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## Attitude of Office and Information Management (OIM) Students Towards The Learning of Pitman Shorthand

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### ABSTRACT

The study investigated the attitude of Office and Information Management students towards the learning of shorthand. The research design for the study was descriptive research of the survey type. The case-study research design was used. The population for the study was 45, consisting of all Office and Information Management (OIM) students in Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti from 100 – 300 levels during the second semester of 2022/2023 academic session. The total population of 44 was used as the sample but only 36 copies of administered questionnaire were returned which formed the sample for the study. The questionnaire was tested for validity and reliability with a coefficient of 0.76, using cronbach alpha. Data collected were analyzed with frequency count, mean and standard deviation for research questions and hypotheses were tested using PPMC at 0.05 level of significance. The results showed no significant relationship between students' attitude and the factors responsible for students' attitude to learning shorthand, and no significant relationship between students' attitude to shorthand learning and lecturers' disposition towards shorthand learning. It was concluded that factors responsible for OIM students' poor performance or negative attitude to shorthand reside in them and only the teacher with determination to succeed can help them. It is recommended, among others, that Shorthand lecturers should help students by encouraging them, emphasizing the benefits of learning shorthand such as improved communication skill, ability to use it to keep secrets, fast note taking, accuracy in writing, employability, being an accurate worker and being a good memory aid for their bosses, among others.

**Keywords-** Asynchronous, Academic Performance, Retention, Learning, Chemistry, Students.

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### 1. INTRODUCTION

One of the distinguishing qualities of the professional secretary is the ability to write shorthand effectively, that is, being able to transcribe correctly, reflected in producing mailable documents. This means he is not a copy typist or computer operator who only types what he thinks is on paper without recourse to accuracy.

Shorthand system of writing, aiming at speed and accuracy, according to Ajayi (2003), was used in earlier times by many important people like Defoe, Jonathan Edwards, Roger Williams who knew and used shorthand. It was stressed that a surprising account of source material for American history came from records written in shorthand.

In modern times, shorthand is still a potent writing tool in the hands of ready writers. Rayes (2022) noted that it is still used today, especially in fields like journalism, court reporting, and note-taking where fast and efficient writing is crucial for capturing information accurately and quickly and allows one to save much time and greatly increase the speed at which one writes. The study of shorthand in the school curriculum has been a compulsory subject among other business/office related courses. For instance, it is compulsory in the first two years of the National Certificate in Education curriculum for Business Education programme; it is compulsory in the National/Higher National Diploma curricular for Office Technology and Management Programme; and B.Sc. and B.Sc.Ed. programmes of the National University Commission for Office Technology/Information Management. Its retention and relevance are rooted in the fact that it helps to improve students' communication and writing skills which will help to improve their activities in the world of work.

Students' attitude towards the learning of shorthand has not been encouraging as they manifest in such ways as absenteeism, not having required materials for writing shorthand, lack of interest, and perception of the fact that shorthand is a difficult subject, among others. This negative attitude usually affects the performance of students which hinders the purpose of studying shorthand. The study investigated the attitude of Office and Information Management (OIM) students towards the learning of shorthand in Bamidele Olumilua University of Education, Science and Technology, Ikere, Ekiti State.

### **Statement of the Problem**

Over the years, the study of shorthand has been problematic to students as they often perform poorly in the subject. This poor attitude has been investigated by researchers who have found so many reasons ranging from students' perception of difficulty in understanding the subject and not enjoying the shorthand class, lecturers' poor teaching method and attitude, unavailability of resources, teachers' qualifications and teaching experience, learners' socio-economic background, poor English language background, teaching/learning environment among others. This study therefore sought to investigate the type of attitude that OIM students bring into the shorthand class and the factors responsible for such attitude and whether teacher factors contribute to their negative attitude to shorthand study.

### **Purpose of the Study**

This study was conducted to investigate:

1. Office and Information Management (OIM) students' attitude towards the learning of shorthand.
2. Reasons responsible for the attitude of OIM students towards shorthand, and
3. Whether shorthand lecturers' disposition contribute to OIM students' attitude towards shorthand learning.

### Research Questions

1. What type of attitude do OIM students bring into shorthand learning?
2. What factors are responsible for OIM students' attitude towards shorthand learning?
3. How does lecturers' disposition affect OIM students' attitude towards shorthand learning?

### Research Hypotheses

1. There is no significant relationship between OIM students' attitude and factors responsible for OIM students' attitude towards shorthand learning.
2. Lecturers' disposition will not significantly affect OIM students' attitude towards shorthand learning.

## 2. LITERATURE REVIEW

### History of Shorthand

Interest in shorthand rose in 16th-century England, and many new systems were developed, however, it was not until the 18th century that the modern methods were developed in the UK. Several inventors designed their own systems, each with its own benefits and drawbacks. Certain systems, such as Pitman shorthand, rose to become more popular, and some of them are still in use today (Rayes, 2022).

Shorthand is a system of fast writing, representing sounds with signs or symbols and requires the ability to employ the language skills effectively in order to be able to write at high speeds and transcribe back with accuracy. It also deals with only the sounds heard and not the longhand spelling. Shorthand systems use a variety of techniques including simplifying existing letters or characters and using special symbols to represent phonemes, words and phrases. Adombilla, Aburiya and Roger (2018) described it as any system of rapid writing using symbols or shortcuts that can be made quickly to represent letters of the alphabets, words or phrases.

Shorthand study is beneficial in that according to Rayes (2022), it helps to quickly transcribe speech or take notes, helps journalists to create concise notes and quickly report on urgent news stories. Also, people who have much information to write but have not enough time will find shorthand writing extremely useful. Any professional that needs to quickly write down information can benefit from learning shorthand. A secretary taking notes at a meeting or students who want to take faster notes can benefit with shorthand writing.

### Modern Shorthand Systems

There are a number of different shorthand systems currently in use such as Current Shorthand (Henry Sweet), Duployan Shorthand (Émile Duployé), Eclectic Shorthand (J.G. Cross), Gabelsberger shorthand (Franz Xaver Gabelsberger), Deutsche Einheitskurzschrift (German Unified Shorthand), based on the ideas of Gabelsberger, Stolze, Faulmann and other German system inventors; Gregg Shorthand (John Robert Gregg), Pitman Shorthand (Isaac Pitman), but the most popular ones among them include Pitman and Gregg shorthand (Wikipedia, 2023). Rayes (2022) also stated that the two most popular shorthand styles in the UK today are the Pitman and Teeline while Gregg shorthand is also popular in the United States. This study was based on pitman shorthand.

## **Pitman Shorthand**

Sir Isaac Pitman invented this form of shorthand in 1837 and was adjudged to be the easiest to learn then, thus, quickly becoming the most used.

### **Distinctive Characteristics of Pitman Shorthand**

#### **a) Phonetic**

- symbols/signs represent spoken sounds, rather than letters, that is, writing words as they are pronounced and not according to longhand spelling.
- Made up of consonants and vowels as in their pronunciation and spellings.
- Silent letters are not represented in the pronunciation. e.g. tomb, palm, calm, etc.
- Fewer letters are used to represent the pronunciation of words than spelling. e.g. k-aw-t (caught).

**b) Uses Symbols:** The shorthand alphabet consists of thin and thick strokes which represent the consonant sounds, and light and heavy dots and dashes which represent the vowel sounds. Thin strokes represent light sounds, thick strokes represent heavier sounds. Thin strokes are very thin, thick strokes are slight firmer.

**c) Position Writing:** Outlines are written on ruled surface because of the rules of position writing. There are three positions for writing which are first, second and third positions. Vowels (especially the first in a word) determine the position of outlines.

**d) Vocalization:** This is the process of inserting vowels into shorthand outlines.

**e) Principles:** A lot of principles make the learning of Pitman shorthand easy which students must be familiar with. Principles such as: circles, shortforms, phrases, dots, hooks, contractions, intersections, halving, thickening, doubling, etc.

### **Skills Required in the Learning of Shorthand**

Shorthand has been a necessary inclusion in the curriculum of tertiary institutions in the business education/office technology and management/office and information management. These programmes have been designed for students to acquire knowledge, skills and attitudes that are relevant to business and the world of work.

Organizations are fast changing today because of information explosion and the need to process information with high speed. Although information processing has greatly improved with the use of technological advancements, shorthand still remains in the curriculum because it has no duplicate. Its skill possession helps to improve the listening, speaking, reading, and writing skills of the possessor, thereby enhancing his communication skill which is highly needed in today's complex organization. Rayes (2022) affirmed that the shorthand skill is still used and are still valuable in certain professions, such as court reporting and journalism today, and still remains relevant for tasks like note-taking, transcribing, and rapid writing despite advancements in technology.

Rayes averred that shorthand, as an important system, will continue to be used in the future. Also, StudyCorgi (2023) submitted that nowadays, shorthand is mainly used to report legal proceedings, record testimony in courts, and note correspondence in business and also popular at colleges and universities. Five reasons emphasized why shorthand remains a vital skill are: it is fast, does not distract, makes note taking easier, helps to catch the main idea, and, makes you stand out among equals.

In his own views, Atakpa (2013) pointed out that the learner of shorthand has a great role to play in addition to the teacher's directives. The learner should first of all learn the correct sitting position, outline shorthand sequence, be skillful in penmanship (paper and pencil placement), be able to differentiate between consonant strokes - degrees of slope and weight, vowel placements, position writing, copying and reading printed shorthand materials, constant drilling of difficult outlines, and, speed and accuracy development. Furthermore, Ikoye (2016), citing Nwosu (2008) observed that three skills required of a good shorthand writer are manual, aural and mental skills which are of great importance in the study of shorthand.

Manual skill entails skill in the handling of shorthand stationery efficiently and adopting the right position when writing shorthand; aural skill is the ability to discriminate against important and irrelevant sounds; while mental skill is the ability to grasp the sense of the material dictated, concentrate and recall, read, quickly apply the rules to see outlines in advance or visualize outlines during the course of dictation.

Students should have ready attitude and interest in order to succeed in shorthand writing. They should possess the ability to write very well. Students write a wide range of notes in school which can make shorthand writing helpful. StudyCorgi (2023) emphasized that one never writes as much as one does when one was a student and noted that laptops and tablets will not save one from a pen and paper because taking notes is fundamental to the study process, hence writing shorthand can save in such situations when expected to write really fast.

Furthermore, Okoduwa & Onoyovwe (2010) opined that group work and discussion amongst the learner is a good way of improving on the learners. The learner should play taped shorthand materials and should also dictate to himself or herself. This will help them in getting used to different voice principles and intonation. The learner should not ignore the practice of giving at least thirty minutes attention to the learning and practice of shorthand every day.

#### **Teacher's Efforts in Developing Positive Attitude in Students**

The teacher is an important factor in shorthand learning. Teachers must help develop positive attitude in students towards shorthand learning. At the beginning, he should create awareness of the importance of shorthand in relation to their profession and tell them of the need to create interest and time for the study. Students of nowadays are very lazy in studying as they prefer to manipulate phones and be on the social media rather than reading. This is a distraction which hinders students from studying and this affects all their school subjects. Reading shorthand printed outlines will expose students to a wide range of vocabularies, hence it is important that they create time for the study of shorthand because of the benefits derivable from its study.

Also, shorthand must be passed in the OIM curriculum, hence students should work towards achieving success. It has been observed however, that they develop poor attitude to the course. Students' poor attitude include not practicing shorthand even when they are less busy, coming to shorthand classes without pen/pencils, some come with blunt pencils, some come with so small pencils that make it difficult to write legibly and accurately, some come without shorthand pads, no interest at all in learning. When asked to get out of the class for these reasons, they take it with pleasure. All these show poor attitude to shorthand learning.

To perform well, students need to develop positive attitude which the teacher can help to build through cheering them, sharing experiences in shorthand learning, encouraging them to drill shorthand daily, creating time for drilling in the classroom and setting the pace for them, giving assignments and ensuring that they are done well and submitted as and when due, being firm but not too harsh, following up on assignment, allowing a friendly atmosphere in the shorthand classroom, encouraging them on the benefits that can be derived from shorthand writing such as improved communication skill, ability to use it to keep secrets secret (an important quality of a professional secretary), fast note taking, accuracy in writing, and many more.

Furthermore, getting good job at the end of study, being an accurate worker at any type of work environment, and being a good memory aid for their bosses are added advantages of being an effective shorthand writer. They can also be encouraged to use technologies to record graded dictation passages that can be listened to and written any time anywhere.

As part of what the teacher can do to help students learn shorthand effectively, Ikoyo (2016) remarked that when choosing a passage for dictation, the teacher should:

- ascertain the nature of the passage;
- ensure the passage is not too difficult or too technical;
- ensure the passage is interesting to students;
- ensure the passage is not too abstract; and
- ensure the “syllabic intensity” or word composition is not too high.

It is necessary to create natural setting for students to grapple with communicative activities in the shorthand classroom in order to expose them to a wide range of vocabularies as in communicative methodology where attempts are made to give learners of English as a second language the natural setting for them to grapple with communicative activities.

Onyechinyere (2014b) noted that if a classroom is not appropriately managed, there would be chaos and the students resort to some behavioural problems such as absenteeism, noise making, inattentiveness, fighting, going out frequently without reasonable excuses, truancy, aggressiveness, non-compliance, failing to do course assignment, and glorying in flagrant disobedience of the teacher. The teacher should, therefore, guard against these misbehaviors by being learner-friendly, sympathetic, punctual, approachable and democratic so as to create conduciveness in the classroom climate for qualitative learning.

He should, be aware, as Denga (1988) noted, that an irritable, hostile, sarcastic, autocratic, indifferent, laissez faire and impersonal teacher always intimidate and perhaps confuse the students and create unnecessary tension in the classroom, which may not favour desired quality assurance. Nkang (2002) noted that a domineering school teacher would cause the students to work harder and perform well by not giving room for indolence. However, Akpan (2003) advocated that fairness and consistency in dealing should be maintained to ensure credibility in authoritarian technique.

### **Learning and Attitude**

Attitude is an important factor in learning because it determines the success or otherwise of learning. A positive attitude will enhance learning while a negative attitude will hinder learning. Papanastasiou & Zembylas (2002) in Sugano and Mamolo (2021) referred to attitude refers as a way of behavior, thinking, feelings, or response to certain things, people, places, events, or ideas. In the teaching-learning process, students should adopt a positive attitude toward the subject matter because it is an essential feature of the affective domain (Demirel & Dağyar, 2016). Nasr and Soltani (2011) emphasized that student's attitude is one of the primary factors in learning, hence, possessing positive attitudes in students can promote interest and motivation.

Tang and Hu (2022) citing (Dornyei and Ushioda (2013) and Li (2021) noted that various factors can demotivate students to learn such as an unfavorable learning environment, lack of confidence, and teachers' negative attitudes toward students' learning. Although Tang and Hu's study investigated attitude towards language learning, same also goes with shorthand learning because shorthand is patterned after the English language. A simple knowledge and correct use of English language is required for shorthand learning. The passages should be interesting, related to various fields of business which make it easy for students to familiarize with the vocabularies. It was stressed that attitudes are of interest because they often drive behaviour and that people tend to act favourably towards things they like and unfavourably toward things they do not like.

According to Ikoyo (2016), Bloom's Taxonomy of Education identified three major components that are essential in all learning endeavours as the cognitive, psychomotor and effective domains. The cognitive has to do with the intellectual ability of the learner, psychomotor relates to the manipulative skills while the affective domain works with the mind or the inner being of the learner. These domains have been extended to include psycho-social and psycho-productive domains (Koko, 2006). In skill business courses, these domains are very essential because the student must have a level of intellectual ability, skill in finger dexterity as well as sound mind to be able to excel in skill learning. Little distractions during instructions can lead to unsuccessful outcomes. Skill learning requires total concentration, therefore a skill teacher must develop learner's interests and motivation to achieve success (Olise, 2010).

Vundi, Nasongo and Majanga (2011) averred that scholastic achievement is the goal of any training. The trainee's attitude to a subject greatly influences the outcome. They investigated influence of teachers and students' attitudes towards performance in shorthand in Technical Training and their findings indicated that shorthand students had a positive attitude towards the subject although their performance in exams was poor; labeling the subject as difficult influenced the students negatively and greatly contributed to continued poor performance in the subject; teachers developed a positive attitude in the learners by believing in their potential; older students in the secretarial studies course influenced new learners negatively towards shorthand; and poor performance in shorthand was attributed to students' believe that shorthand is not necessary for their career progression. Also, Adombilla, et. al., appraised how students' interest affects students' performance and discovered that, time for practice was not a big challenge to most of the Shorthand students; long passages, inadequate practice time, ability to spell words correctly and relevance of shorthand in secretarial career did not affect students' performance in shorthand.

However, reduction of credit hours, inability to write shorthand outlines and inappropriate placement and identification of shorthand outlines greatly affected students' performance negatively. Onyechinyere (2014a) submitted that the trainee's attitude to a subject greatly influences the outcome and citing Eddy (2002), noted that most students who enroll in secretarial studies at either certificate or diploma levels do not get certificates at the end of their training because of failing in shorthand – considered a key subject in the training of secretaries. Performance in shorthand examinations generally today continues to be poor because the intrinsic desire to excel is lacking in many learners.

Poor performance in shorthand, however, is an indicator that the commitment to attaining the career goal might either be lacking or has been dimmed by either internal or external influences (Onyechinyere, 2014a). It was noted further that learners on the other hand can influence one another to either like or dislike a certain subject. While the entry behaviour of prospective students for a certain course usually exhibits high motivation and desire to excel, starting school and interacting with the continuing students results in development of attitudes towards the subjects to be taught.

When beginners are told by peers that 'they cannot pass a shorthand exam', or, 'the content is too abstract to decipher' or, 'I know people who have good secretarial jobs yet they did not pass in shorthand': this is likely to influence their potential behavior and attitude towards the subject. They will, most likely, develop a negative attitude towards the subject or dismiss it as 'unnecessary bother'. Such students may as a result not do well in the subject.

The study surveyed the influence of the learner's attitude towards shorthand by examining the 'self' and the 'significant other' variables namely subject teachers and course peers, noting that people can change their behaviour in order to conform to those that environment holds as a norm. The case study method was used where all the 80 students and 12 tutors in the secretarial section of four selected Technical Training Institute, made the study population. It was found that labeling the subject as 'difficult' through peer influence resulted in the 'self-fulfilling prophesy' of incapability in the subject. Also, majority found the subject obsolete in today's technologically automated world of a secretary.

### **3. METHOD**

The research design for the study was descriptive research of the survey type. The case-study research design was used. The population for the study was 45, consisting of all Office and Information Management (OIM) students in Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti from 100 – 300 levels during the second semester of 2022/2023 academic session. The total population of 44 was used as the sample but only 36 copies of administered questionnaire were returned which formed the sample for the study. The questionnaire was tested for validity and reliability with a coefficient of 0.76, using crombach alpha. Data collected were analyzed with frequency count, mean and standard deviation for research questions and hypotheses were tested using PPMC at 0.05 level of significance.



#### 4. RESULTS

**Research Question 1:** What type of attitude do OIM students bring into shorthand learning?

**Table 1: Mean responses on OIM Students' Attitude to Shorthand Learning**

S/N	ITEMS	FREQUENCY						
		SA	A	U	D	SD	Mean	Stdv
1	I drill shorthand every day	10(27.8)	21(58.3)	2(5.6)	2(5.6)	1(2.8)	<b>4.03</b>	.910
2	I usually enjoy the shorthand class	15(41.7)	18(50.0)	1(2.8)	2(5.6)	0(0.0)	4.28	.779
3	When we have shorthand class, I am usually happy	16(44.4)	16(44.4)	2(5.6)	1(2.8)	1(2.8)	4.25	.906
4	Shorthand improves my communication skill	11(30.6)	20(55.6)	4(11.1)	0(0.0)	1(2.8)	4.11	.820
5	I love the way my shorthand lecturer teaches us	18(50.0)	17(47.2)	1(2.8)	0(0.0)	0(0.0)	4.47	.560

Table 1 presents the responses of OIM students on their attitude to shorthand learning in frequency counts, percentages, mean and standard deviation. Majority of respondents agreed that their attitude to shorthand learning is positive with the standard mean of 3.00 and weighted mean of 3.65, this implies that OIM students' attitude to shorthand learning is positive.

**Research Question 2:** What are the factors responsible for OIM students' attitude towards shorthand learning?

**Table 2: Mean responses on factors responsible for OIM Students' Attitude towards Shorthand Learning**

S/N	ITEMS	FREQUENCY						
		SA	A	U	D	SD	Mean	Stdv
6	Shorthand is too difficult to learn.	5(13.9)	11(30.6)	6(16.7)	12(33.3)	2(5.6)	3.14	1.199
7	Lack of self-confidence affects my learning of shorthand.	5(13.9)	16(44.4)	3(8.3)	10(27.8)	2(5.6)	3.33	1.195
8	I don't just understand the subject	1(2.8)	7(19.4)	6(16.7)	18(50.0)	4(11.1)	2.53	1.028
9	No time for constant practice and drilling because I offer too many courses per semester	6(16.7)	10(27.8)	3(8.3)	14(38.9)	3(8.3)	3.06	1.308
10	I do not enjoy shorthand class because we are too many	3(8.3)	6(16.7)	3(8.3)	17(47.2)	7(19.4)	2.47	1.230
11	Lack of financial support	10(27.8)	5(13.9)	2(5.6)	12(33.3)	7(19.4)	2.97	1.558
12	I have poor English language background	7(19.4)	5(13.9)	2(5.6)	14(38.9)	8(22.2)	2.69	1.470
13	I cannot concentrate in shorthand classes	4(11.1)	6(16.7)	3(8.3)	15(41.7)	8(22.2)	2.53	1.320

Table 2 presents the responses of OIM students on factors responsible for students' attitude to shorthand learning in frequency counts, percentage, mean and standard deviation. The standard mean is 3.00 while the weighted mean is 2.84, this implies that the respondents did not agree that the factors were responsible for students' attitude to shorthand learning. Out of eight items, students only agreed with items 6, 7 and 9 that shorthand is too difficult to learn, they lack self confidence, and they had no time for constant practice and drilling as a result of too many courses per semester.

**Research Question 3:** How does lecturers' disposition affect OIM students' attitude towards shorthand learning?

**Table 3: Mean responses on Lecturers' Disposition and Students' Attitude Towards Shorthand Learning**

S/N	ITEMS	FREQUENCY						
		SA	A	U	D	SD	Mean	Stdv
14	Lecturers can't cover the required content in a semester	6(16.7)	7(19.4)	1(2.8)	15(41.7)	7(19.4)	2.72	1.427
15	Poor method of lecture delivery	8(22.2)	5(13.9)	3(8.3)	13(36.1)	7(19.4)	2.83	1.483
16	My lecturers make shorthand an interesting and easy subject to Learn	19(52.8)	13(36.1)	3(8.3)	1(2.8)	0(0.0)	4.39	0.766
17	Shorthand lecturers have less interest in students' welfare	9(25.0)	6(16.7)	1(2.8)	12(33.3)	8(22.2)	2.89	1.563
18	I hate shorthand because of the way my lecturer handles us	3(8.3)	6(16.7)	2(5.6)	13(36.1)	12(33.3)	2.31	1.327
19	I like my shorthand lecturer but I don't like shorthand	5(13.9)	10(27.8)	3(8.3)	14(38.9)	4(11.1)	2.94	1.308
20	My shorthand lecturer always makes the shorthand class boring to me	1(2.8)	5(13.9)	1(2.8)	16(44.4)	13(36.1)	2.03	1.108
21	I don't usually attend shorthand class because of my lecturer	1(2.8)	5(13.9)	0(0.0)	15(41.7)	15(41.7)	1.94	1.120

Table 3 presents the responses of OIM students on lecturers' disposition and students' attitude towards shorthand learning in frequency counts, percentage, mean and standard deviation. The standard mean is 3.00 while the weighted mean is 2.77, this implies that respondents did not agree that lecturers' disposition affects students' attitude towards shorthand learning. Only item 16, stating that lecturers make shorthand an interesting and easy subject to learn had 4.39. This means that Lecturers' disposition therefore, does not affect students' attitude negatively.

### Hypotheses Testing

1. There is no significant relationship between students' attitude and factors responsible for students' attitude towards shorthand learning.

**Table 4: Correlation for OIM students' attitude and factors responsible for their attitude to learning shorthand**

		Students' attitude	Reasons for students' attitude
Students' attitude	Pearson Correlation	1	-.150
	Sig. (2-tailed)		.382
	N	36	36
Reasons for students' attitude	Pearson Correlation	-.150	1
	Sig. (2-tailed)	.382	
	N	36	36

Table 4 presents the results of the correlation for students' attitude to shorthand learning and the factors responsible for students' attitude to learning shorthand. The significant value of 0.382 was obtained, which is greater than 0.05, the correlation is not statistically significant, hence, the hypothesis is accepted. There is therefore no relationship between the students' attitude and the factors responsible for students' attitude to learning shorthand.

**Hypothesis 2:** There is no significant relationship between OIM students' attitude and lecturers' disposition towards shorthand learning.

**Table 5: Correlation for OIM Students' attitude and Lecturers' disposition towards shorthand learning**

		Students' attitude	Lecturers disposition
Students' attitude	Pearson Correlation	1	-.095
	Sig. (2-tailed)		.581
	N	36	36
Lecturers disposition	Pearson Correlation	-.095	1
	Sig. (2-tailed)	.581	
	N	36	36

Table 5 presents the results of the relationship between OIM students' attitude and lecturers' disposition towards shorthand learning. The significant value of 0.581 was obtained. The significant value is greater than 0.05, the correlation is not statistically significant, hence, the hypothesis is accepted. There is therefore no relationship between OIM students' attitude to shorthand learning and lecturers' disposition towards shorthand learning.

## 5. DISCUSSION

The results show that there is no significant relationship between OIM students' attitude and the factors responsible for their attitude to learning shorthand. This means that they drill shorthand every day, usually enjoy the shorthand class, they are usually happy with shorthand lecturers, they had their communication skill improved and of course, they loved the way the shorthand lecturers taught them. The results also show that there is no significant relationship between students' attitude to shorthand learning and lecturers' disposition towards shorthand learning. This means that OIM students do see shorthand as too difficult, they do not lack self-confidence, they understood the subject, they had time for constant practice, they enjoy shorthand classes, they are not affected by finance, their English knowledge is adequate and they do not find it difficult to concentrate in class.

These results are in line with Vundi, Nasongo and Majanga (2011) who investigated influence of teachers and students' attitudes towards performance in shorthand in Technical Training and found that shorthand students had positive attitude towards the subject although their performance in exams was poor; labeling the subject as difficult influenced the students negatively and greatly contributed to continued poor performance in the subject; teachers helped to develop a positive attitude in the learners by believing in their potential; older students in the secretarial studies course influenced new learners negatively towards shorthand; and poor performance in shorthand was attributed to students' believe that shorthand is not necessary for their career progression.

The results also agreed with Adombilla, et. al., (2018) study which appraised how students' interest affects students' performance and discovered that, time for practice was not a big challenge to most of the Shorthand students; long passages, inadequate practice time, ability to spell words correctly and relevance of shorthand in secretarial career did not affect students' performance in shorthand while reduction of credit hours, inability to write shorthand outlines and inappropriate placement and identification of shorthand outlines greatly affected students' performance negatively.

Furthermore, the results corroborate Onyechinyere's (2014a) study on the influence of learner's attitude towards shorthand by examining the 'self' and the 'significant other' variables namely subject teachers and course peers and found that labeling the subject as 'difficult' through peer influence resulted in the 'self-fulfilling prophesy' of incapability in the subject. Also, majority found the subject obsolete in today's technologically automated world of a secretary. Poor performance in shorthand, therefore as Onyechinyere (2014a) noted, is an indicator that the commitment to attaining the career goal might either be lacking or has been dimmed by either internal or external influences.

## 6. CONCLUSION

Based on the findings, it was concluded that factors responsible for OIM students' poor performance or negative attitude to shorthand reside in them and only the teacher with determination to succeed can help them. The teacher should help to ginger up students' interest towards the learning of shorthand to concentrate more by engaging them in more activities such as self recording of passages making use of their cell phones, constant writing and drilling of consonant strokes and shortforms and phrases as assignment and follow them up, among other things.

## 7. RECOMMENDATIONS

Based on the findings of the study, it is recommended that:

- Shorthand lecturers should help students by encouraging them, emphasizing the benefits of learning shorthand such as improved communication skill, ability to use it to keep secrets, fast note taking, accuracy in writing, employability, being an accurate worker and being a good memory aid for their bosses.
- The teacher should guard against students' misbehaviors in the shorthand classroom by being learner-friendly and approachable but firm so that students' do not take him for granted.
- Technology can be used to enhance the teaching and learning of shorthand instead of it being a hindrance.
- Teachers should follow up students when given assignment and those who do theirs should be rewarded.
- Seeing their teachers demonstrate shorthand writing may encourage them.

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