

**CAUSES OF SHORTHAND FAILURES IN OFFICE  
TECHNOLOGY AND MANAGEMENT STUDENTS**

**BY**

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## **APPROVAL PAGE**

This research work has been read and approved by the undersigned on behalf of the Department of Office Technology and Management, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. In partial fulfillment of the requirements for the award of Higher National Diploma in Office Technology and Management.

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## **DEDICATION**

This project is dedicated to Almighty Allah for unlimited grace and to my lovely parents: MR AND MRS ABDULRAHEEM for their financial support love and moral advice they gave to me, you will surely reap the fruit of your inshallah.

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

*This research work investigated on "Causes of Shorthand Failure in Office Technology and Management Students in Polytechnics. Shorthand is a wholly symbolic and very largely phonetic form of writing. Therefore, most students perceived shorthand as a very difficult subject due to its wideness, however the problem or obstacle that leads to inadequate performance of students in shorthand are; the lecturer's method of teaching and attitude of lecturers as well as student's attitude toward shorthand. Students lack of constant proper practice which would enhanced their speed and performance, some students have fear for shorthand even before the dictation start. As a result of this, the purpose of carried out this study is to identified whether lecturers teaching method and attitude led to inadequate performance of students in shorthand and also discovered weather lack of constant practice and fear of the course affected their performance in shorthand in polytechnics. The method used in this research work was questionnaire which placed in four points rating scale of strongly agree, agree, disagree and strongly disagree and the population of this study comprised of both Kwara State Polytechnic, Ilorin and Federal Polytechnic, Offa, the total population OTM HND2 Kwara State Polytechnic, Ilorin was 105 while OTM HND2 Federal Polytechnic, Offa was 60 making a total of 165 students, of which a sample of 25% was selected from the total population of students in both institutions, this implied that 27 and 15 students respectively, making a total of 42 students in both institutions. Therefore, the data collected through the questionnaire and data was analyzed manually by using tables and percentages to explain the analysis. Based on the major findings of the population, the conclusion was made that the problem of shorthand writing identified in this study was that the misinterpretation of words was a problem faced by students as well as inability to differentiate between heavy and light Stokes by students was another obstacle and lack of constant practice was another factor that led to inadequate performance of students in shorthand. Based on the findings and conclusion of the study, the recommendation was made by the researcher that students needed constantly practice through drilling in order to overcome the problem of shorthand outline, students must devoted their time to study shorthand often and often, students must have a great interest in the course so as to overcome those factors that might responsible for their inadequacy performance in shorthand and elucidate more on how those factors could be tackled by provided some factor that might influenced students' performance in shorthand in polytechnics.*

**Keywords:** Shorthand, Failure, OTM Students. Polytechnic

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Shorthand is a vital skill for Office Technology and Management (OTM) students, as it enables them to take dictation efficiently and accurately. However, many Office Technology and Management (OTM) students struggle to master shorthand, leading to poor performance in their courses and limited job prospects after graduation.

Shorthand has been said to be the act of representing spoken words by sounds. The New Era, New Course Edition Pitman (1987) also defined shorthand as the art of representing spoken sounds by written signs. Murray (1989) defines it as "the method of writing rapidly and with quickly made symbols. System of abbreviated writing using symbols of or outline which generally enables the text of the speed or conversation to be recorded on paper as it is uttered. One would rightly say that these definitions are all refers to 'sound' or 'symbol'. Therefore, shorthand is "the method of rapid written sign". Collin, (2014) defined shorthand as "a method of expressing sound by signs or contraction". New Standard encyclopedia (2012) defined shorthand as "any system of rapidly by substituting character symbols or abbreviation for letters words of phrase".

William and Robert (2015) define it as a method of swift written using stroke and dot to show sound, one of the reasons this system allow fast transaction is that vowel sound is optional when only Consonant are needed to determine a word.

Shorthand is an abbreviated symbolic writing method that increases speed and brevity as compared to longhand, a more common method of writing language. The process of writing in shorthand is called “**stenography**”, from the Greek word *stenos* (narrow) and *graphen* (to write). It has also been called “**trachygraphy**”, from the Greek word *tachys* (swift, speed) depending on whether compression or speed of writing is the goal. Many forms of shorthand exist. A typical shorthand system provides symbols or abbreviation for words and common phrases which can allow someone well trained in the system to write as quickly as people speak.

Pitman shorthand was first introduced in 1837 by English teacher Sir Isaac Pitman, and improved many times since. Pitman system has been used all over the world and has ever been used all over the English-speaking world and has been adapted to many other languages, including Latin. Pitman system uses a phonetic orthography and for this reason it is sometimes known as phonograph, meaning “sound writing” in Greek. According sir Isaac Pitman Shorthand is the art of representing spoken sound by written sign while Chamber dictionary defines it as a method of swift writing using stroke and dot to show sounds.

One of the reasons this system allows fast transcription is that vowel sound is optional when only consonant is needed to determine a word. In shorthand method of writing, there are twelve vowels, twenty-four consonants and four diphthongs. The combination of vowels, consonants and diphthongs are written in general way to form a meaningful words or sentences.

Vowels are represented by dot and dashes. There are three places alongside the stroke in which vowels are placed which is the first place that is vowel is placed at the beginning of the stroke, the second place which the vowel is placed at the middle of the stroke and the third place in which the vowel is placed at the end of the stroke. When a vowel comes before a consonant it is therefore placed before the consonant and when a vowel comes after a consonant it is placed after the consonant. Examples of the vowels are long vowel ah and aw are represented by a heavy dot and dash ((.)(\_)).

Consonants are represented by heavy stroke and light stroke and there twenty-four consonants in pitman shorthand system of writing which are placed according to the position of vowels. This is because vowels determine the position of consonant in pitman shorthand. Each consonant are in pairs and pronounced *bee, pee, tee, dee, chay, jay, gay, kay, vee, eff, ith, thee, zee, ess, zhee, ish, em, el, en, ray, ar, ing, way, yay, and hay*. When both an unvoiced consonant and its corresponding voiced consonant are present in this system, the distinction is made by drawing the stroke for the voiced consonant thicker than the one for the unvoiced consonant and there are rules governing when to use each of these forms.

Diphthongs are represented by small angular sign. There are four diphthongs in pitman's shorthand, representing *I, oi, ow, and u*, as in the words "I enjoy Gow music." *I* and *oi* are first place diphthong while *ow* and *u* is third place diphthong.

When writing shorthand certain rules and principles are to be followed, which will guide students most especially student who offered Office Technology and Management in Polytechnic to write in a fast and accurate way because shorthand deals

with sounds. When students are to write according to the sound heard in longhand and place them to their suitable positions. By doing this, this will help student who have phobia for shorthand to be able to have a complete transcription and confidence in their speed and skills.

Shorthand as a course in polytechnics has its own unique way of helping student. It can be used in different aspect in which it makes any student who has the ability to write and transcribe whatever he or she has written known to be a unique student. However, one of the major factors that depress a student is their inability to frequently drill or practice after leaving class. In addition, laziness of student also leads to the student inadequate performance in shorthand simply because of nothing but the wideness. This problem may continue to germane as a result of non-compliance of practicing shorthand after the lecture or class.

Shorthand can be said to be a hard course leaned by student in Office Technology and Management. In fact, it has been a great patience and since it is a skill subject, much practice must be involved. As a result of this, many students feel discouraged in the cause of their learning because of lack of constant practice that leads such student to either repeat or withdraw.

The factors that are responsible for the mass failure in shorthand by Office Technology and Management student cannot be over emphasized to the extent that most student hardly serious with the other subject as a result of jumping into conclusion that they can never succeed in the course without passing shorthand. The practice gives

the student better foundation in their study of shorthand. On the other hand, the lecturers in polytechnics many times rush the shorthand dictation without giving the student time to understand the rudiment of shorthand. This practice is not encouraging because it affects student's performance in shorthand in polytechnics. The Polytechnics has a lot to gain and nothing to lose by developing the knowledge of shorthand as a course.

A good system of education according to sir Alex Clergy (1963) "auris at admitting all children of an area and exposing them to a variety of practical, social intellectual experience and offering the greater possibility of adjusting educationally to meet the need of individual.

## **1.2 Statement of the Problem**

The ability to take dictation in shorthand is a crucial skill for Office Technology and Management (OTM) students. However, many OTM students struggle to master shorthand, leading to poor performance in their courses and limited job prospects after graduation.

Despite the importance of shorthand skills, many Office Technology and Management (OTM) students experience difficulty in acquiring these skills, resulting in high failure rates. This problem is evident in the low pass rates of Office Technology and Management (OTM) students in shorthand courses. The following are the problems or an obstacle that leads to inadequate performance of students in shorthand:

1. The lectures method of teaching and attitudes were observed as one of the challenges of students.
2. Some students have fear for shorthand even before the dictation start, begin to shiver thereby putting their outline wrongly and find it difficult to transcribe it well.
3. Students lack constant proper practice which will enhance their speed and performance.
4. Students have the notion that shorthand is a very difficult subject due to this reason they have lost their confidence in studying, practicing and drilling shorthand.
5. Students were unable to understanding the basic rudiment part of the course and find it difficult to catch up in term of dictation and transcription in class.

### **1.3 Objectives of the Study**

The general objective of the study is the Causes of Shorthand Failure in OTM Student. The specific objectives are:

1. To identify whether lecturers teaching method and attitudes responsible for students' inadequate performance in shorthand in polytechnics.
2. To identify the common challenges faced by Office Technology and Management in learning shorthand in polytechnics.
3. To find out whether lack of constant practice, dictation, drilling is responsible for student inadequate performance in shorthand.

4. To determine the factors that contribute to the failure of Office Technology and Management students in shorthand courses in polytechnic.
5. To examine the relationship between student characteristics, learning habits, and shorthand performance.

#### **1.4 Research Questions**

This study attempts to find answers to the following research questions: -

1. What is the extent to which lecturers teaching method and attitudes responsible for student inadequate performance in shorthand?
2. What are the common challenges faced by Office Technology and Management students in learning shorthand in polytechnic?
3. What is the extent of lack of constant practice, dictation, drilling responsible for student inadequate performance in shorthand?
4. What are the factors that contribute to the failure of Office Technology and Management students in shorthand courses in polytechnic?
5. Is there a significant relationship between student characteristics, learning habits, and shorthand performance?

#### **1.5 Significance of the Study**

A study like this is very significant coming as it does when there is need for excellent performance of the students in reading shorthand signs and receiving dictation in order to improve their speed and performance in shorthand.



**Student:** - this study will help students by showing them that shorthand is not a difficult subject as they thought; it will create their interest in shorthand. It will also show them different ways they can build up their speed in shorthand and improve to their performance.

**Lecturer:** it will be a great advantage and beneficial to all lecturers in polytechnics to know the techniques and method to adopt when teaching or dictating shorthand to student. This will also inform them on how to improve the OTM curriculum and instruction to better support learning.

**Institution:** it will be of great beneficial to the institutions because it will help them identify quickly the problems of the students and provide necessary equipment needed for the success of the course.

**Shorthand Instructor:** the study will provide shorthand instructors with insights into the challenges their students face and provide them with effective instructional strategies.

**Office Professional Body:** the study will provide office professional association with insights into the challenges faced by their members and provide them with strategies to support their members' professional development.

**Business Organization:** the study will inform business organizations on the importance of shorthand skills in the workplace and provide them with strategies to support their employees' shorthand training.

**Ministry of Education:** the study will provide Ministry of Education with recommendation on how to improve the OTM curriculum and instruction in polytechnics and universities.

## **1.6 Delimitation**

This study is designed to distil viewpoint on the Causes of Shorthand Failure in OTM Student. This work therefore would not go beyond this scope.

## **1.7 Limitations**

The researcher is a student and need to attend to other subjects and assignments for the successful completion of this course. Therefore, the time needed to spend on the project was limited. Thus, the time required to complete this study was rather too short and not adequate for thorough research, finance is another constraint.

All effort has been made to ensure that all this do not impact negatively on a thorough research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Shorthand is a vital skill for Office Technology and Management students, enabling them to take efficiently and accurately. However, many students struggle with shorthand, leading to poor performance and frustration. This chapter explores the causes of failure in shorthand among OTM students, shedding light on the challenges they face and potential solutions to overcome them.

The ability to master shorthand is crucial for students in office technology and management, as it directly impacts their productivity and effectiveness in the workplace. Despite its importance, shorthand remains a difficult subject for many students, often resulting in disappointing grades and a lack of confidence. Understanding the root causes of these challenges is essential for developing targeted interventions and support systems that can help students succeed.

This chapter will examine various factors contributing to student's struggles with shorthand, including:

- **Lack of foundation skills:** insufficient understanding of basic shorthand principles and techniques.
- **Inadequate practice:** limited opportunities for practice and reinforcement of shorthand skills.

- **Cognitive challenges:** difficulty with symbol recognition, memorization, and transcription.
- **Motivation and engagement:** low motivation or interest in learning shorthand.
- **Teaching methods:** ineffective instructional approaches or materials.

By identifying these causes, educators and students can work together to develop strategies for improvement, ultimately enhancing students' proficiency in shorthand and preparing them for success in their future careers.

## **2.2 Concept of Shorthand**

Shorthand is any system of writing quickly by hand, and is particularly useful for transcribing speech. The concept of shorthand has existed virtually as long as writing itself; ancient cultures in Egypt, Greece, Rome, and China all had simplified alternatives to their standard script. Today, shorthand remains a valuable skill for those working in journalism, business, and administration. Learning an efficient form of shorthand takes time and practice, but it can be done.

Shorthand is a wholly symbolic and very largely phonetic form of writing. Therefore, students must know the difference between consonant; vowel and diphthong and they should be able to recognize them at once.

Shorthand is looked at as one of the difficult subjects by Office Technology and Management students. In fact, it has been rated as the most important subject of all other subjects. Despite all its usefulness, it has been a great patience and since it is a

skill subject, much practice must be involved. As a result of this, many students felt discouraged in the cause of their training, because of lack of constant practice, interest, laziness and determination. This had led to failure of many students in shorthand in polytechnics which might consequently lead such students to either regret or withdraw.

Before anyone could be called that great name “secretary” that individual must be capable of writing at least 120 words per minute in shorthand and have the ability to type 50 words per minute on typewriting. These are where we can easily differentiate a copy typist from a real secretary.

A secretary is a person who offers both shorthand with typewriting as a course and a good knowledge of English while a copy typist is one whose shorthand skills are limited as compared with those of the trained secretaries. As it is known that shorthand is a confidential way of handling information and also used to record special investigation matters, it also enables the secretary to receive comprehension messages in short time. Shorthand also makes communication system easy, fast and effective when it's urgent.

The factors responsible for student's inadequate performance in shorthand in polytechnic, most especially by office technology and management students cannot be over emphasized to the extent that most students hardly serious with the other subjects as a result of jumping into conclusion that they can never succeed in the course without passing shorthand.

In some polytechnic failure is a common expression by shorthand students. It is also observed that in the class of 40 students, we hardly see 25 students who perform well in shorthand. But there is no reason why this must always be so. A philosopher once said “There is no failure in life there are only men and women who do not know how to succeed”

### **2.3 History and Development of Shorthand**

Through the centuries shorthand has been written in systems based on orthography (normal spelling), on phonetics (the sounds of words), and on arbitrary symbols, such as a small circle within a larger circle to represent the phrase, “around the world.” Most historians date the beginnings of shorthand with the Greek historian Xenophon, who used an ancient Greek system to write the memoirs of Socrates. It was in the Roman Empire, however, that shorthand first became generally used. Marcus Tullius Tiro, a learned freedman who was a member of Cicero’s household, invented the notae Tironianae (“Tironian notes”), the first Latin shorthand system. Devised in 63 BC, it lasted over a thousand years. Tiro also compiled a shorthand dictionary. Among the early accomplished shorthand writers were the emperor Titus, Julius Caesar, and a number of bishops. With the beginning of the middle Ages in Europe, however, shorthand became associated with witchcraft and magic, and disappeared. While he was archbishop of Canterbury, Thomas Becket (c. 1118–70) encouraged research into Tiro’s shorthand. By the 15th century, with the discovery in a Benedictine monastery of a lexicon of Ciceronian notes and a Psalter written in Tironian shorthand,

a renewed interest in the practice was aroused. Somewhat influenced by Tiro's system, Timothy Bright designed an English system in 1588 that consisted of straight lines, circles, and half circles. (Tiro's method was cursive, based on longhand script.) Bright's system was called *Characterie: An Arte of Shorte, Swifte, and Secrete Writing by Character*.

The 17th century produced four important inventors of shorthand systems: John Willis, who is considered to be the father of modern shorthand; Thomas Shelton, whose system was used by Samuel Pepys to write his famous diary; Jeremiah Rich, who popularized the art by publishing not only his system but also the Psalms and the New Testament in his method of shorthand; and William Mason, whose method was used to record sermons and to translate the Bible in the years following the Reformation. Mason's system was later adapted and became the official system of the British Parliament.

Several other systems were invented in the next decades, but most of them were short-lived. One of the most successful was that of the British stenographer Samuel Taylor, who invented a system in 1786 that was based on that of one of his predecessors. Taylor's method was adapted into French, Spanish, Portuguese, Italian, Swedish, German, Dutch, Hungarian, and other languages.

The Industrial Revolution brought a demand for stenographers in business. Because the geometric systems then in use required a high level of education and long training, a need existed for a method that would be easier to learn. The German Franz

Xaver Gabelsberger (1789–1849) turned away from geometric methods and developed a simple cursive system. Gabelsberger's system, which he called "Speech-sign art," was based on Latin longhand characters and had a neatness and beauty of outline that is unsurpassed. It enjoyed a spontaneous success and spread to Switzerland, Austria, Scandinavia, Finland, and Russia. The system's simplicity made it an easy matter to translate it into other languages, and in 1928 it became the Italian national system.

### **Modern Symbol Systems**

Sir Isaac Pitman (1813–97), an educator who advocated spelling reform, was knighted by Queen Victoria for his contributions to shorthand. Pitman had learned Taylor's method of shorthand but saw its weakness and designed his own system to incorporate writing by sound, the same principle he advocated in phonetic longhand spelling. He published his system in 1837, calling it Stenographic Short-Hand. It consisted of 25 single consonants, 24 double consonants, and 16 vowel sounds. Similar, related sounds were represented by similar signs, shading was used to eliminate strokes, the shortest signs were used to represent the shortest sounds, and single strokes were used to represent single consonants. At first, the principle of positioning to express omitted vowels i.e., writing the word above the line, on the line, or below the line of writing, it was reserved until later lessons, after the theory had been presented. Later, positioning was introduced with the first lesson.

In 1852 Isaac Pitman's brother, Benn Pitman, brought the system to America, where, with several slight modifications, it became the method most extensively used



in the United States and Canada. An investigation in 1889 stated that 97 percent of the shorthand writers in America used the Isaac Pitman system or one of its modifications. Pitman shorthand has been adapted to Afrikaans, Arabic, Armenian, Dutch, French, Gaelic, German, Hebrew, Hindi, Italian, Japanese, Persian, Spanish, and other languages.

The Irish-born John Robert Gregg (1867–1948) taught himself at the age of 10 an adaptation of Taylor's shorthand. He then studied Pitman by himself but disliked its angles, shading, and positioning. Later, while in his early teens, he read a history of shorthand by Thomas Anderson, a member of the Shorthand Society of London. Anderson listed the essentials of a good shorthand system, stating that no method then in use possessed them: independent characters for the vowels and consonants, all characters written with the same thickness, all characters written on a single line of writing, and few and consistent abbreviation principles. Gregg was 18 when he invented his own system and 21 when he published it in the form of a pamphlet, *Light-Line Phonograph* (1888). The Gregg system was predominantly curve-motion shorthand with circles, hooks, and loops. Based on the ellipse or oval and on the slope of longhand, its motion was curvilinear. Obtuse angles were eliminated by natural blending of lines, vowels were joined, shading was eliminated, and writing was lineal, or in one position.

In 1893 Gregg took his system to the United States, and *Light-Line Phonography* became Gregg Shorthand. The inventor found that, except for the eastern

coastal cities, shorthand was virtually unknown. At that time high schools began teaching shorthand, and Gregg traveled through the Midwest, the West, and the South, selling his system and demonstrating his teaching methods with great success. The Gregg system supplanted Pitman's as the predominant system taught in the United States. It also spread to Canada and to the British Isles. Gregg shorthand has been published in English, French, Spanish, Portuguese, Hebrew, Russian, Italian, Tagalog, Japanese, Thai, Chinese, Scottish Gaelic, Esperanto, Sinhalese, and Polish. An early German system of importance was the Stolze-Schrey method. Wilhelm Stolze invented his system at about the same time as Gabelsberger and along similar lines. In 1885 Ferdinand Schrey, a Berlin merchant, attempted to simplify the Gabelsberger system. Sometime later the Stolze and Schrey methods were merged and became the leading system in Germany and Switzerland. Stolze-Schrey shorthand was also adapted to other languages, including Danish, Dutch, English, French, Italian, Norwegian, Polish, Russian, and Spanish.

In 1924, after two decades of development, a new system based on the Gabelsberger and Stolze-Schrey methods was completed. As revised in 1936 and 1968, the Deutsche Einheitskurzschrift is the principal system now used in Germany and Austria.

### **Modern Abbreviated Longhand Systems**

The system of Speedwriting shorthand was created around 1924 by Emma Dearborn, an instructor at Columbia University. Her method was designed to be taken

down on the typewriter; but in 1942 it was changed to be written by hand with pen or pencil. Speedwriting shorthand uses the letters of the alphabet and the known punctuation marks to represent sounds. For example, the sound of ch is written with a capital C; the word each is thus written eC. More than 20,000 words in the Speedwriting dictation can be written with a total of 60 rules and a list of approximately 100 brief forms and standard abbreviations. Speedwriting shorthand is taught in several languages, including English, Spanish, Italian, Portuguese, German, Flemish, and Afrikaans—in many countries.

Forkner Alphabet shorthand was first published in 1952 in the United States. The author, Hamden Forkner, spent 10 years in research before publishing the first edition of the new system, which uses a combination of conventional letters and a few symbols for the hard-to-write letters and sounds. For example, H is expressed by a short dash above the line. This same short dash through the letter C gives the ch sound, through the longhand S it gives sh , and across the T it designates th. Abbreviations are used for a number of common words.

Another American method, Hy-Speed Longhand, was first published under that title in 1932. Based on Andrew J. Graham's Brief Longhand, published in 1857, its principles include the omission of silent letters and most vowels, the substitution of letters, numbers, or signs, and the combination of certain letters.

Stenoscrypt ABC Shorthand is a phonetic system using only longhand and common punctuation marks. It originated in London in 1607 and was revised by

Manuel Claude Avancena, who published a modern edition in 1950. Stenoscript has 24 brief forms that must be memorized; e.g., ak stands for acknowledge, ac for accompany, bz for business, and gvt for government.

Steno speed originated in 1950 in the United States; the first publication was called Steno speed High Speed Longhand, but in 1951 the system was revised under the name of Steno speed ABC Shorthand. It is used by many schools as a standard text. Other alphabetic or partially alphabetic systems have also been devised. Among these is Tee line, a system used extensively in Great Britain.

### **Machine Shorthand**

A method of recording speech by using machines became commercially feasible around 1906, when the Stenotype machine was invented by Ward Stone Ireland, an American stenographer and court reporter. At present, the Stenograph and Stenotype machines are used in offices to some extent, but they are principally employed for conference and court reporting. Both machines have keyboards of 22 keys. Because the operator uses all fingers and both thumbs, any number of keys can be struck simultaneously. The machines print roman letters on a strip of paper that folds automatically into the back of the machine. The operator controls the keys by touch and is thus able to watch the speaker. The fingers of the left hand control the keys that print consonants occurring before vowels. These keys print on the left side of the tape. The thumbs control the vowels, which are printed in the centre of the tape, and the fingers of the right hand control the consonants that follow the vowels, which are

printed on the right side of the tape. There are not separate keys for each letter of the English alphabet; thus, those letters for which there are no keys are represented by combinations of other letters. Abbreviations are used for some of the most frequent words, giving the operator the ability to write two or three words in one stroke.

## **2.4 Importance of Shorthand Skills**

Shorthand skills are essential for Office Technology and Management (OTM) students, as they enable them to take dictation efficiently and accurately. Shorthand skills are also important for effective communication in the workplace.

- (i) **Efficiency in Taking Dictation:** Shorthand skills enable OTM students to take dictation quickly and accurately, which is essential in a fast-paced office environment. With shorthand skills, OTM students can record information efficiently, reducing the time spent on taking dictation.
- (ii) **Accuracy in Recording Information:** Shorthand skills also enable OTM students to record information accurately, which is critical in a business setting. Accurate recording of information helps to prevent errors and miscommunication, which can have serious consequences in a business environment.
- (iii) **Effective Communication:** Shorthand skills are also important for effective communication in the workplace. With shorthand skills, OTM students can communicate effectively with their colleagues and supervisors, which helps to build strong working relationships and improve productivity.

- (iv) Career Advancement: Shorthand skills are also essential for career advancement in the office administration profession. Many employers require office administrators to have shorthand skills, and having these skills can give OTM students a competitive edge in the job market.
- (v) Improved Productivity: Shorthand skills can also improve productivity in the workplace. With shorthand skills, OTM students can complete tasks quickly and efficiently, which helps to improve productivity and reduce stress.
- (vi) Enhanced Job Satisfaction: Shorthand skills can also enhance job satisfaction for OTM students. With shorthand skills, OTM students can perform their jobs efficiently and effectively, which helps to improve job satisfaction and reduce stress.

In conclusion, shorthand skills are essential for OTM students, as they enable them to take dictation efficiently and accurately, communicate effectively, and advance in their careers.

## **2.5 Fundamentals of Shorthand Skills**

The problem of Shorthand is the problem of developing the skills which is basically based on the principles. The great majority of the important points in the more efficient teaching of shorthand arise from a proper appreciation of the fundamental problem, that the teaching of shorthand is the problem of training, a skill connected with the ear to co-ordinate itself with a second skill, also to be trained, which is connected with muscles of the fingers; and then as a separate function to train a third skills, connected with the eye to read back the results of the other two skills.

According to Holland (2016) declared that shorthand skills acquisition involved the following words of phrases listed below:

**(i) Training the Ear**

The problem of getting the ear to develop the skills of associating an air-borne sound with a particular Shorthand skill comes first. How is this skill to be developed? First, we must admit that dictation is the essential basis of this part of our function. Clearly, dictation must begin at the very beginning and the words dictated must be those which the student has been taught and therefore the teaching of outlines must immediately precede dictation. This is the justification of preparation before dictation.

The longhand exercises in a textbook should be worked by the student not from the exercise book, but from the spoken words of the teacher and it must be borne in mind that if you allow your students to work from the printed word, you are developing a skills of the eye in associating the particular either-borne image of a black mark on paper with the shorthand outline, and you are wasting the time of the student in a most reprehensible way. It is surely a golden rule in a modern method of teaching: Never let your students do longhand into shorthand, but make them do plenty of spoken words into shorthand.

**(ii) Training the Fingers**

The next skill to consider is the skills of the fingers. Here the value of copying correct shorthand falls naturally into place. It is again unnecessary to say that this copying should begin with the first lesson and be carried through right to the end. In

the early stages it is plain, straightforward copying. You will see that your students have pens with suitable nibs, that the position of the fingers, hand, arm and body are correct, that the outlines are written in a good style of shorthand writing, and that they are written as outlines and not as a series of joined strokes. (Russon, 2015) stated that Students must be encouraged to make their pen travel as quickly as the standard of neatness allows and care should be taken to prevent them from drawing their strokes,

### **(iii) Training the Eye**

The third skill is the training of the eye in reading back. Here insistence that students should read correctly written shorthand and their own shorthand notes, falls naturally into place, as does insistence that if at all possible every bit of shorthand written by the student should be read back. There are four ways through which the reading or transcription may take place. The shorthand may be turned sometimes into thought words, sometimes into spoken words, sometimes into pen-and-ink symbols and sometimes into type written symbols. Ideally in a commercial college it should be all spoken words at one end and typewritten symbols at the other. When we come to consider all these skills together, it is very fortunate that the development of any one of these three skills of widely separated human mechanism helps the development of the others. That each skill helps the other is due to the fact that they all work in term of the same shorthand outline, which is taken out of a common storehouse in the brain. Some other skills that enhance the development of shorthand are also indicated below: “Ability to hear the phonetic sounds”.



Monkori (2015) declared: the rate of success in shorthand depend largely on the ability to hear phonetic sounds correctly, records sound correctly, records sound heard accurately, read shorthand notes for moral sense, use correct punctuation in transcription, proofread and correct all errors and be motivated to think critically. Phonetic sounds are actually the core thing in shorthand writing and transcription. When students do not give particular attention to phonetic sounds there is likelihood that they will not perform well in shorthand.

**(iv) Hold the Pen Lightly**

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

**(v) Repeat the Exercise Several Times**

The student should thoroughly master the explanation and rules which precedes the respective exercises and write out several times the illustrative words appearing in the text, afterwards, working the exercises. As the secret of success in shorthand is practice it is advisable that the various exercise should be written and re-written until they can be done with perfect freedom and accuracy, (Holland, 2016).

**(vi) Allocation of Time**

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

**(vii) Drilling/Dictation**

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

**(viii) Memorization of the Consonants/Vowels**

To be able to write more signs for words according to sounds, students must put to memory the twelve (12) vowels represented by light and heavy dots and dashes. Also, the twenty-four (24) consonants represented by light and heavy straight or curved down, up or horizontal strokes as sign must be committed to memory. Shorthand outlines or any consonants sign or combination of consonant signs with or without vowel signs.

Pitman Shorthand has three (3) positional outlines namely: First position, second position and third position and must be written on a ruled sheet of paper in note book for easy recognition of the strokes.

**(ix) Motivational Factor**

Another fact that leads to skills acquisition is motivation. This is a force that maintained the quality, intensity and direction of behavior. A force that makes one do what he is aroused to do and constantly influencing the direction of his actions which yield feedback is generally and obviously accepted as motivation. In order to achieve high academic excellence from students of shorthand, they need to be motivated by their teachers. Maslow (1999) stated that motivation improves teaching and learning, it helps slow learners to be encouraged and be committed to learning and as well makes the classroom situation interesting.

Learning from Maslow's theory of motivation, one could say motivation is the bedrock of teaching and learning. This has great impact in the study of shorthand that, if the students are motivated during the course of teaching the subject in the classroom, dropout and lack of interest would be minimized.

**(x) Shorthand Transcription**

The final stage of shorthand writing is an error-free transcription. Students may be able to read and write fluently and also very fast from the printed shorthand outlines, but this will still be of less value, unless they are able to transcribe from their own hand-written shorthand outlines without mistakes. Russon (2014) observed that the primary aim of any transcription is to prepare students to be able to take dictation at the required speed and then transcribe it into mail able copy".

In the light of the above, Popharm, et al (2014) argued that, because of need for learner to be able to read, spell, punctuate, we correct words and its sounds correctly, “early identification of each student’s difficulties is paramount, in order to allow teachers to pin-point deficiencies, diagnose the problem and provide solutions”. For the higher achievement in shorthand in general and dictation in particular, all skills and knowledge which can go a long way in influencing students’ performance should be incorporated as part of the programmed.

**(xi) Students’ Academic Performance**

Students’ performance is the process whereby students’ educational activities are measured by examination within the context of a given curriculum. Any evaluation used to represent students scholastic standing is normally referred to as academic performance. A handful of authors have attempted to come out with factors that determine student’s academic performance. Some of the determining factors are intelligence, entry qualification, personality trait, socio-economic background, school environment, Teacher study habit and the attitude of the student. The aforementioned factors are not mutually exclusive or independent, but combine to explain the pattern of human existence which results in differential academic excellence.

**2.6 Challenges Faced by OTM Students in Learning Shorthand**

Shorthand is a method of writing words in a way that is quicker than full English notation--making it an ideal means of transcribing the spoken word. However, shorthand does have several inherent problems which prevent it from being the effective method of recording speech that it purports to be. In English, shorthand is

broken into two distinct major forms--Pitman's (with its U.S. cousin, Gregg) and Teeline--both with their own inadequacies. Some of the problems faced by students studying shorthand, according to Amoor (2017), are discussed as follows:

- (i) **Awkward Outlines:** For some words, the curves and angles of shorthand notation are perfectly adept at representing the composite letters without breaking the flow of your writing. Even relatively long words like transcription can be represented without your pen leaving the paper and end in a convenient position to begin your next outline. However, other words such as exemplifier have such complex and awkward outlines that they become very difficult to represent without pausing for a moment and losing your place.
- (ii) **Misinterpretation of Words:** While Pitman's shorthand does include vowel signifiers in its outlines, many users of shorthand have found them cumbersome and inconvenient. Adding vowel signifiers means that a writer will have to remove their pen from the paper to add up to three individual symbols to a word, increasing the likelihood of the writer copying a word inaccurately or losing speed. Teeline shorthand eschews vowel signifiers and places its faith in the human mind's ability to deduce the word from its context. Consequently, the outlines of some words look identical to one another and, while the human brain can usually identify the word from context or memory, this does often cause problems.

- (iii) **Lack of Punctuation:** The lack of punctuation in shorthand sentences causes a problem that leads to misunderstandings. The only form of punctuation in shorthand is the full stop, which is represented as the symbol. Symbols which inform the reader of the enunciation of words such as exclamation points or question marks are omitted, leaving the person transcribing the piece to add these from context and memory. Commas, which help order sentences, are also omitted and added later only where they make sense. This occasionally causes problems when the sentence is ordered wrongly during the transcription. Speech marks are less important as shorthand is almost always used during quoted text.
- (iv) **Inadequacy of Shorthand:** In the age of digital recording devices and audio reproduction, shorthand is becoming increasingly obsolete. Use of these devices to record speech is not only much more accurate than jotting it down in shorthand, it also allows the listener more time to take note of other important factors, such as the speaker's mannerisms and body language. Journalists in Britain now use shorthand only in courtroom scenarios, where recording devices are not permitted.
- (v) **Learning Style and Preference:** OTM students may also have different learning styles and preferences, which can affect their ability to learn shorthand. Some students may prefer visual or auditory learning, while others may prefer hands-on or kinesthetic learning.

- (vi) **Prior Knowledge and Experience:** OTM students' prior knowledge and experience can also impact their ability to learn shorthand. Students who have prior experience with shorthand or typing may find it easier to learn shorthand, while students with no prior experience may struggle more.
- (vii) **Inadequate Instructional Support:** Inadequate instructional support can also hinder OTM students' ability to learn shorthand. This can include inadequate teaching methods, insufficient instructional materials, and lack of feedback and assessment.

## **2.7 Factors Contributing to Failure on Shorthand**

Several factors contribute to failure on shorthand, including:

### **(i) Attitudes of Teachers toward Shorthand**

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

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

Most studies carried out about factors affecting success in training centre indicated that the teacher is the key to the huge success school achieved. Farrent (2000) wrote that a teacher cannot lift his students higher than himself. A lesson is not taught until it has been learnt and it cannot be learnt until it is understood. Therefore, it is the solely responsibility of the teacher to feed his students with knowledge which they can consume. McDonald (1996) affirms that attitude is a pre-disposition to act in a position or negative way towards persons, objective, ideas and events.”

In furtherance of this point, when teachers develop positive attitudes towards shorthand, there is every assurance that students of shorthand will be positively affected or changed. The attitudes of any teacher towards any subject could go a long way to either affect students positively or negatively. Aliyu (2014) observed that “Teaching is an act; a good teacher should be able to create his art in the classroom”. A good teacher should be a keen observer of his students. Teaching involves the impartation of knowledge which takes place in the classroom. Teaching can be effective only when the individual involved is interested in the things he is to teach. Aliyu (2014) declared that interest in the subject generated through a motivational pressure which leads to active preparation for the lesson and meaningful teaching of the subject.

**(ii) Attitude of students toward Shorthand**

Among student variables, attitudes of students toward shorthand are regarded by several researchers, an important/key factor to be considered when attempting to understand and explain variability in student performance in shorthand.



Mobilizing a set of different definitions concerning attitudes presented since 1935, Eshun (2015) defined an attitude towards shorthand as “a disposition toward an aspect of shorthand that has been acquired by an individual through his or her beliefs and experiences, the contexts where students interact with others and with shorthand become important focal points. In addition, Mohamed and Waheed (2016) when receiving literature aimed at understanding attitudes and the influences on their development in relation to differences between students, identified three groups of factors that play a vital role in influencing student attitudes: factors associated with the students themselves, for example, shorthand achievement, anxiety, self-efficacy and self-concept, motivation and experience at school. Factors associated with the school, teacher and teaching for example, teaching materials, classroom management, teacher knowledge, attitude towards shorthand, guidance and beliefs. Finally, factors from the home environment and society for example, educational background and parental expectation.

**(iii) Lack of Government Commitment to Secretarial Education in Secondary Schools**

The Federal Government is not exonerated from the accusing fingers that it is partly responsible for the collapsing foundation of secretarial education in Nigerian secondary schools today. This is because its attention and priority is holistically focused on science education thereby neglecting this aspect of education according to Usman (2016) noted that secretarial education is a vital tool to combat unemployment crisis, and also poverty alleviation (Ilo 2016).

Clark (2015) asserted that the Federal Government is very conscious of the general public attitudes towards secretarial education programme as somewhat inferior to other types of education, and yet nothing seems to be done to improve the awareness or the status of this vocational education programme by the Federal Government. Essong (2009) contributed that as a developing country, Nigeria stands to benefit more from this arm of education if adequate attention is given to the formulation and implementation of policies that will bring out the best of business education at the secondary school level, since the Federal Government agenda is emphasizing on self-reliance and poverty alleviation

**(iv) Personal Factors**

Personal factors, such as learning style, prior knowledge and experience, and personal interests, can also contribute to failure on shorthand. Students who are not well-suited to learning shorthand may struggle to become proficient.

**(v) Low Societal Value for Secretarial Education**

It is observed that all parents do not encourage or guide their wards to offer secretarial education at all levels. This is because the society does not place any significant value or dignity on the secretarial profession and the factors that are accountable for this as stated by (Amoor, 2013):

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

- (b) The position secretaries occupy in office occupation does not give them opportunity for administrative creative thinking and this does not allow their potentials to be made manifest or exhibited for societal recognition.
- (c) Secretaries do not have their own schedule of duties in office occupation. They may permanently attach to their bosses' schedule of work, and this reduces their respect in the society.
- (d) They do not have good educational attainment which of course, it is not their fault but because of the nature of their work in the office that does not permit them to pursue degrees, especially those that work in private companies and the financial institutions. In Nigerian society today, respect is accorded to those that work with sound degree certificates.
- (e) The remuneration is not attractive. In fact, it does not commensurate with the services the secretaries offer that could attract society attention. If a secretary could earn as much as his/her manager since they put in the same hours in office occupation, the profession will definitely attract societal attention and recognition by the society.

In support of the above, Clark (2015) said that Business Education products have over the years with other technical and vocational education programmes been deprived of accountability by the society because of their reluctance to expunge themselves of the colonial grammar education and white-collar jobs which often business education products are referred to as 'typist' because the programme is derogatorily and myopically associated with typing and shorthand.

Also, Ezugwu (2016) contributed that the society, which includes the students, looks at manipulative skills with contempt so the students cannot be interested in a contemptuous subject.

## **2.8 Conducive Environment for Learning Shorthand**

One of the factors responsible for students' inadequate performance in shorthand is un-conducive environment, if environment is not conducive to students; it may lead to inadequate performance of student in shorthand. Conducive learning environment is platform devoid of both physical intimidation and emotional frustration, which allows for a free exchange of ideas. The key proponents of the learning process are the lecturers and learners of shorthand; as such their freedom of interaction, safety and respect should develop a lecture room. Conducive environment is a process entails staging the physical space, getting the students to cooperate, creating a communal environment and maintaining a positive lecture room climate and culture.

Michael (2013) stated that learning is improving when a rich environment exists, which implies adequate facilities which he outlines as Audio-visual material, laboratories, Textbooks and library. Hans (2015) pointed out that for the satisfactory performance of the students and successful achievement of the curriculum content, all relevant educational materials should be made available to students. The element that create a conducive environment for learning shorthand are:

- (i) Quiet and comfortable space: A quiet and comfortable space is essential for learning shorthand, as it allows students to focus and concentrate.

- (ii) Ergonomic furniture: Ergonomic furniture's, such as comfortable chairs and desks, can help reduce fatigue and discomfort, allowing students to learn for extended periods.
- (iii) Proper lighting: Proper lighting is essential for learning shorthand, as it allows students to see the instructor and the board clearly.
- (iv) Positive peer group: A positive peer group can provide students with a sense of community and support, helping them to stay motivated and engaged.

By creating a conducive learning environment, educators can help students to learn shorthand more effectively, efficiently, and enjoyably.

## **CHAPTER THREE**

### **METHODOLOGY**

The research methodology for this study involved the collection of all necessary data and information that will make the research work, authentic and reliable.

#### **3.1 Instrument Used**

A questionnaire tagged; "Causes of Shorthand Failure in OTM Students" was designed by the researcher which was used as a tool for data gathering for the study. The items in the questionnaire are placed in four points rating scale of "SA-Strongly Agree 4, A-Agree 3, D-Disagree 2 and SD-Strongly Disagree 1" respectively.

#### **3.2 Population of the Study**

The population of this study comprised of HND II 2024/2025 session of Office Technology and Management students in Kwara State Polytechnic, Ilorin and Federal Polytechnic, Offa. The target population for the study was HNDII for both institutions; the total population of HND II OTM Kwara State Polytechnic was 105 while HNDII OTM Federal Polytechnic Offa was 60 students. Making the total 165 students

#### **3.3 Sample and Sampling Techniques**

A sample of 25% was selected from the total population of students in institutions. This implied that 27 and 15 students making a total of 42 students respectively from Kwara State Polytechnic and Federal Polytechnic Offa.

### **3.4 Distribution and Collection Data**

The questionnaire designed was distributed personally by the researcher in Kwara State Polytechnic, while researcher assistant was used to distribute the questionnaire in Federal Polytechnic Offa. A total of 27 copies were distributed to HNDII OTM Kwara State Polytechnic. The totals of 15 copies were distributed to OTM HNDII Federal Polytechnic Offa. The researcher used two days to administer the questionnaire in Kwara State Polytechnic while one week was used to get back the entire questionnaire from Federal Polytechnic Offa.

### **3.5 Reliability**

The researcher first tested instrument in order to make sure the instrument elicited the desired responses from the respondents. The instruments were first tested by the researcher on student in both institutions and the result confirmed before a definite approach was agreed upon for the analysis of the instrument.

### **3.6 Validity**

Questionnaire is the main instrument for gathering information in this research work. The questionnaire was given to two lecturers in the department of Office Technology and Management Department who critically assesses the questionnaire to ensure that it measures what it purports to measure and fit for collection of data.

### **3.7 Method of Data Analysis**

The data collected through the questionnaire and Data were analyzed manually, using tables and percentages to explain the analysis. The analyses are presented in the next chapter.



## CHAPTER FOUR

### DATA ANALYSIS

#### 4.1 Introduction

This chapter showed how responses of the respondents to the questions in the questionnaire were analyzed in tabular form for easy understanding. The respondent's views were used as data from which conclusions were made.

#### 4.2 Results

**Table 4.1 Misinterpretation of words is a problem faced in studying shorthand**

Opinions	No. of Respondents	Percentage %
Strongly Agree	21	50
Agree	10	24
Disagree	06	14
Strongly Disagree	05	12
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.1 above revealed that 21 (50%) strongly agreed, 10 (24%) agreed that misinterpretation of words is a problem faced in studying shorthand, while 6 (14%) disagreed and 5 (12%) strongly disagreed respectively.

It can be concluded that misinterpretation of words is a major problem faced in studying shorthand.

**Table 4.2      Inability to differentiate between Heavy and light stroke by students create problem to students of shorthand.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	25	59
Agree	10	24
Disagree	05	12
Strongly Disagree	02	5
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.2 above revealed that 25 (59%) of the respondents strongly agreed, 10 (24%) agreed that inability to difference between heavy and light stroke by students create problems for them in shorthand while 5 (12%) disagreed and 2 (5%) strongly disagreed with the statement.

This means that inability to differentiate between heavy and light stroke by students create problems for them in shorthand.

**Table 4.3      Students are always scared of memorizing of principles of shorthand which causes problems in its study.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	24	57
Agree	09	21
Disagree	05	12
Strongly Disagree	04	9
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.3 above showed that 24 (57%) strongly agreed, 9 (21%) agreed that students are always scared of memorizing the principles of shorthand which cause problems in their studies while 5 (12%) disagreed and 4 (9%) strongly disagreed respectively.

This implied that students are always scared of memorizing the principles of shorthand which causes problems in their studies.

**Table 4.4      Lack of interest by the students creates problems for students of shorthand.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	20	48
Agree	11	26
Disagree	07	17
Strongly Disagree	04	9
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.4 above revealed that 20 (48%) strongly agreed, 11 (26%) agreed respectively, while 7 (17%) disagreed and 4 (9%) strongly disagreed that lack of interest by the students creates problems for students of shorthand.

This means that lack of interest of students creates problems for students of shorthand.

**Table 4.5: Shorthand skills acquisition is the bedrock of secretarial professionalism**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	17	40
Agree	12	29
Disagree	07	17
Strongly Disagree	06	14
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.5 above revealed that 17 (40%) strongly agreed, 12 (29%) agreed that shorthand skills acquisition is the bedrock of secretarial professionalism, while 7 (17%) disagreed and 6 (14%) strongly disagreed respectively.

This implied that shorthand skills acquisition is the bedrock of secretarial professionalism.

**Table 4.6      Secretarial students are needed in the labour market; this is because  
of the knowledge of shorthand and keyboarding**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	27	64
Agree	15	36
Disagree	00	0.00
Strongly disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.6 above revealed that 27 (64%) strongly agreed, 15 (36%) agreed that secretarial students are needed in the labour market, while no respondent disagreed and strongly disagreed respectively.

It can therefore be concluded that, secretarial students are needed in the labour market because of the knowledge of shorthand and keyboarding.

**Table 4.7: The use of shorthand skills helps a great deal for employability**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	20	48
Agree	11	26
Disagree	06	14
Strongly Disagree	05	12
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.7 above revealed that 20 (48%) strongly agreed, 11 (26%) agreed that use of shorthand skills helps a great deal for employment, while 6 (14%) respondents disagreed and 5 (12%) strongly disagreed with the assertion.

This means that the use of shorthand skills helps a great deal for employment of graduates of Office Technology and Management.

**Table 4.8      Lack of constant practice is one of the causes of problems students faced in studying shorthand.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	42	100
Agree	00	0.00
Disagree	00	0.00
Strongly Disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.8 above revealed that, 42 (100%) the entire respondent strongly agreed that lack of constant practice is one the causes of problems student faced in studying shorthand while none of the respondents agreed, disagreed and strongly disagreed with the statement.

This implied that practice make perfect, the problems for failure of shorthand is lack of practice.



**Table 4.9      The view that shorthand is outdated causes lack of seriousness among students who have optioned in Office Technology and Management course.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	29	69
Agree	13	31
Disagree	00	0.00
Strongly Disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.9 above revealed that 29 (69%) strongly agreed 13 (31%) agreed that shorthand outdated lack of seriousness among the student of office technology and management, while no respondents for disagreed and strongly disagreed.

This implied that the view that shorthand is outdated causes lack of seriousness among students most especially in Kwara State Polytechnic, Ilorin.

**Table 4.10     Invention of new technologies makes students not to take shorthand seriously.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	42	100.
Agree	00	0.00
Disagree	00	0.00
Strongly Disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.10 above showed that 42 (100%) of respondents strongly agreed while none of the respondent agreed, disagreed and strongly disagreed with the statement that invention of new technologies makes student not to take shorthand seriously.

It can be concluded that the invention of technologies makes students not to take shorthand seriously.

**Table 4.11      Shorthand graduates can be employed in any organization**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	18	43
Agree	13	31
Disagree	06	14
Strongly Disagree	05	12
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.11 above revealed that 18 (43%) strongly agreed, 13 (31%) agreed that shorthand graduate can be employed in any organization, while 6 (14%) disagreed, 5 (12%) strongly disagreed respectively.

It can be concluded that shorthand graduates can be employed in any organization.

**Table 4.12     The study of Shorthand enable Office Technology and Management students to have good command of English Language.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	26	62
Agree	16	38
Disagree	00	0.00
Strongly disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.12 above revealed that, 26 (62%) strongly agreed, 16 (38%) agreed, while no respondent for strongly disagreed and disagreed with the statement that study of shorthand enable office technology and management student to have good command of English language.

This means that through the study of shorthand it enables students to have good command of English Language.

**Table 4.13: Shorthand is essential for journalist because it will assist them in writing reports quickly.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	42	100
Agree	00	0.00
Disagree	00	0.00
Strongly disagree	00	0.00
<b>Total</b>	<b>41</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.13 above revealed that 42 (100%) strongly agreed with the notion that shorthand is essential for journalist because it will assist them in writing reports quickly and no any opinions where raised. This means that shorthand is one of the fastest means of writing.

**Table 4.14      Shorthand skills are vital for court reporters, since it can be used to  
take minutes of the proceedings in the court.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	25	60
Agree	17	40
Disagree	00	0.00
Disagree Strongly	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.14 above showed that 25 (60%) strongly agreed, 17 (40%) agreed that shorthand is very useful everywhere, both in court and other organizations, while no respondents for disagreed and strongly disagreed respectively.

This means that shorthand is very useful everywhere, both in court and other organizations.

**Table 4.15      Shorthand is an effective method of capturing of quotes and notes**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	25	60
Agree	10	24
Disagree	04	9
Strongly disagree	03	7
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.15 above showed that 25 (60%) of the respondents strongly agreed, 10 (24%) agreed, with the statement while 4 (9%) disagreed and 3 (7%) strongly disagreed with the notion that shorthand is an effective method of capturing of quotes and notes.

This means that shorthand is an effective method of capturing of quotes and notes.

**Table 4.16    English Language disability is one of the problems confronting students of shorthand**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	31	74
Agree	11	26
Disagree	00	0.00
Strongly Disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.16 above revealed that 31 (74%) of the respondents strongly agreed, 11 (26%) agreed that English language disability is the problem confronting students of shorthand, while no responses for disagreed and strongly disagreed with the notion.

It can be concluded that English Language disability is one of the problems confronting students of shorthand.



**Table 4.17 Dictation in shorthand posses' problem to students of shorthand**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	42	100
Agree	00	0.00
Disagree	00	0.00
Strongly disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.17 above revealed that, 42 (100%) respondents strongly agreed with the statement that dictation in shorthand poses problem to students. No contrary responses from the respondents.

It can be concluded that dictation in shorthand possess problem to students of shorthand.

**Table 4.18    Lack of adequate time in the timetable is a problem to students of shorthand**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	06	14
Agree	11	26
Disagree	20	48
Strongly Disagree	05	12
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.18 above revealed that 6 (14%) strongly agreed, 11 (26%) agreed that lack of adequate time in the timetable is a problem to student of shorthand, while 20 (48%) disagreed and 5 (12%) strongly disagreed as well.

It can be concluded that, time is never a problem in their timetable, which means they are given enough time.

**Table 4.19    Lack of constant practice of short forms in shorthand writing poses  
a challenge to the success of shorthand students**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	26	62
Agree	16	38
Disagree	00	0.00
Strongly disagree	00	0.00
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.19 above revealed 26 (26%) of the respondents strongly agreed, 16 (38%) agreed, while no responses for strongly disagreed and disagreed with the statement that lack of constant practice of short forms in shorthand writing poses a challenge to the success of shorthand students.

This means that lack of constant practice of short forms in shorthand poses a challenge to the success of shorthand students.

**Table 4.20    Lack of facilities is a problem for students of shorthand.**

<b>Opinions</b>	<b>No. of Respondents</b>	<b>Percentage %</b>
Strongly Agree	06	14
Agree	05	12
Disagree	16	38
Strongly disagree	15	36
<b>Total</b>	<b>42</b>	<b>100</b>

**Source: Researcher's fieldwork, 2025**

Table 4.20 above revealed that, 6 (14%) respondents strongly agreed, 5 (12%) agreed while 16 (38%) disagreed, 15 (36%) strongly disagreed with the notion that lack of facilities is a problem for student of shorthand.

It can therefore be concluded that lack of facilities is never a problem for the students of shorthand.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary, conclusion and recommendations of the study based on the result of the investigation. The study was carried out to investigate a causes of shorthand failure in Office Technology and Management students and in Kwara State Polytechnic, Ilorin and Federal Polytechnic Offa, Offa.

#### **5.1 Summary**

The study was carried out to investigate on causes of shorthand failures in Office Technology and Management students' in Kwara State Polytechnic, Ilorin and Federal Polytechnic Offa, Offa. In order to achieve this purpose, five specific objectives were set for the study among which include to determine the problems of shorthand writing by student in polytechnics. Five research questions were raised in line with the specific objectives which include; what are the problems of shorthand writing by student in polytechnics. The study of shorthand has been hindered by a lot of problems which include; awkward outlines, misinterpretation of words, lack of punctuation, lack of interest from student and other. The prospects of shorthand were discussed in the study and the effect of shorthand on office technology and management students. This study is designed to tackle problems faced by students studying shorthand. Survey was used for the study. The population of the study was 42 students of OTM HND II 2024/2025 session in Kwara State Polytechnic, Ilorin and Federal Polytechnic Offa, Offa. A questionnaire was designed that consist of twenty (20) questions based on the

research question. The data collected from the questionnaire was analyzed in tabular form using simple percentage to find the causes of shorthand failures in Office Technology and Management students where conclusion and recommendation was made.

## **5.2 Conclusion**

Based on the major findings of the study, it could be concluded that the problem of shorthand writing as identified in this study is that misinterpretation of words is a problem faced in studying shorthand as well as inability to differentiate between heavy and light stroke by students create a problem to students of shorthand. Lack of interest by the students also serves as a major problem and lack of constant practice is another factor that leads to students' inadequate performance in shorthand. The implication of such factors leads to students' inadequate performance in shorthand in polytechnics.

## **5.3 Recommendations**

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

1. There is the need for students of office technology and management to constantly practice through drilling in order to overcome the problems of shorthand outline identification.
2. There is the need for government at all levels and stakeholders to show commitment to Office Technology and Management by funding and provision

of facilities (e.g. shorthand textbooks, dictation machine, dictation tape recorders) to office technology and management department in polytechnics. This will go a long way in reducing the causes of the problems faced by shorthand students as identified in this study.

3. Students of shorthand should embrace shorthand by devoting their time to their study because of its prospects which are vital for court, essential for journalist, enables office technology and management students to have a good command of English language.
4. There is the need for public and private organizations to place emphasis on shorthand skills before employing secretaries because of its relevance in modern office.
5. There is need for students of Office Technology and Management to have much interest in the studying of shorthand.

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## **APPENDIX 1**

### **KWARA STATE POLYTECHNIC ILORIN INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT**

Dear respondent,

I am a student in the Department of Office Technology and Management, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin. I am at present conducting a research and writing a project on **CAUSES OF SHORTHAND FAILURE IN OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS.**

The exercise is important in partial fulfillment of the requirements for the award of Higher National Diploma in Office Technology and Management of the institution.

Rest assured that the researcher ethics of anonymity and confidentiality will be strictly adhered to.

**Yours faithfully**

**ABDULRAHEEM ROFIAT OMOBOLANLE  
HND/23/OTM/FT/0032**

## **APPENDIX II**

**KWARA STATE POLYTECHNIC, ILORIN  
INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY  
DEPARTMENT OF OFFICE TECHNOLOGY AND MANAGEMENT**

Dear Sir/Madam

### **RESEARCH QUESTIONNAIRE**

This questionnaire is designed to solicit information from you on “**Causes of Shorthand Failure in Office Technology and Management Students.**” kindly complete the questions below. Please you are assured that information supplied will be treated with utmost confidentiality.

**Yours Faithfully**

**ABDULRAHEEM ROFIAT OMOBOLANLE  
HND/23/OTM/FT/0032**

## **QUESTIONNAIRE**

- 1 Misinterpretation of words is a problem faced in studying shorthand.  
(a) Strongly Agree (     )     (b) Agree (     )  
(c) Disagree (     )     (d) Strongly Disagree (     )
- 2 Inability to differentiate between Heavy and light stroke by students create problem to students of shorthand.  
(a) Strongly Agree (     )     (b) Agree (     )  
(c) Disagree (     )     (d) Strongly Disagree (     )
- 3 Students are always scared of memorizing of principles of shorthand which causes problems in its study.  
(a) Strongly Agree (     )     (b) Agree (     )  
(c) Disagree (     )     (d) Strongly Disagree (     )
- 4 Lack of interest by the students creates problems for students of shorthand.  
(a) Strongly Agree (     )     (b) Agree (     )  
(c) Disagree (     )     (d) Strongly Disagree (     )
- 5 Shorthand skills acquisition is the bedrock of secretarial professionalism.  
(a) Strongly Agree (     )     (b) Agree (     )  
(c) Disagree (     )     (d) Strongly Disagree (     )

- 6        Secretarial students are needed in the labour market; this is because of the knowledge of shorthand and keyboarding.
- (a)    Strongly Agree (     )        (b) Agree (     )
- (c)    Disagree (     )                (d) Strongly Disagree (     )
- 7        The use of shorthand skills helps a great deal for employability.
- (a)    Strongly Agree (     )        (b) Agree (     )
- (c)    Disagree (     )                (d) Strongly Disagree (     )
- 8        Lack of constant practice is one of the causes of problems students faced in studying shorthand.
- (a)    Strongly Agree (     )        (b) Agree (     )
- (c)    Disagree (     )                (d) Strongly Disagree (     )
- 9        The view that shorthand is outdated causes lack of seriousness among students who have optioned in secretarial course.
- (a)    Strongly Agree (     )        (b) Agree (     )
- (c)    Disagree (     )                (d) Strongly Disagree (     )
- 10       Invention of new technologies makes students not to take shorthand seriously.
- (a)    Strongly Agree (     )        (b) Agree (     )
- (c)    Disagree (     )                (d) Strongly Disagree (     )
- 11       Shorthand graduates can be employed in any organization.
- (a)    Strongly Agree (     )        (b) Agree (     )
- (c)    Disagree (     )                (d) Strongly Disagree (     )

- 12 The study of Shorthand enables secretarial students to have good command of English Language.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )
- 13 Shorthand is essential for journalist because it will assist them in writing reports quickly.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )
- 14 Shorthand skill is vital for court reporters, since it can be used to take minutes of the proceedings in the court.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )
- 15 Shorthand is an effective method of capturing of quotes and notes.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )
- 16 English Language disability is one of the problems confronting students of shorthand.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )

- 17 Dictation in shorthand possess problem to students of shorthand.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )
- 18 Lack of adequate time in the timetable is a problem to students of shorthand.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )
- 19 Lack of constant practice of short forms in shorthand writing poses a challenge to the success of shorthand students.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )
- 20 Lack of facilities is a problem for students of shorthand.
- (a) Strongly Agree ( ) (b) Agree ( )
- (c) Disagree ( ) (d) Strongly Disagree ( )