PROBLEMS AND PROSPECTS OF STUDYING SHORTHAND IN FEDERAL COLLEGES OF EDUCATION IN THE NORTH-WEST ZONE, NIGERIA

BY

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(M.ED/EDU/1083/2009 – 2010)

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF M.ED BUSINESS EDUCATION

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
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NIGERIA

JULY, 2012

DECLARATION

I declare that this research work titled: Problems and Prospects of Studying Shorthand in Federal Colleges of Education in the North-West zone, Nigeria was conducted by me in the Department of Vocational and Technical Education under the supervision of Dr A.A. Udoh and Prof. M.M Aliyu. The sources from which the literature was extracted have been duly acknowledged in the text and list of references provided. There is no part of this thesis that has been presented for the award of another degree at any university.

_____ _____

John Adamu AUDU Date

CERTIFICATION

This thesis entitled "problems and prospects of studying shorthand in Federal Colleges of Education in the North-West zone of Nigeria" written by John Audu Adamu meets the regulations governing the award of the degree of M.Ed (Business Education) of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to Almighty Father in heaven and the family of John Adamu Audu.

ACKNOWLEDGEMENTS

In any academic work, various people, too numerous to mention, must have contributed in one way or the other towards its realization. However, I am indebted to my school, Ahmadu Bello University, Zaria for the admission and enabling environment to carry out this work. The same gesture goes to my distinguished supervisors, Dr A.A Udoh and Prof. M.M Aliyu, who employed their scholastic prowess to guide me through the period of this research work. Much gratitude is owed to them for their advice, encouragement and patience that have facilitated the completion of this work, to them I say a very big thank you.

My special thanks go to Prof. (Mrs.) A.Z Mohammed, Prof (Mrs.) T.O Ojo, Dr (Mrs.) E. Ike, Dr O. Oni, Dr (Mrs.) L.S. Ajayi, Dr. (Mrs.) P.E. Onuigbo, Dr (Mrs.) E.E Adamu, Dr. B.I Okeh, Dr. I.M Haruna, Dr (Mrs.) M.F Ahuwan, Mr. Chike Uguru and all the lecturers in the Department of Voc. and Tech. Education.

To my beloved parents, late Mr. and Mrs. Audu Idegu, my lovely wife Peninah Audu and children, Juliet, Reuben, Caleb and Jane and the entire family of Audu, I say a big thank you for their patience, encouragement, moral and financial support all of which led to the successful completion of this work. The good wishes of Rev. Gonah, Rev. Gandu, Rev. Danladi and Pastor Atteh needed to be acknowledged.

Worthy of special appreciation is Mrs. Monday who helped in the typing of this work, I sincerely appreciate your contribution. I will never forget the effort and contributions of my course mates and well wishers, I appreciate you all.

Finally, my boundless gratitude goes to Almighty God for providing the needed resources from the beginning to the completion of this work.

ABSTRACT

This study was carried out to assess the problems and prospects of studying shorthand in Federal Colleges of Education in the North-Western Nigeria. In order to achieve this, four specific objectives were raised among which is identifying the problems faced by students of shorthand in Federal Colleges of Education in the North West Zone of Nigeria. As a guide for the researcher, four research questions and four Null hypotheses were formulated. Survey design was used for the study. The population of the study consisted of 2,108 students out of which 337 students were sampled using proportional random sampling technique. Questionnaire was used to collect data from the respondents. The data collected were analysed using frequency distribution, percentages and means. One Sample t-test was used to test all the null hypotheses at 0.05 level of significance. The study found among others, that poor punctuations, misinterpretation of words and inability to distinguish between heavy and light strokes constitute the major problems of studying shorthand to students. It was also found that shorthand is indispensable in the modern office management. Based on these findings, it was concluded that poor enrolment of students in the subject may eventually lead to disengagement of shorthand teachers. If there are no students that enroll for shorthand there might be no teachers of shorthand and that could lead to the stoppage of the course. In view of these findings and conclusion, it was recommended among others that; there is the need for students of shorthand to have constant practice of consonants in order to master the heavy and light strokes in shorthand so as to reduce the academic problems of studying shorthand. It was also recommended that there is the need for government at all levels and stakeholders to show commitment to secretarial education by provision of facilities (e.g. shorthand textbooks, dictation machine, and tape recorders) to secretarial education departments in the Federal Colleges of Education.

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Operational Definition of Terms

Awkward Outlines: These are outlines which are not in agreement with the way shorthand strokes are written.

Dilemma: A fixed situation that one needs to overcome or get rid of.

Diphthongs: This is another stage in vowel sound that directs a shorthand writer on how the outlines should be written.

Drillings: The methods adopted to practice Shorthand outlines thoroughly.

Electronic Mail: System of sending text, pictures, etc by means of computers linked to a network.

Fascimile or Fax: a device for scanning a document and encoding its image for transmission over telephone lines.

Grammalogues: This is known as short forms that aid stenographer in fast writing of shorthand during dictation.

Heavy and light strokes: They are strokes derived from shorthand consonants to give interpretation about the nature of sounds heard.

Misinterpretation of Words: This is the transcription of shorthand to longhand with different meaning.

Office Automation: This is the process of replacing manual operation by machine or a system design to perform specific combination of actions repeatedly.

Rudiments: What it takes to get familiar with sets of instructions.

Stenographic Skills: The artistic ability possessed to be able to write shorthand and transcribed it.

Symbols: A stroke(s) used by the Shorthand writer to provide a sense of writing the signs well.

Terrain: The natural area concerning knowledge that should be acquired.

Transcription: The conversion of shorthand manuscript to readable forms

120/100 Word Per Minutes: This is stenographer's speed attainment when dictation has started in shorthand.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education can be seen as the totality of the experience that man acquired by his interaction, mentally and physically, with the environment to enable him cope with and get satisfaction from the environment, the world he lives in. Farrant (1990) declared that education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed.

Aboychi (1994) viewed Business Education as education for business or training in business skills which are required for use in business offices, clerical occupation and business policy analyses. Aliyu (1995) defined Business Education as the intellectual and vocational preparation of people for earning a living in a contemporary industrial and business environment.

Business Education programme encompasses the following courses: Business Administration, marketing, purchasing and supply, accountancy, Business Studies, Secretarial Studies and others. At the teacher education level, it is grouped into three: Accounting Education, Distributive Marketing Education and Office/Secretarial Education.

Shorthand is a business education subject in the area of office education. It is defined by Pitman (1974) as the art of representing spoken sounds with written signs. Shorthand has plenty utility in the business world, Secretaries in both public and private organizations use it to records minute of meetings, telephone messages and spell checking which leads to the increase of their vocabularies. The twenty four (24)

consonants are equally known as strokes which students must first learn before proceeding to any aspect of shorthand. These consonants are written in two ways, heavy strokes and light strokes. These strokes sound differently when they are to be written down in the paper. The heavy sounds are known through the way a teacher pronounces a word(s) such as “D” and “T”. The letter “D” sound heavy while the letter “T” sounds light. The vowels sounds are what will make students to know where dots or dashes should be placed. Whether above, middle and through the line. These dots and dashes go along with the corresponding heavy and light strokes for easy identification.

Shorthand is taught right from junior secondary schools in Nigeria under business studies to tertiary institutions such as Polytechnics, Colleges of Education and some universities. The acquisition of shorthand skills by a trained secretary makes him/her relevant in the Business world. There is no doubt that he is an indispensable figure in every aspect of an organization which perform secretarial duties most effectively (Arukwe, 1999). A successful shorthand student has brighter future ahead because shorthand is useful in almost all profession. For example, shorthand notes are legal documents that can be used in a court case. Shorthand is a vital skill for court reporters because in most jurisdiction cameras and recorders are not allowed in court during proceedings. Further transcripts are hard to get from court officials and they take time to be released to the media.

In developed world, like U.S, Britain etc. reporters are paid a bonus if they keep their shorthand up above a minimum speed requirement. Secretaries are needed in every organization; a competent secretary cannot do without shorthand, he/she masters shorthand and embrace it very well because it serves as a relief in facilitating most of the

office activities. For example, a confidential secretary takes down dictation of most of proceedings of a meeting in shorthand and transcribes it on the typewriter or computer into longhand for easier understanding.

However, as valuable as the usage of shorthand and the need for a trained secretary is, shorthand at NCE level is faced with problems. These problems have also made a lot of students to run away from the course. These problems may include: awkward outlines, misinterpretation of words, lack of punctuation, low societal value for shorthand, lack of qualified shorthand teachers, and invention of new technologies. Problems of shorthand, according to Adeboye (2002), include teachers' qualification, English language disability and the students' interest in the subject.

Modern office management is an activity of controlling and organising the work in an office with modern equipment. The effects of shorthand in modern office management can not be overemphasised because; shorthand provides necessary skills for effective and timely co-ordination of clerical activities in the modern office. Though office automation such as computer, internet resources and audio recorder are important in modern office management, they can not substitute shorthand.

It is against this background that this study tries to investigate the problems and prospects of studying shorthand in Federal Colleges of Education in North-west Geo-political zone of Nigeria.

1.2 Statement of the Problem

The aim of the Shorthand Teacher is to train students to be able to record the spoken words and usually to produce a perfect transcription in a readable manner. This is because final stage of shorthand writing is an error-free transcription even at the required

speed into mailable copy (Foster, 1990). Shorthand is a skill that must be acquired by constant practice and several hours drillings everyday. In this computer age, students pay more attention to modern office automation. At the Junior Secondary Level of Education, many students dislike shorthand. Yabami (1992) observes that among 204 junior secondary students used as sample, over 90% of them disliked the subject. The disliking of the subject must have been as a result of frequent failures in tests and examinations; these also may have come from lack of understanding of the technical subject. By implication, it could be seen that the teaching approach used by the teacher coupled with impatience, in ability to hear the phonetic sounds and lack of understanding ultimately affect the student.

At Federal Colleges of Education in Nigeria, it is amazing that most students prefer other subjects to shorthand. Of the two options under Business Education namely: Accounting and secretarial, it is observed by some senior lecturers in the Federal College of Education, Zaria that majority of the students at their final year majored in Accounting option. This, according to Eddy (2002), is because many students who enrolled in secretarial option at this level do not get certificates at the end of their training because of failing in shorthand which is considered a key subject in the training of secretaries (Eddy, 2002).

In line with this, Oyebode (2002) asserts that the factors that contribute jointly to determine students' achievement among experts on scholastic achievements continues to be a controversial issue. In line with this, the researcher's observation revealed that only few of colleges of education students enrolled for secretarial option because of fear of shorthand. Equally, based on the researcher's interaction with some teachers and students

of colleges of education in the North-west zone of Nigeria, it was discovered that they seem not to be comfortable with mass failure in shorthand. They seem to be of the opinion that problems such as; inadequate facilities, poor teachers' qualifications, teaching experience, students interest, learners' motivation, among others, may be responsible for this deplorable state of shorthand. This, therefore, is the main problem faced by students of shorthand which the study wants to tackle with empirical evidence.

1.3 Objectives of the Study

The aim of this study is to ascertain the problems and prospects of studying shorthand in Federal Colleges of Education in the North-West zone of Nigeria. The specific objectives are to:

1. investigate the problems in the learning process faced by shorthand students in Federal Colleges of Education in the North West Zone of Nigeria.
2. examine the causes of the learning/practical problems faced by shorthand students in Federal Colleges of Education in the North West Zone of Nigeria.
3. assess the prospects of students of Shorthand in Federal Colleges of Education in the North west Zone of Nigeria.
4. examine the employment/job prospect of students of shorthand from Federal Colleges of Education in the North West Zone of Nigeria.

1.4 Research Questions

The research work provides answers to the following research questions:

1. What are the problems in the learning process faced by shorthand students in Federal Colleges of Education in the North-west zone of Nigeria?

2. What are the causes of the learning/practical problems faced by shorthand students in Federal Colleges of Education in the North West Zone of Nigeria?
3. What are the prospects of students of shorthand in the Federal Colleges of Education in the North-west zone of Nigeria?
4. What are the employment/job prospects of students of shorthand from Federal Colleges of Education in the North-west zone of Nigeria?

1.5 Research Hypotheses

In line with the research questions formulated, the following null hypotheses were postulated and tested:

1. There is no significant difference in the mean score of respondents of the problems in the learning process faced by the students studying shorthand in Federal Colleges of Education in the North-west zone of Nigeria
2. There is no significant difference in the mean score of respondents on the causes of the learning/practical problems faced by students studying shorthand in Federal Colleges of Education in the North-west zone of Nigeria.
3. There is no significant difference in the mean score of respondents on the prospects of students studying shorthand in Federal Colleges of Education in the North-west zone of Nigeria.
4. There is no significant difference in the mean score of respondents to the employment/job prospects of students of shorthand in Federal Colleges of Education in the North-West zone of Nigeria.

1.6 Significance of the Study

The result of the study will be of significant to the following people/organizations:

1. **Business Education Teachers**: The result of the work will be of immense benefits to the Federal Colleges of Education teachers. This will go along way to improve their shortcoming in shorthand and encourage students to be hard working in Shorthand practice.
2. **Business Education Students**: The outcome of this study will greatly help students of secretarial studies to be focused and determined in their pursuit of education that all hope is not lost as far as secretarial profession is concern.
3. **Parents**: Some parents never wanted their wards/children to register for secretarial studies, therefore, the result of this study will encourage parents to allow the choice of their children in terms of future careers to stand for the end justify the means.
4. **Students that offer Secretarial option**: The result of this work will be an eye opener to Federal Colleges of Education students to sit up and work harder instead of complaining that they cannot know shorthand for practice makes perfect.
5. **Curriculum Planners**: These are National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE), all stakeholders, States, Local Governments, etc. These Agencies of Government have the veto power to formulate what should be entrenched in the curriculum. They should look into the less attention given to the practice of shorthand and the

knowledge inculcation to the students and encourage the use of it in both offices and schools.

1.7 Basic Assumption of the Study

For the purpose of the study, the following basic assumptions are made:

1. there are problems in the learning process in studying shorthand in Federal Colleges of Education in the North West zone of Nigeria.
2. a lot of factors (inadequate facilities, low societal value of shorthand etc) are responsible for the causes of the problems of studying shorthand in Federal Colleges of Education in the North West zone of Nigeria.
3. the study of shorthand in Federal Colleges of Education has great employment/job prospects.
4. the study of shorthand can creates employment/job opportunities in the North West zone of Nigeria.

1.8 Delimitation of the Study

This study was delimited to business education students who offer shorthand, in the Departments of Vocational and Technical Education of the Federal Colleges of Education, North-West Geo-Political Zones of Nigeria. It was further delimited to NCE III students offering secretarial option. The study was delimited to these students because the students have finally made up their minds to take secretarial education as their career and they will be able to provide relevant information for the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter highlights related literature on the problems, prospects and studying shorthand. The chapter is organized under the following sub-headings:

2.1 Theoretical Framework

2.2 Concept and History of Shorthand

2.3 Fundamentals of Shorthand Skills

2.4 Students' Academic Performance in Shorthand

2.5 Problems of Studying Shorthand

2.6 Causes of Problems of Shorthand

2.7 Prospects of Studying Shorthand

2.8 Shorthand Curriculum and Modern Office

2.9 Review of Empirical Studies

2.10 Summary of the Chapter

2.1 Theoretical Framework

Three psychological and educational theorists whose works provide the foundation for any discussion on the strategies of learning skills acquisition which are considered necessary to this work are; (a) **Gagne's** conditions of learning theory, (b) **Vygotsky's** Theory of social cognitive Development and (c) **Bandura's** Social Learning Theory. These theories are discussed one after another as follows:

a. Gagne's Condition of Learning Theory:

This theory of learning is propounded by Gagne, which is called Gagne's theoretical framework. "The focus of the theory is on intellectual skills" (Kearsley, 1994). In this theory, five (5) major types of learning levels are identified:

i. Verbal or Oral Communication: This is the spoken form of communication, words and utterances that are produced by using our vocal words. This can be in the form of commands, requests, questions, exclamation, assertion, meeting etc**.**

ii. Cognitive Strategies: According to Bloom (1990), the cognitive domain includes objectives relating to recall or recognition of knowledge and the development of intellectual abilities and skills. The cognitive domain is comprised of six major categories of objectives such as: knowledge, comprehension, application, analysis, synthesis and evaluation.

iii. Affective Strategies: The affective domain deals with values and beliefs, attitudes and appreciation, interest, social relation, emotional adjustments, habits, life style. According to Kralhwohl (1994), affective domain involves the learning outcomes that emphasize the processes and products relating to the learners; feelings, emotions degrees of acceptance or rejection. The domain is considered as containing behaviours and objectives that have emotional overtone as it encompasses likes and dislikes attitudes, values, beliefs. This has been classified into five (5) levels or categories; receiving, responding, valuing, organization and characterization.

iv. Psychomotor Skills: The objectives in the psychomotor domain are concerned with manipulation skills which the students have naturally or have developed or

acquired. The domain also deals with body movements. According to Orlosky and Smith (2000), psychomotor objectives, include: muscular and motor skills or manipulation of materials or objects or some activity that requires neuro-muscular co-ordination. Performance skills are usually the focus of this domain and objectives in this domain are common to science subjects, commercial subjects, physical education, art and music, etc. Harrow (2001) gave six categories of objectives under the psychomotor domain such as: reflect movements, basic fundamental movements, perceptual abilities, physical abilities, skilled movements and non-discursive communication.

v. **Attitudes:** Stern (1983) "observes that teacher's attitudes are significant for students' learning. This means that when teachers demonstrate positive attitude towards a subject, students will perform well but when the attitudes of teachers are negative toward particular subjects, there is every likelihood that students will not do well in the course. Aliyu (2006) "said that teaching is an act, a good teacher should be able to create his act in the classroom, and should be a keen observer to his students. The five learning levels of the theory above are very significant to this current study because the spoken form of communication using vocal words, skills development, the interest of the learners, which is being encouraged through the attitudes of a teacher in his demonstration towards a subject will help in good performance of students. This is so important in the study of shorthand because it is a skill that has to do with the vocal words spoken and the manipulation through the use of pen/paper in the hand of the learner with the right attitudes for better performance.

b. Vygotsky's Theory of Social Cognitive Development: Vygotsky's theory of social cognitive development is complementary to Bandura's social learning theory. Its major thematic thrust is that "social interaction plays a fundamental role in the development of cognition" (Kearsley, 1994). Most of the original work of this theory was done in the context of language learning in children. An important concept in Vygotsky's theory is that "the potential for cognitive development is limited to a certain time span which he calls the "zone of proximal development" (Kearsley, 1994). He defines the "zone of proximal development" as having four (4) learning stages. These stages 'range between the lower limit of that the student knows and the upper limits of what the student has the potential of accomplishing" (Gillani and Relan 1997: 231).

Another notable aspect of Vygotsky's theory is that it claims "that instruction is most efficient when students engage in activities within a supportive learning environment and when they receive appropriate guidance that is mediated by tool" (Vygotsky 1978, as cited in Gillani and Relan 1997:231). These instructional tools can be defined as "cognitive strategies, a mentor, peers, computers, printed materials, or any instrument that organizes and provides information for the learner". Their role is "to organize dynamic support to help learners complete a task near the upper end of their zone of proximal development and then to systematically withdraw this supports as the (learner) move to higher levels of confidence". This theory of social cognitive development has to do with language learning in the learner and this brings about social interaction which plays a fundamental role in the development of cognition. A learner is given a certain task like writing, solving a problem and reading within a given period,

after the period is over his responses would show whether he understand the task being assigned to him or not. In the same vein shorthand also deals with stipulated time, with certain speed by dictation either 80 wpm, 100wpm and 120 wpm. A student of shorthand would be known by the level of shorthand speed mentioned whether he will continue to learn and major in shorthand or not. This speed attainment has discourage the interest of learning shorthand in many students.

c. Bandura's Social Learning Theory

Bandura's social learning theory 'emphasizes the importance of observing and modelling the behaviours, attitudes and emotional reactions of others". (Kearsley 1994). In apply Bandura's social learning theory, Kearsley (1994) suggests keeping the following principles in mind:

i. The highest level of observational learning is achieved by first organizing and rehearsing the modelled behaviour symbolically and then enacting it overtly.

ii. Individuals are more likely to adopt a modelled behaviour if the model is similar to the observe and has admired status and the behaviour has functional value.

Teachers can easily apply these theories to help students of secretarial studies realise their potential in the art of shorthand skills acquisitions if the instructions mentions in learning principle is followed because learning means modification of behaviour as a function of practice. Thus, it takes place when the performance of the organism is changed through stimulating contacts with the environment. All the basic elements of curriculum are designed around the learner. Learning is the relationship between stimulus (S) (independent variable) and response(R) (dependent variable) and thus determine how new S-R connections are formed. Learning is an on-going process

that is complimentary to other processes like motivation and perception. In line with the above, learning is a relatively permanent desirable change in behaviour or conduct as a result of past, prior or previous experience or training. It could be a change in performance which is an index of learning through general activity, practice and experience of the organism. This change is more or less permanent in nature.

Bloom approach of mastery learning is an instructional strategy designed to bring almost every learner to a specified level of mastery. To accomplish this, adjustment must always be made for individual differences by way of including special feed-back corrective techniques during regular classroom instruction. This current study is related to "Bandura's Social Learning Theory". The reason is that, observing and modelling the behaviours, attitude and emotional reactions of the learner in the area of his intellectual ability is important. Learning primarily involve two principle factors, that is, "teaching and learning". The teacher observes his students in their behaviours to his teaching and attitude through their responses. The same principle is applied in the study of shorthand. The teacher who is an observer can easily know from the attitude and behaviours of students in their learning of shorthand whether they could cope with what it takes to study the subject. This theory has eventually provided a way forward to the smooth study of shorthand in this write up.

2.2 Concept and History of Shorthand

2.2.1 Concept of Shorthand

(a) **Stenography in shorthand:** Shorthand is any system of rapid writing using symbols or shortcuts that can be made quickly to represent letters of the alphabet, words or phrases. It has been variously known as stenography (close, little or narrow writing).

The Oxford Advanced learners Dictionary (1994) defines Shorthand as a method of writing what is being said as quickly as possible, using special symbols and abbreviations. Shorthand is now employed extensively in reporting the proceeding of legislative bodies, the trial of cases in courts of law and for taking dictated business correspondence (1990 Encyclopedia).

Isaac Pitman (1995) came up with his own publication of stenographic sound Hand marked a new era in the development of phonetic systems. Not only did he classify the sounds of the language scientifically and arrange his material for writing accordingly, but he also introduced simple expedients of abbreviations that made for rapidity. Since the system is phonetic, all words are written according to their sounds. The words: lain, deal, may, knife, would therefore be written as if they were spelt lan, del, ma, nif (Encyclopedia Britannica (1996).

There are mainly two systems of shorthand which are widely used all over the world, namely; Pitman systems of shorthand and the Gregg system of shorthand.

(b) Pitman System of Shorthand: The Pitman system of shorthand became popular in the year 1837. This system was based on phonetics (the sound of words) rather than alphabets Pitman (1987). It is often termed a geometric system. It consists of 24 consonants and 12 vowels sounds. Straight lines and circular curves are used to form the outlines of the symbol for words. The outlines may be placed in one of three positions, above the normal line of writing, on the line and through the line. The position is determined by the first vowel sound of the word. By using various positions, the writer may use a single outline to represent different words. Shading of the character is used to indicate heavy consonants and vowel sounds. Vowels are disjoined from the outline and

are indicated by dots and dashes. Abbreviations for common words and phrases are used in order to facilitate the fastness of writing shorthand. This system is used in several countries in the world, including Nigeria. The second system of shorthand is the Gregg system of shorthand.

(c) Gregg System of Shorthand: The Gregg system of shorthand is not as popular as the Pitman System. The Gregg system is mostly used in the United States of America and Canada. Glattes (2001) stated that it is rather cursive than geometric in nature, in an attempt to approximate the method more strictly. It uses straight lines, circles, hooks and curves to form the outline of the symbol for the word(s). The vowels in Gregg are joined to the straight lines and line position is of little importance. Unlike Pitman Shorthand, shading is eliminated; all symbols are of the same thickness. Abbreviation for common words and phrases are used, all characters are written with the same thickness on the single line of writing and few abbreviated principles applied.

According to Holland (1979) a great number of people all over the world, including our dear country, Nigeria have used and still using shorthand system at various levels of higher institutions and some individuals use it for livelihood. Shorthand therefore, becomes an indispensable tool in the life of a Secretary, as he uses it to write minutes in shorthand and dictation from his boss. In this research work, the focus is on the Pitman system of shorthand.

2.2.2 History of Shorthand

Pitman shorthand is a system of shorthand for the English language developed by Englishman Sir Isaac Pitman (1813–1897), who first presented it in 1837. Like most systems of shorthand, it is a phonetic system; the symbols do not represent letters, but

rather sounds, and words are, for the most part, written as they are spoken. As of 1996, Pitman shorthand was the most popular shorthand system used in the United Kingdom and the second most popular in the United States.

One characteristic feature of Pitman shorthand is that unvoiced and voiced pairs of sounds are represented by strokes which differ only in thickness; the thin stroke representing 'light' sounds such as /p/ and /t/; the thick stroke representing 'heavy' sounds doing this requires a writing instrument which is responsive to the user's drawing pressure: specialist fountain pens (with fine, flexible nibs) were originally used, but pencils are now more commonly used, Isaac (1997).

Pitman shorthand uses straight strokes and quarter-circle strokes, in various orientations, to represent consonant sounds. The predominant way of indicating vowels is to use light or heavy dots, dashes, or other special marks drawn close to the consonant. Vowels are drawn before the stroke (or over a horizontal stroke) if the vowel is pronounced ahead of the consonant, or drawn after the stroke (or under a horizontal stroke) if pronounced after. Each vowel, whether indicated by a dot for a short vowel, or by a dash or a longer, more drawn-out vowel, has its own position relative to its adjacent stroke (beginning, middle, or end) to indicate different vowel-sounds in an unambiguous system. However, to increase writing-speed, rules of "vowel indication" exist whereby the consonant stroke is raised, kept on the line, or lowered to match whether the first vowel of the word is written at the beginning, middle, or end of a consonant stroke—without actually writing the vowel. This is often enough to distinguish words with similar consonant-patterns. Another method of vowel-indication is to choose between a choice of

different strokes for the same consonant. The sound "R" has two kinds of strokes: round, or straight-line, depending on whether there is a vowel-sound before or after the ‘R’.

There have been several versions of Pitman's shorthand since 1837. The original Pitman's shorthand had an "alphabet" of consonants which was later modified. Additional modifications and rules were added to successive versions. Pitman New Era (1975) had the most developed set of rules and abbreviation lists. Pitman 2000 (1975–present) introduced some simplifications and drastically reduced the list of abbreviations to reduce the memory-load, officially reduced to a list of 144 short forms. The later versions dropped certain symbols and introduced other simplifications to earlier versions. For example, strokes "rer" (heavy curved downstroke) and "kway", (hooked horizontal straight stroke) are present in Pitman's New Era, but not in Pitman's 2000.

Pitman was asked to create a shorthand system of his own in 1837. He had used Samuel Taylor's system for seven years, but his symbols bear greater similarity to the older Byrom system. The first phonetician to invent a system of shorthand, Pitman used similar-looking symbols for phonetically related sounds. He was the first to use thickness of a stroke to indicate voicing (voiced consonants are written with heavier lines than unvoiced ones and consonants with similar place of articulation were orientated in similar directions, with straight lines for plosives and arcs for fricatives. For example, the dental and alveolar consonants are upright.

Pitman's brother Benjamin Pitman settled in Cincinnati, Ohio in the United States, and introduced Pitman's system there. He used it in the 1865–67 trial of the conspirators behind the assassination of Abraham Lincoln. In Australia the system was introduced by

another Pitman brother, Jacob. Jacob Pitman is buried in Sydney's Rookwood Necropolis, in Australia. The epitaph is written phonetically

At one time, Pitman was the most commonly used shorthand system in the entire English-speaking world. Part of its popularity was due to the fact that it was the first subject taught by correspondence course. Today in many regions (especially the U.S.), it has been superseded by Gregg shorthand, developed by John Robert Gregg. Teeline has become more common in recent years, as it is based on spelling, rather than pronunciation.

2.3 Fundamentals of Shorthand Skills

The problem of Shorthand is the problem of developing the skills which is basically based on the principles. The great majority of the important points in the more efficient teaching of shorthand arise from a proper appreciation of the fundamental problem, that 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 muscles of the fingers; and then as a separate function to train a third skills, connected with the eye to read back the results of the other two skills. According to Holland (1979) declared that shorthand skills acquisition involved the following words of phrases listed below:

2.3.1 Training the Ear: The problem of getting the ear to develop the skills of associating an air-borne sound with a particular Shorthand skill comes first. How is this skills to be developed? First we must admit that dictation is the essential basis of this part of our function. Clearly, 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 is the justification of preparation before dictation. The longhand exercises in a textbook should be worked by the student not from the exercise book, but from the spoken words of the teacher and it must be borne in mind that if you allow your students to work from the printed word, you are developing a skills of the eye in associating the particular either–borne image of a black mark on paper with the shorthand outline, and you are wasting the time of the student in a most reprehensible way. It is surely a golden rule in a modern methods of teaching: Never let your students do longhand into shorthand, but make them do plenty of spoken words into shorthand.

2.3.2 Training the Fingers: The next skill to consider is the skills of the fingers. Here the value of copying correct shorthand falls naturally into place. It is again unnecessary to say that this copying should begin with the first lesson and be carried through right to the end. In the early stages it is plain, straightforward copying. You will see that your students have pens with suitable nibs, that the position of the fingers, hand, arm and body are correct, that the outlines are written in a good style of shorthand writing, and that they are written as outlines and not as a series of joined strokes. Students must 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, (Russon, 1995).

2.3.3 Training the Eye: The third skill is the training of the eye in reading back. Here insistence that students should read correctly written shorthand and their own shorthand notes, falls naturally into place, as does insistence that if at all possible every bit of shorthand written by the student should be read back.

There are four ways through which the reading or transcription may take place. The shorthand may be turned sometimes into thought words, sometimes into spoken words, sometimes into per-and-ink symbols and sometimes into type written symbols. Ideally in a commercial college it should be all spoken words at one end and typewritten symbols at the other.

When we come to consider all these skills together, it is very fortunate that the development of any one of these three skills of widely separated human mechanism helps the development of the others. That each skill helps the other is due to the fact that they all work in term of the same shorthand outline, which is taken out of a common storehouse in the brain.

Some other skills that enhance the development of shorthand are also indicated below: "Ability to hear the phonetic sounds". Monkori (2002) declared:

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

2.3.4 Hold the Pen Lightly: The pen should be held lightly and in such a manner as to permit shorthand characters or outlines being easily written. The wrist must not be allowed to rest upon the notebook or desk. In order to secure the greatest freedom of movement, the middle of the forearm should rest on the edge of the paper. Paper with a fairly smooth surface is absolutely essential.

2.3.5 Repeat the Exercise Several Times: The student should thoroughly master the explanation and rules which precedes the respective exercises and write out several times

the illustrative words appearing in the text, afterwards, working the exercises. As the secret of success in shorthand is practice it is advisable that the various exercise should be written and re-written until they can be done with perfect freedom and accuracy, (Holland, 1979).

2.3.6 Allocation of Time: It should be pointed out that satisfactory progress in acquiring the art of shorthand should only be made if a certain portion of time is regularly devoted to the study every day. This will give the student the knowledge of shorthand and bring speed and dexterity.

2.3.7 Drilling/Dictation: Drilling is when some particular strokes or characters prove strange and the shorthand writer would takes his time to write the strokes again and again until perfection is reached. Vary speed building drills, by using a variety of dictation plans to avoid becoming bored. Also use taped dictation in combination with considerable teacher dictation. It can be used in class as warm up activity and additional speed building practice while others are transcribing.

2.3.8 Memorization of the Consonants/Vowels: To be able to write more signs for words according to sounds, students must put to memory the twelve (12) vowels represented by light and heavy dots and dashes. Also the twenty-four (24) consonants represented by light and heavy straight or curved down, up or horizontal strokes as sign must be committed to memory. Shorthand outlines or any consonants sign or combination of consonant signs with or without vowel signs. Pitman Shorthand has three (3) positional outlines namely: First position, second position and third position and must be written on a ruled sheet of paper in note book for easy recognition of the strokes (Popharm, 1996).

2.3.9 Motivational Factor: Another fact that leads to skills acquisition is motivation. This is a force that maintained the quality, intensity and direction of behaviour. A force that makes one do what he is arouse to do and constantly influencing the direction of his actions which yield feedback, is generally and obviously accepted as motivation. In order to achieve high academic excellence from students of shorthand, they need to be motivated by their teachers.

Maslow (1999) stated that motivation improves teaching and learning, it helps slow learners to be encouraged and be committed to learning and as well makes the classroom situation interesting. Learning from Maslow's theory of motivation, one could say motivation is the bedrock of teaching and learning. This has great impact in the study of shorthand that, if the students are motivated during the course of teaching the subject in the classroom, dropout and lack of interest would be minimized.

2.3.10 Shorthand Transcription: The final stage of shorthand writing is an error-free transcription. Students may be able to read and write fluently and also very fast from the printed shorthand outlines, but this will still be of less value, unless they are able to transcribe from their own hand written shorthand outlines without mistakes.

Russon (1995) observes that the primary aim of any transcription is to prepare students to be able to take dictation at the required speed and then transcribe it into mailable copy". In the light of the above, Popharm, et al (1996) argued that, because of need for learner to be able to read, spell, punctuate, we correct words and its sounds correctly, "early identification of each student's difficulties is paramount, in order to allow teachers to pin-point deficiencies, diagnose the problem and provide solutions".

For the higher achievement in shorthand in general and dictation in particular, all skills and knowledge which can go along way in influencing students performance should be incorporated as part of the programme.

2.4 Students' Academic Performance

Students' performance is the process whereby students' educational activities are measured by examination within the context of a given curriculum. Any evaluation used to represent students scholastic standing is normally referred to as academic performance.

A handful of authors have attempted to come out with factors that determine student's academic performance. Some of the determining factors are intelligence, entry qualification, personality trait, socio-economic background, school environment, Teacher study habit and the attitude of the student. The aforementioned factors are not mutually exclusive or independent, but combine to explain the pattern of human existence which result in differential academic excellence, (Stern, 1983).

2.5 Problems of Studying Shorthand

Shorthand is a method of writing words in a way that is quicker than full English notation--making it an ideal means of transcribing the spoken word. However, shorthand does have several inherent problems which prevent it from being the effective method of recording speech that it purports to be. In English, shorthand is broken into two distinct major forms--Pitman's (with its U.S. cousin, Gregg) and Teeline--both with their own inadequacies. Some of the problems faced by students studying shorthand, according to Amoor (2009), are discussed as follows:

2.5.1 Awkward Outlines: For some words, the curves and angles of shorthand notation are perfectly adept at representing the composite letters without breaking the flow of your

writing. Even relatively long words -- like transcription -- can be represented without your pen leaving the paper and end in a convenient position to begin your next outline. However, other words -- such as exemplifier -- have such complex and awkward outlines that they become very difficult to represent without pausing for a moment and losing your place.

2.5.2 Misinterpretation of Words: While Pitman's shorthand does include vowel signifiers in its outlines, many users of shorthand have found them cumbersome and inconvenient. Adding vowel signifiers means that a writer will have to remove their pen from the paper to add up to three individual symbols to a word, increasing the likelihood of the writer copying a word inaccurately or losing speed. Teeline shorthand eschews vowel signifiers and places its faith in the human mind's ability to deduce the word from its context. Consequently, the outlines of some words look identical to one another and, while the human brain can usually identify the word from context or memory, this does often cause problems.

2.5.3 Lack of Punctuation: The lack of punctuation in shorthand sentences causes a problem that leads to misunderstandings. The only form of punctuation in shorthand is the full stop, which is represented as the '\' symbol. Symbols which inform the reader of the enunciation of words -- such as exclamation points or question marks -- are omitted, leaving the person transcribing the piece to add these from context and memory. Commas, which help order sentences, are also omitted and added later only where they make sense. This occasionally causes problems when the sentence is ordered wrongly during the transcription. Speech marks are less important as shorthand is almost always used during quoted text (Amoor, 2009).

2.5.4 Inadequacy of Shorthand: In the age of digital recording devices and audio reproduction, shorthand is becoming increasingly obsolete. Use of these devices to record speech is not only much more accurate than jotting it down in shorthand, it also allows the listener more time to take note of other important factors, such as the speaker's mannerisms and body language. Journalists in Britain now use shorthand only in courtroom scenarios, where recording devices are not permitted.

2.6 Internal Problems of Shorthand Mastery

2.6.1 Attitudes of Business Education Teachers towards Shorthand: One of the problems of studying shorthand could be traced to the teachers' attitude. This is in line with Stern (1983)'s observation that Teachers attitudes are significant for students' learning. This means that when teachers demonstrate positive attitude towards a subject, students will perform well but when the attitudes of teachers are lukewarm toward a particular subject, there is every likelihood that students will not do well in the course.

In the same vain, when teachers of shorthand never have interest in what they are teaching with particular reference to shorthand, there is no how such students could understand the dos and don'ts of shorthand. Teacher should make their students proud by telling the students some of the benefits they will derive at the end of the training.

Most studies carried out about factors affecting success in training centre indicated that the teacher is the key to the huge success school achieved. Farrent (1984) wrote that a teacher cannot lift his students higher than himself. A lesson is not taught until it has been learnt and it cannot be learnt until it is understood. Therefore, it is the solely responsibility of the teacher to feed his students with knowledge which they can

consume. McDonald (1985) affirms that attitude is a pre-disposition to act in a position or negative way towards persons, objective, ideas and events."

In furtherance of this point, when teachers develop positive attitudes towards shorthand, there is every assurance that students of shorthand will be positively affected or changed. The attitudes of any teacher towards any subject could go along way to either affect students positively or negatively. Aliyu (1995) observes that "Teaching is an act, a good teacher should be able to create his art in the classroom". A good teacher should be a keen observer of his students. Teaching involves the impartation of knowledge which takes place in the classroom. Teaching can be effective only when the individual involved is interested in the things he is to teach. Aliyu (1995) declares that interest in the subject generated through a motivational pressure which leads to active preparation for the lesson and meaningful teaching of the subject. Students' attitude could also constitute a problem.

2.6.2 Attitudes of Business Education Students towards Shorthand

Skills Acquisition: The attitude of a student toward the teaching of shorthand matters a lot. If the subject shorthand cannot be learnt, with this attitude formed in him, truly he cannot know shorthand. According to Isaac (1997) "Speed in shorthand writing depends upon a thorough knowledge of principles and ability to form outlines rapidly". In addition Igbe (2000), maintained that "when you have practiced to the point of being able to recall outlines at once and perfectly, continuous practice can still be benefited.

Ikeyefor (2001) asserts that lack of adequate preparation and dependence on cheating by buying examination question papers and by not having a commitment to personal study are some of the causes of poor performance in WAEC Examination. He

further stressed that, the cause of poor performance lies mostly with the students. In other words they are responsible for their failure.

Students in most cases are given take-home assignment in order to co-opt the students into the terrain of knowledge and equip such students with the fundamental rudiment of the subject. In adequate practice of shorthand and English language principles will limit the overall performance of the students. The importance of practicing shorthand principles and theories cannot be stressed, but should be at the finger tips of every shorthand learner at all times.

Blair, Jone and Simpson (2004) declare that the kinds of attitude which students have affects school work and learning. If the attitude toward his teacher is positive and cordial, he will certainly take instruction with regards to the practice of shorthand, hence, overcome the initial problem of shorthand skills acquisition. With this reinforcement, he will be more articulate and affective to achieve great success in the learning of shorthand. Conversely, negative attitude towards school activities and teachers' instruction will negatively affect the performance of students in his pursuit of shorthand's skills acquisition.

According to Advanced Learner's Dictionary of Current English, (2006) attitude is defined as "the way that you think and feel about somebody or something". In this regards business education students' attitude towards the learning of shorthand skills either affect them positively or negatively.

2.7 Causes of the Problems of Studying Shorthand

A lot of reasons are responsible for the problems faced by students studying shorthand, some of these problems, according to Amoor (2009), include:

2.7.1 Lack of Government Commitment to Secretarial Education in Secondary Schools: The Federal Government is not exonerated from the accusing fingers that it is partly responsible for the collapsing foundation of secretarial education in Nigerian secondary schools today. This is because its attention and priority is holistically focused on science education thereby neglecting this aspect of education according to Usman (2008) that is a vital tool to combat unemployment crisis, and also poverty alleviation (Ilo 2002). Clark (2002) asserted that the Federal Government is very conscious of the general public attitudes towards secretarial education programme as somewhat inferior to other types of education, and yet nothing seems to be done to improve the awareness or the status of this vocational education programme by the Federal Government. Essong (2002) contributed that as a developing country, Nigeria stands to benefit more from this arm of education if adequate attention is given to the formulation and implementation of policies that will bring out the best of business education at the secondary school level, since the Federal Government agenda is emphasizing on self-reliance and poverty alleviation

2.7.2 Low Societal Value for Secretarial Education: It is observed that all parents do not encourage or guide their wards to offer secretarial education at all levels. This is because the society does not place any significant value or dignity on the secretarial profession and the factors that are accountable for this are as follows (Amoor, 2009):

(i) the society still believes that the products of secretarial education are dropouts, unintelligent and under-achievers.

(ii) the position secretaries occupy in office occupation does not give them opportunity for administrative creative thinking and this does not allow their potentials to be made manifest or exhibited for societal recognition.

(iii) secretaries do not have their own schedule of duties in office occupation. They are permanently attached to their bosses' schedule of work, and this reduces their respect in the society.

(iv) they do not have good educational attainment which of course, it is not their fault but because of the nature of their work in the office that does not permit them to pursue degrees, especially those that work in private companies and the financial institutions. In Nigerian society today, respect is accorded to those that work with sound degree certificates.

(v) the remuneration is not attractive. In fact it does not commensurate with the services the secretaries offer that could attract society attention. If a secretary could earn as much as his/her manager since they put in the same hours in office occupation, the profession will definitely attract societal attention and recognition by the society.

In support of the above, Clark (2002) said that Business Education products have over the years with other technical and vocational education programmes been deprived of accountability by the society because of their reluctance to expunge themselves of the colonial grammar education and white-collar jobs which often business education products are referred to as 'typist' because the programme is derogatorily and myopically associated with typing and shorthand. Also, Ezugwu (2002) contributed that the society,

which includes the students, looks at manipulative skills with contempt so the students cannot be interested in a contemptuous subject.

2.7.3 Lack of Qualified Secretarial Teachers to Teach Secretarial Subjects: This is almost becoming a permanent challenge for secretarial education both in secondary schools and tertiary institutions. There are no competent secretarial teachers in secondary schools to stimulate and motivate the students' interest in secretarial education, especially in shorthand, teachers do not employed proper method of teaching shorthand because most of them are not also vast in the course. In support of this, Oyebode (2002) said that the nature of the core courses in secretarial education demands motivating students at all times to keep their interest in the course burning and on the increase. Therefore, lack of competent secretarial teachers waters down the interest of the secondary school students to opt for secretarial education.

2.8 Prospects of Studying Shorthand

Shorthand has a lot of prospects, every graduates of shorthand has the potential to work in any organisation: according to Fakuade (1983), shorthand notes are a legal document that can be used as evidence in a court case shorthand is a vital skill for court reporters because in most jurisdictions cameras and recorders are not allowed in court during proceedings; further transcripts are hard to get from court officials and they take time to be released to the media in some European countries (For example Spain) reporters are paid a bonus if they keep their shorthand up above a minimum speed requirement. Reporters are called upon to give evidence from their shorthand notes in many court cases; so this is a "just in case" type of argument in effect. The bonus is a matter of a handful of dollars a week.

2.9 Shorthand Curriculum and Modern Office

Shorthand is one of the acquisitions of practical and applied skill as well as basic scientific knowledge. Essentially, it aims at enacting manual and mental skill on its recipient. It is one of the coordinated subjects of business studies in Junior secondary School level. This subject was formally introduced into the Secondary school System when the National Policy on Education was formulated in 1977. This policy had a sole aim of vocationalizing Nigeria's education system from secondary School level means right from JSS and SSS both pre-vocational and vocational level and up to tertiary level.

According to Akpan (1999) knowledge of Shorthand as a vocational subject stands to afford those who finished from Secondary school and even school leavers a great opportunity to be employable, especially they merged this skill with business subject. At Junior Secondary School, shorthand is one of the six vocational subject under "Business Studies" and those subject s are: Shorthand, typewriting, commerce, Office Practice, Book-keeping and Computer. At the termination of JSS 3, students will write their final examination inclusive of the above subjects. Shorthand and typewriting are classified under practical examinations. At Senior Secondary level, shorthand as a vocational subject is term as an elective. Students who have chosen Shorthand as elective prepares for his senior secondary school certificate examinations.

At tertiary level, shorthand is taught in Colleges of Education, Polytechnic and Universities. A close look at the course at all levels indicates that Shorthand takes most of the lecture hours in a week. At NCE level Shorthand takes 6 contacts hours a week for all the semesters as appropriate in Business Education. At the Polytechnics levels, it is observed that Shorthand takes longer contact hours a week and well processing leaser

contact hours. The Universities operates credit units, in order words, it is called in most cases 3 credit units at each semester and within the duration of the semester.

Despite the skill acquired through the learning of shorthand, a lot of researchers have attached several reasons for the students poor performance and had resulted in various attempts to find ways out of the dilemma at hand. Amongst reasons put forward are: Teacher's qualification, nature of the subject, lack of basic language which is English, students interest, class size, student background (Olaitan, 1985; Fakuade, 1983). A lot of research carried out, showed that both Junior and senior secondary School dislike Shorthand. The hatred of the subject must have been as a result of frequent failures in tests and examinations. These also may have come from lack of understanding of the technical subject, and this by implication can be seen that the teaching approach used by the teacher coupled with impatience and lack of understanding consequently affect students.

Since Shorthand skill acquisition by nature is hierarchical, it follows that necessary basic concept and rules be understood and learnt before new ones are introduced. Shorthand is a course that is dreaded by many students, very few students register for it at SSCE examination. It records high failure rate at the SSCE and even at tertiary level. Take for example, Colleges of Education, those who offered Business Education, majority take their option in Accounting option, but those in office (Secretarial) option are very few in numbers. Akpan (1999) lamented that it is unfair for students to study a course for ten hours a week and yet fail it. It's usefulness in the office has been debated in educational circles.

The average failure rates in these subjects over some years ago were mostly typewriting which stood 60%, shorthand 85%, Account 35% and Commerce 25% respectively. The high failure rate is also applicable in higher institutions. It becomes obvious that something urgently should be done by the curriculum planners to come out with the hours allotted for shorthand practice at all levels of education who offer Shorthand to take note of the changes. This will as well aid the Secretaries if the use of Shorthand is very much relevant in the face of office automated.

2.10 Review of Empirical Studies

A number of empirical studies related to this research work were reviewed, with a view to making it clear as to the "gap" existing in the literature for this study to fill. Barnes (1982) carried out a study to determine whether secretaries required shorthand skill for employability, and advancement on the job. The study showed that 65% of secretaries used manual shorthand and 355 used dictating machine and transcribing equipment. On shorthand as a requirement for the secretarial profession, 43.6% responded positively. 30.4% responded negatively while 26% said it was not necessary but useful. On the usefulness of shorthand to secretaries in their present position in the face of office computerization, 46.6% responded that shorthand is very useful, 38.6% indicated that it was useful, while 14.8% declared it is of little or no use. Asked whether there would be a decline in the use of shorthand as a result of office automation, 60.1% responded negatively, while 39.9% said "Yes". Although from the result in percentage above, the study gathered the responses of the respondents that 60.1% responded negatively.

This means that shorthand is less useful in this new era unlike what it used to be in years past. Even though evidence from the study that improvement in office technology may make shorthand less useful in modern offices, there is no empirical prove to suggest that shorthand skills is outdated. Rather a number of things such as student interest, teachers qualification among others seems to be problems student and teachers faced in studying shorthand. There was no statement of the problem, no research hypothesis for proper statistical analysis and the questionnaire was not all collected. However, the research work will be of help to this current research in so many ways. This is because the researcher identified some of the problem being faced by students in studying shorthand and the teachers as well. This has also helped the current researcher that shorthand students and teachers have the responsibility of improving their lots in terms of encouragement to study shorthand. Also, to enable them become an authority in the secretarial profession, as well as improving themselves in the learning of office automated equipment.

Adeboye (2000) carried out a research on the topic "Effect of mastery learning and teaching Shorthand in Junior Secondary School". The researcher noticed that Shorthand is one of the coordinated subjects of Business Studies in Junior Secondary School level, Adeboye (2000) observes that amongst 204 Junior Secondary Schools used as sample, over 67% of them dislike the subject. This was as a result of mass failure on the part of students on the outcome of their examination results and the teaching approach adopted by the teachers.

The purpose of the study was to examine the mastery learning strategy if it was effective in teaching of Shorthand in the Junior Secondary School and its impact on the

students. Four (4) null hypotheses were tested at 0.05 level of significance. Pre-test and post-test designs were used from a selected population from four (4) Schools: Two from Private and Two from Public Schools. The researcher used experimental group for students from public school, while control group was used for students from private school. Two major instruments were used; pre-test was used to ascertained equality of the groups and divided the students into ability groups. Those who scored 75% were classified as achievers, those between 50% and 69% were classified as average achievers and those below 50% were the low achievers.

The second major instrument, the post-test was twenty (20) questions based upon the 4 aspect of shorthand taught which were considered difficult to teach by teachers that is, joining of consonants, indication of vowels, dictation, transcribing into long hand. The mean standard deviation and t-test for the pre-test for the two groups are shown below:

Ho_1 - there was no significance difference in the performance of students exposed to the mastering learning strategy and those using the conventional method. The pre-test results of the two groups: experiment and control groups revealed that there was no significance difference that existed between the groups before the commencement of the treatment. This means equality, and to test the first null hypothesis, a two way analysis of variance (ANOVA) was used and the mean and standard deviation computed. The researcher concluded that the performance of the students can be improved upon if teaching is made more effectively.

Based on the result and discussion, the researcher recommended that there was the need for effective teaching and learning of Shorthand at the Junior Secondary School with utmost interest and dedication, that individual differences among the students should

be tackled. Seminars, workshops, paper presentation at conferences should be encouraged for the purposes of updating their knowledge.

Even though there is evidence from the study that improvement in office technology has come to stay and may make shorthand less useful in modern office management, there was no empirical prove that suggest that Shorthand skill should be removed. Rather, suggestions were made for improvement, in all ramifications both on the students and the teachers. There was no indication of population for the study, sampling size, statement of the problem was not stated and only one research question was mentioned. However, the current research got relevant literature from the work of Adeboye (2000).

Agomou (2002) carried out a study on the topic: "Secretarial Job Tasks in Modern Office and Its Implications for Improved Secretarial Education". The purpose of the study was to identify the job tasks that are required by Secretaries in modern business offices. The study used only one research question which read, "what are the secretarial jobs tasks required by secretaries in the modern business office?" The researcher used simple survey research design in his methodology, the population was one hundred (100) executives and one hundred (100) secretaries, the questionnaire was the instrument used for data gathering. The study identified among others that secretarial job tasks in modern office was faced with problems due to factors like NBTE Curriculum and course specifications for secretarial studies, published in 1990 which no longer met the needs of modern office. The secretarial employment that had been identified in the past may not be applicable to the future need of the business community. Agomou (2002), recommended among others that the secretarial education curriculum should be reviewed

to incorporate the identified tasks, which truly represented the needs of employers; the secretarial education curriculum should incorporate the modern technologies, incorporate concepts that teach students how to function effectively in a high-tech environment.

There was no statement of the problem, no null hypothesis for proper statistical analysis and the questionnaire was not all retrieved. However, the research work has helped this study because it drew the attention of the researcher to some problems being faced by students, teachers and secretaries in the profession. It has also helped this research work in the sense that students of secretarial studies and secretaries have seen the need of improving themselves in the operation of the modern office automated equipment if they want to be retained in the office.

In related study Aminu (2006) carried out a research on the topic "Factors affecting the teaching of Shorthand in Secondary Schools, Wudil – Kano State". The following purposes among others which were related to problems and prospects of studying shorthand were to:

i. determine the problems faced by the teachers in the teaching of Shorthand in Secondary Schools.

ii. analyse the reasons for decreasing turn-up of students in Shorthand in every academic year.

The researcher drew sample population which was made up of 30 students, 3 teaching staff respectively, case study was adopted which covered the Wudil Secondary Schools and questionnaires were used to obtain data.

Based on the data collected and analysed the following major findings among others were made: (a) A total of 93.3% agreed and 6.7% disagreed that teachers faced a lot of

problems in teaching Shorthand (b) In research question 2, a total of 94.0% agreed and 6.0% disagreed that there are mass decreasing turn-up of students in shorthand in every academic years.

From the study above, the researcher observed that the purposes of the study was analysed, the sample population was adequate and methodology used was survey research design. The findings reflected some of the realities in our schools even at Colleges of Education and Universities. Such variables like, re-training of the teachers, identification of skills that needed high concentration when practicing Shorthand, extra moral class, workshops and Seminars were not identified in the researcher's work. There was no hypothesis and as such the work was not subjected to statistical analysis. However, the work is of great benefits to this research work because in the recommendations, the researcher mentioned that National Board for Technical Education (NBTE) should overhaul the usage of shorthand in the new curriculum of the schools, that business education students and teachers should rise up to the challenges of the technological advancement in this 21st century to avoid being laid off. This has motivated the researcher to know that shorthand skills is still important and secretarial studies is very much relevant in our society today.

2.11 Summary of the Chapter

Shorthand is a system that depends solely on rapid writing using symbols or shortcuts that can be made quickly to represent letters of the alphabets, words or phrases. This system became popular in the year 1837, it consists of 24 consonants, 12 vowels sounds and straight lines and curves are used to form the outlines of the symbol for words. Shorthand skills are developed basically on the principles which are connected

with muscles of the fingers. The study of shorthand has been hindered by a lot of problems which include; awkward outlines, misinterpretation of words, lack of punctuation, lack of interest from students and others. These problems are caused by factors like, improper method of teaching by the teacher, lack of government commitment, low societal value and others. The prospects of shorthand were discussed in the work and the effects of shorthand on modern office management. Theories related to this work were also discussed and the empirical studies were also reviewed which include; Barnes (1982), Adeboye, (2000), Agomou (2002), and Aminu, (2006). The studies reviewed in this work identified the problems students faced in studying shorthand, they did not find out causes of the problems in order to proffer solution to the problem. This is the gap noticed by this study and that is why this study is designed to identify the problems faced by students studying shorthand.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The chapter presents the design and methodology that will be adopted for this study under the following sub-headings:

3.1 Research Design

3.2 Population of the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure of Data Collection

3.6 Procedure of Data Analysis

3.1 Research Design

Survey research design was used for this study. Survey research design according to Nworgu (2006) is a way in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Also, Ary, Jacobs and Razavieh (2002) opined that survey design permits the gathering of information from a large sample of people relatively quickly and inexpensively. Corroborating this view, Olayiwola (2007) noted that survey design is an effective way of gathering data from different sources within short time at a relatively cheaper cost.

3.2 Population for the Study

The population for this study comprised of students of Secretarial option in Federal Colleges of Education in the North West zone, Nigeria. There are total of two thousand, one hundred and eight (2,108) students of secretarial option in Federal Colleges of Education in the North-West in Nigeria 2010/2011. The detail of population for the study is as shown in Appendix IV while the summary is as given in Table 3.1.

Table 3.1: Population for the Study

State	Name of School	Number of Students	Total
Kaduna	F.C.E. Zaria	368	368
Kano	F.C.E. Kano	442	442
	F.C.E. Bichi	823	823
Katsina	F.C.E. Katsina	363	363
Zamfara	F.C.E. Gusau	112	112
Total		**2,108**	**2,108**

Source: Departmental Record Office of each College (2011)

3.3 Sample Size and Sampling Procedure

A sample of three hundred and thirty seven (337) students was selected from the total population of secretarial option students in Federal Colleges of Education in the North Western of Nigeria. The sample size is statistically determined using Yaro Yamane formula for a finite population. This is in line with the view of Uzoagulu (1998) who stated that sample size computed statistically is more tolerable than determining the size by mere approximation of percentage. Uzoagulu (1998) stated further that sample size should always be determined statistically except in a causal study where accuracy and appropriate procedure are not too important. The breakdown of the sample size for the study is as given in Table 3.2.

Table 3.2: Sample Size for the Study

State	Name of School	Number of Students	Total
Kaduna	F.C.E. Zaria	58	58
Kano	F.C.E. Kano	70	70
	F.C.E Bichi	131	131
Katsina	F.C.E. Katsina	58	58
Zamfara	F.C.E Gusau	20	20
Total		**337**	**337**

In selecting the sample, proportional random sampling technique was used to select the three hundred and thirty seven (337) students. This was done using 'hat drawn' technique. Pieces of paper containing 'Yes' and 'No' were wrapped and put in a container. Papers containing 'Yes' were three hundred and thirty seven (337) and 'No' were two thousand one hundred and eight (2,108). Students who picked 'Yes' formed the sample size for the study. This procedure was used to select students from each school.

3.4 Instrument for Data Collection

A questionnaire tagged Problems and Prospects of Shorthand Questionnaire (PPSQ) was designed by the researcher which was used for data collection, while section A-E consisted of questionnaire items as shown in table 3.3. Section A consisted of the personal information of the respondents such as gender, level and others. Section B consists of 10 items on the problems of studying shorthand. Section C consists of 6 items on the causes of problems of studying shorthand. Section D consists of 5 items on the prospects of studying shorthand. Section E consists of 6 items on the effects of shorthand. The breakdown of the items is shown in Table 3.3.

Table 3.3.: Breakdown of Questionnaire Items

Research Question	Items	Focus of the Items
1	1-10	Problems faced by students studying shorthand in Federal Colleges of Education
2	11-16	Causes of problems faced by students studying shorthand in Federal Colleges of Education
3	17-21	Prospects of students studying shorthand in Federal Colleges of Education
4	22-26	Possibilities of employment/job prospect of students of shorthand in Federal College of Education.

Source: Researcher Design, 2012.

The twenty six (26) items were close ended questions. They are placed in 4 – point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and strongly Disagreed respectively which will be scored as follows: SA = 4, A = 3, D = 2 and SD = 1.

3.4.1 Validity of the Instrument: The validity of the instrument was determined by expert opinions comprising of two senior lecturers in the Department of Vocational and Technical Education and the researcher's supervisors. These experts critically examined the instrument with respect to its fitness for the purpose of this study. Their corrections and comments improved the items structure and format of the twenty seven (27) questionnaire items that were used for the study.

3.4.2 Pilot Study: After necessary correction and validation of the instrument, a pilot study of the instrument was conducted at Federal College of Education, Zuba, Abuja using thirty one (31) students and four (4) teachers. Federal College of Education, Zuba is not part of the population for the study, but its choice was influenced by the location and because of the similar characteristics the college shares with the study area. The data collected were subjected to statistical analysis using descriptive statistics (mean and standard deviation) and inferential statistics (t-test). All the ambiguous items in the questionnaire were detected and corrected through the pilot test.

3.4.3 Reliability of the Instrument: The reliability of the instrument was determined by the statistical analysis of the data collected from the pilot study. The split-half method was used to determine the reliability of the instrument. The instrument was divided into two halves of odd and even numbers. The Spearman Rank order correlation coefficient was used to calculate the reliability estimate of one half (odd numbers) and Spearman Brown Prophecy formula was used to calculate the reliability estimate of 0.78 for the instrument. This reliability coefficient was positive and high, hence the instrument was adjudged reliable and stable based on Nworgu (2006) recommendation, who stated that a reliability estimate of 0.60 to 0.80 is high and the instrument for which it is calculated is reliable and stable.

3.5 Procedure for Data Collection

The researcher obtained permission letter from college authorities to conduct the study. The researcher engaged a research assistant who was trained on how the instrument was administered. The researcher and the research assistant administered three hundred and thirty seven copies of the questionnaire to students respectively in the schools where the study was conducted. The respondents were requested to fill the questionnaire on the same day they were given. This was to avoid the loss of questionnaire and external influence while filling the questionnaire. The researcher and the assistant spent two days in each college and the whole exercise of data collection lasted for ten days.

3.6 Procedure for Data Analysis

The data collected were analyzed using frequency and percentage for the personal data of the respondents. Frequency, percentage and mean were used to analyse the data to answer the research questions. The mean for each item was calculated based on the 4-

point rating interval used in the study. The null hypotheses were tested using One Sample t-test to bring out the significant difference in the mean responses of the students and this is because the One Sample test is testing between the hypothesized value and the target value.

The null hypotheses were tested at 0.05 level of significance. In the analysis Strongly Agreed and Agreed were taken as 'Agreed' while Disagreed and Strongly Disagreed as 'Disagreed'. As an average score of the rating of 4+3+2+1 =10/4 = 2.5.

Decision Rule: A weighted mean score of 2.50 and above was considered as agreed, while a weighted mean score of less than 2.50 was considered as disagreed. If the calculated t-test is less than the table value the null hypothesis was retained, while if the calculated value is greater than the table value, the null hypothesis was rejected.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The research work was on the problems and prospects of studying shorthand in Federal Colleges of Education in the North-West zone of Nigeria. This chapter gives the report of the research findings based on data collection from Business Education Students.

The first sets of data were presented in table of frequencies and percentages as they concern demographic characteristics of the respondents. The second set of data were meant to answer the research questions, each of the research questions was presented in tables of frequencies and percentages with relevant items and the last set of data were to test research hypotheses in order to further probe into research questions.

In analyzing the data, the respondents were treated separately, but the results obtained were discussed in answering the research questions and the test of research hypotheses. The data collected were summarized into agreed and disagreed. This was done in order to allow for good analysis of items, better judgments and conclusion. All the computations aspects of the analysis of Bio data were based on the four point rating scale format as shown in subsequent paragraphs. The mean score for the minimum level of agreement is 2.5, based on the four point scale used in the study. A mean at this level or higher would therefore constitute agreement on the scale. This fixed mean was used as the constants for the test of the hypotheses. The details of responses to research questions are shown in appendices II to III but the summary of responses is shown in the analysis of each research question.

4.1 Analysis of Demographic Variables of Respondents

Analysis of demographic variables of respondents was conducted under the following subheadings in the Tables 4.1.1. to 4.1.2.

Table 4.1.1. Percentage Distribution of Secretarial Students by Gender

Gender	Frequency	Percentage
Male	228	67.7
Female	109	32.3
Total	**337**	**100**

Source: Field survey, 2012

Table 4.1.1 indicates the distribution of respondents according to their gender, it showed that 228(67.7%) were male and 109(32.3%) were females. This indicates that there are more male students of secretarial option than females in Federal College of Education in the North-west zone, Nigeria. There were more male students than females because in the data gathered through the questionnaire, it was pointed out based on the choice of the respondents. Also, male students seem to be more interested in secretarial studies than females and this is confirmed in the empirical studies reviewed.

Table 4.1.2: Percentage Distribution of Secretarial Students by Age

Years	Frequency	Percentage
0-18	53	15.7
19-25	102	30.3
26-30	135	40.1
31 and above	47	13.9
Total	**337**	**100**

Source: Field survey, 2012

Table 4.1.2. Showed the distribution of secretarial students' age. 0-18 respondents were 53(15.7%); 19-25 respondents were 102(30.3%); 26-30 respondents were 135(40.1%) while 31

and above respondents were 47(13.9%). By implication the distribution of secretarial students by age can be concluded that 26-30 have highest percentage while 31 and above years of age had the least percentage. This showed that there are more young students in secretarial studies than older students and this may leads to a rate of declining in terms furthering education.

4.2 Analysis of Data to answer the Research Questions

The analysis of data to answer the research questions are presented in Tables 4.2.1 to 4.2.4.

Research Question One: What are the problems in the learning process faced by shorthand students in Federal Colleges of Education in the North West Zone of Nigeria?

Items 1-10 were used to answer this research question. The details of the responses are in Appendix VI and the summary of responses is as shown in Table 4.2.1.

Table 4.2.1: Percentage and Mean Rating of the Problems in the learning process Faced by Students of Shorthand

	Items	SA	A	D	SD	TA	TD	TR	%A	%D	X mean	Rating
1.	Awkward outline is one of the Problems to students of shorthand	188	561	50	78	749	128	877	85.40	14.60	2.60	9th
2.	Misinterpretation of words is a problem students faced in studying shorthand.	548	279	48	83	827	131	958	86.33	13.67	2.84	4th
3.	Lack of punctuation creates Problem for students of Shorthand.	504	336	90	54	840	144	984	85.37	14.63	2.92	2nd
4.	English language disability is one of the problems confronting Students of shorthand.	272	135	354	47	407	401	808	50.37	49.63	2.40	10th
5.	Lack of interest by the students creates problem for students of shorthand.	432	264	82	100	696	182	878	79.27	20.73	2.61	8th
6.	Lack of facilities is a problem For students of shorthand	176	573	178	13	749	191	940	79.68	20.32	2.79	5th
7.	Lack of adequate time in the timetable is a problem to students of shorthand.	192	612	70	50	804	120	924	87.01	12.99	2.74	7th
8.	Students are always scared of memorization of principles of shorthand which causes problems in its study	364	333	206	32	697	238	935	74.55	25.45	2.77	6th
9.	Dictation in shorthand poses Problem to students of shorthand	296	558	70	42	854	112	966	88.41	11.59	2.87	3rd
10	Inability to differentiate between Heavy and light stroke by students Create problem to students of Shorthand.	424	543	64	18	967	82	1049	92.18	7.82	3.11	1st
	Aggregate Mean Score										**2.77**	

Item one in table 4.2.1 revealed that students who responded that awkward outline is one of the problems to students of shorthand scored 188 strongly agreed, 561 agreed and 50 disagreed while 78 strongly disagreed. The total scored for agreed is 749 representing 85.40% as against those who disagreed with scores of 128(14.6%). In support of this, the mean score for item one was 2.60 which indicates agreement to the item. This item had the 9th position in the rating column.

Item two in Table 4.2.1 revealed that scores of respondents 548 strongly agreed, 279 agreed and 48 disagreed while 82 strongly agreed. The scores showed that 827(86.33%) were recorded for students agreed that misinterpretation of words is a problem students faced in studying shorthand, while students who disagreed score 131(13.67%). The item had a mean score of 2.84 which indicates agreed and the item had 4th position in the rating column.

In Table 4.2.1, item three which sought to find out whether lack of punctuation creates problem for students of shorthand. In response to this item, students who strongly agreed scored 504, agreed scored 336 and 90 disagreed while 54 strongly disagreed respectively. The responses showed that 840 representing 85.40% agreed scored while those who disagreed scored 144(14.60%). This is supported with a mean score of 2.92 and occupies 2nd position in the rating column.

Item four which sought to find out whether English language disability is one of the problems confronting students of shorthand. In response to this item, respondents who strongly agreed scored 272, those scored 135 agreed and 354 disagreed while 47 strongly disagreed respectively. The scores of those agreed were 407(50.37%) while those who disagreed scored 401(49.63%). The item had a mean score of 2.40 and 10th position in the rating column.

Item five in Table 4.2.1 revealed that students who strongly agreed scored 432, those who agreed scored 264 and 82 disagreed while 100 strongly disagreed respectively. The scores showed 696 representing 79.27% agreed that lack of interest by students creates problem for students of shorthand as against those who disagreed score of 182(20.73%). This item was supported with a mean score of 2.61 which indicates agreements the item had 8th position in the rating column.

Item six sought to determine whether lack of facilities is a problem for students of shorthand. In response to this item, respondents who strongly agreed scored 176, 573 agreed and 178 disagreed while 13 strongly disagreed. The response showed score of those who agreed 749(79.68%), while those who disagreed scored 191 representing 20.32%. This item had a mean score of 2.79 and 44th position in the rating column.

Item seven in Table 4.2.1 showed that respondents who agreed to the notion that lack of adequate time in the time-table is a problem for student of shorthand had scores of 192 as strongly agreed, 612 agreed and 70 disagreed while 50 strongly disagreed respectively. The higher score of 804 representing 87.01% compared with the scores of those who disagreed 120(12.99%). The item had a mean score of 2.74 which signifies agreement to the item. The item was rated 7th position in the rating column.

Item eight in Table 4.2.1 revealed that response to students are always scared of memorization of principles of shorthand which causes problem to its study scored 364 strongly agreed, 333 agreed and 206 disagreed while 32 strongly disagreed. The students who agreed scored 697(74.55%) while those that disagreed to this notion scored 238 representing 25.45% respectively. The item had a mean score of 2.77 and rated position 6th in the rating column.

Item nine which sought to determine whether dictation in shorthand poses problem to students of shorthand. In response to this item respondent who strongly agreed scored 296, greed scored 558 and those who disagreed scored 70 while 42 strongly disagreed respectively. Those who agreed scored 854(88.41%), while those who disagreed scored 112 representing 11.59%. The item had a mean score of 2.87 which signifies agreement and was rated 3rd position in the rating column.

Item ten in Table 4.2.1 revealed that respondents who strongly agree that inability to differentiate between heavy and light strokes by students creates problem to students of shorthand scored 424, 543 agreed and 64 disagreed while 18 strongly disagreed. Those who agreed scored 967 representing 92.18%. The respondents who disagreed scored 82(7.82%) respectively. It was also shown by a mean of 3.11 that the respondents agreed to this item. The item was rated 1st position in the rating column.

Table 4.2.1 revealed an aggregate mean score of 2.77 which indicates that respondents unanimously agreed to all the items in the Table except on item four where the respondents disagreed. The respondents agreed that students of shorthand are faced with all the problems listed in Table 4.2.1 with item ten as the major problem in the study of shorthand. This is because this item has the first ranking.

Research Question Two: What are the causes of the learning/practical problems faced by shorthand students in Federal Colleges of Education in the North West Zone of Nigeria?

Item 11-16 were used to answer this research question. The details of the responses are in appendix VI and summary of responses is as shown in Table 4.2.2.

Table 4.2.2.: Percentage and Mean Rating of the Causes of the learning/practical Problems Faced by students of Shorthand

	Items	SA	A	D	SD	TA	TD	TR	%A	%D	X mean	Rating
11.	Inappropriate method of teaching shorthand causes students to loose interest in the course	232	594	144	9	826	153	979	84.37	15.63	2.91	3rd
12.	Invention of new technologies makes students not to take shorthand serious shorthand.	196	567	118	40	763	158	921	82.84	17.16	2.73	4th
13.	Lack of government commitment to secretarial education causes students to loose interest in shorthand	756	135	158	24	891	182	1073	83.04	16.96	3.18	2nd
14.	The view that shorthand is outdated causes lack of seriousness among students who have optioned in secretarial education.	212	279	262	60	491	322	813	60.39	39.61	2.41	6th
15.	Low societal value attached to the study of shorthand	220	552	46	75	772	121	893	86.45	13.55	2.65	5th
16.	Lack of constant practice is one of the causes of problems students faced in studying shorthand	724	285	40	41	1009	81	1090	92.57	7.43	3.23	1st
	Aggregate Mean Score										**2.85**	

Source: Field survey, 2012

Item eleven in Table 4.2.2. Revealed that students' responses to inappropriate method of teaching shorthand causes students to loose interest in the course scored 232 strongly agreed, 594 agreed and 144 disagreed while those who strongly disagreed scored 9 respectively. The response of those who agreed scored 826(84.4%) as

against those who disagreed with scores of 158 representing 15.63%. This is being supported by the mean score for item eleven as 2.91 which indicates agreement to the item. The item is rated 3rd in the rating column.

Item twelve in Table 4.2.2 revealed 196 strongly agreed, 567 agreed and 118 disagreed while 40 strongly disagreed. The response of those who scored 763 representing 82.84% was recorded to those who agreed that invention of new technologies makes students not to take shorthand serious any longer. While those who disagreed scored 158(17.16%) the item had a mean score of 2.73 which indicates agreed. Item twelve is rated 4th in the table.

Item thirteen in Table 4.2.2. Sought to find out whether lack of government commitment to secretarial education causes students to loose interest in shorthand. In response to this item, students who strongly agreed scored 756, 135 agreed and 158 disagreed while those who strongly disagreed scored 24 respectively. Those who agreed scored 891 representing 83.04% while those who disagreed scored 182(16.96%). This is being supported with a mean score of 3.18. The item is rated 2nd in the table.

Item fourteen in Table 4.2.2 sought to determine whether the view that shorthand is outdated causes lack of seriousness among students of this item, respondents who strongly agreed scored 212, agreed scored 279 and disagreed scored 262 while strongly disagreed scored 60. The response comprise of those who agreed scored 491(60.39%), while those who disagreed scored 322 representing 39.61% respectively. This item had a mean score of 2.41 and the item is rated 6th in the table.

Item fifteen showed that, respondents who agreed to the notion that low societal value attached to the study of shorthand showed scores of 220 strongly agreed, 552 agreed and 46 disagreed while 75 strongly disagreed respectively. Those who agreed scored 772 representing

86.45% as against those who disagreed 121(13.55%). The item had a mean score of 2.65 which indicates agreement to the item. The item is rated 5th in the table.

Item sixteen in Table 4.2.2 revealed that 724 strongly agreed, that lack of constant practice is one of the causes of academic problems students faced in studying shorthand 285 agreed and 40 disagreed while 41 strongly disagreed. The responses of those who agreed scored 1009(92.57%), while those who disagreed to this notion scored 81 representing 7.43%. The item had a mean score of 3.23 signifies agreement to the item. The item is rated 1st in the table.

Table 4.2.2 revealed an aggregate mean score of 2.69 which indicates that respondents unanimously agreed to all the items in the Table except item four in the table. The respondents agreed that lack of constant practice is one of the causes of problem to students of shorthand and is major cause of the academic problems student faced in studying shorthand. This was why the item is rated first in the table.

Research Question Three: What are the prospects of students of Shorthand in Federal Colleges of Education in the North West Zone of Nigeria?

Item 17-21 were used to answer this research question. The details of the responses are in appendix VI and summary of responses is as shown in Table 4.2.3.

Table 4.2.3: Percentage and Mean Rating on the Prospects of Students of Shorthand

	Items	SA	A	D	SD	TA	TD	TR	%A	%D	X mean	Rating
17.	Shorthand graduates can be employed in any organization, secretaries are needed.	244	357	202	56	601	258	859	69.97	30.03	2.55	4th
18.	Shorthand skill is vital for court reporters, since it can be used to take minutes of the proceedings in the court.	364	339	120	73	703	193	896	78.46	21.54	2.66	1st
19.	Shorthand is essential for journalist because it will assist them in writing reports quickly.	260	456	110	65	716	175	891	80.36	19.64	2.64	2nd
20.	Shorthand is an effective method of capturing of quotes and notes	416	264	108	91	680	199	879	77.36	22.64	2.61	3rd
21.	The study of shorthand enables secretarial students to have good command of English language.	192	273	212	92	465	304	769	60.47	39.53	2.28	5th
	Aggregate Mean Score										**2.55**	

Source: Field survey, 2012.

Item seventeen in Table 4.2.3 revealed that students who strongly agreed score 244, 357 agreed and 202 disagreed while 56 strongly disagreed. Those who agreed that shorthand graduates can be employed in any organization secretaries are needed score 601(69.97%) as against those who disagreed with scores 258 representing 30.03% respectively. This is being supported by the mean scores of 2.55 which indicates agreement to the item. The item is rated 4th in the table.

Item eighteen in Table 4.2.3 sought to find out whether shorthand skill is vital for court reporters, since it can be used to take minutes of the proceeds in the court. In response to this item, students strongly agreed 364, 339 agreed and 120 disagreed while 73 strongly agreed respectively.

The students who agreed scored 703 representing 78.46% while those who disagreed scored 193(21.54%). The item had a mean score of 2.66 which signifies as agreement. The item is rated 1st in the table.

Item nineteen in Table 4.2.3 revealed that students who strongly agreed scored 260, 456 agreed and 110 disagreed while 65 strongly disagreed respectively; that shorthand is essential for journalist because it will assist them in writing reports quickly and the overall student who agreed scored 716(80.36%) as against those who disagreed scored 175 representing 19.64%. In support of this, the mean score for item nineteen was 2.64 which indicates agreement to the item. The item is rated 2nd in the table.

In Table 4.2.3 item twenty which sought to find out whether shorthand is an effective method of capturing quotes and notes. In response to this item, students who strongly agreed scored 416, agreed scored 264, and disagreed scored 108 while those who scored 91 strongly disagreed respectively. The overall score showed that 680(77.36%) agreed while those who scored 199 representing 22.64%. This is supported with a mean score of 2.61 which signifies agreement to the item. The item is rated 3rd in the table.

Item twenty-one in Table 4.2.3 sought to find out whether the study of shorthand enables secretarial students to have good command of English language. In response to this item students who strongly agreed scored 192; agreed scored 273 and disagreed scored 212 while those who strongly disagreed scored 92. On the overall score those who agreed scored 465 representing 60.47% compares against those who disagreed 304(39.53%) respectively. The item had a mean score of 2.28 which implies agreement to the item. The item is rated 5th in the table.

Table 4.2.3 revealed an aggregate mean score 2.55 which indicates that respondents unanimously agreed to the entire item in the Table except on item five in the table. The respondents disagreed that there no assurance for employment/job prospect to reporters. Since shorthand skills is vital for court reporters, since it can be used to take minutes of the proceeds in the court. This was because the item is rated 5th in the table.

Research Question Four: What are the employment/job prospects of students of Shorthand from Federal Colleges of Education in the North West Zone of Nigeria?

Items 22-26 were used to answer this research question. The details of the responses are in appendix VI and summary of responses is as shown in Table 4.2.4.

Table 4.2.4: Percentage and Mean Rating on the Employment/job Prospects of Shorthand Students

	Item	SA	A	D	SD	TA	TD	TR	%A	%D	X mean	Rating
22.	Students of shorthand are sure of employment/job opportunity after graduation.	756	168	82	51	924	133	1057	87.42	12.58	3.14	1st
23.	The use of shorthand by students of federal colleges of education helps a great deal for employability	308	363	150	64	671	214	885	75.82	24.18	2.63	2nd
24.	Secretarial students are needed in the labour market, this is because of the knowledge of shorthand	272	384	130	76	656	206	862	76.10	23.90	2.56	5th
25.	Without the skills of shorthand, students from Federal College Educations would not be called for interview.	380	243	176	73	623	249	872	71.44	28.56	2.59	3rd
26.	Shorthand skills acquisition is the bedrock of secretarial professionalism.	264	369	182	57	633	239	872	72.59	27.41	2.59	3rd
	Aggregate Mean Score									**2.70**		

Item twenty two in Table 4.2.4 representing 756 strongly agreed; 168 agreed and 82 disagreed while 51 strongly agreed that students of shorthand are sure of employment/job opportunity after graduation. From the overall the responses showed those who agreed 924(87.42%) while those who disagreed 133 representing 12.58%

respectively. In support of this, the mean score for item nineteen was 3.14 which indicates agreement to the item. The item is rated 1st in the table.

Item twenty three in Table 4.2.4 revealed that the use of shorthand by students of Federal Colleges of Education helps a great deal for employability. In response to this item, students who strongly agreed scored 308; agreed 363 and disagreed 150 while 64 strongly agreed. On the overall students who agreed scored 671 representing 75.82% as against those who disagreed 214(24.18%) respectively. The item had a mean score of 2.63 which implied agreement. The item is rated 2nd in the table.

In Table 4.2.4 item twenty four sought to find out whether secretarial students are needed in the labour market, this is because of the knowledge of shorthand. In response to this item, students who strongly agreed scored 272; agreed scored 384 and disagreed scored 130 while strongly disagreed scored 76 respectively. Those who agreed scored 656(76.10%) while those disagreed scored 206 representing 23.90% .The item had a mean score of 2.56 which indicates agreement. The item is rated 5th in the table.

Item twenty five in Table 4.2.4 showed that the respondents who strongly agreed scored 380; those who agreed scored 243 and those who disagreed scored 176 while those who strongly disagreed scored 73 respectively to the skills of shorthand, students from Federal College of Educations would not be called for interview. On the overall those who agreed scored 623(71.44%) as against those who disagreed 249 representing 28.56%. This is supported with a mean score of 2.59 which signifies agreement. The item is rated 3rd in the table.

In Table 4.2.4 item twenty six sought to find out whether shorthand skills acquisition is the bedrock of secretarial professionalism. In response to this item, those who strongly agreed scored 264; those who agreed scored 369 and those who disagreed scored 182 while those who

strongly disagreed scored 57. The responses compared those who agreed scored 633 representing 72.59% as against those who disagreed scored 239(27.41%) respectively. The item had a mean scored of 2.59 which indicates agreement. The item is rated 3rd having the same mean score with item twenty five in the table.

Table 4.2.4 revealed an aggregate mean score of 2.70 which indicates that respondents unanimously agreed to all the items in the Table. The respondents agreed that students of shorthand are sure of employment/job opportunity after graduation in Table 4.2.1 with item twenty two. This is because this item has the first ranting

4.3 Test of Hypotheses

Four null hypotheses were raised for the study aimed at further probing into the research questions of the study. All the null hypotheses were tested on the students to compared with a mean score of 2.5 which stand for the minimum level of agreement on the four point scale used in the study. The point here is that if the students are in agreement on their academic problems faced by the students studying shorthand, mean score should exceed 2.5. The reverse is expected to be the case where they disagreed with the notion. The One sample t-test was therefore used for the hypotheses because its enables the mean score to be compared with a fixed mean of 2.50 which will indicate agreement on the four point interval scale. The summary of the results for the test of null hypotheses are as shown in Tables 4.3.1 to 4.3.4.

Null Hypothesis One: There is no significant difference in the mean score of respondents on the problems in the learning process faced by the students studying shorthand in Federal Colleges of Education in the North West Zone of Nigeria.

Hypothesis one was tested with One Sample t-test to bring out the difference in the mean score and fixed mean score. The summary of the result is presented in Table 4.3.1.

Table 4.3.1: One Sample t-test on the problems in the learning process faced by students studying Shorthand

Variables	N	Mean	Std. Deviation	t-cal	t-crit	DF	P
Students	337	2.8170	.15246	57.390	1.96	336	.000
Aggregate	337	2.77	0.000	0.000			

Source: Field Survey, 2012.

Table 4.3.1 revealed that there are 337 students. The mean score is 2.77; the observed t-cal is (57.390) is higher than the t-critical of 1.96. This indicated that the null hypothesis that there is no significant difference in the mean score of respondents on the academic problems faced by students of shorthand was rejected. This was supported by the observed significant level of 0.000 which was less than the fixed level 0.05. This implies that students responses on problems faced by students of shorthand is statistically significant.

Null Hypothesis Two: There is no significant difference in the mean score of respondents on the causes of the learning/practical problems faced by students studying shorthand in Federal Colleges of Education in the North-West Zone of Nigeria.

One Sample t-test was used to test hypothesis two to bring out the difference on the mean score of students on the causes of the academic problems faced by students of shorthand. The summary of the result of the test is shown in Table 4.3.2.

Table 4.3.2.: One Sample t-test result on mean score of respondents on the causes of the learning/practical problems faced by students studying shorthand

Variables	N	Mean	Std. Deviation	t-cal	t-crit	DF	P
Students	337	2.8517	.31777	21.596	1.96	336	.000
Aggregate	337	2.85	0.000	0.000			

Source: Field Survey, 2012.

Table 4.3.2 revealed that there are 337 students with means of 2.85. The calculated value of t was 21.596 which is greater than the critical value of 1.96. This indicated that the null hypothesis that there is no significant difference in mean score of respondents on the causes of the problems faced by students of shorthand was rejected. This was supported by observed

significant level (0.000) less than the fixed significant level (0.05). This implied that students responses differs on the causes of the problems faced by students of shorthand.

Null Hypothesis Three: There is no significant difference in the mean score of respondents on the prospects of students studying shorthand in Federal Colleges of Education in the North-west Zone of Nigeria.

One Sample t-test was used to test hypothesis three and the summary of the result is presented in Table 4.3.3.

Table 4.3.3.: One Sample t-test result on the mean score of respondents on the prospects of students studying shorthand

Variables	N	Mean	Std. Deviation	t-cal	t-crit	DF	P
Students	337	2.5480	.15547	35.929	1.96	336	.000
Aggregate	337	2.55	0.000	0.000			

Source: Field Survey, 2012.

Table 4.3.3 revealed that there are 337 students with means of 2.55. The calculated value of t was 35.929 which is greater than the critical value of 1.96. This indicated that the null hypothesis that there is no significant difference in mean score of respondents on the prospect of students studying shorthand was rejected. This was supported by the observed significant level of 0.000 which is less than the fixed significant level of 0.05. This implied that students differ statistically on the prospects of shorthand in Federal Colleges of Education, North-west zone of Nigeria.

Null Hypothesis Four: There are no significant differences in the the mean score of employment/job prospects of students of shorthand from Federal Colleges of Education in the North West Zone of Nigeria.

One Sample t-test was used to test hypothesis three and the summary of the result is presented in Table 4.3.4.

Table 4.3.4.: One Sample t-test result on the mean score of employment/job prospects of students of shorthand

Variables	N	Mean	Std. Deviation	t-cal	t-crit	DF	P
Students	337	2.6883	.2226	29.025	1.96	336	.000
Aggregate	337	2.70	0.000	0.000			

Sources: Field Survey, 2012.

Table 4.3.4 revealed that there are 337 students with mean 2.70. The calculated value of t was 29.025 which is greater than the critical values of 1.96. This indicated that the null hypothesis that there is no significant difference in the possibilities of the mean score of employment/job prospects of students of shorthand was rejected. This implied that students of shorthand have high chances of getting employment/job after graduation because of their skillful nature.

4.4 Major Findings

The major findings of the study are summarized as follows:

1. That inability to differentiate between heavy and light strokes, lack of punctuation, dictation in shorthand and misinterpretation of words are the major problems faced by students of shorthand. These items were rated major 1st 2nd and 3rd respectively in Table 4.2.1.
2. Lack of constant practice, lack of government commitment to secretarial education, inappropriate method of teaching shorthand and invention of new technologies are the major causes of the problems faced by students of shorthand. These items were rated 1st and 2nd in Table 4.2.2.
3. It was found that shorthand has great prospect to provide kills in a way of capturing quotes and notes, vital for court reporters, essential for journalists and enables secretarial students to have good command of English.

4. It was observed that students of shorthand graduate have assurance for job opportunities based on the skills acquisition which serves as the bedrock of professionalism.

4.5 Discussion of Major Findings

This research work was to determine the problems and prospects of studying shorthand in Federal Colleges of Education in the North West Zone, Nigeria. In order to achieve this purpose, four specific objectives were set. Four research questions and hypotheses were raised. Frequencies, percentages and mean were used to answer the research questions. One Sample t-test was used to test the hypotheses.

The study revealed that inability to differentiate between heavy and light strokes, lack of punctuation, dictation in shorthand and misinterpretation of words are the major problems faced by students of shorthand. These items were rated 1st, 2nd and 3rd respectively in Table 4.2.1. This is seen in the Table where both students agreed that awkward outline, misinterpretation of words, lack of punctuation, English language disability, lack of facilities, lack of adequate time in the time-table, fear of memorization and others were the problems faced by students of shorthand. This finding was buttressed by Stern (1983) who found that problems of shorthand include; inadequacy of shorthand, lack of punctuation, misinterpretation of word, awkward outline and others.

The study revealed that lack of constant practice, lack of government commitment to secretarial education, inappropriate method of teaching shorthand and invention of new technologies are the major causes of the problems faced by students of shorthand. These items were rated 1st and 2nd in Table 4.2.2. This means that students agreed that invention of new technologies, inappropriate method of teaching, low societal value, lack of constant practice and others are causes of the problems faced by students of shorthand. This finding also agreed with

Clark (2002) who found that the society (U.S) still believes that the products of secretarial education or shorthand students are dropouts, unintelligent and under-achievers.

The study also found that shorthand has great prospect to provide skills in a way of capturing quotes and notes, vital for court reporters, essential for journalists and enables secretarial students to have good command of English. This means that students agreed on the prospects of shorthand. They agreed that shorthand is essential for journalism, shorthand enabled students to have good command of English but they disagreed with each other that shorthand graduates can be employed in any organization. The finding contradicts Oyebode (2002) who stated that shorthand is needed at every level of organization, lower level and higher (management) level.

The study revealed that students of shorthand have possibilities of employment/job prospect after graduation as it was shown in Table 4.2.4 and the mean score of students responses agreed to the possibility of their employment/job opportunity; this because of the skills they acquired.

Finally, the study also found that shorthand skills are relevant in the recording minutes of meetings, helps secretaries to communication. This means that students agreed that shorthand is relevant to office management. For example, they agreed that shorthand helps in the recording of the minutes of meetings in modern office management, shorthand helps in spell check and others. This finding agreed with Valentine (1983) who declares that shorthand and word processors are partners in productivity. The secretary with both shorthand and word processing skills can fill the gap between word processor capabilities and the requirements of the modern office management.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter presents the summary, conclusion and recommendations of the study based on the result of the investigation. The study was carried out to examine the problems and prospects of studying shorthand in Federal Colleges of Education in North-West Zone, Nigeria. In order to achieve this purpose, four specific objectives were set for the study among which include to identify the problems faced by students and teachers of shorthand. Four research questions were raised in line with the specific objectives which include; what are the problems faced by students of shorthand. Null hypotheses were also raised which include; there is no significant difference in the mean score of students on the problems faced by students of shorthand. The study of shorthand has been hindered by a lot of problems which include: awkward outlines, misinterpretation of words, lack of punctuation, lack of interest from students and others. These problems are caused by factors like, improper method of teaching by the teacher, lack of government commitment, low societal value. The prospects of shorthand were discussed in this study and the effects of shorthand on office management. Theories related to this work were also discussed as well as empirical studies which include: Barnes (1982), Adeboye (2000), Agomou (2002) and Aminu, (2006). The gap noticed from the studies identified the problems students faced in studying shorthand. This study is designed to tackle the problems faced by students studying shorthand. Survey design was used for the study. The population of the study was 2,108 students. Questionnaire was used to collect data from the respondents. The data collected were analyzed using frequencies, percentages and mean. The

null hypotheses were tested using One Sample t-test at 0.05 level of significance. The findings of the study are that:

1. That inability to differentiate between heavy and light strokes, lack of punctuation, dictation in shorthand and misinterpretation of words are the major problems faced by students of shorthand.
2. Lack of constant practice, lack of government commitment to secretarial education, inappropriate method of teaching shorthand and invention of new technologies are the major causes of the problems faced by students of shorthand.
3. It was found that shorthand has great prospect to provide skills in a way of capturing quotes and notes, vital for court reporters, essential for journalists and enables secretarial students to have good command of English.
4. It was found that shorthand skills are relevant in modern office management in recording minutes of meetings, helps secretaries to communicate well in modern office management.

5.2 Conclusion

Based on the major finding of the study, it could be concluded that the problems of shorthand writing as identified in this study have led to poor students enrolment in the subject which may in future affect the employment of shorthand teachers. The implication of such that is, poor students enrolment in shorthand can only be imagined economically. This is because if there are no students to be taught, certainly there will be no teacher to teach and that might lead to the closure of that subject It could also be concluded especially based on the last finding, that the role of shorthand in modern office management is indispensable irrespective of the level reached by the 21st century technology.

5.3 Recommendations

Based on the findings and conclusion of the study, the following recommendations are made by the researcher:

1. There is the need for students of shorthand to constantly practice through drilling in order to overcome the problems of shorthand identified in this study.
2. There is the need for government at all levels and stakeholders to show commitment to secretarial education by funding and provision of facilities (e.g. shorthand textbooks, dictation machine dictation tape recorders) to secretarial education Department in the Federal Colleges of Education. This will go a long way in reducing the causes of the problems faced by shorthand students as identified in this study.
3. Students of shorthand should embrace shorthand by devoting their time to its study because of its prospects which are vital for court reporters, minutes of the proceedings in the court, essential for journalist, enables secretarial students to have good command of English language.
4. There is the need for public and private organizations to place emphasis on shorthand skills before employing secretaries because of its relevance in modern office management.

5.4 Limitations of the Study

The limitation of the study was the difficulty of getting the students to fill the questionnaire in some schools, especially in Kano State. Another limitation was that some students refused to collect the questionnaire because of the fear of crisis in Kano state. However, with the help of some lecturers, the problem was minimized as against total failure.

5.5 Suggestions for Further Study

It is suggested that further study can be carried out in the same topic in other parts of the country and also in the following areas:

1. Influence of shorthand in modern office management in Nigeria.
2. The challenges faced by students on the differentiation of heavy and light strokes in the study of shorthand in Nigeria Colleges of Education.

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APPENDIX I

Business Education Section,
Department of Voc. and Tech. Educ,
Faculty of Education,
Ahmadu Bello University
Samaru – Zaria.
Date: _____

Dear Respondent,

REQUEST TO FILL QUESTIONNARE

I am a postgraduate student of Business Education, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, conducting a research work on the "Problems and Prospects of studying Shorthand and its effects on Modern Office Management in the North West zone of Nigeria"

This questionnaire is to solicit for your assistance and cooperation in providing the required information by ticking the items. It is purely an academic exercise for the award of Masters Degree in Business Education. The information provided shall be strictly treated in a confidential manner for that purpose.

Thanks for your cooperation.

Yours faithfully,

Audu, Adamu John

APPENDIX II
STUDENTS' QUESTIONNAIRE (PPSQ)

RESPONDENT'S PERSONAL INFORMATION

The aim is to investigate the "Problems and Prospects of studying Shorthand and its effects on modern office Management in the North West zone of Nigeria".

Instruction: Please tick the appropriate box as it applies to you.

PART A: BIO-DATA

Name of School: _____

Gender:

Male [ ]

Female [ ]

Age (in Years)

0 – 18 [ ]

19 – 25 [ ]

26 –30 [ ]

31 and above [ ]

Level:

NCE I [ ]

NCE II [ ]

NCE III [ ]

PART B: QUESTIONNAIRE ITEMS

Please note the key:

SA	-	Strongly Agreed
A	-	Agreed
D	-	Disagreed
SD	-	Strongly Disagreed

SECTION B

Problems of studying Shorthand in Federal Colleges of Education

	ITEM STATEMENTS	SA	A	D	SD
1.	Awkward outlines is one of the major problems of studying shorthand				
2.	Misinterpretation of words is a problem students faced in studying shorthand.				
3.	Lack of punctuation poses problem for students in studying shorthand.				
4.	English language disability is one of the problems confronting students in studying shorthand.				
5.	Lack of interest by the students creates problem to them in studying shorthand.				
6.	Lack of facilities is a problem in studying shorthand.				
7.	Lack of adequate time in the time-table constitutes problem in the study of shorthand.				
8.	Students are always scared of memorization of principles of shorthand which is a problem in its study.				
9.	Dictation in shorthand poses problem to students in the study of shorthand.				
10	Inability to differentiate between heavy and light strokes by students creates problems to students in the study of shorthand.				

SECTION C

Causes of the Problems of Shorthand in the Federal Colleges of Education

	ITEM STATEMENTS	SA	A	D	SD
11.	Inappropriate method of teaching shorthand causes students to loose interest in the course.				
12.	Invention of new technologies makes students not to take shorthand serious any longer.				
13.	Lack of government commitment to secretarial education causes students to loose interest in shorthand.				
14.	The view that shorthand is outdated causes lack of seriousness among students who have optioned in secretarial education.				
15.	Low societal value attached to the study of shorthand.				
16.	Lack of constant practice is one of the causes of problems students faced in studying shorthand.				

SECTION D

Prospects of Shorthand in Federal Colleges of Education

	ITEM STATEMENTS	SA	A	D	SD
17.	Shorthand graduates can be employed in any organization that needed their services.				
18.	Shorthand skill is vital for court reporters, since it can be used to take minutes of the proceedings in the court.				
19.	Shorthand is essential for journalist because it will assist them in writing reports quickly.				
20.	Shorthand is an effective method of capturing quotes and notes				
21.	The study of Shorthand enables secretarial students to have good command of English Language.				

SECTION E

The Employment/Job Prospects of students of shorthand from Federal Colleges of Education

	ITEM STATEMENTS	SA	A	D	SD
22.	Students of shorthand are sure of employment/job opportunity after graduation.				
23.	The use of shorthand by students of Federal Colleges of Education helps a great deal for employability				
24.	Secretarial students are needed in the labour market, this is because of the knowledge of shorthand				
25.	Without the skills of shorthand, students from Federal College Educations would not be called for interview.				
26.	Shorthand skills acquisition is the bedrock of secretarial professionalism.				

APPENDIX IV

Federal Colleges of Education in Northwest Geo-Political Zone of Nigeria

S/N	STATE	COLLEGES
1	Zamfara	F.C.E. Technical (females only), Gusau.
2	Kaduna	F.C.E. Zaria
3	Katsina	F,C,E, Katsina
4	Kano	FCE, Kano,
5	Bichi - Kano	FCE, Tech. Bichi, Kano

Appendix IV

Yaro Yamane formula for sample selection:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = the sample size

N = Total population

e = Level of significance (or limit of tolerable error)

l = Unity (a constant)

$$n = \frac{2{,}455}{1 + 2{,}455(0.05)^2}$$

$$= = \frac{2455}{1 + 2455(0.0025)}$$

$$= = \frac{2455}{7.1375} = 343.95 \text{ approx. } 344$$

Appendix V
Detail of Responses to the Research Questions
Research Question One

item	SA	A	D	SD
	Students	Students	Students	Students
1	55	187	25	78
2	145	93	24	83
3	134	112	45	54
4	98	113	88	46
5	116	88	41	100
6	45	198	89	13
7	56	204	35	50
8	99	111	103	32
9	79	189	35	42
10	106	189	32	18

Scores (Numbers multiplied by rating Scale; SA=4, A=3, D=2 and SD=1)

item	SA	A	D	SD
	Students	Students	Students	Students
1	220	561	50	78
2	580	279	48	83
3	536	336	90	54
4	392	339	176	46
5	464	264	82	100
6	180	594	178	13
7	224	612	70	50
8	396	333	206	32
9	316	567	70	42
10	424	567	64	18

Research Question Two

item	SA	A	D	SD
	Students	Students	Students	Students
11	65	199	72	9
12	58	188	59	40
13	197	45	79	24
14	53	201	31	60
15	55	193	22	75
16	189	95	20	41

Scores (Numbers multiplied by rating Scale; SA=4, A=3, D=2 and SD=1)

item	SA	A	D	SD
	Students	Students	Students	Students
11	260	597	144	9
12	232	564	118	40
13	788	135	158	24
14	212	603	62	60
15	220	579	44	75
16	756	285	40	41

Research Question Three

item	SA	A	D	SD
	Students	Students	Students	Students
17	61	127	101	56
18	89	113	70	73
19	65	160	55	65
20	112	88	54	91
21	98	99	56	92

Scores (Numbers multiplied by rating Scale; SA=4, A=3, D=2 and SD=1)

item	SA	A	D	SD
	Students	Students	Students	Students
17	244	381	202	56
18	356	339	140	73
19	260	480	110	65
20	448	264	108	91
21	392	297	112	92

Research Question Four

item	SA	A	D	SD
	Students	Students	Students	Students
22	201	52	41	51
23	77	112	92	64
24	56	128	82	79
25	95	99	88	63
26	66	123	99	57

Scores (Numbers multiplied by rating Scale; SA=4, A=3, D=2 and SD=1)

item	SA	A	D	SD
	Students	Students	Students	Students
22	804	156	82	51
23	308	336	184	64
24	224	384	164	79
25	380	297	176	63
26	264	369	198	57