

**EFFECT OF PROOFREADING AND EDITING
SKILLS ON STUDENTS' PERFORMANCE IN TYPEWRITING**

by

Cecilia Olushola Akindele (Mrs)

**A Thesis submitted to the Post-Graduate School
Ahmadu Bello University, Zaria, Nigeria
in partial fulfilment of the requirements for the
degree of**

MASTER OF EDUCATION

in

BUSINESS EDUCATION

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA**

OCTOBER 1996

DECLARATION

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

C. Akindele

CECILIA OLUSHOLA AKINDELE (MRS)

CERTIFICATION

This thesis entitled EFFECT OF PROOFREADING AND EDITING SKILLS ON STUDENTS' PERFORMANCE IN TYPEWRITING by Cecilia Olushola Akindele (Mrs.), meets the regulations governing the award of the degree of Master of Education (Business Education) of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

P. I. Nwokocha
Dr. P. I. Nwokocha
Chairman, Supervisory Committee

Date: 15/11/26

Adidu Felix
MR. ADIDU FELIX
Member, Supervisory Committee

Date: 11/06/17

P. I. Nwokocha
Dr. P. I. Nwokocha
Head of Department

Date: 15/11/26

Dean
Dean, Postgraduate School

Date: 07/08/99

D E D I C A T I O N

This study is dedicated to my parents

Sir J. Y. & Mrs. J. O. Ajayi (JP)

who care so much for my academic excellence

and to my husband

Chief Adekunle Akindele

whose support and encouragement made this programme possible

ACKNOWLEDGEMENTS

I am grateful to God Almighty for His love, protection, journey mercies and sustenance throughout the period of the programme. I would probably not have been released at that point in time to commence this programme but for the amazing level of understanding displayed by my former Rector, Dr. P. Adegbile. To him I remain eternally grateful.

Sincere appreciation and gratitude go to MR. FELIX ADIDU for accepting to supervise this work at a very sensitive period and for his care and guidance in ensuring a successful completion of this work. Profound appreciation and gratitude go to Dr. M. Afolabi for his care, advice and guidance. He took a lot of care to read and significantly improve the quality of this work. He was a pillar of strength to me; to Dr. A. A. Owojori who began the supervision of this work; to Dr. O. A. Atoyebi and Mr. F. A. Adidu for their attention and contributions. My deep gratitude goes to Dr. G. Sangowawa of blessed memory, for his assistance, contributions and advice.

My gratitude goes to Mrs. A. F. Odepidan, my former head of department at Yaba College of Technology, for her constant motherly advice and contributions and to Mr. E. I. Odina, a respected specialist and older colleague, for his contribution and advice towards the success of this work.

I also wish to express my appreciation to the entire Sangowawa family for their moral support and care throughout the period of my stay in Samaru.

My deepest gratitude goes to my husband, Chief Adekunle Akindele, for his unflinching support, love and encouragement; to my children, *Adeleke, Olubanke, Kasope and Olubusola*, who bore the consequence of my absence with fortitude and love; to my parents, brothers and sisters for their constant prayers, assistance and love.

Special thanks go to my friends and colleagues who kept on encouraging me and lending a helping hand here and there. May God bless you all.

CECILIA OLUSHOLA AKINDELE (MRS.)

A B S T R A C T

The purpose of this research was to determine the effect of proofreading and editing skills on secretarial studies students' performance in typewriting.

The subject of the study were 37 female and 8 male students of National Diploma (ND) II Secretarial Studies Students from Yaba College of Technology.

The study used the experimental design, one group was used as experimental group and the other as control group. A pre-test was given both groups, treatment applied only to the experimental group and a post-test was again given both groups. The duration of the experiment was six weeks, made up of 48 contact hours.

The instruments used for collecting data consisted of three typewriting tests given to the students at specified intervals. These were graded and analyzed by the use of the t-test statistical method to either retain or reject the null hypotheses formulated. The hypotheses were both rejected at 0.05 level of significance.

The study recommended that (i) typewriting teachers must ensure that students acquire the skills of proofreading and editing; (ii) teaching successful typewriting could be enriched and made more interesting by the use of various methods, for example, using the Mailable Papers an Hour and the Absolute Error Limit models; (iii) students should be

encouraged to have pride in their work by forming the habit of producing as near perfect a work as possible.

This study brought out some implications for classroom instruction. These are two fold: teacher factor and student factor. Teachers could use the various methods outlined in Chapter 5.6 to impart knowledge leading to the acquisition of proofreading and editing skills by the students. Students, on the other hand, could be encouraged to acquire and to reflect these skills in their work as secretaries once they believe that the acquisition of these skills would help them keep their positions in the business world.

TABLE OF CONTENTS

	Page
Title Page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
List of Tables	vii
List of Appendices	viii
Definition of Terms	xiii ix
CHAPTER 1 INTRODUCTION	
1.1 Background Information	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Research Questions	5
1.5 Hypotheses	5
1.6 Significance of the Study	6
1.7 Delimitations of the Study	6
1.8 Limitation of the Study	7
CHAPTER 2 REVIEW OF RELATED LITERATURE	
2.1 Introduction	8
2.2 Vocational/Technical Education - Historical Perspective	9
2.2.1 Vocational and Technical Education in Nigeria	11
2.2.2 History of the Typewriter	15
2.2.3 Stages of Development in Typewriting	16

	2.2.4	Vocational Typewriting	17
	2.2.5	Typewriting as a Skill	19
	2.3	The Secretary and Technology	20
	2.3.1	Proofreading and Editing	22
	2.3.2	Importance of Proofreading and Editing	27
	2.3.3	Proofreading and Editing Methods ...	28
	2.4	Skills Acquisition	30
	2.4.1	Transcription Ability	31
	2.4.2	Erasing Skill	31
	2.4.3	Spelling Skill	32
	2.4.4	Reading Ability versus Typewriting .	33
	2.4.5	Language Arts Skill	34
	2.4.6	Mailability	37
	2.4.7	Business Image	40
	2.5	Summary	41
CHAPTER	3	RESEARCH DESIGN AND METHODOLOGY	
	3.1	Introduction	44
	3.2	Research Design	44
	3.3	Subject of the Study	45
	3.4	Description of the Instruments	46
	3.5	Validation of Instruments	47
	3.6	Duration of Study	47
	3.7	Experimentation Procedure	48

	3.8	Administration of the Instruments ...	49
	3.9	Procedure for Analysis of Data	54
CHAPTER	4	PRESENTATION AND ANALYSES OF DATA	
	4.1	Introduction	57
	4.2	Data Presentation	57
	4.3	Data Analysis	57
	4.3.1	Research Question 1	57
	4.3.2	Research Question 2	58
	4.3.3	Research Question 3	58
	4.3.4	Hypothesis 1	62
	4.3.5	Hypothesis 2	64
	4.4	Discussion of Findings	65
CHAPTER	5	SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS	
	5.1	Introduction	68
	5.2	Summary of Findings	68
	5.3	Conclusion	69
	5.4	Recommendations	70
	5.5	Suggestions for Further Research	72
	5.6	Implications for Classroom Instruction	72
REFERENCE		74

opinion that typewriting is an important skill for a secretary. In fact, the contention is that typewriting is more important than shorthand because people can only see the usefulness of shorthand through typewriting. Whatever is written down in shorthand is of no use to anyone until it is typed out. For this reason, typewriting instruction is a vital and major part of secretarial administration programme.

The acquisition of typewriting skill goes a long way in making an individual a competent secretary. To buttress this fact, Ndinechi (1990) cited Krevolin (1970) as summarizing the contribution of typewriting to general education as follows:

Studies indicate incontrovertibly, that typewriting benefits vocabulary, reading, spelling, and other language skills. Typewriting also influences positively, subject matter acquisition. It helps develop favourable attitudes and habits, reinforces basic English knowledge, provides confrontation with a precision machine, facilitates the gathering of general information . . . fosters techniques immediately applicable to social life

A secretary could therefore be considered skillful and competent in typewriting in as much as she recognizes the importance of proofreading and editing skills and strives to reinforce these skills through learning and practice. It is also an acknowledged fact that no employer will want to retain a secretary who makes mistakes, from time to time, in documents typed. Apart from the fact that this amounts to a waste of time and stationery, it may also contribute to stress on the

executive. Driving home this point, Luke (1989) remarked that employers want people who understand the concepts and know the procedures to complete work; people who accept the responsibility for processing a task accurately and efficiently for the first time; people who can locate and correct all errors in documents typed.

The habit of proofreading and editing has to be formed right from the training stage. It is therefore important that secretaries-in-training are made to understand and accept the importance of these skills.

1.2 STATEMENT OF THE PROBLEM

The poor performance of students in typewriting is generally attributed to students' lack of sound knowledge in English Language. A student's performance is reflected in the standard of work produced in the form of whether it is mailable or not mailable. Oyedele (1991) defined a mailable letter as an error-free copy with no major format errors. It is believed that the teacher's insistence on mailability will compel students to recognize and correct their errors. Oyedele (1991), further stated that being able to type documents is a meaningless task if the student is incapable of producing machine output because of poor language arts skills. This means that a document not effectively typed is of no use in business.

Based on preliminary observations by this researcher of National Diploma (N.D) Secretarial

Studies students in some secretarial institutions in Lagos, it was found that one of the reasons why students fail typewriting examinations is carelessness. This deficiency could be more readily corrected if students can only give some time to reading through their work to pick out errors and correcting such errors before submitting their work for grading.

The problem of this study therefore, is that the non-acquisition of proofreading and editing skills is one major inadequacy in the training of secretaries. If a student is not made to cultivate the habit of proof-reading and editing his typed work at the time he is in training, then it should be expected that the bad habit of not proofreading and editing will be carried to the office after graduation. Business teachers can no longer continue to ignore skill training. However, very few previous studies on typewriting have examined, empirically, the contribution of proofreading and editing skills as necessary skills towards the efficient performance of secretaries.

1.3 PURPOSE OF THE STUDY

The major purpose of this study was to examine, empirically, the effects of proofreading and editing on the performance of typewriting students. Specifically, the study attempted:

1. To determine whether there would be any difference in the typewriting performance of male and female students of Secretarial Studies.

2. To determine what effect proofreading and editing skills have on the typewriting performance of students of Secretarial Studies.
3. To determine the effectiveness of the method of teaching proofreading and editing skills.

1.4 RESEARCH QUESTIONS

To address the issue of this problem, the following research questions were formulated and answered:

1. What is the effect of proofreading and editing skills on the performance of secretarial studies students in typewriting?
2. What is the difference between the typewriting performance of female and male secretarial studies students who have acquired proofreading and editing skills?
3. How effective is the method of teaching proofreading and editing skills?

1.5 HYPOTHESES

The following null hypotheses were formulated and tested using the t-test statistical procedures and testing at 0.05 level of significance:

1. There is no significant difference in the mean score achievement on typewriting performance between those secretarial studies students who acquired proofreading and editing skills and those who did not acquire proofreading and editing skills.

2. There is no significant difference in the mean score achievement on typewriting performance between the female secretarial studies students and the male secretarial studies students who have acquired proofreading and editing skills.

1.6 SIGNIFICANCE OF THE STUDY

It is expected that the knowledge obtained from the results of this study would:

1. Aid curriculum planners of business education to adequately plan for the education and training of secretaries.
2. Encourage business educators in the secretarial field to:
 - a) use the most appropriate teaching method to achieve proofreading and editing skills;
 - b) place adequate emphasis on these skills for the professional enhancement of the students when employed.

1.7 DELIMITATION OF THE STUDY

The study examined the effect proofreading and editing skills had on the performance of secretarial studies students in typewriting. Although there are many factors that can affect students' performance in typewriting, such as failure to carry out instructions, poor machine manipulation and lack of comprehension of principles, the study was concerned with only the effect proofreading and editing skills had on the performance of students in typewriting.

1.8 LIMITATIONS OF THE STUDY

This study was limited in the following ways:

1. The sample size used for both Experimental and Control groups were small in number. However, this does not affect the findings of the study.
2. Although efforts were made to ensure there was no 'placebo effect' on the students, the researcher could not have been certain that students in the two groups were not aware of the special treatment given to the Experimental group.

CHAPTER TWOREVIEW OF RELATED LITERATURE2.1 INTRODUCTION

Typewriting is a skill subject with emphasis placed on doing rather than knowing. The secretary must therefore acquire many skills which will make her perfect in the act of 'doing'. Such skills would be addressed in this chapter. The following sub-topics were the subjects of the review:

Vocational/Technical Education - Historical Perspective

Vocational and Technical Education in Nigeria

History of the Typewriter

Stages of Development in Typewriting

Vocational Typewriting

Typewriting as a skill

The Secretary and Technology

Proofreading and Editing

Importance of Proofreading and Editing

Proofreading and Editing Methods

Skills acquisition

- Transcription Ability
- Erasing Skill
- Spelling Skill
- Reading Ability versus Typewriting
- Language Arts Skill

Mailability

Business Image

2.2 VOCATIONAL/TECHNICAL EDUCATION-HISTORICAL PERSPECTIVE

Fafunwa (1974) reported that vocational and technical education in one form or another was in vogue before the introduction of western education in Nigeria. Gana (1986) also opined that business education, which is a part of vocational and technical education, is as old as the history of education in Nigeria. He added that although the first secondary school established in Lagos between 1859 and 1920 had as its curricula Bible Knowledge, English, History, Geography, and Book-Keeping, the need for clerical and secretarial assistance forced the colonial officers of that era to introduce elements of business education into the curriculum. These included subjects like Typewriting, Shorthand, and Economics.

Bentu, et al (1988) in Adidu (1991), submitted that the Church Missionary Society (CMS) opened its first Teacher Training Centre in 1859 at Abeokuta, moved to Lagos in 1867 and finally settled down at Oyo in 1896 to where is now known as St. Andrews College, Oyo. They added that courses like Book-Keeping and Business Arithmetic were taught by the schools while the students on their own learnt typewriting and shorthand at their leisure time. Gana (1986), reported that the Phelps-Stokes Commission, set up by the British Government in 1920, recommended the establishment of trade centres and modern schools in Nigeria. The subjects taught included Typewriting, Shorthand and

some other commercial subjects, which qualified them for employment in the various areas in which they were trained.

Gana (1986), further revealed that even as far back as the early fifties and the late sixties, a sharp demand for qualified secretarial and administrative staff for the expanding civil services of the Federal and Regional governments arose. This led to the establishment of a large number of clerical training schools and staff training centres to produce typists and secretaries. He added that:

Private entrepreneurs were permitted to establish commercial secondary schools not only to provide schooling opportunities for the overflows of the government colleges but also to augment government's efforts in the production of manpower for the business activities of the country.

Adidu (1991), also submitted that private business institutions contributed in no small way to the commencement of business education programmes in Nigeria.

The Federal Government of Nigeria (Policy, 1985), recognized that vocational and technical education form the basis of the nation's technological development. It is no wonder then, Gana (1986), revealed that after the Ashby Commission advocated for specialization of business education at the universities and the colleges of arts and sciences and for the creation of more technical colleges in the country, the Federal Government responded promptly to the recommendation.

Tonne & Nanassy, (1970), opined that business education is that aspect of the total educational programme that provide the knowledge, skills, understandings, and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers. In agreement with this statement, Nolan, *et al* (1967), stated and Brinkley (1961) agreed that the aims of business education are:

- (1) to equip students with required skills needed to perform specified office functions, and
- (2) to provide students with technical knowledge and expertise needed to use business services and handle their personal affairs.

According to Abegunde (1990), the components of a business education programme in Nigeria, generally comprise Typewriting, Shorthand, Accounting and cognate subjects, like Commerce and Economics.

2.2.1 VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA

Vocational and technical education programmes must be realistic in terms of employment opportunities. Skill levels attained by students should be sufficient to assure their success in a competitive employment market. To buttress this fact, the National Policy on Education (1985) stated as one of the national education aims and objectives the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

Eni (1987), was of the opinion that like other manpower training programmes, business education is usually designed with the primary purpose of upgrading skills or providing citizens with the necessary skills required to obtain gainful employment. Oladebo (1990), also opined that business education creates an opportunity for students to make a living as well as to develop and successfully operate their personal and family financial plans. Another pertinent advantage of business education, according to Oladebo (1990), is that technical and vocational education of which business education is a part, plays a vital role in greater promotion of employment in Nigeria's economic revival.

Most business education subjects entail the acquisition of a skill which makes an individual functional in the society. Agreeing with this fact, Gana (1986) asserted that the most important characteristic of a skill subject is that it should be relevant in functional terms to the needs of the environment. Eni (1987), also submitted that business education programs are geared toward entry into particular jobs.

According to the Policies Commission for Business and Economic Education (1975), business education represents a broad and diverse discipline. It includes education for office occupations, distribution and marketing occupations, business teaching, business administration and economic understanding.

Vocational Education, in general and business education in particular, according to Eni (1987), has an important duty in the training of personnel to meet the current skill demands of prospective employers. He opined further that it would be inappropriate for business education programmes to emphasize skills which are not relevant to the prospective job employment of the graduates. Erickson (1974), also stated that students who face the need to gain access to the world of work where they will find an ever more complex society and technological and other changes requiring greater adaptability, must be properly prepared.

The National Policy on Education (1985), specifically stated that the Federal Government recognizes vocational and technical education as forming the basis of the nation's technological development. Rene (1965), in Biobaku (1968), maintained that for a nation to develop, emphasis must be placed on education. He further stated:

It is education which sets a value on the human factor in development and which makes man capable of shaping his history. A country will never be developed unless education is developed. If you wish to replace the idea of development, that is, the advancement of man which will enable them to decide their own destinies, then you must provide them with education. It is through better education that the maximum use can be made of human resources in which the developing countries are so rich.

In the policy statement made by the United States National Association of State Directors of Vocational

and Technical Education (NASDVTE, 1988), it was categorically stated that the process of developing work skills appropriate for today's technological society requires Vocational and Technical Education (VTE) be thoroughly infused with academic concepts. This means that every person, no matter the profession, needs to acquire some basic skills. The Policies Commission for Business and Economic Education (PCBEE, 1981) believed that because of the fact that business education can improve the quality of life of every individual, vigorous steps should be taken to promote business education programmes.

Acknowledging this fact, Eni (1987), asserted that business education offers to every individual who undertakes it the opportunity to develop those skills, abilities and understandings that will enable him handle competently, his personal business affairs, develop understanding of the vocational opportunities available in the broad field of business, and to assume his citizenship responsibilities through enlightened participation in and an understanding and appreciation of the Nigerian Enterprise System.

Because business education which is a part of vocational and technical education makes it possible for an individual to be self-employed, Oladebo (1987), opined that vocational and technical education plays a vital role in greater promotion of employment in Nigeria's economic revival. He added:

Business enterprises both private and public is the engine that powers Nigeria's economy and, education is one of the primary fuels of that engine. There is general contention that our society and our free enterprise system can survive only with an educated, economically skilled literate population The vocational skills acquired by graduates are saleable on the labour market either by employing themselves or be employed.

Typewriting skill is one of the vocational skills that are saleable and can make an individual self-reliant.

2.2.2 HISTORY OF THE TYPEWRITER

Russon & Wanous (1973), reported that the first typewriter to be patented in the United States was invented by William Austin Burt of Mount Vernon, Michigan, in 1829. This, however, needed to be improved upon. In 1867, Christopher L. Sholes of Milwaukee, U.S.A. succeeded in inventing another machine which was able to print words as well as figures and this was patented in 1868. They added that by 1872, after countless improvements, the original arrangement of letters on the keyboard was changed by Sholes and some others to one of greater convenience. Russon & Wanous (1973), submitted further that it was found that even this universal keyboard still needed further improvement.

Tonne & Nanassy (1970), stated that this improvement came when in 1878, it became possible to write lowercase as well as uppercase characters. This is, according to Russon & Wanous (1973), with the invention of the Remington Model 4. They submitted further that

by 1909, the number of separate typewriter companies had grown to 89 in the United States alone. They revealed also that by 1933, International Business Machines (IBM) began the manufacture of electric typewriters. Harns, et al (1972), also submitted that by the middle of the twentieth century, many different makes of typewriters were already in use with about ten per cent of them being electric.

In today's world, the typewriter is now being replaced by the computers and word processors although the keyboard layout remains the same. In her submission, Popyk (1983), stated that word processors are now becoming standard equipment in business.

Hilgedick (1984), also asserted that computer terminal keyboards have the same letter and figure arrangements as the standard typewriter - the QWERTY format. She also quoted Russon & Wanous (1973) as submitting that typewriting teachers should direct a sound skill building programme which will improve students' accuracy.

2.23' STAGES OF DEVELOPMENT IN TYPEWRITING

Tonne & Nanassy (1970), reported that before the typewriter was universally accepted, the procedure for letter writing was to have the executive slowly dictate his letter while the clerk wrote it down in longhand. After the letter was written, it was put into a copying press and a duplicate was made. Eventually, the letter would be returned to the writer for correction, it

would be re-printed and then sent back to the writer for his signature. This slow, time-consuming procedure has disappeared and even the smallest office is now equipped with a typewriter. Tonne & Nanassy further stated that the advent of the typewriter in the 1870's was responsible for this change in procedure. Michael (1987) also stated that during the twentieth century, IBM developed the first electric typewriter to further increase the speed of production typewriter. He further remarked that increased demand for information necessitated automatic preparation and dissemination of information. This led to the invention of computers that set the stage for the development of word processors.

2.2.4 VOCATIONAL TYPEWRITING

Tonne, et al (1965), emphasized that typewriting is a vital and major part of business education programme. The subject lends itself to the attainment of the objectives of giving students a chance to acquire further knowledge and develop skills. Nolan, et al (1967) also submitted that typewriting is the most important subject in business education. They gave two reasons why typewriting is popular and so important to the development of a nation. In the first place, typewriting is one of the basic subjects needed by all business employees regardless of the work they do. Secondly, of all business subjects, typewriting is the most useful to non-business students. They then

concluded that typewriting is an asset to everyone. Tonne, et al (1965), also pointing out the importance of typewriting, submitted that one does not need personal typewriting just to get through school or college, although it does help; one needs typewriting to get through life. To further prove this fact, the Policies Commission (1981) stated that the typewriter keyboard has become universally accepted as a communications tool and that every student should develop a basic typewriting skill.

In a follow-up study by Harris (1957) conducted to evaluate the effectiveness of the curriculum and personal components of the secretarial training of the early 1950s, 124 out of 223 respondents agreed that courses of most value were Typewriting, Shorthand, and English. Seventy-five per cent of the 223 graduates considered capitalization, spelling, punctuation, speed, and accuracy in typing mailable letters as the most valuable phases of their training.

In another follow-up study by Crimson (1985), it was discovered that over 80% of the graduates interviewed found typewriting very useful. Miller (1959), in his own follow-up study, analyzed that 172 out of 183 respondents considered typewriting as the most valuable subject, followed by English with 150 and Shorthand with 100.

To a secretary, Typewriting is even more important than Shorthand. Although it is true that the employer

demands Shorthand at a particular speed for employment purposes, yet he has nothing to do with that Shorthand. What matters to him, according to Camp (1987), is how well the secretary types the document she used Shorthand to take down during dictation. From all these submissions, it can be deduced that typewriting is a skill.

2.2.5 TYPEWRITING AS A SKILL

Tonne, et al (1965), defined skill as the ability to use ones knowledge effectively and readily in execution or performance; technical expertness; a power or habit of doing any particular thing competently. Random House Dictionary (1984), gave this definition - 'the ability to do something well, arising from talent, training or practice; competent excellence in performance.'

To say that one has a skill in doing something, Tonne et al (1965), pointed out, the person must have over-learned that thing to the point that he or she can exercise that skill even when something else is uppermost in the attention of the learner. Typewriting is a skill. Klausmeier & Goodwin (1966), submitted that typewriting is a perceptual-motor skill in that it involves the skill of perceiving and then doing. They asked: "How do we know when a person has reached a stage at which he is considered to be skilled?" In their own words: "The highly skilled performance is accomplished in less time, with less energy, with

greater accuracy, with high consistency, and with more flexibility."

Writing on the same subject, Russon & Wanous (1973), asserted that the skill involved in straight-copy typing is a sensory-motor skill and that when this skill is applied to problems beyond the simple typing of sentences, that is production typing, it becomes a perceptual-motor skill which requires some understanding and thinking. They concluded that production typing generally includes all the activities that go into the preparation of typewritten papers: key-stroking, operating the typewriter, handling materials, reading directions, planning the total job, proofreading, correcting errors, and so on.

2.3 THE SECRETARY AND TECHNOLOGY

Randolph (1982), opined that business offices today face tremendous technological changes that are revolutionizing business. In support of this statement, Kanu (1987) wrote that technological advancement has revolutionized office procedures and activities. Simpson (1983) contended that technology is changing the way secretaries do their jobs. In support of this stand, Hennington (1984), declared that office automation technology is creating a new role for secretaries. Collaborating with all these views, Anyaduba (1991), submitted that advancements in word processing technology had been universally acclaimed to make a significant contribution to the secretarial function.

However, with the rapid growth in office automation, the need for a competent secretary cannot be over emphasized. In recognition of this fact, Stoufer (1983), added that sophisticated equipment will never be able to replace the creative and articulate secretarial personnel. In her own submission, Luke (1989), stated that even with the rapid growth of office automation, the need for skillful secretaries has not diminished. She added that until such a time that technology produces such sophisticated equipment that can completely and intelligently locate and correct all errors, such as in punctuation, spellings, formats, and so on, the need for a secretary whose responsibilities include the picking out of such errors and correcting them will always be there.

To fulfil the secretarial responsibilities of the modern office, secretarial graduates need to go into office jobs able to handle all communication requirements. Tonne, et al (1965), contended that the tool of a secretary's trade is the English Language, and

suggested that the secretary must learn the various constructions and master the rules for punctuating them. They added that she must use and spell the words in a normal business vocabulary. Tonne & Nanassy (1970), submitted that a good command of English especially in the fundamentals of spelling, punctuation, language usage, et cetera, are among the skills required by a secretary in the modern office. Randolph

(1982), also submitted that technological changes which allow the employer to communicate with the secretary even from remote locations, compel secretaries to have the ability to edit the boss's input; as they produce final documents before distributing them. He added that this ability entails that secretaries have more proficient skills in written communication.

Technology, Cotton (1988), Luke (1989), and Stoufer (1983), noted has provided software that check spelling and grammar. However, according to Cotton (1988), this does not relieve the secretary of the need to have good basic spelling and word usage skills. Luke (1989), added further that students should not be allowed to depend on these software as they have their limitations. In her contribution, Stoufer (1983), remarked that although these software help to correct errors in a 'split second' the need for finding and identifying those errors has not changed. It is her opinion that proof-reading skills should continue to be a high priority for secretaries.

2.3.1 PROOFREADING AND EDITING

Tonne, et al (1965), submitted that one of the most valued skills of a secretary is the ability to proof-read. In their own contribution, Lacombe, et al (1986) opined that editing works hand in hand with proof-reading.

Proofreading, according to Lacombe, et al (1986), is the skill of finding errors in written documents.

(1982), also submitted that technological changes which allow the employer to communicate with the secretary even from remote locations, compel secretaries to have the ability to edit the boss's input; as they produce final documents before distributing them. He added that this ability entails that secretaries have more proficient skills in written communication.

Technology, Cotton (1988), Luke (1989), and Stoufer (1983), noted has provided software that check spelling and grammar. However, according to Cotton (1988), this does not relieve the secretary of the need to have good basic spelling and word usage skills. Luke (1989), added further that students should not be allowed to depend on these software as they have their limitations. In her contribution, Stoufer (1983), remarked that although these software help to correct errors in a 'split second' the need for finding and identifying those errors has not changed. It is her opinion that proof-reading skills should continue to be a high priority for secretaries.

2.6 PROOFREADING AND EDITING

Tonne, et al (1965), submitted that one of the most valued skills of a secretary is the ability to proof-read. In their own contribution, Lacombe, et al (1986) opined that editing works hand in hand with proof-reading.

Proofreading, according to Lacombe, et al (1986), is the skill of finding errors in written documents.

Tonne, et al (1965), contended further that proof-reading involves spotting errors in English, spelling, and punctuation as well as typing. When an error is spotted, something has to be done; this is where editing comes in. Lacombe, et al (1986), in agreement with Camp (1985), submitted that editing requires looking at a document critically to see if it can be improved upon in a variety of ways. Shane-Joyce (1987), speaking on the same subject, opined that editing means more than just changing a word or two or correcting punctuation; it involves moving sentences and paragraphs, deleting or adding materials, and so on. Okwuanaso (1992), in agreement, said that editing skills are greatly needed because secretaries are not only expected to detect errors but should have the ability to edit the document as well. In his view, editing skill is a must and he contended that there is no acceptable substitute for proficiency in this area.

In her own submission, Yacht (1983), stated that the most important aspects of typewriting is the ability to proofread and edit. She suggested that careful attention should therefore be placed on these skills. McNichol (1972), submitted that the mastery of the keyboard alone is not sufficient. She suggested that among others, the knowledge of English or language arts could serve as a useful analysis of what the typist must know and do when typewriting is interpreted as the skill required for producing mailable documents.

Lacombe, et al (1986), opined that today's technological business world requires that the skills of proofreading and editing be highly developed. They submitted further that accurate proofreading and editing skills are invaluable assets to a secretary seeking employment or wishing to advance in the current position being held. Wohlgamuth (1984), opined that the skills needed in the office of the future are basic skills which have been needed for years. He stated that students have the most difficulty with the writing skills and these are the very ones business and 'academe' consider most important. He suggested that these skills be taught in schools using editing activities. He was of the belief that editing will enable students to write more effective letters. Johnson & Starkel (1984) and Camp (1987), agreeing with Yacht (1983), asserted that business teachers should emphasize proofreading throughout the course. They are of the opinion that proof reading skill must be developed as it is an important skill for all members of the business writing team, especially for secretaries. To highlight the importance of these skills, Perkins (1989), submitted that skills as important as proofreading and editing cannot be left to chance. He contended that they must be methodically and correctly practiced under the watchful eye of a demanding and knowledgeable teacher. Mackay (1977), in her own contribution, stated that proofreading or checking

errors is an essential part of every secretary's job. The importance of the acquisition of this skill, made her to insist that in typewriting instruction, students should be compelled from the very first lesson, to proofread their own work. This, she opined, would lead to the development of good habit and would make students to become error conscious. Shane-Joyce (1987), also in agreement, submitted that proofreading is crucial and therefore careful and deliberate proofreading needs to be taught and stressed.

One of the skills a secretary must possess is the ability to locate and correct errors quickly and neatly. To confirm this statement, Lacombe, et al (1986), stated that proofreading is part of the secretary's job as the originator has the right to assume that the secretary will proofread and correct all errors in any document she prepares. Fischman (1975), also submitted that the responsibility for careful proofreading falls upon the secretary. He added that proofreading must be done slowly and carefully. Mackay (1977), also submitted that in all production work, careful proofreading is necessary to ensure that the work is accurate and mailable. She added that the proofreader should develop the habit of reading word for word as opposed to 'skimming.' Lacombe, et al (1986), again submitted that the responsibility for perfection in letter mechanics rests on the secretary.

However, it is not easy to pick out errors.

Mackay (1977), agreeing with this notion, stated that many typists and secretaries find proofreading an irksome chore because they look upon it as a non-productive operation. She continued by writing that they are often anxious just to 'get on with the next job.' Concluding, she opined that 'unmailable work is of no value.' Speaking on this same point, Clem (1959), submitted that checking errors correctly is one of the most difficult problems in a typewriting class. Church & Schatz (1981), also opined that one of the most difficult jobs for a secretary is discovering her own errors as it is her responsibility to see that her finished work is accurate and complete. Clem (1959), went further to submit that the detection of errors is a most valuable skill for, the better a student's error-finding ability becomes, the more accurate his typing is apt to be. She stated further that:

A psychological situation in which the student sees the necessity for learning to find errors should be created. This comes from a realization of the fact that the job in the business office depends on her ability to see errors. In the business office, it is not how many mistakes a secretary makes, but the annoying thing is the number of errors that get through the secretary's checking.

To forestall falling into this problem, Mackay (1977), stated that extra care must be taken, when checking important work since undetected errors can prove particularly costly and time-wasting.

2.3.2 IMPORTANCE OF PROOFREADING AND EDITING

Ennis, et al (1987), remarked that accuracy in proofreading and correcting will help earn a secretary her boss' professional confidence and at the same time greatly enhance her sense of personal pride in her own accomplishments. They further stated that good proofreading and editing habits contribute to cost efficiency by reducing the number of errors and also the time needed to correct them. They contended further that a secretary who possesses these skills will become almost irreplaceable or indispensable to her employer. They concluded that recognition of a secretary's acquisition of proofreading and editing skills is generally visible in her competence in typewriting. Cotton (1988), in a survey she conducted in 1987, revealed that these skills are considered so important that some companies go to the extent of punishing erring typists by not giving pay increments and sometimes, even by putting them on probation or even dismissing them.

Probably the importance of proofreading can further be proved by the following two extracts. Whittle (1973), underlined the importance by quoting from an article captioned: "One typing error - three killed" (Daily Telegraph, 1973): "Three territorial army men who were killed by a train in a tunnel near Brighton while on a map reading test had been given a wrong grid reference because of a typing error." The other extract by Harns, et al (1972) stated:

The joint meeting of the board of regents and the budget committee of a certain university was about to start. The chairman called the meeting to order. One of the businessmen, used to dealing with figures, startled everyone by saying: 'Gentlemen, we might just as well go home. There's a mistake here someplace. These figures don't jibe. This throws every thing off.' The chairman had to call for an adjournment until the discrepancies could be cleared up. The whole matter was carefully investigated. Everything was traced to some careless typing and haphazard proofreading.

For employment purposes, ability to proofread properly and edit correctly is, in most companies, a necessity. Confirming this, Nellermore (1989), stated that among the entry level expectations of most companies, of a secretary, is the ability to proofread and to detect incorrect sentence structure and to make necessary revisions with regards grammatical usage, spelling and punctuation.

2.3.3 PROOFREADING AND EDITING METHODS

Harns, et al (1972), in a bid to make business teachers realize that compelling necessity of teaching proofreading and editing skills, stated that teachers need an entirely different approach from just letting proofreading go without careful checking by students. They suggested making the students' grades depend on her proofreading ability. Perkins & Lloyd (1969), also submitted that the teacher must teach the students to recognize the common revision symbols and use them effectively. This should be done with the beginning typewriting students and revised in the intermediate

and advanced classes. Frank (1984), also agreed that secretarial teachers must make sure their students spend a great deal of time on the development of proofreading and editing skills, the proficient application of English skills and the ability to type mailable letters. He added that business educators cannot afford to have less than excellent programmes if students are going to be competent and employable.

Tonne, et al (1965), suggested that the teaching of proofreading and editing be systematic; for example, by asking the students to circle in pencil the errors made and later by asking the students to erase and correct those errors. Yacht (1983), in her submission, stated that as students' key-boarding skills progress, they will need to correct their mistakes. They should, therefore, be encouraged to proofread and edit their work before removing it from the typewriter. In the same vein, Mackay (1977), suggested that a completed sheet of typescript should always be proofread before it is removed from the typewriter since corrections are so much easier to make when the paper is still in the machine. Tonne, et al (1965), further submitted that as a start on the road towards the mailable transcript, students may be permitted to correct any error discovered. As they excel, a reasonable error limit may be set in lieu of the perfect-copy requirement and the change over from learning standards to job standards made gradually. They further opined that teacher

demonstration is the most economical method of presenting a skill subject such as this.

2.4 SKILLS ACQUISITION

Russon & Wanous (1973) in Popyk (1983), submitted that typewriting teachers should direct a sound skill building programme which will improve students' accuracy. They submitted further that many errors are caused by the lack of keyboard mastery and students' perception of the English Language. Kruger (1983), also submitted that communication skills are vital and must be taught because every business activity is accomplished through some form of communication. She opined that typewriting and transcription skills should receive the highest emphasis in the typist and stenography programmes. She added further that time for intensive instruction and ample opportunities for the practice and reinforcement of these skills which include grammar, vocabulary, spelling and proofreading, must be provided and must not be left to trial and error.

Lacombe, et al (1986), were of the opinion that accurate proofreaders and editors possess the

following:

- excellent transcription skill
- excellent spelling skill
- excellent language arts skill
- excellent concentration skill
- motivation for alertness to existing errors.

All these skills are necessary for the acquisition of proofreading and editing skills.

2.4.1 TRANSCRIPTION ABILITY

Tonne & Nanassy (1970) contended that among the skills required of the secretary is transcription ability of which the skills of proofreading and editing are a part. In a survey they conducted, businessmen were asked whether they would prefer a secretary with less ability to take rapid dictation and more ability to transcribe into mailable letters; or one with ability to take rapid dictation at the expense of transcription ability. It was found that 89 out of 95 businessmen preferred the ability to transcribe into mailable letters.

Tombs (1982), also opined that allied with the skill of transcription are good spelling, sound punctuation, ability to check and proofread, ability to produce 100% accuracy in all work, ability to correct glaring errors of any sort and to correct details. She contended further that what the secretary produces must be sound, as the employer would wish, and be correct in every detail.

2.4.2 ERASING SKILL

An important skill needed for editing is erasing skill. Russon & Wanous (1973) opined that teaching erasing must be a special part of the typing period. Because erasing is a skill, it must be taught by demonstration, imitation and review. Writing on the same topic, Clem (1959), submitted that when an error is made, a secretary does one or two things: remove the

paper and start again or erase the incorrect matter neatly and type the correct. She added that most offices would prefer the latter because of the cost of stationery. It is therefore important that the skill of erasing be taught properly. It is also very important to erase neatly and quickly, she added. In support of this stand, Russon & Wanous (1973), also stated that special stress should be placed on the importance of erasing errors neatly and completely. Mackay (1977), adding to this notion, submitted that neat and swift erasing is a skilled operation requiring specific teaching on the part of the teacher, and careful practice by the students.

2.4.3 SPELLING SKILL

The importance of communication skills, in general, and written communication skills, in particular, has been well documented in business literature. Meggison (1983), Tonne, et al (1965), Kruger (1983), Lacombe, et al (1986), Martin & Ranson (1990) all agreed with this fact. Although there is widespread agreement that written communication skills are important in business, business seem to have failed to address the importance of spelling as a specific subset of writing skills. This was the contention of Martin & Ranson (1990). They asserted further that there is an inescapable fact that spelling skills are important for secretaries. Martin & Ranson (1990) also submitted that business practitioners must possess fundamental

spelling skills if they are to successfully communicate in writing. They advanced four reasons to support the importance of spelling skills. These are:

- Correct spelling aids readability while poor spelling diverts the reader's attention from the message content;
- Misspelled words do little to enhance the impressions most business people attempt to convey;
- Poor spelling may directly and indirectly influence message content;
- The writer without spelling skills wastes a lot of time - which might have been used more productively - on say, continuously referring to the dictionary.

2.4.4 READING ABILITY VERSUS TYPEWRITING

Book (1925), remarked that there are two types of reading, one type is reading for ideas, the other is reading for accuracy of detail. He claimed that accuracy of detail is more important in typewriting as many individuals type well without knowing the content of the material they have written. The typist who has not developed skill in the control of his attention cannot type with smooth continuity.

The fact that a relationship exists between reading ability and speed in typewriting was determined by Foss (1966). Her study was prompted by the realization that students were required to do a great deal of reading in the process of learning to typewrite.

Lessenbery & Robinson (1968), also linked typewriting and reading ability and stressed that improving language skills should be one of the objectives of a

communication course one of which is typewriting. Atwood (1965), also agreed with these views and stressed the need to teach rate in reading for typewriting.

The foregoing discussion should be sufficient to show that reading in typewriting is a tool of major significance, both as regards accuracy of writing and speed.

Book (1925) was of the opinion that reading abilities required in typing are almost as numerous and complex as those required in academic subjects. Lessenbery & Robinson (1968) and Book (1925), seemed to be in agreement over the areas of reading instruction important to the student's development in typewriting. These include training to follow directives, to interpret illustrations, to proofread typed work and to develop vocabulary.

2.4.5 LANGUAGE ARTS SKILL

Lacombe, et al (1986), wrote that the most pressing need in business today is for office personnel who are knowledgeable and competent in communication skills. In support of the above claim, Kruger (1983), submitted that communication skills are vital to the successful accomplishment of every business activity and therefore these skills must be taught.

There is correlation between English and Typewriting. Commenting on this, McNichol (1972), stated that the link between English and Typewriting is

the widest and the most natural. She submitted that typewriting is another form of writing and that the main areas of English knowledge which are directly relevant to the typist's skill are vocabulary extension, punctuation, summarizing and composition. Canning (1972), also submitted that success in shorthand and typewriting depends in no small measure on ability in English. He observed that weakness in English has long been recognized as a paramount and perennial problem in training for office skills.

In recognition of the fact that success in typewriting depends on the language arts skill acquired by the secretary, Meggison (1983), remarked that supervisors and managers complain that employees lack skills in the language arts area namely punctuation, grammar, and spelling. He cited deficiencies in the language arts area as the number one problem with typists. Okwuanaso (1992) in agreement, pointed out that employers have continued to demand for secretaries who are competent in the use of grammar, punctuation, spelling and who can express themselves both orally and in writing.

Pierpoint (1977) and Reiff (1977) in Ugoji (1991), revealed that English Language had been found to be a responsible factor for students' high failure rate in shorthand and typewriting. Cotton (1988) insisted that those who wish to be successful in word processing must have excellent grammar skills and they must be able to

proofread. Tonne, et al (1965) writing on the same point, stated that a good secretary finds that skill in English Language is the tool of her trade and therefore, during her training, she must learn the various constructions and master the rules for punctuating them. In their own contribution, Martin & Ranson (1990) added that a sound knowledge of language and ability to communicate effectively, are essential basic qualifications for all grades of secretarial workers. They submitted that verbal fluency is essential for all and that written fluency is essential for typists and secretaries - the latter to a very high standard.

Language arts skill is of primary importance to a secretary. Meggison (1983), highlighted the importance by insisting that major emphasis should be provided on the development of the skill which is requisite for successful employment. Kruger (1983) also agreed when she stated that secretarial students need to be taught words commonly used in business communication. In addition, she stated that listening skills, grammar, vocabulary, spelling and proofreading should be taught. She contended further that proofreading becomes an exercise in futility and mailable copy is an unattainable goal if a student does not understand the words in context that she has typed.

Fischman (1975), in his submission, also stated that regular, effective communication is very important for the successful projection of ideas, pictures,

thoughts, and feelings. In a clarification on this, he further submitted that the office worker must be able to write so that people will be able to read her work and analyze her information intelligently. Agreeing with Fischman, Meggison (1983), stated that since communication is a two-way process, it will fail if the recipient cannot understand the message.

In conclusion, Perkins & Lloyd (1969), argued that students would readily accept the ideas that they should learn to discover and correct their errors, that they should be able to distinguish between acceptable and unacceptable English and that they should learn to use a variety of grammatical devices if they were convinced that knowledge of English construction would help them communicate easily and forcefully.

2.4.6 MAILABILITY

Popham, et al (1975). opined that the goal of all typewriting students should be the production of mailable correspondence. Giving reasons why this goal is so important, Fischman (1975), emphasized that business does not want a job which is muddy and unclear and which might confuse the recipient as to what is intended. He added that secretaries must strive towards the goals of clarity and coherence. In support of these views, Russon & Wanous (1973), submitted that students should know that employers are very much concerned with mailable typing in the office.

In recognition of the fact that documents should be mailable, Lacombe, et al (1986), disclosed that the development of business documents is not the sole responsibility of the secretary and that it should be a cooperative effort with the secretary complementing the originator's efforts. However, the responsibility for perfection in letter mechanics rests squarely on her. On this same point of perfection, Hammer (1984), submitted that the secretary is responsible for outputting a document that is attractive, grammatically correct and one that transmits the essence of the intended message. Johnson & Sterkel (1984), believed that careless letter writing increases production cost as this would create a necessity of writing a second letter to clarify the first one.

Clarifying this further, Tonne & Nanassy (1970), wrote that there is need for the creation of standards. They submitted that emphasis should not be limited on gaining a higher speed of typewriting while neglecting other factors like proofreading and editing.

Malone (1938) in Tonne, et al (1965), conducted two surveys on mailability. Her findings showed that employers use the following criteria for a mailable letter:

1. It follows very closely the thought of the dictation.
2. It contains no uncorrected errors, such as mis-spelling, typographical errors, incorrect punctuation, incorrect syllabication.
3. It looks reasonably neat, with no over-

typing, the margins give the letter good balance.

4. It contains no omissions.

These standards, as reported by Malone (1938), are the ideal standards. The findings further revealed that of 550 letters mailed, only slightly more than 50% met these requirements. However, Malone (1938) believed that when students' typed works were evaluated by these standards, only 28% were rated mailable. In essence, therefore, Tonne & Nanassy (1970), opined that a secretary is measured not in terms of ability to type high speeds but rather the ability to type the material into mailable form.

This view is related to that of McNichol's (1972), who wrote that although the traditional method of testing speed and accuracy is still in use, employers think almost exclusively of the number of letters or other documents which are typed and which can be signed or approved for use in the course of the day. Commenting on the same point, Russon & Wanous (1973), explained that when a businessman criticizes the typed work of a secretary as being unmailable, he means that the secretary does not find and erase her errors acceptably.

Miller (1959), commenting on this same point stated:

I expect the document which is placed on my desk to be ready to go. All errors should have been discovered and corrected A good secretary does more than just typewrite what

appears on the page. She makes corrections as needed. Businessmen expect their secretaries to consult a dictionary when in doubt about the spelling of a word.

One way by which students can achieve mailability as submitted by Johnson & Sterkel (1984), is to ensure that they acquire the language arts skills and master their proofreading and editing skills. Lacombe, et al (1986), argued that the acquisition of these skills will lead to the production of mailable documents which in turn will reflect positively on the company and the individual sending it out.

2.4.7 BUSINESS IMAGE

Camp (1985), remarked that employers put the ability to communicate well at the top of their needs list. This means not only being able to speak or listen effectively, but also being able to produce written communication that are error-free and that represent the highest professional standards. In their contribution, Johnson & Sterkel (1984) opined that effective writing skills are invaluable to business because of the increased awareness of the need for a good public image. They further opined that organizations are more aware than ever before of the far-reaching effect every letter, memorandum, and report has on company goodwill and employee morale. Camp (1987), quoted a popular adage in business circles when she stated that 'You never get a second chance to make a first impression.' Explaining this adage, she

wrote that a business letter may be the first meeting a company has with a potential customer. It is through this letter that the company has the opportunity to create a positive first impression.

It should be noted, according to Woolcott & Unwin (1974), that business executives spend considerable sums of money on building, maintaining and projecting their firms' image. Letters sent out by a firm are vital in projecting an image of efficiency and helpfulness. In letter writing therefore, a secretary is able to make her greatest contribution in creating this all-important positive first impression. Lacombe, *et al* (1986), in support of Woolcott & Unwin (1974), agreed that every piece of correspondence leaving an office reflects the secretary, the executive and the company. It is therefore, the secretary's responsibility to be absolutely certain that all work leaving her desk is correct. In acknowledging this fact, Camp (1987), stated that the secretary's acquisition of proofreading and editing skills will help the business letters and other written communications not only to create a good first impression but also to maintain it throughout the business relationship.

2.5 : SUMMARY

Typewriting is a vital and major part of business education programme. Apart from the employment utility of typewriting, it has other educational values as a school subject. These values are shown in its effect

on the use and command of the English Language; high standard of work; good habit formation; provision of a data-base of knowledge; creation of a positive corporate image and enrichment of life experiences.

It is well documented that technology continues to create new challenges to the secretary. However, with the rapid growth of technology, the need for an articulate and creative secretary can never be replaced. Secretaries with the ability to proofread and edit perfectly well and who have more proficient skills in written communication will continue to be in high demand.

The task of preparing acceptable final copies of business documents is the responsibility of the secretary. Inherent in the ability to produce acceptable copy is the ability to correctly proofread and edit copy. Accurate proofreading and editing skills are invaluable assets to a secretary seeking employment or wishing to advance in the current position being held. It is therefore noteworthy that today's technological business world requires that the skills of proofreading and editing be highly developed.

Communication skills are vital and must be taught because every business activity is accomplished through some form of communication. Apart from communication skills which include language arts, spelling, punctuation, and reading skills, a secretary should acquire erasing skill in order that all documents typed attain

a professional look.

One of the goals of all typewriting students should be the production of mailable documents as no business venture will be happy with a job which is muddy and unclear and which might convey an entirely different message. Allied with this view on mailable documents is the one that affects the image of the organisation. A letter may play an ambassadorial role to an organisation and once a positive impression has been created, it has to be sustained. A good public image is therefore of importance as this will give the necessary goodwill to the organisation and boost employee morale.

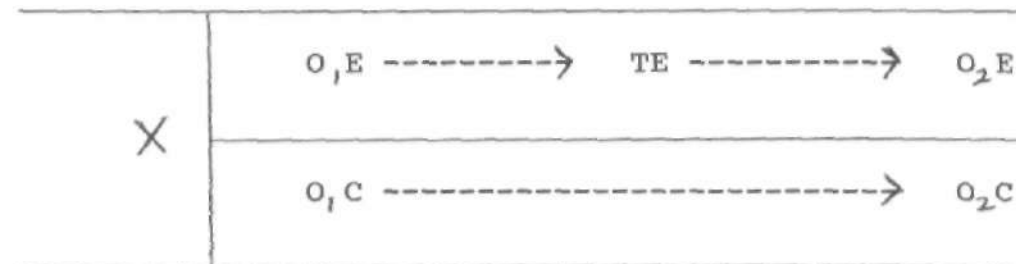
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research design adopted, the subject of the study, the instruments used, the methods of administering the instruments and the procedure for the analysis of data.

3.2 RESEARCH DESIGN

The research method adopted for the conduct of this Study is the Experimental Method. The experimental design is the Pre-test/Post-test Control Group. The design is described and illustrated below:



- (a) There were two groups:
- i) ND IIA = Group 1 = Experimental Group
 - ii) ND IIB = Group 2 = Control Group
- (b) The Experimental Group was exposed to special intensive lectures and practical while the Control Group was not so exposed.
- (c) The experiment took six (6) weeks.
- (d) A Pre-test and a Post-test were administered on both groups. In addition, a Mid-test was also administered on Group 1 to find out whether the

intensive lectures so far given have had any significant effect on their performance.

3.3 SUBJECT OF THE STUDY

All the 1993/94 ND II Typewriting students of the Secretarial Studies Department of Yaba College of Technology were used for the research study. These were made up of eight male and thirty-seven female students. All the students were chosen because they constitute the two groups (Experimental and Control) needed to carry out the experiment. Yaba College of Technology was chosen because of its proximity to the researcher and the fact that it has the same entry requirements into ND programmes as all other polytechnics. That is, senior secondary school certificate (SSSC) with credit passes in at least four subjects including English Language. In addition, a prospective student must have passed the Polytechnic Matriculation Examination, known as POLYJAMB.

To earn a promotion to ND II, a student must have successfully passed all subjects taken in the first and second semesters of ND I including typewriting at 35 words a minute. All these regulations apply to all polytechnics in the country. In this regard, none of those in this sample had an advantage over the others. In addition, this group shows students:

- of both sexes as obtained in other polytechnics,
- of the same average age as those from other polytechnics.

The following Table shows the breakdown of participating students:

TABLE 3.3.1 - Breakdown of Participating Students
YCT ND II Secretarial Studies Students

	Male	Female	Total
Group 1 - ND IIA	4	18	22
Group 2 - ND IIB	4	19	23

3.4 DESCRIPTION OF THE INSTRUMENTS

Three tests were prepared and validated. These are expected to test the effect that proofreading and editing skills would have on typewriting results. The tests are:

- a) Pre-test (Appendix 1)
- b) Mid-test (Appendix 3)
- c) Post-test (Appendix 4)

They were prepared to follow the pattern and theme of the National Secretarial Examinations (NSE) -an examining body nationally recognized in the area of secretarial examinations.

The pre-test is a manuscript. It was timed and both groups were given 35 minutes to complete the test. The mid-test is a letter, given to Group I only. It was also timed for 35 minutes. The post-test is a tabular statement, and this was for a period of 45 minutes. All the three tests are standardized tests. Both the pre-test and the mid-test were based on a typing speed of 40 wpm. The post-test was, however

based on a typing speed of 45 wpm, which the students should, by this time, be able to pass.

3.5 VALIDATION OF INSTRUMENTS

The tests were validated by two experienced secretarial studies lecturers who were in the polytechnic system. They validated the tests with respect to what content they thought the tests should have in order to test the students adequately. Copies of the three tests were presented to the lecturers separately. They went through and pointed out areas which needed corrections. Necessary adjustments and corrections were made and the instruments were re-presented. When both of them were satisfied, memoranda were written to authenticate the work done. These could be found as Appendices 5a and 5b.

3.6 DURATION OF STUDY

To be able to adequately test the teaching effect on proofreading and editing, and in order that a proper conclusion could be drawn, a period of six weeks was allocated to the research.

At Yaba College of Technology, two (2) hours of lecture were allocated to most subjects per day and for typewriting, there were four (4) lecture periods in one week. Therefore, a breakdown of lecture hours for typewriting is as follows:

2 hours of lecture, 4 periods a week for 6 weeks

One week = 2 hrs. x 4 periods = 8 hours
Six weeks = 8 hrs. x 6 weeks = 48 hours

Minimum number of hours for the Study = 48 hours.

3.7 EXPERIMENTATION PROCEDURE

Two regular classroom sets of ND II typewriting students, one serving as experimental group and the other as control group, were used.

Both groups were given a pre-test. Then the experimental group was exposed to intensive lectures/practical focussing more on the development of proofreading and editing skills. Lectures on how to effectively develop communication skills and the use of grammar, punctuation, spelling, were also given to the experimental group for a period of six weeks.

The experimental group was taught the proof readers' marks used in the study (Appendix 13) while the control group was not. This is in agreement with the submission of Perkins & Lloyd (1969), that if a typewriting teacher expects the students to recognize the common revision symbols and use them effectively, she must teach the symbols to the beginning typewriting students and review the symbols in the intermediate and advanced classes.

The procedure used in giving instruction to Group I (Experimental Group) followed Yacht's (1983) submission that 'Mastery of proofreading and editing skills must be reinforced at every stage of learning.' For this reason, emphasis was placed on proofreading and editing throughout the period of the Study.

Two types of methods for analyzing students' errors during the experimentation were used:

1. Absolute Error Limit (AEL):

According to Russon & Wanous (1973), an error limit simply means that a paper having more errors than the maximum allowed is not eligible for grading. They contended further that a typewriting teacher has to make a decision on the number of errors permitted for each grade. The researcher therefore prepared a Table of Error Limits and Grades (Appendix 6A) accordingly.

2. Mailable Papers an Hour (MPH):

This is a method by which the number of mailable papers typed in a certain time interval is counted and grades allotted as in Appendix 6B.

3.8 ADMINISTRATION OF THE INSTRUMENTS

Normal typewriting lectures/practical focussing on National Board for Technical Education (NBTE) ND II Syllabus in Typewriting was followed. This syllabus was used because it gives the national minimum standard required of all polytechnics in the country (Appendix 15). This, in effect, is expected to give the Study the required generalization.

3.8.1 PRE-TEST

The pre-test is a manuscript with proof-reader's marks and some enumerations. The manuscript is at the 40 wpm typing speed level. It was administered on both the

experimental and the control groups. This would enable the researcher assess the level of competence of both groups before instructions were given. According to Hammer (1984), pre-testing would enable the teacher to plan more efficiently and would make the students aware of the purpose of various exercises. The idea is to compare the initial performance of the experimental group with that of the control group. The result of the Pre-test, as recorded in Table 4.3, confirmed the similarity in the performance of students of both groups. Please see Appendix 8.

3.8.2 GROUP I

Lectures given to the experimental group concentrated more on the development of proof-reading and editing skills (Appendix 2B). Emphasis was placed on the necessity to proof-read and edit before submitting work for assessment. Assessment of assignments, was result-oriented, for example, a business letter was classified as mailable or non mailable.

(a) A mailable letter should not have more than two minor errors, e.g., a typographical error. A letter deemed to be mailable was awarded full marks and recorded in a register opened for this

purpose.

- (b) A letter that was not mailable was returned to the student to proofread, pick out the errors, and edit for mailable.
- (c) The two letters were then collected, assessed and it was ascertained whether all the errors (in format, spelling, punctuation, word division, etc.) had been picked and corrected.
- (d) The edited copy was then graded and recorded. Mailable letters were awarded full marks less 2 marks and recorded. All the errors a student could not find were picked out and the student was then asked to retype before grading was again done.
- (e) Similar treatment was given to all other topics treated.

Midway through the Study, a Mid-test was given to the experimental group to test how effective the teaching method is on the performance of the students.

The control group did not benefit from this special learning programme. However, the control group went through the regular learning programme of the polytechnic (as contained in the NBTE Syllabus - Appendix

15) for the six-week period. There was no other differential treatment given to the two groups apart from these.

Necessary precautions were taken to ensure that the experimental group and the control group were not aware of any differential treatment given to each group in the course of the Study. This is to avoid a 'placebo effect' which is a situation whereby both groups are aware, before the Study, that differential treatments are given to each group. This could result in unnecessary competition among the groups in the course of the Study which could ultimately render the outcome of such study unrealistic and untenable.

At the end of the six-week period, a Post-test was administered on both the experimental and the control groups. The papers were graded and recorded.

3.8.3

GROUP II

Normal typewriting lectures/practical were given. The researcher did not lay any emphasis on the development of proofreading and editing skills. Assignments were also given and graded on submission. Grading was based on the mailability of the job. A mailable letter (with a maximum of 2 minor

errors) was awarded full marks or graded 'A'. A letter with not more than 4 minor errors was graded 'B' and so on (Appendix 7).

At the end of each week, an assignment was given both groups, assessed, graded and recorded in Form B (Appendices 9A & 9B), prepared for this Study.

3.8.4 MID-TEST

The Mid-test consisted of a business letter and was administered on Group I only at the end of the third week. The test was slightly tougher than the Pre-test. However, it was also at 40 wpm typing speed level. This is intended to see the effect of the intensive lectures given to Group I on their typewriting performance. It is also to see if the method of teaching so far used is aggressive enough in realizing the objective of the Study.

Although the test results were graded and recorded in Appendix 10, it does not have any effect on the final outcome of the analysis of the Study as the researcher was unable to compare the result with any other test taken by Group II.

3.8.5 POST-TEST

The Post-test consisted of a tabular state-

ment at the 45 wpm typing speed level. The test was administered on both groups at the end of the six weeks of the Study. The students were expected to complete the test in 45 minutes.

It was assessed, graded and recorded. The idea was to compare the final performance of the experimental group with that of the control group. Appendix 11 was used for the recording of the results.

3.9 PROCEDURE FOR ANALYSIS OF DATA

The mailability of the typed documents was examined. Errors as explained in Appendix 14 and as listed here-under were picked out and marks deducted as to whether the error is a major or a minor error:

- (a) Errors in consistency
- (b) Errors in spelling or keying
- (c) Errors in word division
- (d) Errors in logic
- (e) Errors in Grammar, punctuation, and style
- (f) Errors in facts
- (g) Errors of redundancy
- (h) Errors in transposition of words
- (i) Errors in numbers
- (j) Errors in format or layout

Analysis of the pre-test (App. 8), mid-test (App. 10), and post-test (App. 11), given to the groups were made in tabular form and interpretations made. The

following steps were taken in analyzing the data collected for the study.

1. Errors, as outlined above, were picked out in each student's typewritten work and these were noted in the Form kept for the purpose.
 2. Means and Standard Deviations of the typed documents were computed for the readings obtained.
 3. Differences noted between the performances of the experimental and the control groups in both the pre- and the post-tests were tested for significance of the first hypothesis using t-test.
 4. Differences in the post-test performance of female and male students in the experimental group were also tested for significance.
- The t-test for statistical analysis was used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

\bar{X}_1 = mean of Experimental Sample

\bar{X}_2 = mean of Control Sample

N_1 = no. of cases in Experimental Sample

N_2 = no. of cases in Control Sample

S_1^2 = variance of Experimental Sample

S_2^2 = variance of Control sample

5. As a yardstick for rejecting or retaining the null hypotheses, 0.05 level of significance or less ($p = 0.05$) was chosen in line with the generally held belief in educational and social science circles that 0.05 probability level of significance or less is a reasonable standard.

The t-test was used to test the two hypotheses because of the small size of the sample used for both the experimental and control groups. The sample size for the experimental group was 22 while that of the control group was 23.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

In this chapter, the data collected during the study are presented and analysed.

4.2 DATA PRESENTATION

The pre-test scores of the Experimental and the Control Groups have been tabulated and displayed in Appendix 8, and the post-test scores of both groups displayed in Appendix 11.

In addition, tabulated and displayed in Appendices 10, 9A and 9B, are the mid-test results of the experimental group and the Weekly Evaluation results/grades of students in both groups respectively. Records of all tests taken by both groups are also tabulated and displayed in Appendices 12A and 12B.

4.3 DATA ANALYSIS

The answers to the research questions are provided and the hypotheses analysed and tested.

4.3.1 RESEARCH QUESTION 1:

What is the effect of proofreading and editing skills on the performance of secretarial studies students in typewriting?

The answer to this research question can be found in the comparison of the pre-test and the post-test results of both the Experimental and the Control groups. The pre-test result (Appendix 8) shows that both

groups' performance was alike before the Experimental group was exposed to special treatment. The post-test result shows that the Experimental group performed better with a mean score of approximately 24.8 as against the Control group's mean score of 22.3 (Appendix 11). This interpretes that proof reading and editing skills have a positive effect on students' performance in typewriting.

4.3.2 RESEARCH QUESTION 2:

What is the difference between the typewriting performance of female and male secretarial studies students who have acquired proofreading and editing skills?

This research question has been answered by the post-test results of the Experimental group. The mean score of the male secretarial students when compared with that of the female secretarial students shows a marked difference (Appendix 11A).

4.3.3 RESEARCH QUESTION 3:

How effective is the method of teaching proofreading and editing skills?

In order to answer research question 3, a mid-test was given to see whether the students in Group 1 were responding positively to the teaching method in use. In addition, a weekly evaluation of work done by students in both groups were also

assessed, graded and recorded on a weekly basis. This is also an attempt to compare the performance of students in both groups in order to find out whether the treatment applied on Group 1 is effective.

(a) Mid-test Analysis:

The mid-test given (Appendix 10) was compared with the pre-test taken, both by the Experimental group. The following Table analyzes the results obtained:

TABLE 4.1: Result of Pre-test and Mid-test Mean Score Achievement Comparison - Experimental Group

	Pre-test	Mid-test
Total Scores	660	660
Average Scores	30	30
Total Marks Scored	286	418
Average Marks Scored	13	19
No of Students who Scored 15+	12	17
No of Students who Scored -15	10	5

As could be seen from the analysis above, the mean score of the pre-test was 13 while that of the mid-test was 19. This is clearly an improvement in students' performance. In addition the raw scores, on inspection, showed that 12 students got the average mark of 15 and above in the pre-test while 17 students got the average

mark of 15 and above in the mid-test. Even those who failed the mid-test performed a little bit better.

This result proves that the teaching method used was effective for students to acquire the skills of proofreading and editing.

(b) Weekly Evaluation Analysis:

Analyzing the records as tabulated in Appendices 9A and 9B, it was seen that:

1. the performance of students of both groups in the first week of experimentation look, on the average, similar;
2. from Week 2 however, the performance of students in the Experimental group appeared to have improved considerably over that of the Control group;
3. adding up the number of mailable documents for each student at the end of the experimentation period and comparing the average grades of students from both groups, those in the Experimental group appeared to be a lot better than those in the Control group. The average grades columns (Appendices 9A and 9B) of both groups were analyzed as follows:

TABLE 4.2: Weekly Evaluation - Average Grades

Average Grades	Experimental	Control
20 = A	2	-
19 = A-	3	-
18 = B	1	2
17 = B-	3	2
16 = C	-	2
15 = C-	3	1
14 = D	1	-
13 = D-	4	3
12 = E	1	2
11 = E-	1	3
10 = F	3	8
Total	22	23

N.B.: 10 mailable documents and below were, for the purposes of this experiment, considered grossly inadequate for the typewriting speed of 40 wpm which the students at this level ought to be able to pass in a maximum period of 230 minutes.

A total of 20 mailable documents gives the average grade of 'A', that means 20 documents are expected to be typed within a period of 230 minutes. From inspection, students who typed between 20 and 15 mailable documents within this period total 12 in the Experimental group and only 7 in the Control group. On the other hand, while only 3 students failed or got the least grade in the Experimental group, 8 students failed in the Control group.

4.3.4 HYPOTHESIS 1:

There is no significant difference in the mean score achievement on typewriting performance between those secretarial students who acquired proofreading and editing skills and those who did not acquire proofreading and editing skills.

To test this hypothesis, the pre-test and the post-test results were analyzed. The pre-test results showed that the mean score achievement of the two groups when compared, gave an insignificant difference. This means that there was no difference before the experiment was carried out. However, the post-test results when compared, showed a significant difference at 0.05 level of significance.

Hypothesis Testing - Ho1

The raw scores of the pre-test (Appendix 8) were calculated and tested. (Appendix 8A) and the following results obtained:

TABLE 4.3: Result of Pre-test Mean Score Achievement Comparison between Experimental and Control Groups

Group	Mean Score	Sum of Square	df	T-cal Value	T-crit Value at $\alpha = 0.05$	Remark
Exper. (N = 22)		13	286			
			43	0.949	2.021	Insigni- ficant
Control (N = 23)		12.22	281			

In analyzing the data above, the calculated t-value was 0.949 while the critical t-value was 2.021 (App. 8A). This showed that the calculated value is less than the critical value:

that is $T\text{-cal} < T\text{-crit}$

This indicates that there was no significant difference in the typewriting performance of both groups at the beginning of the experiment.

However, the raw scores of the post-test (Appendix 11), after calculation showed a significant difference in the performance of students. The following Table shows the results obtained: (Appendix 8B).

TABLE 4.4: Result of Post-test Mean Score Achievement Comparison between Experimental and Control Groups

Group	Mean Score	Sum of Square	df	T-cal Value	T-crit Value at $\alpha = 0.05$	Remark
Experimental (N = 22)	24.77	545	43	3.828	Greater than 2.021	Significant
Control (N = 23)	22.35	514				Ho:Rj

From these data, a calculated t-value of 3.828 and critical t-value of 2.021 were obtained (Appendix 8B). The calculated value exceeds the critical value:

that is $T\text{-cal} > T\text{-crit}$

The hypothesis is then rejected at 0.05 level of

significance. This rejection goes to show that the treatment given to the Experimental Group accounted for this difference. This finding shows the importance of emphasizing the teaching of proofreading and editing in the training of secretaries to enhance their performance in typewriting.

4.3.5 HYPOTHESIS 2

There is no significant difference in the mean score achievement on typewriting performance between the female secretarial students and the male secretarial students who have acquired proofreading and editing skills.

To test this hypothesis, the post-test results of the experimental group were used and the mean score achievement of the female and the male students in this group were compared. This is because it is expected that only students in this group would have acquired the required skills. These mean scores, when compared showed a significant difference at 0.05 level of significance.

Hypothesis Testing - Ho 2

The raw scores of the post-test (Appendix 11A) were calculated and analyzed and the following results obtained (Appendix 11B):

TABLE 4.5: Result of the Post-test Mean Score Achievement Comparison between Male and Female students in the Experimental Group.

Group	Mean Score	Sum of Square	df	T-cal Value	T-crit Value at $\alpha = 0.05$	Remark
Male (N = 4)	26.75	107	20	2.236	Greater than 2.086	Significant Ho:Rj
Female (N = 18)	24.33	438				

Using the t-test for statistical analysis, the calculated t-value of 2.236 and the critical t-value of 2.086 were obtained at 0.05 level of significance (Appendix 11B). The t-cal is greater than the t-crit:

that is $T\text{-cal} > T\text{-crit}$.

The hypothesis is therefore rejected. This shows that there is a significant difference between the typewriting performance of male students and that of female students who have acquired proof-reading and editing skills.

4.4 DISCUSSION OF FINDINGS

1. Research Question 1/Hypothesis No. 1

This research question and hypothesis which attempted to prove that students who have acquired and those who have not acquired the skills of proofreading and editing will perform the same way in typewriting was tested and rejected. This showed that the skills of proof-

reading and editing are important to success in typewriting. Students should therefore be made to form the habit of proof-reading their typed work.

Typewriting teachers can also successfully teach typewriting by ensuring they make conscientious effort to inculcate in their students the habit of proofreading and editing their work before submitting for grading. This method was used in this study and it proved effective.

2. Research Question 2/Hypothesis No. 2

This research question and hypothesis which sought to find out whether male students who have acquired proofreading and editing skills will perform the same way in typewriting as female students who have also acquired the skills of proofreading and editing was also tested and rejected. This means that male students who have acquired the skills will perform better than female students who have also acquired the skills. This could be attributed to such factors as:

- i) female students' impatience to complete a job and start on another;
- ii) female students' apparent lazy attitude to work; and
- iii) their uncaring attitude to the grades awarded to them.

3. Research Question 3

This research question sought to know how effective the method of teaching proofreading and editing was. From both the mid-test results and the weekly evaluation, it is proved that:

- i) the teaching method used was effective for students to acquire the skills of proofreading and editing;
- ii) reinforcing mastery of proofreading and editing at every stage of learning had resulted in good typewriting performance of students exposed to this.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The major purpose of this study was to find an answer to the problem of poor performance in typewriting by secretarial studies students. One of the reasons why students fail typewriting was that they have not acquired the necessary skills of proofreading and editing. The study therefore sought to study the importance of proofreading and editing skills and how the skills affect students' typewriting performance. The study involved an experiment carried out at Yaba College of Technology and affected two classroom groups of the 1993/94 ND II students of the Secretarial Studies Department of the College. The experiment lasted six weeks. The two groups were given a pre-test at the beginning of experiment, the Experimental group was given a mid-test mid-way through the experiment and a post-test was administered on both groups. The purpose was to find out whether the treatment given the Experimental group yielded any positive result. The two hypotheses formulated were tested and both were rejected at 0.05 level of significance.

5.2 SUMMARY OF FINDINGS

The main findings of this experiment are outlined below:

1. The study showed that there was a significant difference in the typewriting performance of students who have and those who have not acquired proofreading and editing skills. The calculated t-value of 3.828 was found to be greater than the critical t-value of 2.021.
2. It also showed that there was a significant difference in the typewriting performance of male and female students who have acquired proofreading and editing skills. The calculated t-value of 2.236 was also found to be greater than the critical t-value of 2.086.
3. The study also showed that mastery of proofreading and editing skills could be acquired if the students are conscientiously exposed to continued reinforcement of these skills at every stage of learning.

5.3 CONCLUSION

Based on the findings summarized and discussed above, the following conclusions were drawn:

1. The students who possess proofreading and editing skills were able to type better than those who do not have the skills.
2. The method of teaching proofreading and editing skills had a significant effect on whether the students would be able to acquire the skills and type better.

3. Male secretarial students who have acquired the skills of proofreading and editing were able to type better than female secretarial students who have also acquired proofreading and editing skills.

5.4 RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are made:

1. Typewriting teachers should ensure that students acquire the skills of proofreading and editing by constant evaluation of their work and insistence that only near-perfect jobs would be assessed and graded.
2. Typewriting teachers themselves should be seen to have imbibed the habit of proofreading and editing their own work. This could be achieved while they are in training. In effect, trainers of typewriting teachers have a role to play in this regard.
3. Methods of teaching successful typewriting could be enriched and made more interesting by using the various methods outlined in the Experimentation Procedure in Chapter 3 of this thesis and as summarized hereunder:
 - a) Spot lectures to be given, during typewriting periods, on effective communication, use of grammar, punctuation and spelling.

- b) Regularly reviewing/revising proofreaders' symbols throughout the period of training, that is, from beginning class to advanced class.
 - c) Lecturer's insisting that students proofread and edit their assignments before submission, and ensuring that only work so done are graded.
 - d) Using the Absolute Error Limit (AEL) and Mailable Papers an Hour (MPH) models as explained in Appendices 6A and 6B).
 - e) Reminding students, from time to time, that they should not be satisfied with sub-standard work.
4. Awareness of the importance of proofreading and editing skills could lead to the acquisition of the skills. This means that students should, of necessity, accept that they cannot progress without the acquisition of these skills.
 5. Students should make concerted effort to do their work as near perfect as possible, and therefore, have some pride in their work.
 6. Students should also make effort to improve their language arts skill (i.e grammar, spelling, punctuation, etc.). This will help their efficiency in typewriting.
 7. Proofreading and editing should be incorporated in the typewriting syllabus in the tertiary

institutions where secretaries and business education teachers are trained.

8. Typewriting teachers should always liaise with English Language teachers. This is expected to achieve the same goal - that of ensuring that students understand English Language basics better, thereby enhancing their typewriting competence.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. The role of sex as regards typewriting performance should be investigated.
2. Further research could also be conducted to find out whether other factors, like failure to carry out instructions, poor machine manipulation, poor appearance of work, lack of comprehension of principles, and low output level, as outlined in Statement of the Problem in Chapter I of this Thesis, also contribute significantly to students' poor performance in typewriting.

5.6 IMPLICATIONS FOR CLASSROOM INSTRUCTIONS

The implications are two fold: teacher factor and student factor. The teacher could successfully impart knowledge leading to the acquisition of proofreading and editing skills by the students by using methods such as:

- Pairing - requesting students to pair up, one reading and the other checking for errors and picking errors for editing.

- Tape Recorder - another method is for a lone student to use a tape recorder to check for errors.
- Students could also be taught how to edit properly using proofreaders' signs as can be found in Appendix 13 and in several manuals on editing.

All these methods will go a long way to assist students master the skill of typewriting.

On the other hand, it has now been proved that once students have acquired proofreading and editing skills, they will have a typewriting competence which will be reflected in their work as secretaries. As a result of this, they will be able to radiate a degree of confidence as professionals. The knowledge of this fact will help and encourage all typewriting students to work hard and ensure they acquire proofreading and editing skills knowing very well they would be able to get and keep their positions in the business world.

REFERENCES

- ABEGUNDE, B. M. (1990), "Competency-Based Instructional Programme in Business Teacher Education for Senior Secondary Schools". Business Education Journal, 2(2):23-31
- ADIDU, F. A. (1991), "Employment Prospect for Business Education Graduates in Nigeria by the Year 2000". Business Education Journal, 2(3):32-34
- ANYADUBA, M. O. (1991), "The Secretarial Profession: A Perspective of the Year 2000". Business Education Journal, 2(3):94
- ARANSIOLA, J. A. (1989), "Evaluation of Selected Factors Affecting Performance in Shorthand Dictation". Unpublished M.Ed. Thesis, Ahmadu Bello University, Zaria; p 10.
- ARUKWE, O. N. (1992), "Acquiring the Stenographic Skills for Self-Reliance and Economic Growth". Business Education Journal, 2(4):57-62
- ATWOOD, D. D. (1965), "The Development of Speed in Typewriting". The Eastern Business Teachers Association YearBook, Vol. XXXVIII (Somerville, J. J. Sommerset Press), USA, p 45.
- BENTU, S. D. (1988), in Adidu, F. A. (1991) "Employment Prospect for Business Education Graduates In Nigeria by the Year 2000". Business Education Journal, 2(3):32-34
- BOOK, W. F. (1925), Learning to Typewrite, The Gregg Publishing Company, New York, U.S.A., p 169
- BRINKLEY, R. M. (1961), "The Business Program in Maryland Schools". American Business Education, p 222
- CAMP, S. C. (1985), Developing Editing Skills, 1st Ed., McGraw-Hill Book Company, New York, U.S.A., p 1
- CAMP, S. C. (1987), Developing Proofreading Skills, 2nd Ed., McGraw-Hill Company, New York, U.S.A, pp 5, 10
- CANNING, B. W. (1972), "English for Office Skills", Office Skills, November, p 10
- CHURCH, O. D. & SCHATZ, A. E. (1981), Office Systems and Careers, Allyn & Bacon, Inc., Boston, p 62

- CLEM, J. E. (1959), Techniques of Teaching Typewriting, 2nd Ed., Gregg Publishing Division, McGraw-Hill Book Company Inc., New York, U.S.A., pp203,209-211
- COTTON, D. S. (1988), "Office Automation Impacts on the Business Curriculum". MBEA Today, 53(3):1 - 5
- CRIMSON, J. E. (1985), In Ennis, P. I. et al Enhancing the Secretarial Profession, McGraw-Hill Book Company, Gregg Division, N.Y., U.S.A, pp 29 - 32
- ENI, O. O. (1987), "Business Education in a Developing Economy - The Nigerian Case". Business Education Journal, 2(1):51 - 57
- ENNIS, P. I., HOSLER, M. M., JAMES, M. (1987), Enhancing the Secretarial Profession, McGraw-Hill Book Company, Gregg Division, N.Y., U.S.A., pp 57 - 60
- ERICKSON, L. W. (1974) "The role of Education at Various Education Levels". National Board for Technical Education Review, NBTE, Kaduna.
- FAFUNWA, A. B. (1974), History of Education in Nigeria. Allen & Unwin Ltd., London, pp 175 - 177
- FISCHMAN, B. L. (1975), Business Report Writing, College Edition, P.A.R. Incorporated, U.S.A., pp 6, 46, 65
- FOSS, F. G. (1966). "Do Reading Scores Predict Typing Success?" Journal of Business Education 41, April:281 - 282
- FRANK, M. (1984), "Transcription is more than Just Transcribing". Business Education Forum, 39(2):19
- GANNA, F. Z. (1986), "Business Education in Nigeria: Past, Present and Future". Business Education Journal, 2(1):5 - 7
- HAMMER, J. N. (1984), "Methods Course needed in Machine Dictation and Transcription". Business Education Forum, 38(6):29
- HARNS, H. et al (1972), Methods of Teaching Business and Distributive Education, 3rd Ed., South-Western Publishing Co., Cincinnati, Ohio, pp 73 - 74; 102
- HARRIS, L. L. (1957), "An Appraisal of Curricula and Personal Components of the Stenographic Training of the Detroit High School of Commerce, Wayne State University, Michigan". National Business Education Quarterly, 28(1):20

- HENNINGTON, A. (1984), "Will the Changing Office Affect Secretarial Education". The Balance Sheet, 65(3):14
- HILGEDICK, L. (1984), "Keyboarding with Accuracy". Business Education Forum, 38(6):14
- IGWE, A. O. (1991), "A Study of the Relationship between Proficiency in English Language and Shorthand Courses of Business Studies Students in Institutions of Higher Learning in Imo State". Business Education Journal, 2(3):122 - 136
- JOHNSON, M. I. & STARKEL, K. (1984), "Working with the Computers Brings Positive Results". Business Education Forum, 38(5):32
- KANU, I. N. (1987), "Technological Advancement and Business Education". Business Education Journal, 2(1):60
- KLAUSMEIER, H. J. & GOODWIN, W. (1966), Learning and Human Abilities, 2nd Ed., Harper & Row, New York, U.S.A., pp 69, 314
- KREVOLIN (1970), in NDINECHI, G. (1990), "A Guide for Effective Typewriting Instruction in the Secretarial Schools". Business Education Journal, 2(2):13 - 21
- KRUGER, L. B. (1983), "What to Teach and What Not to Teach". Business Education Forum, 37(5):6
- LACOMBE, J. M., et al (1986), Proofreading and Editing, 4th Ed., McGrawHill Inc., U.S.A., p 4, 10
- LACOMBE, J. M., et al (1986), Transcription Procedures, 4th Ed., McGraw-Hill Inc., U.S.A., p1
- LESSENBERRY, D. D. & ROBINSON, J. W. (1968), "A Basic Vocabulary for Typewriting". South-Western Publishing Company, Cincinnati, U.S.A., p 388
- LUKE, C. M. (1989), "Office Procedures involves more than Technical Skills". Business Education Forum, 43(8):11
- MCKAY, E. (1977), The Typewriting Dictionary, 1st Ed., Pitman Publishing Limited, London, pp 52, 207
- MALONE, M. E. (1938), "A Study of Transcription Errors of Students in 12 Catholic Schools". Unpublished Master's Thesis, University of Pittsburgh, Pennsylvania, U.S.A. In TONNE, H. A. et Al (1965), Methods of Teaching Business Subjects, 3rd Ed., McGraw-Hill Book Company, N.Y., U.S.A., p 320

- MARTIN, C. L. & RANSON, D. E. (1990), "Spelling Skills of Business Students: An Empirical Investigation". The Journal of Business Communication, 27(4):377 - 379
- MCNICHOL, G. (1972), Teaching Shorthand and Typewriting, 2nd Ed., Pitman Publishing Company, London, p 33, pp 160 & 168
- MEGGISON, P. F. (1983), "A Word Processing Curriculum for the 2-Year College". Business Education FORUM, 37(6):8 - 9
- MICHAEL, S. O. (1987), "Office Technology: Implications for Business Education". Business Education Journal, 2(1):77 - 82
- MILLER, H. B. (1959), "A Businessman takes a look at Typewriting". Business Education Forum, 14(2):10
- NASDVE (1988), Foundations & Philosophies of Business Education, A Statement of the National Association of State Directors of Vocational Education, Michigan State, U.S.A., p A-5-1
- NATIONAL POLICY ON EDUCATION (1981), Federal Government of Nigeria, Lagos, p 13
- NATIONAL POLICY ON EDUCATION (1985), Federal Government of Nigeria, Lagos, Revised Edition, p 28
- NDINECHI, G. I. (1990), "A Guide for Effective Typewriting Instruction in the Secretarial Schools". Business Education Journal, 2(2):13 - 21
- NELLERMORE, D. A. (1989), "Word Processing Personnel - Entry Level Expectations". Business Education Forum, 43(8):15
- NOLAN, C. A., et al (1967), Principles & Problems of Business Education, 3rd Ed., South-Western Publishing Co., Cincinnati, Ohio, U.S.A., pp 23 - 24; 238
- OKWUANASO, S. I. (1992), "Office Education and Self-Reliance". Business Education Journal, September: 103
- OLADEBO, S. A. (1990), "The Role of Business Education Towards Greater Promotion of Employment in Nigeria's Economic Revival". Business Education Journal, 2(2):42 - 46

- OLADEBO, S. A. (1987), "The Challenge of the New National Policy on Education to Business Educators", Business Education Journal, 2(1):32 - 38
- OSAGIE, V. A. (1992), "Office Education and Self-Reliance". Business Education Journal, 2(4):107 - 111
- OYEDELE, J. F. (1991), "Learning and Teaching Word Processing (Electronic Typewriter Approach)". Business Education Journal, 2(3):25
- PERKINS, W. E. (1989), "How Skilled are You at Teaching Seven Critical Skills?" Business Education Forum, 14(2):11
- PERKINS (Jnr), E. A. & LLOYD, A. C. (1969), "7 Guides to Beef Up Typing". Business Education World, 50(3):6 - 7
- PIERPOINT (1977) In UGOJI, E. I. (1991), "Factors Responsible for Students' Poor Performance in Shorthand in Higher Institutions". Business Education Journal, 2(3):96 - 103
- POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION, (1975) Michigan State, U.S.A, p A-2-3
- POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION, (1981), Michigan State, U.S.A., Revised Edition, p- A-2-2
- POPHAM, E. L., et al (1975), A Teaching Learning System for Business Education, McGraw-Hill Book Company, New York, U.S.A., pp 199 - 200
- POPYK, M. (1983), "What to Teach in your Word Processing Concepts Course", Business Education Forum, March-April:12
- RANDOPH, J. (1982), "Advances in Secretarial Careers". The Balance Sheet, 64(1):13
- RANDOM HOUSE COLLEGE DICTIONARY (1984), Revised Ed., Random House, Inc., U.S.A., p 1232
- RENE (1965) In BIOBAKU, S. O. (1988), "The Role of Higher Education in Development". Unpublished Lecture delivered at the University of Lagos Auditorium on March 15, 1968

- ROBERTS (1977) In ARUKWE, O. N. (1992), "Acquiring the Stenographic Skills for Self-Reliance and Economic Growth". Business Education Journal, 2(4):57 - 62
- RUSSON, A. R. & WANOUS, S. J. (1973), Philosophy & Psychology of Teaching Typewriting, 2nd Ed., South-Western Publishing Co., Cincinnati, Ohio, U.S.A. pp 199; 202-203; 209; 313-314; 317-318; 344
- SHANE-JOYCE, M. P. (1987), "Integrating Micro-Computers into Business Writing". Business Education Forum, 42(2): 11 & 12
- SIMPSON, I. P. (1983), "Changing Trends in the Secretarial Profession". The Balance Sheet, 64(4): 15-16
- STOUFER, B. (1983), "Office of the Future - Still a People Place". The Balance Sheet, 65(1): 25
- TOMBS, M. M. (1982), "Working Towards 'The Top' - What Employers Expect". Office Skills, May: 12-13
- TONNE, H. A., et al (1965), Methods of Teaching Business Subjects, 3rd Ed., McGraw-Hill Book Company, New York, U.S.A., pp32, 42, 48, 111, 165, 224, 232, 234
- TONNE, H. A. & NANASSY, L. C. (1970), Principles of Business Education, 4th Ed., McGrawHill Inc., New York, pp 141-146; 173-178; 202; 208; 282; 285; 298
- UGOJI, E. J. (1991), "Factors Responsible for Students' Poor Performance in Shorthand in Higher Institutions". Business Education Journal, 2(3): 96-103
- WHITTLE, E. (1973), "Newscope", Office Skills, Pitman Periodicals Limited, London, December:12
- WORLGAMUTH, William (1984), "Gear Business Communication to Office of the Future". Business Education Forum, 38(5): 7

WOOLCOTT, L. A., & UNWIN, W. R. (1974),
Communication for Business and Secretarial
Students, Macmillan Press Limited, London,
pp 4, 6, 35

YACHT, C. (1983), "Developing Skills in Keyboarding and
Proofreading Required for Word Processing".
Business Education Forum, 37(6): 14

APPENDIX 1 - PRE-TESTPROCEDURE FOR PREPARING A STENCIL SHEET

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

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

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

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

1. Lift the paper bail and turn the stencil sheet up several lines so that you can work at the point where the typing error occurred.
2. Apply a thin coat of stencil correction fluid with a single upward stroke for each incorrect character. You are actually covering up the error so that you can re-cut the correct letter or letters.

3. Roll the stencil sheet back to the typing position, then type the correction, using a stroke slightly heavier than normal.

Proofread: Although you have been proofreading as you type, you still must read through the entire page and make any additional corrections before removing the stencil sheet from the typewriter. It is much more difficult to correct an error after the stencil sheet has been removed from the typewriter because you must realign the stencil sheet in the typewriter in the same position as it was originally. Check for correct paragraphing and spacing at this time, also.

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

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

Procedure for Preparing a Stencil Sheet ^{all} ^{Caps}

^{try} ^{of} To produce good copies on a duplicator stencil sheet requires careful planning. The foll. steps shd. be helpful to you in preparing the stencil.

^{of} ^{of} Prepare the Typewriter: Be sure to shift the ribbon control to stencil position. This disengages the ribbon and allows the typeface to strike the stencil sheet directly. To get a good cut on the stencil sheet, you shd. always clean the typefaces on the typewriter before you beginning to type.

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

^{of} ^{of} Correct Errors Immediately: Errors shd. be corrected immediately to prevent overlooking them later. To correct an error you shd.:

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

Pls. inset & display

[FLUID]

skt

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

PROOFREAD: (ini cap.) ^{only} Although you hv. bn. proofreading as you type, you must still read through the entire page and make any additional corrections before removing the stencil from the typewriter.

It is much more sheet difficult to correct an error after the stencil sheet has bn. removed from the ~~machine~~ typewriter because you must realign the stencil sheet in the typewriter in the same ~~way~~ position as it was originally.

run on of Check for correct paragraphing and spacing at this time, ~~too~~ ^{also}.

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

APPENDIX 2A

MODE OF INSTRUCTION

- o Normal Typewriting lectures/practicals focussing on National Board for Technical Education* (NBTE) ND II Syllabus in Typewriting.
- o Group A - emphasis would be placed on the necessity to proofread and edit before submitting work for assessment.
- o Assessment of Assignments would be done by using the Tables in Appendices 6A and 6B and also making use of Appendix 7.
- o At the end of each lecture period, all assignments would be collected and assessed by the researcher and later returned to students for filing.
- o At the end of each week, assignments would be given, assessed and recorded using FORM B - WEEKLY EVALUATION FORM. These assignments would be graded, using the MPH method of grading as explained in Appendix 6B, and returned to the students for filing.
- o The Pre-, Mid-, and Post-Tests results would be recorded in Forms A, C, and D.
- o At the end of the Study, these Forms would be compared and analyzed.

* NBTE Syllabus would be used because it gives the national minimum standard required of all polytechnics in the country. This, in effect, would give the Study the required generalisation.

APPENDIX 2B

WEEKLY BREAKDOWN OF CLASS ACTIVITIES
EXPERIMENTAL GROUP

The Study would cover the techniques of proofreading and editing, the different types of errors the students should be able to pick out, the use of English and the formation of good typing habits. This last aspect is expected to be achieved by constant checking of students' habits and reminders.

There would also be instructions on the topics to be covered in the NBTE Syllabus as presented in Appendix 15.

General Objectives

The exercise is aimed at finding out how proofreading and editing skills affect students' typewriting performance.

Specific Objectives

At the end of the six weeks' intensive coaching, the experimental group would be expected to:

1. Type efficiently various office jobs with at least 98% accuracy.
2. Use the techniques of proofreading in picking out all types of errors in their work.
3. Edit their work properly for mailability achieving 100% accuracy.
4. Understand that the use of English is very necessary to the attainment of perfection in typewriting.
5. Make fewer grammatical, typographical, format and other errors which might have been common to them prior to the six weeks' intensive coaching.

WEEK ONEDay One

- a) Introduction of lecturer and students (15 minutes)
- b) Students to prepare for the Pre-test (5 minutes)
- c) Give Pre-test to both groups, one group after the other (40 minutes each)
- d) Collation and submission of scripts (10 minutes)

Day Two

- a) General review of work - theory questions given to students aimed at finding out the level of the students' knowledge of basic typewriting rules (40 minutes)
- b) Three prepared documents with different types of errors distributed to students (15 minutes)
- c) Students to pick out (proofread) all errors and write the number of errors picked on paper in pencil. Lecturer finds out how many of them picked out all errors. Reminds students of good habit formation (50 minutes)
- h) Tidy up classroom (5 minutes)

Day Three

- a) Discussion on different types of errors (20 minutes)
- b) Typing exercise - a simple manuscript with proof-reader's signs given to students for typing (20 minutes)
- c) Students to exchange work, proofread and pick out errors and write the number of errors picked in pencil (5 minutes)
- d) Scripts returned. Students to edit work on the typewriter (15 minutes)
- e) Lecturer collects all scripts (2 minutes)
- f) General review of English Grammar Usage (25 minutes)
- g) Copies of documents with grammatical errors including spellings and punctuation given to students (3 minutes)

- h) Students to edit by typing a corrected and neat copy (20 minutes)
- i) Lecturer to read out an edited copy while students pick out their errors (5 minutes)
- j) Tidy up classroom (5 minutes)

Day Four

- a) Brief warming up session. Timed short passages to be typed at speed (10 minutes)
- b) Review of Printers' Correction Signs (10 minutes)
- c) Give an exercise in Advanced Manuscript with inset matters (25 minutes)
- d) Students to proofread and write the number of errors found (5 minutes)
- e) Students to edit work (10 minutes)
- f) Second proofreading to be done with the assistance of the lecturer (5 minutes)
- g) Various short manuscript works to be given to students to type within a time interval of 50 minutes. Grading of these would be based on MPH (Appendix 6B) (50 minutes)
- h) Collection of work and tidying up of classroom (5 minutes)

WEEK TWO

Day One

- a) Review of proofreader's marks and types of errors (20 minutes)
- b) Teaching of combination signs and characters (30 minutes)
- c) Type manuscript with combination signs and characters (35 minutes)
- d) Proofread and edit the work (30 minutes)
- e) Tidy up classroom (5 minutes)

Day Two

- a) Brief warming up exercises (10 minutes)
- b) Teaching of types of headings (30 minutes)
- c) Exercises on types of headings (45 minutes)
- d) Proofreading and editing exercises (30 minutes)
- e) Tidy up classroom (5 minutes)

Day Three

- a) Typing for speed and accuracy. Timing - 1-minute, 2-minutes, 5-minutes bursts (20 minutes)
- b) Teach tabular statement - calculations and arrangements (30 minutes)
- c) Exercise - 4-column tabular statement centering vertically and horizontally (40 minutes)
- d) Proofreading of Table - lecturer goes round to see work down. Students to be reminded constantly of good habit formation (20 minutes)
- e) Students to edit copy at their spare time. Tidy up classroom (10 minutes)

Day Four

- a) Speed and Accuracy exercises (15 minutes)
- b) Advanced manuscripts with continuation sheets (Blocked and Indented styles) (20 minutes)
- c) Exercises. To be graded according to MPH (80 minutes)
- d) Proofreading and editing during spare time. Tidy up classroom (5 minutes)

WEEK THREEDay One

- a) Speed and Accuracy (15 minutes)
- b) Business Letters - Layout and Display (30 minutes)

- c) Two exercises of a business letter to be given (50 minutes)
- d) Proofreading and editing of work (20 minutes)
- e) Tidy up classroom (5 minutes)

Day Two

- a) Review of proofreader's marks (15 minutes)
- b) More exercises on business letters (50 minutes)
- c) Proofreading with the assistance of lecturer (20 minutes)
- d) Editing of work. Students to be reminded of good habit formation (30 minutes)
- e) Tidy up classroom (5 minutes)

Day Three

- a) Accuracy practice (15 minutes)
- b) Memorandum - Format and Display (30 minutes)
- c) Exercises on Memorandum (40 minutes)
- d) Proofreading and editing of work (25 minutes)
- e) Tidy up classroom (5 minutes)

Day Four

- a) End of week exercises to be graded according to MPH (60 minutes)
- b) Mid-Test (40 minutes)
- c) Collation and submission of scripts (15 minutes)
- d) Tidy up classroom (5 minutes)

WEEK FOURDay One

- a) Discussion (error analysis, etc.) of Mid-test after distribution (30 minutes)
- b) Poorly done work to be edited on the typewriter. Exposing students to proper erasing technique and alignment (20 minutes)
- c) Lecture on endorsements and blind carbon copies in business letters (35 minutes)
- d) Exercise. Business letter with blind carbon copies (30 minutes)
- e) Students to proofread during spare time for discussion next day
- f) Tidy up classroom (5 minutes)

Day Two

- a) Development of Speed and Accuracy (15 minutes)
- b) Exercises on endorsement and blind carbon copies to be proofread in class with the assistance of the lecturer. Discussions and explanations. (15 minutes)
- c) Advanced Tabular Work
 - Tabulation with Preamble
 - Arranging in alphabetical and numerical orders
 - Leader Dots
 - Footnotes (85 minutes)
- d) Tidy up classroom (5 minutes)

Day Three

- a) Assignments in advanced tabular work - students to go through given exercises, calculate and prepare for typing. Exposure to problem solving (20 minutes)
- b) Typing of exercises (35 minutes)
- c) Advanced Tabular Work (60 minutes)
- d) Tidy up classroom (5 minutes)

Day Four

- a) Speed and Accuracy (15 minutes)
- b) Proofreading and editing of assignments on Advanced Tabular Work (45 minutes)
- c) Typing of end of week exercises to be collected and graded according to MPH (55 minutes)
- d) Tidy up classroom (5 minutes)

WEEK FIVEDay One

- a) Speed and Accuracy (15 minutes)
- b) Advanced Display Work
 - Itinerary
 - Programme
 - Menus
 - Invitations

Lecture and exercises (100 minutes)
- c) Tidy up classroom (5 minutes)

Day Two

- a) More exercises on Advanced Display work (70 minutes)
- b) Proofreading and editing of all work (45 minutes)
- c) Tidy up classroom (5 minutes)

Day Three

- a) Speed and Accuracy (10 minutes)
- b) Memorandum
 - Preparation of memo form
 - Exercises (50 minutes)
- c) Consolidation of work done during the week - Advanced tabular work and advanced display work. Revision and exercises (55 minutes)

- d) Tidy up classroom (5 minutes)

Day Four

- a) Review of proofreaders' signs (20 minutes)
- b) Review of types of errors (20 minutes)
- c) End of week exercises to be collected and graded using MPH (70 minutes)
- d) Tidy up classroom (5 minutes)

WEEK SIX

Day One

- a) Speed and Accuracy (15 minutes)
- b) Review of work done in weeks one to three (100 minutes)
- c) Tidy up classroom (5 minutes)

Day Two

- a) Composing at the typewriter - Exercises (80 minutes)
- b) Proofreading and editing of work (35 minutes)
- c) Tidy up classroom (5 minutes)

Day Three

- a) Review of work done during weeks 4 and 5 (95 minutes)
- b) Speed and Accuracy Practice and test at 45 wpm (20 minutes)
- c) Tidy up classroom (5 minutes)

Day Four

- a) Winding up of Study. Importance of Proofreading and Editing re-visited (30 minutes)
- b) Post-test administered on both groups, one after the other (50 minutes each)

- c) Collation and submission of scripts and tidying up of classroom (30 minutes)

CONTROL GROUP

The NBTE Syllabus would be followed for the Control Group, also on a weekly basis. All topics covered for the Experimental Group would also be covered for this Group.

The Pre-test and the Post-test would be given to the Control Group on the same day as the Experimental Group. It would be ensured that both groups take these tests one after the other. Test papers would be collected from whichever group takes first to avoid the students passing the papers to each other.

TESTS TO BE ADMINISTERED

1. Pre-Test administered on both Groups. Announcement of test to be made a day or two before Study begins so that all students would be available to participate.
2. Mid-Test administered on Group 1 (Experimental Group) only, at the end of Week Three.
3. Post-Test administered on both Groups at the end of Week Six.

APPENDIX 3: MID-TEST

Today's Date

Longman Publishing Company
158 Oba Akran Street
IKEJA
Lagos State

FOR THE ATTENTION OF MR BOLA IDOWU

Dear Sirs

SUBMISSION OF MANUSCRIPT

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

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

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

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

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

- i) when the galley proof will be ready;
- ii) how long it will take to print 5,000 copies;

iii) the total cost of publishing it; and

iv) the royalty to the author.

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

Yours faithfully

Abimbola Ajayi (Mrs)

Enc

Production Time: 35 minutes

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

Today's date

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

Dr. Sirs, [Pls. find/ enclosed the manuscript of my new book about computers. although there are now many of such books on the market, I feel that mine approaches the subject from a very ~~different~~ ^{coherent} angle. It is also aimed at a wider audience than those who are studying the subject in order to take an examination at 18. Most in the future, from the youngest to the oldest people, will be affected by the computer & this book is intended to help them come to grips with the subject. Whilst it is not poss., of course, to avoid using technical language, this has bn. for this reason, it has been written in plain layman's language and in a very simple style. Kept to a minimum and the main text is devised to be read and understood by the average ten years old. Much use has also bn. made of illustrations, many of them in colour, as I think these help to explain how a computer works much more than do words. at the back of the book, I have included a glossary of technical

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

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

Yours ffly,
Abimbola Ajayi (Mrs)

Enc.

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

- Insert at 'A'
(pls. insert in s/s)
- (i) when the galley proof will be ready;
 - (ii) how long it will take to print first 5,000 copies;
 - (iii) ~~how much~~ the total cost of printing publishing it; and (iv) the royalty to the author.

APPENDIX 4: POST-TEST

ANNUAL AVERAGE SALARIES FOR SECRETARIES AND TYPISTS

Year	Average Monthly Earnings* N	Annual Average Salaries			
		Private Sector N'00		Public Sector N'00	
		Secretary	Typist	Secretary	Typist
1982	960.25	123	81	99	60
1983	978.00	125	82	104	63
1984	1000.00	154	85	106	65
1985	1019.00	161	87	111	67
1986	1216.50	162	89	116	69
1987	1235.75	165	90	119	73
1988	1255.00	167	91	122	75
1989	1350.50	172	94	125	79
1990	1579.00	207	102	129	80
1991	1826.00	215	120	132	81
1992	2321.50	242	125	137	84
1993	2726.00	346	126	141	88
1994^	3290.00	429	147	163	113

* Excluding Fringe Benefits and Allowances
For Secretaries Only

^ Forecast for Next Year

Production Time: 45 minutes

Type a copy of this Table on A4 Paper. Use the centred style. The main heading should be typed in all capitals, please. All abbreviations should be typed in full.

Annual Average Salaries ^{for} ³typists ²and ¹Secretaries [↑]
u/score, pls

	Year	Average Monthly Earnings* #	Annual Average Salaries			
			Private Sector # '00		Public Sector # '00	
			Secretary	Typist	Sec.	Typ.
hrs	1982	860.25	60 ⁹⁹	81 ⁶⁰	123	60
	1983	1000.00	154	85	106	65
hrs	1984	978.00	125	82	103 ⁴	63
	1985	1019.00	161	86 ⁸⁷	111	67
hrs	1987	1216.50	162	89	116 ¹¹	69
	1986	1235.75	167	90	119	73
hrs	1988	1239.00 1255.00	165	91	122	75
	1987 ⁹	1350.50	172	94	125	79
	1995 ^I	4187.00	502	163	127	189
skt	1993	2726.00	346	126	141	88
hrs	1991	2321.50	120	115 ²	132	84 ¹⁵
hrs	1992	1826.00	242	125	137	84
skt	1990	1579.00	207	102	129	85
	1994	3290.00	429	147	163	113

* Excl. Excluding Fringe benefits and Allowances for Secretaries Only

^I Forecast for next year

Secry, pls. use the centred style of display

(0)
APPENDIX 5A

To: Course/Project/Thesis Supervisor
for Mrs C. O. Akindele
A. B. U., Zaria

From: Mrs A. F. Odepidan
Chief Lecturer
Department of Secretarial Studies
Yaba College of Technology

Subject: COMMENTS ON MRS C. O. AKINDELE'S
PAPER/THESIS

Date: 31st March 1993

I have read Chapters One and Three of the Project. I have made my observations known in writing; we both discussed them and the corrections have been effected.

Appendixes I, III and IV which are the tests to be administered were gone through carefully. I made my observations in writing and discussed same with Mrs Akindele. She has made all the corrections and has now typed fair copies of the tests as I suggested.

A. F. Odepidan

Emman I. Odina

102

FSCT, Dip Comm Ed (Lond)

APPENDIX 5B

☎

Our Ref..... Your Ref..... Date 26th February, 1993

TO WHOM IT MAY CONCERN

I have gone through the three sets of papers prepared by the Researcher, Mrs. C. O. Akindele, and found them to be of the required standard in content to ascertain the validity of the purpose of this research.



E. I. Odina (Mr.)

APPENDIX 6A: TABLE OF AEL

TABLE OF ABSOLUTE ERROR LIMITS (Error Limits and Grades)

<u>Max. No. of Errors</u>	<u>Grade</u>	
2	A	Excellent
4	B	Good
6	C	Credit
8	D	Pass
10	E	Weak Pass
11	F	Fail

APPENDIX 6B: MPH

MAILABLE PAPERS AN HOUR (MPH)

Assuming a 40-minute production interval, the following standard would be used:

<u>Mailable Papers Completed</u>	<u>Grade</u>
4	A
3	B
2	C
1	D

APPENDIX 6A: TABLE OF AEL

TABLE OF ABSOLUTE ERROR LIMITS (Error Limits and Grades)

<u>Max. No. of Errors</u>	<u>Grade</u>	
2	A	Excellent
4	B	Good
6	C	Credit
8	D	Pass
10	E	Weak Pass
11	F	Fail

APPENDIX 6B: MPH

MAILABLE PAPERS AN HOUR (MPH)

Assuming a 40-minute production interval, the following standard would be used:

<u>Mailable Papers Completed</u>	<u>Grade</u>
4	A
3	B
2	C
1	D

APPENDIX 7

Major/Minor Errors and PenaltiesMajor ErrorsPenalties

Wrong Display or Mixed Display	2 marks per exercise
Instructions not followed	2 marks each
Overtyping	2 marks each
Ex-ing	2 marks each
Typographical Error	1 mark each
Wrong line spacing	1 mark, 2 max. per exc.
Redundancy	1 mark each

Minor Errors

Jammed keys/letters	1/2, 1 max. per Exc.
Poor Erasure	1/2 mark, 2 max.
Poor Ruling	1/2 mark, 2 max.

Omission of Words

1 word omitted	1 mark off
2 - 3 words omitted	2 marks off
4 - 6 words omitted	3 marks off
Subsequent 3 consecutive words	Extra 1 mark off per grp

Shortworkings

1 - 3 words not typed	1 mark off
4 - 6 words not typed	2 marks off
7 - 10 words not typed	3 marks off
11 - 14 words not typed	4 marks off
Subsequent 4 consecutive words	Extra 1 mark off per grp

APPENDIX 8PRE-TEST SCORES

Marks Obtainable = 30

EXPERIMENTAL GROUP		CONTROL GROUP	
Student No.	Marks	Student No.	Marks
1	16	1	0
2	0	2	21
3	20	3	19
4	19	4	24
5	02	5	07
6	17	6	06
7	19	7	03
8	14	8	18
9	23	9	19
10	02	10	01
11	03	11	14
12	22	12	11
13	01	13	07
14	20	14	18
15	17	15	06
16	16	16	10
17	12	17	20
18	18	18	05
19	11	19	22
20	18	20	22
21	11	21	05
22	05	22	18
-	-	23	05
$\sum X$	286		281
\bar{X}	13		12.2174
SD	7.496		7.740
N	22		22
$\sum X^2$	4898		4751

$$SD = \sqrt{\frac{4898 - 3718}{21}}$$

$$= \sqrt{\frac{1180}{21}}$$

$$= \sqrt{56.19}$$

$$= 7.496$$

$$= \sqrt{\frac{4751 - 3433}{22}}$$

$$= \sqrt{\frac{1318}{22}}$$

$$= \sqrt{59.909}$$

$$= 7.740$$

APPENDIX 8A

PRE-TEST T-TEST CALCULATIONS

$$t = \frac{13 - 12.22}{\sqrt{\frac{7.5}{22} + \frac{7.7}{23}}}$$

$$t = \frac{0.78}{\sqrt{0.3409 + 0.3348}}$$

$$t = \frac{0.78}{\sqrt{0.6757}}$$

$$t = \frac{0.78}{0.822}$$

$$t = 0.949$$

$$T_{cal} = 0.949$$

$$\alpha = 0.05$$

$$df = 22 + 23 - 2 = 43$$

$$T_{crit} = 2.021$$

$$T_{cal} < T_{crit} \therefore H_0$$

APPENDIX 8B
HYPOTHESIS 1

POST-TEST T-TEST CALCULATIONS

$$t = \frac{24.77 - 22.35}{\sqrt{\frac{4.72}{22} + \frac{4.26}{23}}}$$

$$t = \frac{2.42}{\sqrt{0.2145 + 0.1852}}$$

$$t = \frac{2.42}{\sqrt{0.3997}}$$

$$t = \frac{2.42}{0.6322}$$

$$t = 3.828$$

$$T_{cal} = 3.828$$

$$\alpha = 0.05$$

$$df = 22 + 23 - 2 = 43$$

$$T_{crit} = 2.021$$

$$T_{cal} > T_{crit} \therefore H_0 R_j$$

APPENDIX 9A - FORM B

WEEKLY EVALUATION - EXPERIMENTAL GROUP

INTERVAL	20 mins.	30 mins.		40 mins.		40 mins.		50 mins.		50 mins.		TOTAL NO. OF M.D	AVG. GRD	
	WEEK ONE	WEEK TWO		WEEK THREE		WEEK FOUR		WEEK FIVE		WEEK SIX				
STUDENT NO	NO OF MAILABLE DOCUMENTS	GRD	M.D.	GRD	M.D.	GRD	M.D.	GRD	M.D.	GRD	M.D.			GRD
1	2	A	3	A	3½	B	3	A	3½	B	4	A	19	A-
2	1	C	2	C	2½	D	2½	B	2½	D	3	C	13½	D-
3	2	A	3	A	3½	B	3	A	3½	B	4	A	19	A-
4	2	A	3	A	4	A	3	A	3½	B	4	A	19½	A-
5	1	C	1½	D	3	C	2	C	3	C	3	C	13½	D-
6	2	A	2½	B	3½	B	2½	B	3	C	4	A	17½	B-
7	1½	B	2	C	3	C	2	C	2½	D	2½	D	13½	D-
8	2	A	2½	B	3	C	2½	B	3	C	3½	B	17	B-
9	2	A	2½	B	3½	B	3	A	3½	B	4	A	18½	B
10	1	C	2	C	2½	D	2	C	2½	D	3	C	13	D-
11	1	C	1½	D	2	E	1½	D	2	E	3	C	11	E
12	2	A	3	A	4	A	3	A	4	A	4	A	20	A
13	1½	B	2	C	3	C	2	C	3	C	3	C	14½	D
14	2	A	3	A	4	A	3	A	4	A	4	A	20	A
15	1	C	1½	D	2	E	2	C	2	E	2½	D	11	E-
16	1½	B	2	C	2½	D	2	C	3½	B	3½	B	15	C-
17	1½	B	2	C	3	C	2	C	3	C	3½	B	15	C-
18	2	A	2½	B	3	C	2½	B	3	C	4	A	17	B-
19	1	C	1½	D	2	E	1½	D	2	E	2½	D	10½	F
20	1½	B	2	C	2½	D	2	C	3½	B	3½	B	15½	C-
21	1	C	1	E	2	E	1½	D	2	E	2½	D	10	F
22	1	C	1	E	2	E	1	E	2½	D	2½	D	10	F

KEY

20 = A
 19 = A-
 18 = B
 17 = B-
 16 = C
 15 = C-
 14 = D
 13 = D-
 12 = E
 11 = E-
 10 = Failed

APPENDIX 9B - FORM B

WEEKLY EVALUATION - CONTROL GROUP

INTERVAL	20 mins.		30 mins.		40 mins.		40 mins.		50 mins.		50 mins.		TOTAL NO. OF N.D.	AVG. GRD
	WEEK ONE		WEEK TWO		WEEK THREE		WEEK FOUR		WEEK FIVE		WEEK SIX			
STUDENT NO	NO OF AVAILABLE DOCUMENTS	GRD	N.D.	GRD	N.D.	GRD	N.D.	GRD	N.D.	GRD	N.D.	GRD		
1	1	C	1½	D	2½	D	2½	B	2½	D	3	C	13	D-
2	2	A	2½	B	3½	B	3	A	3	C	3	C	17½	B-
3	1½	B	2½	B	3	C	3	A	3	C	3	C	16	C
4	2	A	3	A	3	C	3	A	4	A	3½	B	18½	B
5	1½	B	1½	D	2	E	2	C	2½	D	2½	D	12	E
6	1	C	1½	D	2	E	2	C	2	B	2	E	10½	F
7	1	C	1½	D	2	B	2	C	2	E	2	E	10½	F
8	1½	B	2	C	2½	D	1½	D	2	E	1½	F	11	E-
9	2	A	3	A	3½	B	3	A	3	C	3½	B	18	B
10	1	C	1½	D	2	E	1½	D	2	E	2½	D	10½	F
11	1½	B	1½	D	2	E	2	C	2	E	2	E	11	E-
12	1½	B	1½	D	2	E	1½	D	1½	F	2	E	10	F
13	1	C	1½	D	2	E	1½	D	1½	F	2	E	9½	F
14	1½	B	2	C	2½	D	1½	D	2	E	2	E	11½	E-
15	1	C	1½	D	1½	F	1½	D	1	F	2	E	8½	F
16	1½	B	3	A	3	C	2½	B	3	C	3½	B	16½	C
17	2	A	3	A	3½	B	2½	B	3½	B	3	C	17½	B-
18	1	C	3	A	2	E	1½	D	1½	F	3	C	12	E-
19	1½	B	2½	B	3	C	2	C	3	C	3½	B	15½	C-
20	1½	C	1	E	3	C	2½	B	3	C	2½	D	13½	D-
21	1	C	2	C	1½	F	1½	D	2	E	2	E	10	F
22	1½	B	1	E	2½	D	2	C	3	C	3½	B	13½	D-
23	1	C	1½	D	1½	F	2	C	2½	D	2	E	10½	F

KEY

20 = A
 19 = A-
 18 = B
 17 = B-
 16 = C
 15 = C-
 14 = D
 13 = D-
 12 = E
 11 = E-
 10 = Failed

APPENDIX 10

MID-TEST RAW SCORES OF EXPERIMENTAL GROUP

Marks Obtainable: 30

No Allocated	Marks Obtained
1	20
2	14
3	25
4	27
5	16
6	21
7	23
8	22
9	23
10	23
11	17
12	27
13	18
14	27
15	16
16	12
17	14
18	19
19	04
20	24
21	19
22	07
$\sum x$	418
\bar{x}	19
SD	6.195
$\sum x^2$	8748

APPENDIX 10A

PRE-TEST & MID-TEST SCORES OF EXPERIMENTAL GROUP

Marks Obtainable = 30

Student No.	Pre-test Scores	Mid-test Scores
1	16	20
2	0	14
3	20	25
4	19	27
5	02	16
6	17	21
7	19	23
8	14	22
9	23	23
10	02	23
11	03	17
12	22	27
13	01	18
14	20	27
15	17	16
16	16	12
17	12	14
18	18	19
19	11	04
20	18	24
21	11	19
22	05	07
Σx	286	418
\bar{x}	13	19
SD	7.496	6.195
Σx^2	4898	8748

$$\begin{aligned}
 \text{SD} &= \sqrt{\frac{8748 - 7942}{21}} \\
 &= \sqrt{\frac{806}{21}} \\
 &= \sqrt{38.38} \\
 &= 6.195
 \end{aligned}$$

APPENDIX 11

POST-TEST SCORES - EXPERIMENTAL AND CONTROL GROUPS

		Marks	Obtainable	-	35
EXPERIMENTAL GROUP		CONTROL GROUP			
Student No.	Marks	Student No.	Marks		
1	26	1	23		
2	27	2	25		
3	29	3	25		
4	25	4	25		
5	26	5	20		
6	29	6	19		
7	28	7	22		
8	29	8	17		
9	24	9	32		
10	26	10	22		
11	22	11	21		
12	32	12	17		
13	23	13	21		
14	32	14	21		
15	21	15	23		
16	29	16	31		
17	21	17	28		
18	21	18	22		
19	17	19	24		
20	26	20	17		
21	17	21	18		
22	15	22	25		
		23	16		
$\sum x$	545		514		
\bar{x}	24.773		22.348		
SD	4.72		4.260		
$\sum x^2$	13969		11886		
SD	$= \sqrt{\frac{13969 - \frac{13501}{21}}{21}}$		$= \sqrt{\frac{11886 - \frac{11486.78}{22}}{22}}$		
	$= \sqrt{\frac{486}{21}}$		$= \sqrt{\frac{399.22}{22}}$		
	$= \sqrt{22.29}$		$= \sqrt{18.146}$		
	$= 4.72$		$= 4.26$		

APPENDIX 11A

HYPOTHESIS 2 - EXPERIMENTAL GROUP

POST-TEST RESULTS

	FEMALE	MALE
	26	25
	27	26
	29	24
	29	32
	28	
	29	
	26	
	22	
	32	
	23	
	21	
	29	
	21	
	21	
	17	
	26	
	17	
	15	
$\sum x$	438	107
\bar{x}	24.333	26.75
SD	4.9109	3.5939
$\sum x^2$	11068	2901
N	18	4

SD	=	$\sqrt{\frac{11068 - 191844}{17}}$	=	$\sqrt{\frac{2901 - 2862.25}{3}}$
	=	$\sqrt{\frac{410}{17}}$	=	$\sqrt{\frac{38.72}{3}}$
	=	$\sqrt{24.12}$	=	$\sqrt{12.92}$
	=	4.9109	=	3.5939

APPENDIX 11BHYPOTHESIS 2(POST-TEST) T-TEST CALCULATIONS

$$t = \frac{26.75 - 24.33}{\sqrt{\frac{3.5939}{4} + \frac{4.9109}{18}}}$$

$$t = \frac{2.42}{\sqrt{0.8985 + 0.2728}}$$

$$t = \frac{2.42}{\sqrt{1.1713}}$$

$$t = \frac{2.42}{1.0823}$$

$$t = 2.236$$

$$T_{cal} = 2.236$$

$$\alpha = 0.05$$

$$df = 18 + 4 - 2 = 20$$

$$T_{crit} = 2.086$$

$$T_{cal} > T_{crit} \therefore H_0 R_j$$

APPENDIX 12A

RECORD OF ALL TESTS TAKEN BY EXPERIMENTAL GROUP

No Allocated	Initials of Students	Sex	Pre-Test 30	Mid-Test 30	Post-Test 35
1	O.I.	F	16	20	26
2	A.O.	F	0	14	27
3	D.H	F	20	25	29
4	O.A.	M	19	27	25
5	E.C.	M	02	16	26
6	A.O.	F	17	21	29
7	A.A.	F	19	23	28
8	O.A.	F	14	22	29
9	N-E.J.	M	23	23	24
10	A.O.	F	02	23	26
11	A.F.	F	03	17	22
12	O.K.	F	22	27	32
13	T.A.	F	01	18	23
14	O.J.	M	20	27	32
15	S.Y.	F	17	16	21
16	O.T.	F	16	12	29
17	R.T.	F	12	14	21
18	O.X.	F	18	19	21
19	I.I.	F	11	04	17
20	A.E.	F	18	24	26
21	N.C.	F	11	19	17
22	A.P.	F	05	07	15
	Σ		286	418	545
	\bar{X}		13	19	24.773
	SD		7.496	6.195	4.72

APPENDIX 12B

RECORD OF ALL TESTS TAKEN BY CONTROL GROUP

No Allocated	Initials of Students	Sex	Pre-Test 30	Post-Test 35
1	E.I.	F	00	23
2	A.E.	F	21	25
3	E.C.	F	19	25
4	A.A.	F	24	25
5	M.M.	F	07	20
6	A.G.	F	06	19
7	A.P.	F	03	22
8	O.A.	F	18	17
9	A.A.	M	19	32
10	O.I.	F	01	22
11	A.N.	F	14	21
12	K.Y.	F	11	17
13	M.M.	F	07	21
14	A.L.	M	18	21
15	U.M.	F	06	23
16	U.V.	M	10	31
17	B.A.	F	20	28
18	O.P.	F	05	22
19	B.D.	M	22	24
20	O.B.	F	22	17
21	E.C.	F	05	18
22	S.B.	F	18	25
23	A.A.	F	05	16
		Σ	281	514
		X	12.2174	22.248
		SD	7.740	4.260

APPENDIX 13PROOFREADER'S SIGNS

INSERTING TEXT




Sign	Meaning	Example
^	Insert Character(s)	the ^{new} student
#	Insert Space	Please do it today.
/\$	Insert Punctuation	VCRs, disks and labels.
/-	Insert Hyphen	dual-sided disk
/-	Insert Dash	The experts/Messrs. A & B

DELETING TEXT

Sign	Meaning	Example
/	Delete character(s)	Necess ary
o	Close up. Do not leave space.	micro computer
shall	Delete and substitute	the salesman ^{will} shall

REVISING FORMAT

Sign	Meaning	Example
s/s/	Change to single-line spacing	Yaba College of Technology will be . . .
d/s/	Change to double-line spacing	The first of the two semesters of the programme
//	Align copy	University of Nigeria Nsukka

Sign	Meaning	Example
NP[Make a new paragraph	Our plane leaves at 10 a.m. on Monday. [Please call me at . . .
	Run on	The letter was posted to you yesterday. I look forward to hearing from you soon.
	Transpose, change over	receive; as far possible as
	Move as shown	Please send as soon as possible (your reply).
.....	Stet. Do not change Return to original	Meet me at 12 noon 11.30 a.m.

APPENDIX 14

COMMON PROOFREADING AND EDITING ERRORS

1. Errors in Consistency

Incorrect: A business letter is made up of three parts - salutation, the body itself, and a complimentary close.

Correct: A business letter is made up of three parts - the salutation, the body itself, and the complimentary close.

2. Errors in Spelling or Keying

Incorrect: Thoroughout the day and ento the nite on Thrusday, the search went on for the child.

Correct: Throughout the day and into the night on Thursday, the search went on for the child.

3. Errors in Word Division

Incorrect: The orientation will take place in Kaduna, Lagos, and Kano.

Correct: The orientation will take place in Kaduna, Lagos and Kano.

4. Errors in Logic

Incorrect: Summer follows fall, and spring follows summer, while winter follows fall.

Correct: Summer follows spring, and spring follows winter, while winter follows fall.

5. Errors in Grammar, Punctuation and Style

Incorrect: 3 applicants doesn't qualified for a job interview on Friday November fourth because they haven't got no experience.

Correct: Three applicants do not qualify for a job interview on Friday, November 4, because they don't have any experience.

6. Errors in Redundancy

Incorrect: Take out the frozen chicken so that it will thaw out.

Correct: Take out the frozen chicken so that it will thaw.

7. Errors in Facts

Incorrect: Christmas is always the 25th of November.

Correct: Christmas is always the 25th of December.

8. Errors in Transposition of Words

Incorrect: Put the refrigerator in the milk.

Correct: Put the milk in the refrigerator.

9. Errors in Numbers

Incorrect: There are 15 items in a dozen.

Correct: There are 12 items in a dozen.

10. Errors in Format

Mixing styles e.g., mixing fully-blocked style with indented style in letters, etc.

APPENDIX 15

NBTE SYLLABUS (ND II)

COURSE: SEC 211 - TYPEWRITING (40 WPM)

DURATION: 120 CONTACT HOURS (ND II, SEMESTER I)

1. Use of Electric Typewriters in the performance of typing duties.
2. Type accurately a 10-minute passage at 40 wpm with a syllabic intensity of 1.4 and with 98% accuracy.
3. Compose correspondence on the typewriter.
4. Understand printers' correction signs and standard abbreviations.
5. Type advanced manuscript properly.
6. Understand the correct use of combination signs and characters.
7. Produce mailable documents.
8. Type endorsements and treat blind carbon copies appropriately.
9. Use continuation sheets correctly.
10. Type advanced tabular statements using various methods of calculation.
11. Type headings in various arrangements, e.g. columnar, main and sub-headings.
12. Make necessary calculations for advanced display assignments.
13. Type and effectively display various jobs.
14. Use the typewriter to prepare various business forms.
15. Fill in all types of documents (business forms) using the typewriter.

* NBTE Secretarial Studies Syllabus, 1989, p 52.