

**PEDAGOGICAL COMPETENCIES NEED FOR
SHORTHAND INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION
LECTURERS IN TERTIARY INSTITUTIONS IN NORTHERN, NIGERIA**

ABDULRAZAK MOHAMMED,
E-Mail: abhabiba086@gmail.com
Department of Vocational and Technology Education,
Faculty of Technology Education,
Abubakar Tafawa Balewa University, Bauchi

&

I. ADAMU (PhD)
Department of Vocational and Technology Education,
Faculty of Technology Education,
Abubakar Tafawa Balewa University, Bauchi

PROF. P.S YADUMA
Department of Vocational and Technology Education,
Faculty of Technology Education,
Abubakar Tafawa Balewa University, Bauchi

&

B. YUSHAU (PhD)
Department of Vocational and Technology Education,
Faculty of Technology Education,
Abubakar Tafawa Balewa University, Bauchi

Abstract

This study assessed the pedagogical competencies need for shorthand instructional delivery of lecturers in tertiary institutions in Northern, Nigeria. One specific objective and research questions guided the study. Similarly, null hypothesis was formulated and tested at significance level of 0.05. The design for the study was descriptive survey and the population was 125 shorthand lecturers from 60 tertiary institutions in Northern Nigeria. The researcher adopted Total Population Sample, were the entire 125 shorthand lecturers were used for the study. The data collected from pilot study was used to run Cronbach Alpha reliability test and reliability co-efficient of 0.70 was obtained. The Analysis of Variance (ANOVA) was used to test the null hypotheses at significance level of 0.05%. The finding of the study revealed that shorthand lecturers need pedagogical competencies for effective shorthand instructional delivery in tertiary institutions in Northern, Nigeria.

Based on the finding, the study recommended that government and professional organizations should organize workshops and seminars that will improve the pedagogical competencies need of shorthand lecturers in Northern Nigeria.

Keywords: Pedagogical competencies and Shorthand

Introduction

Shorthand otherwise known as stenography is one of the core subjects to all business education and secretarial students in tertiary institutions in Nigeria. Ismaila (2008) defined shorthand as a skilled subject which aids the ability to concentrate on taking account of events using special outlines. According to Aromolaran (2011), Shorthand is the method of writing that is rapid and concise enough to enable the writer to keep pace with normal speech, usually brief strokes, abbreviation, and special characters are used to represent letters, word and phrases. Similarly, Azuka (2011) defined Shorthand as the act of representing spoken words with written signs as briefly and as distinctively as possible. Shorthand is a skilled subject which helps the ability to concentrate, on taking account of events using special outline. The subject uses a variety of techniques that simplify alphabets or characters by using special symbols to represent phonemes, words and phrases. It has twelve (12) vowels, four (4) diphthongs, two (2) diphones and twenty-four (24) consonants.

The importance of Shorthand on the job performance of secretaries cannot be overemphasized. The study conducted by Adebayo (2013) affirmed that, shorthand is still very relevant in maintaining documents than automated machines that can be operated by anyone who is literate in manipulating the office machines. Fasami (2014) reported that, secretaries' needs shorthand skill to carry out the day to day responsibilities and routine in offices activities, in areas of receiving instructions and getting update information and good listening skills by pointing out the ways, through which both secretaries and executive can realize a higher level of success in achieving the organizational goals. Similarly, the study conducted by Aromolaran (2015) revealed that, shorthand skill, is much the cherry on the cake in the skill set of the forward – looking contemporary personal assistant and a skill that will help a secretary stand out from the crowd when looking for that career progression. The author stressed that recruitment agencies go weak at the knees when they see Shorthand on curriculum vitae because it is very rare to get secretaries with shorthand skills.

Despite the relevance of shorthand in the office operation of secretaries, there is general complain of its difficulties in teaching the subject among educational practitioners. Ugoji (2011) ascribed the high rate of students' failure to teachers. The author argued that, shorthand is basically a complex time-skill subject that can only be handle skilled proficient teachers. Ekpeyong (2010), Egbuwaohia (2013), Ofuenyi (2014), in their different studies noted that most shorthand teacher find it difficult to teach the subject effectively. Adanghe (2015) attributed the poor performance of students to teacher's performance in classroom. The author also noted that, the subject of shorthand cannot be easily taught by inexperience

teachers. Yakubu noted that, teaching shorthand is difficult because it required teachers that has high level of accuracy, aptitude, and ability. Adeboye (2012) attributed the difficulty in teaching shorthand to inadequate content knowledge and pedagogical skill for effective instructional delivery. Odumosu, Olusesan and Abel (2016) reported that, most shorthand teachers lack the content knowledge and pedagogical skills that are very essential to teaching of the subject matter.

Pedagogical competence refers to educational and teaching qualifications (Shulman, 2008). When assessing pedagogical competence, the quality of teaching be primary consideration (Shulman, 2008). Scope, breadth and depth are also important, as ability to plan, initiate, lead and develop education and teaching, as well as the ability to provide research based teaching on the basis of research in the relevant subject, subject didactics, teaching and learning in higher education. Borko and Putnam (2016) the ability to interact on issues related to teaching and learning in higher education with individuals active both within and outside the university is also included in the concept of pedagogical competence. Pedagogical competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of students learning and subject-based teaching and learning issues (Borko & Putnam, 2016). This also presupposes elective and critical approach to teaching, learning and pedagogical development over time, as it is tied to one's own professional role. Research-based teaching and the individual's own research are important components in terms of satisfying the scientific grounds demanded in Chalmers' programmes (Borko & Putnam, 2016). Having gone through the variables in the study, it can be understood that variables are very essential for classroom instructional delivery; hence the study assessed the pedagogical competencies need for shorthand instructional delivery of lecturers in tertiary institutions in Northern, Nigeria.

Research Question

The study was carried out to provide answers to the following specific research question:

1. What are the pedagogical competencies need for shorthand instructional delivery of business education lecturers in tertiary institutions?

Hypothesis

In line with each of the specific research question, the following null hypothesis was formulated and tested at the significant level of 0.05:

HO₁: There is no significant difference among mean responses of Universities, Colleges of Education and Polytechnics lecturers on their pedagogical competencies need for shorthand instructional delivery.

Methodology

Survey research design was used for this study. The choice of the design was based on Kerlinger (2005) emphasized that this design is use when a research work involves the use of questionnaire to seek the opinion of respondents. The basis for adopting this design is to enable the researcher to obtain the opinions of shorthand lecturers on their pedagogical competencies need for shorthand instructional delivery of lecturers in tertiary institutions

in Northern Nigeria. The design was considered suitable because it enables the researcher to understand the social phenomenon from the participants' perspective.

S/N	Items	Mean Scores				Remark
		\bar{X}_u	\bar{X}_c	\bar{X}_p	\bar{X}_y	
1	flexible use of whole-class, group where students discuss a shared task for shorthand instructional delivery.	3.00	3.39	3.12	3.17	HN
2	Appropriate presentation of lesson for shorthand instructional delivery.	3.27	3.42	3.53	3.41	HN
3	Questioning techniques for shorthand instructional delivery.	3.45	3.28	4.00	3.58	VHN
4	Material for instruction are needed for shorthand instructional delivery.	3.64	3.16	3.71	3.50	VHN
5	Effective language for shorthand instructional delivery.	3.64	3.24	3.59	3.49	HN
6	Appropriate time management for shorthand instructional delivery.	3.64	3.33	3.65	3.54	VHN
7	Appropriate evaluation tool for shorthand instructional delivery.	3.27	3.36	3.88	3.50	VHN
8	planning and varying lesson sequences for shorthand instructional delivery.	3.73	3.42	3.71	3.62	VHN
9	Appropriate teaching strategies for shorthand instructional delivery.	3.36	3.89	3.59	3.61	VHN
10	Appropriate tool for development of cognitive skill. for shorthand instructional delivery.	3.82	3.89	3.71	3.81	VHN
Grand Mean		3.48	3.44	3.65	3.52	VHN

It constitutes the most convenient way to obtain real facts and figures needed, in which the results of the analyses were used for decision taking and generalization.

Research Question: What are the pedagogical competencies need for shorthand instructional delivery of lecturers in tertiary institutions?

The result of the descriptive statistics presented in Table 2 indicates that pedagogical skills of lecturers for shorthand instructional delivery in Universities (3.48), Colleges of Education (3.44) and Polytechnics (3.65). The grand mean score of 3.52 obtained indicated that pedagogical competencies need for shorthand instructional delivery of lecturers was highly needed.

Table 2: Pedagogical competencies of lecturers for shorthand instructional delivery of business education lecturers in tertiary institutions

Note \bar{X}_u Mean of Universities Respondent
 \bar{X}_c Mean of Colleges of Education Respondent
 \bar{X}_p Mean of Polytechnics Respondent
 \bar{X}_y Mean of Universities, Colleges of Education and Polytechnics Respondent

Results of Hypotheses

Research Hypothesis One:

There is no significant difference among mean responses of Universities, Colleges of Education and Polytechnics lecturers on their pedagogical competencies need for shorthand instructional delivery.

Table 1:One-way Analysis of Variance for mean difference among the three in tertiary institutions on lecturers' pedagogical competenciesneed for shorthand instructional delivery.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.627	2	.313		
Within Groups	71.605	113	.634	.495	.611
Total	72.232	115			

The result of Analysis of Variance in Table 1 indicates that statistically there was no significant difference in the mean responses of lectures on pedagogical competenciesneed for shorthand instructional delivery: $F(2, 113) = .495, p = .611$. Hence, Hypothesis one was retained. This result of the finding indicated there was no significant difference on the pedagogical skills need for shorthand instructional delivery among lecturers of Universities, Colleges of Education and Polytechnics.

Discussion

The finding of research question 1 and its corresponding null hypothesis 1 revealed that pedagogical competencies need of lecturers for shorthand instructional delivery was high. The finding is consistent with Chang (2015) that pedagogical knowledge of teachers is needed in teaching high class settings. The categories of the pedagogical skills structures needed include: knowledge of educational aim, knowledge of assessment; knowledge of content (teaching about and teaching as content knowledge); knowledge of curriculum; knowledge of learners; knowledge of professional self. Geddis, (2010) and Magnusson (2009) opined that pedagogical skills guide the teacher to plan experiences for their students to make inquiries. It also enables the teachers to elaborate on students' ideas and is able to link same to new contents. Geddis, (2010) the transition from a lecturer-centred to a student's-centred model of instruction requires that lecturers learn a variety of new skills and instructional techniques, and this process may be challenging.

Conclusion

The findings of the present study indicate that pedagogical competencies of lecturers for shorthand instructional delivery are needed in all the tertiary institutions in Northern Nigeria. This cannot be achieved in the hands of lecturers that lack pedagogical competencies for teaching shorthand. The study confirmed that lecturers need to apply pedagogical competencies in teaching shorthand in tertiary institutions in Northern-Nigeria, while the professional business educators adjudged that pedagogical competencies is highly needed, if there should be proper transfer of learning. There is need for training

and re-training of lecturers in pedagogical competencies to enable them impact such knowledge to the learner's which will in turn help them to acquire relevant skills to cope with challenges faced in mastering and teaching the subject effectively and this will help to enhance the academic performance of the students in the shorthand subject.

Recommendations

Based on the outcome of the study, the researcher recommended that:

1. The management of Universities, Colleges of Education and Polytechnics should organize workshop that will help to improve the pedagogical competencies needed by shorthand lecturers for effective instructional delivery in Northern Nigeria.

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