STRATEGIES FOR IMPROVING THE TEACHING OF SHORTHAND IN SECONDARY SCHOOLS IN IMO STATE

By

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1986

DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks and the sources of information are specifically acknowledged by means of references.

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This thesis entitled: *STRATEGIES FOR IMPROVING THE TEACHING OF SHORTHAND IN SECONDARY SCHOOLS IN IMO STATE* submitted by IBEZIMAKO UDUMA, meets the regulations governing the award of the degree of Master in Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to

my wife Edith Utarinma Uduma and

my children

Ikechukwu Uduma

Chimezie Uma

Chukwuma Oke

and

Kalu

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Any shortcomings and errors in this research report are entirely the researcher's responsibility.

A B S T R A C T

The aim of the study was to identify professional tasks required by business teachers and to develop strategies for improving the teaching of shorthand in secondary schools. This was based upon adapting workable and successful practices as recommended by business teacher educators and carried out by business teachers in the secondary schools. An extensive review of related literature was carried out for the purpose of developing a comparative evaluation model by experts with current practices.

The data for the study collected through the questionnaire was sent to:

(a) Twelve business teacher educators in two Nigerian Universities and one College of Education offering business teacher education programmes.

(b) One hundred and seventeen business teachers in forty-four secondary schools in Imo State where shorthand is taught.

There was an indication that eight categories of professional tasks and twenty simpler professional tasks are rated as important and therefore need to be incorporated into the business teacher education programmes. The study also showed that twenty-nine

shorthand Instructional strategies are acceptable by the business teacher educators while twenty-four strategies are acceptable by the business teachers.

Other findings from the study reveal that:

1. The business teacher educators, who were regarded as research consultants, rated the professional tasks and the shorthand instructional strategies higher than the business teachers. This was seen as ratings in ideal situations from the expert's point of view.

2. There is need for seminars, workshops, or conferences to be organised for business teachers in the secondary schools from time to time. The Universities, Colleges of Education, Ministries of Education. and Associations like the Nigerian Association of Business Educators, can play very important roles in organising such seminars or conferences.

3. Areas to be included in such seminars, or workshops, or conferences are:

(a) Professional role and development of the business teacher;

(b) Instructional planning, execution and evaluation in the area of shorthand;

(c) Curriculum planning, development and execution,,

4. Areas in which trends in the teaching of shorthand lie are:

(a) Writing skills

(b) Transcription

(c) Speed development

(d) Reading skills

5. Majority of the respondents believe that shorthand instruction should be introduced in Class III in the secondary schools system.

The study concluded WITH RECOMMENDATIONS which includes

1. Business teachers should be prepared to be both technically and professionally competent through competency based teacher education

2. Well-equipped workshops and laboratories for business subjects should be provided in the schools offering skill businesc subjects.

3. Since continuous assessment forms part of thee conditions for certification at both pre-vocational and vocational levels, evaluation should not be based on a single examination to determine success or failure of a student.

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ABBREVIATIONS, DEFINITIONS AND SYMBOLS

Competence:

This is used to represent a person's behaviour of a desired type and quality which may readily be observed (Sundstrom, 1975).

Business Teachers (BT):

This is used to denote those category of teachers of business subjects teaching at the secondary school level.

Business Teacher Educators (BTE):

The category of business teachers who are teacher trainers at the tertiary level of education.

χ^2 = Chi-square

CHAPTER 1

INTRODUCTION

1.1 Background

Educational planners in Nigeria have accepted the fact that education in this country is no more a private enterprise, but a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and full active participation (Eteng 1981).

The recent move by the government of the Federal Republic of Nigeria towards the implementation of the new National Policy on Education signifies the country's adoption of education as one of the instruments for excellence in effecting and promoting national development. In this context, the content and mode of teacher education in the various fields of study need to be evaluated. To maintain the required high standards in our secondary schools, there is a need for qualified and dedicated teachers to bring to fruition the efforts of the Federal Government.

The trend in the teaching of the basic business skill subjects in Nigerian secondary schools and the philosophy underlying this trend have no doubt affected the extent and nature of business education offerings. In the new National Policy on Education, the philosophy underlying the development of the secondary school curriculum is that the 3-3 secondary school system should provide students with exploratory experiences, giving them opportunities to examine their many interests, and possible fields of future endeavours.

The National Policy on Education (1981) on this fact states:

> The implementation of the 3-year senior secondary school system will mean planning ahead to convert secondary schools from a 5 to 6-year course, and the inclusion of technical, commercial and other vocational courses in order to make senior secondary schools leavers immediately employable.

That senior secondary school graduates should be immediately employable, is based on the assumption that they have been armed to some extent with a saleable skill. This idea of employability had previously been lacking, particularly with students in the business education programmes of the former comprehensive secondary schools. The reason for this cannot be far fetched. Aina (1979) notes that currently the secondary school business and office education programmes do not reflect a philosophical base. He observed that "a business and office education philosophy needs to be established at this level, and re-examined as changes occur in clientele, in social conditions, in government, and in the business world."

This lack of a philosophical base in the business programmes could be said to have led to the unemployment of many secondary school business education graduates. Unemployment, is one of the most persistent problems of many countries of the world. According to Olaitan (1981), successive governments in many countries have directed their efforts towards reducing or "curbing" unemployment.

While unemployment is attributable to many factors, (Agusiobo 1973) a direct relationship exists between the number of school drop-outs and unemployment. A good percentage of the expected new workers, particularly those from the secondary schools fail to complete the course of instruction basic to entering the occupations through no fault of theirs. The failure is, therefore, the effect of the inadequacy of the school curriculum in meeting

the required needs and the methodology employed in imparting the required knowledge and skills.

Apart from the inadequacy of the school curriculum and the methodology employed, there is an acute shortage of the needed professionally qualified or competent business education teachers to man the business education programmes in many Nigerian secondary schools. In this connection, Aina and Beecroft (1982) agree, noting, with great emphasis, that "it is important to state what has now become the truth that unless teachers become available in adequate numbers, accelerated programmes and anticipated enrolment increases will remain unattainable." This scarcity of qualified instructors, Aina et al further comment, is identified as the single most important constraint hindering the development of technical education in Nigeria. As a result of this, semi-technically but non-professionally incompetent teachers are made to teach courses in this programme in the secondary schools. The outcome is the mass production of incompetent secondary school graduates of business education.

Society has frowned at the incompetency of the secondary school graduates in business education who now seek jobs in Nigerian business establishments. Both the teachers and students have been seriously criticised for their inability to meet societal needs.

Teachers, as the case may be, have often been described as the most important part of the school system. The teacher's role is very essential in shaping the life of his student because what he says, does, and practices may have a lasting influence on his student. Many students have dropped out of the business education programme in the secondary schools possibly because of some inadequacies of the teacher. There is no doubt that textbooks and

other facilities are very important in the school system. In addition to this the teacher's personal interests, his background knowledge and his ability to teach well, may encourage his students to remain in a subject and progress in it.

— The attrition of qualified teachers or their transfers to areas that are well supplied with teachers may create the critical problem of filling those vacancies in the schools where students had enrolled in business subjects particularly in shorthand. Hence, if we wish to solve the problems of the students, there is the need to identify first, the importance of the professional tasks performed by the teacher. These professional tasks are the factors that will be needed to improve teacher effectiveness in instruction. It would also be necessary to identify the competencies needed by the business teacher in performing the professional tasks. The identification of these will help the researcher advance strategies for improving the teaching of skill business subjects with particular reference to shorthand.

— Students need to be trained in the realities of the business world beyond the formal classroom. The link between the classroom and the business office is necessary to give those who will enter the world of work the meaningful and useful experience they will need to shape their careers. Utilizing community resources will provide students with the proper perspective they need to become integrated into the daily activities of the business. —→

There is no doubt, that much is happening in all areas of education today, and the teaching of shorthand is probably facing one of its most challenging periods. Accordingly (De Young 1972) because of the need for educating more and better secretaries,

business educators are constantly looking for ways to improve teaching competencies in the secretarial subjects.

Apart from knowing the status of shorthand in our secondary schools there is need for suggesting actual instructional techniques to the shorthand teacher. Little attention has been paid to shorthand methodological research, and those studies that have been conducted have made oversights related to this particular area. According to McLean (1978),

> ... many of the studies have focused on variables that have proven to be of "no significance" to the final product. If shorthand is to remain viable in the schools, it is crucial that appropriate methodologies ensuring success be identified soon.

Although teaching methodology recommended in current shorthand teaching manuals appears to be identical with the teaching methodology which was recommended in the 1930's, an increasing amount of research appears to indicate that serious consideration should be given to new thinking in shorthand and transcription. During the past decade, some shorthand studies have investigated teaching problems and procedures, the relationship between knowledge of shorthand principles and achievement in shorthand dictation, methods of achieving high levels of dictation, the difficulty of shorthand materials, and the factors that contribute to success in shorthand transcription. In order to accomplish the ultimate goal of shorthand instruction - the mailable transcript - the shorthand student must master the shorthand principles taught.

There is no gainsaying that the education of secondary school students will be better in a school characterised by a permanent group of professionally well qualified career teachers than in a

school staffed by semi-technically but non-professionally competent teachers.

1.2 Research Problem:

Few candidates from the secondary schools enrol for shorthand at the Royal Society of Arts (RSA) now known as the West African Examinations Council (WAEC) Commercial examinations (Uduma 1977). Apart from the low enrolment, there is usually a high rate of failure recorded in it. This fact was confirmed by Olorunmaiye (1982) in his research on "Prediction of Performances on the West African School Certificate Commercial Examinations in Kaduna State." In one of his concluding paragraphs, he said that:

> The percentage of passes in the various subjects were generally low, which were as follows: zero (0) per cent in shorthand; 5.5 per cent in typewriting; 1.9 per cent in business methods; 54.4 per cent in Commerce; and 31.1 per cent in bookkeeping. The high failure rate may be due to other variables not identified in this study as in Shorthand, or because the examinations are too difficult, since other subjects recorded similarly high failure rates.

The high failure rate in shorthand that is normally recorded at the WAEC Commercial examinations is a problem and a matter of great concern to educators. This no doubt has led to very few students enrolling for the subject and progressing in it. Uduma, (1977) in his research study, showed that as low as 3.3 per cent of his total population of business studies students used for the study, enrolled for shorthand at the WAEC Commercial examinations for that year. Incidentally, this same percentage hoped to progress in it.

Similarly, out of the 527 student population used by Olorunmaiye (1982) in his research study, only 39 students or 7.4 per cent registered and sat for the shorthand West African School Certificate Examinations. He also showed that there was no systematic significant relationship found between academic, personal, and

environmental variables tested and the students' performance in WASC Shorthand.

This may, according to him, be due to the fact that the Shorthand WASC results for that year was negatively skewed, because all the thirty-nine students that sat for the paper failed. It may mean that the explanation for the students' performance in this subject may have been due to some other factors which he did not take into consideration in his study. He further stated that: "Students' poor performance may be related to the high rate of teacher turnover in this subject"

This very fact seems to be the case in most schools in this country, in addition to "no record of what has been taught" being kept by the out-going teacher.

In addition to the high rate of teacher turnover, Uwabor (1978) attributes the poor job performance of graduates of vocational institutions to, among other things, poor staffing. This, he made known in the Report of Technical College Students, Sapele, when he reported that: "The main reason was poor training which was itself due to poor staffing, lack of equipment ...."
This calls for proper investigation into the quality of business education (shorthand) teachers and their methods of teaching shorthand in the secondary schools. It will also be necessary to ascertain the importance of each of the identified professional tasks and the level of competencies needed by the teacher of shorthand in performing the professional tasks.

This study will identify the level of competencies needed by the business teacher in performing the required professional tasks. From the identification of the competency levels the researcher will be able to advance strategies for improving the teaching of shorthand

in secondary schools. Stated explicitly, the problem of this study is: What are the essential strategies which the business educator teaching shorthand can use to improve competency and effectiveness of instruction in the secondary schools?

1.3 Research Questions:

To identify the levels of importance of the professional tasks and competencies which will help the business educator teaching shorthand in the secondary school to become professionally competent, three major research questions have been put forward:

1. What are the professional pre-service competencies needed by the prospective business educator who wishes to teach shorthand at the secondary school level?
2. What is it the business educator needs to know in order to teach shorthand effectively?
3. What is it the business educator teaching shorthand needs to do in the classroom in order to bring about efficient student learning outcomes?

There is no doubt that some specific teacher competencies are vital to the development of efficient learning outcomes in shorthand. These are based on skill psychology, learning principles and research findings in skill learning in general and shorthand in particular. No attempt will be made in this study to state the competencies in precise behavioural terms; the focus will rather be upon identifying the areas in which the competencies should be.

It is hoped that the answers to the research questions will enable the researcher advance the expected strategies which the business educator can apply in order to improve the teaching of shorthand. These strategies could also be applied in the teaching

of other related skill business subjects in the secondary schools, not only in Imo State alone, but also in all other states in Nigeria.

1.4 Hypotheses:

To determine if significant differences esist among the two groups of respondents on the level of importance of the professional tasks needed by the business teacher and the shorthand instructional strategies, a series of hypotheses have been formulated. These will be tested using the appropriate statistical procedures:

1. There is no significant difference between the perception of the business teacher educators and that of the business teachers in the level of importance for each of the professional tasks by categories.
2. There is no significant difference between the business teacher educators' and the business teachers' perceived level of importance for each of the identified professional tasks required by the shorthand teachers.
3. There is no significant difference between the business teacher educators' and the business teachers' perception as to the application of shorthand instructional strategies in classroom situations.

1.5 Purpose of the Study:

Student enrollment and achievement in shorthand in the West African School Certificate Examination have been steadily declining. The purpose of this study is to take a look at the present conditions of teaching shorthand in secondary schools in Nigeria (with particular reference to Imo State), to see if they have contributed to the declining enrollment and performance. If teaching conditions and the strategies used have in any way contributed to the declining standards, recommendations will be made for an improvement of shorthand instruction in Secondary schools in Nigeria in general.

Shorthand is not a new subject in our secondary schools but it has not so far achieved many positive results. The signs of its failure are prominent. There has not been adequate interest shown in the study of shorthand especially among the secondary school students. Students have come to regard shorthand as a subject for the preparation for less subordinate occupations. There is also the feeling that the subject is meant for the unintelligent and, therefore, students have always associated it with the "never-do-wells" and worse still, they associate it with poverty.

A number of factors have contributed to the failure of shorthand students in the WASC commercial examinations. This failure makes it impossible for them to secure a job with the skill they had acquired.

One of the main factors contributing to this is the lack of needed sufficient skills and knowledge on the part of the teachers of shorthand in our secondary schools. It is asserted that a competent teacher in a business education subject like shorthand would help improve the situation and at the same time be able to help his students to become gainfully employed in the world of work.

Probably, in relation to what Aina (1979) referred to as the lack of a philosophical base, most of the teachers themselves do not know why they are teaching shorthand in the secondary schools. To them, it is only to help the students pass their examinations as the case may be. Little or nothing is done to develop the skill, the understanding, the attitude to work, and study habits needed for success in shorthand. This lack of philosophical base, affects the instructional methods. Some teachers make the teaching of shorthand very uninteresting and boring. This is very unpleasant. Worse still,

the students fail to understand the usefulness of the subject.

One would not wonder then, why the Imo State government recently reacted to the quality of teachers needed in the secondary schools. In the seven o'clock Radio Nigeria network news on Monday morning, 3rd September, 1985, the Imo State government was reported to be seeking ways of implementing the 6-3-3-4 educational system especially with regard to technical and vocational education. To this end, the government said it had embarked on recruiting competent professionally qualified technical, business, and other vocational education teachers./ It would also, the statement added, be monitoring technical and vocational education from time to time in the state and conducting induction courses for teachers as often as possible in order to ensure the full implementation of the 6-3-3-4 educational system in the state.

→ In terms of status and prestige, Onah (1973) states that "business education, unlike other disciplines, has not achieved high status and prestige within the society. Even the students of business education feel shy to be associated with this discipline." It has also been noted that the attitude of our educated men and women towards shorthand also contribute to depress interests of both the teachers and the students in shorthand. Some principals of secondary schools do not seem enthusiastic and interested in the teaching of shorthand.

1.6 Significance of the Study:

The business teacher education programme in Nigeria is designed to provide students with business skills and knowledge. This will enable them, upon graduation, to obtain a job and be professionally competent in helping students develop the skills and knowledge

acquired to secondary school students. Business education teachers need the vocational skills and pedagogy to function productively especially now that the 3-3 secondary school system is being fully implemented in almost all the states in Nigeria.

An evaluation of the existing programme will help to suggest, if necessary, any needed improvement. Generally, the study among other things will:-

a) Provide sources of feedback for the improvement of the shorthand teacher in his instructional methods;

b) Help to determine which business and office education courses are needed by the business teacher to meet his professional tasks;

c) Reveal the specific duties of the business teacher in the secondary school and to what extent he can use the specialised field for which he has been prepared;

d) Stimulate professional activity on the part of the individuals who contributed to this study and who are engaged in business education programmes in Nigeria today; and

e) Serve as a basis for the enlargement, improvement, and updating of the existing programmes of business education programmes in our higher institutions of learning.

1.7 Limitations:

The study will primarily be limited by the:

a) degree of co-operation, question interpretation, and adequate and accurate supply of information by the respondents.

b) inability to determine whether the respondents are aware of the professional tasks and competencies needed by the business teacher who teaches shorthand.

c) inability of the study to determine the validity and reliability of the business teachers competencies on the effective professional task performance.

d) possibility of not including all the professional tasks required by the skill business teacher to make him professionally competent.

1.8 Delimitations:

The study will be delimited to the professional tasks, competencies, and instructional strategies needed by the business teacher in the teaching of shorthand in the secondary schools. Only business teachers in secondary schools offering shorthand in Imo State will be selected as respondents. Also, business teacher educators in the two Nigerian universities offering business (office) education and the College of Education in Imo State will be selected as respondents.

1.9 Assumptions:

In conducting this study, the researcher has no doubt made the following assumptions:

a) Business and office education teachers - Since there is a limited number of qualified business education teachers

(in terms of training at the college of education and/or university levels) in the secondary schools in Imo State, all teachers teaching any business subject are assumed to be business teachers.

b) Business teacher educators at the colleges of education and the universities are assumed to be the best resource persons to identify the professional tasks, competencies, and shorthand instructional strategies a business teacher should possess and apply when teaching the skill business subject in the secondary school.

c) Business teachers are assumed to be in a position to indicate the professional tasks and competencies they acquired while in training and the instructional strategies often used by them in the teaching of skill business subjects.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Good education of its citizens is the pivot upon which the responsibility for the successful operation of any society or nation rests. In the same manner, the responsibility for good education of the citizens in a democratic society (Sherman 1951) rests to a great degree upon the quality of the teachers. To this end, much is expected from the teachers; shorthand teachers are no exceptions.

For some time now, there has been a forceful movement in this country toward the development of student performance objectives. Teachers who have experienced formulating these performance objectives for secretarial classes will perhaps agree that shorthand instruction lends itself to this type of process - for performance is indeed a desired learning outcome of shorthand teaching.

Much recent shorthand research has been conducted in the area of prognosis and materials development; relatively little substantive research has been carried out in teaching methodologies. Instead, the methodologies used today are based more on personal experiences than on research findings, and they are essentially the same as they were in the mid-thirties.

In any teaching/learning situation, the teacher, the student, and the environment are three interacting factors that greatly influence the learning processess along with the nature of the subject being taught. The researcher, therefore, feels it is

necessary to consider these three areas to see where they can be important in improving the teaching of shorthand in secondary schools.

2.2 The Teacher:

Teaching is essentially a means of guiding students in securing the amount and quality of experience which will promote the optimum development of their potential. A child at birth is endowed with a lot of potentials and when directed, the child develops specific potential which is accepted in his society. Accepting this to be true, the act of directing or guiding the child (that is the student), should be done by a person who of course, is experienced and knowledgeable in that particular field. The quality of the guide or director (the teacher) in many cases determines the quality of the students. A qualified teacher will produce a qualified student while an unqualified teacher will produce his own kind.

In his article, "Business Education: Prospects and Problems," Emeruem (1985) says that:

> The quality of students expected from any educational programme has much bearing on the quality of teachers who assume the responsibility of developing man's most precious possession - knowledge.

Teachers are indispensable to a nation for they greatly influence the lives of the youths and the nation's future. To this, a Nigerian educationist, Babs Fafunwa (1976) said:

> No significant change in education can take place in any country unless its teaching corps is well-trained. Poorly trained teachers will produce poorly trained doctors, lawyers, engineers, secretaries and the like. Indeed, the teachers directly influence the quality and the quantity of services provided by all other trades and professions.

In order to be effective, a teacher has to know more than the subject matter. To qualify to teach a skill subject, particularly shorthand, the teacher should possess the knowledge, skills and the attitudes desired of all educated persons. In other words, the business teacher teaching shorthand must possess the technical competence required in business education, a knowledge of the principles and methods of teaching the skill along with some experience in one of the business occupations. These are necessary as no educational system can be stronger than its teachers. This fact was emphasized in Section 9(57) of the Nigerian New National Policy on Education (1981) that "no education system can rise above the quality of its teachers."

However, advanced knowledge only in a subject does not automatically ensure the capacity or ability to impart the knowledge to others. According to Mills (1977); "To be taught by a brilliant but boring person has been described as the 'mystification' of the ignorant by the indolent."

Nigeria needs dedicated and well-informed business teachers. The best curriculum in the world will fail to achieve its purpose if teachers are not adequately trained. The question then arises as to whether or not the teachers in our post-primary schools possess the qualifications that are necessary for them to apply the needed strategies for teaching shorthand or other skill business subjects.

Commenting on the shortage or lack of adequate teaching staff, Fafunwa (1976) reiterated that: "Great difficulties are encountered in providing adequate teaching staff at the secondary school level."

In his own article on "Commerce Teaching in the Third World", Murial Ryan (1984) stated that:

> Third world countries face a desparate shortage of people with commercial skills to assist in the development of a diversified and self-reliant economy, and in many places there is consequently a shortage of trained teachers with these skills.

On the staffing position in our vocational schools, Aghenta (1982) holds the view that:

> . . . one can safely conclude that the vocational schools lack experienced and specialist teachers who should know the advantages of practical skill training and use adequate training facilities in which students would be exposed to appropriate experiences.

Following a study conducted recently in a local government area in Imo State in 1984, only about 18.5 per cent of those who teach business subjects in the secondary schools hold any professional teaching qualifications in business education. In this study, Emeruem went further to say that the situation is even worse in private commercial schools where the proprietors are satisfied to employ West African School Certificate/General Certificate of Education (Ordinary Level) holders as teachers. This, goes to confirm the inadequate supply of business education teachers in our comprehensive, vocational, and commercial schools.

However, Amaefule (1974) in concluding his lecture entitled "Innovations in the teaching of typewriting and shorthand," stated that:

> There is an urgent need for the untrained typewriting and shorthand teachers to be subjected to a proper teacher training programme. A poorly qualified teacher no doubt, exhibits a poor quality teaching; poor quality teaching results in poor performance by students especially in the terminal or external examinations.

It would therefore, be right to state that a trained teacher is duty bound to at least satisfy syllabus requirements in any particular subject he teaches.

A teacher should keep abreast with new techniques, skills, and research developments in his field. This will certainly help him in his daily activities in the classroom. Ridgway (1976) writing in support of this fact quoted Ron Waters, a well-known British headmaster as saying:

> There is a saying of Karl Jung that an educated man should live in the forefront of his time . . . If ourselves are to educate . . ., if we are to think and guide others, as we must do in schools, we must surely be in the forefront of our time. It is no good being five or six yards back if we are to teach others.

There is never a saying as pertinent to the point as is this because human knowledge is daily increasing and expanding. According to Ridgway and others, a teacher should be aware of new theories in all the disciplines of education. If the teacher is not aware of these developments, he will not teach better; he will continue to use less effective methods in delivering his lessons. To further drive his point home he stated that:

> Teachers have the task of maintaining contact with developments in the whole professional scene of which they are a part; without this they cannot evaluate the relevant features of their own sector and see their relation to the total system through which their pupils pass.

There has been the tendency for teachers to remain satisfied and concerned only with their own sphere. Surely, keeping abreast of new techniques presents an intimidating challenge, but one has to tackle it because of its obvious advantages. One way of being current with new skills, techniques, and research results is by undergoing in-service training, attending seminars, workshops, and conferences. This will go a long way to enable teachers to up-date themselves in recent developments in their areas. The well-known Nigerian educationist, Babs Fafunwa (1976) agreed with this by writing that:

> The teacher of today must not be imperious to change, for we live in a world of flux ..., he should be helped through regular in-service training to keep abreast of new techniques, skills, and research works in his own field.

One of the things that distinguish a profession from a non-profession is that in a profession, avenues are made possible whereby members can improve themselves. Accordingly, for the improvement of shorthand instruction in schools, some sort of in-service courses in teaching shorthand should be periodically held for teachers. The various Ministries of Education, the Nigeria Educational Research Council, the Nigerian Association of Business Educators, the Nigerian Vocational Association, the Universities and Colleges of Education could play a vital role in this direction. Teacher promotion or confirmation of appointments among other things, should be made attendant upon their active participation in these short courses.

According to Aina (1985), teaching, despite its importance, has remained a lovely profession the world over, and throughout history, yet the desire to find effective and qualified teachers

has persisted. There is little wonder then why Majasan, in 1969 at the Conference on Higher Level Teacher Training (Lagos) lamented the progressive loss of qualified teachers to other businessess. He went further to say that:

> The general manpower shortage which made it difficult to interest talented people in teaching coupled with poor conditions of service has worsened the recruitment situation.

The Ashby Commission Report of 1960 lamented over the constant migration of teachers away from teaching in such a manner that teaching may come to be looked upon as a sort of preparation for positions in other sectors of employment. Even though efforts have been made to reverse the negative image which society has labelled on teachers with little or no effect, the Ashby commission recommended improved conditions of service for teachers in order to confer stability on the teaching profession.

2.3 The Student:

Effective learning takes place, if a student must have been actively involved in class activities. To devote the time and be active in what is being taught requires the interest of the student. If a student is not interested, but rather bored by what is being taught, learning becomes very difficult, and such student may retain what he learns for only a very short period. To this, Robert H. Mills (1977) ascertains that: "If a man does not want to learn, you can use every known pedagogical artifice on him and he will learn nothing."

This shows that no matter the qualifications of the teacher, the type of teaching methods used, the available teaching aids, and the like, a student who is not interested in what is being taught can hardly learn. There is however, no gainsaying that good teaching methods will enhance the teacher's ability to impart knowledge. But no technical procedure will help him to overcome a child's resistance to learning.

Memory is good only where there is attention through interest. When there is interest in anything, no matter how obtained, there is attention. What spurs a trainee/student on is the thought he commendably entertains of himself, may be as a qualified stenographer or secretary and the loss of face entailed in failure. If there is interest in the trainee, one can rightly say that a fertile ground exists for learning.

The untrained 'business' teachers that teach shorthand and/or some other skill business subjects and the absence of career counselling in our schools can be said to be responsible for the lack of interest shown by students. At some other times, because of the teaching methods used by these teachers, the students find the subjects difficult and thus develop aversion to the study. According to Mills (1977): "Good instruction makes difficult subjects easy to learn, but bad instruction makes even 'easy' subjects difficult to learn."

A trained and skilled teacher knows how to arouse the interest of students. But any untrained teacher will only be forcing the students to learn which instead of yielding good results will produce resistance on the part of the students. Mill went further to say that an enthusiastic and skilled instructor can make his subjects

intrinsically interesting, so that the trainee develops an interest in the subject over and above the interest which comes from his self-esteem and the desire to get on.

Fajana (1978) in his own contribution adds that all efforts to force a child to learn usually fail and increase antagonism to learning. Students show a greater desire to learn those things that interest them. Therefore, the teacher should endeavour to utilize students' interest as a means of effective teaching. Where such interest does not exist, the teacher should create it, otherwise the lesson may fail.

On the other hand, career counselling is an essential instrument in teaching and learning of any kind. If career guidance is offered in schools, the dislike many students have in their careers would not be existing since they would know what they are pursuing from the onset and whenever they have any problem in the course of study, they will have recourse to the counsellor. If a student does not know what he is trying to do, there is little hope of his doing it. This makes it necessary that he should be briefed on the prospects and problems of any given career.

No student is encouraged to pursue a vocational programme of studies if it is evident that he cannot succeed because of mental, physical, and social deficiencies. When a student's aptitude is known and he is given the necessary career guidance and counselling, there is the tendency that he will maintain his interest in the course of study, and consequently he will do well in such a career. Roy W. Roberts (1971) agrees with John Locke (1695) who suggested that:

> Children's natures and aptitudes should be studied as a means of determining their capabilities for learning and the extent to which improvement might be secured.

Qualified and experienced teachers are in a good position to study the aptitudes of children and therefore be able to determine their capabilities and the extent to which any improvement might be secured. In the absence of career guidance counsellors, trained teachers should be able to render efficient counselling services in schools.

2.4 The Environment:

The importance of equipment and physical conditions in the teaching of skill business subjects cannot be over-emphasized. Shorthand is a practical subject which no amount of theoritical work can produce efficient students without the practical aspect of it. In teaching shorthand, equipment like good writing tables and chairs, cassette recorder/players or may be a dictaphone, typewriters and journals like the Home Studies or Memo magazines are very much needed. Teaching and learning become more effective when the 'doing' method is used. Teaching secretarial students without the necessary equipment would amount to teaching in abstraction which has no place in skill development. A good teaching method is less effective without appropriate aids and gadgets.

The position of most Nigerian schools recognised for the training of secretarial students show that these equipment are grossly inadequate. Many people have decried this lack of equipment in our secondary schools and have attributed the poor performances of students from comprehensive, vocational and commercial schools to

this fact. Okorie (1979) in agreeing to this, stated clearly that:

> In most Nigerian schools one finds that essential materials are not available; hence many of the teachers resort to using whatever materials or equipment they can assemble to enable them teach a particular course(s) instead of a total cancellation of the course(s).

Obi (1980) in his own contribution said that the buildings and equipment in schools are grossly inadequate and Emeruem (1984) continuing in his article added that:

> A situation where a comprehensive school does not have a single typewriter nor any type of business equipment keeps one in doubt about the 'comprehensiveness' of such school.

Lack of equipment results in the poor training of students which in turn leads to the poor job performances of the students. Some of the typewriters used in commercial schools are both obsolete and unserviceable. The students who use them get confused when they get to the offices to meet the modern machines. In fact, employers of labour often get disappointed with the performances of those students from these schools.

There is therefore little wonder that Amaefule (1974) in summarizing his lecture recommended that:

> Appropriate and adequate equipment for the effective teaching of typewriting and shorthand should be installed in the stenographic workshops of the various secondary schools that have business (commercial) subjects in their curricula.

Such equipment which will include modern manual and electric typewriters, cassette recorders/players or dictaphones with enough recorded materials on cassettes should abound in stenographic workshops. A research report conducted in a number of secondary schools in the former East Central State of Nigeria, by Ezeamii (1974) disclosed that of the various school factors sampled which

make the study of business subjects unpopular in the secondary schools, poor equipment ranked highest.

2.5 Nature of Shorthand:

Shorthand is a skill-building subject in which students must achieve the basic skill as well as learn facts before they can develop concepts and understanding. In teaching this basic skill subject, Tonne et al (1965) say that the teacher adopts a methodology that differs from the one he uses in teaching the social studies. Furthermore, shorthand is obviously more a conceptual skill than a motor skill. Its learning involves perception first. There must be an understanding of the process before manipulative skill is attempted. In other words, the student must first understand shorthand theory before he can develop facility in writing according to that theory. Shorthand is a textbook course, and therefore the class instruction usually follows the textbook presentation closely until the complete theory of the system has been covered.

Shorthand is quite unique as a subject in that its basic textbook is used to teach students in secondary schools, to those who are in tertiary institutions and also to all the levels and kinds of students in different countries of the world. This fact therefore, implies that teachers may have to adjust their teaching strategies according to their objectives and perhaps use basic textbooks in different ways, or may be it indicates that they teach everyone in the same way.

Shorthand is a wholly symbolic and very largely phonetic form of writing. The overall aim of teaching shorthand is the highly

practical one of bringing the students to the point where they can confidently write it correctly at speeds from three to six or more times faster than longhand and equally confidently read their own shorthand and transcribe it into the conventional form with accuracy and speed.

Canning (1976) believes that it is therefore most important for the teacher to have clearly in his mind the separate aim and objective for each activity that forms a part of the overall process. The accomplished teacher will command the methods and materials while remaining sensitive to the special individual and class needs, so that both may be varied to achieve the best results.

2.6 Shorthand Instruction:

→ Since the word 'improve' in the research title which means 'to make things or become better,' implies the existence of a previous mode or approach, it would be improper to consider any review of literature on 'strategies for improving the teaching of shorthand in the secondary schools' in isolation. However, very few or rather no articles about the teaching of shorthand in Nigeria have appeared in the literature of business education. Though, most of the researches being reviewed are very much applicable in the United States of America, they could possibly be applied to the Nigerian situation.

All shorthand instruction is geared toward the attainment of certain competencies needed on the job. Within the shorthand class, the primary concern is to develop the competency of taking office-type dictation at varying speeds (depending on the level), and

transcribing the letters, reports, and/or manuscripts into mailable form at a rate commensurate with office standards. / Thus the shorthand teacher must first of all determine the kinds of sub-competencies which form the ladder to the terminal competency needed on the job.

According to Crunk (1968), "unless he can be satisfied to stand alone, the shorthand teacher must keep pace with the rapid progress taking place in almost every area of endeavour." With developments in psychology, research, educational media, and improved understanding of effective teaching methods at his disposal, today's shorthand teacher should demonstrate more knowledge about teaching shorthand than his predecessor of even a few years ago could boast. Crunk goes further to say that the shorthand teacher, like any other, uses some frame of reference to determine the teaching-learning procedures he will use. For that frame of reference, she has several choices including the following:

(a) continual trial and error (an expensive approach, at best);

(b) passive use of procedures followed by those around (also expensive in waste of time and quality of results);

(c) unquestioning acceptance of dictates of the textbook and manual (a teaching approach which contains some elements of stagnation); and/or

(d) a framework of learning principles and research findings (an approach which stimulates continous teacher learning and improvement).

Doris Crank et al (1979) in their Suggested strategies for teaching shorthand, grouped teacher competencies into two broad classifications. According to them, the shorthand teacher should:

i) Have a basic understanding of how psychology and learning principles relate to shorthand instruction; and

ii) Demonstrate efficient teaching strategies in the development of shorthand theory, reading skills, writing skills, dictation speed development, transcription skills, and evaluation of performance in shorthand and transcription.

The focus of this study is upon the second classification. This is not to say that the first is no important. In fact it is also very essential to shorthand instruction.

Generally, students quickly decide whether or not they have the requisites for learning shorthand. Because of this, the teacher's responsibility is to provide a supportive and helpful environment. Whether large or small groups of shorthand students are involved, the teaching activities are similar. According to Popham et al (1975), the shorthand teacher performs twelve tasks by which teaching competencies can be evaluated. These they presented as follows:

1. Planning for chalkboard or transparency
2. Using the chalkboard or transparency
3. Presenting new brief forms and phrases
4. Reviewing brief forms and phrases
5. Presenting new theory
6. Presenting review theory
7. Demonstrating correct reading techniques
8. Demonstrating correct reading technique with transcript
9. Demonstrating correct techniques for reading homework with or without transcript
10. Demonstrating correct techniques for writing homework
11. Demonstrating correct notebook technique for taking dictation.
12. Planning a lesson.

However, they went further to say that the teacher varies activities in each day's lesson so that students do not become fatigued and bored.

Holland (1976) in his own contribution believes that the great majority of the important points in the more efficient teaching of shorthand arise from a proper appreciation of the fundamental problems. According to him:

> The teaching of shorthand is the problem of training a skill connected with the ear to co-ordinate itself with a second skill also to be trained, which is connected with the muscles of the fingers; and then, as a separate function, to train a third skill, connected with the eye, to read back the results of the other two. Finally, these three skills are to be developed in the medium of the English Language, a fact which in itself has important bearings on the methods of development of all of them.

In training the ear, (association with air-borne sound) we must admit that dictation is the essential basis. To develop this skill, Holland (1976) writes that dictation must begin at the very beginning, and the words dictated must be those which the student has been taught, and therefore the teaching of outlines must immediately precede dictation. This justifies preparation before dictation and the development of shorthand theory. Holland concludes by quoting the golden rule in modern methods of teaching: "Never let your students do longhand into shorthand, but make them do plenty of spoken words into shorthand!"

In the training of the fingers, Holland believes that copying should begin with the first lesson and be carried through, right to the end. In the early stages, it is plain and straightforward copying. Students must however be encouraged to make their pens

travel as quickly as the standard of neatness allows, and care should be taken to prevent them from 'drawing' their strokes.

The third skill is the training of the eye in reading back or in transcription. Far too much longhand pen-work is done in our teaching today. This is as a result of the non-availability of typewriters in most of our schools. Generally speaking, except for test purposes, pen-and-ink transcription should never take place during the shorthand lesson, because according to Holland; "... to write longhand during the shorthand hour is a deplorable waste of shorthand-teaching time."

In agreeing to this fact, Crank et al (1979) believe that since typewritten transcription is the ultimate goal of all shorthand instruction, it should be taught from the very beginning - during the first semester. As the student advances, increased emphasis should be placed on this very important skill in transcription.

In the development of reading skills, Crank et al say that if reading skills in shorthand are developed effectively, students will be able to progress from the word-recognition level; they will be able to perceive thought units rapidly, without having to read such or each outline separately.

Success in shorthand teaching is based on the feeling of progress that the student has at the end of each lesson. Crank et al agree that assessing performance (evaluation) is such a critical component of the shorthand programme that should not be left out. The student needs encouragement and friendly admonition, guidance and intelligent correction. He needs to be continously aware of progress and of the particular targets he is aiming at, at any

stage during his instruction. From all these, he will derive a continuing satisfaction and sustained interest.

Method in skill training according to Holland (1976) can be carried out either by demonstration of the movements of the skill or by oral instruction. It is assumed that the teacher is a skilled craftsman, and, in the case of shorthand, blackboard demonstration and demonstration with pen and notebook are both of great importance. The student who can see a skilled movement taking place is desirous of emulating the method by which the movement is carried out.

There is no doubt that no teaching situation is static and no two classes are identical; the teacher is knowledgeable about methods and materials but selects according to the needs of the particular class he is teaching. According to McNicol (1968), some methods are used successfully by some teachers and not by others; some students react favourably, others unfavourably to one type of material. This does not mean that any method, or any material will do; there must always be some sort of selection and the teacher needs always to know why the choice is being made.

A teacher setting out to teach shorthand to a class of students always starts out with some initial advantages and some special problems that will have to be solved. The initial advantages are the interests and the keeness of the students to learn the subject, which arise out of its relevance to their vocational needs which they realise, and also out of its complete novelty, and the challenge that it presents. Furthermore, all the students begin "at the scratch" knowing nothing at all of the subject.

Teachers of shorthand spend considerable time establishing goals, planning speed-building procedures, and setting evaluative standards. Shorthand teachers need to re-examine thoroughly all dictation materials and determine how these materials can best be used for optimum progress in the development of shorthand skills. Since there are many goals to attain during the years of teaching shorthand in the secondary schools and since class time is limited, the shorthand teacher must motivate the students to accept responsibility for completing homework assignments and for mastering shorthand theory. According to Grever (1967), the teacher then, can devote class time to the development of dictation speed and of transcription skills through the use of carefully selected materials and carefully planned procedures. The carefully planned use of the right kind of dictation speed building materials and transcription materials for any level of skill development is an integral part of the process of teaching shorthand.

Instructional strategies can and must be developed to meet a variety of shorthand classroom situations. Whether the strategies are in the areas of theory development, practice dictation patterns, curriculum materials, the transcription process, and even the development of the teacher himself, no specific teaching model can be prescribed to fit all classroom situations. However, teaching and evaluating by precise specified objectives is recommended. Good Instruction in shorthand has always been and will continue to be an intricate and demanding activity. In agreeing with this, Busch (1969) states that:

> maybe everyone cannot teach alike, but it stands to reason that if shorthand teachers are not using the right practices and procedures, they are not going to achieve the best results.

Admittedly, no one knows exactly the right blend of practices and the extent in which they should be used. However, some research studies have indicated very strongly that it has been and continues to be recognised that shorthand is one of the more poorly taught subjects in the business education or secretarial curriculum in the secondary schools.

Since all shorthand instruction is geared towards the attainment of certain competencies needed on the job, the shorthand teacher must first of all determine the kinds of competencies which form a ladder to the terminal competency. Because, the learner must progress from a low level toward a high level of learning, it is preferable to speak in terms of levels of learning, which in turn will assist the teacher of shorthand.

Shorthand is still very much with us today, and by the evidence of observation and involvement - alive and kicking. According to Elsegood (1984), it is indeed, already possible to produce shorthand on a computer and possible to read the shorthand fed into a computer. These facts, however, do not affect the truth that people will need to write shorthand and read it back accurately for a long time to come. So, we still need to teach it to future generations. The point of issue is, are we teaching it as it should be taught now and how will we teach it in the future?

CHAPTER 3

METHODS AND PROCEDURES

In conducting this study, six major professional categories/ tasks of the level of importance and areas for shorthand instruction were explored. The tasks were examined under the following areas:

1. Curriculum planning, development and evaluation;
2. Instructional planning, execution and evaluation;
3. Classroom management;
4. Students' guidance and organisation;
5. School/Community relationship; and
6. Professional role and development of the teacher.

The study focused on both the identification and analysis of professional tasks and instructional strategies in shorthand. The researcher, thereafter, will make recommendations of strategies for improvement in shorthand instruction in Chapter V. The study, therefore, was conducted to develop and validate the advanced strategies for improvement in the teaching of shorthand in the secondary schools.

Three major steps were taken to achieve the results of the study. These consisted of:

1. The review of literature in order to identify the appropriate concepts on methods of teaching shorthand;
2. Development of a tentative list of professional tasks and strategies for teaching shorthand; and
3. The validation of these professional tasks and strategies using the responses from business education teachers.

Questions on the professional tasks/competencies and instructional strategies were developed and administered as the questionnaire to the two groups of respondents.

3.1 Data Collection:

The data used in the study were collected through the questionnaire earlier distributed and through the visits made to the different institutions where the respondents were teaching. The questionnaire was prepared in three parts.

The first part of the questionnaire dealt with the personal characteristics of respondents, their opinions, academic attainments, and general information of the subjects of the study. The second part covered the perceptions of the respondents on the level of importance of the professional tasks, while the third part dealt with shorthand instructional strategies.

3.2 Population:

The study population comprised two groups of respondents. All the Business Teacher Educators in the University of Nigeria, Nsukka; Ahmadu Bello University, Zaria; and Alvan Ikoku College of Education, Owerri qualified to teach shorthand and all the Business Teachers in the secondary schools where shorthand is taught in Imo State were included in the study.

3.2.1 Business Teacher Educators: These are the business teacher trainers at the tertiary level qualified to teach shorthand. There were twelve in all from the two universities (University of Nigeria, Nsukka and Ahmadu Bello University, Zaria) and the Alvan Ikoku College of Education, Owerri. The two universities were chosen

because they are the ones that started offering business education programmes before the 1979/80 academic session. The College of Education, was chosen because business education programme is offered there and it is owned and run by the Imo State Government where most of the respondents in the secondary schools are teaching. Most of the business teachers in the secondary schools in Imo State were trained at the Alvan Ikoku College of Education, Owerri.

Table 3.1

Business Teacher Educators

Institution	Qualification			TOTAL
	Doctorate	Masters	Bachelors	
Nsukka	1	3	-	4
Zaria	3	-	1	4
Owerri	3	1	-	4
Total	7	4	1	12

3.2.2 Business Teachers: These are business teachers in the Secondary schools in Imo State. They are either teaching shorthand or are qualified by training to teach any of the skill subjects. The teachers, are drawn from the five zonal education areas of Imo State. One hundred and twenty-two questionnaires were distributed to this group of respondents. One hundred and seventeen (95.9%) that were duly completed and returned were accepted. Five (4.1%) returned questionnaires were not found adequate and usable. Table 3.2, shows a breakdown of this particular group of respondents. A total

number of forty-four (44) secondary schools where business subjects are being taught in Imo State were used for the study.

Table 3.2

Business Teachers by Zones

Zonal Education Areas	Number of Schools	Qualification				Total
		B.Sc/ B.A.	NCE/ TTC	OND/ HND	Others	
Aba	10	7	13	8	-	28
Okigwe	8	3	10	3	-	16
Orlu	6	2	9	5	2	18
Owerri	12	5	17	9	-	31
Umuahia	8	4	14	5	1	24
Total	44	21	63	30	3	117

The instrument was, in most cases administered to the respondents personally by the researcher. Permission was, of course, sought from the Ministry of Education, State Schools Management Board and the principals of the different secondary schools visited. In some other cases (very few), the researcher sent the questionnaires to friends who helped in administering and returning duly completed ones. An allowance of between three to four weeks was given to respondents for completing the questionnaire. Where necessary, particularly with the business teachers in the secondary schools which the researcher undertook himself, certain clarifications were made on items that were not clearly understood.

The review of literature provided the necessary information which was employed in the generation of a preliminary list of professional tasks and strategies for improving the teaching of shorthand in secondary schools. This initial list was submitted to the researcher's thesis committee for comments. Their observations and comments were useful in the development of improved list of tasks and strategies.

The revised list consisted of nine major categories of professional tasks broken down to twenty-three other minor professional tasks needed by the business teacher. There were also thirty strategies for shorthand instruction. These were put in question form and the respondents were requested to indicate, for each professional task, the extent or level of importance attached it. For the shorthand instructional strategies, the respondents registered the extent of their agreements and/or disagreements. The response categories for the professional tasks were - Very Important, Important, Somewhat Important, Not Important, and No Opinion while that of shorthand instructional strategies were Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

Returned and usable questionnaires were analyzed to determine which professional tasks needed by the shorthand teacher were considered more important by the business teachers and the business teacher educators. The shorthand instructional strategies were also analyzed to determine which of them are more acceptable to the respondents. To facilitate analysis of the data, value scales or points were assigned to each of the tasks and shorthand instructional strategies on the survey instrument in the following manner:

For the Professional Tasks:

Very Important	5 points
Important	4 points
Somewhat Important	3 points
Not Important	2 points
No Opinion	1 point

While for Shorthand Instructional Strategies:

Strongly Agree	5 points
Agree	4 points
Undecided	3 points
Disagree	2 points
Strongly Disagree	1 point

In analysing the data, a mean/median score of 3.50 was selected as the dividing point, in each case, between important and not important in the professional tasks; while acceptable (agree) and unacceptable (disagree) in instructional strategies. The responses receiving 3.49 and lower are considered not important and unacceptable. This was considered appropriate because while "very important", "important" indicate reasonably high levels of importance, "somewhat important", "not important", and "no opinion" indicate low levels of importance and indecision. In the case of shorthand instructional strategies, while "strongly agree", and "agree" indicate degrees of agreement "undecided", "disagree", and "strongly disagree" indicate to some reasonable extent indecision and disagreement.

The following statistical tests were employed in the study:

1. Frequency counts and percentages were used for some statistical analysis of data.
2. A chi-square (x^2) test was used to verify the degree of independence of the category or status of the business teachers on their responses.

3. The mean score for each professional task or shorthand instructional strategy was obtained by adding the ratings given to each item by the respondents and dividing by the total number of respondents.
4. The Spearman's coefficient of rank order correlation r_s was used to establish the relationship if any exists between the mean scores of the two groups of respondents.
5. A further statistic, - the Z-statistic was computed to test the (H_o) Null Hypothesis of no significant differences between means of the two groups' responses for each of the professional tasks and shorthand instructional strategies. The Z-score technique used for data analysis was to compare the mean score responses of btes with that of bts. Examples of the Z-score technique formula used for Tables 4.9, 4.10 and 4.11 is as follows:-

$$Z = \frac{X_{bte} - X_{bt} - 0}{\frac{S^2_{bte}}{n_{bte}} + \frac{S^2_{bt}}{n_{bt}}}$$

Where X_{bte} = mean score for business teacher educator for a particular task or shorthand instructional strategy.

X_{bt} = mean score for business teachers for a particular task or shorthand instructional strategy

S_{bte} = standard deviation for bte.

S_{bt} = standard deviation for bt.

n_{bte} - number of business teacher educators

n_{bt} - number of business teachers in the secondary schools.

CHAPTER 4

DATA ANALYSIS

The study was intended to identify the professional tasks and instructional strategies needed by the business teacher in teaching shorthand. Some background and general information dealing with the respondents' personal characteristics were also got from the data collecting instrument.

Table 4.1

RELATIONSHIP OF OPINION ON THE CLASS WHERE SHORTHAND INSTRUCTION SHOULD BE INTRODUCED WITH THE CATEGORY/ STATUS OF THE BUSINESS TEACHER

CLASS	Category of Business Teacher							
	Business Teacher Educators			Business Teachers			Total Number	
	O Value	%	E Value	O Value	%	E Value	No.	%
I	2	16.67	2.14	21	17.95	20.86	23.	17.83
II	5	41.67	3.81	36	30.77	37.19	41	31.78
III	5	41.67	6.05	60	51.28	58.95	65	50.39
TOTAL	12			117			129	

$\chi^2 = 0.62$ $\chi^2(2df; p/.05) = 5.991$

O Value = Observed value

E Value = Expected Value

Table 4.1 indicates that about 50% of the total number of all the respondents were of the opinion that shorthand instruction should be introduced in Class III in the secondary schools. The business teacher educators have equal percentages in their opinion for Classes II and III where shorthand instruction should be introduced. There is a much wider difference in the case of the business teachers in the secondary schools. The table also shows a chi-square (calculated) value of 0.62, which with two degrees of freedom, was not

statistically significant at .05 level. The non-significance at this level clearly indicates that opinion on the class where shorthand instruction should be introduced is independent of the category/status of business teacher.

Table 4.2

DISTRIBUTION OF THE SIGNIFICANT TRENDS IN THE TEACHING OF SHORTHAND AND SHORTHAND TRANSCRIPTION

	Category of Business Teachers					
	Number = 12 Business Teacher Educators		Number = 117 Business Teachers		Total = 129 All Respondents	
	No.	%	No.	%	No.	%
Transcription	5	41.67	90	76.93	95	73.64
Individual instruction	7	58.33	8	6.84	15	11.63
Functional Method	5	41.67	16	13.68	21.	16.28
Speed Development	4	33.33	78	66.67	82	63.57
Reading Skills	6	50.00	60	51.28	66	51.16
Writing Skills	5	41.67	102	87.18	107	82.95

Note: The frequencies and percentages overlap.

Table 4.2 shows that 58.33 per cent of the business teacher educators have the view that the most significant trend in the teaching of shorthand emphasizes the individualisation of instruction in shorthand while 50 per cent believe that the development of the reading skills in the students is the most significant trend. The functional method which may take care of reading and writing skills; transcription and writing skills are rated equally with 41.67 per cent while speed development is rated lowest.

On the other hand, the business teachers rate writing skills as the most significant trend in the teaching of shorthand with 87.18 per cent; while individualised instruction scores as low as 6.84 per cent.

4.1 Regularity of Shorthand Tests/Quizzes

The major textbooks commonly used in the teaching of (Pitman) shorthand by the teachers are the Pitman Shorthand New Course (New Era Edition) and the Pitman's Shorthand Instructor (New Era Edition). Other books are used to supplement any of the major textbooks. The two major textbooks present the principles of Pitman shorthand in a logical arrangement and in small units of construction, each unit being followed by an adequate amount of application.

As discussed in 2.5 of the literature review on page 26, shorthand is a textbook course and most of the teachers follow the textbook logical arrangement very closely. For this reason, most of the business teacher educators and the business teachers themselves, tend to give shorthand tests/quizzes, as the case may be, on weekly basis when a particular unit of instruction must have been completed or at the end of each chapter. This fact is shown clearly in Table 4.3.

Table 4.3

INFLUENCE OF THE CATEGORY/STATUS OF BUSINESS TEACHER ON THE REGULARITY OF SHORTHAND TESTS/QUIZZES

REGULARITY OF SHORTHAND TESTS	Category of Business Teachers							
	Number = 12 Business Teacher Educators			Number = 117 Business Teachers			Total = 129 All Respondents	
	O Value	%	E Value	O Value	%	E Value	No	%
Daily	2	16.67	1.86	18	15.39	18.14	20	15.50
Weekly	6	50.00	3.91	36	30.77	38.09	42	32.56
Monthly	0	0	1.67	18	15.39	16.33	18	13.95
End of each Section/Chapter	4	33.33	4.56	45	38.46	44.44	49	37.99
TOTAL	12			117			129	

$\chi^2 = 3.16$ χ^2 (3df; p/.05) = 7.815

Even though there is no general opinion, one would easily suppose that the regularity of tests/quizzes being on weekly basis and at the end of each chapter/section will be more acceptable by the two groups of business teachers. Table 4.3 shows a chi-square (calculated) value of 3.16 with three degrees of freedom at .05 level. There is therefore, independence. The regularity of shorthand tests/quizzes is independent of the status/category of the business teacher.

Table 4.4

INFLUENCE OF THE CATEGORY/STATUS OF THE BUSINESS TEACHERS ON THEIR ASPIRATION TO HIGHER QUALIFICATIONS

RESPONSE	Category of Business Teachers							
	Number = 12 Business Teacher Educators			Number = 117 Business Teachers			Total = 129 All Respondents	
	O Value	%	E Value	O Value	%	E Value	No	%
Yes	5	41.67	10.51	108	92.31	102.49	113	87.59
No	7	58.33	1.49	9	7.69	14.51	16	12.41
TOTAL	12			117			129	

$\chi^2 = 25.65$ $\chi^2(1df; p/.05) = 3.841$

Table 4.4 clearly indicates that most of the business teachers in the secondary schools aspire to improve on their present educational and professional qualifications. A reasonable percentage of 92.31% of the business teachers and 41.67% of the business teacher educators have the intention of attaining higher qualifications. Aspiration to any higher qualifications is not applicable (as it may seem) to some of the business teacher educators who already have their doctorate degrees. These group of respondents are included in the 58.33% of the business teacher educators who indicated that they have no intentions to aspire for higher academic qualifications.

The Chi-square (calculated) value of 25.65 is far greater than the Chi-square (table) of 3.841 at .05 significant level. This confirms the existence of a systematic relationship between the aspiration to higher qualifications and the category/status of the business teacher. There is no doubt that some sort of in-service training will be very beneficial to a good percentage of the respondents who indicated willingness to acquire higher qualifications.

Table 4.5

INFLUENCE OF THE CATEGORY/STATUS OF THE BUSINESS TEACHER ON ATTENDANCE AT A SEMINAR, WORKSHOP OR CONFERENCE WITH EMPHASIS ON SHORTHAND

RESPONSE	Category of Business Teachers							
	Number = 12 Business Teacher Educators			Number = 117 Business Teachers			Total = 129 All Respondents	
	O Value	%	E Value	O Value	%	E Value	No	%
Yes	10	83.33	2.05	12	10.26	19.95	22	17.05
No	2	16.67	9.95	105	89.74	97.05	107	82.95
TOTAL	12			117			129	

$\chi^2 = 41.00$ χ^2 (1df; p/.05 = 3.841

Table 4.5 shows that while 83.33% of the business teacher educators have had the opportunity of attending, at least, one seminar, or some sort of workshop, or conference on shorthand on any skill subject in business, only 10% of the business teachers have been able to attend such activities. On the other hand while 16.67% of the business teacher educators have not attended any seminar or workshop or conference up to 89.74% of the business teachers have not had the opportunity to attend such activities. In a follow-up question, all the business teachers who have not had the opportunity of attending any seminar or workshop or conference indicated their willingness to attend if such should ever be organised within the state.

It is noteworthy that the category/status of the business teacher influenced to a great extent whether one had the opportunity or not in attending some of these seminars or conferences. Table 4.5 shows a chi-square (calculated) value of 41.00 which is greater than the chi-square table of 3.841 at .05 significant level. The result is quite significant showing that the responses of the business teachers differ in their attendance.

Table 4.6

DISTRIBUTION OF SUGGESTED TOPICS (AREAS) TO BE COVERED AT SEMINARS, WORKSHOP, OR CONFERENCES

SUGGESTED TOPICS (AREAS)	Category of Business Teachers					
	Number = 12 Business Teacher Educators		Number = 117 Business Teachers		Total = 129 All Respondents	
	No.	%	No	%	No.	%
Curriculum planning development and execution	6	50.00	66	56.41	72	55.81
Instructional planning, execution and evaluation	10	83.33	70	59.83	80	62.02
Classroom management for skill subjects	6	50.00	33	28.21	39	30.23
Students guidance and organisations	4	33.33	38	32.48	42	32.56
School/Community relationship	2	16.67	8	6.84	10	7.75
Professional role and development of the business teacher	9	75.00	83	70.94	92	71.32

Note: The frequencies and percentages overlap.

Table 4.6 indicates that while the business teacher educators rate instructional planning, execution and evaluation highest, with a percentage value of 83.33%, the business teachers in the secondary schools feel that the professional role and development of the business

teacher should be considered most in any such seminars, workshops, or conferences whenever organised. Past studies(Amaefule 1974; Fafunwa 1976; Emeruem 1985) have all shown the importance of the development of any teacher both professionally and otherwise. The respondents have also confirmed this aspect as being important too in Table 4.6, along with areas in instructional planning, execution and evaluation; 62.02% and Curriculum planning, development and execution 55.81%.

Table 4.7

RELATIONSHIP OF RESPONDENTS' SUBSCRIPTION TO A BUSINESS JOURNAL WITH THE CATEGORY/STATUS OF THE BUSINESS TEACHER

RESPONSE	Category of Business Teacher							
	Number = 12 Business Teacher Educators			Number = 117 Business Teachers			Total = 129 All Respondents	
	O Value	%	E Value	O Value	%	E Value	No	%
Yes	11	91.67	2.23	13	11.11	21.77	24	18.60
No	1	8.33	9.77	104	88.89	95.23	105	81.40
TOTAL	12			117			129	

$\chi^2 = 46.6$ $\chi^2(1df; p/.05) = 3.841$

Table 4.7 indicates that while 91.67% of the business teacher educators subscribe to a business journal in order to keep abreast with any new developments in their field of specialty, the business teachers seem to be more concerned with other things which may be outside the scope of this study. Only 11.11% of the business teachers subscribe to any business journal while a majority of 88.89% do not. This lack of keeping abreast with new developments in one's special area, normally published in the journal, makes it very difficult for the business teachers to change their methods of shorthand instruction.

The Table 4.7 shows a chi-square (χ^2) calculated value of 46.6 which is greater than the chi-square (χ^2table) value of 3.841 with a one degree of freedom at .05 significant level. There is no doubt that there is a relative influence or relationship of category/status of the business teacher on a journal subscription.

Table 4.8

RELATIONSHIP BETWEEN THE CATEGORY/STATUS OF THE BUSINESS TEACHER AND THE URGE TO BELONG TO AN ASSOCIATION OF TEACHERS OF BUSINESS SUBJECTS

RESPONSE	Category of Business Teacher							
	Number = 12 Business Teacher Educators			Number = 117 Business Teachers			Total = 129 All Respondents	
	O Value	%	E Value	O Value	%	E Value	No	%
Yes	12	100	5.30	45	38.46	51.70	57	44.19
No	-	-	6.70	72	61.54	65.30	72	55.81
TOTAL	12			117			129	

χ^2 = 16.77 χ^2(1df; p/.05) 3.841

Table 4.8 shows that all the business teacher educators belong to at least one association for business teachers, while only 38.46% of the business teachers in the secondary schools belong to an association for teachers of business. It should be noted, however, that most of the business teachers in the secondary schools who are members of an association of teachers of business have just registered in or with the Nigerian Association of Business Educators (NABE) which was launched sometime early in 1985. They indicated this fact in an answer to a follow-up question asking them to state the association they belonged to. Despite the recent launching of the new association (NABE), 61.54% of the business teachers do not belong

to any association where they can exchange ideas with other people who have a common interest with them.

The chi-square shows a very significant result. The chi-square (χ^2) calculated value of 16.77 is greater than the chi-square (χ^2 table) value of 3.841 with a one degree of freedom at .05 level. The urge to belong to an association of teachers of business subjects is dependent on the category/status of the business teacher.

Table 4.9a

RANK ORDER OF THE MEAN SCORES OF RESPONDENTS' PERCEIVED LEVEL OF IMPORTANCE OF THE PROFESSIONAL TASKS BY THEIR CATEGORIES

Category	BTE		BT	
	Mean Scores	Rank	Mean Scores	Rank
A. Curriculum planning, development and execution	4.67	3.5	4.54	3
B. Instructional planning	4.83	1.5	4.31	5
C. Instructional execution	4.33	5	4.64	2
D. Instructional evaluation	4.67	3.5	4.33	4
E. Classroom Management	4.08	6.5	3.74	7
F. Students' Guidance	4.08	6.5	3.82	6
G. Students' Organisation	3.67	8	3.18	8
H. School/Community Relationship	3.42	9	3.10	9
I. Professional role and development of the business teacher	4.83	1.5	4.68	1

The level of importance of the professional tasks by their categories which show the major areas are indicated in Table 4.9a above. The mean scores ranged from 3.10 to 4.83 for the nine major categories of professional tasks as perceived by the two respondent groups.

Each category receiving a mean score of 3.5 and above is considered acceptable (see page 40). Both the business teacher educators (BTE) and the business teachers (BT) in the secondary schools regard Category H - School/Community relationship as not being very important. hence the low mean scores of 3.42 and 3.10 respectively. It is pertinent to observe that while Category G - received 3.18 mean score - an unacceptable mean score from the business teachers in the secondary schools, the business teacher educators had an acceptable mean score of 3.67. This mean score is quite low as compared with the mean scores of other major categories of the professional tasks needed by the business teacher in the teaching of shorthand in the secondary school.

In order to test the extent of agreement between the way the business teacher educators and the business teachers rated or measured the professional tasks by categories, the Spearman's Rank Order was applied with the formula:-

$$r_s = 1 - \frac{6\,d^2}{n(n^2-1)}$$

Where d = difference between the ranks; and

n = number of categories

A result of $r_s = 0.81$ was obtained, showing that there is a strong correlation between the ranking of the categories of professional tasks by the two groups of respondents. This means that the importance of the professional tasks by their categories are independent of the status of the business teachers.

In order to test the hypothesis of no significant difference between means, the Z statistic with probability (p) approximating to the normal curve was computed for each of the categories of the professional tasks. The following Table 4.9b shows a summary of the calculations for Z-scores for each of the categories of professional tasks.

Table 4.9b

DIFFERENCES IN MEANS OF THE PERCEIVED LEVEL OF IMPORTANCE OF THE PROFESSIONAL TASKS BY CATEGORIES BETWEEN BUSINESS TEACHER EDUCATORS AND BUSINESS TEACHERS

Category	Respondent Group	Number (N)	Mean ($\bar{X}$)	Standard Deviation (s)	Z-Score*	Significant Level p = .05
A.	BTE	12	4.67	0.39	0.93	NS
	BT	117	4.54	0.86		
B.	BTE	12	4.83	0.14	6.5	S
	BT	117	4.31	0.79		
C.	BTE	12	4.33	0.94	1.11	NS
	BT	117	4.64	0.62		
D.	BTE	12	4.67	0.39	2.43	S
	BT	117	4.33	0.91		
E.	BTE	12	4.08	0.86	1.31	NS
	BT	117	3.74	0.97		
F.	BTE	12	4.09	0.76	1.04	NS
	BT	117	3.82	1.22		
G.	BTE	12	3.67	0.85	1.82	NS
	BT	117	3.18	1.09		
H.	BTE	12	3.42	1.26	0.84	NS
	BT	117	3.10	1.10		
I.	BTE	12	4.83	0.37	1.15	NS
	BT	117	4.68	0.82		

Table value Z = 1.96 at .05 level

NS = Not significant

S = Significant

* - For the computation of the Z-scores, refer to Appendix

The hypotheses were broken down and treated with two tailed test of difference between two means at the 0.05 level of significance. For a difference of means to be significant, the z-statistic must be critically

non-zero at 0.05 level, which is assumed to be the usual level of significance in the Social Sciences.

Hypothesis 1:

The null hypothesis H_o: $\bar{X}_{bte}=\bar{X}_{bt}$ stated that

There is no significant difference between the business teacher educators' and that of the business teachers' perceived level of importance for each of the professional tasks by categories.

Alternative Hypothesis 1:

H_1: $\bar{X}_{bte} \neq \bar{X}_{bt}$ stated that

There is significant difference between the business teacher educators' and that of the business teachers' perceived level of importance for each of the professional tasks by categories.

In Table 4.9b, the Z-score is given for each of the categories of professional tasks which are tested for hypothesis 1. The categories which are not significant (NS) are not discussed further. For each of those categories with NS, the null hypothesis is retained and therefore upheld. For the categories which have statistical significant difference, the null hypotheses are not supported by the data collected and are therefore rejected. These include category B with the Z-statistic of 6.5 which is significant at the 0.05 level.

$$Z_{(calculated)}6.5 > Z_{(table\ value)}1.96$$

Therefore the null hypothesis is not supported by data and is rejected. The alternative hypothesis is accepted. This therefore means that for

Hypothesis 1(b): Instructional Planning.

The null hypothesis H_o: $\bar{X}_{bte} = \bar{X}_{bt}$ stated that

There is no significant difference between the business teacher educators' and that of the business teachers' perceived level of importance for category B of the professional task.

3 5020

Alternative Hypothesis 1(b):

H_1: $\bar{X}_{bte} \neq \bar{X}_{bt}$ stated that:

There is significant difference between the business teacher educators' and that of the business teachers' perceived level of importance for category B of the professional task.

The estimated standard error was 0.08. The lower and upper limits of the two tailed graph were 0.36 and 0.68. In otherwords, at least 36% to at most 68% of the respondents show significant difference in their perception of Instructional planning as a professional task required by the shorthand teacher.

Hypothesis 1(d): Instructional evaluation:

There is no significant difference between the business teacher educators' and that of the business teachers' perceived level of importance for category D of the professional task.

Alternative Hypothesis 1(d):

There is significant difference.

$$Z_{(\text{calculated})}\,2.43 > Z_{(\text{table value})}\,1.96$$

The null hypothesis is rejected. The alternative is accepted.

The estimated standard error was 0.14

The lower and upper limits of the two tailed graph were 0.07 and 0.61. In otherwords, at least 7% to at most 61% of the respondents show significant difference in their perception of instructional evaluation as a professional task required by the shorthand teacher.

Table 4.10a

RANK ORDER OF THE MEAN SCORES OF RESPONDENTS' PERCEIVED LEVEL OF IMPORTANCE OF THE PROFESSIONAL TASKS REQUIRED BY THE SHORTHAND TEACHER

		Professional Task	BTE Mean Scores	BTE Rank	BT Mean Scores	BT Rank
A	1.	Plans an educational programme in shorthand	4.33	12	4.21	7
A	2.	Evaluates shorthand curriculum	4.75	1	3.97	11
A	3.	Develops shorthand programme in the secondary school	4.58	4	4.26	6
B	4.	Applies different approaches to curriculum development	4.33	12	3.54	18
B	5.	Designs a course unit in shorthand	4.25	16	3.87	13
B	6.	Plans a suitable shorthand lesson	4.50	6.5	4.28	5
B	7.	Selects suitable instructional resources	4.50	6.5	4.18	8
B	8.	Formulates precise objectives for the guidance of instruction in shorthand	4.50	6.5	3.92	12
C	9.	Applies basic instructional strategies	4.50	6.5	4.29	4
C	10.	Demonstrate's the expert's pattern	4.67	2.5	4.30	3
C	11.	Possesses the ability to utilise efficient teaching strategies to develop shorthand skills	4.67	2.5	4.36	1.5
D	12	Evaluates performance of students	4.42	9	4.36	1.5
D	13.	Evaluates students with simple diagnostic tests	4.17	18.5	3.59	16.5
E	14.	Applies classroom management strategies	4.33	12	3.51	19

Table 4.10c (continued)

		Professional Task	BTE Mean Scores	BTE Rank	BT Mean Scores	BT Rank
E	15.	Projects instructional resource needs and budgets	3.83	20	3.26	22
F	16.	Provides safety for students in class	3.42	21.5	3.27	21
F	17.	Provides students with information about careers in business	4.33	12	4.03	10
F	18.	Counsels students wisely about careers in business	4.25	16	4.10	9
G	19.	Establishes a business education organisation for students	3.12	23	3.33	20
H	20.	Maintain a good intra-school relationship	3.42	21.5	3.08	23
I	21.	Upholds the philosophy and goals of the profession	4.17	18.5	3.59	16.5
I	22.	Contributes to professional service	4.25	16	3.62	15
I	23.	Is involved in using research results that relate to learning and instruction	4.33	12	3.74	14

The mean scores ranged from 3.06 to 4.75 for the 23 professional tasks as perceived by the respondent groups.

In Table 4.10a, the professional tasks developed from the major categories are perceived to possess different importance levels by the two groups of respondents. Tasks F 16, G 19, and H 20 possess mean scores below the acceptable mean score of 3.5 for the two groups of respondents. The low mean scores for tasks G 19 and H 20, confirm the low mean scores recorded in the major categories of the professional tasks for G and H in Table 4.9a.

The Spearman's coefficient of rank order correlation (r_s) was also used in order to establish the relationship which exists

importance of professional tasks and the status of the business teachers. In other words, r_s was used to test the extent to which the business teacher educators and business teachers rated or measured the professional tasks needed by the shorthand teacher the same way. A result of $r_s = 0.803$ was also obtained showing that there is a strong positive correlation between the ranking of the professional tasks by the two groups of respondents. In other words, the levels of importance of the professional tasks are independent of the status of the business teachers.

In order to test the hypothesis of no significant difference between the means, the z-statistic with a probability (p) approximating to the normal curve was computed for each of the professional tasks. Table 4.10b shows a summary of the calculations for the z-scores for each of the professional tasks.

Table 4.10b

DIFFERENCES BETWEEN MEANS OF THE PERCEIVED LEVEL OF IMPORTANCE OF THE PROFESSIONAL TASKS BY THE BUSINESS TEACHER EDUCATORS AND THE BUSINESS TEACHERS

Category		Respondent	Number (N)	Mean ($\bar{X}$)	Standard Deviation (s)	Z-Score	Significant Level (p) p = .05
A	1.	BTE	12	4.33	0.75	0.52	NS
		BT	117	4.21	0.96		
A	2.	BTE	12	4.75	0.43	5.06	S*
		BT	117	3.97	0.98		
A	3.	BTE	12	4.58	0.49	1.03	NS
		BT	117	4.26	0.82		
B	4.	BTE	12	4.33	0.62	3.95	S
		BT	117	3.54	0.87		
B	5.	BTE	12	4.25	0.83	1.46	NS
		BT	117	3.87	1.11		
B	6.	BTE	12	4.50	0.65	1.11	NS
		BT	117	4.28	0.77		
B	7.	BTE	12	4.50	0.65	1.52	NS
		BT	117	4.18	1.04		
B	8.	BTE	12	4.50	0.76	2.42	S
		BT	117	3.92	1.01		
C	9.	BTE	12	4.50	0.87	0.81	NS
		BT	117	4.29	0.81		
C	10.	BTE	12	4.67	0.47	2.17	S
		BT	117	4.30	1.11		
C	11.	BTE	12	4.67	0.62	1.55	NS
		BT	117	4.36	0.98		
D	12.	BTE	12	4.42	0.64	0.3	NS
		BT	117	4.36	0.80		
D	13.	BTE	12	4.17	0.69	2.64	S
		BT	117	3.59	0.89		
E	14.	BTE	12	4.33	0.75	3.57	S
		BT	117	3.51	0.82		

Table 4.10b (continued)

Category	Respondent	Number (N)	Mean ($\bar{X}$)	Standard Deviation (s)	Z-Score	Significant Level (p) p = .05
E 15.	BTE	12	3.83	0.69	2.59	S
	BT	117	3.26	1.02		
F 16.	BTE	12	3.42	0.86	0.56	NS
	BT	117	3.27	1.21		
F 17.	BTE	12	4.33	0.62	1.5	NS
	BT	117	4.03	1.03		
F 18.	BTE	12	4.25	0.66	0.71	NS
	BT	117	4.10	1.00		
G 19.	BTE	12	3.12	0.9	0.75	NS
	BT	117	3.33	1.11		
H 20.	BTE	12	3.42	1.04	1.06	NS
	BT	117	3.08	1.04		
I 21.	BTE	12	4.17	0.9	2.00	S
	BT	117	3.59	1.38		
I 22.	BTE	12	4.25	0.72	2.74	S
	BT	117	3.62	1.08		
I 23.	BTE	12	4.33	0.62	2.81	S
	BT	117	3.74	1.12		

*Table value for Z = 1.96 at .05 level

Hypothesis 2: $H_o: \bar{X}_{bte} = \bar{X}_{bt}$ stated that

There is no significant difference between the business teacher educators' and that of the business teachers' perceived level of importance for each of the identified professional tasks required by the shorthand teacher.

Alternative Hypothesis 2: There is significant difference.

$$H_1: \bar{X}_{bte} \neq \bar{X}_{bt}$$

In Table 4.10b, the Z-score is given for each of the professional tasks which are tested for hypothesis two. The professional tasks that showed no significant difference (NS), are not discussed further.

For each of these professional tasks, the null hypothesis is retained and therefore upheld.

The professional tasks which are noted with S - have statistical significant differences at 0.05 level. The null hypotheses are not supported by the data collected and therefore are rejected. These are:

Variable A2: Evaluates shorthand curriculum

$Z_{(\text{calculated})}\,5.06 > Z_{(\text{table value})}\,1.96$

The estimated standard error was 0.15. The lower and upper limits of the two tailed graph were 0.49 and 1.07. The respondents show significant difference in their perception of evaluation of shorthand curriculum as a professional task required by the shorthand teacher.

Variable B4: Applies different approaches to curriculum development

$Z_{(\text{calculated})}\,3.95 > Z_{(\text{table value})}\,1.96$

The estimated standard error was 0.2. The lower and upper limits of the two tailed graph were 0.4 and 1.18. The respondents show some significant differences in their perception of the application of different approaches to curriculum development. The null hypothesis is rejected.

Variable B8: Formulates precise objectives for the guidance of instruction in shorthand

$Z_{(\text{calculated})}\,2.42 > Z_{(\text{table value})}\,1.96$

The estimated standard error was 0.24. The lower and upper limits were 0.11 and 1.05. The respondents show some significant differences in their perception of the importance of the formulation of precise objectives for the guidance of instruction in shorthand.

Variable D13: Evaluates students with simple diagnostic tests

$$Z_{(\text{calculated})}\ 2.64 > Z_{(\text{table value})}\ 1.96$$

The estimated standard error was 0.22. The lower and upper limits were 0.15 and 1.01. The respondents show some significant differences in their perception of the importance of the evaluation of students with simple diagnostic tests. The null hypothesis is rejected.

Variable E 14: Applies classroom management strategies

$$Z_{(\text{calculated})}\ 3.57 > Z_{(\text{table value})}\ 1.96$$

The estimated standard error was 0.23. The lower and upper limits were 0.37 and 1.27. The respondents show some significant differences in their perception of the importance of the application of classroom management strategies as a professional task required by the shorthand teacher. The null hypothesis is rejected.

Variable E 15: Projects instructional resource needs and budgets

$$Z_{(\text{calculated})}\ 2.59 > Z_{(\text{table value})}\ 1.96$$

The estimated standard error was 0.22. The lower and upper limits were 0.14 and 1.00. There is significant difference. Therefore the null hypothesis is rejected.

Variable I 21: Upholds the philosophy and goals of the Profession

$$Z_{(\text{calculated})}\ 2.00 > Z_{(\text{table value})}\ 1.96$$

The estimated standard error was 0.29. The lower and upper limits were 0.01 and 1.15. There is significant difference and therefore the null hypothesis is rejected.

Variable I 22: Contributes to professional service

$$Z_{(calculated)}\ 2.74 > Z_{(table\ value)}\ 1.96$$

The estimated standard error was 0.23. The lower and upper limits were 0.18 and 1.08. There is significant difference and therefore the null hypothesis is rejected.

Variable I 23: Is involved in using research results that relate to learning and instruction

$$Z_{(calculated)}\ 2.81 > Z_{(table\ value)}\ 1.96$$

The estimated standard error was 0.21. The lower and upper limits were 0.18 and 1.00. There is significant difference and therefore the null hypothesis is rejected.

However, it will be noted that in each case the business teacher educators rated the level of importance for the professional task higher. The business teachers rated the variables high too, but not as highly important as the business teacher educators regarded as experts would expect.

Table 4.11a

RANK ORDER OF THE MEAN SCORES OF RESPONDENTS' AGREEMENT OR DISAGREEMENT TO SHORTHAND INSTRUCTIONAL STRATEGIES

	Shorthand Instructional Strategies	BTE		BT	
		Mean Scores	Rank	Mean Scores	Rank
1.	Teach a lesson a day	4.50	15	3.00	30
2.	Have students write words correctly with accurate proportions and on the line of writing	4.75	6.5	4.56	3
3.	Review lessons by placing sample theory words on the chalkboard	4.25	19.5	4.08	14
4.	Explain appropriate principles	4.50	15	4.59	2
5.	Drill short forms, derivatives and phrases	4.75	6.5	4.54	4

Table 4.11a (continued)

	Shorthand Instructional Strategies	BTE Mean Scores	BTE Rank	BT Mean Scores	BT Rank
6.	Write shorthand outlines on the chalkboard during class periods	4.25	19.5	4.36	8.5
7.	Vary classroom activities so that all theory is not presented in a single-time block	4.67	11	4.18	13
8.	Continue theory development through the shorthand training programme	4.67	11	3.56	23
9.	Preview and review words on the board which are selected from dictation speed material	4.50	15	4.31	10
10.	Refine theory further during dictation speed building by post viewing	4.08	26.5	3.67	21
11.	Use homework notes for typewritten transcription exercises	4.17	22.5	3.41	25
12.	Give theory quizzes at the end of each chapter	4.17	22.5	3.95	16.5
13.	Have students begin reading in the first class	4.67	11	3.23	27
14.	Teach students to spell rapidly	4.83	3.5	3.95	16.5
15.	Have individual students read aloud from printed materials or homework notes	4.92	1.5	4.49	5.5
16.	Teach students to dry-pen as they read	4.08	26.5	3.54	24
17.	Devote about one-fifth of every class period to reading	4.17	22.5	3.64	22
18.	Analyze reading difficulties so that corrective measures can be taken	4.08	26.5	4.23	12
19.	Establish and emphasize reading rates for individual students	4.08	26.5	3.92	18.5
20.	Prompt quickly when a student pauses or hesitates on a word when reading	3.08	30	3.10	29

Table 4.11a (continued)

	Shorthand Instructional Strategies	BTE Mean Scores	BTE Rank	BT Mean Scores	BT Rank
21.	Set reading goals	3.92	29	3.90	20
22.	Introduce writing on the first day of shorthand lesson	4.42	17.5	3.36	26
23.	Observe students as they write	4.92	1.5	4.38	7
24.	Check outline construction and proportions	4.75	6.5	4.61	1
25.	Assist students to develop sustained writing ability	4.75	6.5	4.26	11
26.	Give dictation for speed development each lesson period	4.67	11	3.92	18.5
27.	Preview difficult words on the chalkboard before giving dictation	4.67	11	4.36	8.5
28.	Allot about one-half of every class period to dictation (after theory has been completed)	4.42	17.5	4.05	15
29.	Introduce typewritten transcription early enough (after about a term when shorthand was begun)	4.17	22.5	3.18	28
30.	Emphasize mailable transcripts	4.83	3.5	4.49	5.5

The mean scores ranged from 3.00 to 4.92 for the 30 shorthand instructional strategies as perceived by the respondents. Responses for the strategies in the above Table 4.11a show that item number 20 has an outright "unacceptable" mean scores of 3.08 and 3.10 for the business teacher educators and the business teachers respectively. For the business teachers in the secondary schools, there are five more "unacceptable" mean scores. These are for item numbers 1, 11, 13, 22, and 29. These are all in the areas of shorthand theory development, reading skills, writing skills, speed development, transcription skills and the evaluation of performance of the students.

In order to test the extent of agreement between the way the business teacher educators and the business teachers rated or measured the shorthand instructional strategies, the spearman's Rank order was also applied. A result of $r_s = 0.584$ was obtained showing a rather weak positive correlation between the ranking of the shorthand instructional strategies by the two groups of respondents.

Table 4.11b

DIFFERENCES BETWEEN MEANS ON AGREEMENT OR DISAGREEMENT TO SHORTHAND INSTRUCTIONAL STRATEGIES BETWEEN BUSINESS TEACHER EDUCATORS AND BUSINESS TEACHERS

Serial Number	Respondent	Number (N)	Mean ($\bar{X}$)	Standard Deviation (s)	Z-Score	Significant Level $p = .05$
1.	BTE	12	4.50	0.87	5.19	S
	BT	117	3.00	1.55		
2.	BTE	12	4.75	0.60	1.06	NS
	BT	117	4.56	0.5		
3.	BTE	12	4.25	0.92	0.61	NS
	BT	117	4.00	0.82		
4.	BTE	12	4.50	0.87	0.35 /z/	NS
	BT	117	4.59	0.53		
5.	BTE	12	4.75	0.43	[illegible]	NS
	BT	117	4.54	0.78		
6.	BTE	12	4.25	0.60	0.31 /z/	NS
	BT	117	4.36	0.51		
7.	BTE	12	4.67	0.47	3.27	S
	BT	117	4.18	0.76		
8.	BTE	12	4.67	0.47	6.53	S
	BT	117	3.56	1.12		
9.	BTE	12	4.50	0.50	1.19	NS
	BT	117	4.31	0.84		
10.	BTE	12	4.08	0.86	1.58	NS
	BT	117	3.67	0.75		

Table value for Z = 1.96 at .05 level

Table 4.11b (continued)

Number	Respondent	Number (N)	Mean (X)	Standard Deviation (s)	Z-Score	Significant Level p = .05
11.	BTE	12	4.17	0.69	3.45	S
	BT	117	3.41	0.94		
12.	BTE	12	4.17	0.90	0.76	NS
	BT	117	3.95	1.33		
13.	BTE	12	4.67	0.47	7.27	S
	BT	117	3.23	1.56		
14.	BTE	12	4.83	0.37	7.04	S
	BT	117	3.95	0.70		
15.	BTE	12	4.92	0.08	13.03	S
	BT	117	4.49	0.27		
16.	BTE	12	4.08	0.74	2.35	S
	BT	117	3.54	1.02		
17.	BTE	12	4.17	0.47	3.31	S
	BT	117	3.64	0.93		
18.	BTE	12	4.08	0.41	1.25 /z/	NS
	BT	117	4.23	0.38		
19.	BTE	12	4.08	1.24	0.43	NS
	BT	117	3.92	0.87		
20.	BTE	12	3.08	1.32	0.05 /z/	NS
	BT	117	3.10	1.17		
21.	BTE	12	3.92	0.95	0.07	NS
	BT	117	3.90	0.76		
22.	BTE	12	4.42	1.11	3.03	S
	BT	117	3.36	1.48		
23.	BTE	12	4.92	0.28	5.09	S
	BT	117	4.38	0.75		
24.	BTE	12	4.75	0.60	0.78	NS
	BT	117	4.61	0.65		
25.	BTE	12	4.75	0.43	3.50	S
	BT	117	4.26	0.75		
26.	BTE	12	4.67	0.85	2.88	S
	BT	117	3.92	1.07		
27.	BTE	12	4.67	0.47	2.21	S
	BT	117	4.36	0.51		

Table value for Z = 1.96 at .05 level

Strategy 1: Teach a lesson in shorthand a day.

$$Z_{(calculated)}\,5.29 > Z_{(table)}\,1.96$$

Estimated standard error = 0.29. The lower and upper limits of the two tailed graph were 0.93 and 2.07. The difference between the agreement or disagreement to teach a lesson in shorthand a day range from 0.93 to 2.07. The business teacher educators rate the strategy higher. At worst by 0.93 and at best by 2.07.

Strategy 7: Vary classroom activities so that all theory is not presented in a single-time block.

$$Z_{(calculated)}\,3.27 > Z_{(table)}\,1.96$$

Estimated standard error = 0.15. The lower and upper limits of the two tailed graph were 0.2 and 0.78.

Strategy 8: Continue theory development through the shorthand training programme

$$Z_{(calculated)}\,6.53 > Z_{(table)}\,1.96$$

Estimated standard error = 0.17. The lower and upper limits of the two tailed graph were 0.78 and 1.44.

Strategy 11: Use homework notes for typewritten transcription

$$Z_{(calculated)}\,3.45 > Z_{(table)}\,1.96$$

Estimated standard error = 0.22. The lower and upper limits of the two tailed graph were 0.33 and 1.19.

Strategy 13: Have students begin reading in the first class

$$Z_{(calculated)}\,7.27 > Z_{(table)}\,1.96$$

The estimated standard error was 0.198. The lower and upper limits of the two tailed graph were 1.05 and 1.83.

Strategy 14: Teach students to spell rapidly

$$Z_{(calculated)}\,7.04 > Z_{(table)}\,1.96$$

The estimated standard error was 0.125. The lower and upper limits of the two tailed graph were 0.63 and 1.13.

Strategy 15: Have individual students read aloud from printed materials or homework notes

$$Z_{(calculated)}\,13.03 > Z_{(table)}\,1.96$$

The estimated standard error was 0.033. The lower and upper limits of the two tailed graph were 0.37 and 0.49.

Strategy 16: Teach students to dry-pen as they read.

$$Z_{(calculated)}\,2.35 > Z_{(table)}\,1.96$$

The estimated standard error was 0.23. The lower and upper limits of the two tailed graph were 0.09 and 0.99.

Strategy 17: Devote about one-fifth of every class period to reading.

$$Z_{(calculated)}\,3.31 > Z_{(table)}\,1.96$$

The estimated standard error was 0.16. The lower and upper limits of the two tailed graph were 0.22 and 0.84.

Strategy 22: Introduce writing in the first day of shorthand lesson.

$$Z_{(calculated)}\,3.03 > Z_{(table)}\,1.96$$

The estimated standard error was 0.35. The lower and upper limits of the two tailed graph were 0.37 and 1.75.

Strategy 23: Observe students as they write

$$Z_{(calculated)}\,5.09 > Z_{(table)}\,1.96$$

The estimated standard error was 0.106. The lower and upper limits of the two tailed graph were 0.33 and 0.75.

Strategy 25: Assist students to develop sustained writing ability.

$$Z_{(calculated)}\,3.5 > Z_{(table)}\,1.96$$

The estimated standard error was 0.14. The lower and upper limits of the two tailed graph were 0.22 and 0.76.

Strategy 26: Give dictations for speed development each lesson period.

$$Z_{(calculated)}\,2.88 > Z_{(table)}\,1.96$$

Estimated standard error = 0.26.

The lower and upper limits were 0.24 and 1.26.

Strategy 27: Preview difficult words on the chalkboard before giving dictation.

$$Z_{(calculated)}\,2.21 > Z_{(table)}\,1.96$$

Estimated standard error = 0.14

The lower and upper limits were 0.04 and 0.58.

Strategy 29: Introduce typewritten transcription early enough (after about a term when shorthand was begun)

$$Z_{(calculated)}\,4.30 > Z_{(table)}\,1.96$$

Estimated standard error = 0.23

The lower and upper limits were 0.54 and 1.44.

Strategy 30: Emphasize mailable transcripts.

$$Z_{(calculated)}\,2.61 > Z_{(table)}\,1.96$$

Estimated standard error = 0.13

The lower and upper limits were 0.09 and 0.59.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study was designed to identify the levels of importance of the professional tasks needed by the business teacher in teaching shorthand in the secondary schools. It was also designed to advance strategies for the teacher to improve the teaching of shorthand.

Having analysed the responses from the questionnaire, this chapter discusses, summaries and interpretes the findings. Educational implications and recommendations are also made along with suggestions for further research to cover these areas in greater detail.

Nine major categories of professional tasks were broken down to twenty-three minor tasks (Tables 4.9 and 4.10). Thirty shorthand instructional strategies were also completed by the respondents (Table 4.11). Observations of the analyses of the professional tasks and the shorthand instructional strategies reveal that the business teacher educators rated theirs slightly higher than the business teachers in the secondary schools. Some of the differences in the ratings are, however, not statistically significant.

It was also, found that the major categories of the professional tasks were very important and therefore, are needed by the business teachers like any other professionally qualified teacher in the performance of his duties. Both the business teacher educators and the business teachers seem to agree that the School/Community relationship is not so much an important professional task needed by the business teacher in teaching (see Table 4.9a). This could be attributed to the fact that

although the schools exist within a society, the school/community relationship has no direct effect on the classroom instructions. The business teacher's competency also in category G on Student organisations, was rated a little higher, though regarded as not so important. The same fact or effect can be seen to bear on student organisation that even though may be important, will not necessarily be required by the teacher before he can carry out instructions in the classroom. This particular category may be necessary in the classroom instructions where the teacher makes effective use of student groups.

It was also found out that irrespective of the academic qualifications and status of the respondents, coupled with where they were teaching, there seems to be some sort of agreement on the professional tasks needed by the business teacher in the performance of his duties.

In Table 4.10a where the major categories of professional tasks are broken down to simpler tasks, almost the same pattern of rating is maintained by both the business teacher educators and the business teachers. Two other tasks in the areas of student guidance and classroom management had low mean scores even though higher than the previously mentioned ones. Most teachers in the secondary schools do not feel it is important for them to project instructional resource needs and budget for them, since the school system in which they operate hardly ever considers the views of the classroom teachers in such matters. Besides, the teachers do not control any votes, but ideally, the teacher knows better what instructional resources are needed for him to carry out his teaching efficiently and effectively.

5.2 CONCLUSIONS

From the analysis of data shown in Chapter Four and the summary of the findings, the following conclusions have been drawn from the study:

1. The professional tasks by categories with the exception of two are rated as important pre-service competencies needed by the prospective business educator who wishes to teach at the secondary school level. They therefore, need to be included in teacher education curriculum. The other two categories which are not so highly rated as important are students organisations and school/ community relationship which may depend on the area in which the school is situated. For this reason, the teacher is also somehow expected to adjust his strategies while assisting the students in their organisations.

2. The business teacher requires a good knowledge of the professional tasks in greater detail and be able to apply them at different times like any other trained teacher, in order to teach shorthand efficiently and effectively (See Table 4.10).

3. The business teacher with a good knowledge of the professional tasks should be able to demonstrate efficient teaching strategies in shorthand instruction in the classroom inorder to bring about efficient student learning outcomes. These teaching strategies are in the area of the development of shorthand theory, reading skills, writing skills, dictation speed development, transcription skills and evaluation of performances in shorthand/transcription.

4. The categories and professional tasks are no doubt perceived within them to possess different importance levels by the respondents' mean scores. It is more clearly shown in their rank order.

5. The business teacher educators rated the instructional strategies higher because they perceived them as ideal in ideal situations while the business teachers in the secondary schools rated them lower because of their on-the-spot assessment of the prevailing situations in our present day secondary schools. This no doubt affects the way they may apply the strategies in their classroom instructions.

6. Most respondents are of the opinion that Class III is ideal and therefore should be the beginning class in shorthand. (Table 4.1) At the same time, trends in the teaching of shorthand lie within the areas of writing skills, reading skills, speed development, individual instructions (only in ideal situations) and transcription. The regularicy of shorthand quizzes/tests should be weekly and/or at the end of each chapter/section of the textbook being used.

7. A high percentage of the business teachers (89.7%) have not had the opportunity of attending any Seminar, Workshop or Conference organised for business teachers generally, and on shorthand in particular. The need for attendance at such seminars cannot be over-emphasized as this will enable the teachers up-date themselves with current research findings in the application of classroom instructional strategies. The areas to be covered at such conferences or workshops or seminars should include; in their descending order, instructional planning, execution and evaluation; the professional role and development of the teacher; curriculum planning, development and execution; and classroom management in skill subjects. To achieve this, there is no doubt that a journal in business education that is academic in nature to cover these areas is urgently needed in the country today.

5.3 RECOMMENDATIONS

This study aimed to advance strategies that would assist teachers in shorthand instruction at the secondary school level (and even beyond), based upon the ideal situation put forward by experts (business teacher educators). Since it may be unrealistic to expect to fully operationalise the entire strategies, the following recommendations are made for the purpose of setting priorities of where to begin the changes one by one.

1. Taking into consideration the important role teachers play in the society, and to maintain the standard required, teaching should be professionalised. This means the building into the teaching career some control devices to ensure that the practitioners are worthy members of the profession. The present state where anybody can teach, not minding his qualifications and aptitude should be discouraged. The licensing of members as in other professions should be introduced by the Federal and State Ministries of Education who are the employers of teachers.

2. The researcher advocates for a competency based technique of teaching shorthand and other business subjects. From the findings of the study, the researcher recommends that business teachers should be prepared to be both technically and professionally competent through competency based teacher education which will include the professional tasks identified in this study. If this happens, then business teachers should also be involved in the planning, development and evaluation of the curriculum for secondary schools.

3. To acquire competence in any skill training, practice is essential. The researcher therefore, recommends that well-equipped workshops and laboratories for business subjects be provided in the schools offering skill business subjects. The level of training will determine the kind of facilities, equipment and materials needed. There should also be adequate funding from the Federal and State governments.

4. Guidance and Counselling services should be introduced in our secondary schools. It is not just enough to introduce it; Ministries of Education should be able to post experts knowledgeable in the area of counselling to the secondary schools. This will enable intending entrants and those already enrolled in the different areas in the secondary schools may make rational choices.

5. Theory development is fundamental to effective shorthand instruction and learning. It is, therefore, recommended that business teachers should work with theory development at all times during shorthand learning. The focus should be upon assisting students to learn to write shorthand with fluency and to develop sustained writing ability as the study of the subject progresses.

6. Typewritten transcription development is the ultimate goal of shorthand instruction. It is, therefore, recommended that teachers should introduce typewritten transcription as soon as the students have acquired the basic typewriting skills.

7. Assessing performance is such a critical component of the shorthand programme that it should not be overlooked. For this reason it is therefore, recommended that shorthand teachers should use the standards for evaluating the skill to reflect the requirements for employability.

8. The New National Policy on Education places emphasis on continuous assessment as part of the conditions of certification at both the pre-vocational and vocational levels. It is recommended that this policy be effectively implemented in shorthand classes, so that evaluation would not be based on a single examination to determine success or failure of a student. The modalities for this recommendation can be worked out by the Federal and State Ministries of Education, the Examining bodies (like WAEC) and the teachers themselves.

9. One of the most important functions of the shorthand teacher is to motivate students to continue working and to achieve higher performance. Teachers of shorthand can motivate students by bringing into the classroom for students to see, employment advertisements and other information concerning the usefulness of shorthand in business. The teacher should use various activities and games in the class. Shorthand students should be further encouraged to use shorthand for personal use during class lectures and other notetaking activities. Above all, the teacher should show genuine interest and concern for each student.

10. One of the things that distinguishes a profession from a non-profession is that in a profession, avenues are made possible whereby members can improve themselves. Accordingly, for the improvement of shorthand instruction in schools, in-service courses in teaching shorthand should be periodically held for teachers. Conferences, seminars and/or workshops could also be organised. The various Ministries of Education, the Nigerian Association of Business Educators (NABE), the Nigeria Educational Research Council and the Universities could play a vital role in this sphere. Teacher promotion and/or confirmation of appointment, among other things should be made attendant upon their participation in these short courses and conferences or seminars or workshops.

5.3.1 Recommendations for future study:

1. In an effort to make business education at the secondary school level functional and relevant to the needs of the society, there is need to conduct periodic manpower surveys so as to able to determine the manpower needs at that level.

2. There is also the need to conduct a follow-up study of the secondary school graduates.

3. It would be of interest if a study of equipping a business or secretarial department in the secondary school as it relates to the present changing business office could be undertaken.

4. A study of effects of establishing a full trial experiment of the above strategies and recommendations should be undertaken.

5. From a strictly research point of view, a replication of this study is recommended to be undertaken in other states of Nigeria as a comparative tool for the findings of this study.

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Vocational & Technical Education
Ahmadu Bello University
Zaria.

6th June 1985.

The Permanent Secretary,
Ministry of Education,
Owerri.

Dear Sir,

REQUEST FOR PERMISSION TO VISIT SCHOOLS

I am a post graduate student in the Department of Vocational and Technical Education, of the Ahmadu Bello University, Zaria, majoring in Office Education. As part of the requirements for the award of the degree, I am currently preparing a Thesis titled: "Strategies for improving the teaching of Shorthand in Secondary Schools in Imo State."

I shall be very grateful, if your office can grant me permission to visit all secondary schools where shorthand is being taught, for the purpose of data collection.

Thank you in advance for your kind co-operation.

Yours faithfully,

(Signed)
I. Uduma

APPENDIX 2

Vocational & Technical Education
Ahmadu Bello University
Zaria.

14th June 1985

The Principal

Sir,

I am sorry to take a few minutes of your precious time.

I am a post graduate student of the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria majoring in Business (Office) Education. My Master's Degree thesis is on "Strategies for improving the teaching of shorthand in Secondary Schools in Imo State."

To bring out more clearly the research problem, the performance of your students in shorthand at the WASC level for 1982, '83, will be of great importance. I am therefore requesting for the results of your students in shorthand for the years stated above. Any information received will be treated as confidential, and will be used purely for the research work.

Kindly allow me also to distribute my questionnaire to the teachers of business subjects in your school for completion.

Your kind cooperation and advice will be greatly appreciated.

I remain, yours in the struggle for the improvement of instruction and performance of students in shorthand.

Yours sincerely,

I Uduma

APPENDIX 3

SECONDARY SCHOOLS VISITED

ABA ZONE:

1. Girls High School, Aba
2. Girls Secondary Commercial School, Aba
3. Boys Secondary School, Eziukwu - Aba,
4. Girls Technical College, Aba.
5. Osusu Secondary Commercial College, Osusu-Aba.
6. Wilcox Memorial Comprehensive School, Aba
7. Government Technical College, Ukwa
8. Ndoki Secondary Technical College, Ndoki
9. Asa Secondary Commercial School, Asa
10. St. Augustine's Commercial College, Aba.

OKIGWE ZONE:

1. Unwana Comprehensive Secondary School, Unwana-Afikpo
2. Secondary Technical School, Osso-Eddah
3. Comprehensive Secondary School, Amanze-Obowo, Etiti
4. Avutu Secondary Technical School, Avutu, Etiti
5. Obollo Secondary Technical School, Obollo, Mbano
6. Secondary Technical College, Umueze I, Mbano
7. Osu Technical College, Osu, Mbano
8. Secondary Technical College, Ovim, Isiukwuato, Okigwe

ORLU ZONE:

1. Secondary Commercial School, Osina, Ideato
2. Akokwa Secondary Technical School, Akokwa, Ideato
3. Dick Tiger Memorial Secondary School, Amaigbo, Nkwerre/I su
4. Okporo Technical College, Okporo, Orlu
5. Comprehensive Secondary School, Awo-Omoma, Oru
6. Ozara Secondary Technical School, Ozara, Oru

OWERRI ZONE:

1. Ife Secondary School, Ife, Aboh Mbaise
2. Girls Secondary School, Amumara, Aboh Mbaise
3. Nguru Secondary Commercial School, Nguru, Aboh Mbaise
4. Amuzu Comprehensive Secondary School, Amuzu
5. Secondary Commercial School, Otulu, Ahiazu Mbaise
6. Girls High School, Oguta
7. Girls Secondary School, Akabo, Mbaitoli/Ikeduru

8. Orodo Secondary Technical School, Orodo, Mbaitoli/Ikeduru
9. Community Comprehensive Secondary School, Egbu
10. Emekuku Comprehensive Secondary School, Emekuku
11. Uratta Secondary Commercial School, Uratta, Owerri
12. Community Secondary School, Obibiezena, Owerri

UMUAHIA ZONE:

1. Ohafia Technical College, Ania Ohafia.
2. Secondary Technical School, Umunwanwa, Umuahia
3. Okoko Item Comprehensive Secondary School, Item
4. Nkpa Secondary Technical School, Nkpa, Bende
5. Amuzu-Ukwu Commercial Secondary School, Ibeku
6. Secondary Technical School, Afara-Ukwu, Ibeku
7. Girls Secondary School, Umuahia
8. Eluogho Nkporo Comprehensive School, Nkporo

APPENDIX 4

STRATEGIES FOR IMPROVING THE TEACHING OF SHORTHAND IN SECONDARY SCHOOLS.

QUESTIONNAIRE

This questionnaire which is divided into three parts is designed to solicit your professional perceptions (knowledge, understanding and experience) of what you believe are important professional tasks of the business teacher and what are expected of him in teaching shorthand skills.

Kindly fill-in, tick ( ) or circle where appropriate.

A - GENERAL

1. Institution:.....

2. Academic Qualifications — Year obtained

   Ph.D ——————

   M.Ed.; M.A.; M.Sc.; P.G.D.E. ——————

   B.Ed.; B.A.; B.Sc. ——————

   N.C.E. (Bus).; Tech. Teachers' Cert. ——————

   H.N.D.; O.N.D. ——————

   Others: ——————

3. From my preparation, I can teach:

   Shorthand ( )

   Typewriting ( )

   Office Practice ( )

4. From experience as a business teacher, a beginning class in shorthand should be:

   Class I; Class II; Class III; Class IV.

5. Which textbooks to you use or recommend for teaching pitman shorthand in secondary schools.

   (a) ..... (b) .....

   (c) ..... (d) .....

6. What do you believe to be the most significant trend in the teaching of shorthand and shorthand transcription?

   (a) Transcription (b) Individual Instruction
   (c) Functional Method (d) Speed Development
   (e) Reading Skills (f) Writing Skills

7. In your opinion, theory quizzes should be given:

   (a) daily (b) weekly

   (c) monthly (d) end of each section/chapter

8. Apart from the chalkboard and the recommended textbooks, what other teaching aids (audio-visual) do you use:

(a) Cassette recorder/Player ( )
(b) Dictaphone ( )
(c) Record player ( )
(d) Typewriters ( )
(e) Overhead projectors ( )
(f) Journals (e.g. Memo) ( )
(g) Others ( )

..... ( )

9. Do you aspire to any higher qualifications? Yes/No
If Yes, (to question 9) which higher qualification?

.....

10. Have you ever attended any seminar, workshop or conference on shorthand? Yes/No

If No, (to question 10), would you like to attend one? Yes/No.

11. What type of topics (areas) would you like to see covered at such seminars, workshops or conferences?

(a) Curriculum planning, development and execution.
(b) Instructional planning, execution and evaluation.
(c) Classroom management (skill subjects).
(d) Students guidance and organisation.
(e) School/Community relationship.
(f) Professional role and development of the business teacher
(g) Others (specify)

.....

.....

12. Do you subscribe to any business education Journal? Yes/No.

13. Do you belong to any association for teachers of business subjects? Yes/No

If No (to question 13) would you be interested in being a member of one if it is formed in your area? Yes/No

If Yes, which? .....

B - LEVEL OF IMPORTANCE OF PROFESSIONAL TASKS

DIRECTIONS: At the end of each statement are columns with the letters VI, I, SI, NI, and NO which stand for Very Important, Important Somewhat important, Not Important, and No Opinion. Tick (✓) the one that most clearly indicates the level of importance which represent your opinion.

What is your opinion about the level of importance of each of the following categories of professional tasks needed by the business (shorthand) teacher in the secondary school.

Category No.	Category by Name	VI	I	SI	NI	NO
A	Curriculum planning, development and execution.					
B	Instructional planning					
C	Instructional execution					
D	Instructional evaluation					
E	Classroom management					
F	Student guidance					
G	Students organisation					
H	School/Community relationship					
I	Professional role and development of the business teacher.					
	THE PROFESSIONAL TASKS					
1.	Plans an educational programme in shorthand					
2.	Evaluates shorthand curriculum.					
3.	Develops shorthand programme in the secondary school					
4.	Applies different approaches to curriculum development.					
5.	Designs a course unit in shorthand					
6.	Plans a suitable shorthand lesson					
7.	Formulates precise objectives for the guidance of instruction in shorthand					
8.	Selects suitable instructional resources.					
9.	Applies basic instructional strategies					
10.	Demonstrates the expert's pattern					
11.	Possesses the ability to utilise efficient teaching strategies to develop shorthand skills.					
12.	Evaluates performance of students					
13.	Evaluates students with simple diagnostic tests.					
14.	Applies classroom management strategies					
15.	Projects instructional resources needs and budgets.					

Category No	Category by Name	VI	I	SI	NI	NO
16.	Provides safety of students in class					
17.	Provides students with information about careers in business					
18.	Counsels students wisely about careers in business					
19.	Establishes a business education organisation for students					
20.	Maintain a good intra-school relationship					
21.	Upholds the philosophy and goals of the profession					
22.	Contributes to professional service					
23.	Is involved in using research results that relate to learning and instruction					

C - SHORTHAND INSTRUCTION

DIRECTIONS: At the end of each statement are columns with the letters SA, A,U, D, AND SD which stand for strongly agree, Agree undecided, Disagree, and Strongly Disagree. Tick (✓) the one that clearly indicates your opinion in teaching shorthand.

The efficient demonstration of teaching strategies in the classroom is very essential to the business teacher. These strategies in the area of shorthand instruction include the development of shorthand theory, reading skills, writing skills, dictation speed development, transcription skills and evaluation of performance in shorthand/ transcription.

In using these strategies, for instruction, the shorthand teacher should:-

		SA	A	U	D	SD
1.	Teach a lesson a day					
2.	Have students write words correctly with accurate proportions and on the line of writing					
3.	Review lessons by placing sample theory words on the chalkboard					
4.	Explain appropriate principles					
5.	Drill short forms, derivatives and phrases					

	SA	A	U	D	SD
6. Write shorthand outlines on the chalkboard during class periods					
7. Vary classroom activities so that all theory is not presented in a single-time block					
8. Continue theory development through the shorthand training programme					
9. Preview and review words on the board which are selected from dictation speed material					
10. Refine theory further during dictation speed building by post viewing					
11. Use homework notes for typewritten transcription exercises					
12. Give theory quizzes at the end of each week or chapter					
13. Have students begin reading in the first class					
14. Teach students to spell rapidly					
15. Have individual students read aloud from printed materials or homework					
16. Teach students to dry-pen as they read					
17. Devote about one-fifth of every class period to reading					
18. Analyze reading difficulties so that corrective measures can be taken					
19. Establish and emphasize reading rates for individual students					
20. Prompt quickly when a student pauses or hesitates on a word when reading					
21. Set reading goals					
22. Introduce writing in the first day of shorthand lesson					
23. Observe students as they write					
24. Check outline construction and proportions					
25. Assist students to develop sustained writing ability					
26. Give dictation for speed development each lesson period					

	SA	A	U	D	SD
27. Preview difficult words on the chalkboard before giving dictation					
28. Allot about one-half of every class period to dictation (after theory ha been completed)					
29. Introduce typewritten transcription early enough (after about a term when shorthand was begun)					
30. Emphasize mailable transcripts					

THANK YOU FOR COMPLETING THE QUESTIONNAIRE.

APPENDIX 5

COMPUTATION OF THE Z-SCORES FOR VARIABLES IN TABLES 4.9b, 4.10b AND 4.11b

In an example to show the computation of the Z-score, the following formula was used:

$$Z = \frac{\bar{X}_{bte} - \bar{X}_{bt}}{\sqrt{\frac{s^2_{bte}}{n_{bte}} + \frac{s^2_{bt}}{n_{bt}}}}$$

where:

$\bar{X}_{bte}$ = Mean score for business teacher educators

$\bar{X}_{bt}$ = Mean score for business teachers in the same category;

s = standard deviation

n = number of respondents

bte = business teacher educators

bt = business teachers

Application

Analysis of data through an example using the above formula to generate information is as follows: Choosing from Table 4.9b, Category A - Curriculum planning, development and execution as an example.

$$Z = \frac{4.67 - 4.54}{\sqrt{\frac{(0.39)^2}{12} + \frac{(0.86)^2}{117}}}$$

$$= \frac{0.13}{0.14}$$

$$= 0.93 = Z_{(calculated)}$$

Since $Z_{(calculated)}$ is less than $Z_{(table\ value)}$ 1.96 for .05 level, the difference here is not statistically significant. Therefore, we accept the null hypothesis that there is no significant difference

between the business teacher educators' and the business teachers' perceived level of importance for Category A - Curriculum planning, development and execution, as a professional task required by the shorthand teacher.

Note: The above computation for the Z-score was also used for the variables in Table 4.10b and Table 4.11b.