

**INFLUENCE OF ENGLISH LANGUAGE ENTRY GRADES ON STUDENTS'
PERFORMANCE IN SHORTHAND IN FEDERAL COLLEGES OF EDUCATION
IN NORTH-WEST ZONE, NIGERIA**

BY

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AHMADU BELLO UNIVERSITY,
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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

SEPTEMBER, 2018

DECLARATION

I declare that this dissertation titled ‘Influence of English Language Entry Grades on Students’ Performance in Shorthand in Federal Colleges of Education in North-West Zone, Nigeria’ was carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Joy Chinonyerem UBAH

Date

DEDICATION

This work is dedicated to my lovely husband, Pastor Nathaniel Ubah

CERTIFICATION

This dissertation titled **INFLUENCE OF ENGLISH LANGUAGE ENTRY GRADES ON STUDENTS' PERFORMANCE IN SHORTHAND IN FEDERAL COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA** meets the requirements governing the award of Master of Business Education Degree of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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OPERATIONAL DEFINITION OF TERMS

The following words were operationally defined as they have been used in this study;

Credit pass:	Credit grade in O'level English language Comprises C6, C5
Distinction:	Credit grade in O'level English language that Comprised B3, B2, B1 and A3, and A1
Entry Grade: at Secondary School	O'level grade in English language course offered
Students' Performance:	Students' scores in shorthand in Federal Colleges of Education

ABSTRACT

The study investigated the Influence of English Language Entry Grades on Students' Performance in Shorthand in Federal Colleges of Education in North-West Zone, Nigeria. As a guide to the research, three research questions were raised and three null hypotheses were formulated and tested at 0.05 level of significance. The researcher adopted ex-post-facto design. The populations for the study were 416 NCE II Secretarial Students of five Federal Colleges of Education who formed as population of the study. There was no sampling owing to the small number of the population. Three research questions were answered using mean and standard deviation. Pearson Product Moment Correlation Coefficient (PPMC) statistics was employed to test null hypotheses 1,2 and 3 at 0.05 level of significance. The result of the study revealed that English language entry grades had significant influence on students' performance in shorthand. The students with the "A" and "B" and "C" entry grades in English language were found to have statistically higher academic performance in shorthand. Based on this finding, the researcher concluded that students' massive failure in shorthand in Federal Colleges of Education North-West Zone, Nigeria was as a result of their inability to perform well in English language at WAEC and NECO and researcher concluded that good entry grades in English language enhance good academic performance, and good academic performance leads to higher shorthand grades in tertiary institutions. It was therefore recommended, among others, that credit pass in English language should be made a minimum entry grade requirement into NCE 1.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the totality of life experience that man acquires which enables him or her to cope with and derive satisfaction from living in the world. Business Education is a programme that is offered in tertiary institutions of learning that would also enable one to achieve social competence. It is an important part of general education which emphasizes on skill and competent acquisition for use in offices and business related occupations. Business Education is an aspect of education which is significant to individual and national development. It is one of the programmes offered in Colleges of Education which comprises of accounting and Secretarial Education among others.

Business education is a program of study that covers a wide range of spectrum of economic activities in any society. It equips the scholars with desirable competencies necessary for self-employment which is very important in the present depressed Nigerian economic situation. Amoor and Udoh (2012) have noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners. It enables them to adequately impart knowledge to others, and handle sophisticated office technologies and information systems.

Shorthand is a linguistic skill and words are the very stuff of which it is made. A well-developed skill in English language is generally considered a contributory factor to success in the total shorthand skill acquisition. English Language is a very important subject and a good knowledge of it enhances students' performance in shorthand. This is because, English

Language is basic to being able to read, transcribe and interpret shorthand notes. A well-developed skill and mastery in English language is very important to the success in understanding of shorthand both in taking down transcription. Note therefore, a student who read well, learn the tempo and structure of English Language early in their development; these students tend to master vocabulary, variance in expression, organization and skills without much difficulty.

Shorthand is one of the core courses offered in business education in Nigeria. It is a skillful way of recording speech in a written form by the use of signs and symbols. These signs and symbols are called outlines. Westfall (2013) described shorthand as an abbreviated symbol of writing method.

There are twenty six consonants which are known as strokes and words. These consonants are the rudiment of shorthand which the students must first learn. Generally, Pitman shorthand use symbols to represent sounds. With the advent of technology, several other systems have been invented at various places all over the world to promote speed writing. Such systems are Duployan shorthand, Eclectic handy write shorthand, Munson shorthand, and Brief hand shorthand. The skills to be mastered in shorthand can be classified as vocational and personal use system. Shorthand is an interesting skill and training. It is among the major skills that are practically applied in all secretarial training. It represents any system of rapid handwriting which can be used to transcribe the spoken word. Shorthand may be used in a variety of techniques including simplifying existing letters or characters and using special symbols to represent phonetic words and phrases. It is one of the corner stone subjects of Business Education at all levels of Education from 1850's to date. Pitman (2012) ascertained in his

passage by saying that Gold is not gotten on the surface. It means that the diligence required to master the art of shorthand is time consuming.

One of the central demands that are required to master the art of shorthand is diligence. It is time consuming. It is what the uninterested students and teachers tend to require for success. Anything worth doing is worth doing well and that nothing good comes easily that is the key to success in shorthand. That explains why enduring training is needed to improve dexterity and mastery in speed and accuracy must be well developed. This is usually after long term consistent efforts.

Most offices have shorthand writers frequently called stenographers or secretaries who take dictation from their bosses, types up the dictation into letter format. Shorthand can therefore be described as a major technical skill required of secretary to become effective. Really, despite the innovations in Information Communication and Technology, it is difficult to predict when shorthand can be completely erased from Office of Technology Management (OTM) communication. Ezenwafor (2015) stated that, shorthand is the bedrock of stenography which enables confidential secretaries to write spoken words at such a high speed as 100 and 120 words per minute. This speed as stated is the required speed in the minimum standard of the Nigerian Certificate in Education graduates. This work however focuses attention on Pitman shorthand system which is the system that is dominant in Nigeria.

In Nigerian Colleges of Education, Shorthand constitutes one of the most important components of business education curriculum. Consequently, it is considered as a key subject in the training OTM and office skill students in Business Education. Thus for Colleges of Education to produce competent graduates of business education, the quality of students

becomes the key to producing quality graduates of shorthand. It is common practice that the quality of graduates is measured using academic performance and the indicator of a quality student is the entry qualification. Entry qualification may be said to be one among many other factors that influences academic performance. Students' Entry Grades are set standards that students are expected to meet before they can be admitted into tertiary institution. Students who must offer secretarial studies must possess basic grades at SSCE or NECO in English Language.

In Nigeria, there are basically two major modes of admission into Colleges of Education. These are the Unified Tertiary Matriculation Examination (UTME) which is an organised examination conducted by the JAMB in order to centralize the admission system. There is a qualifying examination used alongside the candidate's results. English language is usually graded. These grades include D7 which represents scores of 45-49 correspond to grade D at the higher institution and is weighted 1. Grades C6 and C5 represent scores of 50-54 and 55-59 respectively and are weighted 2 to correspond with grade C at the higher institution. Similarly, grades C4 (60-64) and B3 (65-69) are weighted 3 and B2 (70-74) and A1 (75-100) are weighted 4 in line with the university and other higher institution of learning grading system. In each case, English Language is a compulsory subject to be passed by the students. Gbore (2013) has stated that the grades and scores obtained by the candidates that are given admission to the tertiary institutions are supposed to be a measure of the replica or closeness to the academic behaviour each of the candidates should likely demonstrate while in the University pursuing the course or programme chosen to specialize in.

Researchers have proven that entry grade of students influence the future academic performance of students in shorthand. Swart (2005), Acato (2006), and Geiser and

Santelices(2007) all argue that admission points which are a reflection of the previous performance as they tend to predict future academic performance. McNicol (2013) has indicated that a well-developed skill in English language is a contributory factor to success in the total shorthand skill both in writing and transcription. Therefore, students' with good entry grade in English language are expected to perform well in shorthand, as English language grades are sometimes used to forecast shorthand performance and research reveals a relationship between English language ability and shorthand success. English grades usually reflect reading ability, vocabulary development, English usage and ability to punctuate and spell all the factors associated with transcription performance, the ultimate goal of all shorthand instruction.

For a student of Shorthand to sail smoothly in the course, entry grade in English language is fundamental for academic success. In North-West geopolitical Zone of Nigeria, students' performance in Shorthand appeared on the downward go.

In this study area, no empirical study has been carried out on the influence of students English Language Entry Grade on students' performance in shorthand. It is on this note that the study seeks to examine the Influence of English Language Entry Grades on Students' Performance in Shorthand in FCE North-West Zone, Nigeria.

1.2 Statement of the Problem

Over the years, students' performances in writing and transcription of shorthand outlines have not been encouraging this was as a result of poor Entry Grades in English language.

Other researchers reported that students who have acquired good entry grades in English language perform better than those with poor grades in English language. Therefore when

students with little or no exposure to English language enroll into secretarial education, they are most often unable to fully benefit from instructions in English language and may risk academic failure in shorthand or be frustrated to change the course or drop out.

Although there have been studies of the place English language have on students' performance in Pitman shorthand, such studies are not readily available within the environment which the researcher conducted the study.

On the other hand, the findings and/or conclusion often drawn by the teachers and local researchers who usually obtain their data on shorthand performance by the SSCE students often make references or conclusion based on their collected scores from the WASC and NECO records.

The concern of this research is to establish or know what role the influence of students' performance at the 'O' level of pass o shorthand students' performance.

In the study area, no empirical study has been carried out on the Influence of English Language Entry Grade on students' performance in shorthand. It is on the basis of the problem stated above that this study was conducted to assess the Influence of English Language Entry Grades on Students' Performance in Shorthand in FCE North-West Zone, Nigeria

1.3 Objectives of the Study

The major objective of this study is to assess the Influence students' 'O' level performance has on NCE shorthand students' on English language Entry Grades in Federal Colleges of Education in North-West Zone, Nigeria.

The specific objectives were to determine the:-

1. Influence of "A" grade at the 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E in North-west Zone, Nigeria.
2. Influence of "B" grade at the 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E in North-west Zone, Nigeria.
3. Influence of "C" grade at the 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E in North-west Zone, Nigeria.

1.4 Research Questions

In line with each specific objective, the following research questions were raised:-

1. What is the influence at the A grade in 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E in North-west Zone, Nigeria?
2. What is the influence at the B grade in 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E in North-west - Zone, Nigeria?
3. What is the influence at the C grade in 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E in North-west Zone, Nigeria?

1.5 Research Hypotheses

In line with the research questions, the following null hypotheses were formulated and tested at the significant level of 0.05:-

1. There is no significant influence at the A grade in 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E North-west Zone, Nigeria.
2. There is no significant influence at the B grade in 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E North-west Zone, Nigeria.
3. There is no significant influence at the C grade in 'O' level English Language grade on Business Education students' performance in Shorthand in F.C.E North-west Zone, Nigeria.

1.6 Significance of the study

It is expected that the findings of this study after Journal publication and in other media will be useful to the following stakeholders:-

- Business Education Students
- Business Education Lecturers
- Federal Colleges of Education
- Employers
- Researchers
- Internet user
- Curriculum planners

Business Education students will find this research work useful because it will be an aid to them to know the importance of good entry grades in English language especially in the area of writing and transcription of Shorthand outlines.

Business Education Lecturers will find this work useful in educating and proper orientation of the students on the need to acquire credit in O'level English language as a pre-requisite to admission into NCE. The lecturers will also use the result of this study to adopt strategies as to simplify and enhance the comprehension of shorthand transcription and also help the students to intensify their effort in their quest for knowledge.

Federal Colleges of Education and Colleges of Education will benefit from this research work because only the students with credit in WAEC and NECO are to be admitted into NCE.

The employers will enjoy the services of competent and well trained secretaries who might have gotten experience in Secretarial Studies skills. The skills acquired will save the employers the cost of re-training the secretaries on the job.

Curriculum planners will benefit from the findings of this study on the achievement of educational objectives for national development by designing policies on courses, skills and knowledge that are relevant to the field of study in business education programme. When academic performance of students is enhanced and encouraged through their past achievement, it means government's heavy investment is justified. College departmental managements are also interested in fostering excellent academic achievements and are also

The study will benefit researchers in Business education (Secretarial Studies) as it will serve as available data for future point of reference.

Finally placing this research in internet will create global awareness, a network providing a variety of information on the importance good entry grades in English language as prerequisite for performance in shorthand.

1.7 Assumptions of the Study

The following basic assumptions were made for the study that:-

1. Student with good background in English language at 'O' Level will perform better in Shorthand courses than those with poor background English Language
2. Students with higher entry grades in English language at 'O' level will help in developing positive attitudes in shorthand than their counterparts with low grades students with lower grade could be better in shorthand if they are admitted into pre-NCE course so that they could fulfill their ambition in their chosen career.

1.8 Delimitation of the Study

This research study was delimited to Federal Colleges of Education, North-West Zone, Nigeria because they were picked purposively for the study.

The study was delimited to only NCE II 2015/2016 academic session students who offered shorthand as a core course that requires writing and transcription.

It was also delimited to English Language Entry Grades and Students' Performance in Shorthand because they are the central focus of Secretarial Course.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to the study. The review was done under the following subheadings:-

- 2.1 Theoretical Framework
- 2.2 Conceptual Framework
 - 2.2.1 Concept of Shorthand
- 2.3 History of Shorthand
 - 2.3.1 Relevance of Shorthand to Secretarial Students
- 2.4 Academic Performance of the Secretarial Students
 - 2.4.2 Importance of English language on Students' Performance in Transcribing Shorthand Outlines
 - 2.4.1 Determinants of Students' Academic Performance
 - 2.4.3 Entry grade in English language and Academic Performance of Students
 - 2.4.4 Influence of gender on Academic performance of Students in Shorthand
- 2.5 Review of Empirical Studies
- 2.6 Summary of Reviewed Literature

2.1 Theoretical Framework

The theory adopted for the study was propounded by (August and Hakuta, 1997). The theory was on English language proficiency and scientific reasoning skills on the learning of Science Content Knowledge. The theory was adopted because it was related to this study although there were other theories. The theory described researcher's journey as an experimental psycholinguist through changes in practice and policy in the education of English language learners in the United States from the 1970s to the present day. The theory stated that English

language proficiency and levels of scientific reasoning skills are prerequisite for the acquisition of science content knowledge. The theory examined the effects of two variables, English language proficiency and levels of scientific reasoning skills of Hispanic English language learners and native English language speaking students' acquisition of science content knowledge. Examining these variables using students taking Grade 10 earth science, biology and chemistry classes was appropriate and relevant, at this age, students display a variety of reasoning abilities but are often called upon to learn concepts which require the use of formal reasoning skills.

The findings of the theory stated that individuals have the ability to use their formal reasoning skills somewhat more consistently at the tenth grade level than earlier grades. At this grade, scientific reasoning becomes formal operational during adolescence.

Other critics continue to deny that such empirical support exists. A recent review of the literature reports that bilingual education is inferior to English-only in programs of all kinds, including sink-or-swim. Yet these conclusions owe more to the manipulation of program labels than to student performance in the classroom. Meanwhile, a meta-analysis of the same body of research reviewed by the critics, but using a more rigorous methodology, found quite different results a significant edge for bilingual education.

The most sophisticated evaluation study to date – a four-year, longitudinal study of 2,000 Spanish-speaking students in five states – found that "late-exit," developmental bilingual programs proved superior to "early-exit," transitional bilingual and English language only immersion programs. That is, in programs that stressed native-language skills, students' growth in English reading and mathematics continued to increase long after it had leveled off among their peers in the other programs. While this study has been praised by many, others

have rejected the comparison as invalid because all three programs were not tested in the same school districts.

Nevertheless, a consensus of applied linguists recognizes that propositions have strong empirical support: Native-language instruction does not retard the acquisition of English language that well-developed skills in the native language are associated with high levels of academic achievement. Students' performance has to do with their ability to not only understand and assimilate facts, but to be able to recall these facts in the future. Therefore, students' performance in English language at O'level has significance implication for the students, performance in shorthand

The researcher observed that the levels of English language proficiency appear to influence the acquisition of shorthand in the study. Furthermore, the study implies that high order English language proficiency combined with high levels of performance enhances students' abilities to learn Shorthand in tertiary institutions.

Conceptual Framework

Input-Output Model Theory

One of the theories that are much related to this work was developed by Ludwig Von Bertalanffy (1956). The theory is input-output model theory which was derived from the System's theory input-output model. He was an Austrian-born biologist, who grew up in Austria and subsequently worked in Vienna, London, Canada, and the USA. He is known as one of the founders of general systems theory; an interdisciplinary practice that describes systems with interacting components, applicable to biology, cybernetics and other fields. Bertalanffy proposed that the classical laws of thermodynamics applied to closed systems, but

not necessarily to "open systems," such as living things. His mathematical model of an organism's growth over time, published in 1934, is still in use today.

The theory stated that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As adapted in this study, the students (Inputs) are entry grades into the Colleges, with different admission points, from different examination bodies and are from various school backgrounds, when they used to get into the college system, the lecturers in the departments of the colleges transform them through the process of teaching and learning and the students output is seen through their academic performance.

Robbins (2001) argued that organizations were increasingly described as absorbers, processors and generators and that the organizational system could be envisioned as made up of several interdependent factors. System advocates, according to Robbins (1980) have recognized that a change in any factor within the organization has an impact on all other organizational or subsystem components. Thus the inputs, the processors and the generators should function well in order to achieve the desired outcome. Saleemi (2003) in agreement with Robbins (2001) argued that all systems must work in harmony in order to achieve the overall goals. According to the input-output model, it is assumed that the students with good entry grades and good school background will perform well if the college facilities are good, the lecturers and the management of the colleges is good which may not always be the case and this is the shortcoming of this theory. According to Oso and Onen (2005), the interrelationships among parts of a system have to be understood by all parties involved. This

theory requires a shared vision so that all people in the colleges have an idea of what they are trying to achieve from all parties involved, a task that is not easy to achieve.

The theory showed different factors and academic performance in shorthand. It shows that academic performance as a dependent variable is related to the independent variable, which is students' entry grade in English language (SSCE/GCE and UTME). If the admission points are high, then the academic performance is likely to be high and if admission points are low, then academic performance may be low. The conceptual framework of this study is expatiated under the Concept of Shorthand. The selection of the model is based on the belief that, the quality of input invariably affects quality of output academic performance (Acato 2010).

2.2.1 Concept of Shorthand

Shorthand is the use of signs or characters in representing spoken sounds. Shorthand is the art of representing spoken sounds by signs or characters (Pitman, 1978 and Ibegbu, 2011). For Odeh, Sykes, Watson and William (1999) it is a way of writing spoken sounds rapidly. It started first in Greece. Westfall (1963) stated that the earliest form of shorthand was from Ancient Greece namely: Aero police stone from mid-4th century B.C and that in imperial China, clerks used an abbreviated curve writing to record court proceedings and criminal confessions.

The cursive abbreviation was later dropped as Taylors system of shorthand came up, although it was superseded by other forms like Pitman and Gregg shorthand systems. There are so many Shorthand systems such as Sloans, Pitman 2000, New Era, Gregg, Tee line and Speed writing. The Shorthand system that is used in United States is Gregg Shorthand. In British Commonwealths, Pitman system is the dominant Shorthand that is used. Other

Shorthand Hybrids such as Forkner, Stenoscrypt, Stenospeed, and Speedwriting, which use both symbols and letters of the alphabet, are also used. For this study Pitman and Gregg Shorthand Systems are reviewed. This is because they are commonly used by many countries. Pitman Shorthand system superseded Taylor's system. It was introduced by Sir Isaac Pitman in 1837.

Pitman Shorthand is based on phonetics. It was a phonetic orthography. For this reason, it is sometimes known as phonograph, meaning sound writing, in Greek. One of the reasons that make this system to be fast is that its vowel sounds are optional when only consonants are needed to determine a word. It makes use of heavy and light lines. These lines are of different slopes and positions. This system of Shorthand is used to train Journalist especially in England. For Laurier (2009) Pitman Shorthand is required for students of Journalism Degree in England. Gregg Shorthand system was published by John Robert Gregg in 1888. Gregg Shorthand outlines are curved and the natural, resembling those of ordinary script. The need for lifting pen was eliminated as much as possible. So a curve motion is used. There is no shading, but variation in length of line indicates variation in meaning. The outlines were scientifically worked out for simplicity and writing ease. It helps in writing very fast. Some Gregg Shorthand writers can write more than 80 words per minutes. Laurier (2009) stated that a good symbol Shorthand like Gregg Shorthand can be written at a very high speed.

2.3 History of Shorthand

Shorthand remains the basic tool for speed attendant and efficient discharge of secretarial duties. It is an important operational tool for Secretarial Education and therefore relevant time skill subject in any institution where secretarial Education is taking place.

Sir Isaac Pitman, who lived from 1813 to 1897, published his book stenographic Sound-Hand, in 1837 and this marked a new era in the development of phonetic shorthand systems. There are many types of Shorthand; they are Pitman, Gregg and Teeline Shorthand, speedwriting, easy script and computer script. The most commonly used worldwide are Pitman and Gregg system of shorthand.

Pitman Shorthand was first invented in 1837 by Sir Isaac Pitman. It was based on phonetic symbols related to the sound of the English language. It is the study of speech, production, combination and representation by written symbols rather than by alphabets. He was particularly well placed to devise a satisfactory system of brief writing. Pitman was keenly interested in the sounds and the structure of English language. He analysed sounds, syllables, words and he allocated the signs according to his findings. There have been several versions of Pitman's shorthand since 1837.

The original Pitman's shorthand had an "alphabet" of consonants, which was later modified. Additional modifications and rules were added to successive versions. Pitman New Era (1922–1975) had the most developed set of rules and abbreviation lists. Pitman 2000 (1975–present) introduced some simplifications and drastically reduced the list of abbreviations to reduce the memory load, officially reduced to a list of 144 short forms. The later versions dropped certain symbols and introduced other simplifications to earlier versions. For example, strokes "rer" (heavy curved down stroke) and "kway" (hooked horizontal straight stroke) are present in Pitman's New Era, but not in Pitman's 2000.

The Shorthand system that we write to day is not exactly the first invented but modifications have been made from time to time but basically, the principles are same. The sounds heard in

English language words in Pitman shorthand have twenty four (24) consonants, twelve (12) vowels and four (4) diphthongs.

He also introduced his own publication of stenographic sound. It was an arranged new era development of phonetic system. He arranged the phonetics according to sounds; pa, may, we, all, go, too. They would be written as they would be spelt as: a,e, ee, á, o,oo. Monkori (2010) declared that:

the rate of success in shorthand depends largely on the ability to hear phonetic sounds correctly, record sounds correctly, record sounds accurately, read shorthand notes for moral sense, use correct punctuation in transcription, proofread and correct all errors and be motivated to think critically. Phonetic sounds are actually the core thing in shorthand writing and transcription. When students do not give particular attention to phonetic sounds there is likelihood that they will not perform well in shorthand.

There are twenty four consonants which are known as strokes. These consonants are the rudiment of Shorthand which the student must learn first. The consonants are written in two ways, the heavy and light strokes. The strokes are differently represented when writing them on a paper. When the students come across the heavy sound such as “D” its pronunciation will sound heavy while “T” sounds light. There are also twelve vowels sounds. They are used in distinguishing outlines. Vowels identifies placement of dot (•) or dash (–) when the strokes are vocalized. The placement of the vowels falls into three places above the line, on the line and through the line. It can be also placed at the beginning, middle and on the end. They go along with the corresponding heavy and light strokes to enable the students quickly identify their positions. Sir Isaac Pitman devised this system after profound study of the phonetic structure of the English language; he adopted a phonetic approach to the recording of speech in the form of writing about fifty years in 1885 in USA.

Consonants consist of the simplest possible strokes in different orientations and thickness. They represent the sound like thank and think, and TH represents the sound like they and them. Most of these strokes are written from left to right, or top to bottom or they are oriented vertically like TD, th or TH. The exceptions are CH/J, top to bottom moving slightly from right to left; SH/ZH, written from top right to bottom left but occasionally left to right. Then these are H, always starting with a small S/Z, a small loop usually attached to another stroke. SH/ZH and CH/J uses straight lines and circular curves to form the outlines of the symbol for words. The consonants in Pitman's shorthand are pronounced *pee, bee, tee, dee, chay, jay, kay, gay, eff, vee, ith, thee, es, zee, ish, zhee, em, en, ing, el, ar, ray, way, yay and hay*. Vowels sounds are indicated by dots (•) or (–) which can be light or heavy or other marks, written next to a consonant stroke.

If the vowel sound occurs before a consonant, it is written to the left, and after a consonant to the right. Each vowel mark occupies one of three possible positions on a consonant stroke in first (or initial), second (or middle) and third (or final) position. Third-position marks for vowels occurring after a consonant stroke are written in front of the next stroke, if there is one, to avoid confusing first and third-position vowels. The same mark in different positions represents completely different vowel sounds.

The long vowels in Pitman's shorthand are English language pronunciation such as: *α:, ei, i:, ɔ:, ɒ, and u, a, el, I*. They may be remembered by the sentence "Pa, may we all go too?" The short vowels may be remembered by the sentence, "That pen is not much good". Vowels signs are necessary only in the case of uncommon words, certain distinguishing outlines and proper names and such names should be fully vocalized. The omission of vowel signs allows the writer to save precious seconds and every part of a second saved has great value. Another

faster way of saving seconds through abbreviation for common words and phrases of writing Shorthand.

There are four diphthongs in Pitman's shorthand, representing "ie, oi,ow, and ew". They may be remembered by the sentence "I enjoy Gow's music". It can also be defined as the union of two vowels in one sound or syllable.

Pitman 2000 is a system designed for easy learning, with a speed potential to meet the demands of a modern fast-moving world. *Get Started in Shorthand Pitman 2000* is a beginner's guide to the basic theory and will give you a working vocabulary in Pitman 2000 in clear and easy stages.

Early Christianity embraced shorthand with Pope Clement dividing Rome into seven districts in 196AD and appointing official stenographer to each district. Shorthand was later punished with shorthand mistakes as the Roman Empire declined until 13th century. The Christian authors and their scribes employed trained secretaries, trusted helpers who were well versed in contemporary literary techniques and scribal methods. Some of them were mentioned by name in the New Testament. Luke referred to them generally at the beginning of his Gospel and also in the Old Testament such as Psalm 45:1. The Hebrew writer King James Version is translated in the Greek Septuagint or shorthand writer. The technique term must have been common enough among Great speaking Jews in the 3rd century BC for its use in the shorthand to have any purpose.

Pitman stated in his passage by saying that Gold is not gotten on the surface. It means that the diligence required to master the art of shorthand is time consuming that gold is not gotten on the surface. This is because it aims at enacting mental and manual skill on its recipient.

2.3.1 Historical Development of Shorthand in Nigeria

The history of shorthand is as old as civilization among the most important subject in Business Education. Shorthand is a way of representing words by meaningful characters with the objective of achieving speed and accuracy. It is one of the acquisitions of practical and applied skill as well as basic scientific knowledge. It is not certain when actually when Business Education courses which shorthand one of the core subjects was first taught in Nigeria.

The Commercial Department of the Kaduna Technical Institute opened in 1956 with the objective of teaching commercial subjects to meet the shortage of trained clerical staff. The junior commercial courses ran for two years in residence and successful candidates were awarded junior certificate. The senior Commercial courses ran for one year with the students selected from the junior course, the successful candidates were awarded the Senior Certificate. Subjects taught in both courses were English language, Book Keeping, Shorthand, Typewriting, Commerce, History, Economics and Elements of Mercantile Law. In 1959 and 1960, evening courses were held twice on Mondays and Thursdays for beginning students. These students had been educated in middle II standard and have obtained certificates in English Language from the Royal Society of Arts or its equivalent.

Elementary courses were offered for students who had completed a course in the theory of Pitman's Shorthand. The intermediate courses were offered for students who had certificate in shorthand at the speed of not less than 70wpm. Fafunwa (2011) stated that the importance of clerical and secretarial courses is for the staff that will be trained for office jobs. With this statement, the colonial authorities introduced elements of Business subjects into Nigeria curriculum.

The training in vocational education is based on the occupation known as Vocational and Technical Education. The provision of Vocational and Technical Education has a long history before the Industrial Revolution between 1750 and 1830. Vocational education is a planned programme of courses and learning experiences. It began with exploration of career options, supports basic academic and life skills. It enables the achievement of high academic standards, leadership, preparation for industrial defined work, continuing education. It has developed catalogue of men and women of high integrity, highly respected and intelligent. It has produced secretaries who occupied high position in Government establishments all over the world. Okechukwu (2012) stated that in 1932, Chief Awolowo and Chief Akisanya studied Shorthand and typing and worked as a clerk in Lagos. He observed that they attended Anglican School in Ishara then obtained work as a shorthand typist from 1916 to 1931. Though shorthand benefits are believed to be disappearing with modern technology, the ability to write shorthand has a variety of advantages. One has the unique skill that few others have, and which can save time when taking notes by hand. It is very pleasing to note that today shorthand, as a matter of policy is taught at all levels of educational system despite technological developments.

2.3.2Relevance of Shorthand to Secretarial Students

Shorthand also known as stenography is a method of quick writing that uses symbols in place of letters, words and phrases. It is used by students to make note taking easier in classes, lectures and business meetings. Shorthand is still relevant to students who need to take notes quickly. They use it to expedite information gathering is more valuable now than ever before. It is still being used to take notes by the secretaries even with the advent of personal recording devices.

The National Secretaries Association of America in Eni (2011) defined a secretary as an assistant to an executive. He/she possessed mastery of office skills and ability to assume responsibility without direct supervision. He/she displays initiative, exercises judgment, and makes decisions within the scope of his/her authority. A person employed to deal with correspondences, keep records and handle clerical business for an individual business or committee. He/she manages routine and detail work for a supervisor, a business concern, organization and society and responsible for records and correspondences.

Mshelia (2012) stated that shorthand has the ability of molding lives; instills discipline by being a careful writer. It is a skilled subject, builds confidence into the writer; it is a strong factor to understanding English language, the consonants and the vowels. It has much usefulness in the business world. Those who studied shorthand are qualified secretaries who can work in public, private and Federal institutions. They take minutes of meetings, telephone messages, check spellings and increase their knowledge in English language.

Stenography machine is used by court reporters to transcribe testimony into shorthand, which is then later translated into standard writing. When compared with other slow speed approaches such as the QWERTY keyboard (50-60 wpm), printed script (20-25wpm) and cursive script (35 wpm). These technologies have limited recognition performance. Pitman shorthand writers can readily achieve a recording speed of over 120 wpm. Currently, Pitman shorthand had been widely taught and used in more than 75 countries throughout the world. Over two decades ago, intensive research was carried out on the potential of Pitman shorthand as a means of rapid recording speeches (Leedham, 1984; Brooks, 1985; Brooks and Newell, 1985; Leedham andDownton, 2011; Nair, 1990; Qiao, 1986; Nair andLeedham, 1987; Leedham and Qiao, 1988). At that time, there was no suitable pen-based device on which to

exploit the approach. In the past years, a research group at Mysore University Nagabhushan from 1999, 2000 and 2002 had been working on automation text production from offline Pitman notes. From their point of view, Pitman shorthand has advantages in being integrated into the present speech processing systems. It is the only universally accepted medium known for enabling real-time speech to text production.

Ugoji (2013) stated that shorthand has an estimated value which had played and is still playing definite and important role. It had created great effects in the world of business, in politics, legal, commercial, public, private and other spheres of man's activities. He maintained that shorthand writers plied their speedy pens and were in high demand. Adebusi (2014) stressed that, shorthand skills have provided opportunities to many graduates of who otherwise would have been roaming about the streets looking for jobs. Today, the definition of a secretary has almost excluded the word shorthand as component part of what a secretary should know or knows.

2.3.3 Relevance of Shorthand to Junior, Senior Secondary and Tertiary Institutions in Nigeria

Shorthand has a lot of prospects to students in both junior and senior secondary school. Shorthand as a branch of Business Studies is regarded to be integrative and comprehensive in nature. It embodies the knowledge of some subjects such as office practice, commerce, book-keeping, shorthand and typing which is skilled in acquisition.

At junior secondary school level, shorthand is one of the six vocational subjects under Business Studies and the subjects are Shorthand, typewriting, commerce, office practice, book-keeping and computer. At the termination of JSS 3, students will write their final examination inclusive of the above mentioned subjects. Shorthand and typewriting are

classified under practical examinations. The students need to type and transcribe written dictations by typewriter.

At senior secondary school level, Shorthand as a vocational subject is termed as an elective. Students who have chosen Shorthand as elective prepare for SSCE. Students who prepared at this level have the potentials to work in any organization. One of its acquisitions is practical and applied skill as well as basic scientific knowledge. It aims enacting manual and mental skill on the students from senior secondary school. It enhances hearing capacity, retention of words and sequential flow of ideas. It helps students to have endurances and perseverance; fast reasoning and movement of hands. It enhances concentration abilities, ability to recognize, differentiate and adjust with dexterity and mastery skills.

According to Amoor (2009), the introduction of Shorthand in Nigerian Secondary School curriculum has made secretarial education have the following benefits:-

A. Secretarial Education Combats Unemployment

Secretarial education provides easy employment opportunities to young secondary school leavers, who cannot afford to further their education immediately after (SSCE). Instead of the students roaming the streets, secretarial education provided skills. It equipped them with adequate skills and competencies needed to be employed in government establishments and private organizations as junior secretaries. In support of this statement, Ilo (2012) stated that Secretarial Education, along with other technical-vocational disciplines prepare persons for successful employment. With serious unemployment crisis for young school leavers, it will provide them with immediate employable skills, competencies desired in the labour market.

B. Secretarial Education Brings about Self-Reliance

Secondary school students, who are thoroughly given adequate secretarial education with good exposure to computer and the Internet both at the Senior Secondary School levels, will be competent to establish their business centers, if they are empowered financially by the Federal Government or Non-governmental Organizations. This will reduce their dependability on their parents and government for survival. They can as well create jobs for others. This can also go a long way to alleviate poverty in the society at this level.

C. Secretarial Education is Foundation for Further Studies.

Students, who have Shorthand at the secondary school level, will certainly find it easy to read the same course at the tertiary institutions. Students will not face many difficulties, especially in skillful subjects like Shorthand and keyboarding. It improves personal qualities and builds attitudes that are necessary for adjustment to personal and employment situations.

At tertiary level, shorthand is taught in Colleges of Education, Federal Colleges of Education, Polytechnics and Universities. At NCE level, students are expected to acquire the ability to take shorthand dictation in varied materials for 3 minutes at 100wpm with syllabic intensity of 1.45 min. Students are expected to have minimum of 5% error margin allowed. They should type effectively various office jobs in mailable standard and a typing speed of 50wpm, they will have the ability to write in Shorthand for 3 minutes varies material 3 minutes of 1.50 syllabic intensity dictated at 100wpm and transcribe on typewriter with a minimum of 96% accuracy to the end. The training received will enable the students to fit into any organizations.

At the tertiary level in polytechnic for instance, it has been observed that shorthand takes longer contact hours a week. At NCE level, students are expected to acquire the ability to take Shorthand dictation in varied materials for 3 minutes at 100wpm. The dictation will be transcribed with syllabic intensity of 1.45 minutes and minimum of 5% error margin allowed. Osuala (2013) stated that syllabic intensity is a measure of the length in syllables of the average word in a passage of reading material. The standard word, as in current shorthand usage, is 1.45 syllables. Actual words (longhand) are those words appearing in print surrounded by white space.

The University operates credit units which is called (3 credits units) at each semester and within the duration of the semester. The purpose of it all was to establish train and lead students to acquisition of effective technical skill, competence and general work skill. This is very paramount to the beneficiary of Business Education students and social interaction with others. It was designed to equip students with secretarial skills it deserved in the field of human endeavour and self-employment after graduation. National Commission for Colleges of Education (NCCE) (2011) recognized Shorthand as vital component of Business Education Curriculum. So it was including in the admission requirements and recommending that facilities should include a shorthand laboratory, lectures demonstration stand, shorthand headphones, shorthand dictionary and stop watch. Akpan (2012) stated that knowledge of shorthand as a vocational subject stands to afford those who finished from secondary school great opportunity to be employed.

2.4 Academic Performance Secretarial Students

Academic performance is what students achieve in the studies and how they cope with or accomplish difference learning experiences given to them by their teachers. Researchers have

proven that entry grades of students' influences the future academic performance of students. Swart (2009), Geiser and Santelices (2011) all argued that admission points which is a reflection of the previous performance influences future academic performance.

Joshua (2012) reported that in educational institutions, success is measured by academic performance, or how well a student meets the standard set out by the institution. The Universities Admission Center (2013) reports that tertiary institutions in Austria have found that a selection rank based on a student's overall academic performance is the best single predictor of tertiary success for most tertiary courses. Therefore, students' with good entry grade in English language are expected to perform well in shorthand.

Academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades in a course, group of courses or subjects or group of subjects in the educational systems of learning. It refers to what the student have learned or is usually measured through assessments like standardized tests and performance assessments. It is measured by the examination results as one of the major goals of a school. Hoyle (2006) argued that schools are established with the aim of imparting knowledge and skills to those who go through them. Behind all this, is the idea of enhancing good academic performance. The academic Deans and Proprietors and the quality assurance committee are concerned about those who do not perform well. This is because if this poor performance goes unchecked, the school system may lose its reputation, which may result in loss of confidence in the graduates of higher learning (Kyoshaba, 2009).

The indicators for academic performance according to Ma (2010) include standard test scores, grade point average (GPA), and self-perceived academic performance. There is a

pattern of grading students in the (JSSC) and (SSSC) examinations. In Nigeria, distinction grades are being represented by A1 to B3. The credit grade is represented by C4 to C6. The ordinary pass grade is represented by D7 and E8 while the failure grade is represented by F9.

In the higher systems of learning, the descriptive assessment information will usually be translated through grading system such as (GPA) and (CGPA) course grade. Some other researchers used test results or previous year results since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2008). Besides the significant roles academic performance of students plays in school systems and national interest, academic performance is also crucial at the individual level. Li, *et al.* (2009) asserted that academic success is crucial for children and adolescents to grow into adulthood who will fully participate in the economic and civic activities of society. The transition to adolescence often involves a decline in academic success.

It is important to identify the factors that may promote academic competence (Li *et al.*, 2009). Academic competence is defined as skills and capabilities needed to succeed in school which can be indicated by actual or perceived academic performance (Ma *et al.*, 2010). Academic competence predicts a youth's likelihood to continue schooling and career opportunities. Academic competence increases the students' motivation, well-being, and achievement in other aspect of life (Eccles and Roeser, 2010). Additionally, lack of academic competence predicts lower self-esteem, lack of motivation, and dropping out of school (Yeh and Lempers, 2011).

Ibrahim (2012) stated that students' academic performance has to do with their ability to not only understand and assimilate facts, but to be able to recall these facts in the future.

Therefore, students' performance has significance implication for the students, government, parents and society. Ibrahim argued that learning and performance in the school are products of many variables. Thus learning is not only a product of formal schooling but also that of communities, families, peer group, socio-economic and socio culture. He further stated that academic performance is a task with measures including comprehensive quality and accuracy. It gives answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome. It is time or rate to solution, time or task, level of reasoning and critical thinking, creativity, recall and retention and transfer.

2.4.1 Determinants of Students' Academic Performance

Students' academic performance is affected by numerous factors. These factors include; Gender, age, teaching facilities, students schooling, parents and guardian social economic status. Others are residential area of students, medium of instructions in schools, tuition trend, daily study hours, and accommodation among others. Many researchers have studies on the factors contributing to students' performance at different study levels. Considine and Zappala (2009) noticed that parent's income or social status positively affects the student test score in examination.

They further observed that children who come from those families having low income make known more subsequent models in terms of learning outcomes. They have low literacy level, low retention rate, problems in school behaviour and more difficulty in their studies. They mostly display negative attitude towards studies and school. Considine and Zappala (2009) noticed that where the parents or guardians have social, educational and economic advantage it definitely strengthen the higher level success in future. The parents make available sufficient psychological and emotional impacts which shore up to their children. This is by

providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

Julius (2010) stated that Parent's socio-economic condition, which includes parents' academic and professional qualification, revenue and occupational affiliation, is also associated with academic gain of students. Social and economic status of student is generally determined by combining parents' qualification, occupation and income standard. Their results confirmed that academic achievement of students is contingent upon parent's socio-economic condition. So the students belonging from higher social economic backgrounds will perform better than other students associated with low social economic backgrounds.

Among many research studies conducted on academic achievement, it is not very surprising to observe that socio-economic status is one of the main elements studied. Pedrosa (2011) observed that students who mostly come from deprived socio-economic and educational background performed relatively better than those from higher socio-economic and educational area. They named this phenomena educational elasticity. It is obvious and true that the criteria for categorizing socio-economic standard in different countries are different depending of their norms and values. The criteria for low socio-economic status for developed country will be different from the criteria of developing nations.

The total income of families, monthly or annually and their expenditures also put a great effect on the learning and academic opportunities. Furthermore, Pedrosa (2011) also pointed that due to residential stratification and segregation, the students belonging to low-income backgrounds usually attend schools with lower funding levels. This situation reduced

achievement motivation of the students and high risk of educational malfunction in future life endeavors.

It is important to note that even these studies do not agree with the former studies. The former explored that previous achievement affects the future performance of the students in studies. They confirmed that the admission scores are related to academic performance at university level but to a very minimal extent. McDonald (2012) also suggested that the scores of graduate level students still out perform any other single measure of cognitive aptitude in predicting success at university level.

It is generally assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years at degree level. Everyone can be surprised with this assumption if it could be proved scientifically. From the last two decades it has been noticed significantly that there is great addition in research literature and review material relating to indicators of academic performance. Much emphasis on this dialogue, whether traditional achievement measures of academic performance are best determinants of future academic gain at university innovative measures. However, it is also observed that many of the researchers are not in agreement with this view point or statement.

2.4.2 Importance of English Language on Students' Performance in Transcribing

Shorthand Outlines

The knowledge of English language forms the bed rock for any shorthand skill. This is because English language is the language of international communication, higher learning and better career. It meets the test of practical value and language of the world in all fields of the Arts, Sciences, Business Education and Humanities. Because of the importance of English Language as international language and its privileged position as a second language in Nigeria

it has become in academic a compulsory subject. Bostico (2010) stated that there are strong effects in the two subjects. Akinbode (2011) state that over the years, the place of English Language in determining students' placement and advancement in the educational ladder, had remained a source of great worry to all stakeholders in Nigeria. The technical qualities that are indispensable for a career in shorthand include excellent knowledge of English language. Notes taken from dictations should be transcribed, spelling mistakes, punctuations, paragraphing and syntax must be corrected to produce a mailable copy of the works (Winkler, 2012).

Ogunsiji (2013) argued that English plays the fundamental roles of being the means of instruction in Nigerian schools from primary to tertiary level. The knowledge of the contents of school subjects is transferred to the students at all levels of education via English language medium. It therefore follows that how well students would fare in academic achievement depends largely on their level of proficiency in English language which is the medium of instruction. English language is therefore a predicting factor for the performance of shorthand. It is the first link between the students and their performance in Shorthand. It plays greater role in the study of Shorthand than it plays in the study of other Office Education subjects. Therefore, low English language proficiency has been considered a barrier to learning and academic success at the higher education level. This is where Universities require students seeking admission to obtain a score on English language proficiency tests to indicate that they can academically succeed (Williams *et al.*, 2013).

Research has shown that students who performed well in shorthand tend to have strong skill and good entry grade in English Language. Crank (2014) agreed with the relationship of English language and Shorthand. According to him, English grades are sometimes used to

forecast Shorthand performance. Research reveals effects in English language ability and shorthand success. English language grades usually reflect reading ability, vocabulary development, English language usage, ability to punctuate and spell all factors associated with transcription performance. In addition, Ouma (2012) revealed that English language is the foundation upon which shorthand skills develop and that there exists an influence in performance in shorthand and English language grades. It is quite obvious that good performance in English Language will facilitate a high level of performance in Shorthand.

2.4.3 Entry Grade in English Language and Academic Performance of Students

Students' academic performance is the process whereby students' educational activities are measured by examination within the context of a curriculum. Ugwuogo (2012) stated that any expression used to represent student's scholastic standing is usually referred to as academic performance. (Ugwuogo, 2012; Oyesode, 2013 and Afolabi, 2014).

Nwaokolo and Otubolu (2015) stated the factor that affects academic performance to include intelligence, entry-qualification, school environment study habit and students' attitude to shorthand as a course. Alonge (2012) argued that the acquisition of high entry point does not necessarily imply academic performance. Past experience may likely influence one's level of performance in future learning task. Therefore, general background knowledge in the same subject matter will facilitate learning of new material in a future similar academic task. Examinations may not always consistently measure present achievement or predict future performance with a hundred percent accuracy. This is because performance is not static but changes as interest and attitude changes with time and as new ability emerges.

Gbore (2013) opts that the grades and scores obtained by the candidates that are given admission to the tertiary institutions are supposed to be a measure of the replica or closeness to

the academic behaviours each of the candidate will demonstrate while in the university pursuing the courses of the programme chosen to specialize upon. Thibadox and Greenberg (2014) opted that assessment can be used to control entry grades to Institutions or particular courses, to predict success or failure and to describe student' learning tasks. Also the use of assessment in Nigerian schools has been misleading in that sense that children and parents have the impression that all that matters is to obtain a certificate at the end of a course.

Institutions are supposed to be a measure of the replica or closeness to the cognitive (academic) behaviour. It is what the candidates will demonstrate while in the school pursuing the courses of the programme chosen to specialize upon. Momoh-Olle (2014) stated that the last decade has seen an increase in literature relating to predictors of academic performance. There has been much debate on whether conventional measures of academic achievement are the best determinants of future performance at University. For example in Waller and Foy (1987), South Africa, Kuwait, Mohammad and Almaheed (2004), Swart (2005), United States, Minnesota Measures (2007) and United Kingdom. Several countries used these standards of admission because according to Staffolani and Bratti, (2008), measures of prior educational performance are the most important determinants of student performance. This argument was supported by the University Admission (2009). It stated that tertiary institutions in Austria have found that a selection rank based on a students' overall academic achievement is the best single predictor of tertiary courses.

This, according to the literature reviewed is being practiced worldwide. Admission boards in the world use prior academic performance to select students for admission. Freshman Year Geiser and Santelices (2007) confirmed the validity of high school grades in predicting student success. They found that high school Grade Point Average (GPA) is consistently the best

predictor of college grades. They cited Geiser and Studley (2007) who sampled 80,000 students admitted to the University of California. They tracked 4 year college outcomes including Cumulative Grade Point Average (CGPA) and graduation in order to examine the relative contribution of high school record in predicting longer term college performance. Their key findings were that high school grades were the strongest in predicting four year college outcomes for all academic disciplines. A view similar to that of Geiser and Santelics (2007) was held by Anderson, Benjamin and Fuss (1994). They carried out a study on the determinants of success in University and found out those students who performed well in high school also performed better in college. Geiser and Santelics (2007) and Anderson, Benjamin and Fuss (1994) all found evidence to suggest that high school grades were without doubt the best predictors of academic performance.

Huw and Talcott (2008) disagree with the view that academic performance is determined by prior academic performance. In their study on the relationship between previous academic performance and subsequent success at University, A' level and grades obtained did not predict academic performance at University. They cited Pearson & Johnson (1994) who demonstrated that there was an overall mark association of only 0.28 between A' level grades and that of degree performance at the University. Academic Admission Council of Oregon State University (2003) found that traditional measures of academic potential such as high school GPA scores at best explain only 30% of the variation in first year. It should be noted that even if these studies do not agree with the previous scholars' prior performance affects future performance. They acknowledge that admission points are related to academic performance at University but to a very small extent. Mpofu (1997) investigated academic performance on mature students in higher education. He argued that mature age is a second

chance scheme for those who could not obtain the necessary formal qualification for university.

However, before these people are finally admitted to University, they must have proven record of capability for this level of study. This will be as demonstrated by their level of performance in a set examination by the university. Mpofu (1997) concluded that these students performed well as the regular students admitted under the direct entry scheme. A view similar to that of Mpofu (1997) was held by Parameswaran (1991) and Zezekwa, (2014). They compared academic success of mature students and traditional students and Richardson (1994) who investigated academic performance of mature age students in higher education. They concluded that mature students perform as successfully as direct entry students.

However, Parameswaran (1991) attributed this performance not just to grade but also to age, saying that mature age students are older than direct entry student. The scholar's citation have proven in their studies that prior academic performance, which, in this study is measured by admission points, is related to academic performance in the university. Even the scholars who did not agree with that belief admitted that prior performance is related to future performance but to a small extent. These studies have led the researcher to hypothesis that there is a influence between admission points and academic performance of undergraduate students.

2.4.4 Influence of Gender on Academic Performance Students' in shorthand

There is a common traditional stereotypical belief that women seem to work less hard than men. Also female students achieve lower scores in school stages in general, and high school in particular. Those girls who fail at school usually get married at early ages. The United Nations (n. d., cited in Social Institutions and Gender Index) estimated "that 8 % of Jordanian girls between 15 and 19 years of age were married, divorce or widowed" Another common

traditional stereotype is that some demanding major disciplines like Medicine, Engineering, Dentistry, Pharmacy that afford very good careers in Jordan are almost males' jobs. Softer majors like Psychology, Education, languages, Social Sciences are mainly open for females. Albedour (2004) noted that there are different gender roles within the Jordanian family. One of the most important differences observed by Albedour was that while the male member is allowed to perform several activities concerning the family, it is restricted for the female member to do the same things. For example parents allow the male member to participate in decision making, and to make little contributions to the house work. But it is restricted for females to participate in decision making; nevertheless, they take the heavy load of home chores. Richardson (2005) reported that status of mother, father, type of work; age and level of education, income of the family, family members are all reasons that affect their university education.

Gender differences are not only observed in the daily life matters but also in textbooks and teachers' attitudes (The World Bank, 2012). In Nigeria, Obanya (2013) confirmed that the enrolment of boys out-numbered that of the girls in Science, Technology, and Education in Nigerian Universities, Polytechnics and Technical Colleges. He explained further that "the disparity in enrolment between males and females is more pronounced in the technical courses which involve workshop practices like Plumbing, Welding and Engineering which have zero female enrolment from 2007/2008 to 2009/2010 sessions. Female enrolments out-numbered that of males in Music, Fine Art, Computer Studies, Commerce, Humanities, Business Studies, Typing and Shorthand. A voluminous literature has emerged to explain the gendered pattern in degree performance.

Gender differences have become on the hotlist of critical issues around the world. Hausmann, *et al.* (2009) reported that there is no country in the world that has yet reached equality in different critical areas like economic participation or education. Thus we males deal with complex and difficult tasks of life matters inside and outside the house; on the other hand, girls handle the relatively easy and less demanding tasks or things at home.

Felder *et al.* (2010) studied the factors that help to determine male and female student's success or failure at the University. He had a 4-year longitudinal study that included 87 men and 34 women at North Carolina State University. He examined gender differences in students' academic performance, persistence in chemical engineering, and attitudes toward their education and themselves. The researchers concluded that although the pre-engineering academic credentials of women exceeded those of men, these women did not score any higher grades in technical classes than men.

The findings of the study showed that women students attributed poor performance to their lack of ability while men usually attribute it to lack of hard work or being treated unfairly. The critical question of why these women earned lower grades in chemical engineering courses and exhibit lower confidence levels of themselves could not be answered with any real degree of certainty. Smith (2011) studied at Brunel University in which she found that women consistently outperformed men in a Geography course. The women had started their courses with almost identical A-level results. Smith stated that female students were more conscientious, less likely to miss lectures and more likely to believe that their marks reflected their ability than their male peers. They felt that the good grades were their "insurance policy" for success. Moreover, the results of the study showed that female students were also more likely to seek and receive support from staff.

Ismail and Othman (2012) investigated the effect of students' gender and past performance on their performance in Higher School Certificate during the first year of the university. Data about students were collected from male and female students from three faculties. These are Faculty of Economics and Administration, Faculty of Economics, Accounting, Faculty of Arts and Social Sciences. Research results showed that female students were found to have better results than their male counterparts. The final GPA and dissertation mark were significantly predicted. There are no significant differences in academic performance because of different variables, methods and procedures, types of samples, data collection and sampling. The studied usually do not come up with similar findings. On the contrary, some studies sometimes come up with contradicted results.

2.5 Review of Empirical Studies

The studies related to this work were reviewed.

Fawoweet *al.* (2009) investigated the correlation between students' entry qualification and their academic achievement in selected primary education courses. The study was carried out at AdeniranOgunsanya College of Education, OtoIjanikin, Lagos State, South West, and Nigeria. One research question and hypothesis was formulated. The research question sought answer on the level of students' academic achievement in Primary Education Ogunsanya College of Education, Lagos. But the hypothesis was that "There is no significant correlation between students' entry qualification and their academic performance in Primary Education courses".

This study adopted the correlation research design which compares student's entry qualifications into the Department of Primary Education Studies (PES) and their actual performances in the first semester of the 100 level in some related courses to the subjects

passed and used as entry qualification. It is a correlation study design, with fifty (50) primary education students selected randomly from the population of ninety (90) students using ESSPIN table. The researchers collected the students' entry qualification and their 100 level first semester raw scores (2009/2010) academic session. The Pearson Product Moment (PPMC) correlation coefficient was used to analyze the study.

The results of the findings revealed that entry qualification should not be used as a predictor of student academic achievement in higher institution of learning. Based on these findings, necessary recommendations and conclusion were therefore made. This research work was related to the present study in terms of research design used. The previous study did not consider stereotyping and it tested only one hypothesis while the present study considered stereotyping and tested three hypotheses. The researcher intends to bridge the gap in the area of stereotyping and hypotheses.

Momoh-Olle(2010) investigated the “correlation between students' entry grades and their academic achievement at the Kwara State College of Education, Ilorin”. For two hundred and two (202) NCE graduates, of the 1984/1985 session. The selection was by stratified random sampling techniques out of four hundred and thirty seven (437) that actually graduated. Three researches questions were formulated and three hypotheses were tested. Correlation research design was adopted. Data analysis was done using Pearson's Product Moment Coefficient of Correlation for measure of influence in chi-square statistics was used to test for significant difference in relevant distributions. The findings: there was no statistically significant influence in the two major subjects teaching practice in science and students' entry grades. There were no cumulative academic achievements in mathematical related course in social science subjects. There was however a statistically significant relationship between students

entry grades and their academic achievement in education theory and vocational studies. There was also no statistically significant difference in college academic achievement of students with different strength or qualities of entry grades.

The previous study is related to the current study in terms of the research design. The current study differs with the previous study in terms of the statistical tools used in testing for hypotheses. The present study did not consider stereotyping, and the study covered only a state in Nigeria. However, the current study intends to bridge the gap in the area of stereotyping and as a base of generalization.

Kolawole *et al.* (2011) conducted a research work on “Cognitive Entry Points as Predictors of Students’ Academic Performance in Chemistry in Selected Nigerian Universities”. Four research questions and four hypotheses were generated for the study. The research questions were what are the influence of SSCE Chemistry results and the academic performance of undergraduates’ chemistry students at all levels in selected Nigerian Universities? What is the influence of UTME Chemistry results and the academic performance of undergraduates’ chemistry students at all levels in selected Nigerian Universities? What is the influence of POST-UTME Chemistry results and the academic performance of undergraduates’ chemistry students at all levels in selected Nigerian Universities; what is the influence of the academic performance of undergraduates’ chemistry students’ and their previous Cognitive Entry points in some selected Nigerian Universities?

The research hypotheses include there is no significant relationship between SSCE Chemistry results and the academic performance of undergraduates’ chemistry students at all levels in selected Nigerian Universities, There is no significant influence in UTME Chemistry results and the academic performance of undergraduates chemistry students at all

levels in selected Nigerian Universities, There is no significant influence in POST-UTME Chemistry results and the academic performance of undergraduates' chemistry students' at all levels in selected Nigerian Universities, There is no significant influence in academic performance of undergraduates' chemistry students and their cognitive entry points in some selected Nigerian Universities.

The findings indicated that there are weak influences in SSCE, UTME, POST UTME and students' academic performance in chemistry at all levels in the university. The findings also revealed that a part 2 result has the highest degree of influence in POST UTME. followed by part 1, part 3 and part 4 performances was the worse and lastly POST UTME has the highest but low significant influence in academic performance of students in chemistry in selected University. Thus, POST-UTME is the best predictor of all the cognitive entry points. Based on the findings, it was recommended post UTME examination should continue so as to moderate predictors. This study contributed immensely in the area of literature review and formulating of research questions and hypothesis. However it is observed that the researcher did not identify the issue of stereotyping which this current study is hoped to bridged.

Adegboye (2012) carried out a study on the students' performance in English language and Science subjects. It was done through analysis of past result of candidate in SSCE. The sample consists of three hundred (300) candidates of 1991 and one hundred and sixty (160) from 1992 WASC published result who offered natural science subjects. It is made up of 140 from 1991 and 160 from 1992. The coefficients of correlation between performances in the pair of five subjects under study were computed. Also the coefficient of multiple correlations between performance in English language and all the four science subjects were also obtained.

The results showed that English Language plays greater role in the study of Chemistry than it plays in the study of any other science subjects. Also that Mathematics plays a greater role in the study of physics. It was also observed that a multiple correlation between English language on one hand, chemistry and biology on the other hand is greater than the multiple correlations between English language, Mathematics and physics on the other hand. He concluded that there is positive linear correlation between the WASC grades in English language and the Science subjects of Biology, Chemistry, Physics and Mathematics.

According to the National Commission for Colleges of Education (NCCE) syllabus in the Sciences each course code has its adjoining practical work. Thus the practical work is based on the theory the students have learnt. Therefore one can infer that a pass in the theory course by a student should lead to a pass in the practical course and vice-versa. In order to determine effects in the quality of SSCE results, JAMB-UME organised scores and students' academic performance at Lagos state University College of Medicine (LASUCOM), Nigeria. Records of students admitted into the Medical School in 1998/99 were studied by Salahdeen (2004). Data transformations were completed and subsequently standardized. Standard descriptive statistics and correlation coefficient were used to determine the correlation between the variables. The results showed that there was no significant correlation between the SSCE and the JAMB scores.

In addition, correlation between JAMB and the student performance at 100 level and pre-clinical sciences also proved to be non-significant. These results indicate that SSCE is a better predictor of students' performance at pre-clinical sciences examination than JAMB Scores. This study is related with the current study in the statistical tool employed in testing for

hypothesis. Although the research lacked basis for generalization because it concentrated in just a state in Nigeria, this current study hope to bridge the gap.

Julius and Philip (2013) conducted a study on the Effect of Entry Grades on Academic Performance of University Accounting Students a case of Undergraduates of Central University College, Ghana”. Three (3) hypothesis were formulated; Hypothesis A stated Pre University Mathematics (or Core Mathematics) performance has effect on performance of students on Accounting Programmes in the university; Hypothesis B stated Pre University English (or Core English) performance has effect on performance of students on the Accounting Programme; Hypothesis C stated Pre University Accounting performance has effect on Accounting programme students’ performance. Some 149 students of Central University College Ghana doing B.Sc. Accounting programme were sampled for the study. The sample includes students who joined the university from level 100 in 2007 (50), 2008 (50) and 2009 (49) and entered with WASSCE and SSCE results, 50, 50, 49 students picked for each year respectively. The preference for the WASSCE and SSCE and no other approved or acceptable results was to provide some standardization for comparison, especially as these have equivalence clearly defined.

Most students that entered with other qualifications still have to complement their submissions with WASSCE and SSCE results. Again, the WASSCE and SSCE results are the main stream qualifications for admission. Julius and Philip employ Systems Theory to analyze the influence in the quality of students admitted and their performance in the early part of the undergraduate programme using Pearson’s correlation they concluded that there is an influence in Core Mathematics and Accounting at pre-university level and performance of undergraduate Accounting Students’ performance.

The result of the findings shows that there was no correlation found between Pre- University English language and their University level performance. The study recommends that, due consideration be given to the existing admission policy criteria regarding emphasis on performance in Core English, this emphasis should be particularly for accounting students seeking to pursue accounting programmes, as it may be more harmful than good. The research work contributed immensely to the present work as it guided the researcher on literature reviewed. However, the study intends to bridge the gap in the area of stereotyping.

Wushishi and Hassan (2014) investigated “influence in Senior Secondary School Certificate Examination (SSCE) Mathematics Grades and Final Nigeria Certificate of Education (NCE) Mathematics Students Results of Niger State College of Education, Minna. Two research questions and hypotheses were formulated for the study. The hypotheses were there is no significant influence in WASSCE entry grades in mathematics and academic achievement of final NCE mathematics students’ result; there is no significant influence in WASSCE entry grades and academic achievement of Male and female final NCE mathematics students’ result. Ex-post facto research design was adopted for the study. The study sample consisted of sixty seven (67) students, forty (45) male and twenty two (22) females who graduated within the period under study (2008/2011). The instrument used for data collection was the records of students’ results that made up the sample. Their SSCE entry and final NCE grades were used for data analysis. Pearson Product Moment Correlation Coefficient (PPMCC) was used in testing the Null Hypothesis at 0.05 level of significant. The result shows a significant influence in WASSCE entry grade in mathematics and the final NCE mathematics results. Overall, of male and female students were independently correlated. The male students

maintained a high positive correlation while the female students showed low positive correlation.

It was recommended among others that State Ministry of Education should intensify more effort in conducting regular inspection of schools. He stated that effective teaching of mathematics is carried out in order to achieve the objectives of National Policy on Education including preparing students for higher education (FRN, 2004). This study is related with the current one in terms of stereotyping. However, the current study employed t-test in testing for hypothesis which the researchers did use. The current study will also bridge the gap of generalization which the previous study lacks.

2.6 Summary of Reviewed Literature

The theory adopted for the study was propounded by (August and Hakuta, 1997). The theory was on English language proficiency and scientific reasoning skills on the learning of Science Content Knowledge. The theory was adopted because it was related to this study although there were other theories. The theory examined the effects of two variables, English language proficiency and levels of scientific reasoning skills of Hispanic English.

The Conceptual Framework much related to this work was propounded by Ludwig Von Bertalanffy (1956) input-output model theory which was derived from the System's theory input-output model. The theory stated that an organized enterprise does not exist in a vacuum; it is dependent on its environment in which it is established. They add that the inputs from the environment are received by the organization, which then transforms them into outputs. As

adapted in this study, the students (Inputs) are entry grades into the Colleges, with different admission points, from different examination bodies and are from various school backgrounds,

when they used to get into the college system, the lecturers in the departments of the colleges transform them through the process of teaching and learning and the students output is seen through their academic performance.

The review also highlighted the relevance of Shorthand on students' performance in shorthand known as stereography. It is used to make note taking easier in classes, lectures and business meeting. It also highlighted the relevance of shorthand to Senior Secondary School and tertiary institutions in Nigeria. Shorthand has a lot of prospects to students in Junior Secondary School, Senior Secondary School and tertiary institutions in Nigeria.

The review also highlighted the influence of English language on students' performance in transcribing shorthand outlines. Good background in English language is not debatable. The review also highlighted the Empirical Studies conducted by other research works and summary of related literature.

From the literature reviewed, none investigated the influence of English language entry grades in shorthand in Federal Colleges of Education in North-West, Zone of Nigeria which are the main gap the result of this study has filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research design and methodology employed in this study. The chapter is discussed under the following sub-headings:-

- 3.1 Research Design
- 3.2 Population for the Study
- 3.3 Sample and Sampling Technique
- 3.4 Instrument for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Reliability of the Instruments
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

Ex-post facto research design was employed in conducting the study. The design involves collecting and analyzing data gathered. The choice of the design was based on the opinion of Marilyand Jim (2013) which design ex-post facto study is a design in which the investigation starts after the fact has occurred without interference from the researcher. It enables the researcher to link some already existing or observations with some variables as causative agents. In this research, the students' past records were used in conducting the study.

3.2 Population of the Study

The population for the study comprised of all 416 NCE II Business Education students offering Shorthand in Federal Colleges of Education in North-west Zone, Nigeria. The details are shown in Table.1.

Table 1 Population of the Study

S/No	Colleges of Education	Total
1	Federal College of Education (Tech) Bichi	64
2	Federal College of Education (Tech) Gusau	45
3	Federal College of Education Kano	110
4	Federal College of Education, Zaria	136
5	Federal College of Education Katsina	61
Total		416
Source: Academic Record Office of each Institutions 2016		

3.3 Sample Size and Sampling Procedures

The population was considered manageable and therefore used as the sample size for the study. This was in line with Anikweze (1995), Alamu and Olukosi (2008) who opined that if the population number is small and manageable, it becomes synonymous with the sample. Thus, neither sample size nor sampling technique was required from the population

3.4 Instrument for Data Collection

The data used for this study was secondary data. The data were 'O' level results of the students in English language and performance in Shorthand for 2015/2016 academic session. All these results were collected from the academics offices of the respective colleges. This was in line with the suggestion of Kolawole and Ilugbusi (2007) that documentary record can be used as data in conducting research.

3.4.1 Validity of the Instrument

The data had already been validated through internal and external moderations by the Federal Colleges of Education. The students were also screened to confirm the authentic of their 'O' level results as part of the exercises undergone by the students as entry requirement during the admission processes. Since, the validity of the data had already been established, therefore it was not considered necessary to conduct a further validation of the data.

3.4.2 Pilot Study

Pilot study was not conducted for this study because the data used were secondary data

3.4.3 Reliability of the Instrument

The Students' Entry Grades in English Language and their performance in Shorthand had been verified by experts of the various institutions. Such as academic lecturers, Exam Officers and Academic Board of the Federal Colleges of Education and certified to be authentic. This was established in 3.4.1. In line with this, there was no test of the reliability of the instrument.

3.5 Procedure for Data Collection

The researcher collected a letter of identification from the office of Head of Department of Vocational and Technical Education, Ahmadu Bello University, Zaria in appendix i. The letter collected gave the researcher the permission to obtain students entry grades in English language and performance in shorthand from their academic records. The researcher recruited research assistants that assisted in the collection of the secondary data from the Federal

Colleges of Education for 201/2016. The researcher and the research assistant travelled to the various Federal Collages Academic Offices to collect the results. Two weeks two days were spent in each College. This was because the Academic Offices seemed to be reluctant in releasing the students' result termed confidential despite the letter of identification presented to them. This almost constituted a major problem.

3.6 Procedure for Data Analysis

The data collected were analyzed as follows: mean and standard deviation were used to answer all the research questions, while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test all the null hypotheses at 0.05 level of significance.

Decision Rule

The decision rule for the research question was to educate the student to have good knowledge and understand that they are required to pass the subject with at least a grade of 'C', which is 50%. Thus, this study regarded a credit pass mark of 50% as a good performance while any score below 50% is categorized as poor performance. For the hypotheses, the decision, when t_{crit} is greater than t_{cal} , hypothesis was retained when but if otherwise, the hypothesis is rejected. On the other hand, if P value is above 0.05 level of significance the hypothesis is retained if otherwise, it is rejected. All the null hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presented and analysed data collected in the study under the following sub-headings:

4.1 Presentation of Data

4.2 Answer to Research Questions

4.3.1 Answer to Research One

4.3.2 Answer to Research Two

4.3.3 Answer to Research Three

4.4 Test of Null Hypotheses

4.4.1 Null Hypotheses One

4.4.2 Null Hypotheses Two

4.4.3 Null Hypotheses Three

4.5 Summary of Major Findings

4.6 Discussion of Major Findings

4.1 Presentation of Data

4.2 Answer to Research Questions

4.3.1 Research Question One: what is the influence of “A” grades in ‘O’ level English Language on Business Education students’ Performance in Shorthand in F.C.E in North-west Zone, Nigeria?

Table 2. Data collected to answer the research question is presented in Table 2.

Table 2: Mean Influence of “A” Grade in O’ Level English Language on Students Performance in Shorthand

Students Group	Mean Performance	Standard Deviation	Standard Error
Students with A Grade in English	60.37	14.649	2.674
Performance in Shorthand	56.30	9.304	1.699

Source: Field Study Data 2015/2016 Academic Session

Table 2 showed the influence of students with “A” grades in English Language with a mean performance of 60.37, standard deviation of 14.649 and standard error of 2.674 while Students’ performance in shorthand had a mean performance of 56.30 and the standard deviation of 9.304 and standard error of 1.699. This implies that students who had scored “A” grades in English Language records impressive performance in shorthand.

4.3.2 Research Question two:what is the influence of “B” grades in ‘O’ level English Language on Business Education Students’ Performance in Shorthand in F.C.E in North-west Zone, Nigeria?

Table 3.Data collected to answer the research question two is presented in Table 3.

Table 3:Mean Influence of “B” grade in O’ Level English on Students Performance in Shorthand

Students Group	Mean Performance	Standard Deviation	Standard Error
Students with “B” Grade in English	58.40	12.530	2.288
Performance in Shorthand	54.70	9.113	1.999

Source: Field Study 2016

Table 3 showed the effect of students with “B” grades in English Language with a mean performance of 58.40, standard deviation of 12.530 and standard error of 2.288 while Students’ performance in shorthand had a mean performance of 54.70 and the standard deviation of 9.113 and standard error of 1.999. This implies that students who had scored “B” grades in English Language records impressive performance in shorthand. However, not all of them that performed in shorthand creditably well. About 52% of them with “B” grade in English language did not do well in shorthand but 48% of them performed well in shorthand.

4.3.3 Research Question three: what is the influence of “C” grade in ‘O’ level English Language on Business Education Students’ Performance in Shorthand in F.C.E in North-West Zone, Nigeria?

Table 4: The answer to this question is presented in Table 4.

Table 4: Mean Influence of “C” Grade in O’ Level English on Students Performance in Shorthand

Students Group	Mean Performance	Standard Deviation	Standard Error
Students with “C” Grade in English language	52.37	14.649	2.143
Performance in Shorthand	50.48	12.537	1.432

Source: Field Study 2016

Table 4, Showed the influence of students with “C” grades in English Language with a mean of 52.37, standard deviation of 14.649 and standard error of 2.143 while Students’ performance in shorthand had a mean performance of 50.48 and the standard deviation of 12.537 and standard error of 2.432. This implies that students who had scored “C” grade in English Language records impressive performance in shorthand. However, not all of them that performed in shorthand creditably well higher number of students with “C “grades scored 50-60% in shorthand.

4.4. Test of Null Hypotheses

4.4.1 Null Hypothesis One: There is no significant influence of “A” grade in O’ level English language on students’ performance in shorthand in Colleges of Education, in North-west Zone, Nigeria.

Table 5: The data presented in was used for testing null hypothesis one.

Table5: Pearson Product Moment Correlation Coefficient showing Influence of “A” Grade in O’ Level English Language on the Performance of Students in Shorthand

Model	Mean Performance	SD	S.E	r-cal	r-crit	Sig
Students with “A” Grade in English language	60.37	14.649	2.674	0.903	0.098	.000
Performance in Shorthand	56.30	9.304	9.304			

Source: Field Study 2016

Table 5 data showed the results of independent PPMC analysis used for testing the influence in performance of students in shorthand. Students with “A” grade in English language had a mean performance of 60.37, standard deviation of 14.649 while performance in shorthand stood at 56.30 with standard deviation of 9.304. The r-cal was 0.903 while the r-crit was 0.098 at <0.000 level of significance. Since the significant α p-value of 0.000 was obtained, and the r-calculated (0.903) was greater than 0.098, this shows that “A” grade in O’level English Language positively and significantly influenced students’ performance in shorthand in colleges of education. Therefore, the null hypothesis which stated that there is no significant influence of “A” grade in O’ level English language on students’ academic performance in shorthand in Federal Colleges of Education in North -West Zone, Nigeria is rejected.

4.4.2 Null Hypothesis Two: There is no significant influence of B grade in ‘O’ level English Language on Business Education students’ performance in Shorthand in F.C.E Northwest Zone, Nigeria.

Table 6: The data presented was used for testing null hypothesis two.

Table 6: Pearson Product Moment Correlation Coefficient showing Influence of “B” Grade in ‘O’ Level English Language on performance of students in Shorthand

Model	Mean	SD	S.E	r-cal	r-crit	Sig
Students with “B” Grade in English language	58.37	12.530	2.88	0.876	0.098	.000
Performance in Shorthand	54.30	9.113	1.999			

Source: Field Study 2016

Table 6 data showed the results of PPMCC analysis used for testing the influence in performance of students in shorthand. Students with “B” grade in English language had a mean performance of 58.37, standard deviation of 12.530 while performance in shorthand stood at 54.30 with standard deviation of 9.113. The r-cal was 0.876 while the r-crit was 0.098 at <0.000 level of significance. Since the r-calculated (0.876) was greater than 0.098, this shows that “B” grade in O’level English Language positively and significantly influenced students’ performance in shorthand in colleges of education. Therefore, the null hypothesis which stated that there is no significant influence of “B” grade in O’ level English Language on students’ academic performance in shorthand in Federal Colleges of Education in North-West Zone, Nigeria is rejected.

4.4.3 Null Hypothesis Three: There is no significant influence of “C” grade in ‘O’ level English Language on Business Education students’ performance in Shorthand in F.C.E North-west Zone, Nigeria

Table 7: The data presented in was used for testing null hypothesis three.

Table 7: Pearson Product Moment Correlation Coefficient showing Influence of “C” Grade in O’ Level English Language on the Performance of Students Shorthand

Model	Mean	SD	S.E	r-cal	r-crit	Sig
Students with “C” Grade in English language	52.30	14.649	2.143	0.530	0.098	.000
Performance in Shorthand	50.48	12.537	2.432			

Source: Field Study 2016

Table 7 data showed the results of PPMC analysis used for testing the influence in performance of students in shorthand. Students with “C” grade in English language had a mean performance of 52.30, standard deviation of 14.649 while performance in shorthand stood at 50.30 with standard deviation of 12.537. The r-cal was 0.530 while the t-crit was 0.098 at <0.000 level of significance. Since the r-calculated (0.530) was greater than 0.195, this shows that “C” grade in O’ level English Language moderately and significantly influenced students’ performance in shorthand in colleges of education. Therefore, the null hypothesis which stated that there is no significant influence of “C” grade in O’ level English language on students’ academic performance in shorthand in Federal Colleges of Education in North-West Zone, Nigeria is rejected.

4.5 Summary of Major Findings

Based on the data analyzed, the following findings were presented:

1. Students with “A” entry grade in English language were statistically found to have highest academic performance in shorthand in colleges of education. This also evident in hypothesis one which reveals that $r\text{-cal value of } 0.903 > r\text{-crit value of } 0.098$ with the probability value of $P > 0.000$.
2. Students with “B” entry grade in English language were statistically found to have higher academic performance in shorthand. This is because the result of hypothesis two reveals that $r\text{-cal value of } 0.876 > t\text{-crit value of } 0.098$.
3. Students with “C” entry grades in English language perform above average in shorthand writing and transcription. The result of the hypothesis three shows that $r\text{-cal value of } 0.530 > r\text{-crit value of } 0.098$. Therefore the null hypothesis was rejected.

4.6 Discussion of Major Findings

The study in tables 2 and 5 reveal that “A” entry grade in English Language has significant influence on students’ academic performance in shorthand in Federal Colleges of Education. The study discovered that majority of the students with an “A” grade had impressive performance in shorthand than those with “B” and “C” grades. The finding of this study is in line with the findings of Swart (2009) and Geiser (2011) that observed that generally students with excellent performance at their O’level examinations perform better than those with average grades at both SSCE and NECO examinations at higher institutions. The researcher however observed that not all those who had an “A” grade in English language performed

excellently well in shorthand. Some of them could not perform well in shorthand as expected.

The results in tables 3 and 6 show that, students who scored “B” in English language also performed well in shorthand. The finding of this study agreed with the result obtained from Joshua, (2012) who assert that excellent performance of secondary schools leavers in their SSCE and NECO influence their academic performance in tertiary institutions of learning. The researcher observed that not all students that had a “B” grade in English language performed well in shorthand. It was observed that show of them performed below average. The researcher further observed that such students with “B” grades who did not performed well may have cheated at SSCE or NECO examination to have obtained such grade in English language.

Furthermore, the research work in tables 3 and 7 revealed that students who had a “C” grade in English language performed averagely well in shorthand. However, their performance could not be compared to those who had “A” or “B” grades in their SSCE or NECO examination respectively. This was because the logistic regression revealed $P < 0.05$ level of significance. This finding was according with Hoyle (2006) and Kyoshaba (2009) who opined that the lower grades at SSCE or NECO examination influences a corresponding performance of students in their areas of study. However, Roeser (2010) observed that students with lower grades such as “C” grades could perform more brilliantly than those with higher grades in English Language. Recorded data from the academic offices of FCE showed percentage of students who passed shorthand in the following academic years; 2011/2012 (46%), 2012/2013 (43%), 2013/2014 (47%), 2014/2015 (42%) and 2015/2016 (41%). This indicates that for several years students’ performance in shorthand is below average on a hundred percentage scale.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter was presented under the followings sub-headings:

- 5.1 Summary
- 5.2 Contribution to Knowledge
- 5.3 Conclusion
- 5.4 Recommendations
- 5.5 Suggestions for further Studies

5.1 Summary

The purpose of the study was to determine the Influence of English Language Entry grades on Students' Performance in Shorthand in Federal Colleges of Education in the North-West Zone, Nigeria. The study had three objectives, three research questions and three formulated null hypotheses. The researcher adopted ex-post-facto design. The population for the study was 416 and this was used as the sample for the study. The research questions were answered using mean and standard deviation while the three null hypotheses were tested at 0.05 level of significance. The result of the study is summarized as follows:

1. Students with the "A" Entry Grades in English Language were statistically found to have highest academic performance in shorthand in Federal Colleges of Education.
2. Students with the "B" Entry Grades in English Language were statistically found to have higher academic performance in shorthand.
3. Students with "C" Entry Grades in English language perform above average in shorthand writing and transcription.

5.2. Contribution to Knowledge

From the data analyzed;

1. Students with “A” entry grade in English Language O’ Level did better in shorthand writing and transcription than others admitted into Federal Colleges of Education.
2. Students with “B” entry grade in English Language O’ Level had above average speed in shorthand writing and transcription
3. Students with “C” entry grades in O’ Level in English Language had average mean performance for retention and comprehension of shorthand passages and writing transcriptions

5.3 Conclusions

Having reviewed the Influence of English language Entry Grades and Students, Performance in Shorthand as the baseline to performing well in the subject, the researcher concluded that good entry grades in English Language enhance good academic performance, and good academic performance leads to higher grades in tertiary institutions. The students have the chances of coping up with shorthand challenges in the future academic endeavour which would enable them become competent secretaries to acquire job skills, self-reliance, further their studies and gainful of employments.

5.4 Recommendations

The following recommendations were made based on the results of the study.

1. Orientation programmes should be organized by the schools authorities for SSCE, WEAC and NECO candidates to enlighten the students on the importance of scoring credit grade in O’ Level English Language. This is because it serves as minimum entry

grade for admission into business education programme (office option) in Federal Colleges of Education.

2. Guidance and counseling programmes should be organized by the school management. They should educate the students interested in shorthand on the need for credit in O'Level English Language as it will provide them with insight and skills for good performance in shorthand transcription.
3. It was therefore recommended that among others, that credit pass in English language should be made a minimum entry grade requirement into NCE 1.
4. Recorded data from Federal colleges of education, North-West, Zone showed percentages of students from 2011/2012 to 2014/2015 2015/2016. This indicated that students' performance in shorthand is below average on a hundred percentage scale. If this poor performance in shorthand is not handled at the training period in the school, then it is expected that it will be carried to the world of employment after graduation.

5.5 Suggestions for Further Studies

Further research could also be conducted to find out whether other factors, influence students' performance in shorthand like:

1. Good environment which is one of the factors that is known to influence mental development of students;
2. Lack of adequate shorthand laboratory for students to practice;
3. Time apportioned for taking notes in shorthand and time allotted for transcription are enough;
4. Phonetic sounds are actually the core thing in shorthand writing and transcription, are the students giving particular attention to phonetic

sounds? Is there likelihood that they will not perform better in shorthand if proper attention is given to phonetic sound?

5. Similar study should be conducted at the University level for a comparison of the result of this study.

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APPENDIX I

LETTER OF IDENTIFICATION

APPENDIX II
DEPARTMENT OF BUSINESS EDUCATION

FEDERAL COLLEGE OF EDUCATION KANO BICHI
N C E II SCORE SHEET FOR BED 224 TITLES HORTHAND

S/No	Reg. Number	Sex	1 st CA	2 nd CA	Exams	Total	Remarks
1	BE/10/14545	M	15	15	30	65	B
2	BE/10/14544	F	15	17	28	60	B
3	BE/10/14556	F	16	15	29	60	B
4	BE/10/14562	M	18	15	28	61	B
5	BE/10/14572	F	18	10	33	61	B
1	BE/10/14541	M	14	10	27	51	C
2	BE/10/14544	M	16	10	25	51	C
3	BE/10/14559	M	15	15	27	57	C
4	BE/10/14565	F	16	14	25	55	C
5	BE/10/14587	M	16	10	25	51	C
6	BE/10/14595	F	10	16	25	51	C
7	BE/10/14615	F	17	10	26	53	C
8	BE/10/15945	M	18	10	24	52	C
9	BE/10/15956	M	10	14	27	51	C
10	BE/10/15961	M	15	10	26	51	C
11	BE/10/15963	F	19	10	22	51	C
12	BE/10/16190	M	10	18	24	52	C
13	BE/11/17601	F	17	10	26	53	C
14	BE/11/17602	M	19	10	27	56	C
15	BE/11/17606	F	10	18	27	55	C
16	BE/11/17611	F	18	10	28	56	C
17	BE/11/17618	F	17	10	25	52	C
19	BE/11/17620	F	10	19	28	57	C
20	BE/11/17621	M	15	10	27	52	C
21	BE/11/17623	M	10	15	26	51	C
22	BE/11/17633	M	18	10	23	51	C
23	BE/11/17659	F	17	10	24	51	C
24	BE/11/17664	F	10	18	23	51	C
25	BE/11/17677	F	17	10	28	55	C
26	BE/11/17680	M	10	17	27	54	C
27	BE/11/17687	F	10	17	26	53	C
28	BE/11/17693	M	19	10	22	51	C
29	BE/11/17698	M	10	17	24	51	C
30	BE/11/17700	M	19	10	23	52	C
31	BE/11/15121	M	17	10	23	50	C
32	BE/10/15178	M	10	18	28	56	C
33	BE/10/15170	M	16	10	25	51	C
34	BE/10/15171	M	10	16	25	51	C
35	BE/10/15172	F	17	10	26	53	C
36	BE/10/15179	M	18	10	24	52	C
37	BE/10/15181	F	10	14	27	51	C

38	BE/10/15182	M	15	10	26	51	C
39	BE/10/15183	M	19	10	22	51	C
40	BE/10/15184	M	10	18	24	52	C
41	BE/10/15185	M	17	10	26	53	C
42	BE/10/15186	F	19	10	27	56	C
43	BE/10/15187	M	14	10	27	51	C
44	BE/10/15188	F	16	10	25	51	C
45	BE/10/15189	M	15	15	27	57	C
46	BE/10/15190	M	16	14	25	55	C
47	BE/10/15192	F	16	10	25	51	C
48	BE/10/15193	M	10	15	25	50	C
49	BE/10/15189	M	19	12	22	53	C
50	BE/10/15188	M	10	18	24	52	C
51	BE/10/14601	M	16	10	25	51	C
52	BE/10/14602	F	10	16	25	51	C
53	BE/10/14603	F	17	10	26	53	C

APPENDIX III

DEPARTMENT OF BUSINESS EDUCATION

FEDERAL COLLEGE OF EDUCATION (TECH) GUSAU ZAMFARA
N C E II SCORE SHEET FOR SHORTHAND

S/No	Sex	1 st C.A	2 nd C.A	Exams	Total	Remarks
1.	F	15	18	43	76	A
2	F	11	10	39	60	B
3	F	10	05	48	63	B
4	F	11	11	43	65	B
5	F	08	10	32	50	C
6	F	10	10	30	50	C
7	F	10	09	31	50	C
8	F	08	11	31	50	C
9	F	10	10	31	51	C
10	F	10	05	38	53	C
11	F	09	15	26	50	C
12	F	08	10	38	56	C
12	F	08	07	36	51	C
13	F	09	09	36	54	C
14	F	08	06	36	50	C
15	F	13	14	31	58	C
16	F	10	07	33	50	C
17	F	07	10	36	53	C
18	F	07	10	33	50	C
19	F	05	06	43	54	C
20	F	10	09	32	51	C
21	F	08	10	32	50	C
22	F	10	10	30	50	C
23	F	18	10	28	56	C
24	F	17	10	25	52	C
25	F	10	19	28	57	C
26	F	15	10	27	52	C
27	F	10	15	26	51	C
28	F	18	10	23	51	C
29	F	17	10	24	51	C
30	F	10	18	23	51	C
31	F	17	10	28	55	C
32	F	10	17	27	54	C
33	F	10	17	26	53	C
34	F	19	10	22	51	C
35	F	10	17	24	51	C
36	F	05	06	43	54	C

All the students taking shorthand are female students

APPENDIX IV

DEPARTMENT OF BUSINESS EDUCATION

FEDERAL COLLEGE OF EDUCATION KANO
N C E II SCORE SHEET FOR BED 224 TITLE SHORTHAND

S/No	Reg. Number	Sex	1 st C.A	2 nd C.A	Exams	Total	Remarks
1	0007	F	10	15	45	70	A
2	0057	M	10	07	53	70	A
1	0003	M	10	11	40	61	B
2	0030	M	05	13	43	61	B
3	0034	M	10	11	40	61	B
4	0072	M	10	08	42	60	B
5	0098	M	10	09	41	60	B
6	0138	M	09	07	50	66	B
1	0004	M	13	14	31	58	C
2	0006	F	10	07	33	50	C
3	0013	F	07	10	36	53	C
4	0022	F	07	10	33	50	C
5	0037	M	05	06	43	54	C
6	0048	M	10	09	32	51	C
7	0050	F	09	08	35	51	C
8	0052	M	05	07	39	51	C
9	0058	M	12	10	33	55	C
10	0060	M	08	09	37	54	C
11	0065	M	06	09	39	54	C
12	0071	M	07	10	38	55	C
13	0073	M	11	14	30	55	C
14	0083	M	10	12	28	50	C
15	0089	M	09	10	32	51	C
16	0090	M	11	13	26	50	C
17	0092	F	09	11	31	51	C
18	0113	M	06	07	39	52	C
19	0117	M	09	10	32	51	C
20	0122	M	08	10	32	50	C
21	0123	M	09	10	31	51	C
22	0128	M	09	08	38	55	C
23	0137	M	10	05	35	50	C
24	0144	F	10	11	30	51	C
25	0146	M	07	11	33	51	C
26	0147	F	10	09	31	50	C
27	0172	M	08	10	32	50	C
28	0174	M	10	10	30	50	C
29	0181	M	10	09	31	50	C
30	0182	M	08	11	31	50	C
31	0195	M	10	10	31	51	C
33	0218	M	10	05	38	53	C
32	0219	M	09	15	26	50	C

34	0225	M	08	10	38	56	C
35	0228	M	08	07	36	51	C
36	0232	M	09	09	36	54	C
37	0234	M	08	06	36	50	C
38	0235	M	07	10	38	55	C
39	0237	M	11	14	30	55	C
40	0238	M	10	12	28	50	C
41	0244	F	09	10	32	51	C
42	0243	M	11	13	26	50	C
43	0247	F	09	11	31	51	C
44	0248	F	06	07	39	52	C
45	0249	M	09	10	32	51	C
46	0251	M	08	10	32	50	C
47	0253	M	09	10	31	51	C
48	0254	F	09	08	38	55	C
49	0256	M	10	05	35	50	C
50	0257	F	10	11	30	51	C
51	0258	M	07	11	33	51	C
52	0259	F	10	10	31	51	C
53	0261	F	10	05	38	53	C
54	0264	F	10	10	30	50	C
55	0266	F	13	14	31	58	C
56	0268	M	10	07	33	50	C
57	0369	M	07	10	36	53	C
58	0272	M	07	10	33	50	C
59	0273	F	05	06	43	54	C
60	0274	F	10	09	32	51	C
61	0276	F	09	08	35	51	C
62	0277	M	05	07	39	51	C
63	0279	F	12	10	33	55	C
64	0281	M	08	09	37	54	C
65	0282	M	06	09	39	54	C
66	0284	M	07	10	38	55	C
67	0285	M	11	14	30	55	C
68	0286	M	10	12	28	50	C
69	0288	M	09	10	32	51	C
70	0287	M	11	13	26	50	C
71	0289	F	09	11	31	51	C
72	0291	M	06	07	39	52	C
73	0293	F	09	10	32	51	C
74	0294	M	08	10	32	50	C
75	0295	M	09	10	31	51	C
76	0297	M	09	08	38	55	C
77	0298	M	10	05	35	50	C
78	0299	F	10	11	30	51	C

79	0211	M	07	11	33	51	C
80	0210	F	10	09	31	50	C
81	0212	F	08	10	32	50	C
82	0213	F	10	10	30	50	C
83	0214	F	10	09	31	50	C
84	0216	M	08	11	31	50	C
85	0210	F	10	10	31	51	C
86	0217	F	10	05	38	53	C
87	0219	M	09	15	26	50	C
88	0218	F	08	10	38	56	C
89	0222	F	08	07	36	51	C
90	0223	F	09	09	36	54	C
91	0225	M	08	06	36	50	C
92	0226	M	13	14	31	58	C
93	0227	F	10	07	33	50	C
94	0228	F	07	10	36	53	C
95	0229	F	07	10	33	50	C
96	0234	M	05	06	43	54	C
97	0238	M	10	09	32	51	C
98	0301	M	10	05	35	50	C
99	0304	F	10	11	30	51	C
100	0305	M	07	11	33	51	C
101	0302	F	10	09	31	50	C
102	0310	F	08	10	32	50	C
103	0303	F	10	10	30	50	C
104	0307	F	10	11	31	52	C
105	0308	M	13	05	35	53	C

APPENDIX V

DEPARTMENT OF BUSINESS EDUCATION FEDERAL COLLEGE OF EDUCATION ZARIA NCE II SCORE SHEET FOR BED 224 TITLE SHORTHAND

S/No	Reg. Number	Sex	1 st C.A	2 nd C.A	Exams	Total	Remarks
1	EZ/11/BEDM/001	M	12	12	51	75	A
2	EZ/11/BEDM /100	M	10	13	50	70	A
3	EZ/11/BEDM/093	M	11	13	46	70	A
4	EZ/11/BEDM/103	F	11	12	50	73	A
5	EZ/11/BEDM/041	M	10	10	50	70	A
6	EZ/11/BEDM/009	M	14	14	47	74	A
7	EZ/11/BEDM/010	F	10	10	51	71	A
8	EZ/11/BEDM/005	M	14	07	52	73	B
9	EZ/11/BEDM/006	F	11	10	39	60	B
10	EZ/11/BEDM/007	F	10	05	48	63	B
11	EZ/11/BEDM/012	F	11	11	43	65	B
12	EZ/11/BEDM/013	F	08	05	43	56	C
13	EZ/11/BEDM/017	F	08	06	36	50	C
14	EZ/11/BEDM/020	F	07	08	40	55	C
15	EZ/11/BEDM/026	F	08	08	41	57	C
16	EZ/11/BEDM/033	M	10	11	37	58	C
17	EZ/11/BEDM/045	F	07	07	37	51	C
18	EZ/11/BEDM/063	F	06	07	37	50	C
19	EZ/11/BEDM/067	F	08	08	34	50	C
20	EZ/11/BEDM/075	M	10	06	34	50	C
21	EZ/11/BEDM/094	F	10	10	36	56	C
22	EZ/11/BEDM/095	F	10	11	35	56	C
23	EZ/11/BEDM/106	M	10	10	36	56	C
24	EZ/11/BEDM/110	F	11	13	26	50	C
25	EZ/11/BEDM/111	F	09	12	33	54	C
26	EZ/11/BEDM/112	F	12	12	26	50	C
27	EZ/11/BEDM/128	F	08	11	37	56	C
28	EZ/11/BEDM/132	F	10	13	32	55	C
29	EZ/11/BEDM/133	F	12	13	33	58	C
30	EZ/11/BEDM/134	F	09	10	32	51	C
31	EZ/11/BEDM/142	F	11	14	25	50	C
32	EZ/11/BEDM/148	F	12	13	25	50	C
33	EZ/11/BEDM/149	M	10	11	34	55	C
34	EZ/11/BEDM/152	F	08	11	38	57	C
35	EZ/11/BEDM/168	F	09	11	32	52	C
36	EZ/11/BEDM/169	F	08	12	37	57	C
37	EZ/11/BEDM/173	M	08	11	31	50	C

38	EZ/11/BEDM/179	M	05	09	37	51	C
39	EZ/11/BEDM/018	F	08	05	39	52	C
40	EZ/11/BEDM/023	M	10	10	30	50	C
41	EZ/11/BEDM/024	F	11	11	38	55	C
42	EZ/11/BEDM/039	F	10	10	32	52	C
43	EZ/11/BEDM/055	F	10	10	32	52	C
44	EZ/11/BEDM/096	F	10	09	36	55	C
45	EZ/11/BEDM/117	F	08	12	30	50	C
46	EZ/11/BEDM/144	F	09	10	34	53	C
47	EZ/11/BEDM/004	F	09	09	32	50	C
48	EZ/11/BEDM/060	M	08	09	35	52	C
49	EZ/11/BEDM/153	M	07	13	30	50	C
50	EZ/11/BEDM/071	F	10	11	34	55	C
51	EZ/11/BEDM/072	M	10	09	31	50	C
52	EZ/11/BEDM/073	M	08	08	39	55	C
53	EZ/11/BEDM/089	F	18	10	36	58	C
54	EZ/11/BEDM/036	M	08	08	37	53	C
55	EZ/11/BEDM/150	F	09	13	28	50	C
56	EZ/11/BEDM/206	M	09	10	35	54	C
57	EZ/11/BEDM/114	F	08	12	30	50	C
58	EZ/11/BEDM/154	M	10	14	26	50	C
59	EZ/11/BEDM/161	F	10	13	29	52	C
60	EZ/11/BEDM/086	F	10	10	30	50	C
61	EZ/11/BEDM/186	M	08	09	38	52	C
62	EZ/11/BEDM/074	M	11	11	28	50	C
63	EZ/11/BEDM/120	M	07	13	30	50	C
64	EZ/11/BEDM/136	F	03	06	44	50	C
65	EZ/11/BEDM/121	M	08	08	41	57	C
66	EZ/11/BEDM/091	F	10	11	37	58	C
67	EZ/11/BEDM/106	F	07	07	37	51	C
68	EZ/11/BEDM/143	F	06	07	37	50	C
69	EZ/11/BEDM/152	M	08	08	34	50	C
70	EZ/11/BEDM/031	M	10	06	34	50	C
71	EZ/11/BEDM/145	F	10	10	36	56	C
72	EZ/11/BEDM/151	M	10	11	35	56	C
73	EZ/11/BEDM/157	M	10	10	36	56	C
74	EZ/11/BEDM/158	M	11	13	26	50	C
75	EZ/11/BEDM/162	M	09	12	33	54	C
76	EZ/11/BEDM/166	M	12	12	26	50	C
77	EZ/11/BEDM/175	M	08	11	37	56	C
78	EZ/11/BEDM/002	M	10	13	32	55	C
79	EZ/11/BEDM/194	M	12	13	33	58	C
80	EZ/11/BEDM/014	M	09	10	32	51	C
81	EZ/11/BEDM/049	F	11	14	25	50	C
82	EZ/11/BEDM/054	M	12	13	25	50	C

83	EZ/11/BEDM/093	M	05	09	37	51	C
84	EZ/11/BEDM/118	M	08	05	39	52	C
85	EZ/11/BEDM/185	M	10	10	30	50	C
86	EZ/11/BEDM/187	F	11	11	38	55	C
87	EZ/11/BEDM/035	M	10	10	32	52	C
88	EZ/11/BEDM/038	F	10	10	32	52	C
89	EZ/11/BEDM/062	F	10	09	36	55	C
90	EZ/11/BEDM/107	M	08	12	30	50	C
91	EZ/11/BEDM/125	M	09	10	34	53	C
92	EZ/11/BEDM/171	M	09	09	32	50	C
93	EZ/11/BEDM/077	F	08	09	35	52	C
94	EZ/11/BEDM/130	M	07	13	30	50	C
95	EZ/11/BEDM/135	F	10	11	34	55	C
96	EZ/11/BEDM/028	M	10	09	31	50	C
97	EZ/11/BEDM/046	F	08	08	39	55	C
98	EZ/11/BEDM/068	F	18	10	36	58	C
99	EZ/11/BEDM/116	F	08	08	37	53	C
100	EZ/11/BEDM/138	F	09	13	28	50	C
101	EZ/11/BEDM/191	M	09	10	35	54	C
102	EZ/11/BEDM/198	F	08	12	30	50	C
103	EZ/11/BEDM/199	M	10	14	26	50	C
104	EZ/11/BEDM/204	M	10	13	29	52	C
105	EZ/11/BEDM/035	M	10	10	30	50	C
106	EZ/11/BEDM/108	M	08	09	38	52	C
107	EZ/11/BEDM/202	M	11	11	28	50	C
108	EZ/11/BEDM/203	M	07	13	30	50	C
109	EZ/11/BEDM/210	M	05	09	37	51	C
110	EZ/11/BEDM/206	M	08	05	39	52	C
111	EZ/11/BEDM/208	M	10	10	30	50	C
112	EZ/11/BEDM/207	F	11	11	38	55	C
113	EZ/11/BEDM/209	M	10	10	32	52	C

APPENDIX VI

DEPARTMENT OF BUSINESS EDUCATION FEDERAL COLLEGE OF EDUCATION KATSINA N C E II SCORE SHEET FOR SHORTHAND

S/No	Reg. Number	Sex	1 st C.A	2 nd C.A	Exams	Total	Remarks
1	BED/006	M	09	11	45	65	B
2	Bed/007	F	08	10	44	62	B
3	BED/001	M	12	10	35	57	C
4	BED/009	M	12	10	33	53	C
5	BED/010	M	10	11	32	53	C
6	BED/018	F	10	12	33	55	C
7	BED/032	F	09	11	37	57	C
8	BED/033	F	10	10	30	50	C
9	BED/034	M	09	11	30	50	C
10	BED/036	F	08	12	30	50	C
11	BED/043	F	14	10	30	52	C
12	BED/044	F	10	10	34	54	C
13	BED/048	F	14	10	26	50	C
14	BED/052	M	11	09	33	53	C
15	BED/057	F	11	10	29	50	C
16	BED/062	M	13	10	27	50	C
17	BED/063	F	12	10	28	50	C
18	BED/072	F	10	14	27	51	C
19	BED/073	F	10	13	29	52	C
20	BED/074	F	11	09	34	54	C
21	BED/079	M	12	10	35	57	C
22	BED/080	M	12	10	33	53	C
23	BED/092	M	10	11	32	53	C
24	BED/094	F	10	12	33	55	C
25	BED/096	M	09	11	37	57	C
26	BED/098	F	10	10	30	50	C
27	BED/100	F	09	11	30	50	C
28	BED/105	M	08	12	30	50	C
29	BED/104	M	14	10	30	52	C
30	BED/106	M	10	10	34	54	C
31	BED/109	F	14	10	26	50	C
32	BED/112	M	11	09	33	53	C
33	BED/114	F	11	10	29	50	C
34	BED/118	M	13	10	27	50	C
35	BED/121	F	12	10	28	50	C
36	BED/123	F	12	10	35	57	C
37	BED/126	F	12	10	33	53	C
38	BED/122	F	10	11	32	53	C

39	BED/128	M	10	12	33	55	C
40	BED/131	F	09	11	37	57	C
41	BED/132	M	10	10	30	50	C
42	BED/134	M	09	11	30	50	C
43	BED/135	M	08	12	30	50	C
44	BED/139	M	14	10	30	52	C
45	BED/140	M	10	10	34	54	C
46	BED/143	M	14	10	26	50	C
47	BED/147	F	11	09	33	53	C
48	BED/149	M	11	10	29	50	C
49	BED/151	M	13	10	27	50	C
50	BED/155	F	12	10	28	50	C
52	BED/156	F	10	14	27	51	C
53	BED/159	M	10	13	29	52	C
54	BED/152	F	11	09	34	54	C