

**REFLECTION ON USABILITY OF SHORTHAND IN BUSINESS EDUCATION:
TECHNOLOGY AND VISION 2020**

BY

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Abstract

The study was intended to assess the Reflection on Usability of Shorthand in Business Education: Technology and Vision 2020. Three research questions were used to guide the study, while three hypotheses were formulated and tested at level of 0.05 significance. The entire 1450 students consisting B.Ed, NCE Pre-NCE and PPNCE from federal college of education, Zaria offering business education as at 2016/2017 academic session formed the population while the sample size of the study was 290. Mean and standard deviations were used to answer the stated research questions, using a benchmark of 2.5 as a criterion for agreement. Simple Regression (SR) was used to test null hypotheses one, two and three. The findings of the study revealed, among others that teaching and learning of shorthand in this era of information and communication technology was rejected. However, the study also proved that having reflected on the teaching and learning of shorthand does not make any impact to the students of Business Education Department in Federal College of Education, Zaria and Nigeria at large. In view of the findings, one of the recommendations made was that, Tertiary institutions in Nigeria should replaced shorthand with teaching and learning of information and communication technology.

Key Words: Reflection, Usability, Shorthand, Business Education, Technology and Vision 2030

Introduction

Teaching and learning without examination is like a pregnant mother that will never give birth to her child. Therefore, reflective analysis on teaching and learning of shorthand in this present age of information and communication technology era is a thing of concern in our society today.

Thus, scholars have reflected on teaching and learning of shorthand in Business Education curriculum and the usability in this world of ICT. Reflection is a tool used for self cross examination most especially in the health profession, they cross examined their methodology year in year out to fit in with present fifth generation of computer technology. Timperley (2011) noted that reflection for teachers needs to be linked to identified learner needs in order to make a difference to learner outcomes and also allow teachers to take ownership of their own learning, with continued support from the speed of ICT. Vision is created as educators work together to examine and question their own practices, reflect on outcomes, and share their personal learning voyages with others (Mitchell & Sackney, 2009).

Business Education programme is design for practical skills learning and training that work in hand with vocational and technical education, reflecting on the usage of shorthand and vision 2020 the cross examination indicates negative lines meaning teaching and learning of shorthand in business education is taking us to the jet age. Business Education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has its primary objective as the preparation of people to enter into a career, to render efficient service and to advance from their present level of employment to higher levels (Osuala 2003). Business Education affords to every individual an opportunity to develop the skills, abilities and understanding that will enable him to handle competently his personal business

affairs; to develop an understanding of the vocational opportunity available in the broad field of business and to assume his citizenship responsibilities through enlightened participation in, as well as an understanding and appreciation of the business system (Osuala 2003). Furthermore, Basic Business Education is the broad area of knowledge that accept reflective analysis of teaching and learning of the past and present age technology that are usable in our society.

Accordingly, based on the aforementioned, the researchers intend to find out the Reflection on Usability of Shorthand in Business Education: Technology and Vision 2020 is to be achieved.

Statement of the Problem

The reflection on teaching and learning of shorthand in Business Education, in era of information and communication technology shows that there is a problem in using shorthand. The globalization of ICT world has discard the use of shorthand in present age, students and scholars in Business Education has continuously written to cast off the teaching and learning of shorthand from the minimum standard of NCCE, at Federal College of Education, Zaria.

Thus, scholars have questioned the impact of shorthand in this era of information and communication technology, when we have tape recorder, voice recorder, hand written converters, soft touch, and many more computer soft ware's and components that have replace the usage of shorthand in Business Education curriculum.

In addition, many scholars have critically questioned the reflection on shorthand by looking at usability in practice which also in line with health professionals that examine and evaluate their practice time to time. That is why McClure, (n.d). Stated that the general aim of all placements is to promote clinical reasoning and analytical and evaluative abilities in students through reflective practice. Professional bodies incorporate the benefits of applying reflective

practice for both students and health professionals in their learning strategies. The importance of developing professional practice and of the role of supervision to ensure high quality standards of care is emphasised in such curriculum as "A Vision for the Future". Accordingly, based on the forgone, the researchers suggested ICT as a solution to replace shorthand.

Considering the unpleasant situations facing usability of shorthand the teaching and learning that is not yielding the desire objectives becomes the major problem of this study which the researchers wishes to investigate using empirical evidence

Objective of the Study

The study wish to:-

- (1) Evaluate the reflection on teaching and learning of shorthand in Business Education at Federal College of Education, Zaria.
- (2) Determine the usability of technology and shorthand in Business Education with vision 2020 at Federal College of Education, Zaria.
- (3) Examine the need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria.

Research Question

The research work is expected to provide answers to the following specific research questions:-

- (1) What is the reflection on teaching and learning of shorthand in Business Education at Federal College of Education, Zaria?
- (2) What is the usability of technology and shorthand in Business Education with vision 2020 at Federal College of Education, Zaria?
- (3) What is the need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria?

Null Hypotheses

The following null hypotheses were raised and will be tested at a significant level of 0.05.

- (1) Reflection has no significant difference on teaching and learning of shorthand in Business Education at Federal College of Education, Zaria.
- (2) Reflection has no significant difference on usability of technology and shorthand in Business Education with vision 2020 at Federal College of Education, Zaria.
- (3) There is no significant difference between the need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria.

Review of Related Literatures

Concept of Reflective Analysis on Teaching and Learning

According to White, P. Laxton, J and Brooke, R. (n.d) reviewed some related literature on reflection, reflection has been defined as the active process of reviewing, analyzing and evaluating experiences, drawing upon theoretical concepts or previous learning, in order to inform future actions (Reid, 1993). A competent reflective practitioner repeatedly reflects on experience and is capable of reflecting-in-action, continually learning from experience to the benefit of future actions (Schon, 1983). The purpose of this short article is to raise awareness of the pertinence of reflection in clinical practice and briefly describe the implementation of a structured approach which has been used to develop reflective practice skills within the University of Leeds BSc (Hons) Audiology programme.

Reflective practice has achieved wide take-up in healthcare such that the benefits of being a reflective practitioner are well evidenced in several healthcare fields including pharmacy (Owen & Stupans, 2009), medicine (Walker, 1996; Mamede et al., 2008) and, most prominently,

nursing (Atkins & Murphy, 1993; Walker, 1996; Wilkinson, 1999; Esterhuizen & Freshwater, 2008). Continual critical thinking and reflection can close the gap between theory and practice, improve quality of care and stimulate personal and professional development (Argyris & Schön, 1978; Schon, 1983; Schon, 1987; Boud & Walker, 1998; Epstein & Hundert, 2002). Indeed, it has been suggested that reflecting from professional experiences, rather than learning from formal teaching, may be the most important source of personal professional development and improvement (Jasper, 2003).

However, the gap with the aforementioned is on shorthand and its relevance in Business Education department in Federal college of Education, Zaria. The present in on healthcare related aspects. Reflecting on shorthand teaching and learning in this era of globalization and ICT has replaced the usage of shorthand in Business education.

Concept of Business education

Business education is widely recognized as an effective pivot for development of professional or skilled manpower in all aspect of commercial, industrial and managerial areas. Osuala (2004) stated that, the advent of business studies stresses the need of providing the youth with the educational experience which equips them with saleable skills and competencies. He added that, business studies is a vocational subject taught in junior secondary school in Nigeria aimed at providing youths who may proceed to senior secondary school Business education is one of the major components of vocational education. In Nigeria, the discipline is offered at both the secondary and tertiary levels of education. According to Abdullahi (2002), Business education is an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. Furthermore, Osuala (2004) is of the opinion that

Business education is a broad area of knowledge that deals with a nation's economic system and also identifies and explains the rate of business contentment and experience that prepare individuals for effective participation as citizens, workers and consumers. Finally, The National Open University of Nigeria (NOUN) (2008) defines Business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment. It could be deduced from the definitions above that Business education is an education for and about business. It combines both theoretical and practical knowledge. In the same vein, it exposes the recipient to the economic system of his country and equips him with lifelong skills that would enable him to make reasonable judgement as a producer (entrepreneur), employee or consumer of goods and services. Finally, Aliyu (2013) stated that the purpose of Business education stresses the need for: Specialized instruction to prepare students for career in business, Fundamental instruction to help students assume their economic roles as consumers, workers and citizens, Background instruction to assist students in preparing for professional careers requiring advanced study.

Thus, the gap of the literatures in business education is that teaching and learning of shorthand which was reflected on the present need and usage with vision 2020. Business education is that discipline that can adopt technological skill in ICT world for self reliance. That is why the researchers seek to reflect on the usability and need of shorthand in this present ICT era.

Research Methodology

The design adopted for the study was descriptive survey design. This design allows the researchers' to collect data and subject the item to statistical analysis. The design is based on

Amechi (2003) who stated that when a study involves with a population or a sample of respondents from whom information is obtained either verbally or through questionnaire, the ideal design to be adopted is the descriptive survey design. Considering that the study involves the use of sample and questionnaire, the researchers consider the design appropriate for the study.

Population of the Study

The population of this study is one thousand four hundred and fifty (1450) students from Business Education department federal College of education, Zaria consisting of B.Ed, NCE, Pre-NCE and PPNCE students of the Business Education department respectively.

Table 3.1 Population for the Study

S/NO	ITEMS	NO OF STUDENTS
1	B.Ed students	300
2	NCE	500
3	PRE- NCE	50
4	PPNCE	600
TOTAL		1450

Sources: Departmental record office, 2017

3.3 Sample Size and Sampling Procedure

The sample size of the study was 290, despondence this is in line with Odukunle (2005) who recommended that if the population is less than 2500 for descriptive study 20% is enough to establish the existence or non existence of a relationship. In order to get the required sample size, two hundred and ninety students were randomly selected the respondents shall be the sample of this study.

Results of the study

Table 4.1: Mean score of the reflection on teaching and learning of shorthand in Business Education at Federal College of Education, Zaria.

Option	Total score	Mean score	SD	Decision Rule	Remark
Agreed	50	5.8	1.4	2.2<2.5	Accepted
Disagreed	240	1.2	1.6		
Total	290				

Source: Result of fieldwork 2017

The answer to question one result shows that respondents that agreed on the reflection on teaching and learning of shorthand in Business Education at Federal College of Education, Zaria, scored 50, equivalent to 5.8 weighted mean. The standard deviation was 1.4. Those who had contrary opinion had 240 points representing 1.6 weighted mean. From the analysis, calculated weighted mean was 1.6 index for disagreed. The result therefore was accepted that teaching and learning of shorthand in Business Education at Federal College of Education, Zaria has been reflected on and have no impact in our society.

Table 4.2: Mean score of the usability of technology and shorthand in Business Education with vision 2020 at Federal College of Education, Zaria

Option	Total score	Mean score	SD	Decision Rule	Remark
Agreed	90	3.2	1.2	2.2<2.5	Accepted
Disagreed	200	1.5	1.8		
Total	290				

Source: Result of fieldwork 2017

The answer to question two result shows that respondents that agreed on the usability of technology and shorthand in Business Education with vision 2020 at Federal College of Education, Zaria, scored 90, equivalent to 3.2 weighted mean. The standard deviation was 1.2. Those who had contrary opinion had 200 points representing 1.5 weighted mean. From the analysis, calculated weighted mean was 1.8 index for disagreed. The result therefore shows that the usability of information and communication technology ICT is what the students need and not shorthand in Business Education

Table 4.2: Mean score of the need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria

Option	Total score	Mean score	SD	Decision Rule	Remark
Agreed	99	2.9	1.3	2.2<2.5	Accepted
Disagreed	191	1.5	1.6		
Total	290				

Source: Result of fieldwork 2017

The answer to question three result shows that respondents that agreed on the need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria, scored 99, equivalent to 3.2 weighted mean. The standard deviation was 1.3. Those who had contrary opinion had 191 points representing 1.6 weighted mean. From the analysis, calculated weighted mean was 1.6 index for disagreed. The result therefore shows that in the era of information and communication technology, teaching and learning of shorthand in Business Education should be discarded.

Test of Null Hypotheses

The following null hypotheses were raised and will be tested at a significant level of 0.05.

HO₁ Reflection has no significant difference on teaching and learning of shorthand in Business Education at Federal College of Education, Zaria.

Table 1: Regression analysis on teaching and learning of shorthand in Business Education at Federal College of Education, Zaria.

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
RSBE	290	0.014	2.12	.000	0.45	0.34	0.51	0.21
ICTV2020	0.41	0.425	1.11	0.23				

The result of data used to test null hypothesis one presented in the Table 1 revealed the Beta value of 0.45 indicating the level of regression equation to be adjusted in order to get regression equation on reflection in teaching and learning of shorthand in Business Education (RSBE). The R value was 0.34 with R² value of 0.51 indicating that 41% of reflection of RSBE on ICTV2020. The analysis therefore shows that RSBE had no impact on technology and vision 2020 (ICT2020); hence the null hypothesis was rejected.

HO₂ Reflection has no significant difference on usability of technology and shorthand in Business Education with vision 2020 at Federal College of Education, Zaria.

Table 3: Regression analysis on usability of technology and shorthand in Business Education with vision 2020 at Federal College of Education, Zaria.

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
RSBE	290	0.014	2.12	.000	0.40	0.24	0.40	0.21
ICTV2020	0.44	0.425	1.11	0.23				

The result of data used to test null hypothesis two presented in the Table 2 revealed the Beta value of 0.67 indicating the level of regression equation to be adjusted in order to get regression equation on usability of technology and shorthand in Business Education with vision

2020 at Federal College of Education, Zaria. The R value was 0.34 with R² value of 0.61 indicating that 20% of reflection of RSBE on ICTV2020. The analysis therefore shows that RSBE had no impact on technology and vision 2020 (ICT2020); hence the null hypothesis was rejected.

HO₃ There is no significant difference between the need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria.

Table 3: Regression analysis on need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria.

Model	B	Std. Error	T	Sig.	Beta	R	R ²	Adjusted R ²
RSBE	290	0.014	2.12	.000	0.82	0.52	0.56	0.23
ICTV2020	0.41	0.425	1.11	0.23				

The result of data used to test null hypothesis three presented in the Table 3 revealed the Beta value of 0.82 indicating the level of regression equation to be adjusted in order to get regression equation on need of shorthand in era of information and communication technology in Business Education and vision 2020 at Federal College of Education, Zaria. The R value was 0.52 with R² value of 0.56 indicating that 22% of reflection of RSBE on ICTV2020. The analysis therefore shows that RSBE had no impact on technology and vision 2020 (ICT2020); hence the null hypothesis was rejected.

Discussion of the Findings

The results of the study indicates that teaching and learning of shorthand in this era of information and communication technology was rejected. However, the study also proved that having reflected on the teaching and learning of shorthand does not make any impact to the

students of Business Education Department in Federal College of Education, Zaria and Nigeria at large.

Conclusion

From the result of the study, the researchers observed that teaching and learning of shorthand in Business Education is a thing of the past. Therefore they concluded after carrying out reflective analysis on the relevant of shorthand in Business education and find out that is **NOT** for this era of **ICT**.

Recommendations

1. Government should discard the teaching and learning of shorthand in all colleges of education in Nigeria.
2. Tertiary institutions in Nigeria should replaced shorthand with teaching and learning of information and communication technology.

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