

BIBLIOGRAPHY

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ABSTRACT

This study aimed to assess the stenographic skills of Technical Education Students at Eastern Luzon Colleges-Benguet. The objectives of the study were to determine: 1) the socio-economic profile of the respondents in terms of age, gender, NSAT result, ethnic group, and educational attainment of parents; 2) the level of attainment of stenographic skills; 3) the level of difficulty in stenographic skills of Technical Education Students; and 4) the extent of effectiveness of the methods and strategies used by the teacher teaching shorthand writing.

The results of the study shows that majority of the respondents belong to the age category of 18 to 19 years; more female; have NSAT result belongs of 70 percent and below; Kankana-ey ethnic group registered the highest number; education of the parents of the respondents varied from elementary to college.

The level of attainment of stenographic skills in reading of basic shorthand, writing shorthand, taking down dictations and transcribing is moderately attained by the respondents' profile. On the other hand, the level of difficulty in stenographic skills as perceived by the respondents is moderately difficult; and the extent of effectiveness of

methods and strategies used by the teacher in teaching stenographic skills ranging from slightly to moderately effective.

The respondents differ along the level of attainment of stenographic skills, level of difficulty of methods and strategies used by teachers in teaching stenographic skills of technical education students along the identified profiles of the respondents.

The study recommended the following: the need to improve the level of attainment of stenographic skill of the respondents from moderately attained to very slightly attained; there is a need to find remedies to lessen the degree of difficulty in stenographic writing by using the methods and strategies appropriate for the purpose; the methods and strategies perceived to be more frequently used and those that remedial measures can supplement them; there should be a study to find out why few males go into stenographic course; and there should also be an efforts on the parts of the teacher to enhance reading of basic shorthand and enhance students transcribing skills.

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INTRODUCTION

Background of the Study

Shorthand writing, also known as Gregg's shorthand had been used for quite a long time already. Knowledge of this particular discipline is usually required of court stenographers, office secretaries and assistants to managers and executives. Even students need shorthand writing in note taking when their professors are lecturing. Whether you decide to work in the Philippines or abroad and your job requires you to transcribe, takes dictation or communicate in writing shorthand writing will always be an additional skill advantage.

Shorthand writing is very difficult for all the first timers as the learners need the individual's full concentration in writing the strokes of the different alphabets, the measurements and the curves on how it should be written.

Shorthand is the shortcut method in taking down dictations and as tool in the construction of an outline for any word in the English language It can be an abbreviating device, brief forms, word beginnings and endings, phrasings that will enable individual to write at high speeds with greater ease facility, also to non-shorthand factors as spelling, punctuation and vocabulary factors which are important in the development of a rapid and accurate transcriber.

In most cases, secretaries of any business firms mostly use Shorthand writing in times of meetings, seminar discussions, and law firms and most



especially in court proceedings. Company secretaries usually use shorthand writing as their basic skills. Examples of this are the individual secretaries.

Educational secretaries also work in universities and in the elementary and secondary schools. As Nimfa de Vera said, Technical Secretaries work for engineers and at scientists' offices, while medical secretaries work in hospitals, doctor's clinics or dentist's offices, insurance companies and medical supply companies. The duty of a secretary includes filling up hospitalization forms, making appointments, ordering supplies and using shorthand writing before finalizing it into transcription; transcribing records of patients and patients for examination. A legal secretary may work for a lawyer in a law firm or a large corporation with a number of attorneys. The demands for good secretaries who can take dictations and can transcribe rapidly and accurately is increasing and all indications are that this demand will continue to grow in the years ahead. This is because transcribing and dictations are considered the twin skills which corporate and company executives look for from their secretaries so that all they do will just to sign what has already been done by them. Secretaries who know how to operate to use dictating and transcribing equipment as well as the word processing computers in their company are very much in demand.

Dictation can be recorded in various types of mechanical devices, but these devices cannot replace competent shorthand writers. A major reason for this is that shorthand is such a convenient tool which machines cannot do.



Most business executives prefer to dictate to a secretary for several reasons rather than to machines. Taking dictations in shorthand can be used during business conferences and or college classes. Basic stenographic skills can develop the ability to write by shorthand at as faster than average rate, to maintain alertness to note down what is being dictated by corporate executives or supervisors as well as lectures of teachers and instructors.

Shorthand writing skills is particularly necessary for office secretaries or assistant whether on an organization or in an office such as when one is a court stenographer. Very often a secretary has to take dictations from his or her superior when preparing business communications and legal documents. Even in preparing decisions in legal cases, preparations of contracts, wills and deeds knowledge of Gregg shorthand or stenography always an advantage.

To help overcome one of the most serious deterrents to rapid and accurate transcription, a limited vocabulary transcriptions word study is presented. Reading and writing practice, alphabets, brief forms, dates and months, and business letters.

Examples of alphabets are: A, B, D, E, F, G, K, L, M, N, O, P, Q, R, S, T, V, W, X, Y.

Brief forms, phrases and derivatives are: be/by, they, when, however, we are to me, dear madam, dear miss.



For days and months are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December.

Names of persons: Jenny, Robert, Jane, Grace, Greg. Mary, Alice, Annie.

The secretary also needs to know the reading and writing drills wherein she is going to transcribe the letter into shorthand strokes

This study was conceptualized to find out the importance of using Gregg shorthand; building transcription skills, reading and writing practices, spellings, grammars and vocabulary development. The knowledge gained from the study would enable the students to develop the mastery of English on order to effectively communicate.

Students of stenography should also understand how to relate the skills in this field to other skill activities such as typewriting skills, vocabulary competence, and knowledge of correct grammar especially in the English language. In fact the used of computer nowadays is a welcome development which students in stenography should take advantage. The word processing software is in fact an editing device which can correct grammatical errors of both the secretary and his boss or superior.

Despite the advances in communication technology, however, there is always he need for competent people to maximize heir use and services. The fundamental skills of shorthand writing will always find applicability and creative



people will always find a ways to enhance their work outputs when their skills utilize these modern technologies.

Statement of the Problem

This study aimed to assess the stenographic skills and difficulties of technical education students at Eastern Luzon Colleges-Benguet Specifically. It sought to answer the following questions:

1. What is the socio-economic profile of the respondents in terms of age, gender, NSAT result, ethnic group and educational attainment of parents?
2. What is the level of attainment of stenographic skills of technical education students at Eastern Luzon Colleges-Benguet?
3. What is the level of difficulty in stenographic writing of technical education students at Eastern Luzon Colleges-Benguet?
4. What is the extent of effectiveness of the methods and strategies used by the teacher teaching shorthand writing?

Objectives of the Study

The study has the following objectives:

1. To determine the socio-economic profile of the respondents in terms of age, gender, NSAT result, ethnic group, and educational attainment of parents.
2. To determine the level of attainment of stenographic skills of technical education students at Eastern Luzon Colleges-Benguet.



3. To determine the level of difficulty in stenographic writing of technical education students at Eastern Luzon Colleges-Benguet.

4. To determine the extent of effectiveness of the methods and strategies used by the teacher teaching shorthand writing of technical education students at Eastern Luzon Colleges-Benguet.

Significance of the Study

Office assistant, which includes secretaries and stenographers, are needed in every type of organization to assist supervisors, managers and executives in carrying out their duties and responsibilities.

Modern technology has created the information age, providing management with abundant and rapid flow of information for decision making. Many office workers who performed some types of jobs have been replaced by machines but secretaries will not be replaced by machines. The assistant or secretary provides the human element in today's rapid and constant flow of information. Stenographers are knowledgeable workers who deal with steno typing, oral and written communications and facilitate the flow of information in and out of the workplace.

This study therefore is very significant in many aspects, First, it will be a part of the database in this particular field which is the shorthand writing offered in the first year college. For the administrators to be guided on what they should provide to help the students receive better instructions and to be competitive with



others. The findings can help school owners and administrators understand the needs of their faculty and employees and thus motivate them to work harder and be more effective.

The study can also guide the instructors on what they need in guiding the students to learn very well the things to know in shorthand writing. Reading and Transcribing shorthand strokes into paragraphs, phrases or business letters. This will also be advantageous for the students considering that they will be given the necessary and full attention, guidance and assistance. Thus better instruction is expected to come in and they can be very competitive when they enter the actual use of shorthand in the business world, whether in private or government sector.

Scope and Delimitation of the Study

The study was conducted at Eastern Luzon Colleges- Benguet. The subjects of the study are computer secretarial students.

The topics included in the study were delimited to the socio-economic profile of the respondents; the level of attainment of stenographic skills of technical education students; the level of difficulty in stenographic skills of technical education students; and the extent of effectiveness of the methods and strategies used by the teacher in teaching stenographic skills.

It is delimited to determine the significant difference of the perceptions of the respondents along the attainment of stenographic skills, difficulty in methods



and strategies used by teacher in teaching stenographic skills along the profile of the respondents.



REVIEW OF LITERATURE

Socio-Economic Profile

Bugal (1998) stated that age influence the development of skills in speaking, reading and spelling. Similarly, Cuyan (1998) concluded that age is significantly related to their performance in reading because the older, the better they comprehend.

Ruiz (1989) found that females performed better than males in listening comprehension and reading comprehension. Bomogao (1998) also found that gender and academic performance had higher ratings than males.

Other finding by the same author, freshmen showed moderately skills in writing and reading strokes and doing the operations but fair in taking down dictations, transcription skills, measuring, decimals, punctuations, spelling grammar and the forms of business letters.

Zoubek (1981) stated that woman achieved higher than men in dealing with Gregg shorthand and men achieved lower than women in dealing with computational ability.

Brown as cited by Boleyley (1998) found that gender and economic status affect the performance of students.

Gender has an effect on ones production and reception of language as claimed by Boleyley (1998). Several studies conducted in United States, confirm



this claim, like that of Takoff, Tannen and Nilsen which revealed that American Females Speakers produce standards language than males.

Villaflor (1996) study showed that females perform better on all learning skills except in writing where the males showed better performance. As affirmed by Mila (1992) as cited by the same author, the females are more competent than their male counterpart. Moreover, the result of the study affirms the finding of Oasan (1979) as cited by Lalan (1987), the females perform better in verbal ability than males. Miranda (1972), as cited by the same author, also confirms the idea that females are better academically than males in both high school and college level.

Singangan (1994) revealed that the ethnic background of respondents had effects on reading comprehension and listening ability. Some ethnic groups performed better than other ethnic groups. For instance, the Kankanaey group performed satisfactorily while three others (Ibaloi, Ilocano, and Kalanguya) had fairly satisfactorily level. In reading comprehension test, the Kalanguya and Kankanaey groups had fairly-satisfactorily performance, and the Ibaloi and Ilocano groups were deemed to need improvement. Sallatic (1998) found that ethnic background moderately affect reading comprehension

Baon (2001) stated that educational attainment of parents, dialect spoken at home; ages of students are factors that affect the performance of students.



On the other hand, unemployed mothers may help their children in their lessons. Some parents now value education. Before, parents were contented if their children could eat three times a day. The mother's occupation, especially if it consists of top level management position or if she is connected with a prestigious organization, becomes a status symbol for a child (Hurlock, 1992). There is very little effect of mother's occupation on the development of the stability of children to listen, speak, read, write and spell words.

Teaching Methods and Strategies Used
by the Teacher Teaching
Shorthand Writing

Learning shorthand is an opportunity to acquire a personal and professional life skill (Conden,1990) students can use their shorthand skill to draft a report for class assignment, taking lecture noted in shorthand is faster than in longhand, and it enables the student to edit so that only use their shorthand to record information from textbook for the study purposes.

A number of distinguished educators have urged that an effective teaching strategy requires that learning in such a way that they reflect and illustrate the conceptual and methodological structure of discipline (Levin, 1994).

At school level, shorthand is taught through theory as well as practice. Most class lectures follow an organized approach which relates directly to the way the information will be later tested.



Teaching is not the transmission (Garcia, 1989). The students should be able to understand the subject and develop the ability to recall at the time of examination. The learning process must also be lead to encountering problems and finding effective solutions. This is possible only when a person is able to think objectively and creatively.

Conceptual Framework

This study is based on the concept that stenographic writing is a tool to facilitate communication. The onslaught of the latest gadgets in communication might make stenographic writing to be just one of the tools to encode communications among people. Stenographic writing may not be at par with the modern gadgets of communication but it can help a lot in terms of economy. A diligent user of this style of putting into writing the words of communicating parties may be able to save a lot of financial expense and may even have a good physical exercise aside from the mental activity.

This study considered variables that could define its direction for a better comprehension of the total picture of the work. The first group of variables to be clarified is the profile of the source of information to include the age, gender, NSAT result, ethnic group and educational attainment of the parents. There are variables that intervene into these first group and these are the difficulties in learning stenographic writing and the teachers' preparations and competencies.



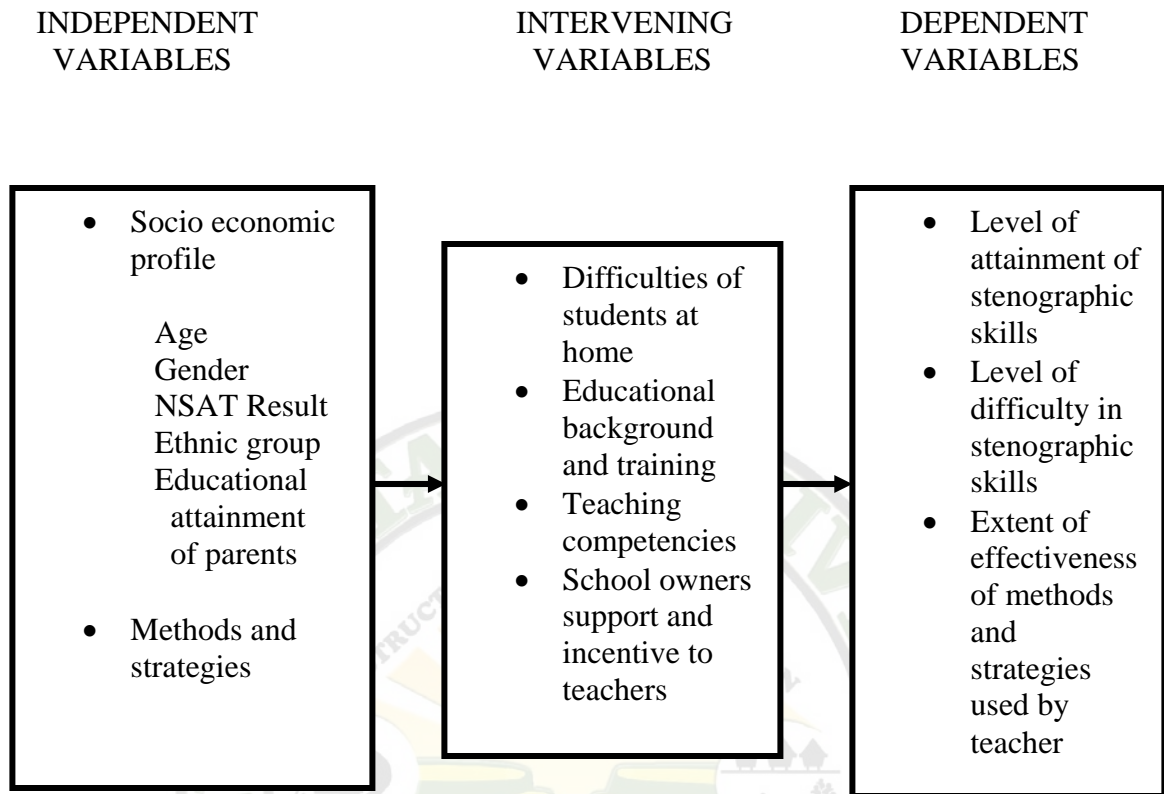


Figure 1. Paradigm of the study showing the relationship of variables

The dependent variables which are being measured are: the level of attainment of stenographic skills of students, stenographic difficulties and extent of effectiveness of teaching methods and strategies.

The basic assumptions of this study are that the outcomes of learning in stenographic skills are not different as in any other discipline. Here are the outcomes of learning sought to be measured are level of attainment of stenographic skills, level of difficulties in stenographic skills of technical education students as well as extent of effectiveness of the methods and strategies



used by the teacher. It is theorized that the socio-economic profile in terms of age, gender, NSAT result, ethnic group and educational attainment of parents of students influences the specified dependent or criterion variables.

Operational Definition of Terms

The following terms are herein defined in the way these words are used in the study:

Technical Education Students. These are the students taking up computer secretarial course.

Stenographic Skills. These skills are reading of basic shorthand, writing shorthand, taking down dictations, and transcribing shorthand.

Dictation. It refers to the art of science of taking down words in shorthand given by instructors in the form of letters or business letters-like memorandum, communication, letters, phrases, paragraphs and formats which involves mailable correspondence.

Level of Attainment of Stenographic Skills. This is the measure which indicates how much the respondent has attained/learned in the subject on stenography as they themselves perceived it. The scales of measure are very highly attained, highly attained, moderately attained, slightly attained and not attained.

Level of Difficulty in Stenographic Skills. This is the perception of the student respondents on the level of difficulty of stenographic writing as a subject.



It measured as to very much difficult, very difficult, moderately difficult, slightly difficult and not difficult.

Level of Effectiveness of Methods and Strategies used by the Teacher.

This refer to the students' perceptions on how effective are the methods and strategies utilized by their teachers in stenography. It referred to as very much effective, very effective, moderately effective, slightly effective, and not effective.

Shorthand. This refers to any lawful combination of strokes in writing words by alphabets, brief forms and derivatives, phrases, word beginnings and word endings and word combinations.

Socio-Economic Profile. These are the variables which are hypothesized to influence the specified dependent variables and which includes; age, gender, NSAT results, ethnic group, and educational attainment of the parents.

Stenographic. It refers to writing ability and learning strokes of the student taking computer secretarial.

Hypotheses of the Study

1. The respondents significantly differ as to the level of attainment of stenographic skills of technical education students at Eastern Luzon Colleges-Benguet in terms of age, gender, NSAT result, ethnic group and educational attainment of parents.

2. The respondents significantly differ on the level of difficulty in stenographic skills of technical education students in Eastern Luzon Colleges-



Benguet in terms of age, gender, NSAT result, ethnic group and educational attainment of parents.

3. The respondents significantly differ in the extent of effectiveness of the methods and strategies used by the teacher in stenographic skills in terms of age, gender, NSAT result, ethnic group and educational attainment of parents.



METHODOLOGY

Locale and Time of the Study

The research was conducted at Eastern Luzon Colleges-Benguet, La Trinidad, Benguet particularly among the computer secretarial students. This was conducted during the school year 2006-2007.

Eastern Luzon Colleges-Benguet is owned by the Korean Missionaries and headed by Dr. Carlos M. Alacdis. It is four kilometers away from Baguio City and two kilometers away from Benguet Provincial Capitol. The courses offered in the College Department are as follows: Bachelor of Science in Accountancy, Bachelor of Science in Computer Science, Bachelor of Science in Commerce, Bachelor of Science in Secretarial Administration and Bachelor of Science in Criminology. In the Technical Department, two year Computer Secretarial, one year Electrician, and one year Automotive Technology.

Figure 2, 3, and 4 shows the location of the study.

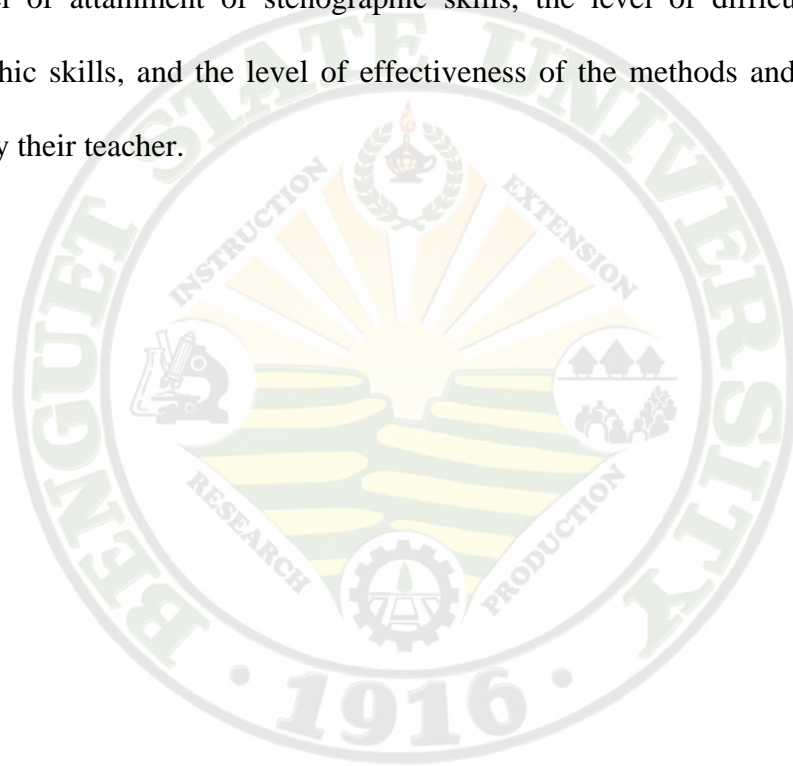
Respondents

There are 99 respondents from first year to second year students from school year 2006 to 2007 in the study. These student respondents are the technical education students taking up computer secretarial course. They are the student respondents whether male or female from different age level, ethnic group, varied NSAT result and parents educational attainment.



Research Instrumentation

The descriptive method of research was used in this study. The pertinent data were gathered utilizing a survey questionnaire and the respondents were asked to provide the data on their socio-economic profile as to their age, gender, NSAT result, educational attainment of parents. They were also asked to evaluate their level of attainment of stenographic skills, the level of difficulty of the stenographic skills, and the level of effectiveness of the methods and strategies utilized by their teacher.



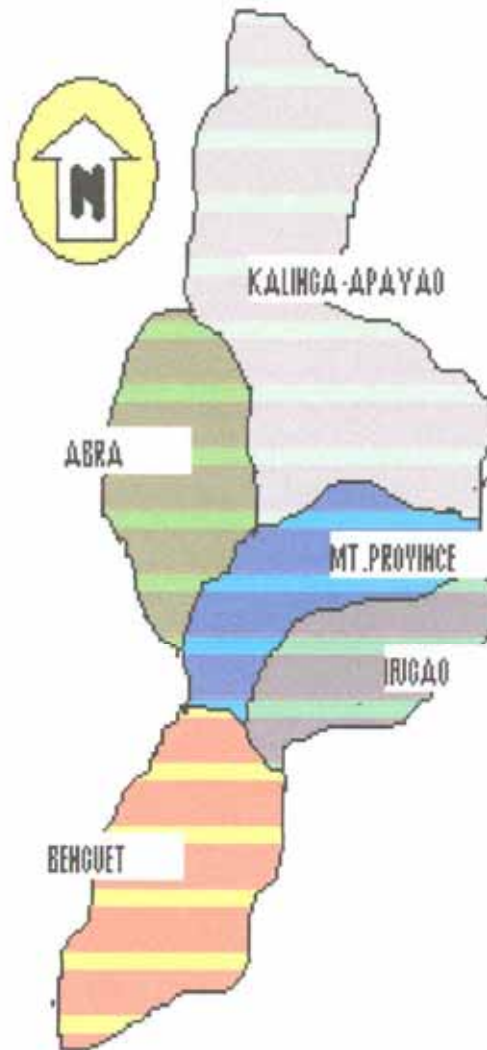


Figure 2. Map of Cordillera showing the location of the study



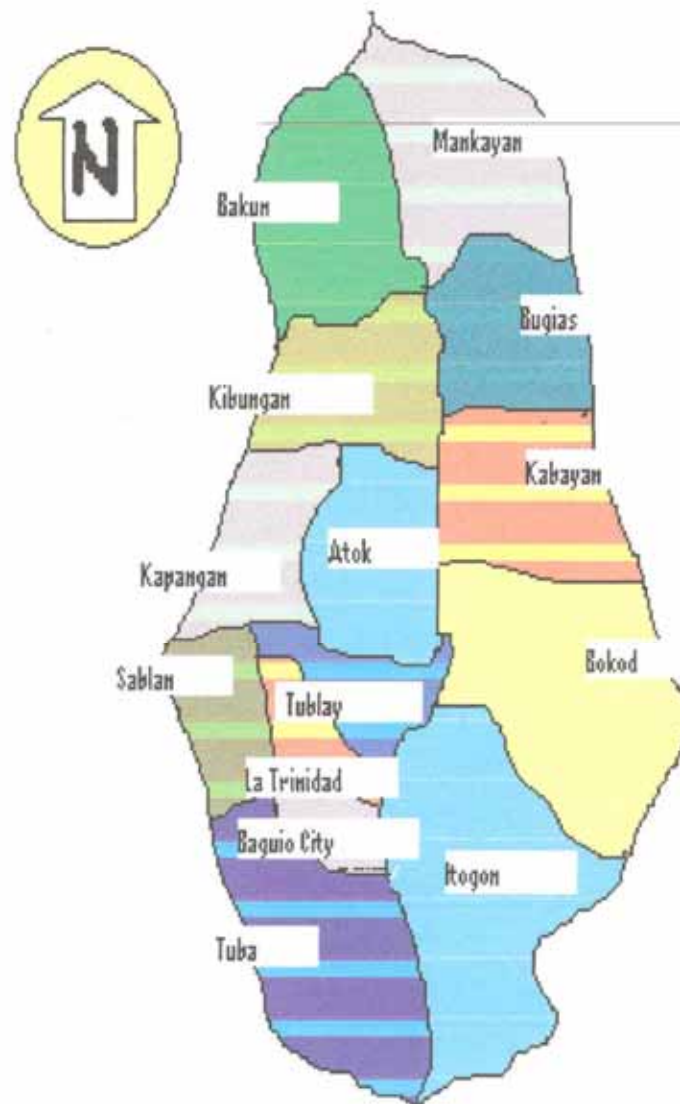


Figure 3. Map of Benguet showing the locale of the study



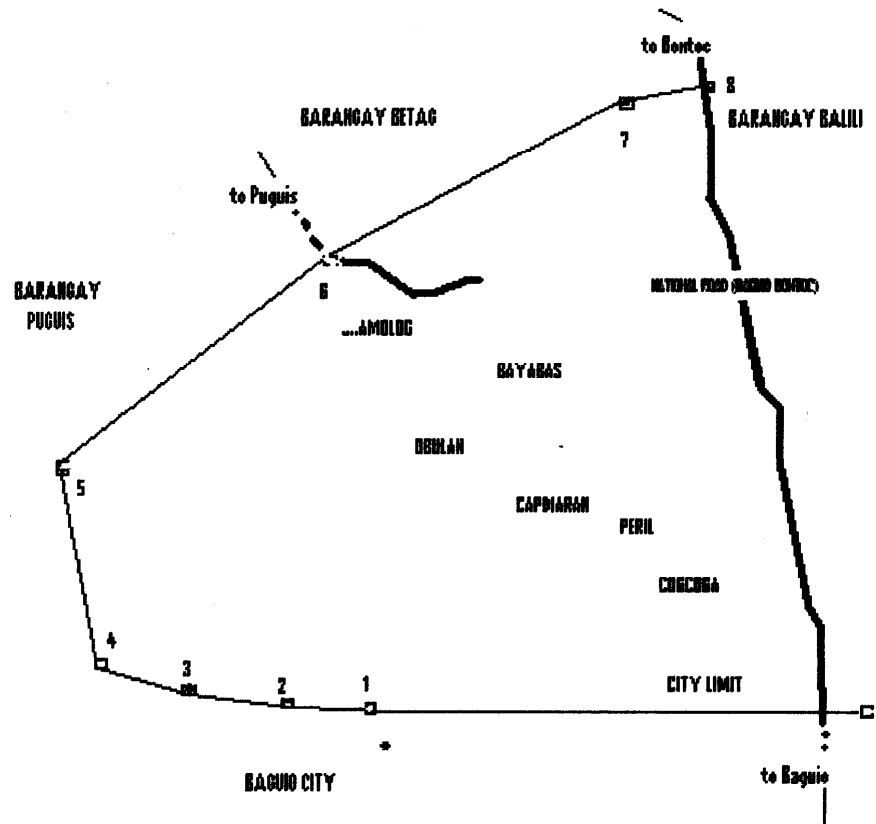


Figure 4. Map of Pico showing the actual location of the study



Data Interpretation and Analysis

The data gathered were first inspected whether all the items were answered. After which, the answers to the questionnaire the data are appropriately tabulated and consolidated in accordance to the objectives of the study for the socio-demographic profiles of the respondents frequency distribution with percentage equivalents for each category items age, gender, NSAT result, ethnic group and educational attainment of parents were indicated.

Data on the level of attainment, level of difficulty in stenographic skills, and the extent of effectiveness of the methods and strategies used by the teacher utilized the computation of weighted means.

The formula for weighted means is as follows:

$$\bar{\chi}_w = \frac{\sum f_i X_i}{\sum f_i}$$

Where:

f_i = frequencies

X_i = weights

Σ = summation

$\bar{\chi}_w$ = weighted mean



RESULTS AND DISCUSSION

Socio-Economic Profile of Respondents

Table 1 presents the profile of student respondents in terms of age, gender, National Secondary Achievement Test (NSAT) result, Ethnic group and educational attainment of father and mother.

In terms of age 94 or 94.9 percent of the respondents were not more than 21 years of age and only five or 5.10 percent were more than 21 years old. This shows that student in technical courses parallel the age levels of students in academic tertiary programs. The overall mean age was 18.66 years old it indicates that there are more 2nd year student respondents.

In terms of gender the female outnumber the males with 91.90 percent of the respondents while only eight or 8.10 percent were males. This result shows that even in technical education course the numbers of females' students outnumber the male students. Although stenography has always been traditionally dominated by females it should not be considered as a discipline that should exclude males.

Regarding NSAT results distribution fifty percent of the respondents has 70.00 percent and below ratings while the remaining 50.00 percent had over 70 percent rating. This indicates that there are still students who can qualify for academic tertiary courses but opted to enroll in technical courses. This might be



due to the fact that technical education graduates are generally marketable for employment considering he needs for industry.

Table 1. Socio-economic profile of the respondents

PROFILE	FREQUENCY	PERCENTAGE
<u>Age</u>		
Below 16 years old	2	2.00
16 to 17 years old	20	20.20
18-19 years old	51	51.50
20-21 years old	21	21.20
22 years old and above	5	5.10
Total	99	100
Mean age	18.66	
<u>Gender</u>		
Male	8	8.10
Female	91	91.90
Total	99	100
<u>NSAT Result</u>		
70 % and below	49	49.95
71 to 79 %	11	11.10
80 to 89 %	37	37.40
90 to 99 %	2	2.00
Total	99	100
<u>Ethnic Group</u>		
Ilocano	21	21.20
Tagalog	9	9.10
Ibaloi	29	29.30
Ifugao	1	1.00
Kalanguya	3	3.00
Kankana-ey	36	36.40
Total	99	100



Table 1. Continued . . .

PROFILE	FREQUENCY	PERCENTAGE
<u>Educational Attainment of Father</u>		
No Schooling	4	4.00
Elementary	55	55.60
High School	32	32.30
College	8	8.10
Total	99	100
<u>Educational Attainment of Mother</u>		
No Schooling	3	3.00
Elementary	48	48.50
High School	33	33.30
College	15	15.20
Total	99	100

The distribution of respondents on ethnic groupings shows that 36 percent belong to the Kankana-ey tribal group followed by 29.00 percent from the Ibaloi group. Twenty one percent were Ilocano while only one percent is an Ifugao student. This distribution is understandable since the location of the school is within La Trinidad, Benguet which is predominantly Kankana-ey and Ibaloi territory.

Regarding the educational attainment of fathers of respondents more than 50.00 percent finished elementary education. Forty percent finished higher than



elementary level. From there date we can infer that parents of technical education students generally attained only basic education.

In the case of the educational attainment of mothers 48.00 percent were either elementary graduates a level at least an elementary education or only three percent has no schooling. The rest consisting of 49.00 percent had high school education (33.30 percent) and college education (15.20 percent). Again, the date indicates that students in technical education had many parents that have attended only basic education.

Level of Attainment of Stenographic Skills of Technical Education Students

The level of attainment of stenographic skills of the four specified areas of technical education students as their profiles at Eastern Luzon Colleges-Benguet as perceived or evaluated by student respondents themselves are presented in Table 2.

When categorized according to age bracket, from below 16 years old the respondents perceived the reading of basic shorthand, writing shorthand and transcribing shorthand as moderately attained except for the taking down dictations as slightly attained. Highest numerical mean rating of 3.85 or highly attained given by the 16 to 17 years old on writing shorthand followed by reading of basic shorthand, taking down dictations and transcribing shorthand with numerical mean ratings of 3.00, 2.90 and 2.65, respectively.



Table 2. Level of attainment stenographic skills of technical education students

PROFILE	LEVEL OF ATTAINMENT OF STENOGRAPHIC SKILLS				AVERAGE WEIGHTED MEAN
	Reading of Basic Shorthand	Writing Shorthand	Taking Down Dictations	Transcribing Shorthand	
<u>Age</u>					
Below 16 years old	3.00	3.00	2.50	3.00	3.00(MA)
16 to 17 years old	3.00	3.85	2.65	2.90	3.30 (MA)
18-19 years old	2.84	2.78	2.67	2.81	3.03(MA)
20-21 years old	2.95	2.81	2.67	2.81	2.99(MA)
22 years old	2.60	2.20	2.20	2.60	2.50(MA)
<u>Gender</u>					
Male	2.63	2.63	2.13	2.38	2.66(MA)
Female	2.91	2.79	2.66	2.13	3.08(MA)
<u>NSAT Result</u>					
Below 70 %	2.94	2.76	2.71	2.86	3.13(MA)
71 to 79 %	2.73	2.55	2.18	2.82	2.59(MA)
80 to 89 %	2.86	2.86	2.59	2.89	3.05(MA)
90 to 99 %	3.00	3.00	3.00	3.00	3.00(MA)
<u>Ethnic Group</u>					
Ilocano	3.00	2.86	2.71	2.95	3.08(MS)
Tagalog	2.67	2.56	2.22	2.33	2.71(MS)
Ibaloi	2.83	2.83	2.62	2.93	3.11(MS)
Ifugao	3.00	2.00	2.00	3.00	2.75(MS)
Kalanguya	3.00	2.67	2.67	3.00	3.50(MS)
Kankana-ey	2.92	2.78	2.67	2.89	3.05(MS)



Table 2. Continued . . .

PROFILE	LEVEL OF ATTAINMENT OF STENOGRAPHIC SKILLS				AVERAGE WEIGHTE D MEAN
	Reading of Basic Shorthand	Writing Shorthand	Taking Down Dictations	Transcribing Shorthand	
<u>Educational Attainment of Father</u>					
No Schooling	3.00	3.00	2.50	3.00	3.12(MA)
Elementary	2.89	2.80	2.65	2.87	3.02(MA)
High School	2.84	2.69	2.59	2.81	3.02(MA)
College	3.00	2.87	2.50	3.00	2.99(MA)
<u>Educational Attainment of Mother</u>					
No Schooling	3.00	2.67	3.00	3.00	3.00(MA)
Elementary	2.94	2.85	2.65	2.98	3.11(MA)
High School	2.88	2.73	2.48	2.73	2.99(MA)
College	2.73	2.67	2.73	2.80	3.00(MA)
Average Weighted Means	2.89 (MA)	2.78 (MA)	2.62 (MA)	2.87 (MA)	3.05(MA)

Legend:

<u>Numerical Scale</u>	<u>Descriptive Evaluation (DE)</u>	<u>Weighted Mean (WM)</u>
5	Very Much Attained (VMA)	4.51-5.0
4	Very Attained (VA)	3.51-4.5
3	Moderately Attained (MA)	2.51-3.5
2	Slightly Attained (SA)	1.51-2.5
1	Not Attained (NA)	1.0-1.50

As to age group of 20-21 years old almost the same of their perception on the four areas of stenographic skills is moderately attained. Lastly, from 22 years old and above writing shorthand and taking down dictations the same number of means,



2.20 as well as to reading of basic and transcribing shorthand with mean value of 2.60.

Generally, the weighted average of age group is evaluated as moderately attained.

When categorized according to gender, the overall mean ratings in the four areas of attainment of stenographic skills as evaluated by females were 3.08 and 2.66 for males.

Generally, the average weighted mean is moderately attained.

As to the NSAT results, student respondents with NSAT result average of 90 to 99 percent gave an overall mean rating of 3.00 which mean moderately attained from all areas in the level of stenographic skills and slightly attained with mean rating of 2.18 from the student respondents with an NSAT result ranging from 71 to 79 percent in taking down

According to ethnic groups, the Ilocano, Ifugao, and Kalanguya has the same perception in reading of basic shorthand with a rating of 3.00; Ifugao and Kalanguya in transcribing shorthand with the same rating of 3.00; Kalanguya, Tagalog and Kankana-ey gave the same mean rating of 2.67 in reading of basic shorthand, writing shorthand and taking down dictations.

Generally, the overall average weighted mean on the level of attainment of stenographic skills is moderately attained.



In terms of educational attainment of father the evaluation of respondents is reversely proportional to the educational attainment with those of no schooling with a numerical value of 3.12 in the level of attainment of stenographic skills except in taking down dictation with a numerical value of 2.50. Those whose fathers were college graduates gave a lowest average numerical mean of 2.00. All the above rating was moderately attained.

As to the educational attainment of mothers, those whose mothers had no schooling gave and high school level gave an equal rating of 3.00.

The overall mean rating in the level of stenographic skills for the four areas: reading of basic shorthand gave the highest average weighted mean of 2.89 followed by transcribing shorthand with an average weighted mean of 2.87, 2.78 for transcribing shorthand and taking down dictations with the lowest average weighted mean of 2.62. All ratings were moderately attained.

Level of Difficulty in Stenographic Skills
as Perceived by the Respondents
as to their Profile

This portion presents the level of difficulty in stenographic skills of technical education students in all areas and socio-economic profile of the respondents (Table 3).

Age category of below 16 years old gave 2.00 in areas of writing shorthand and transcribing shorthand. These results gave the highest registered mean of 2.00 in all four areas of difficulty in stenographic skills.



Table 3. Level of difficulty in stenographic skills as perceived by the respondents as to their profile

PROFILE	LEVEL OF DIFFICULTY IN STENOGRAPHIC SKILLS				AVERAGE WEIGHTED MEAN
	Reading of Basic Shorthand	Writing Shorthand	Taking Down Dictations	Transcribing Shorthand	
<u>Age</u>					
Below 16 years old	1.50	2.00	2.50	2.00	2.00(SD)
16 to 17 years old	1.40	1.70	2.00	1.55	1.66(SD)
18-19 years old	1.63	1.94	2.12	1.73	1.86(SD)
20-21 years old	1.67	2.05	2.14	1.86	1.93(SD)
22 years old	1.60	1.60	1.60	1.60	1.60(SD)
<u>Gender</u>					
Male	1.63	1.75	2.00	1.63	1.75(SD)
Female	1.58	1.91	2.09	1.73	1.83(SD)
<u>NSAT Result</u>					
Below 70 %	1.59	1.96	2.10	1.78	1.86(SD)
71 to 79 %	1.82	2.00	2.18	2.09	2.02(DD)
80 to 89 %	1.54	1.81	2.05	1.57	1.74(SD)
90 to 99 %	1.00	1.50	1.50	1.00	1.25(ND)
<u>Ethnic Group</u>					
Ilocano	1.48	1.86	1.90	1.67	1.75(SD)
Tagalog	1.67	2.00	2.33	1.56	1.89(SD)
Ibaloi	1.59	1.90	2.17	1.76	1.86(SD)
Ifugao	2.00	2.00	3.00	2.00	2.25(SD)
Kalanguya	1.33	1.33	1.67	1.33	1.41(ND)
Kankana-ey	1.94	1.94	2.06	1.78	1.93(MD)



Table 4. Continued . . .

PROFILE	LEVEL OF DIFFICULTY IN STENOGRAPHIC SKILLS				AVERAGE WEIGHTED MEAN
	Reading of Basic Shorthand	Writing Shorthand	Taking Down Dictations	Transcribing Shorthand	
<u>Educational Attainment of Father</u>					
No Schooling	1.00	1.75	2.25	1.50	1.62(SD)
Elementary	1.58	1.95	2.09	1.71	1.83(SD)
High School	1.62	1.84	2.03	1.69	1.80(SD)
College	1.75	1.88	2.13	2.00	1.94(SD)
<u>Educational Attainment of Mother</u>					
No Schooling	1.67	2.00	2.67	1.33	1.92(SD)
Elementary	1.56	1.90	2.06	1.75	1.82(SD)
High School	1.64	1.97	2.09	1.76	1.87(SD)
College	1.53	1.73	2.00	1.60	1.71(SD)
Average Weighted Means	1.59 (SD)	1.90 (SD)	2.08 (SD)	1.72 (MS)	1.82(SD)

Legend:

<u>Numerical Scale</u>	<u>Descriptive Evaluation (DE)</u>	<u>Weighted Mean (WM)</u>
5	Very Much Difficult (VMD)	4.51-5.0
4	Very Difficult (VD)	3.51-4.5
3	Moderately Difficult (MD)	2.51-3.5
2	Slightly Difficult (SD)	1.51-2.5
1	Not Difficult (ND)	1.0-1.50

The respondents' age bracket of 16 to 17 years old gave the least mean of 1.55 in transcribing shorthand with an average weighted mean of 1.66. Respondents from age category 18 to 19 years old gave the average weighted mean of 1.86, the 20 to



21 years old registered the highest mean of 2.05 in writing shorthand, and the age bracket of 22 years old gave a proportional mean of 1.60 in all areas on difficulty in stenographic skills.

The male respondents rated their difficulty in stenographic skills as slightly difficult with average weighted mean of 1.75 while females incurred the average weighted mean of 1.83. Both ratings, however means slightly difficult.

NSAT results below 70 percent, 71 to 79 percent and 80 to 89 percent rated their difficulty in stenographic skills as slightly difficult with an average weighted mean as follows: 1.86, 2.02 and 1.74 while the 90 to 99 percent bracket rated their difficulty in stenographic skills as not difficult with evaluated average weighted mean of 1.25. The results varied from slightly difficult to not difficult.

According to ethnic affiliations, Ifugao group had the highest level of average weighted of 2.25 with mean result of 2.00 in reading of basic shorthand, writing shorthand and transcribing shorthand except in taking down dictations with mean rating of 3.00 while Kalanguya group registered the lowest average weighted mean of 1.41 and the lowest in all areas with mean rating of 1.33 except in taking down dictations with mean rating of 1.67. The ethnic group results varied from slightly difficult to not difficult.

In terms of educational attainment of parents, those whose fathers had no schooling incurred the mean rating of 1.00 as to reading of basic shorthand. Those whose fathers had only elementary and high school level of education gave an



average weighted mean of 1.83 and 1.80 respectively while those whose fathers had college level education registered the highest average weighted mean of 1.94. All mean rating, however, were equivalent to a qualitative rating of slightly difficult.

According to educational attainment of mothers it is the group of those whose mothers had no schooling gave the highest average weighted mean of 1.92 in difficulty in stenographic skills while those whose mothers had college level of education registered the least average weighted mean of 1.71.

When categorized according to ethnic affiliations the Ifugao group had the highest level of 2.25 followed by the Kankana-ey respondents. The Tagalog, Ibaloi and Ilocano respondents gave respective ratings for difficulty level of 1.89, 1.86 and 1.75. The least rating was given by the Kalanguya group with 1.41. Again all ratings were qualitatively equivalent to “moderately difficult”

In terms of educational attainment of fathers those whose fathers had college education felt the highest level with a mean rating of 1.94 followed by those whose parents had only elementary education with 1.83. Those whose fathers had high school education and no schooling gave ratings of 1.80 and 1.62 respectively.

According to educational attainment of mothers it is the group whose mothers had no schooling who gave the highest rating of the level of difficulty with 1.92 followed by those whose mothers had high school education with 1.87.



Those whose mothers had elementary and college educations both gave a mean rating of 1.82 while the least mean rating of 1.71.

Extent of Effectiveness of Methods
and Strategies in Teaching Shorthand
Writing as Perceived by the Respondents

The extent of effectiveness of the methods and strategies used by the teacher in teaching shorthand writing as perceived by the respondents are presented in Table 4. The respondents were asked to rate the four areas and responses were tabulated according to the variables on socio-economic profile.

When respondents were categorized according to age it was the 20 to 21 years old group who gave the highest mean score for level of difficulty with 2.77 followed by 16 to 17, and 18 to 19 years old age groups with respective mean ratings of 2.43, 2.42. The below 16 years old group and 22 years old group gave mean ratings of 2.20 and 1.94 which were relatively lower. All ratings were equivalent to slightly effective except for the highest which was moderately.

In terms of gender the female group rated it with a numerical mean score of 2.38 compared to the male group rating of 2.30. In other words the female appreciated a higher level of effectiveness.

In terms of NSAT results the group with the highest performance (90.00 to 99.00 percent) gave the highest level of effectiveness with a rating of 2.70 or moderately effective.



Table 4. Extent of effectiveness of methods and strategies used by teacher teaching stenographic skills as perceived by the respondents as to their profile

PROFILE	EXTENT OF EFFECTIVENESS OF METHODS AND STRATEGIES USED BY TEACHER					AVERAGE WEIGHTED MEAN
	Lectures	Group and Individual Reading	Letter Dictations	Letter Transcribing	Reading and Writing Practice	
<u>Age</u>						
Below 16 years old	2.50	2.00	2.00	2.00	2.50	2.20(SE)
16 to 17 years old	2.40	2.20	2.20	2.50	2.85	2.43(SE)
18-19 years old	2.41	2.27	2.35	2.49	2.59	2.42(SE)
20-21 years old	2.29	2.19	2.33	2.14	2.52	2.77(ME)
22 years old	2.00	1.60	2.20	2.00	2.60	1.94(SE)
<u>Gender</u>						
Male	2.25	2.00	2.25	2.38	2.63	2.30(SE)
Female	2.37	2.22	2.31	2.38	2.63	2.38(SE)
<u>NSAT Result</u>						
Below 70 %	2.41	2.20	2.33	2.37	2.63	2.39(SE)
71 to 79 %	2.00	2.09	2.55	2.18	2.82	2.33(SE)
80 to 89 %	2.41	2.22	2.19	2.43	2.54	2.36(SE)
90 to 99 %	2.50	2.50	2.50	3.00	3.00	2.70(ME)
<u>Ethnic Group</u>						
Ilocano	2.29	2.24	2.33	2.48	2.52	2.37(ME)
Tagalog	2.22	1.89	2.44	2.22	2.44	2.24(ME)
Ibaloi	2.62	2.34	2.17	2.38	2.66	2.43(ME)
Ifugao	2.00	2.00	3.00	3.00	3.00	2.60(VE)
Kalanguya	2.33	1.67	2.67	2.67	3.00	2.47(ME)
Kankana-ey	2.25	2.19	2.31	2.33	2.67	2.35(ME)



Table 4. Continued . . .

PROFILE	EXTENT OF EFFECTIVENESS OF METHODS AND STRATEGIES USED BY TEACHER					AVERAGE WEIGHTED MEAN
	Lectures	Group and Individual Reading	Letter Dictations	Letter Trans- cribing	Reading and Writing Practice	
<u>Educational Attainment of Father</u>						
No Schooling	2.50	2.75	2.50	2.75	2.75	2.65(VE)
Elementary	2.31	2.09	2.31	2.36	2.58	2.33(ME)
High School	2.38	2.31	2.25	2.34	2.72	2.40(ME)
College	2.63	2.25	2.38	2.50	2.50	2.45(ME)
<u>Educational Attainment of Mother</u>						
No Schooling	2.33	2.33	2.00	2.67	2.00	2.27(ME)
Elementary	2.35	2.21	2.29	2.38	2.69	2.38(ME)
High School	2.42	2.18	2.36	2.39	2.58	2.39(ME)
College	2.27	2.20	2.27	2.33	2.67	2.35(ME)
AVERAGE	2.36	2.20	2.30	2.38	2.63	2.37(ME)
WEIGHTED MEAN	(SE)	(SE)	(SE)	(SE)	(ME)	

Legend:

<u>Numerical Scale</u>	<u>Descriptive Evaluation (DE)</u>	<u>Weighted Mean (WM)</u>
5	Very Much Effective (VME)	4.51-5.0
4	Very Effective (VE)	3.51-4.5
3	Moderately Effective (ME)	2.51-3.5
2	Slightly Effective (SE)	1.51-2.5
1	Not Effective (NE)	1.0-1.50



This was followed by those who obtained below 70.00 percent and 80 percent with respective evaluation ratings of 2.39 and 2.36 or slightly effective. The least rating was given by the 71.00 to 79.00 percent group with 2.33 also slightly effective.

When categorized according to ethnic groups the Ifugao respondents has the highest evaluation for extent of effectiveness of methods and strategies with 2.60 or moderately effective. The Kalanguya, Ibaloi and Ilocano respondents gave ratings of 2.47, 2.43 and 2.37, respectively. The least rating were given by the Kankana-ey and Tagalog groups with respective mean evaluation ratings of 2.35 and 2.24. All these rating were considered slightly effective.

In terms of educational attainment of fathers those respondents whose fathers gave the highest mean rating of 2.65 or moderately effective with all the other categories giving slightly effective ratings.

When grouped according to mothers' occupation the highest mean extent of effectiveness rating was given by the group whose mothers had high school education with 2.34 while the lowest was given by the group whose mothers had no schooling with 2.27 of rating of slightly effective.

Comparing the extent of effectiveness of methods and strategies along the four areas specified areas of stenographic writing it was in reading and writing practice where these methods were felt most effective with a rating of 2.63 or moderately effective. The rest of the areas namely: letter transcribing, lectures,



letter dictations and group and individual reading had respective mean evaluation ratings of 2.38, 2.36, 2.30 and 2.20, respectively which were all equivalent to slightly effective.

Comparison of Respondents' Evaluation
According to specified variables

Table 5 presents the comparison of evaluation of respondents when they were categorized according to the specified prediction variables. The respondents evaluated level of attainment of stenographic skills, level of difficulty in stenographic skills and extent of effectiveness of methods and strategies used by teacher in teaching shorthand writing. On the other hand, the respondents were compared according to the following independent variables namely: age, gender, NSAT results, ethnic groups, educational attainment of fathers and educational attainment of mothers.

When they are compared in their evaluation of the level attainment of stenographic skills there were significant difference that were obtained on level of skills on shorthand writing when respondents were compared according to age. There were also significant differences in level of attainment in letter transcribing according to age. The respondents also differed significantly in their evaluation on level of attainment in taking down dictations when compared according to gender and NSAT performance categories.



Table 5. Comparison of respondents' evaluation according to specified variables

STENOGRAPHIC ITEMS SHOWING SIGNIFICANT DIFFERENCE	PROFILE	F-TEST	PROBABILITY
Writing shorthand (skills)	Age	2.619	0.040
Letter transcribing (skills)	Age	2.766	0.032
Taking down dictations (skills)	Gender	7.209	0.009
	NSAT Result	3.965	0.010
Reading basic skills (difficulties)	NSAT Result	3.003	0.034
Transcribing shorthand (difficulties)	NSAT Result	3.953	0.011
Group and individual (methods and strategies)	Educational Attainment of Father	2.824	0.043

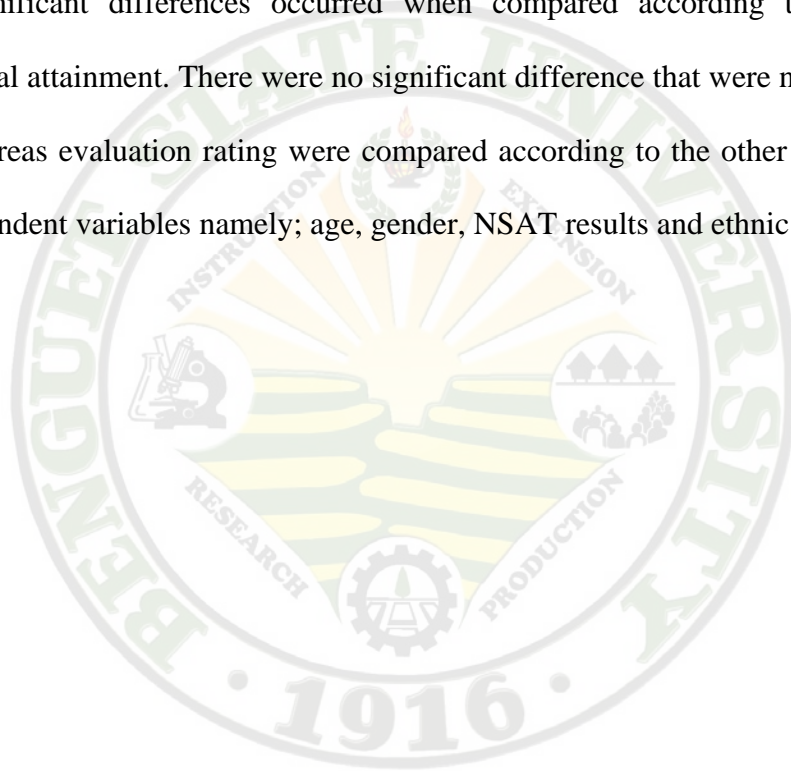
What are not reflected in the table are the results of statistical tests on the other independent variables on the reason that no significant differences were noted.

The respondents' evaluations on the level of difficulty in stenographic skills were compared on the basis of the specified independent variables only two areas of stenographic skills are presented in Table 5. The reason for this is only two areas namely: reading basic skills and transcribing shorthand scores a mean rating were found to be significantly different when compared according to NSAT performance categories. When compared according to the two other independent



variables there were no significant differences in the scores or mean ratings on level of difficulty of stenographic skills in all four specified areas.

When the respondents were compared on their evaluation on extent of effectiveness of methods and strategies used by the teacher in teaching stenographic skills among these skills it was only group and individual methods were significant differences occurred when compared according to fathers' educational attainment. There were no significant difference that were noted when the five areas evaluation rating were compared according to the other prediction on independent variables namely; age, gender, NSAT results and ethnic group.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study aimed to assess the stenographic skills of technical education students at Eastern Luzon Colleges-Benguet.

The specific objective of the study were to determine: 1) the socio-economic profile of the respondents in terms of age, gender, NSAT result, ethnic group, and educational attainment of parents; b) the level of attainment of stenographic skills of technical education students; c) the level of difficulty in stenographic skills; and d) determine the extent of effectiveness of the methods and strategies used by the teacher in teaching stenographic skills.

There are 99 respondents from first year to second year students from school year 2006 to 2007 in the study. These student respondents are the technical education students taking up computer secretarial course. The pertinent data were gathered utilizing a survey questionnaire. The data gathered were tabulated and consolidated in accordance to the objectives of the study using frequency, percentage and weighted means.

Findings

The following are the salient findings of the study:

1. The study considered the profile of the respondents in terms of age, gender, NSAT result, ethnic group, educational attainment of parents.



The majority of the respondents belong to the age category of 18 to 19 years of age at 51 percent; 20 to 21 years old at 21 percent; 16 to 17 years old with 20 percent. The least was 16 years old. The mean number of years is 18.66.

There are more female respondents than male respondents.

There are 50 percent of the respondents whose NSAT result belongs to 70 percent and below group and the other 50.00 percent belong to other sub-categories.

The Kankana-ey ethnic group registered the highest number of respondents at 36 percent; Ibaloi at 29 percent, Ilocano at 21 percent and there is only 1 percent Ifugao.

There are more than 50 percent of the respondents whose father reached or finished elementary level. This was followed by a wide margin of 32 percent whose father reached or graduated high school level. There are 8 percent whose father reached or finished college and 4 percent of the respondents said that their father did not have any schooling at all.

There are 48 percent of the respondents who registered that their mother reached or finished elementary level; 33 percent of the respondents, their mothers reached or finished high school level; 15 percent of the respondents claimed their mother reached or finished college and only 3 percent said that their mother had no schooling at all.



2. The following are the level of attainment of stenographic skills: all the respondents as categorized under age rated their attainment of the stenographic skills as moderately attained. In particular, the age category of 16 to 17 registered the highest weighted mean, followed by 18 to 19 years old and the least is 22 years old.

The female rated their attainment of stenographic skills at 3.08 and the males at 2.66. Both ratings, however means a moderately attained in the four areas of stenographic skills.

Those respondents with NSAT results at 90 to 99 percent rated their attainment of the stenographic skills at highly attained as evidenced by their weighted means of 3.62. The rest of the respondents under this category rated their stenographic skills as moderately attained.

The entire ethnic groups rated their level of attainment of stenographic skills as moderately attained as evidenced by their respective weighted means. The highest was registered by the Kalanguya, followed by the Ibaloi, Ilocano, Kankana-ey, Ifugao and Tagalog in that order.

All the respondents in this category rated their level of attainment of stenographic skills at moderately attained as shown by their weighted means. Those whose father had no schooling registered the highest weighted mean of 3.12, followed by those whose father are elementary or high school levels



registered at 3.02 each and those whose father were educated at college level registered at 2.99.

The respondents under this category rated their level of attainment of stenographic skills at moderately attained as evidenced by their weighted means. The respondents whose mother was educated at elementary level registered the highest weighted mean of 3.11. This is followed by those whose mother was with no schooling or college level at 3.00 and the least was those whose mother had high school education.

In general, the overall weighted means of the respondents is rated at 3.05 which mean moderately attained of their stenographic skills. The stenographic skills by which the respondents registered the highest weighted means is reading basic shorthand with 3.28; followed by transcribing shorthand, 3.26; writing shorthand, 2.92; and taking down dictations, 2.73.

3. The following are the level of difficulty in stenographic skills of technical education students at Eastern Luzon Colleges-Benguet as they perceived it in terms of their profile.

All the respondents as categorized under age rated their difficulty in stenographic skills as moderately difficult. The respective weighted means of the respondents proved the difficulties. In particular, the age category of below 16 registered the highest weighted mean, followed by 20 to 21 years old, 18 to 19 years old and the least is 22 years old.



The female rated their stenographic difficulty in stenographic writing at 1.83 while the males at 1.75. Both ratings, however means a slightly difficult.

All the respondents under this category rated the stenographic difficulty in stenographic writing at slightly difficult. Those respondents with NSAT result at 71 to 79 percent registered the highest weighted mean, followed by below 70 percent, 80 to 89 percent. Those who garnered NSAT result at 90 to 99 percent claimed that these skills are not difficult with as evidenced by their weighted mean of 1.25.

The entire ethnic groups rated their stenographic difficulty as moderately difficult as evidenced by their respective weighted means. The highest weighted mean is registered by Ifugao, followed by the Kankana-ey, Tagalog, Ibaloi, Ilocano in that order. The Kalanguya respondents surprisingly said that these stenographic skills are not difficult as shown by their weighted mean of 1.41.

All the respondents in this category rated their stenographic difficulty in stenographic writing at moderately difficult as registered by their weighted means. Those whose father had reached or graduated college registered the highest weighted mean, followed by those whose father are elementary, high school and no schooling at all in that order.

The respondents under this category rated their stenographic difficulties at moderately difficult as evidenced by their weighted means. The respondents whose mother had no schooling registered the highest weighted mean, followed



by those whose mother who reach or finished high school, elementary and college, in that order.

In general, the overall weighted means of the respondents is rated at 1.82 which means slightly difficult in stenographic writing. The attainment of stenographic skills by which the respondents registered the highest difficulty are taking down dictations with a weighted mean of 2.67, followed by writing shorthand, 2.00; reading basic shorthand, 1.67 and transcribing shorthand, 1.33.

3. The following is the extent of effectiveness of methods and strategies used by the teacher in teaching shorthand writing of the technical education students at Eastern Luzon Colleges-Benguet as they perceived it in terms of their profile:

In general, all the respondents as categorized under age rated extent of effectiveness of methods and strategies used by the teacher in teaching shorthand writing as moderately effective. In particular, the age category of 20 to 21 registered the highest weighted mean of 2.77 which means moderately effective.

The male and female respondents claimed that the methods and strategies used by the teacher in teaching shorthand writing was rated as moderately effective as shown by their weighted means.

In general, all the respondents under this category rated the extent of effectiveness of the methods and strategies used by the teacher as moderately effective. In particular, those who garnered a rating of 90 to 99 percent registered



that the teaching methods and strategies is rated as moderately effective as evidenced by their weighted mean of 2.70.

All the respondents as categorized under the ethnic group rated the teaching method and strategies used by the teacher as moderately effective except for the Ifugao who claimed that it is moderately effective as evidenced by their weighted mean of 2.60

All the respondents in this category rated the teaching method and strategies used by their teacher as moderately effective except for those whose father had no schooling who claimed that the methods and strategies used is very effective.

The respondents under this category rated the teaching methods and strategies used by the teacher in teaching stenographic skills as moderately effective as evidenced by their weighted means. The respondents whose mother reached or finished high school registered the highest weighted mean, followed by those whose mother who reach or finished elementary, college and no schooling, in that order.

In general, the overall weighted means of the respondents is rated at 2.37 which mean slightly effective in teaching methods and strategies used by the teacher in teaching technical education students on stenographic skills. The teaching methods and strategies which registered the highest is reading and writing with a weighted mean of 2.63 which means moderately effective. Those



rated as slightly effective are as follows: letter transcribing, 2.38; lecture, 2.36; letter dictations, 2.30; and group and individual, 2.20.

5. The following is the difference of perceptions with respect to profile of respondents.

The respondents significantly differ along the skills of writing shorthand in terms of age (0.040) and letter transcribing also in terms of age (0.032). They also differ in the skill of taking down dictations in terms of gender (0.009) and in terms of NSAT results (0.010). Thus, the hypothesis that “The respondents significantly differ as to the level of stenographic skills of technical students at Eastern Luzon Colleges-Benguet in terms of age, gender, NSAT result, ethnic group and educational attainment of parents is accepted in terms of age, gender and NSAT result. It is rejected in terms of ethnic group and educational attainment of parents.

As to the difficulties, the respondents differ in reading basic skills in terms of NSAT results (0.034) and in transcribing shorthand also in terms of NSAT results (0.011). Thus the hypotheses that the respondents significantly differ on the level of attainment of stenographic skills of technical students at Eastern Luzon Colleges-Benguet in terms of age, gender, NSAT result, ethnic group and educational attainment of parents is accepted in terms of NSAT result along reading basic skills and transcribing shorthand. It is rejected in terms of age, gender, ethnic group and educational attainment of parents.



On the methods and strategies, the respondents differ in group and individual work in terms of educational attainment of father. Thus, the hypothesis that the respondents significantly differ on the extent of effectiveness of the methods and strategies used by the teacher teaching shorthand writing in terms of age, gender, NSAT result, ethnic group and educational attainment of parents is accepted in terms of educational attainment of father along group and individual method. It is rejected in terms of age, gender, NSAT results, ethnic group and educational attainment of mother.

Conclusions

Based on the findings, the following are the conclusions:

1. The majority of the respondents belong to the age category of 18 to 19 years. There are more female respondents. The majority of the respondents have NSAT result belongs of 70 percent and below. The Kankana-ey ethnic group registered the highest number of respondents. The education of the parents of the respondents varied from elementary to college.
2. The level of attainment stenographic skills of the respondents is moderately attained.
3. The level of stenographic difficulty in stenographic skills of the respondents is moderately difficult.
4. The extent of effectiveness of methods and strategies used by the teacher in teaching stenographic skills of the technical students at Eastern Luzon



Colleges-Benguet as they perceived it in terms of their profile is moderately effective.

5. The respondents differ along the skills of writing shorthand and letter transcribing in terms of age. They differ in the skill of taking down dictations in terms of gender and in terms of NSAT results. As to the level of difficulty, the respondents differ in reading basic skills and in transcribing shorthand in terms of NSAT results. On the methods and strategies, the respondents differ in group and individual work in terms of educational attainment of father.

Recommendations

Based on the findings and conclusions, the following are the recommendations:

1. There is a need to further improve the level of attainment of stenographic skills of the respondents from moderately attained to highly attained. This could be done by more exercises and practice on the part of the student.
2. There is a need to find remedies to lessen the degree of difficulty in stenographic skills by using methods and strategies appropriate for the purpose.
3. The methods and strategies perceived to be more effective should be used more frequently and those that are perceived to be less effective maybe further studied in order that remedial measures can supplement them.
4. There should be a study to find out why few males go into stenographic writing course.



5. There should also be an effort on the part of teacher to enhance reading of basic shorthand and enhance students' transcribing skills.



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APPENDICES



APPENDIX A

Letter to the President of ELC Seeking Permission to Administer Questionnaire

EASTERN LUZON COLLEGES
Km 4, La Trinidad, Benguet

December 2006

DR. CARLOS M. ALACDIS
President
Eastern Luzon Colleges-Benguet
Km. 4, La Trinidad, Benguet

Sir:

May I ask permission from your office that I will be allowed to conduct my research in titled “Stenographic Skills of Technical Education Students at Eastern Luzon Colleges-Benguet” in partial fulfillment of the requirements for Master in Public Administration at Benguet State University.

A survey questionnaire will be administered followed by a personal interview to some respondents to verify my data.

I look forward to your kind approval on this matter.

Respectfully yours,

MARIJUNE T. ABIASEN
Researcher

Endorsed by:

FELIPE S. COMILA
Research Adviser

TESSIE M. MERESTELA
Dean, Graduate School



APPENDIX B

Appendix Letter to the Respondents

EASTERN LUZON COLLEGES-BENGUET
MRTC Bldg, Km 4, La Trinidad, Benguet

December 2006

DEAR RESPONDENTS

May I ask permission from your office that I will be allowed to conduct my research in titled “Stenographic Skills of Technical Education Students at Eastern Luzon Colleges-Benguet” in partial fulfillment of the requirements for the degree Mater in Public Administration at Benguet State University.

In this undertaking, may I ask your kind cooperation to answer honestly the herein survey questionnaire.

Respectfully yours,

MARIJUNE T. ABIASEN
Researcher



APPENDIX C

Questionnaire

Part A – Profile of the Respondents

Directions: Please put a check mark on the space before the item that describes yourself.

Name (optional): _____

1. Age Range(for students)

_____ 1.1 below 16 years old

_____ 1.2 16-17 years old

_____ 1.3 18 -19 years old

_____ 1.4 20 -21 years old

_____ 1.5 22 years old

2. Gender

_____ 2.1 male

_____ 2.2 female

3. NSAT result (if any)

_____ 3. 1. below 70%

_____ 3. 2. 71 to 79%

_____ 3.3. 80 to 89%

_____ 3.4. 90 to 99%

_____ 3.5. 100%



4. Dialect (s) spoken at home

_____ Ilocano

_____ Tagalog

_____ kankana-ey

_____ Ibaloi

_____ Pangasinan

Others, please specify _____

6. Educational attainment of parents

a. Father

___ No schooling

___ Elementary

___ High school

___ College

Degree finished _____

b. Mother

___ No schooling

___ High school

___ College

Degree finished _____



Part B

1. Degree of attainment of stenographic skills of technical education students at Eastern Luzon Colleges-Benguet.

Directions: Please rate the level of attainment of stenographic skills of Technical Education Students at Eastern Luzon Colleges-Benguet.

- 5 Very Much Attained
- 4 Highly Attained
- 3 Moderately Attained
- 2 Slightly Attained
- 1 Not Attained

	5	4	3	2	1
1. Reading basic skills	_____	_____	_____	_____	_____
2. Writing shorthand	_____	_____	_____	_____	_____
3. Taking down dictations	_____	_____	_____	_____	_____
4. Transcribing shorthand	_____	_____	_____	_____	_____

2. Degree of difficulty in stenographic skills of technical education students at Eastern Luzon Colleges-Benguet

Directions: Please rate the degree of difficulty in stenographic writing of Technical Education students in Eastern Luzon College Benguet.

- 5 Very Much Difficult
- 4 Very Difficult
- 3 Moderately Difficult
- 2 Slightly Difficult
- 1 Not Difficult

		3	2	1	
1. Reading of basic shorthand	_____	_____	_____	_____	_____
2. Writing shorthand	_____	_____	_____	_____	_____
3. Taking down dictations	_____	_____	_____	_____	_____
4. Transcribing shorthand	_____	_____	_____	_____	_____



3. The extent of effectiveness of methods and strategies used by the teacher in teaching stenographic skills in Eastern Luzon Colleges-Benguet.

Directions: Please rate the extent of effectiveness of methods and strategies used by the teacher in teaching stenographic skills at Eastern Luzon Colleges-Benguet

- 5 Very Much Effective
 4 Very Effective
 3 Moderately Effective
 2 Slightly Effective
 1 Not Effective

- | | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|-------|-------|-------|-------|-------|
| 1. Lectures | _____ | _____ | _____ | _____ | _____ |
| 2. Group and individual work | _____ | _____ | _____ | _____ | _____ |
| 3. Letter dictations | _____ | _____ | _____ | _____ | _____ |
| 4. Letter transcribing | _____ | _____ | _____ | _____ | _____ |
| 5. Reading and writing practice | _____ | _____ | _____ | _____ | _____ |



BIOGRAPHICAL SKETCH

The author is a native of Palina, Kibungan, Benguet. She was born to Mr. Colbert E. Abiasen and Mrs. Laura T. Abiasen on May 29, 1974.

She finished her elementary education at Palina Elementary School, Palina, Kibungan in 1987 and her secondary education at Benguet State University. She obtained her college degree, Bachelor of Science in Secretarial Administration in 1997 at Baguio Central University. She took up Bachelor of Science in Secondary Education at Cordillera Career Development College in 1998. In her desire to pursue higher level of education, she enrolled at Benguet State University for the Master in Public Administration and graduated in May 2007.

She worked as clerk librarian at National Training Center at Benguet State University in 1997.

She is at present a faculty member of Eastern Luzon Colleges –Benguet.

