

READINGS IN VOCATIONAL EDUCATION

BOOK TWO

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EFFECT OF DEMONSTRATION AND INDIVIDUALIZED METHODS OF TEACHING ON STUDENTS' ACHIEVEMENT IN SHORTHAND

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INTRODUCTION

In 1977, the Federal Government of Nigeria launched a New National Policy on Education titled the 6-3-3-4 System of Education. According to the New National Policy on Education (1981) the aim of the new system, among other things, is to prepare Secondary School Leavers for useful living.. The Secondary School is also expected to provide opportunities for education of a higher quality to Primary School Leavers to equip them to live effectively in our modern age of Science and Technology.

The Business studies components on the Policy consists of typewriting, shorthand, Book-keeping, Commerce and Office Practice, all fused into one for the Junior Secondary. Shorthand is introduced in the second year during which time, it is hoped, an adequate foundation would have been laid in English Language. However, at the Senior Secondary School level, Business Subjects are conceived as single subjects students have the option to offer three of the subjects at the senior secondary 1, but they are expected to concentrate on two of these subjects at both Senior Secondary 11 and 111, in addition to the other six core subjects (viz: Mathematics, English Language, one Nigerian language, Physics or Chemistry or Biology, Literature in English or History or Geography, and Agricultural Science or a Vocational Subject). The New National Policy on Education requires all students to have a pre-vocational orientation to Business Studies.

According to McNicol (1968), Shorthand, Typewriting and Office Practice are the 'Big Three' in Business Education. Grank, (1982) cited in Davis and Oladunjoye (1990) stated that "shorthand is one of the cornerstone subjects of Business Education". Davis and Oladunoye further said that shorthand has a perceived notoriety for being a difficult subject. Because of this believe, fewer students

are registering for this important subject. In fact, students are literally “running away” from it.

It has been observed that the long history of shorthand has been pervaded by the consistently high failure rates that run through it like a “magic wand”. This has held true irrespective of whether shorthand is taught to learners in private commercial institutes, government owned Civil Service Training or Staff Development Centres, Polytechnics or Universities. Post Primary Institutions such as the Junior and Senior Secondary Schools of the 6-3-3-4 educational system, have not escaped. Today, many more students, teachers, parents and school administrators, in fact, the public have become aware of the alarming failure and drop-out rates in shorthand. Therefore, all the efforts geared towards improving students performance in the subject would be well worth their while.

PURPOSE OF THE STUDY

To ascertain whether demonstration method is significantly differed from individual need in terms of effects on students mean score achievement in shorthand.

RESEARCH HYPOTHESIS

H₀₁ There is no significant difference between the mean scores of students taught shorthand with demonstration method and those taught with individualised instruction method.

METHODOLOGY

Population: The population for the study was made up of the entire 95 senior secondary 11 students (SS 11) offering Business Studies in a private school in Calabar. **Sample:** From the population, forty (40) students were randomly selected for the study. Of this number, there were twenty girls and twenty boys.. These were further split into two groups (A and B) of ten boys and ten girls each. A pre-test was administered to ascertain the subject entry level competencies in shorthand theory and their homogeneity. The two groups, “A” and “B” were then exposed to three topics in shorthand, using demonstration and individualised methods of instruction, respectively.

RESULT AND DISCUSSION

TABLE 1

GROUP 'A' - DEMONSTRATION METHOD

Raw Scores

S/N	Students' No.	Pre-test Score (%)	Post test Score (%)
1.	A 12301	62	70
2.	A 12302	70	75
3.	A 12303	55	60
4.	A 12304	45	50
5	A 12305	77	80
6	A 12306	50	55
7	A 12307	64	70
8	A 12308	74	80
9	A 12309	65	65
10	A 12310	57	65
11	A 12311	40	50
12	A 12312	50	60
13	A 12313	60	66
14	A 12314	50	55
15	A 12315	74	80
16	A 12316	80	85
17	A12317	69	75
18	A 12318	55	65
19	A 12319	50	60
20	A 12320	78	85

TABLE 11**GROUP 'B' - INDIVIDUALISED INSTRUCTION METHOTH****Raw Scores**

S/N	Students' No.	Pre-test Score (%)	Post test Score (%)
1.	B 12301	50	45
2.	B 12302	60	55
3.	B 12303	54	40
4.	B 12304	70	50
5	B 12305	65	40
6	B 12306	57	45
7	B 12307	42	30
8	B 12308	74	50
9	B 12309	53	30
10	B 12310	65	45
11	B 12311	42	35
12	B 12312	45	30
13	B 12313	72	50
14	B 12314	50	40
15	B 12315	62	35
16	B 12316	55	45
17	B12317	80	60
18	B 12318	75	60
19	B 12319	62	50
20	B 12320	70	65

TABLE 111

**SUMMARY OF TABLE SHOWING RELEVANT
PARAMETERS FOR STUDENTS' t-RATIO**

Item	Demonstration Method (X_1)	Individualized Instruction Method (X_2)
Mean	70.05	45.15
SD	11.57	10.10
Standard Error	2.65	2.32

From the above Tables and the detailed analysis of the scores, the Null Hypothesis was therefore rejected and the alternative hypothesis accepted - there was significant difference between the mean scores of Demonstration Method of Teaching. The demonstration method with an overall mean score of 70.05% was significantly better than the individualised method with a mean score of 45.15%.

It could be observed that on account of disparity in Individual learning abilities, the scores in Individual Method experienced more violent fluctuations than the demonstration method. The demonstration method facilitated learning through the association phenomenon. Students under demonstration easily associated new things learnt with the demonstrations or illustrations used by the teacher.

CONCLUSION

Teaching methods have variously been referred to as "organisation patterns, "teaching techniques", "instructional strategies." etc. Since teachers have been given responsibility by society to guide and assist learners to acquire knowledge, skills and attitudes that will make them useful members of the society, any and every teacher owes it to himself and his learners the duty of becoming fully familiar with these various methods so that he can select any one or a blend of some of them, as

appropriate, considering his teaching style and the style of his learners, the age of this learners and the socio-economic backgrounds of their parents, including the institutional environment.

RECOMMENDATION

From the result of the study, it is recommended that Business Teachers should lean more on demonstration method of teaching shorthand. Demonstration enhances the opportunity for students to observe the teacher and realise that what is being taught is possible.

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