EFFECT OF BASIC AND FUNCTIONAL TEACHING METHODS ON STUDENTS' PERFORMANCE IN SHORTHAND IN FEDERAL COLLEGE OF EDUCATION, KANO, NIGERIA

BY

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ZARIA, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS EDUCATION DEGREE

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
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JULY, 2017

DECLARATION

I declare that this dissertation titled Effect of Basic and Functional teaching methods on Students' Performance in Shorthand in Federal College of Education, Kano, 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.

_____ _____

Falilat Ajoke IDOWU **Date**

CERTIFICATION

This Dissertation titled EFFECT OF BASIC AND FUNCTIONAL TEACHING METHODS ON STUDENTS' PERFORMANCE IN SHORTHAND IN FEDERAL COLLEGE OF EDUCATION; KANO, NIGERIA, by Falilat Ajoke IDOWU meets the regulation governing the award of Master of Business Education Degree of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my entire family, friends, colleagues and well wishers.

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LIST OF ABBREVIATIONS

SAT	-	Shorthand Achievement Test

DEFINITION OF TERMS

The following words are defined as used:

Basic Method	A system of teaching shorthand whereby students are made to drill words and exercises in shorthand and the binding principles and rules of writing these words and outlines are strictly adhered to.
Functional (Reading) Method	The method of teaching shorthand that mostly requires students reading fluently from their shorthand textbook
Traditional (lecture) Method	The method of teaching whereby the teacher is the main person doing the impacting of knowledge and the learners contribute little or nothing.

ABSTRACT

This study was conducted on the effect of conventional (basic) and functional (reading) teaching methods on students' performance in shorthand in Federal College of Education, Kano, Nigeria. Five research questions were raised to guide the study. Five null hypotheses were formulated for the study and tested at the probability 0.05 level of significance. Quasi-experimental research design was used for the study. The population of the study was one hundred and two (102) business education students and the selection of the sample size was purposive and it comprised of eighty-six (86) respondents. The data collection exercise lasted for three (3) weeks. Descriptive Statistics (mean and standard deviation) were used to answer the research questions and Pearson Product Movement Correlation was used to test null hypotheses one and two and T-test was used to test the null hypotheses three, four and five respectively at 0.05 level of significant. The findings of the study revealed that there was a significant difference between the performances of students taught shorthand using basic method and those taught functional method. The study also revealed that there was no significant difference between the performances of male and female students taught with basic method of teaching shorthand. The study further revealed that functional method of teaching shorthand is better than lecture method in Federal College of Education Kano Nigeria. Based on the findings of this study, the researcher proffer three recommendations, amongst which is basic method of teaching shorthand should be adopted for teaching business education students in tertiary institutions in Nigeria, that in the absence of basic method of teaching, functional method of teaching shorthand should be adopted etc.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Federal College of Education (formerly ATC/ABU) Kano started from a very humble beginning in 1961 as Kano Men's Training College at the native authority loaned premises of Gwale Senior Primary School before it was moved to its permanent site in 1965. The college was established through the joint efforts of the United State Agency of International Aid (USAID) and the Ministry of Education of the then Northern Region under the distinguished leadership of Late Sir Ahmadu Bello, Sardauna of Sokoto.

The initial intake of thirty-four (34) students was pivotal student teachers that were usually those who had a Teacher Grade II certificate or those who had completed secondary school and desired to qualify as Grade II teachers. The five years advanced course began in January 1962 with an intake of 121 post primary students. Exactly a year later, the name of the College changed from Kano Men's Training College to Kano Teachers College. In 1965, the Nigeria Certificate in Education programme was introduced in the College. This was based on the recommendations of the Ashby Commission 1960. With the commencement of the NCE programme the name of College becomes Advanced Teachers College.

In 1990, Federal Government took over the College with the promulgation of Decree Number 4 of 1986. With this development, the name of the College once again and later changed to its present name, the Federal College of Education Kano. The College has achieved autonomy in the running of Pre-NCE, Remedial certificate, Diploma and NCE courses. However, degree programmes are run in affiliation to ABU Zaria. Studies on teaching methods are not something new in educational research. A large number of studies have been done on this area. These show both increased interest and knowledge in

the area of teaching strategies and learning theories. Teaching is an attempt to help someone acquire or change some skill, attitude, knowledge, idea or appreciation.

For many decades, the search for better teaching methods to provide the best learning has been the goal of education. However, teaching method is not a one-size-fits-all proposition. It has been observed by Obi (2002) that any method of instruction chosen by the teacher must be relevant to the instructional needs of the teacher and sufficiently motivates students, so that teaching can be productive, resulting in students learning. Two factors – teachers and students are mutually exclusive in determining the success of a teaching and learning activity. The teacher remains the key factor that can create a conducive teaching/learning environment for pupils to learn. Overbaugh (2003) also observed that teaching is the science and art of assisting a person to learn. To him, the science in teaching entails use of acquired knowledge from natural and behavioural sciences in order to help appreciate the circumstance and personality of the learner while the art aspect of teaching involves the use of creative and demonstrative skills in aiding the delivery of instruction.

The effect of teaching methods on students' learning should be the interest of every teacher and student. In the field of business teaching, there have been various studies done in an attempt to measure teaching methods. Recently, more research in business studies has suggested that teaching methods that involve small group learning have a positive effect on student learning. Xu and Yang (2010) acknowledged the positive impact of social interaction in groups.

Teaching is a systematic presentation of facts, ideas, skills, and techniques to students. Although human beings have survived and evolved as a species partly because of a capacity to share knowledge, teaching as a profession did not emerge until relatively recently. The societies of the ancient world that made substantial advances in knowledge

however, were those in which specially designated people assumed responsibility for educating the young. The phenomenon of teaching has been recognised as the art of imparting of knowledge, skills, attitudes and values by the teacher to students. When reviewed from the layman's perspective, teaching would appear to be an easy task but the reality reveals a series of much more complex and dynamic activity that depends on among other things the skilful choice used by the teacher of teaching methods and techniques relevant and appropriate to bring about effective teaching and learning.

The changing nature of school settings and diversity of students' population and work skill requirement have necessitated the need for educators to evolve new teaching methods and techniques. The central purpose of teaching is to effect desirable changes in students' behaviour (that is, promotion of teaching). For learning to be promoted, students must respond to the learning experience to which they have been exposed, to determine whether or not instructional objectives have been achieved. The teachers, on the other hand must be continuous learners as they cannot promote learning if they are ignorant of what it takes to learn. They must therefore, know their specific subject matter areas such as accounting, commerce, shorthand, and typewriting among other relevant requirements. Business education is an integral part of vocational and technical education. Amoor and Udoh (2008) noted that business education plays a significant role in economic development by providing knowledge and skills to the learners thereby enabling them to adequately impact knowledge into others and handle sophisticated office technologies and information systems.

Business Education can begin at any level, it can be continued throughout the life span of an individual. It includes education for office occupations, distribution and marketing occupations, accounting, business teaching, business administration and economic understanding. The foregoing points out that business education covers a wide

range of spectrum of economic-like activities in any society, and also refers to the pedagogical and desirable business competencies necessary for self-employment. Thus, business education can, by appropriate training, ensure for individuals full employment even in our present decadent economy by equipping them with life-long skills for self-employment. However, nations that cannot provide for her citizenry basic skills for employment or self-employment continue to wallow in poverty and deprivation of good life for her citizens.

Shorthand is the art of representing spoken sounds by written signs. Words heard and pronounced in English are represented by certain signs/symbols invented by Isaac Pitman and Englishman. Shorthand is a subject/course of study that secretaries and journalists undertake so that they can take down words or speech as fast as possible.

Reading (functional) methods of teaching shorthand is a method whereby reading of shorthand outlines is emphasized more than writing, students are encouraged to read very well before writing down words. Writing (conventional) method of teaching shorthand on the other hand emphasizes on writing more before reading.

1.2 Statement of the Problem

Shorthand is one of the core courses taken right from NCE I to III in the department of Business Education Federal College of Education Kano, Nigeria and passing it is very important to business education students. Dexterity in writing and reading of shorthand assist students in other areas of study especially, in spoken and written English, spelling etc. Since the commencement of business education course in Federal College of Education, Kano, performance of students in shorthand had been fair and good based on past examination records, but from 2004 to 2014 the percentage in pass rate of NCE I students in shorthand have dropped from 50% to 39%. These data are shown in table 1.1 labelled appendix VIII.

In the same vein, the researcher has had interaction with some students and teachers in Business Education Department in Federal College of Education Kano and their views on the decline in pass rate were due some reasons. These reasons include, the methods adopted in teaching shorthand by the teachers, lack of motivation from the teachers' part, poor learning environment etc. Some teachers on the other hand, said that inadequate teaching materials, inadequate number of teaching staff, perception of society on learning of shorthand etc contribute to the ineffective teaching of shorthand which thereby leads to poor performance of students in this subject.

Other researchers have also shown effect on performance of students in shorthand, some on the motivation of students to learning shorthand, some on learning materials, some on attitude of students towards learning shorthand. The researcher decides to research on effect of basic and functional teaching methods and gender on students' performance in shorthand in Federal College of Education Kano, Nigeria.

It is based on these reasons that the problem of the study is built upon.

1.3 Objectives of the Study

The main objective of the study is to assess the effect of basic and functional teaching methods on students' performance in shorthand in Federal College of Education Kano, Nigeria. The specific objectives are to;

1. determine the effect of basic method on performance of students in shorthand in Federal College of Education, Kano.
2. establish the effect of functional method on performance of students in shorthand in Federal College of Education, Kano.
3. ascertain the differences between the performance of students taught shorthand using basic (writing) and those taught using functional method of teaching in Federal College of Education, Kano.

4. find out the differences between the performance of male students taught shorthand using basic (manual) method and those taught using functional (reading) teaching method in Federal College of Education Kano.
5. determine the differences between the performance of female students taught shorthand using basic (manual) method and those taught using functional (reading) teaching method in Federal College of Education Kano.

1.4 Research Questions

Based on the specific objectives of the study, the following research questions were formulated to guide the study;

1. What is the effect of basic method on performance of students in shorthand in Federal College of Education, Kano?
2. What is the effect of functional method on performance of students in shorthand in Federal College of Education, Kano?
3. What is the difference between the performance of students taught shorthand using basic and those taught using functional (reading) method of teaching in Federal College of Education, Kano?
4. What is the difference between the performance of male students taught shorthand using basic (manual) method and those taught using functional (reading) teaching method in Federal College of Education Kano?
5. What is the difference between the performance of female students taught shorthand using basic method and those taught using functional (reading) teaching method in Federal College of Education Kano.

1.5 Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

1. Basic method has no significance effect on the performance of students in shorthand in Federal College of Education, Kano.
2. Functional method has no significance effect on the performance of students in shorthand in Federal College of Education, Kano.
3. Basic method and functional method of teaching shorthand have no significant difference in the performance students in Federal College of Education Kano.
4. The performance of male students taught shorthand using basic method has no significant difference in the performance of those taught using functional method in Federal College of Education Kano.
5. The performance of female students taught shorthand using basic method has no significant difference in the performance of those taught using functional method in Federal College of Education Kano.

1.6 Significance of the Study

Findings of this study will be of benefit to the following; business education students, teachers of business education, curriculum planners and future researchers. Business education students will benefit from this research work in that the study will improve their study skills and enhance their performance in shorthand.

Business education teachers will significantly benefit from this work and it will at the same time assist them to choose effective teaching method of shorthand to the students and affect good performance in examinations.

Curriculum planners of business education will also benefit in that they will identify how best to plan curriculum of shorthand. Academic (educational planners) will

benefit from this study as the findings will help in adopting the more effective teaching method of giving instruction to students in shorthand.

Finally, future researchers on shorthand will find this work a useful reference.

1.7 Basic Assumptions of the Study

For the purpose of this study, the following assumptions were made;

Basic (manual) method of teaching shorthand makes students perform better in examinations

Combining functional and basic teaching methods to teach shorthand improve students' performance in shorthand.

Male students taught shorthand using basic method perform better than female students using basic method.

1.8 Delimitation of the Study

The study was delimited to Federal College of Education, Kano, Kano State, because Federal College of Education Kano is the central focus of this study. The study was delimited to two methods of teaching shorthand, basic (writing) and functional (reading) methods as these are the two major methods of teaching shorthand.

The study was also delimited to NCE I students of business education. This is because NCE I is the level where basic foundation of shorthand writing is introduced, and the study was delimited to first group of consonants, joining of consonants and second group of consonants and short forms.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature on effects of functional and basic teaching methods on students' performance in shorthand in Federal College of Education, Kano State Nigeria. The chapter is presented under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Framework

2.2.1 Concept of Basic Method

2.2.2 Concept of Functional Method

2.2.3 Concept of Academic Performance

2.2.4 Concept of Shorthand .

2.3. Other Method of Teaching Shorthand

2.3.1 Objectives of Teaching Shorthand

2.4 Factors Affecting Academic Performance.

2.5 Review of Empirical Studies

2.6 Summary of Reviewed Literature

2.1 Theoretical Framework

The theoretical framework used for this study is Piaget's Theory of Cognitive Development which he developed in 1936. It is a comprehensive Theory about the nature and development of human intelligence. It was first created by the Swiss developmental psychologist Jean Piaget (1896–1980). The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it. Piaget's theory is mainly known as a developmental stage theory.

To Piaget, cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed

that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, then adjust their ideas accordingly Moreover, Piaget claimed that cognitive development is at the center of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development. Piaget's earlier work received the greatest attention. Through a series of stages, Piaget proposed four stages of cognitive development: the sensor motor, preoperational, concrete operational and formal operational period. The sensor motor stage is the first of the four stages in cognitive development which "extends from birth to the acquisition of language". In this stage, infants progressively construct knowledge and understanding of the world by coordinating experiences (such as vision and hearing) with physical interactions with objects (such as grasping, sucking, and stepping). Infants gain knowledge of the world from the physical actions they perform within it. They progress from reflexive, instinctual action at birth to the beginning of symbolic thought toward the end of the stage. Children learn that they are separate from the environment. They can think about aspects of the environment, even though these may be outside the reach of the child's senses. In this stage, according to Piaget, the development of object permanence is one of the most important accomplishments. Object permanence is a child's understanding that objects continue to exist even though he or she cannot see or hear them. Peek-a-boo is a good test for that. By the end of the sensor motor period, children develop a permanent sense of self and object.

Parents can use Piaget's theory when deciding how to determine what to buy in order to support their child's growth. Teachers can also use Piaget's theory, for instance, when discussing whether the syllabus subjects are suitable for the level of students or not. For example, recent studies have shown that children in the same grade and of the same age perform differentially on tasks measuring basic addition and subtraction fluency. While children in the preoperational and concrete operational levels of cognitive development perform combined arithmetic operations (such as addition and subtraction) with similar accuracy, children in the concrete operational level of cognitive development have been able to perform both addition problems and subtraction problems with overall greater fluency.

The stages of cognitive growth of a person differ from another. It affects and influences how someone thinks about everything including flowers. A 7-month old infant, in the sensor motor age, flowers are recognized by smelling, pulling and biting. A slightly older child has not realized that a flower is not fragrant, but similar to many children at her age, her egocentric, two handed curiosity will teach her. In the formal operational stage of an adult, flowers are part of larger, logical scheme. They are used either to earn money or to create beauty. Cognitive development or thinking is an active process from the beginning to the end of life. Intellectual advancement happens because people at every age and developmental period looks for cognitive equilibrium. To achieve this balance, the easiest way is to understand the new experiences through the lens of the preexisting ideas. Infants learn that new objects can be grabbed in the same way of familiar objects, and adults explain the day's headlines as evidence for their existing worldview.

However, the application of standardized Piagetian theory and procedures in different societies established widely varying results that lead some to speculate not only that some cultures produce more cognitive development than others but that without specific kinds of cultural experience, but also formal schooling, development might cease at certain level, such as concrete operational level. A procedure was done following methods developed in Geneva. Participants were presented with two beakers of equal circumference and height, filled with equal amounts of water. The water from one beaker was transferred into another with taller and smaller circumference. The children and young adults from non-literate societies of a given age were more likely to think that the taller, thinner beaker had more water in it. On the other hand, an experiment on the effects of modifying testing procedures to match local cultural produced a different pattern of results. The mentioned theory is related to the study in that shorthand learning requires attention, retention, production and motivation.

2.2 Conceptual Framework: The following are discussed under Conceptual Framework

Teaching methods or instructional strategies are defined by Singh and Rana (2004) as process to establish interactions between the teacher, the student and the subject matter or a combination of these three to influence directly or indirectly, the learning process. For learning to take place, one must carefully plan the procedures and activities that the students will undergo. This is achieved by varying behaviour, majoring the subject matter and teaching to meet the needs and interests of each individual.

Singh and Rana (2004) also suggest that the individual teacher must design and select methods in his or her instructions, and each design or selection should be based on his or her interpretation of what will constitute effective instruction for a particular population. Individual interpretation means lessons should be based on empirical

evidence, past experience and extensive knowledge of methods and materials. Given that the teacher is an authority figure and perceived by the students as knowledgeable in the field he or she is teaching he or she significantly influences the learning of the arts (James, 1996). The author asserts that the teaching procedure adopted by teachers and the technical demonstration that is done also teaches students the nature of creative art. The implication is that teaching methods that employ demonstration enables students to go beyond school and learning. For example, James observes that when students see slides and actual cuts at the beginning of each assignment, they learn about the concept and values in making and thinking about art. That is to say that the teaching technique of demonstration prior to assignment better enhances the learning of art

Singh and Rana (2004) also observe tutoring as an effective method of teaching because it is the best support a teacher can give to a student for effective learning. Tutoring can be given to individuals, the whole class and small groups. According to Cornett (2003), active engagement is a key to academic achievement. Students must therefore be actively engaged in class to enable them understand the subject matter well. Singh and Rana (2004) say that differences in teaching methodology employed by teachers do not make some better than others. Methods of teaching vary with no single strategy being the most effective with the entire students and the subject matter. Teachers also come in all shapes and sizes and exhibit a wide range of personalities, beliefs and ways of thinking and working.

Squires (2002) believe that teaching goes beyond general skills, and must be geared towards the needs of a particular situation or the type of course, subject and level of the group or individual. Therefore one cannot hold a teacher who uses methods and models of teaching that differ from the ones informed by research as necessarily a "bad teacher". Teachers and trainers need to be competent at employing the various methods of

teaching. Tomlinson and McTighe (2006) support this by saying that teaching is an art and calls on its practitioners to work simultaneously in multiple media, with multiple elements. It is therefore necessary for one to select the best and appropriate method and strategy for a particular subject matter and student population, implying that teachers should vary their methods of teaching in order to suit the subject matter and the student at a particular stage.

2.2.1 Concept of Basic (Manual) Method

Basic (manual) method of teaching shorthand is a system of teaching whereby students are made to drill words and exercises in shorthand and the binding principles and rules of writing these words and outlines are strictly adhered to. Teachers can make use of either deductive or inductive method Writing is introduced earlier and some authors even insist on reading approach in the beginning.

Characteristics of Basic (Manual) Method of Teaching

The customary procedure of the teacher following basic method of teaching is as follows:

1. Brief review of the shorthand principles and vocabulary studied the previous lesson.
2. Samples of homework, assignment through the reading back of portions of shorthand copied from plates.
3. Shorthand penmanship drills.
4. Dictates practical vocabulary drills on the principles assigned from the day's lesson, short forms and phrases, familiar business letters and other graded matters given in the manual.
5. Blackboard presentation of the theory principles assigned from the following day's lesson.

6. Speed practice on the short forms of most-used phrases.

7. Short forms recall of subject matter presented in previous lesson.

2.2.2 Concept of Functional (reading) Method

Reading approach is important and basic to this method. In this the students are required to read well-constructed fluent outlines and then they start writing. It emphasises automaticity of correct shorthand responses without learning the rules relating to them (Aliyu 2006). Rather than attempt a definition of functional (reading) method of teaching shorthand the distinguishing characteristics or outstanding features of this method is listed below;

. 1. There is complete abandonment of any attempt to teach shorthand rules or principles as such.

2. It is based on the concept that the student should not be required to write any shorthand outlines until he is thoroughly prepared to write it correctly. The reading approach is used to accomplish this.

3. The student is discouraged to or from asking questions. No question to or from the student.

4 It avoids the old formal testing program with its emphasis on correctness of outlines to be attained and tested immediately after the first learning principle. Do not test for teaching purposes, do not test diagnostically to determine whether the student has remembered and whether he has understood the rule and whether he can correctly interpret and apply the rule, when teaching by the functional method the purpose of the test is to determine the student's degree of skill in the reading and writing of shorthand. Therefore, with the functional method tests are given only for administration purposes to establish grades or for purpose of discipline and

as incentive or a spur to make the students work in cases when such seem necessary.

5. The student is given the type key or transcript for shorthand reading matter.
6. There is no formal penmanship drill.
7. There are no words lists to be written.
8. There is no formal review.
9. There is no repetition practice. Repetition practice refers to the custom of writing outlines ten, twenty, thirty times or of copying connected matter from ten to twenty times.

2.2.3 Concept of Academic Performance

Academic performance by Cambridge Dictionary of English (1995) is defined as how well a school, college, university, an individual or a group is able to perform when given a learning task or activity or one's achievement in standardized tests in academic pursuit. Otoo (2007) says that academic performance is the capacity to achieve when one is tested on what one has been taught. Academic performance is related to content and intellect, meaning that academic performance depends on the learner's competence.

Academic achievement/performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important – procedural knowledge such as skill or declarative knowledge which is facts, Annie, Ward, Howard, Stoker, Mildred, Murray and-Wind (1996). Academic performance is the outcome of education – the extent to which a student, teacher or institution has achieved their educational goals. It is also seen as how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.

2.2.4 Concept of Shorthand

Pitman shorthand is the art of representing spoken sounds by written signs. The system of shorthand for English language was developed by Englishman Sir Isaac Pitman (1813–1897), who first presented it in 1837. Like most systems of shorthand, it is a phonetic system; the symbols do not represent letters, but rather sounds, and words are, for the most part, written as they are spoken. As of 1996, Pitman shorthand was the most popular shorthand system used in the United Kingdom and the second most popular in the United States.

One characteristic feature of Pitman shorthand is that unvoiced and voiced pairs of sounds (such as /p/ and /b/ or /t/ and /d/) are represented by strokes which differ only in thickness; the thin stroke representing "light" sounds such as /p/ and /t/; the thick stroke representing "heavy" sounds such as /b/ and /d/. Doing this requires a writing instrument responsive to the user's drawing pressure: specialist fountain pen (with fine, flexible nibs) were originally used, but pencils are now more commonly used. Pitman shorthand uses straight strokes and quarter-circle strokes, in various orientations, to represent consonant sounds. The predominant way of indicating vowels is to use light or heavy dots, dashes, or other special marks drawn close to the consonant. Vowels are drawn before the stroke (or over a horizontal stroke) if the vowel is pronounced ahead of the consonant, or drawn after the stroke (or under a horizontal stroke) if pronounced after. Each vowel, whether indicated by a dot for a short vowel, or by a dash or a longer, more drawn-out vowel, has its own position relative to its adjacent stroke (beginning, middle, or end) to indicate different vowel sounds in an unambiguous system. However, to increase writing speed, rules of "vowel indication" exist whereby the consonant stroke is raised, kept on the line, or lowered to match whether the first vowel of the word is written at the beginning, middle, or end of a consonant stroke—without actually writing the vowel. This is often

enough to distinguish words with similar consonant patterns. Another method of vowel indication is to choose between choices of different strokes for the same consonant. The sound "R" has two kinds of strokes: round, or straight-line, depending on whether there is a vowel sound before or after the R.

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.

Pitman was asked to create a shorthand system of his own in 1837. He had used Samuel Taylor's system for seven years, but his symbols bear greater similarity to the older Byrom system. The first phonetician to invent a system of shorthand, Pitman used similar-looking symbols for phonetically related sounds. He was the first to use thickness of a stroke to indicate voicing (voiced consonants such as /b/ and /d/ are written with heavier lines than unvoiced ones such as /p/ and /t/), and consonants with similar place of articulation were oriented in similar directions, with straight lines for plosives and arcs for fricatives. For example, the dental and alveolar consonants are upright: ⟨|⟩ = /t/, ⟨|⟩ = /d/, ⟨)⟩ = /s/, ⟨)⟩ = /z/, ⟨(⟩ = /θ/ (as in *thigh*), ⟨(⟩ = /ð/ (as in *thy*). Pitman's brother Benjamin Pitman settled in Cincinnati, Ohio in the United States, and introduced Pitman's system there. He used it in the 1865–67 trial of the conspirators behind the assassination of Abraham Lincoln. In Australia the system was introduced by another Pitman brother,

Jacob. Jacob Pitman is buried in Sydney's Rookwood Necropolis, in Australia. The epitaph is written phonetically.[4] At one time, Pitman was the most commonly used shorthand system in the entire English-speaking world.[5] Part of its popularity was due to the fact that it was the first subject taught by correspondence course. Today in many regions (especially the U.S.), it has been superseded by Gregg shorthand, developed by John Robert Gregg. Teeline has become more common in recent years, as it is based on spelling, rather than pronunciation.

Shorthand Writing

Like Gregg shorthand, Pitman shorthand is phonetic; with the exception of abbreviated shapes called logograms, words are written exactly as they are pronounced. There are twenty-four consonants that can be represented in Pitman's shorthand, twelve vowels and four diphthongs. The consonants are indicated by strokes, the vowels by interposed dots.

Logograms (Short Forms)

a	the	(h)as	(h)is	it	are	of	to
I	you	and	for	have	think	thank	that

Common words are represented by special outlines called logograms (or "Short Forms" in Pitman's New Era). Words and phrases which have such forms are called grammalogues. Hundreds exist and only a tiny number are shown above. The shapes are written separately to show that they represent distinct words, but in common phrases ("you are", "thank you", etc.) two or three logograms may be joined together, or a final flick added to represent *the*.

Consonants

P	*pee*	\	*T*	*tee*	|	*Ch*	*chay*	/	*K*	*kay*	–
B	*bee*	\	*D*	*dee*	|	*J*	*jay*	/	*G*	*gay*	–
F	*eff*	◟	*Th*	*ith*	(	*S*	*ess*	)	*Sh*	*ish*	◞
V	*vee*	◟	*Dh*	*thee*	(	*Z*	*zee*	)	*Zh*	*zhee*	◞
M	*em*	⌒	*N*	*en*	⌣	*Ng*	*ing*	⌣	*H*	*hay*	◜
L	*el*	◜	*R*	*ray, ar*	◝	*W*	*way*	◝	*Y*	*yay*	◜

The consonants in Pitman's shorthand are pronounced *pee, bee, tee, dee, chay, jay, kay, gay, eff, vee, ith, thee, ess, zee, ish, zhee, em, en, ing, el, ar, ray, way, yay,* and *hay*. When both an unvoiced consonant and its corresponding voiced consonant are present in this system, the distinction is made by drawing the stroke for the voiced consonant *thicker* than the one for the unvoiced consonant. (Thus *s* is ⟨)⟩ and *z* is ⟨))⟩.) There are two strokes for *r*: *ar* and *ray*. The former assumes the form of the top right-hand quarter of a circle, whereas the latter is like *chay* ⟨/⟩, only less steep. There are rules governing when to use each of these forms.

Vowels

The long vowels in Pitman's shorthand are: /ɑ □ /, /ɐ /, /i□ /, /ɒ □ /, /ɷ /, and /u□ /. The short vowels are /æ/, /ɛ /, /ɪ /, /ɔ /, /ʌ /, and /ʊ /. The long vowels may be remembered by the sentence, "Pa, may we all go too?" /pɑ □ | meɪ wi□ ɔ □ lg oʊ tu□ /, and the short vowels may be remembered by the sentence, "That pen is not much good" /ðæt p□n □z n□t m□t□ʃ g ʊ d/. A vowel is represented by a dot or a dash, which can be written either lightly or heavily depending on the vowel needed. As this only gives four symbols, they can be written in three different positions - either at the beginning, middle or end of a consonant stroke - to represent the 12 vowels.

The dots and dashes representing long vowels are darker than the ones representing short vowels. For example, *say* is written as ")•", but *seh* (if it did exist would be written as "))·; *see* is written as ", but *sih* if there were such a word would be written as ". Another feature of Pitman's shorthand allows most vowels to be omitted in order to speed up the

process of writing. As mentioned above, each vowel is written next to the consonant stroke at the beginning, middle or end of the stroke. Pitman's shorthand is designed to be written on lined paper and when a word's first vowel is a "first position" vowel (i.e. it is written at the beginning of the stroke), the whole shorthand outline for the word is written above the paper's ruled line. When it is a second position vowel, the outline is written on the line. And when it is a third position vowel it is written through the line. In this way, the position of the outline indicates that the first vowel can only be one of four possibilities. In most cases, this means that the first and often all the other vowels can be omitted entirely.

2.3 Other Methods of Teaching Shorthand

Other methods used for teaching of shorthand are as under (Aliyu 2006);

1. Demonstration method
2. Laboratory-practice method
3. Demonstration Method

This involves showing by reason or proof, explaining or making clear by use of examples or experiments. Put more simply, demonstration means clear show (http/www.yourdictionary.com.demonstration). In teaching through demonstration, students are set up to potentially conceptualized class materials more effectively as shown in a study which specifically focuses on chemistry demonstrations presented by teachers (Mckee ,E. Vicke, E,, William and Laura E. R. (2007). Demonstration means any planned performance of an occupation, skill, scientific principle or experiment. Demonstration Method of teaching involves showing the students the response pattern that is desired. It is a method whereby the teacher will be demonstrating what he is teaching and the students will be imitating his actions. This method of teaching can be employed in teaching skilled subjects like Book-keeping, Typewriting, Shorthand etc. For example, in teaching typewriting with the demonstration method, the teacher shows the student how to place

their fingers on the keyboard i.e. which finger to place on which key which one is the home key fingers etc.

The teacher will also need to give verbal directions to the students to help them know how to pronounce words when teaching some skill subjects such as shorthand. For example, the consonant 'Gay' is not just pronounced as letter 'G' rather it is pronounced according to the sound. Verbal directions thus will help the students learn when the teacher using this method calls on them to join him as he pronounced the words.

Laboratory Practice Method

For this is a laboratory provided with outlines keeps, charts, diagrams and pictures of most of the difficult and complex concepts and placed in strategic areas in the laboratory where students take down shorthand notes and dictation and transcribe into longhand. It provides an atmosphere conducive to the learning of shorthand and helps in learning the skills quickly.

The most sought for system for teaching of shorthand is Pitman's system of shorthand which is what the researcher is using as well. For teaching by this method, teachers have to use Pitman shorthand instructor which is actually a textbook. This contains a complete theory of shorthand. Dictation is given from the text and supplementary publications of the same inventor-author. For the purpose of this study, the two distinct methods of teaching shorthand that is, Functional and Basic will be the methods adopted by the researcher to teach shorthand so as to see whether students' academic performance in shorthand will improve.

2.3.1 Objective of Teaching Shorthand

Important objectives of teaching shorthand according to Khan 1981 are:

1. To prepare the students to understand the job of stenographer
2. To improve skill in spelling, punctuation and paragraphing
3. To help the students in building a business vocabulary and to become word conscious
4. To help the students to develop good attitude such as accuracy, neatness, perseverance and cooperativeness.
5. To automate signs, high frequency words, phrases, short or brief forms and then derivatives for a limited vocabulary.
6. To make students understand the place of shorthand in commercial world.
7. To enable the students form well contrasted outlines.
8. To develop the ability to recognise sounds and to record in shorthand the sound heard.
9. To develop the ability to take dictation with significant speed and with sufficient accuracy.
10. To develop fluency in writing and in reading shorthand.

Shorthand Teaching Techniques

Khan (1981) gave ten techniques (guidelines) for teaching of shorthand which are as follow;

1. The teacher should plan the teaching situations so that the students have opportunity of doing their best
2. The teacher should know that the students have imaginations which can be used by them under proper encouragement.

3. It is possible for the students to learn more than one thing at a time if an opportunity is provided for them.
4. The teacher should start with and build upon what is already known to the students.
5. The teacher should write down lesson plan, every day setting down specifically what he wants to in a particular period and the exact order in which the procedure will be followed
6. Teacher should keep an experimental attitude in his instructions
7. Teacher should make frequent use of individual dictation
8. Teacher should remain in close touch with the students to know the daily growth of the student and to encourage their development in shorthand technique.
9. Teacher should conduct work and mark all assignments in time.

Developing Correct Study Habits in Shorthand

The followings are the habits to be strictly followed in a shorthand class according to Khan (1981);

1. Keep your left hand fingers on writing material of shorthand and write with right.
2. Make extensive use of chalkboard.
3. Make it a habit to read connected materials daily.
4. Practice how to write correctly, how to lift the fingers correctly and how to hold the pen correctly.
5. Correct penmanship be taught well to the students.
6. Give assignments for words, outlines, correct spelling, pronunciation etc to the students. Ask them to practise reading, copying and transcribing at home.
7. Give dictations at varying speeds and also with varying pauses.
8. Encourage the students to imitate the expert.

9. The class time should be properly divided providing for various activities such as chalkboard drills, reading back the dictation, chalkboard preview and recall drills, repetitive dictation, reading back – the material, recall dictated passage and classroom drills.

2.4. Factors Influencing Academic Performance

Factors influencing academic performance of students/teachers include:

a) Time/Period Allocation

Though total time and basic time allocation are not under the control of the teacher, several important elements of time are subject to teacher's manipulation. For instance the proportion of time spent on academic tasks, pacing or speed of progress through the subject matter, student time on tasks and to a certain degree, time allocated to subject is under the control of the teacher. Short, Stewin,. and McCann,. (1991). explained that because the teacher controls seatwork, drill and practice exercise, and several other variables, the teacher's time is clearly related to students' performance though abilities and background of students contribute more than any variables associated with teaching.

To Crocker (1991), achievement is maximized when teachers emphasize academic instruction as their main goal and expect same of the students, inferring that teachers should be specific in their teaching in order to make good use of their contact hours with their students. Similarly, Tomlinson and McTighe (2006) agreed that it is vital to be clear about what is essential in content since clarity about what really matters enables the teacher to teach for understanding. This view is shared by Wiggins and McTighe (2005) that stated that the more specific facts, concepts and skills that are taught in the context of exploring and applying, the larger the ideas and processes gained. As much as learning has more to do with one's ability to organize and use ideas and skills to address a problem,

clarity also indicates the awareness of learning. Thus the central purpose of teaching is that we ought to teach what we want our students to know, understand, and be able to do.

b) Teacher Competency

According to Squires (2002), "teaching" covers all forms like lecturing, tutoring, training, instructing and facilitating but one has to relate it to the particular situation. Good teaching, to Squires, involves skills in lecturing, running classes, managing discussions, handling questions and answers, and organizing practical works. This substantiates Wraggs (1984) explanation of class management in terms of mixed-ability teaching, questioning and explaining, which require skills, intelligence and sensitivity from the teacher. Brunner (1966) therefore postulated that the best mind in any particular discipline must be put to work on the task because only the use of our best minds in devising curricula will help students understand a subject better.

c) Classroom Management

Class management constitutes an effective climate for learning. Issues surrounding classroom management are seen as complex (Dooley and Wragg, 1984). The issue of class management goes beyond discipline and includes things like routine, rules, time and material use (Short *et al*, 1991). Whatever be the case, it is equally true that different teachers will have widely different degrees of success in reducing disruptive behaviour in the classroom. A teacher's action to free the classroom of disruptive behaviour and its consequences (D'Andrade 1984) enhances the success of learning and achievement.

Class management is explained by Crocker (1991) in terms of emotional and boundary controls. Emotional control, the author explains, is seen with teachers who are outgoing, supportive, use 'praise' effusively and attend to the emotional needs of their students. The author finds this effective during teaching because the class is effectively neutral which produces high achievers. Thus achievement is high in an affectively neutral

class. Looking at this in a positive way, the negative sides must also be considered. The author suggests that the type of class of the students must be considered whether the emotional or boundary control kind of environment will be effective. For instance, praise can be effective depending on the kind of classroom. For example, praise can be used among low socio-economic status (the "have-not") students and students who show a high degree of dependency. Nevertheless, harshness critically affects the learning environment negatively.

On the other hand, boundary control involves setting limitations on movement, talk, task choice, time allocation and similar features in the classroom. There are two types of boundary control. They are the open classroom (talk and task choice) and close classroom (teacher controlled task, time, and movement). In many ways, boundary control may be seen as the essence of class management. This may be effective with maximized achievement when a classroom is characterized by a high degree of teacher controlled task, time, and movement. Nevertheless, an open classroom may be more appropriate to achieve a type of goal while a closed classroom is better for cognitive outcomes (Short et al, 1991).

d) Students' Entry Grade

The magnitude of grades in the admission of students to the next educational level cannot be downplayed. Okumbe (1998) notes that the students selected to the next level of the educational ladder are the raw materials for the institution, with the students' entry grades serving as monitoring and accountability exercises for the school heads and teachers. Those who start with good grades in a course tend to strive hard under intrinsic motivation whiles low grade students strive to improve their performance under extrinsic motivation in the form of instrumental, achievement or social motivation.

Farrant (1996) believes that inadequate general education of students to tackle a course leads to dropping out. The implication is that the quality of entry grades has effect on academic performance in school. Entry grades are therefore vital in students' achievement and also regarded as the foundation on which further education is built.

f) Human Resource

The Ministry of Education's vision for Ghana's long term development (1995) aims at ensuring improvement in quality teaching and learning as well as improving access to quality basic education facilities. Educational achievements are normally attributed to ability, aspiration, and opportunities which are interrelated. These are linked with the general stratification theory in social and educational psychology, which says that:

> in any given complex society, persons of similar backgrounds, position or socio-economic status, tend to interact with one another thereby encouraging status-related variations in lifestyle, values and cognitive patterns. These variations also result in status-related difference both in opportunities to compete for success and also in the development of linguistic and academic skills, and even in the capacities to recognize and desire those opportunities that are offered.

He explained that opportunity without ability is useless whiles aspiration can be nurtured where opportunity exists. He adds that adequate ability is innate and can be fully exploited only where equal opportunities exist in a given society. The author has observed that a country's economic development is based on several factors including availability of natural resources, with the greatest being the quality of manpower. In the school situation, manpower development heavily depends on getting the right type of subject teacher for the full duration of a course or programme. A country's manpower is not limited to only a small minority of its population. It is therefore pertinent for the country to create conditions that will enable all its citizens to develop to the highest potentials. Creating this enabling environment lies with both the individual and the society as a whole.

Learning as a whole emphasizes the interaction of other factors like the socio-economic and cultural environment and is not a matter of individual differences or individual determination, rather, one's ability to learn is determined by self image acquired through social interaction. However, to explain disparities in teaching and learning, it is important to study the availability, quality and equity in the allocation of socio-economic factors in the society. Hayford (1998:15) substantiated this by stating that "the public's interest in improving the qualitative outcome of Ghanaian educational system has never been greater. The public debate continues as to how best to achieve this goal in sections of the community".

In explaining academic performance and disparities in teaching and learning, eyebrows should be raised on quality of education, commitment, passion and the professionalism with which teachers execute their duties. The very essential ingredient in the educational enterprise from the human resource perspective is the professional teacher, the head, assistant heads and the supervisors, for they form the pivot on which formal education moves. According to Boateng (2003), the success and failure of the curriculum depends on the teacher who is also seen as the kingpin of the educational situation. Teachers can make or break educational programmes and deliver the objectives of any reform. Therefore qualified human resource like professional teachers, heads and supervisors with whom the effective utilization of other resources embodied in any educational framework lies are needed in the Senior High Schools for effective teaching and learning and academic achievement of the students.

g) Teacher Motivation and Teaching

Teaching as known by most researchers aims at providing a stimulating learning environment that will encourage students to trust their own opinions while fostering confidence to realize their full potential (www.etln.org). According to Everard and Morris (1985), people are best motivated to work towards goals that they have been involved in setting and to which they therefore feel committed. The authors stated that some people have strong internal motivation - a sense of purpose or drive and others do not. People work to satisfy their needs, others work for power or fame, while others work to serve people and others, work simply to earn money.

Everard and Morris (1985) suggested that when teachers at all levels are involved in decision making, all the kinds of motivators are brought into play. Involvement should produce the commitment to goals on which a sense of achievement depends. Involving implies a sense of recognition and increase in the sense of responsibilities. Ornstein (1995) agree with Maslow's hierarchy of needs as a means of motivation which emphasizes the fact that when one is capable of achieving their full human potentials, there is a healthy interaction within the society and these motives and needs evolve from within and produces self-actualization. Hence when teachers are relieved of the problem of shelter, food and clothing, there is a possibility of them giving out their best in teaching. The perception of an effective teacher could also be extended to that of a teacher who loves his students and his subject field. Love in this context means developing a personal interest in what one does. It is therefore necessary for teachers to be intrinsically motivated to be in the teaching profession. Supporting this, Hayford (1998) observes that central to the work of effective teachers who produce excellent performance of pupils in schools in Ghana is the availability of generous resources and facilities. Such qualitative pupil performances are also partly due to responsibilities on the part of teachers who have developed a special

relationship with their pupils and interest in their subjects. This means that commitment to work is a necessary condition for teachers to perform well in their chosen careers. Since teachers play a vital role in a meaningful educational enterprise, the issue of job satisfaction for teachers must be a priority consideration when determining the factors that contribute to performance.

h) Students' Motivation and Learning

It has been noted that effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. Whatever level of motivation students bring to the classroom will be transformed, for better or worse, by what happens in that classroom. Unfortunately, there is no single magical formula for motivating students (Kochhar, 2004). Factors like interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence affect students‟ motivation to work and to learn (www.etln.org).

Kochhar (2004: 45) explains motivation as "what directs the energy of an alert group into constructive channels and keeping it there. It means inculcating and stimulating interest in a particular topic at the moment". The author suggests that it is necessary for a teacher to understand and use the natural urges of the child to assist him in acquiring new and desirable motives (Kochhar, 2004) because student motivation is essential for school performance. Motivation helps students to accomplish academic goals by generating interest and effort in academic work, perseverance in doing class work or homework, completion of difficult tasks, self regulation, risk taking, and independent learning, among others. Though experienced teachers have an array of instructional methods and materials to motivate and encourage students, they still would need to apply some stimulation or encouragement for some of their students (Ornstein, 1995).

Ornstein explains his view by grouping students into two categories: students who take responsibility for their own learning, and students who easily get distracted. According to the author, students who take responsibility for their own learning could buckle down on their own immediately they get to the classroom lesson or home work assignment. Rather such students stay on tasks, do their assignments on time and deal with academic problems as they arise without boredom or confusion. On the other hand, distractive students always skip difficult tasks, daydream or stare out of windows during classes and lack total concentration in class. These make them unable to stay focused and clarify their own lessons or assignments thus making their school work become increasingly difficult. Ornstein (1995) insisted that it is necessary for teachers to find ways of making their students take responsibility for their own academic performance.

Students have been seen to learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs students may bring to the classroom are the need to:

1. learn something in order to complete a particular task or activity,
2. seek new experiences,
3. perfect skills,
4. overcome challenges,
5. become competent,
6. succeed and do well,
7. feel involved and to interact with other people.

Satisfying such needs is deemed rewarding and such rewards sustain learning more effectively than grades do. It is therefore advised by McMillan and Forsyth (2000) for teachers to design assignments, in-class activities, and discussion questions to address these kinds of needs. Ornstein (1995) views motivation as a broad concept which deals

with attitudes, aspirations, interests and efforts. These affect behaviour and learning in schools and outside of schools, in academic and non-academic domains, and in almost all phases of the human growth and development. The need to achieve and be good at something is a driving force for some people who see themselves as "heads" not "tails" and can therefore not afford to lose in anything they apply themselves to. This is why there are "overachievers" and "underachievers". Ornstein posits that motivation can push students of low ability to achieve high level academic success or good grades and lack of it make students of high ability achieve minimal success or low grades.

With respect to this study, the perception is that students in urban schools are well motivated to achieve good grades than those in rural schools, but it is also possible for students in rural settings to achieve better grades when exposed to the same opportunities. Based on the behaviourist theory of teaching (Curzon, 1995), effective learning can be achieved by positive reinforcement as a means of motivation for academic excellence. This is in contrast with the cognitive theory which indicates that the capacity for learning is fluid and develops as a result of maturation, previous learning and motivational processes. This makes it necessary for the teacher to consider the effect of motivation as well as cognition (Ornstein, 1995) in handling students in the classroom, laboratory or studio.

2.5 Review of Empirical Studies

Methods of teaching are what a lot of authors/researchers have made their contribution in one way or the other. Based on this, the following and works of Raymond and Ogunbameru (2005); Raimond (2007); Nwadiani and Egbri (2009); Hosal (2010; Silvia (2010); Daluba (2012); and work of Katherine in McGivern (1999). are reviewed in subsequent paragraphs.

Raymond and Ogunbameru (2005) in their study, A Comparative Analysis of Two Methods of Teaching Financial Accounting at Senior Secondary School, investigated the effect of the conventional method of teaching vis-à-vis the effect of an alternative method of teaching (guided discovery method of teaching) on students' performance in financial accounting. Two groups, the experimental and control were subjected to different treatments (instructional methods), both group were also subjected to pretest and posttest using the same instrument. Four research questions and four null hypotheses were also formulated for the study. The authors used quasi-experiment design and t-test/z-test for testing the null hypotheses. The population of the study comprised of 820 SS II students of Financial Accounting from twenty-two senior secondary schools and a sample size of 63 students were used for the experiment. Major findings of the study indicated a difference in pretest and posttest mean performance score of students taught with guided discovery method and those taught with guided conventional method in financial accounting achievement posttest scores. The findings of the study also revealed no difference in the mean performance scores of male and female students taught with guided discovery and conventional method of teaching respectively.

The research work was carried out to compare the two methods of teaching at senior secondary school level and the work is similar to the one being carried out since the researcher also compared the effect of two methods of teaching shorthand to enhance better academic performance.

Raimond (2007) in his study Effects of Teaching Methods and Students' Attitude on Academic Performance, the study explained the effects of teaching methods in Business instruction and students' attitude towards class on students' academic performance. The respondents used in the study were 135 college students from an Indonesia University. Both the experimental and the comparison groups took the same

course taught in two different sections. For two weeks, one teacher taught the two sections. In the experiment group (n=58), the teacher used directed small group activities and lectured in the comparison group (n=77). Two-way ANCOVA statistical and t-test results showed that while both teaching methods had a significant effect on students' academic performance, the small group study group performed better. The result also showed that students' attitude towards the class did not affect academic performance, however, students attitude were affected by the teaching methods used in the class.

Identifying which type of teaching methods had a better effect on academic performance; independent *t*-tests were performed to compare the effect of teaching methods on academic performance. Levene's test showed that equal variance for academic performance was assumed and the result of the *t*-test for teaching methods was significant ($p = .021$). The result also showed that small group study had a higher mean than lecture group. This finding suggests that while both teaching methods had a significant effect on the academic performance of the students, small group study teaching method could help students perform better than just lecture. This result also confirmed the study that small group teaching methods helped students perform better academically than did lecture. The above research however did not mention any subject or course; nor did the study indicate which subject or course the researcher worked on. This research work bridged the gap by narrowing it down to shorthand subject and the methods of teaching shorthand, functional and basic methods.

Nwadiani and Egbri (2009) in their work on An Analysis of Business Education Undergraduate Students' Performance in Shorthand, a Case study of University of Benin Edo State, Nigeria, analyzed how gender influenced students' performance in shorthand. Three specific objectives, three research questions and three null hypotheses were formulated to guide in the study. The preliminary of the work explained the level of

academic performance of Business Education undergraduates in shorthand in the University of Benin using 2008/2009 academic year. The influence of gender and mode of entry as variance on academic performance of students was also explained. One hundred and sixty-four undergraduates were studied. Data were collected with a proforma from students' academic records with permission. Percentage, 'Z' test of a single mean of zero differentiation and chi-square statistics were used to analyze the data. The major finding in the study showed a very low level of academic performance of Business Education undergraduates in shorthand. It also showed that gender and mode of entry as variables did not significantly influence students' performance. Recommendations were made towards improving students' performance in shorthand a critical subject in the training of Business Educators in Nigeria.

In this study the researchers wrote on the gender and mode of entry of students into the University of Benin and they also analyzed students' performance. But the research work did not address the best method of teaching shorthand to increase the academic performance of students in shorthand which is what this is research will address in this study. Another similar title to this study is a research conducted by Hosal;-Akman et al (2010) titled An Assessment of the Effects of Teaching Methods on Academic Performance of Students in Accounting courses. The study explores the effect of teaching methods on the academic performance of students in Accounting courses. The study was carried out over two semesters at a well-known university in Turkey in principles of financial accounting and managerial accounting courses. Students enrolled in the course were assigned to treatment and control group. Treatment group students solved assigned problems or cases in groups in class while in the control group; the instructor lectured on and solved the problems and cases. The major finding of the study showed that there was

no significant difference in the academic performance of the treatment and control group students in either course. None performs better that the other.

The research was on the evaluation of students' achievement on accounting courses based on teaching methods. In this study, the researchers generalized on the methods of teaching and did not particularly identify the method to be used in teaching accounting courses. The researcher of the present study intends to study effects of functional and basic methods of teaching shorthand.

Another study conducted by Silvia, Nasongo and Majanga (2010) was on Influence of Teachers' and Students' Attitudes towards Performance in Shorthand in Technical Training. The study was carried out in Thika Technical Training Institute, Kenya. The study has four specific objectives. The researchers used the case study design to collect information and data from the target population of students and lecturers. Responses were obtained through questionnaires, interviews and documents analysis. All students pursuing secretarial studies (both at diploma and certificate levels) and all their lecturers formed the study population. Studying students at both levels was not done for comparison purposes but for the researcher to realise a sizeable study population because enrolment for Secretarial Studies was quite low. The numbers were forty students and six lecturers.

Data analysis was done both quantitatively and qualitatively. Quantitative analysis involved use of frequency distribution tables and percentages to ensure scientific validity and to avoid subjectivity during analysis. Attitude questions were set against the Likert type scale which is important in research to measure perceptions, attitudes, values and behaviour in order to minimize subjectivity in the analysis. Favourable and unfavourable items were arbitrarily numbered to ensure that respondents did not form a pattern in scoring. Qualitative approach analysed data in relation to themes and categories as

highlighted in the questionnaire. At the end of the study, the following recommendations were proffered; the aims and objectives of teaching/learning shorthand should be re-assessed in view of technological advancements; a study of the secretaries' actual performance in the job market is necessary. This would help to find out whether shorthand is truly useful in the day to day running of the organization or it is actually obsolete.

The study focused on teachers and students' attitude towards shorthand and did not look at the methods of teaching shorthand and which method will yield positive result on students' academic performance in shorthand and also how to enhance easy learning of shorthand in order to encourage more students to want to go into the learning of shorthand so as to increase the number of students enrolling for secretarial studies.

Another study was conducted by Daluba, and Mama, (2012) titled, "A Comparative Analysis of the Effect of Greeno Problem Solving and Demonstration Teaching Methods on Students' Achievement in Agricultural Science in Kogi State Nigeria". The main purpose of the study was to make a comparative analysis of the effects of the greeno problem solving and demonstration teaching methods on students' achievement in agricultural science in Kogi East Education zone of Kogi State. Two specific objectives, two research questions and two hypotheses were formulated to guide the study. The study adopted a non-equivalent pre-test, post-test control group design. The study population included all the 18, 225 SS II students from 195 secondary schools during 2010/2011 academic session. 240 (SS II) students in six intact classes from three coeducational schools were purposively sampled for the study. The instrument for data collection was the Agricultural Science Achievement Test (ASAT) which was made up of forty multiple choice items. The internal consistency of the instrument (ASAT) was 0.79 which was determined using Kuder Richardson (K – R20) formula because the items were scored dichotomously. Six (6) agricultural science teachers, two from each school served as the

research assistants for the teaching and administration of the instrument. Descriptive statistics were used to answer the research questions while the Analysis of Covariance (ANCOVA) was used to test the null hypotheses formulated at 0.05 probability level. Among the major findings were; Students taught agricultural science using experimental method greeno problem solving method (GPSM) obtained higher mean score than those under the control method taught with demonstration method (DM). Male students performed better than their female counterparts when taught with either the experimental (GPSM) or control method (DM). .It can be deduced that the study was carried out on Agricultural Science whereas this study was carried out on Shorthand, which is one of the core courses in Business Education and it was also be carried out on higher level.

Another similar work to this study is the study carried out by Katherine in McGivern (1999) with titled Methods of Teaching Shorthand Used by Teachers Enrolled for 1941 Summer Session in selected Oklahoma Colleges. In this study, five objectives/purposes were postulated by the researcher. Fifty-seven (57) experienced teachers who enrolled for summer session in the three schools in Oklahoma participated in this study.

2.6 Summary of Reviewed Literature

The chapter reviewed the literature on theoretical framework of Piaget's theory of cognitive development which is paramount to shorthand writing and dictation. The concepts of Business Education objectives of Business Education, importance of Business Education to the students and to the nation as a whole were discussed in the chapter.

This chapter also discussed the concept of shorthand, techniques of writing it and the four methods of teaching shorthand, functional, basic, demonstration and laboratory practice were also discussed. The functional method lays emphasis on reading fluently before attempting to write or take down dictations. Basic method strong point is on

writing approach, it provides verbalized generalization. That is teaching deductively (from examples to generalizations) or teaching inductively, (from generalizations to examples). In the same vein in chapter two, academic performance was discussed. Works of related authors of the study were also reviewed. The concept of academic performance and factors influencing academic performance were explained too. These factors include time/period allocation, teacher competency, classroom management etc. .

Seven empirical studies were reviewed. From the reviewed of the seven empirical studies, the researcher noticed that none of them carried out studies on students in colleges of education, their studies is in either secondary schools or polytechnic or university and this presented study is being carried out in Federal College of Education Kano, which is the major gap this study has filled.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter described the design and procedures used in carrying out the study. The chapter is discussed under the following sub-headings:

3.1 Research Design

3.2 Population of the study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

The research design for this study was quasi-experiment which, according to Sambo (2005) has a great accuracy in research. Quasi-experiment enables the researcher to experiment teaching the students to determine the students' academic performance.

A quasi-experiment is an empirical study used to estimate the causal impact of an intervention on its target population without random assignment. Quasi-experimental research shares similarities with the traditional experimental design or randomized-controlled trial, but it specifically lacks the element of random assignment to treatment or control. Instead, quasi-experimental designs typically allow the researcher to control the assignment to the treatment condition, but using some criterion other than random assignment (e.g., an eligibility cutoff mark). In some cases, the researcher may have control over assignment to treatment. Quasi-experiments are subject to concerns regarding

internal validity, because the treatment and control groups may not be comparable at baseline. With random assignment, study participants have the same chance of being assigned to the intervention group or the comparison group. As a result, differences between groups on both observed and unobserved characteristics would be due to chance, rather than to a systematic factor related to treatment (e.g., illness severity). Randomization itself does not guarantee that groups will be equivalent at baseline. Any change in characteristics post-intervention is likely attributable to the intervention. With quasi-experimental studies, it may not be possible to convincingly demonstrate a causal link between the treatment condition and observed outcomes. This is particularly true if there are confounding variables.

3.2 Population of the Study

The population for this study consisted of all the 102 NCE I students in Business Education in Federal College of Education Kano, Kano State Nigeria who were admitted for 2014/2015 academic session. The breakdown of the population for the study is shown in Table1.

Table 1: Population for the Study

Level	Male	Female	Total
NCE I	62	40	102

Source: Departmental Record Office of Federal College of Education Kano (2015)

3.3 Sample Size and Sampling Procedure

Due to the research design used for this study, in line with Krejiec and Morgan (1970) out of the population of 102, 86 sample size was drawn for the study. The selection of the students was purposive because they had similar characteristics with the other students in the class. Sample of (86) eighty-six students was divided into three parts. Breakdown is shown in Table 2:

Table 2: Sample Size and Sampling Procedure

Category	Group	Sample
Basic Method	Experimental	29
Functional Method	Experimental	29
Lecture Method	Control	28
Total	**-**	**86**

3.4 Instrument for Data Collection

An instrument comprising of two parts was designed and used for this study; these are pre-test which was administered to the students to test their knowledge of shorthand, to know the number that would participate in the experiment and to know the ones for the control group. The pre-test is shown in appendix II. The second is post-test which was administered to the students after teaching, as shown in appendix IV. The questions for the post-test were based on the course content for the course that is 1st group and 2nd group of consonants in shorthand new era and was administered to the basic (experimental group I), functional (experimental group II) methods and the traditional method (control group). The instrument was scored based on the correct written outlines given, answer to true or false questions and correct shorthand outlines for other questions. The total score of the test was 40 marks for pre-test and 40 for post-test respectively. The instruments consisted of four (4) methodology questions respectively. These tests were timed 40 minutes respectively.

The students were expected to provide the correct answers to the methodology questions and write the correct shorthand outlines. A student that scored 15 and above was considered to have good performance and scores of 14 and below were considered to be poor performance.

3.4.1 Validation of the Instrument

The researcher submitted the drafted pre-test and post-test (Appendices II and IV respectively) instrument to two (2) experts of not below the rank of Senior Lecturers in business education section, of the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. The instrument was subjected to thorough scrutiny and proof-reading by the two experts who ensured that its face validity was in line with the research questions. This was in support of the views of Hanger and Becker (2005) who stressed the need and significance of establishing the validity of research instrument by a panel of experts to determine if its items (contents) can elicit the desired data they are intended to elicit. This in essence was to ensure their content validity and to ensure that necessary adjustment were made thereafter. The tests questions were also vetted after which the instruments were administered to the students.

3.4.2 Pilot Study

A pilot study was carried out with twenty (20) students in NCE I, Business Education Department in Sa'adatu Rimi College of Education, Kano. The reason for the choice of Sa'adatu Rimi College of Education is that the students possessed the same characteristics as the students used for the study. The pilot study was conducted in order to know the suitability of the instrument in terms of its adequacy and effectiveness according to Ker linger and Howard (2000). It was also meant to confirm the feasibility of using the package in a given area. The pilot study was meant to ascertain the clarity, authenticity and suitability of the instrument for data collection.

3.4.3 Reliability of the Instrument

In order to test the reliability of the instrument used in the study, the researcher determined the reliability of instruments for data collection titled SAT (Shorthand Achievement Test) which was divided into pre-test and post test respectively using the data of the pilot study. The data obtained were subjected to statistical analysis in order to establish the reliability coefficient of the instrument. On the average, a 0.76 reliability coefficient was obtained. This is in line with Razak (2000) and Olayiwola (2007) and Ajayi (2001) who stated that average value of correlation co-efficient must be between .75 – 80 to be reliable. This showed that the research instrument was valid.

3.5 Procedure for Data Collection

The researcher presented the letter of introduction collected from the Department of Vocational and Technical Education, Ahmadu Bello University Zaria to the school authority of the study in order to get access to the students used for the study. Sample size of (86) eighty-six students was divided into three groups. 29 for basic method, and 29 for functional method and 28 for lecture (traditional) method. The procedure used in selecting the samples into the basic, functional and lecture (traditional) methods were random sampling. This was done in order to give everyone fair chance to participate in the experiment without any bias. From the students' performance in the pretest administered, twenty-nine (29) students comprised of eighteen (18) male students and eleven (11) female students were be grouped under Basic method (experimental group I), another twenty-nine students comprised of twelve (12) female students and 17 male students were also grouped under functional method (experimental group II) while the remaining twenty-eight (28) students comprised of eight (8) female students and 20 male students were grouped under lecture (traditional) that is control group. The researcher conducted the teaching and administration of test to the students. The data collection

exercise lasted for three (3) weeks. Two contacts (hours) were used per week, making a total of six contacts (hours) lessons.

The pre-test (appendix I), which lasted for 40 minutes was administered in the last 40 minutes of the first contact hour of the first week with the students. The second hour of the first contact of week one was used to introduce what shorthand is to the students. Shorthand is the art of representing spoken sounds by written signs. The students were taught the first group of consonants in shorthand that is pee, bee, tee, dee, chay and jay, and that they are straight downward strokes and the joining of consonants. That is consonants are joined without lifting the pen. Begin the second where the first ends and write the stroke in its proper direction as shown in the lesson plan for basic method (Appendix VI). The students were taught the consonant and their signs in shorthand for the basic method of teaching shorthand and for functional method of teaching shorthand. The students were also taught how to read exercises written in shorthand outlines (Appendix VII).

For the second week, (two hours) the students were taught 2nd group of consonants. These are ef, vee, *ith*, thee, ess, zee, ish, and zhee and short forms. These are curves and they are written downward and short forms are words that are frequently used in sentences and passages (appendix (II)) for the basic method of teaching shorthand. For the functional method of teaching the students were taught how to read exercise 1 and exercise II (appendix (IV) while the students in control group were lectured.

The third week, which is the last contact, the first 1 hour, was spent to revise what have been treated so far in both basic and functional methods of teaching. Finally, the last I hour was spent in administering the post-test to the groups, basic, functional and lecture methods of teaching shorthand. The Shorthand Achievement Test (SAT) was marked using the marking scheme (appendix V). The results were analyzed accordingly.

3.6 Procedure for Data Analysis

The data collected in the study were subjected to different statistical tests. Frequency count and percentage were used to analyze the demographic variables of the respondents. The research questions were analyzed using descriptive mean and standard deviation while the null hypotheses were analyzed and tested using t-test and Pearson Product Moment Correlation (PPMC) respectively. These according to Adebayo (2006), Flom (2010) and Ibrahim (2013) can be used to compare two independent treatments. All null hypotheses were tested at 0.05% level of significance.

Decision Rule: In answering the research questions more effective and less effective were used. A weighted mean score of 24.0 and above were considered as more effective method of teaching and mean score below 24.0 were considered less effective. The rejection or acceptance of the hypothesis was based on r-critical (table value) and r-calculated, when r-critical value is greater than r-calculated value at 0.05 level of significance the hypothesis was considered accepted and when r-critical value is less than or equal to r-calculated value at 0.05 level of significance, the hypothesis was considered rejected (Olayiwola 2007

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presented the results of the findings under the following order;

4.1 Analysis of Demographic Variable of Respondents

4.2 Answers of Research Questions

4.3 Tests of null Hypotheses

4.4 Summary of Major Findings

4.5 Discussions of Major Findings

4.1 Analysis of Demographic Variable of Respondents

A total of fifty-five (55) male students and thirty-one (31) female students in NCE I 2014/2015 session who offered shorthand as a core course of study in business education department Federal College of Education Kano, Nigeria participated fully in the study. The only demographic variable of the respondents analyzed in the study was gender which is shown in table 3

Table 3: Classification of Respondents by Gender

Gender	**Frequency**	**Percentage (5)**
Male	55	63.95
Female	31	36.05
Total	**86**	**100.00**

Source: Field Survey 2015

Table 3 showed that the higher percentage of the respondents in NCE I Federal College of Education Kano, Nigeria were male students with 63.95 percent while female students had 36.05 percent of the sample size.

4.2 Answers to Research Questions

Responses used to answer the questions of this study were analyzed in Tables 4– 8.

Research Question One: What is the effect of basic method on performance of students in shorthand in Federal College of Education, Kano?

Tests results were used to answer this question and the summary is presented in Table 4.

Table 4: Effect of basic method (experiment group) and lecture method (control group) on performance of students in shorthand in Federal College of Education Kano.

Method	**Mean(x)**	**StD**	**Decision**
Experiment group (basic)	26.18	1.16	experiment group performed better
Control group (lecture)	20.07	2.98	

Source: Field Survey 2015

Table 4 indicated that the mean value of the experimental group was greater than the mean value of the control group with 6.11 in Federal College of Education Kano, Nigeria.

Research Question Two: What is the effect of functional method on performance of students in shorthand in Federal College of Education, Kano?

Test scores results were used to answer this question and the summary of the scores is presented in table 5

Table 5: Effect of functional method (experiment group) and lecture method (control group) on performance of students in shorthand in Federal College of Education Kano.

Method	**Mean(x)**	**StD**	**Decision**
Experiment (functional)	24.41	0.93	reading method is more effective
Control (lecture)	20.07	2.98	

Source: Field Survey 2015

Table 5 revealed that the mean value of students taught shorthand using functional method was 24.41 and those taught using lecture method mean value was 20.07 in Federal College of Education Kano, Nigeria. Thus the, reading method of teaching is considered effective.

Research Question Three: What is the difference between the performances of students taught shorthand using basic (manual) and those taught using functional (reading) method of teaching in Federal College of Education, Kano?

Test scores were used to answer this question and the summary of the scores is presented in Table 6

Table 6: Differences between the performances of students taught shorthand using basic (writing) and those taught using functional (reading) method of teaching in Federal College of Education, Kano

Method	**Mean(x)**	**StD**	**Decision**
Basic (manual)	26.18	1.16	Basic method better than functional method
Functional (reading)	24.41		

Source: Field Survey 2015

Table 6 showed that the mean value of students taught shorthand using basic (manual) method was better than those taught using functional (reading) method.

Research Question Four: What is the difference between the performance of male students taught shorthand using basic (manual) method and those taught using functional (reading) teaching method in Federal College of Education Kano?

To respond to the question, test results were used and the scores were summarized as presented in Table 7

Table 7 Differences between the performance of male students taught Shorthand using basic method and those taught using functional method in Federal College of Education Kano

Method	**Mean(x)**	**StD**	**Decision**
Male students (basic)	26.33	0.93	male students basic performed
Male students (functional)	25.65	1.30	better than male functional

Source: Field Survey 2015

Table 7 indicated that the mean value of male students taught shorthand using basic method was 26.33 while those taught using functional method was 25.65 in Federal College of Education Kano, Nigeria.

Research Question Five: What is the difference between the performance of female students taught shorthand using basic (manual) method and those taught using functional (reading) teaching method in Federal College of Education Kano?

To respond to the question, test results were used and the scores were summarized as presented in Table 8

Table 8 Differences between the performance of female students taught Shorthand using basic method and those taught using functional method in Federal College of Education, Kano

Method	Mean (x)	StD	Decision
Female students			
Female students (functional)	5.08	1.16	Better than female functional

Source: Field Survey 2015

Table 8 indicated that the mean value of female students taught shorthand using basic method was 25.91 while those taught using functional method was 25.08 in Federal College of Education Kano, Nigeria.

4.3 Testing of Null Hypotheses

All the null hypotheses formulated were tested in the study, in order to determine the possible difference between the performances of students taught shorthand using basic and functional methods of teaching,. The null hypotheses tested were as follows

Data collected to answer null hypothesis one were summarized in Tables 9-13

Research Hypothesis One: Basic method has no significance effect on the performance of students in shorthand in Federal College of Education, Kano.

Data collected to answer null hypothesis one were summarized in Table 9

Table 9 Basic method has no significance effect on the performance of s students in shorthand in Federal College of Education, Kano

Method	**X**	**SD**	**r-crit**	**r-cal**	**P Value**
Basic	26.18	1.16	.273	0.372	0.05
Lecture	20.07	2.98			

Source: Field Survey 2015

Table 9 revealed that the calculated table value is .372 while the table critical value is .2731. This means that the calculated value is greater than the table critical value. Thus the hypothesis that says there is no significant effect in the performances of students taught shorthand using basic method and those taught using lecture method in Federal College Education Kano, Nigeria is rejected.

Research Hypothesis Two: Functional method has no significance effect on the performance of students in shorthand in Federal College of Education, Kano.

Data collected to analyze null hypothesis two were summarized in Table 10

Table 10 Functional method has no significance effect on the performance of students in shorthand in Federal College of Education, Kano.

Method	**X**	**SD**	**r-crit**	**r-cal**	**P value**
Functional	25.65	0..98	.273	.289	0.05
Lecture	20.07	2.98			

Source: Field Survey 2015

Table 10 showed that there was a significant effect in the performances of students taught shorthand using functional method based on the calculated value of 0.289 against critical value of 0.273 of those taught shorthand using lecture method in Federal College of Education Kano, Nigeria. Thus the hypothesis is also rejected.

Research Hypothesis Three: Basic method and functional method of teaching shorthand have no significant difference in the performance of students in Federal College of Education Kano.

Data collected to analyze null hypothesis three were summarized in Table 4.9

Table 11 Basic method and functional method of teaching shorthand have no significant difference in the performance of students in shorthand in Federal College of /Education, Kano

Method	**X**	**SD**	**t-crit**	**t-cal**	**P value**
Basic method	26.18	1.16	2.021	2.70	0.05
Functional method	24.41	1.05			

Source: Field Survey 2015

The outcome in Table 11 showed that there is a difference in the performances of students taught shorthand using basic method and those taught Pitman shorthand using functional method in Federal College of Education Kano, Nigeria,. The hypothesis is therefore rejected.

Research Hypothesis Four: Performance of male students taught shorthand using basic method has no significant difference with those taught shorthand using functional in Federal College of Education, Kano.

To test the null hypothesis four, the data collected were analyzed and summarized in Table 12

Table 12: Performance of male students taught shorthand using basic method has no significant difference in the performance of those taught using functional method in Federal College of Education, Kano

Method	**X**	**SD**	**t-crit**	**t-cal**	**P value**
Basic method (male)	26..33	0.93	2.080	2.042	0.05
Functional method (male)	25.65	1.30			

Source: Field Survey 2015

Table 12 showed that there is no significant difference between the performances of male students taught shorthand using functional method and male students taught using functional method in Federal College of Education Kano, Nigeria. Thus the hypothesis that said there is no difference between the performances of students' scores is accepted.

Research Hypothesis Five: Performances of female students taught shorthand using basic method has no significant difference in the performance of those taught using functional method in Federal College of Education Kano.

To test null hypothesis five, the data collected were analyzed and summarized in Table 13

Table 13 Performances of female students taught shorthand using basic method has no significant difference in the performance of those taught using functional method in Federal College of Education, Kano

Method	**X**	**SD**	**t-crit**	**t-cal**	**P value**
Female (Basic)	25.91	0.83	2.080	1.97	0.05
Female(Functional)	25.08	1.16			

Source: Field Survey 2015

Table 13 revealed that the calculated table value of 1.97 is less than the table critical value of 2.080 thus the hypothesis that said there is no significant difference between the performances of female students taught Pitman shorthand using writing method and female students taught using reading method in Federal College Education Kano, Nigeria is also accepted.

4.4 Discussion of Major Findings

The finding of research question one and null hypothesis one in Tables 4 and 9 revealed statistically (26.18, 0.372) that the students taught shorthand using basic (manual) method performed better than those students taught Pitman Shorthand using lecture (conventional) method. The findings are in line with that of (Everard 1985)) who opined that the `drilling, and practice of shorthand outlines enable the students to be conversant with shorthand dictation and recognition of outlines for transcription into longhand.

The finding of research question two and null hypothesis two in Tables 5 and 10 analysis of test showed statistically (24.41, 0.289) that students taught shorthand using functional (reading) method performed better than those taught using lecture (conventional) method. This revealed that the results of the research question two and null hypothesis two meant that the difference between the scores of students taught using

reading method and those taught using conventional method is significantly different. This finding also agrees with the findings of Abimbola (2010), who is of the opinion that introducing the reading of shorthand to students before writing down has some impact on the students' performance.

The finding of research question three in Tables 6 and 11 null hypothesis three analysis of test respectively indicated statistically (26.18, 2.700) that students taught shorthand using basic (manual) method performed better than those taught using functional (reading) method of teaching Pitman shorthand. This finding goes in line with the finding of Merriam (2009) that teaching method that involves students recalling what they have learnt in writing more goes a long way in improving their performance. In the same vein, finding of research question four in Tables 7 and 12 null hypothesis four analysis of test revealed statistically (26.33, and 2.04 respectively) that the differences between the scores of male students taught with basic method and those taught with functional method of teaching shorthand is not significantly different. This finding has similarity with the of Alavi and Hoseini opinion of (2009) who are of view that gender had no effect on students' academic performance.

The findings of research question five and null hypothesis five respectively in Tables 8 and 13 revealed statistically (25.91, 1.97) that differences did not exist in the performance of female students taught shorthand using basic method and those taught shorthand using functional method in Federal College of Education Kano. This finding is in-line with the findings of Katherine in McGivern (1999), insignificant difference is noticed when students of same gender are tested in a subject under difference instruction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study was a quasi-experimental design; it was conducted to ascertain the effects of basic (manual) and functional (reading) teaching methods on students' performances in shorthand in Federal College of Education, Kano, Nigeria. Five specific objectives and five research questions were raised. In line with the objectives and research questions above, five null hypotheses were formulated and tested at an alpha value of 0.05 level of significant. Literature related to the study was reviewed. Data were collected from eighty-six (86) NCE I business education students from Federal College of Education, Kano.. Descriptive mean and standard deviation were used to answer the research questions and Pearson Product Moment of Correlation (PPMC) and T-test were used to test the null hypotheses.

The five research questions were answered and this showed that basic and functional methods of teaching Pitman shorthand had effect on the performance of Business Education students in Federal College of Education Kano, Nigeria. Of the five null hypotheses formulated, hypothesis one, two, and three were rejected because r-calculated value was greater than r-critical value at.398 degree of freedom and $p<0.05$ while four and five was retained because r-calculated value was less than the r-critical value at .398 degree of freedom and $p<0.05$. The result revealed that writing and reading methods of teaching Pitman shorthand had significant effect on students' performances in Federal College of Education, Kano, Nigeria

5.2 Contribution to Knowledge

The study established that:

1. Basic method of teaching had significant effect on students' performances in Pitman shorthand in Federal College of Education, Kano, Nigeria with calculated value of .372 against critical value of .273. Also, the result of research question one gave a mean value of 26.18 for experimental group against 20.07 for control group.
2. Functional method of teaching had significant effect on teaching students' than lecture method in Federal College of Education, Kano, Nigeria with calculated value of .289 against critical value of .273. Also, the result of research question one gave a mean value of 24.41 for experimental group against 20.07 for control group.
3. Basic method of teaching had significant difference in teaching students' than functional method in Federal College of Education, Kano, Nigeria with calculated value of .2.700 against critical value of 2.021 Also, the result of research question one gave a mean value of 26.18 for experimental group against 24.41 for control group.
4. Male and female students taught in basic method performed better in Federal College of Education, Kano, Nigeria with calculated value of 2.04 against critical value of 2.080. Also, the result of research question one gave a mean value of 26.33 for experimental group against 25.65 for control group.

   Female and male students taught in functional method performed good in Federal
5. College of Education, Kano, Nigeria with calculated value of 1.97 against critical value of 2.08. Also, the result of research question one gave a mean value of 25.91 for experimental group against 25.08 for control group.

5.3 Conclusion

Based on the findings, the study revealed that students perform better in shorthand classroom works, tests and examinations when they were taught in basic method of teaching shorthand which involves drilling of words and exercises in shorthand outlines. On the other hand, students performed better in functional method of teaching shorthand than other who were tutored in lecture method in Federal College of Education, Kano. Therefore, basic and functional methods of teaching Pitman shorthand complement each other The study also concluded that students' gender had little or no effect on their performances in shorthand in Federal College of Education Kano, Nigeria.

5.4 Recommendations

Based on the findings and conclusion drawn, the researcher recommends the followings;

1. Basic method of teaching should be adopted by shorthand teachers to teach Shorthand.
2. Reading (Functional) method of teaching should be adopted by shorthand teachers to teach Shorthand in the absence of basic method of teaching shorthand.
3. The two methods of teaching Shorthand (basic and functional) should be incorporated together to teach Shorthand in order to enhance better understanding and performance in shorthand.

5.5 Suggestion for Further Studies

A study of this nature cannot cover every area; hence, there is the need for further study. Based on this, the researcher suggests that further research can be conducted as follows:

1. Effect of laboratory and demonstration teaching methods on students' performance in either shorthand or typewriting in other higher institutions of learning Ahmadu Bello University Zaria.
2. Influence of basic and demonstration teaching methods of teaching on students' performances in any business education courses in some selected schools in Kano State.

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APPENDIX I

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

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

Your Ref: _____

Our Ref: _____ *Date:* _____

M.ED/EDUC/6250/2011-12 23rd May, 2014

LETTER OF IDENTIFICATION
FALILAT AJOKE IDOWU – M.ED/EDUC/6250/2011/2012

This is to certify that the above mentioned name is a Postgraduate Student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: *Effects of Functional and Basic Methods of Teaching and Academic Performance of Business Education Students in Shorthand in Federal College of Education, Kano, Nigeria.*

Please, kindly give her every assistance she may require.

DEPT. OF VOC. & TECH. EDUCATION

Prof. A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX II

SHORTHAND ACHIEVEMENT TEST (SAT) I

PRE-TEST

Reg. No. ……. Gender ……..

Age:……. Course/Code……..

Date ……

Instruction: Answer all the questions

Time allowed: 30 minutes

1. Pitman's shorthand New course was published in ……..

   (a) 1937 (b) 1838 (c) 1957 (d) 1837

2. ……. is the first name of the writer of New course shorthand

   (a) Isaac (b) Paul (c) John (d) Thomas

3. Shorthand is the …… of representing spoken sounds by written signs/symbols

   (a) act (b) action (c) art (d) action

4. There are ….. consonants and …. vowels in shorthand

   (a) 20 and 10 (b) 13 and 6 (c) 24 and 12 (d) 15 and 5

5. The first group of consonants is written ……

   (a) Upward (b) forward (c) downward (d) backward

6. Long vowel a is represented by

   (a) Light dot (b) heavy dash (c) light dash (d) heavy dot

7. Second place consonants are written …….

   (a) Above the line (b) through the line (c) under the line (d) on the line

8. The first group of consonant is …..

   (a) 10 in No. (b) 6 in No. (c) 2 in No. d) 8 in No.

9. Consonants are joined in shorthand by ……

(a) Lifting the pen (b) not lifting the pen

(c) carrying the pen (d) holding he pen

10 Diphthongs signs in shorthand are ……..

(a) 4 (b) 6 (c) 10 (d) 12

Q 2: Answer true or false to the following;

1. Pee is a heavy sound in shorthand
2. Tee and Dee are written the same way
3. When we join consonants, the pen is lifted up
4. Dash (-) is a short form used to represent 'the'
5. Phrasing is a slow form of writing shorthand words
6. The second group of consonants are eight in number
7. K and G are written forward
8. F and V are curves consonants
9. There are three (3) forms for H

10 . g and ng are light stroke

Q3: Write any five short forms you know

1. _____
2. _____
3. _____
4. _____
5. _____

Q4: Write the following phrases in shorthand outlines

1. It will _____
2. Which will _____
3. On the _____
4. Be the _____

APPENDIX III

MARKING SCHEME FOR PRE-TEST

QI: OBJECTIVES

1. 1837 (D)
2. ISAAC (A)
3. ART (C)
4. 24 AND 12 (C)
5. DOWNWARD (C)
6. HEAVY DOT (D)
7. ON THE LINE (D)
8. (B)
9. NOT LIFTING THE PEN (B)
10. 4 (A) (1 x 10 = 10 MARKS)

Q2: TRUE OR FALSE

1. TRUE
2. TRUE
3. FALSE
4. FALSE
5. FALSE
6. TRUE
7. TRUE
8. TRUE
9. FALSE
10. FALSE (1 x 10 = 10 MARKS)

Q3: SHORT FORMS

1. _____
2. _____
3. _____
4. _____
5. _____ (2 x 5 = 10 MARKS)

Q4: PHRASES (10 marks)

1. IT WILL _____
2. WHICH WILL _____
3. ON THE _____
4. BE THE _____

APPENDIX IV

SHORTHAND ACHIEVEMENT TEST II

POST-TEST

Reg. No. ……. Course/Code …….

Gender …….. Age :……..

Date ……

Instruction: Answer all the questions in part A and part B.

Time allowed: 1 hour

Question One: Answer Either True or False (15 Marks)

1. The strokes m and n halved and thickened to indicate a following d
2. Marks are used to represent spoken sounds in shorthand
3. All second place vowel or diphthong strokes and curves are written on the line
4. But-the is a short-form
5. Triphone is small tick added to a diphthong sign
6. The second group of consonant are ten in number
7. We have 24 consonants and 15 vowels in Pitman shorthand
8. Alphabet x in English is used to indicate full-stop in shorthand
9. Consonants are joined in shorthand by lifting the pen.
10. When H is the only consonant stroke, or is followed by k and g, use the downward form

Question Two: With neat and correct shorthand outlines write the following words (15 marks)

1. Paid _____
2. Name _____
3. Show _____
4. Shape _____
5. Faith _____
6. Bought _____
7. Vote _____
8. Take _____
9. Cake _____
10. Babe _____

Question three: Write the following phrases correctly in shorthand outlines (15 marks)

1. I- am-going _____ _____
2. Which-will- be _____
3. It –is- necessary _____
4. As- soon- as- possible _____
5. You- will- note -that _____
6. We -shall- be _____
7. We –are- sorry _____
8. They-will-have _____
9. It-will-have _____
10. Which will be _____

Question four: Write any ten short -forms you know in shorthand outlines

(15 Marks)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX V

ANSWERS/MARKING SCHEME

Q1.

1. False
2. False
3. True
4. False
5. True
6. False
7. False
8. True
9. False
10. True

Q2

1. Paid _____
2. Name _____
3. Show _____
4. Shape _____
5. Faith _____
6. Bought _____
7. Vote _____
8. Take _____
9. Cake _____
10. Babe _____

Q.3

1.	I- am-going	_____
2.	Which-will- be	_____
3.	It –is- necessary	_____
4.	As- soon- as- possible	_____
5.	You- will- note -that	_____
6.	We -shall- be	_____
7.	We –are- sorry	_____
8.	They-will-have	_____
9.	It-will-have	_____
10.	Which will be	_____

Q.4

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total (15+ 15 + 15 + 15=60)

APPENDIX VI

LESSON PLAN I FOR BASIC (MANUAL) METHOD OF TEACHING

Course:	BES 116 (Shorthand I)
Level:	NCE 1
Topic:	1st group of consonants and joining of consonants
Time:	I hour
Instruction Material:	Class notebook, pen, Pitman Shorthand, chalkboard and marker
Behavioral Objective:	At the end of the lesson, the students should be able to define the term shorthand and write down the first six consonants words in shorthand outlines.
Previous Knowledge:	The student have already learnt that there are 24 consonants, 12 vowels and 4 diphthongs in shorthand
Introduction:	The students are introduced to the lesson of the day by the teacher by writing on the topic on the chalkboard
Presentation:	The lesson will be presented in the following steps;
Step I	The teacher defines and writes the meaning of shorthand on the chalkboard as shorthand is the art of representing spoken words by written signs
Step II	The teacher explained to the students the 1st group of consonants are P, B, T, D, CH, and J are as written on the chalkboard

Step III	The students are asked to bring out their notebook used in the classroom so that they can copy the consonants as written on the chalkboard, P ___ B____ T____ D __ CH ___ and J_____ . The teacher also teaches them how to pronounce them as well that is pee, bee, tee, dee, chay and jay
Step IV	The teacher explains to the students that 1st group of consonant are written downward and that they are in pair, PB, TD, CHJ. The teacher also explains that P T CH are light straight strokes written on the line while B D J are heavy straight stroke written on the line.
Step V	The teacher also demonstrates that consonants are joined together without lifting the pen, PT ___, BD ____CHJ ____
Evaluation:	The students are evaluated by the teacher by asking them to come out and write the following on the chalkboard P, B T D CH and J, PJ, BT, DCH, BD CHP
Conclusion:	The teacher concludes the lesson of the day by allowing the students to ask questions on the topic of the day.
Assignment:	The teacher gives the following assignment to the students, drill P 2 lines, B 2 lines, T 2 lines, D 2 lines, Ch 2 lines, J 2 lines, BT 2 lines, DP 2 lines; CH 2 lines each respectively in the assignment notebook

LESSON PLAN II FOR BASIC METHOD OF TEACHING

Course:	BES 116 (Shorthand I)
Level:	NCE 1
Topic:	2nd group of consonants and short forms
Time:	I hour
Instruction Material:	Class notebook, pen, Pitman Shorthand, chalkboard and marker
Behavioral/Objective:	At the end of the lesson, the students should be able to
i.	identify and write the 2nd group of consonants
ii.	write five words in shorthand outlines
Previous/Knowledge:	The students have already learnt the 1st group of consonants and how to join consonants without lifting the pen.
Introduction:	The lesson of the day will be introduced by asking the students to come out and write the following words in shorthand outlines by the teacher paid _____ , debt _____ but _____ date _____ and the _____ on the chalkboard
Presentation:	The lesson will be presented in the following steps;
Step I	The teacher writes on the chalkboard the 2nd group of consonants ; F, V, th, TH, S, Z, Sh and Zh and teaches the students how to pronounce them as well that is ef, vee, ish, thee, ess, zee ish and zhee.

Step II	The students learn that the consonants are curves written downward. Consonant are written downward and they are in four pair and that consonants F, TH, S and Sh are light curves while V, TH, Z and Zh heavy curves
Step III	The students also learns that short forms in shorthand are words that are frequently used in sentences and passages e.g. be, the, to, but etc
Step IV	The teacher further explains to the students that vowels are represented by dots and dashes written alongside the consonants strokes.
Evaluation:	The students are evaluated by the teacher by asking them to come out and write the following words in shorthand outlines on the chalkboard they, say fade,
Conclusion:	The lesson of the day was concluded by allowing the students to ask questions on the topic treated.
Assignment:	The teacher gives the students take home assignment referring them to drill certain words in the Pitman New Course textbook in their assignment notebook.

APPENDIX VII

LESSON PLAN I FOR READING (FUNCTIONAL) METHOD OF TEACHING

Course:	BES 116 (Shorthand 1)
Level:	NCE 1
Topic:	Exercise I in the New Course
Time:	I hour
Instruction Material:	Class notebook, pen, Pitman Shorthand, chalkboard and marker
Behavioral/Objective:	At the end of the lesson, the students should be able read shorthand outlines from their textbook
Previous/Knowledge:	The student have already learnt that there are 24 consonants, 12 vowels and 4 diphthongs in shorthand
Introduction:	The teacher introduces the lesson of the day by writing the topic on the chalkboard.
Presentation:	The lesson will be presented in the following steps;
Step I	The teacher writes on the chalkboard exercise I and asks the students to open to page 1 of their textbook
Step II	The students were asked to read after the teacher
Step III	The students were asked to pronounce the words in the exercise correctly and read once more.
Evaluation:	The students are evaluated by the teacher by asking one of the students to come out and read exercise 1.

Conclusion:	The teacher concludes the lesson of the day by allowing the students to read the exercise one after the other until they become familiar with the passage.
Assignment:	The teacher gives the students take home assignment referring them to drill certain words in the Pitman New Course textbook in their assignment notebook.

LESSON PLAN II FOR READING (FUNCTIONAL) METHOD OF TEACHING

Course:	BES 116 (Shorthand I)
Level:	NCE 1
Topic:	Exercise 2 in the New Course
Time:	I hour
Instruction Material:	Class notebook, pen, Pitman Shorthand, chalkboard and marker
Behavioral/Objective:	At the end of the lesson, the students should be able to read shorthand outlines from the textbook.
Previous/Knowledge:	The students have already learnt the reading of exercise 1.
Introduction:	The teacher introduces the lesson of the day by writing the topic on the chalkboard.
Presentation:	The lesson will be presented in the following steps;
Step I	The teacher writes on the chalkboard exercise 2 and asks the students to open to page 5 of their textbook.
Step II	The unfamiliar words on the chalkboard will be read by the teacher and she will drill them together with the students.
Step III	The teacher asks the students to pronounce the words in the exercise correctly and she reads once more for the students.
Evaluation:	The students are evaluated by the teacher by asking one of the students to come out and read exercise 2.

Conclusion:	The lesson of the day will be concluded by allowing the students to read the exercise one after the other until they become familiar with the passage.
Assignment:	The teacher gives the students take home assignment by asking them to practice reading exercise 3 fluently.

APPENDIX VIII

Past Shorthand Examination Results

Table 1.1

Year	Level	Examination	Pass rate percentage
2004	NCE I	Shorthand	40
2005	NCE I	"	39
2006	NCE I	"	39
2007	"	"	40
2008	"	"	40
2009	"	"	40
2010	"	"	39
2011	"	"	40
2012	"	"	39
2013	"	"	38
2014	"	"	39

Source: Examinations office, FCE, Kano 2014

APPENDIX IX

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.