REASONS FOR FAILURE IN SHORTHAND BY OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS

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CERTIFICATION

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 National Diploma in Office Technology and Management.

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DEDICATION

This project work is wholeheartedly dedicated to Almighty God and to family for their unwavering support throughout the course of my study.

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I give praise to the Lord, who sustained me throughout the course of my study and most especially in process of writing this research work.

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Abstract

This study explores the underlying causes of failure in shorthand among students enrolled in Office Technology and Management programs. Shorthand, a crucial skill for efficient note-taking and transcription, is essential for various administrative and secretarial roles. Despite its importance, many students struggle to achieve proficiency. The research identifies several factors contributing to this issue, including inadequate teaching methodologies, insufficient practice, lack of interest, and the rapid evolution of technology that sidelines traditional shorthand skills. Additionally, the study examines the impact of cognitive and psychological barriers such as test anxiety and lack of motivation. Recommendations are provided to enhance teaching strategies, integrate modern technology with traditional shorthand practice, and foster a supportive learning environment. These findings aim to improve student outcomes and ensure that graduates are well-equipped with the necessary skills for the contemporary workplace.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

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 weather compression or speed of writing is the goal. Many form 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 are optional when only consonant are 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** enj **oy** G **ow** m **u** sic." **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 feels 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 great nature notion has been that shorthand is a difficult course.

Its difficulty can only be compared to that of mathematics according to student belief. 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 reason for failure in shorthand by Office Technology and Management students. The specific objectives are:

1. To identify and analyze the key factors that lead to the failure of office

    technology and management students in shorthand.

2. To assess the correlation between individual learning styles and preferences and the success or failure of students in mastering shorthand skills.

3. To evaluate the effectiveness of different teaching methodologies and resources in enhancing student comprehension and retention of shorthand concepts.

4. To investigate the impact of external factors, including technological distractions and changes in workplace communication, on the acquisition and application of shorthand skills among office technology and management students.

1.4   Research Questions

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

1. What are the primary factors contributing to the failure of office technology and management students in acquiring proficiency in shorthand?

2. How do individual learning styles and preferences impact the success or failure of students in mastering shorthand skills within the context of office technology and management?

3. To what extent do the teaching methodologies and resources employed in shorthand courses influence student comprehension and retention, and consequently, their success or failure in shorthand?

4. What role do external factors, such as technological distractions and the evolving nature of workplace communication, play in hindering the acquisition and application of shorthand skills among office technology and management students?

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.

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.

1.6   Delimitation

This study is designed to distil viewpoint on the reasons for failure in

shorthand by office Technology and management students. 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

This chapter is literature review; it will be discussed under these following sub-headings:

2.1   Concept of Shorthand

2.2   History of Shorthand

2.3   Fundamentals of Shorthand Skills

2.4   Challenges of Shorthand in Polytechnics

2.5   Causes of Failure in Shorthand

2.6   Conducive Environment in Learning Shorthand

2.1   Concept of Shorthand

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 subject 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 enable 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 students 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"

2.2 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.

Stenoscript 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.

2.3   Fundamentals of Shorthand Skills

The problem of Shorthand is the problem of developing the skills

which is basically based on the principles. The great majority of the important points in the more efficient teaching of shorthand arise from a proper appreciation of the fundamental problem, that the teaching of shorthand is the problem of training, a skill connected with the ear to co-ordinate itself with a second skill, also to be trained, which is connected with muscles of the fingers; and then as a separate function to train a third skills, connected with the eye to read back the results of the other two skills. According to Holland (2008) declared that shorthand skills acquisition involved the following words of phrases listed below:

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.

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, 2009) 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,

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

transcription may take place. The shorthand may be turned sometimes into thought words, sometimes into spoken words, sometimes into per-and-ink symbols and sometimes into type written symbols. Ideally in a commercial college it should be all spoken words at one end and typewritten symbols at the other. When we come to consider all these skills together, it is very fortunate that the development of any one of these three skills of widely separated human mechanism helps the development of the others. That each skill helps the other is due to the fact that they all work in term of the same shorthand outline, which is taken out of a common storehouse in the brain. Some other skills that enhance the development of shorthand are also indicated below: "Ability to hear the phonetic sounds". Monkori (2010) declared: the rate of success in shorthand depend largely on the ability to hear phonetic sounds correctly, records sounds correctly, records sounds heard accurately, read shorthand notes for moral sense, use correct punctuation in transcription, proofread and correct all errors and be motivated to think critically. Phonetic sounds are actually the core thing in shorthand writing and transcription. When students do not give particular attention to phonetic sounds there is likelihood that they will not perform well in shorthand.

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. 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, 2000).

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.

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.

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.

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 arouse to do and constantly influencing the direction of his actions which yield feedback is generally and obviously accepted as motivation. In order to achieve high academic excellence from students of shorthand, they need to be motivated by their teachers. Maslow

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

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 (2010) 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 (2010) argued that,

because of need for learner to be able to read, spell, punctuate, we correct words and its sounds correctly, "early identification of each student's difficulties is paramount, in order to allow teachers to pin-point deficiencies, diagnose the problem and provide solutions". For the higher achievement in shorthand in general and dictation in particular, all skills and knowledge which can go along way in influencing students performance should be incorporated as part of the programmed. 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.

2.4 Students Challenges in Shorthand in Polytechnics

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 Tee line--both with their

own inadequacies. Some of the problems faced by students studying shorthand, according to Amoor (2009), are discussed as follows:

● 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.

● 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.

● 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.

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

2.5   Causes of Failure in Shorthand

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 (2009) 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 (2009) 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. Attitude of students toward Shorthand: Among student variables, attitudes of students toward shorthand are regarded by several Researcher's, an important/key factor to be taken into account when attempting to understand and explain variability in student performance in shorthand.

Mobilizing a set of different definitions concerning attitudes presented since 1935,Eshun (2008) 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 (2011) when receiving literature aimed at understanding attitudes and the influences on their development in relation to differences between students, indentified 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 exper4ience 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.

Lack of Government Commitment to Secretarial Education in Secondary Schools: The Federal Government is not exonerated from the accusing fingers that it is partly responsible for the collapsing foundation of secretarial education in Nigerian secondary schools today. This is because its attention and priority is holistically focused on science education thereby neglecting this aspect of education according to Usman (2008) noted that secretarial education is a vital tool to combat unemployment crisis, and also poverty alleviation (Ilo 2008). Clark (2002) asserted that the Federal Government is very conscious of the general public attitudes towards secretarial education programme as somewhat inferior to other types of education, and yet nothing seems to be done to improve the awareness or the status of this vocational education programme by the Federal Government. Essong (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

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, 2009):

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

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

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

(iv) They do not have good educational attainment which of course, it is

not their fault but because of the nature of their work in the office that does not permit them to pursue degrees, especially those that work in private companies and the financial institutions. In Nigerian society today, respect is accorded to those that work with sound degree certificates.

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

In support of the above, Clark (2009) 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 (2012) contributed that the society, which includes the students, looks at manipulative skills with contempt so the students cannot be interested in a contemptuous subject.

2.6 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 leads 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 development 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 (2009) 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 (2010) 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.

CHAPTER THREE

METHODOLOGY

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

3.1   Instrument Used

3.2   Population for the Study

3.3   Sample and Sampling Techniques

3.4   Distribution for Data Collection

3.5   Reliability

3.6   Validity

3.7   Method of Data Analysis

3.1   Instrument Used

A questionnaire tagged; "factor influencing student performance in shorthand and its effect on Academic Performance of Office Technology and Management Students in Polytechnic" was designed by the researcher which was used as a tool for data gathering for the study. The items in

the questions are placed in four points rating scale of "SA-Strongly Agree, A-Agree,

D-Disagree and SD-Strongly Disagree" respectively.

3.2   Population of the Study

The population of this study comprised 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 HNDII OTM Kwara State Polytechnic was 52 while HNDII OTM Federal Polytechnic Offa was 60 students. Making the total 114 students

3.3   Sample and Sampling Techniques

A sample of 30% was selected from the total population of students

in both institutions. This implied that 16 and 18 students making a total of 34 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 16 copies were distributed to HNDII OTM Kwara State Polytechnic. The totals of 18 copies were distributed to OTM HNDII Federal Polytechnic

Offa. The researcher used two day 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

Validity test was carried out so as to ensure that the research instrument measured what it was supposed to measure. The four method of measuring external validity are face validity and content validity was carried out on this work. Content validity measures the appropriateness of the wording of the instrument and the objectives of the study while the face validity enables the researcher to make an assertion to claim to have measured what he intended to measure. The researcher also confirmed if the formal used in designing the instrument is appropriate for obtaining the information required from the respondents.

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 shows 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

Opinion	No of Respondent	Percentage %
Strongly Agree	14	41
Agree	10	29
Disagree	05	15
Strongly Disagree	05	15
Total	**34**	**100**

Table 4.1 above revealed that 14 (41%) strongly agreed, 10 (29%) agreed that misinterpretation of words is a problem faced in studying shorthand, while 5 (15%) disagreed and 5 (15%) 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.

Opinion	No of Respondent	Percentage %
Strongly Agree	18	53
Agree	10	29
Disagree	05	15
Strongly Disagree	01	4
Total	**34**	**100**

Table 4.2 above revealed that 18 (53%) of the respondents strongly agreed, 10 (29%) agreed respectively. While 5 (15%) disagreed and 1 (3%) 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.

Opinion	No of Respondent	Percentage %
Strongly Agree	19	56
Agree	10	29
Disagree	02	6
Strongly Disagree	03	9
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.3 above showed that 19 (56%) strongly agreed, 10 (29%) agreed while 2 (6%) disagreed and 3 (9%) strongly disagreed as well. 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.

Opinion	No of Respondent	Percentage %
Strongly Agree	19	56
Agree	10	29
Disagree	04	12
Strongly Disagree	01	3
Total	**34**	**100**

Table 4.4 above revealed that 19 (66%) strongly agreed, 10 (29%)

agreed respectively, while 4 (12%) disagreed and 1 (3%) strongly disagreed. 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**

Opinion	No of Respondent	Percentage %
Strongly Agree	15	44
Agree	06	18
Disagree	07	20
Strongly Disagree	06	18
Total	**34**	**100**

professionalism

Source: Researcher's Fieldwork, 2025

Table 4.5 above revealed that 15 (44%) strongly agreed, 6 (18%) agreed respectively, while 7 (20%) disagreed and 6 (18%) strongly disagreed. This implied that shorthand skills acquisition is the bedrock of secretarial professionalism.

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

Opinion	No of Respondent	Percentage %
Strongly Agree	19	56
Agree	15	44
Disagree	00	0.00
Strongly disagree	00	0.00
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.6 above revealed that 19 (56%) strongly agreed, 15 (44%)

agreed, while no respondent strongly disagreed and disagreed respectively. It can therefore be concluded that, secretarial students are needed in the labour market; this is because of the knowledge of shorthand and keyboarding.

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

Opinion	No of Respondent	Percentage %

49

Strongly Agree	18	53
Agree	10	29
Disagree	02	6
Strongly Disagree	04	12
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.7 above revealed that 18 (53%) strongly agreed, 10 (29%) agreed, while 2 (6%) respondents disagreed and 4 (12%) 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.

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

Opinion	No of Respondent	Percentage %
Strongly Agree	34	100
Agree	00	0.00
Disagree	00	0.00

Opinion	No of Respondent	Percentage %
Strongly Disagree	00	0.00
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.8 above revealed that, 34 (100%) the entire respondent

strongly agreed that lack of constant practice is one the causes of problems student faced in studying shorthand. 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.

Opinion	No of Respondent	Percentage %
Strongly Agree	21	62
Agree	13	38
Disagree	00	0.00
Strongly Disagree	00	0.00
Total	**34**	**100**

Table 4.9 above revealed that 21 (62%) strongly agreed 13 (38%) agreed as well, 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 Federal Polytechnic, Offa, Offa.

4.10 Invention of new technologies makes students not to take shorthand serious.

Opinion	No of Respondent	Percentage %
Strongly Agree	34	100
Agree	00	0.00
Disagree	00	0.00
Strongly Disagree	00	0.00
Total	**34**	**100**

Table 4.10 above showed that 34 (100%) of respondents strongly agreed. It can be concluded that the invention of technologies makes students not to take shorthand serious.

Table 4.11   Shorthand graduates can be employed in any organization

Opinion	No of Respondent	Percentage %
Strongly Agree	18	53
Agree	06	17
Disagree	05	15
Strongly Disagree	05	15
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.11 above revealed that 18 (53%) strongly agreed, 6 (17%) agreed, while 5 (15%) disagreed, 5 (15%) strongly disagreed as well. It can be concluded that shorthand graduates can be employed in any organization.

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

Opinion	No of Respondent	Percentage %
Strongly Agree	25	74
Agree	09	26

Opinion	No of Respondent	Percentage %
Disagree	00	0.00
Strongly disagree	00	0.00
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.12 above revealed that, 25 (74%) strongly agreed, 9 (26%)

agreed, while no respondent for strongly disagreed and disagreed. 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.

Opinion	No of Respondent	Percentage %
Strongly Agree	34	100
Agree	00	0.00
Disagree	00	0.00
Strongly disagree	00	0.00

Total	**34**	**100**

Source: Researcher's Field Survey, 2021

Table 4.13 above revealed that 34 (100%) strongly agreed with the

notion that shorthand is essential for journalist because it will assist them

in writing reports quickly. No any opinion where raised. This means that

shorthand is one of the fastest means of writing.

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

Opinion	No of Respondent	Percentage %
Strongly Agree	23	68
Agree	11	32
Disagree	00	0.00
Disagree Strongly	00	0.00
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.14 above showed that 23 (618%) strongly agreed, 11

(32%) agreed respectively, while no respondents for strongly disagreed

and disagreed. 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

Opinion	No of Respondent	Percentage %
Strongly Agree	18	53
Agree	10	29
Disagree	03	9
Strongly disagree	03	9
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.15 above showed that 18 (53%) of the respondents strongly agreed, 10 (29%) agreed, with the statement while 3 (9%) disagreed and 3 (9%) strongly disagreed. This means that shorthand is an effective method of capturing of quotes and notes.

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

Opinion	No of Respondent	Percentage %

Strongly Agree	24	71
Agree	10	29
Disagree	00	0.00
Strongly Disagree	00	0.00
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.16 above revealed that 24 (71%) of the respondents strongly agreed, 10 (29%) agreed respectively, while no responses for disagreed and strongly disagreed. It can be concluded that English Language disability is one of the problem confronting students of shorthand.

Table 4.17   Dictation in shorthand posses' problem to students of

shorthand

Opinion	No of Respondent	Percentage %
Strongly Agree	34	100
Agree	00	0.00
Disagree	00	0.00
Strongly disagree	00	0.00

Total	**34**	**100**

Table 4.17 above revealed that, 34 (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.

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

Opinion	No of Respondent	Percentage %
Strongly Agree	03	9
Agree	07	20
Disagree	20	59
Strongly Disagree	04	12
Total	**34**	**100**

Table 4.18 above revealed that 3 (9%) strongly agreed, 7 (20%)

agreed, while 20 (59%) disagreed and 4 (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

Opinion	No of Respondent	Percentage %
Strongly Agree	19	56
Agree	15	44
Disagree	00	0.00
Strongly disagree	00	0.00
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.19 above revealed 19 (56%) of the respondents strongly agreed, 15 (44%) agreed, while no responses for strongly disagreed and disagreed. 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.

Opinion	No of Respondent	Percentage %
Strongly Agree	05	15
Agree	03	9
Disagree	13	38
Strongly disagree	13	38
Total	**34**	**100**

Source: Researcher's Fieldwork, 2025

Table 4.20 above revealed that, 5 (15%) respondents strongly agreed, 3 (9%) agreed while 13 (38%) disagreed, 13 (38%) strongly disagreed. 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 an factor influencing student performance in shorthand.

5.1   Summary

The study was carried out to investigate on Assessment of factors

responsible for students' inadequate performance in shorthand in Polytechnic. 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 41 students. 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 factors responsible for students' inadequate performance in shorthand 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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QUESTIONNAIRE

1   Misinterpretation of words is a problem faced in studying shorthand.

  (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly
      Agree

  (   )

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
      Agree

  ( )

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
      Agree

  (   )

4   Lack of interest by the students creates problems for students of
        shorthand.

(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

( )

5   Shorthand skills acquisition is the bedrock of secretarial professionalism.

(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

( )

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 Agree

( )

7   The use of shorthand skills helps a great deal for employability.

(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

( )

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 Agree

   ( )

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 Agree

   ( )

10   Invention of new technologies makes students not to take shorthand serious.

   (a) Strongly Agree (   ) (b) Agree ( ) (c) Disagree (   )   (d) Strongly Agree

   ( )

11   Shorthand graduates can be employed in any organization.

   (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

   ( )

12   The study of Shorthand enables secretarial students to have good command of English Language.

(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

(   )

13   Shorthand is essential for journalist because it will assist them in writing reports quickly. (a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree (   )

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 Agree

(   )

15   Shorthand is an effective method of capturing of quotes and notes

(a) Strongly Agree (   ) (b) Agree ( ) (c) Disagree (   )   (d) Strongly Agree

(   )

16   English Language disability is one of the problems confronting students of shorthand

(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

( )

17   Dictation in shorthand posses problem to students of shorthand

(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

( )

18   Lack of adequate time in the timetable is a problem to students of shorthand

(a) Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Agree

( )

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

Agree (   )

20   Lack of facilities is a problem for students of shorthand.

(a) Strongly Agree (   )   (b) Agree (   )   (c) Disagree ( )   (d)

    Strongly

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 **REASONS FOR FAILURE IN SHORTHAND BY OFFICE TEHNOLOGY 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 confidentially will be strictly adhered to.

Yours Faithfully

ROFIAT DAMILOLA

ND/23/OTM/FT/0094

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

"REASONS FOR FAILURE IN SHORTHAND BY OFFICE TEHNOLOGY AND MANAGEMENT STUDENTS." kindly complete the
questions below. Please you are assured that information supplied will be treated with utmost confidentiality.

Yours Faithfully

ROFIAT DAMILOLA

ND/23/OTM/FT/0094