

**PERCEIVED INFLUENCE OF TEACHING METHODS ON STUDENTS'  
ACADEMIC PERFORMANCE IN SHORTHAND IN COLLEGES OF  
EDUCATION**

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**Abstract**

*The study investigated perceived influence of teaching methods on students' academic performance in Shorthand in Colleges of Education in Kwara State, Nigeria. Three Objectives, questions and hypothesis guide the study. Descriptive survey research design was used for the study. The target population of the study was made up of 767 NCE III students of Colleges of Education in Kwara State. The sample size for the study consisted of 200 NCE III. The instrument tagged Perceived Influence of Teaching Methods on Students' academic Performance in Shorthand in Colleges of Education in Kwara State, Nigeria (PITMSAPS) was used for the purpose of data collection. Research questions were analysed using descriptive statistics of mean and standard deviation while independent sample t-test and Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The result of the data collected and analyzed indicated that lecture method, demonstration method and project method has positive influence on students' academic performance in shorthand in Colleges of Education. The result of the null hypothesis showed no significant difference between the perception of male and female students regarding the influence of lecture method, demonstration and project method on students' academic performance in shorthand in Colleges of Education. It was concluded that students taught Shorthand using project method, demonstration method was not different from those taught using lecture method in Colleges of Education in Kwara State, though the methods can be effective when combined together in teaching Shorthand. It was recommended among others that teachers should promote demonstration method of teaching Shorthand as it will encourage and motivate students to participate actively in class.*

**Keywords: Teaching, Methods, Academic Performance, Students, Shorthand**

**Introduction**

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. Quite remarkably, regular poor academic performance

by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011).

Business education as a component of technical and vocational education is said to be a set of instructions that prepare students for jobs in the business world. Business education, like many other courses is aimed at providing an individual with knowledge, skills, aptitudes and methods required in business training. Thus, Business Education is the preparation of individuals for enterprises or employment. Adeshina and Aliyu (2011) stated that Office Education is part of Business Education programme that equips students with all office technology management domains in order to be effective and efficient. Office Education as a programme of study in Business Education programme is expected to be equipped with instructional facilities such as typewriters, computers, photocopier, scanners, projectors, standby electric plant/generator, air-conditioners, radios/tape-recorders, video recorders, television, executive tables and chairs, executive cushioning, stop watch, console head phones among others, with qualified teachers that could use varied teaching methods and techniques for teaching and learning.

The 2012 NCCE Minimum Guideline Standard states in clear terms the facilities and equipment required for teaching and learning office education courses at NCE level to include: Shorthand laboratory, Model Office fully equipped, Functional Typing Pools, Functional ICT laboratory, Comfortable Students Waver chairs and desks, Standby electric plant/generator, Fully equipped Staff Offices and Standard lecture theatres, Functional toiletry facilities among others.

Shorthand being a course taught under the Office Education option as the major thrust of this study has suffered tremendously in view of lack of adequate instructional facilities, qualified teachers and use of correct teaching methods. This has consequently led to students' mass failure, resulting into their mass defection from Office Option to Accounting Option.

Teaching method has to do with the methods and styles the teachers adopted to accomplish a desired purpose of teaching the students effectively. It implies that effective teaching must be characterized by the use of teaching methods that are best for the attainment or development of required shorthand skills. Generally, skill development requires practical demonstration and constant practice. Based on the variables of this study upon which the background is built, the study therefore sets out to evaluate the perceived influence of teaching methods on students' academic performance in shorthand in colleges of education in Kwara State, Nigeria.

### **Statement of the Problem**

The increasing level of poor performance of students in shorthand in tertiary institutions calls for assessing the teaching method that would improve the teaching of shorthand in colleges of education in Kwara State, Nigeria. The poor performance of students in shorthand skill is evident on apparent poor performance in shorthand. Students' apparent poor performance in shorthand could be observed clearly in five years shorthand results (2010 – 2014) of two colleges of education in Kwara State. The results showed five years

average performance of 34.33% in 2010, 27.07% in 2011, 28.16% in 2012, 29.16% in 2013 and 31.06% in 2014. It could be deduced that poor performance of students in Shorthand could be on the methods of teaching shorthand. Based on this, the researcher wants to find right teaching method for the teaching of Shorthand in Kwara State College of Education, Ilorin and Muhydeen College of education, Ilorin, Kwara State.

### **Purpose of the Study**

The main purpose of this study is to examine the perceived influence of teaching methods on students' academic performance in Shorthand in Colleges of Education in Kwara State, Nigeria. The specific purposes of this study are to determine the perceived influence of lecture method, demonstration method and project method on students' academic performance in shorthand in Colleges of Education in Kwara State.

### **Research Questions**

For the purpose of this research, the following questions were formulated:

What is the perceived influence of lecture method, demonstration method and project method on students' academic performance in shorthand in Colleges of Education in Kwara State?

### **Research Hypothesis**

**H<sub>0</sub>:** There is no significant difference between the perception of male and female Students regarding the Influence of lecture method, demonstration method and project method on students' academic performance in shorthand in Colleges of Education.

### **Methodology**

The design of the study was descriptive survey. The target population of this study comprised all the NCE Three 2019/2020 session students of Colleges of Education in the study area who have undergone shorthand as a course. The total population for the study is 767. The sample size of two hundred respondents (200) NCE III students was used for study using simple random sampling techniques. The instrument for data collection was a questionnaire tagged Perceived Influence of Teaching Methods on Students' academic Performance in Shorthand in Colleges of Education in Kwara State, Nigeria (PITMSAPS). The questionnaire was validated and verified by experts in business education and measurements and evaluation. The instrument had a reliability of 0.70. Percentage and Mean score was used to analyze the research questions. A cut off point of 2.50 was set to accept or reject items of the instrument. Mean of 2.50 shows agreed, while less than 2.50 shows disagreed. Independent sample t-test was used to test the hypothesis at 0.05 level of significance. If the calculated t-value is less than table value the hypothesis is retained, on the other hand, t-calculated which is above the table value hypothesis is therefore rejected.

### **Results**

**Research Question 1:** What is the perceived influence of lecture method on students' academic performance in shorthand in Colleges of Education in Kwara State?

**Table 1:** Mean and standard deviation of responses on the perceived influence of lecture method on students' academic performance in shorthand

S/N	Items	$\bar{X}$	SD	Remark
1	Many facts can be presented in a short time in an impressive way	3.12	1.17	Agreed
2	The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out	2.75	1.15	Agreed
3	The lecture can stimulate very good interest in the subject	3.10	0.95	Agreed
4	Greater attention could be secured and maintained, as interest leads to attention	2.86	1.05	Agreed
5	Spoken word has greater weight than mute appeal by books	2.50	1.08	Agreed
6	The language may be made suitable to all the members of the audience	2.87	1.11	Agreed
7	Lecture can present a number of facts belonging to different subjects and also it can facilitate inter-disciplinary approach to topics	2.72	1.01	Agreed
8	The teacher is more active and students are passive	3.68	1.21	Agreed
9.	used to motivate, clarify, expand and review the information	2.65	0.99	Agreed
10.	Teacher's actions are more on helping students to develop understanding of subject matter	2.53	1.02	Agreed
<b>Average mean</b>		<b>2.88</b>	<b>1.07</b>	<b>Agreed</b>

Source: Field survey, 2020

Analysis of data in Table 1 shows mean and standard deviation of responses on the influence of lecture method on students' academic performance in shorthand in Colleges of Education. The table revealed that the respondents unanimously agreed to all the constructs with mean ranges from 2.50 to 3.68. All the 10 constructs have standard deviation ranges from 0.95 to 1.21. This means that the responses of the respondents are not wide spread as it is close to the mean. Overall, the table has a ground calculated average mean and standard deviation of 2.88 and 1.07 respectively. This means that lecture method has positive influence on students' academic performance in shorthand in Colleges of Education in Kwara State (Mean = 2.88, SD = 1.07).

**Research Question 2:** What is the perceived influence of demonstration method on students' academic performance in shorthand in Colleges of Education in Kwara State?

**Table 2: Mean and standard deviation of responses on the perceived influence of demonstration method on students' academic performance in shorthand**

S/N	Items	$\bar{X}$	SD	Remark
1	To stimulate interest in a particular topic	3.21	0.49	Agreed
2	To illustrate points efficiently	2.89	0.30	Agreed
3	To provide a change of pace	3.20	0.31	Agreed
4	All schools do not have enough equipment needed for the experiments for individual student	1.42	0.47	Disagreed
5	Due to vast syllabus coverage and the huge number of students in the class, sometimes practical experiments will not be feasible	2.93	0.46	Agreed
6	teachers need to perform the experiments by themselves	2.65	0.53	Agreed
7	Allows teacher to control potentially dangerous materials or machinery instead of students	2.72	0.55	Agreed
8	This enables the teachers to show the students the various manipulations of machines, figures, symbols and even signs	2.93	0.49	Agreed
9.	Students should be encouraged to ask questions so that their verbal experiences are integrated with their visual ones	2.99	0.30	Agreed
10.	A demonstration should be followed by activities that help students interpret and further understand the important points that were presented	2.60	0.31	Agreed
<b>Average mean</b>		<b>2.75</b>	<b>0.42</b>	<b>Agreed</b>

Source: Field survey, 2020

Analysis of data in Table 2 shows mean and standard deviation of responses on the influence of demonstration method on students' academic performance in shorthand in Colleges of Education. The table revealed that the respondents unanimously agreed to all the constructs with mean ranges from 2.00 to 3.21 except construct 4 that has mean of 1.42 which indicated disagreement. All the 10 constructs have standard deviation ranges from 0.30 to 0.55. This means that the responses of the respondents are not wide spread as it is close to the mean. Overall, the table has a grand calculated average mean and standard deviation of 2.75 and 0.42 respectively. This means that demonstration method has positive influence on students' academic performance in shorthand in Colleges of Education in Kwara State (mean = 2.75, SD = 0.42).

**Research Question 3:** What is the perceived influence of project method on students' academic performance in shorthand in Colleges of Education in Kwara State?

**Table 3: Mean and standard deviation of responses on the perceived influence of project method on students' academic performance in shorthand**

S/N	Items	$\bar{X}$	SD	Remark
1	Focuses on the central concepts of a discipline	2.59	1.45	Agreed
2	Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge	2.83	1.30	Agreed
3	Learning that requires students to draw from many information sources and disciplines in order to solve problems	2.77	1.28	Agreed
4	Learning in which curricular outcomes can be identified up-front	3.16	1.29	Disagreed
5	individual student or group of students carry out an activity on a component of a particular topic in a subject, in order to attain a desired goal	2.77	1.07	Agreed
6	usually more open ended they give learners an opportunity to use and to practice and apply skills	3.77	1.27	Agreed
7	to improve skills that enhance creativity and problem solving	3.57	1.23	Agreed
8	places the most emphasis on topics of every day concern, that, through the teacher's guidance, enable students to explore and solve problems together with their peers	3.10	1.04	Agreed
9.	Projects are usually completed out of class in students' own time	3.07	1.24	Agreed
10.	The teacher's role is to design the assignment, brief the students and become a learning manager and facilitator	2.59	1.45	Agreed
<b>Average mean</b>		<b>3.02</b>	<b>1.26</b>	<b>Agreed</b>

Source: Field survey, 2020

Analysis of data in Table 3 shows mean and standard deviation of responses on the influence of project method on students' academic performance in shorthand in Colleges of Education. The table revealed that the respondents unanimously agreed to all the constructs with mean ranges from 2.57 to 3.77. All the 10 constructs have standard deviation ranges from 1.04 to 1.45. This means that the responses of the respondents are not wide spread as it is close to the mean. Overall, the table has a ground calculated average mean and standard deviation of 3.02 and 1.26 respectively. This means that project method has positive influence on students' academic performance in shorthand in Colleges of Education in Kwara State (Mean = 3.02, SD = 1.26).

### **Hypotheses Testing**

**H<sub>01</sub>:** There is no significant difference between the perception of male and female students regarding the influence of lecture method on students' academic performance in shorthand in Colleges of Education.

**Table 4: Summary of t-test of the difference between the mean ratings of male and female students regarding the influence of lecture method on students' academic performance in shorthand**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	93	2.96	0.72	11.690	198	0.071	Not Rejected
Female	107	3.06	0.89				

Source: Field survey, 2020

$P > 0.05$

Table 4 showed that there are 93 male respondents and 107 female respondents. The male students had mean and standard deviation of 2.96 and 0.72 respectively while female students had mean and standard deviation of 3.06 and 0.89, respectively. The calculated value of t was 11.690 ( $t_{198}=11.690$ ). The observed p-value was 0.071 which is greater than the fixed p-value of 0.05 ( $p > 0.05$ ). Therefore, the null hypothesis, which stated that there is no significant difference between the perception of male and female students regarding the influence of lecture method on students' academic performance in shorthand in Colleges of Education was therefore not rejected. This implied that male and female students do not differ significantly in their response regarding their opinion on the influence of lecture method on students' academic performance in shorthand.

**H<sub>02</sub>:** There is no significant difference between the perception of male and female students regarding the influence of demonstration method on students' academic performance in shorthand in Colleges of Education.

**Table 5: Summary of t-test of the difference between the mean ratings of male and female students regarding the influence of demonstration method on students' academic performance in shorthand**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	93	2.75	0.25	19.84	198	0.123	Not Rejected
Female	107	2.84	1.28				

Source: Field survey, 2020

$P > 0.05$

Table 5 showed that there are 93 male respondents and 107 female respondents. The male students had mean and standard deviation of 2.75 and 0.25 respectively while female students had mean and standard deviation of 2.84 and 1.28, respectively. The calculated value of t was 19.84 ( $t_{198}=19.84$ ). The observed p-value was 0.123 which is greater than the fixed p-value of 0.05 ( $p > 0.05$ ). Therefore, the null hypothesis, which stated that there is no significant difference between the perception of male and female students regarding the influence of demonstration method on students' academic

performance in shorthand in Colleges of Education was therefore not rejected. This implied that male and female students do not differ significantly in their response regarding their opinion on the influence of demonstration method on students' academic performance in shorthand.

**H<sub>03</sub>:** There is no significant difference between the perception of male and female students regarding the influence of project method on students' academic performance in shorthand in Colleges of Education.

**Table 6: Summary of t-test of the difference between the mean ratings of male and female students regarding the influence of project method on students' academic performance in shorthand**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	93	3.15	0.49	122.88	198	0.423	Not Rejected
Female	107	3.07	0.36				

Source: Field survey, 2020

$P > 0.05$

Table 6 showed that there are 93 male respondents and 107 female respondents. The male students had mean and standard deviation of 3.15 and 0.49 respectively while female students had mean and standard deviation of 3.07 and 0.36, respectively. The calculated value of t was 122.88 ( $t_{198}=122.88$ ). The observed p-value was 0.423 which is greater than the fixed p-value of 0.05 ( $p > 0.05$ ). Therefore, the null hypothesis, which stated that there is no significant difference between the perception of male and female students regarding the influence of project method on students' academic performance in shorthand in Colleges of Education was therefore not rejected. This implied that male and female students do not differ significantly in their response regarding their opinion on the influence of project method on students' academic performance in shorthand.

### **Summary of Findings**

The followings are the summary of major findings for the study:

1. Lecture method, demonstration method and project method has positive influence on students' academic performance in shorthand in Colleges of Education.
2. There is no significant difference between the perception of male and female students regarding the influence of: lecture method, demonstration method and project method on students' academic performance in shorthand in Colleges of Education

### **Discussion of Findings**

Findings on research question one revealed that Lecture method has positive influence on students' academic performance in shorthand in Colleges of Education. The finding showed that there was general increase in the performance mean scores of students taught Shorthand using Lecture method. The outcome of the test on hypothesis one which states



that there is no significant difference between the perception of male and female students regarding the influence of lecture method on students' academic performance in Colleges of Education in Kwara State was retained. The implication of this result is that, lecture method does not have effect on the performance of Shorthand students in Colleges of Education, though the method can be effective when combined with other methods while teaching Shorthand. This finding is in line with a number of findings by some previous researchers. Iwuji (2012) for example, discovered that lecture activity can only have effect on students' performance when used complementarily with other methods. Contrary to this finding, Akinolu and Tantogan (2017) found that the application of lecture active learning affects students' conceptual development positively and keeps their misconceptions at the lowest level. Along similar line, this finding is in conformity with the finding of Schneider (2015) which revealed that lecture method is only effective when teaching the specific topics that has to do with practical skills but not effective to teach the general topic.

In view of the finding on research question two, it was evident that students taught shorthand using demonstration method performed better in Colleges of Education in Kwara State. Although there was general increase in the performance mean scores of students taught Shorthand using demonstration method, but students taught Shorthand using demonstration method recorded higher mean score gain. However, the standard deviation at each level implies that there was high variation in the students' scores. Meanwhile, findings on hypothesis two revealed that the students taught Shorthand using demonstration method performed better than those taught using conventional method in Colleges of Education in Kwara State. Consequently, the hypothesis which states that there is no significant difference between the perception of male and female students regarding the influence of demonstration method on students' academic performance in Colleges of Education in Kwara State was rejected. This finding could have been as a result of students' interaction with classmates which made the students easily recall the topic taught. Other correlational studies have shown similar benefits of demonstration method. Among which are Abdu-Raheem (2011), whose finding showed that demonstration method was better than the conventional lecture method in improving students' achievement and retention in Social Studies. Giwa (2011) shared similar opinion that demonstration method was more effective than lecture method.

Finding on research question three revealed that there was difference in the performance of students taught shorthand using project methods in Colleges of Education in Kwara State. The mean score of students taught Shorthand using project method Colleges of Education in was higher. Hypothesis three states that there is no significant difference between the perception of male and female students regarding the influence of project method on students' academic performance in Colleges of Education in Kwara State. This hypothesis was rejected because students taught Shorthand using project method significantly performed better in Colleges of Education in Kwara State. This was because students easily recall the topic taught as a result of their interaction with instructional materials and classmates. This result is along similar line with the finding of AI-Faleh (2012) which revealed that 83% of the students preferred being taught by the project method. In another development, Abdu-Raheem (2011) discovered that project method was better than the conventional lecture method in improving students' achievement.

### **Conclusion**

In view of the findings from this study, conclusion was drawn that students taught Shorthand using project method; demonstration method was not different from those taught using conventional method in Colleges of Education in Kwara State, though the methods can be effective when combined together in teaching Shorthand in Colleges of Education. Similarly, it was concluded that students taught Shorthand using demonstration method had a better mean score both in schools. This was not far from the fact that students taught Shorthand using demonstration method were more active during class session

Finally, conclusion was made that students taught Shorthand using project method had a better mean score. The result of the study also proved that different methods suit different purpose and abilities, all methods has been proved to be more effective in developing social and analytical skills in students.

### **Recommendations**

Considering the findings of this study, it was recommended that:

1. Teachers of Shorthand should ensure that daily class work and assignment given to students should include relevant project activities as much as possible.
2. There should be training and retraining of teachers for them to properly apply these innovative methods in the classroom instruction. The capacity building process should be systematic and continuous through workshops, seminars, enlightenment programmes, orientation courses and other useful educative activities.
3. Project method should not be used independently, hence should be used complementarily with either discussion or conventional methods for effective implementation of Shorthand curriculum.

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