this study with the impetus to examine differently as regards male and female students as they undertake their pursuit of academic excellence. Having noted the difficulty being exhibited by Business Education students in typewriting, it becomes pertinent for a review as such to empirically determine the level of significance in their performance as to note if it is better or not. As shown in this study, it was discovered that there was significant effect between the Male students and Female students performance of Business Education students in proofreading skill in the Federal College of Education, Zaria. Table 4.3 shows that Female students has upper hand in performance in typewriting in the area of proofreading skill with a mean score of 56.31 while Male students has 46.37. This prove was further seen in the test of hypothesis which shows significant difference between both male and female students performance. It is important to note here that the onus to their excelling performance lies squarely between the students and their teachers as female students tends to feel more comfortable to study typewriting than their male counterparts.

Lastly, effect of Male and Female students performance in Editing skill was observed in table 4.4. From the table, the mean score was 45.12 for male and 51.50 for female and it was further revealed in the test of hypothesis 4 with significant level of difference ($P< 0.05$). This shows that female students has better understanding and better score on editing skill than their male counterparts after going through the experimental teaching period of 2 weeks stipulated in the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study primarily was undertaken to determine the effects of Proofreading and Editing Skills on Students' Performance in Typewriting in Federal College of Education Zaria, Kaduna State, Nigeria. In an attempt to make the research free from ambiguities and to achieve the stated objectives of the study, four research questions were raised and four null hypothesis were formulated in the first chapter of this research work. Literature review showed a number of empirical studies on proofreading and editing skills on students' performance in typewriting.

The study population were sampled from among male and female Business Education students offering Typewriting as a core course at the Federal College of Education Zaria. The data collected were presented in table in line with the objectives and research questions. The null hypotheses were tested using Paired sample t-test at 0.05 level of significance as well as compare their mean differences in other to ascertain the degree or extent to which certain assumption would be accepted or disproved. The summary of the major findings are presented below:

1. Proofreading skill has positive effect on Business Education students performance in typewriting in Federal College of Education Zaria, Kaduna state.
2. Editing Skill has positive effect on Business Education students academic performance in typewriting in Federal College of Education Zaria, Kaduna state.

3. From the findings it was observed that in proofreading skill, female students perform better than their male counterparts in typewriting in the Federal College of Education, Zaria, Kaduna State.
4. It was also discovered that in editing skill, female students perform better than male students in typewriting in Federal College of Education, Zaria, Kaduna State.

5.2 Conclusion

Having reviewed the performance of Business Education students vis-à-vis their performance in proofreading and editing skill as the baseline to understand whether or not their performance in typewriting was affected, the study concludes that proofreading and editing skills have positive effects on the performance of students in typewriting. If this is the case, one can conclude that students who develop the habit of proofreading and editing their work at the time they were in training, would be better equipped for the world of work if not, the bad habit of not proofreading and editing will be carried to the world of work after graduation as documents created would be of low quality standard and unacceptable.

5.3 Recommendations

The study recommended the following based on the results analysis and findings as discussed.

1. Typewriting teachers should ensure that students acquire the skills of proofreading and editing by constant evaluation of their work.
2. Government should train and recruit more proofreading and editing skills teachers for all tertiary institutions especially in Colleges of Education.
3. Proofreading and editing should be incorporated in the typewriting syllabus on the tertiary institution where secretaries and business education teachers are trained.

4. A maintenance workshop should be created in the Department of Business Education of Nigerian Colleges of Education to take care of the maintenance of typewriters for effective teaching and learning.
5. Adequate teaching equipments should be made available to these students as this would aid in easy understanding and mastery of the skills in typewriting

5.4 Suggestions for further Research

1. The role of sex as regards typewriting performance should be investigated.
2. Further research could also be conducted to find out whether other factors, like failure to carry out instructions, poor machine manipulation, timeapportion for the practical, poor appearance of work and lack of maintenance of typewriters as outlined in statement of the problem in chapter 1 of this thesis.
3. The researcher recommends that research students in Business Education Programme (Secretarial Option) should carry out similar study on the effects of proofreading and editing skills in typewriting in Federal Colleges of Education.

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Appendix 1

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/0690/2009-210 *Date:* 28th August, 2014

Letter of Identification

CECILIA NWAKEGO NGALORU –M.ED/EDUC/0690/2009-2010

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, Ahmadu Bello University, Zaria, carrying out a research topic: ***Effects of proofreading and Editing Skills on Students' Performance in Typewriting in Federal College of Education Zaria Kaduna State***

Kindly give her every assistance she may require.

Professor A.A. Udoh
Head of department

APPENDIX II

LESSON PLAN FOR PRETEST

Subject:	Typewriting
Topic:	Speed and Accuracy
Level:	NCE II
Number in Class:	60 Students
Sex:	Male and Female
Instructional method used:	Demonstration method
Time/duration:	15 minutes
Teaching materials:	(i) Text book o Applied Typing by Archie Drummond & Anne Coles-Mogford (iii) Marker and Whiteboard (iv) Typewriter

Entry Behaviour/Previous Knowledge: The students have experience with the conventional typing.

Behavioural Objectives**:** At the end of this lesson, the students should be able to:

(i) Take good sitting position

(ii) Master the keyboard

Introduction: The teacher displays the instructional material and explains them.

i) A copy of speed and accuracy manuscript

ii) The size of the paper to be used

Presentation in Steps:

Step I: The teacher explains good sitting position.

Step II: The teacher demonstrate how to type.

Step III: The teacher goes around to supervises the students and correct them.

Step IV: The teacher ask the students questions on speed and accuracy.

Evaluation: The teacher ask the students to point out the home keys of the typewriter?

Summary: The teacher briefly goes over the lesson.

Assignment: The teacher tells the students to type two exercise from their text book.

Appendix III

Pre-Test Examination Question

Section A: Speed and Accuracy Test (15 minute)

Instruction: Type the following speed and accuracy test in 35wpm

4The Consultant Dermatologist thanked the General Physician for referring the patient with widespread itching to him. He said there could be no precipitating cause, because the patient's general health was good and his weight was steady. On examination, he had had diffuse dry eczema with excoriations. These were mainly around the waist and on the inner thighs. Beware of purchase on credit! Many men buy the items they need and pay later. Many women are attracted to costly dresses and clothes which they can't pay for immediately and only manage to deposit a little money or take the item away and then pay later. But mind you, the trader or seller is not foolish – his only incentive for selling on credit is the extra which he makes from you. Skill in the selection and blending of paints is actually rarely found among untrained people, for it involves a fuller knowledge of paint values than most of us possess naturally, the advice of a specialist is invaluable. Yet some people are foolish and childish enough to follow social fashions in this matter, with results that are generally false and sometimes bad.

APPENDIX IV

Marking Scheme for Pre-test

Major/Minor Errors and Penalties

Note: All Questions will be scored 100%

Major Errors	**Penalties**
Maximum of 35wp	2 marks
Wrong Display or Mixed Display	2 marks per exercise
Instructions not followed	2 marks each
Overtyping	2 marks each
Ex-ing	2 marks each
Adequate paragraph	2 marks
Typographical Error	1 mark each
Wrong line spacing	1 mark, 2 max. per exc.
Redundancy	1 mark each
Minor Errors	
Jammed keys/letters	½ mark, 1 max. per exc.
Poor Erasure	½ mark, 2 max.
Poor Ruling	½ mark, 2 max.
Omission of Words	
1 word omitted	1 mark off
2 – 3 words omitted	2 marks off
4 – 6 words omitted	2 marks off
Subsequent 3 consecutive words	Extra 1 mark off per group
Short Workings	
1 – 3 words not typed	1 mark off
4 – 6 words not typed	2 marks off
7 – 10 words not typed	2 marks off
11 – 14 words not typed	3 marks off
Subsequent 4 consecutive words	Extra 1 mark off per group

APPENDIX V

LESSON PLAN ON PROOFREADNG SKILL

Subject:	Typewriting
Topic:	Manuscript I
Level:	NCE II
Number in Class:	60 Students
Sex:	Male and Female
Instructional method used:	Demonstration method
Time/duration:	2 hour
Date:	1st September, 2014
Teaching materials:	(i) Text book (ii) Applied Typing by Archie Drummond & Anne Coles-Mogford (iii) Marker and Whiteboard (iv) Typewriter

Entry Behaviour/Previous Knowledge: (a) The students have experience with the conventional typing.

Behavioural Objectives: At the end of this lesson, the students should be able to:

(iii) Define proofreading

(iv) Type and proofread a work

Introduction: The teacher displays the instructional material and explains them.

iii) A copy of manuscript

iv) The size of the paper to be used

Presentation in Steps:

Step I: The researcher defines proofreading and steps in proofreading.

Step II: Teacher demonstrate how to type and proofread a work.

Step III: The teacher goes around to supervises the students and correct them.

Step IV: Theteacher ask the student questions

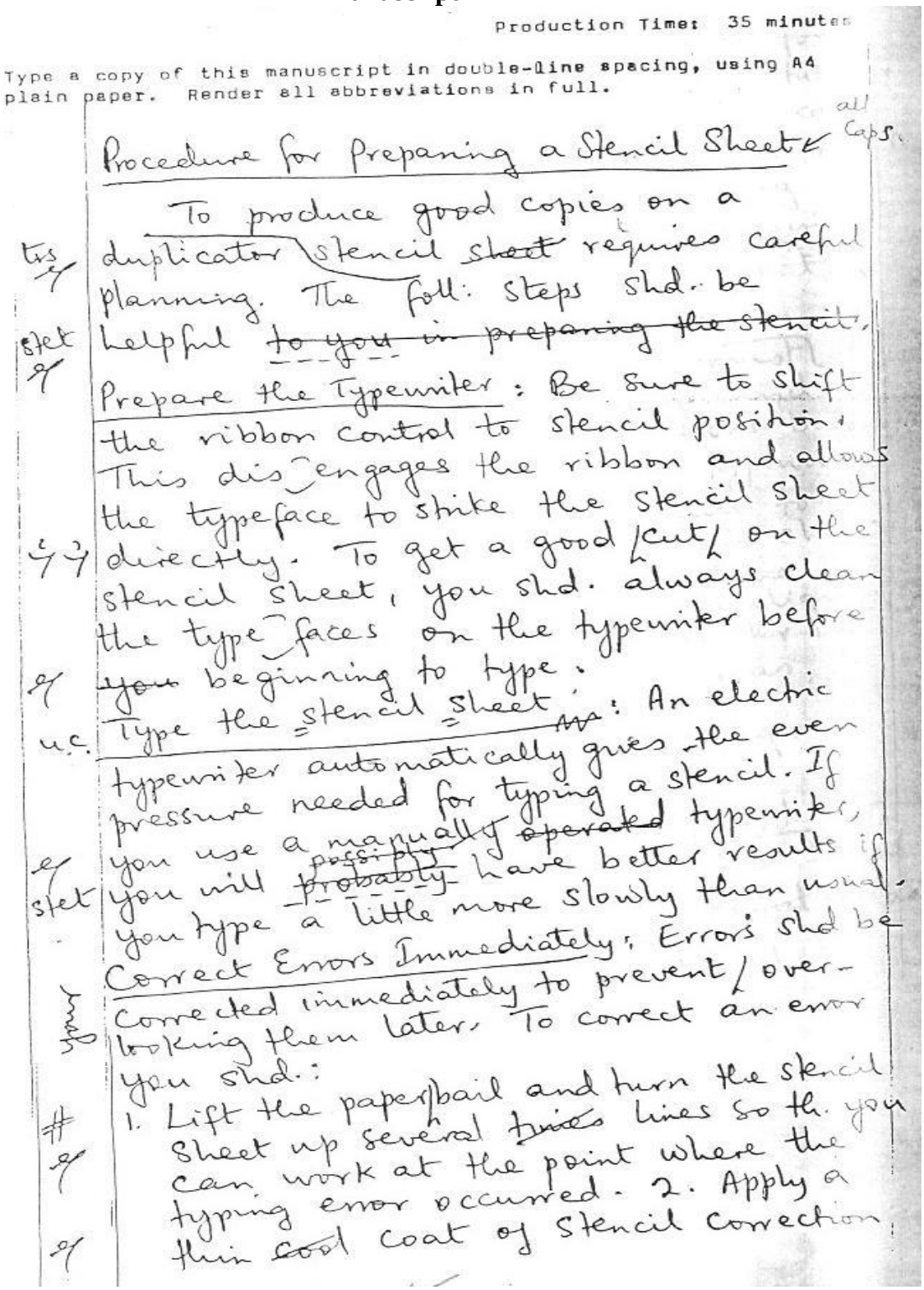
Evaluation: (a) What is Proofreading?

Summary: The teacher briefly goes over the lesson.

Assignment: The teacher tells the students to read through a particular place.

APPENDIX VI

Manuscript I



Production Time: 35 minutes

Type a copy of this manuscript in double-line spacing, using A4 plain paper. Render all abbreviations in full.

Procedure for Preparing a Stencil Sheet

To produce good copies on a duplicator stencil sheet requires careful planning. The foll: steps shd. be helpful ~~to you in preparing the stencil~~,

Prepare the Typewriter: Be sure to shift the ribbon control to stencil position. This dis~~e~~ngages the ribbon and allows the typeface to strike the stencil sheet directly. To get a good /cut/ on the stencil sheet, you shd. always clean the type~~f~~aces on the typewriter before ~~you~~ beginning to type.

Type the stencil sheet: An electric typewriter automatically gives the even pressure needed for typing a stencil. If you use a ~~manually operated~~ typewriter, you will ~~probably~~ possibly have better results if you type a little more slowly than usual.

Correct Errors Immediately: Errors shd be corrected immediately to prevent / overlooking them later. To correct an error you shd.:

1. Lift the paper/bail and turn the stencil sheet up several ~~times~~ lines so th. you can work at the point where the typing error occurred. 2. Apply a thin ~~coat~~ coat of stencil correction

Pls. inset & display [FLUID]

fluid ~~with~~ write a single upward stroke for each incorrect character. You are actually covering up the errors so that you can recut the correct letter or letters. 3. Roll the stencil sheet back to the typing position, then type the correction, using ~~a normal~~ a stroke slightly heavier than ~~usual~~.

sht

PROOFREAD: (ini cap. only) Although you have been proofreading as you type, you must still read through the entire page and make any additional corrections before removing the stencil from the typewriter. It is much more (sheet) difficult to correct an error after the stencil sheet has been removed from the ~~machine~~ typewriter because you must realign the stencil sheet in the typewriter in the same ~~way~~ position as it was originally.

Check for correct paragraphing and ~~sacs~~ spacing at this time, ~~too~~ also.

Remove the Stencil from the Typewriter: To avoid wrinkling or damaging the stencil sheet, be sure to disengage ~~and~~ release the paper lever before attempting to remove the stencil sheet.

APPENDIX VII

Marking Scheme for Post-test for Proofreading

Section A: Simple Manuscript I

PROCEDURE FOR PREPARING A STENCIL SHEET

To produce good copies on a stencil duplicator requires careful planning. The following steps should be helpful to you.

Prepare the Typewriter: Be sure to shift the ribbon control to stencil position. This disengages the ribbon and allows the typeface to strike the stencil sheet directly. To get a good 'cut' on the stencil sheet, you should always clean the type-faces on the typewriter before beginning to type.

Type the Stencil Sheet: An electric typewriter automatically gives the even pressure needed for typing a stencil. If you use a manual typewriter, you wil probably have better results if you type a little more slowly than usual.

Correct errors Immediately: Errors should be corrected immediately to prevent your overlooking them later. To correct an error you should:

5. Lift the paper bail and turn the stencil sheet up several lines so that you can work at the point where the typing error occurred.
6. Apply a thin coat of stencil correction fluid with a single upward stroke for each incorrect error so that you can re-cut the correct letter or letters.
7. Roll the stencil sheet back to the typing position, then type the correction, using a stroke slightly heavier than normal.

Proofread: Although you have been proofreading as you type, you still must read through the entire page and make any additional corrections before removing the stencil sheet from the typewriter. It is much more difficult to correct an error after the stencil sheet has been

removed from the typewriter because you must realign the stencil sheet in the typewriter in the same position as it was originally. Check for correct paragraphing and spacing at this time, also.

Remove the stencil from the typewriter: to avoid wrinkling or damaging the stencil sheet, be sure to disengage the paper release level before attempting to remove the stencil sheet.

APPENDIX VIII

LESSON PLAN ON PROOFREADNG SKILL

Subject:	Typewriting
Topic:	Manuscript II
Level:	NCE II
Number in Class:	60 Students
Sex:	Male and Female
Instructional method used:	Demonstration method
Time/duration:	2 hour
Date:	12th September, 2014
Teaching materials:	(i) Text book
	(ii) Applied Typing by Archie Drummond & Anne Coles-Mogford
	(iii) Marker and Whiteboard
	(iv) Typewriter

Entry Behaviour/Previous Knowledge: (a) The students have experience with the conventional typing.

Behavioural Objectives: At the end of this lesson, the students should be able to:

(v) Define proofreading

(vi) Type and proofread a work

Introduction: The teacher displays the instructional material and explains them.

v) A copy of manuscript

vi) The size of the paper to be used

Presentation in Steps:

Step I: The researcher defines proofreading and steps in proofreading.

Step II: Teacher demonstrate how to type and proofread a work.

Step III: The teacher goes around to supervises the students and correct them.

Step IV: The teacher ask the student questions

Evaluation: (a) What is Proofreading?

Summary: The teacher briefly goes over the lesson.

Assignment: The teacher tells the students to read through a particular place.

APPENDIX IX

Manuscript II

Instructions

Task	:	Manuscript work. Type the following correctly.
Paper	:	Use A4 paper.
Margins	:	Decide on suitable margins to be used.
Others	:	Expand all abbreviations. Use double-line spacing.

trs & caps — 3 Historical Beginnings: 1 Trade Unions 2

l.c. The Association of workers today, known as "Trade Unions" or "Workers' Associations", originated in Great Britain and the USA in the late 18th and early 19th

stet centuries. Beatrice Webb in ~~1891~~ 1891 wrote about workers combining to get their employers, from time to time. Terrence Powderly in 1874 wrote of the "right of ~~workers~~ miners to bargain collectively". to agree upon the terms under which labour shall be performed.

c.s. close up — Records indicate th ~~l~~ like many such experiments,

close up — early efforts at unionization were sporadic and ~~usual~~ uncoordinated. ~~and unsure~~ [At that time, the main para

trs # — objective was to secure better wages for craftsmen such as painters, printers, shoe-makers, ~~Ag~~ carpenters, masons, etc. Other demands usually made by the early unions included fixing the number of apprentices each firm was allowed to employ, stipulating the kind and amount of work wh labourers may or may not be allowed to do, and preventing any ~~amount~~ non-

trs — members working from in a firm where union members worked. The unions of the early period were not even known as unions.

run on — They were known among their members as

u.c. "a society" or as "The ~~society~~ body". The line of action of the unions was simple and direct.

Appendix X

Marking Scheme for Post Test for Proofreading Skill

Section a: Manuscript II

TRADE UNION: HISTORICAL BEGINNINGS

The association of workers today, known as "Trade Unions" or "Workers Associations", originated in great Britain and USA in the late 18th and early 19th centuries. Beatrice Webb in 1891 wrote about workers combining to get their employers, from time to time. To agree upon the terms under which labour shall be performed. Terrence Powderly in 1874 wrote of the "right of miners to bargain collectively." Records indicate that like many such experiments, early efforts at unionization were sporadic and uncoordinated.

At the time, the main objective was to secure better wages for craftmen such as painters, printers, shoe-makers, carpenters, masons, etc. Other demands usually made-by the early unions included fixing the number of apprentices each firm was allowed to employ, stipulating the kind and amount of work where labourers may or may not be allowed to do, and preventing any non-members from working in a firm where union members worked. The unions of the early period were not even known as unions. They were known among their members as "A society" or as "The Body." The line of action of the Unions was simple and direct.

APPENDIX XI

LESSON PLAN FOREDITING SKILL

Subject:	Typewriting
Topic:	Business Letter
Level:	NCE II
Number in Class:	60 Students
Instructional Method Used:	Demonstration method
Sex:	Male and Female
Time/Duration:	2 hour
Date:	19th September, 2014
Teaching materials:	(i) Text book o Applied Typing by Archie Drummond & Anne Coles-Mogford (iii) Marker and Whiteboard (iii) Typewriter
Entry Behaviour/Previous Knowledge:	(a) The students have experience with the conventional typing.

Behavioural Objectives: At the end of this lesson, the students should be able to:

(vii) Define editing

(viii) Type and edit a work

Introduction: The teacher displays the instructional material and explains them.

vii) A copy of manuscript on business letter

viii) The size of the paper to be used.

Presentation in Steps:

Step I: The researcher defines editing and steps in editing.

Step II: Teacher demonstrates how to type and edit a work.

Step III: The teacher goes around to supervise the students and correct them.

Step IV: The teacher ask the students questions based on what they have been taught.

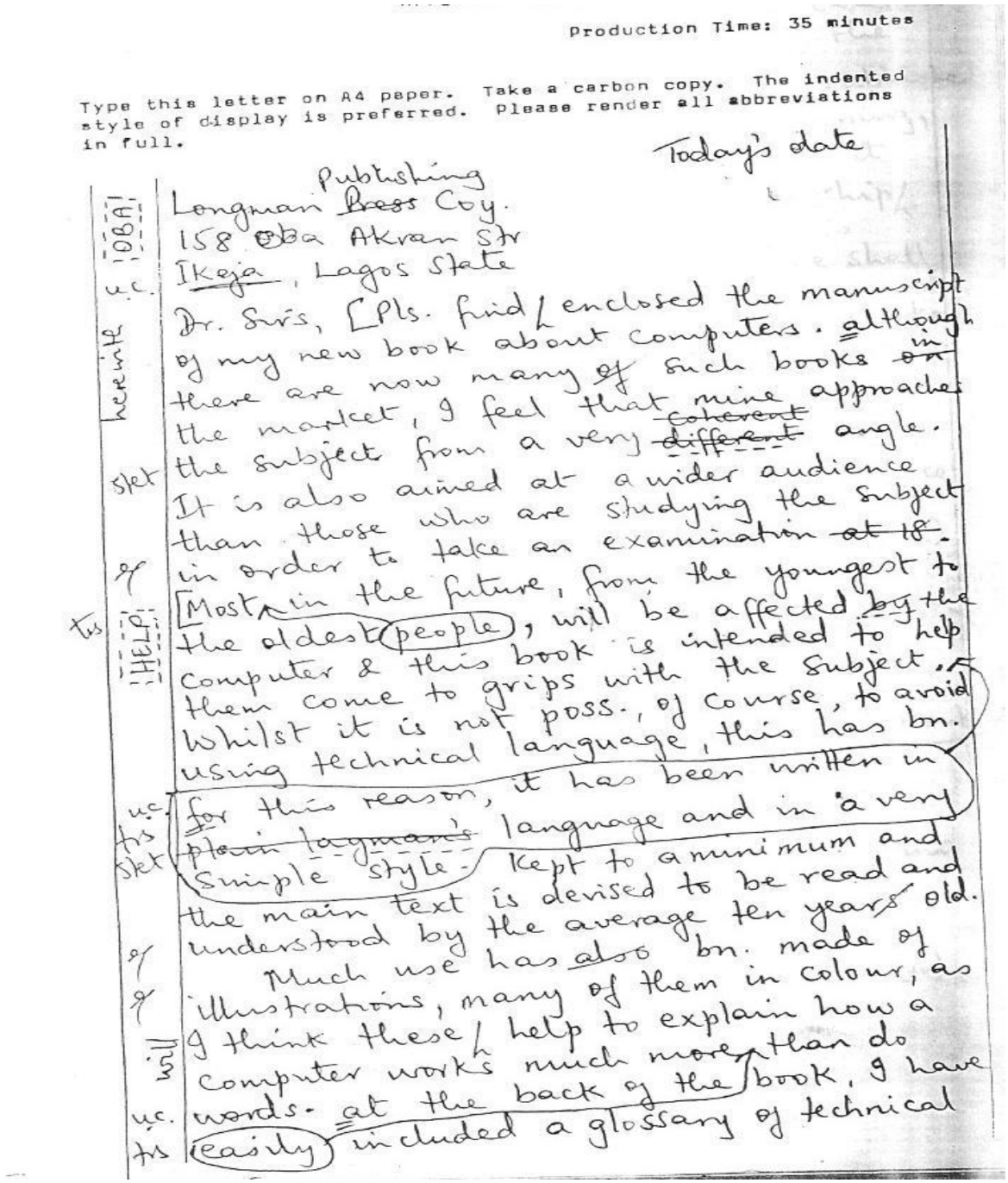
Evaluation: (a) What is Editing?

Summary: The teacher briefly goes over the lesson.

Assignment: The teacher tells the students to read through a particular place.

APPENDIX XII

Manuscript: Business letter I



Production Time: 35 minutes

Type this letter on A4 paper. Take a carbon copy. The indented style of display is preferred. Please render all abbreviations in full.

Today's date

Publishing
Longman ~~Press~~ Coy.
158 Oba Akran Str
Ikeja, Lagos State

Dr. Sirs, [Pls. find / enclosed the manuscript of my new book about computers. although there are now many ~~of~~ such books in the market, I feel that mine approaches ~~coherent~~ the subject from a very ~~different~~ angle. It is also aimed at a wider audience than those who are studying the subject in order to take an examination ~~at it~~. Most in the future, from the youngest to the oldest people, will be affected ~~by~~ the computer & this book is intended to help them come to grips with the subject. Whilst it is not poss., of course, to avoid using technical language, this has bn. kept to a minimum and for this reason, it has been written in ~~plain language's~~ simple style language and in a very the main text is devised to be read and understood by the average ten years old.

Much use has also bn. made of illustrations, many of them in colour, as I think these help to explain how a computer works much more than do words. At the back of the book, I have easily included a glossary of technical

terms, which shd. ~~be made~~ make an excellent source of reference throughout the book.

I shd. prefer the book to be published in paper back form from the beginning, if this is possible, as I believe it will then reach a wider readership/ the cost of hardback books now is really quite frightening, and as we shall soon be competing with video aids and other electronic gadgets, we have to take this into ~~consideration~~ account. [Kindly furnish me with the following details by return of post: 'A' [Pls. insert A] [I shd. be very pleased if you can let me have your views at your earliest convenience.

Yours ffly,
Abimbola Ajayi (Mrs)

Enc.

[EARLIEST]

Seery, pls. this heading 'Submission of Manuscript' shd be typed in closed caps & u/scored. Mark the letter for the attention of Mr. Bola Idowu. Thanks.

[Insert at 'A' (Pls. inset in s/s)]

(i) when the galley proof will be ready;
(ii) how long it will take to print ~~first~~ 5,000 copies;
(iii) ~~how much~~ the total cost of ~~printing~~ publishing it; and (iv) the royalty to the author.

APPENDIX XIII

Marking Scheme for Post-test for Editing
Section B: Complex Manuscript

Today's date

Longman Publishing Company,
156 Oba Akran Street,
Ikeja,
Lagos State.

FOR THE ATTENTION OF MR BOLA IDOWU

Dear Sirs,

SUBMISSION OF MANUSCRIPT

Please find herewith enclosed the manuscript of my new book about computers. Although there are now many such book in the market, I feel that mine approaches the subject from a very different angle. It is also aimed at a wider audience than those who are studying the subject in order to take an examination.

Most people in the future, from the youngest to the oldest, will be affected in some way or other by the computer and this book is intended to help them come to grips with the subject. For this reason, it has been written in layman's language and in a very simple style. Whilst it is not possible, of course, to avoid using technical language, this has been kept to a minimum and the main text is devised to be read understood by the average then your old.

Much use has been made of illustrations, many of them in colour, as I think these will help to explain how a computer works much more easily than do words. At the back of the book I have included a glossary of technical terms, which should make an excellent sources of reference throughout the book. I should prefer the book to be published in paper back form from the beginning, if this is possible, as I believe it will then reach a wider readership.

The cost of hardback books now is really quite frightening, and as we shall soon be competing with video aids and other electronic gadgets, we have to take this into account.

Kindly furnish me with the following details by return of post:

i) When the galley proof will be ready;

ii) How long it will take to print 5,000 copies;

iii) The total cost of publishing it; and

iv) The royalty to the author.

I should be very pleased if you can let me have your views at your earliest convenience.

Yours faithfully,

AbimbolaAjayi (Mrs.)

Enc.

APPENDIX XIV

LESSON PLAN FOREDITING SKILL

Subject:	Typewriting
Topic:	Business Letter 2
Level:	NCE II
Number in Class:	60 Students
Instructional Method Used:	Demonstration method
Sex:	Male and Female
Time/Duration:	2 hour
Date:	26th September, 2014
Teaching materials:	(i) Text book (ii)Applied Typing by Archie Drummond & Anne Coles-Mogford (iii) Marker and Whiteboard (iii) Typewriter
Entry Behaviour/Previous Knowledge:	(a) The students have experience with the conventional typing.

Behavioural Objectives: At the end of this lesson, the students should be able to:

(ix) Define editing

(x) Type and edit a work

Introduction: The teacher displays the instructional material and explains them.

ix) A copy of manuscript on business letter

x) The size of the paper to be used.

Presentation in Steps:

Step I: The researcher defines editing and steps in editing.

Step II: Teacher demonstrates how to type and edit a work.

Step III: The teacher goes around to supervise the students and correct them.

Step IV: The teacher ask the students questions based on what they have been taught.

Evaluation: (a) What is Editing?

Summary: The teacher briefly goes over the lesson.

Assignment: The teacher tells the students to read through a particular place.

APPENDIX XV

Manuscript: Business letter II

Instructions

Task	:	Stencilling and duplicating. Put the circular below into stencil and run off 10 copies on a duplicating machine.
Paper	:	Use A4 paper.
Margins	:	Decide on the margins to use.
Layout	:	Use the semi-blocked layout with full punctuation.

Our Ref WP/78/10
25 May 19--

All Area Salesman
Providence Biscuit Co. Ltd
~~Lagos~~ Ikeja, Lagos

Dear Mr .....
NEW SALES POLICY

It has come to the notice of this company that Salesmen on our payroll promote and market ~~competing~~ products produced by our competitors. This ugly practice has caused a drastic reduction in sales and affected our profits.

With immediate effect the company makes it an offence punishable by termination or dismissal for any employee of the company to market ~~goods~~ the goods of other companies. Besides, the company or its accredited agents reserve the right to confiscate such goods found in the possession of salesmen while on duty.

~~Any staff who commits this offence may also be prosecuted and all his entitlements withheld.~~ Any Salesman who does not like the company's policy on this matter is free to resign his appointment.

Yours faithfully, for PROVIDENCE BISCUIT CO. LTD
Opobo Jaja, SALES DIRECTOR

cc : Managing Director

APPENDIX XVI

Marking Scheme for Post Test for Editing Skill

Section B: Business Letter 2

Our Ref: INP/78/10 Today's date

All Area Salesmen
Providence Biscuit Co. Ltd
Ikeja, Lagos.

Dear Mr.

New Sales Policy

It has come to the notice of this company that salesmen on our payroll promote and market products produced by our competitors. This ugly practice has caused a drastic reduction in sales and affected our profits.

With immediate effect the company makes it an offence punishable by termination or dismissal for any employee of the company to market the goods of other companies. Besides, the company or its accredited agents reserve the right to confiscate such goods found in the possession of salesmen while on duty. Any salesman who does not like the company's policy on this matter is free to resign his appointment.

Yours faithfully,

For PROVIDENCE Biscuit Co. Ltd

OpoboJaja,

Sales Director

Cc: Managing Director.