

Exploring the Efficacy of Content Based Instructional Strategy for Enhancing Students' Academic Performance in Shorthand in F.C.E (Technical), Akoka, Lagos, Nigeria

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Abstract: Instructional strategies is a key element in intelligent systems when tutoring. Research questions were formulated to guide the study. A descriptive study research design was adopted for the study. It makes simplification adopt texts and promote comprehensiveness among students. It takes place in all educational levels, evaluating learning objectives, comprehension be achieved. Also, it provides pedagogical accommodation to learner proficiency levels and skills. The adaptability and sustainability of instructional strategies lies on the authenticity of the materials utilized. The teacher must create a truly learners centered classroom to adequately utilize instructional strategies. A structured and validated instrument was used to elicit responses for this study. In establishing the reliability of the instrument, 0.67 co-efficient was gotten showing the instrument was reliable. Simple percentage and mean rating was used to analyze the responses from the research question. The results showed that non-availability of Shorthand labs, inadequate level of expertise is one of the challenges mitigating maximal utilization of content based instructional strategies for the academic performance of Shorthand students in Federal College of Education (Technical), Akoka, Lagos. Recommendations were made amongst them is curriculum planners should increase the number of periods allocated to business studies and students to be well motivated so that their interest in Shorthand will not be deteriorated.

Keywords: Content Based Instructional, Efficacy, Exploring, Shorthand, Students Academic Performance

1. Introduction

Aribisala (2021) stated that the achievement of a learner in academic endeavor solely depends on the level of how proficient the language of education is structured by the instructor. The gallery of information from several sources both printed and visual depends on the language utilized for academic and information purpose in daily activities of a person's life. Language is a veritable tool for improving learning and its inadequacy could affect effective teaching and learning of other subjects across the curriculum. The mastery of instructions depends on the language which plays an important role in the teaching learning process. Brinton, Snow and Wesche defines and presents the rationale for Content Based Instructional strategy [3]. First, content based

instructional strategy arbitrary deletes the uniqueness between language and content. Second, it reflects the securities and aspires of learners. Third, it accounts the eventful use of the learners and exposes the students to authenticate materials and tasks. Fourth, it displays optimum conditions for second language exposed by acquiring learners to meaningful, cognitively language. Lastly, providing accommodating pedagogical level for proficiency among learners to improve skills and levels.

Centuries ago, Nigerian public educators engaged in several reforms. Notwithstanding, the existence of reform educationally implemented, students number remain classified as performing low. Consequently, gaps exists between levels of students existing continually the highest schools that performs, gaps exist with the achievement level,

and the challenge of closing such gaps becomes a problem. Schools, which is a major institution within the society, are facing difficulty obtaining knowledge, skill and character formation in preparing students in adult years [6]. However, gaining knowledge and skills adequate is needed to implement processing choices in career choices [5]. Achievement that is low, although interchangeably utilize is underachieved at risks and performance that is low, is established between capability and performance occurring over time [8]. Therefore, demands and pressures boost academic achievement and create high level of educated attention on learners learning [9]. Despite, the picture dismissed described above, students level of achievement keeps increasing and classroom teachers play a key role in the process. Assumption on role of leadership defines the learners as individuals following a systematic approach including observations, identification of problem, addressing the students' needs [4]. In essence, expiation level affects the needs of the students [1]. Their roles as leaders have impact on performance of students in position ensuring students reach standards that are challenging [9]. The questions posed are stated as following; first, what are the strategies teachers in the classroom utilized to make a difference in learning among students? Second, when is the utilization process of these strategies? Instructors utilize myriad strategies enabling student learning. Cooperative learning groups give opportunities to students collaborate by ideas and completing assignments. Teachers enable students think critically and solve problems based group assignments for students to complete a task individually or in group. Experimental learning experiences activity, reactions shared and published observations, determining or experimenting patterns, inferring or generalizing and information application (NCCIC, 2010). Several activities allows students in the application of knowledge, collaborative encouragement, engagement and enhancing communication among students, socially and solving problem skills. It reflects personal reflection and application learning other contents as critical factors in effective learning experimentally. A review of related literature on learning among colleges learners, determines studies measuring information retention level after class work, transferring of knowledge in situations that are new, solving problems, think, change in attitude, and motivation learning effectively (Felder, 2015). Teachers develops hybrid courses integrating outline components into traditional setting in the class, students allowed interacting with the students and teachers, complete activities within the group, and assignment completion. This stated independent major impacts on achievements on achievements of students' strategies to instructions. According to Mc Lord, instructions and teachers solely responsible for utilization of resources and strategically choose the advancement in their students appropriately in-depth [7].

Shorthand which is also called Stenography, is any form of rapid writing using symbols in place letters of the alphabet, phrases or words. Ager referred to this system of writing as stenography (narrow writing), brachygraphic (short writing)

or tachygraphy (swift writing) [2]. Sun described it also as invisible communications [10]. This article makes a brief and general presentation of the history of shorthand and how it was introduced in Nigeria. Also, it will report on the findings of an investigation of the need and relevance of shorthand in Nigeria based on analysed data from this survey. The art of shorthand originated in about 350Bc in the ancient Egypt and Greek civilization. The Greek historian, Xenophon used shorthand to write down the memoirs of Socrates. In Great Britain, Shorthand evolved as a means of taking down confidential reports in coded forms, the system which over time developed and became a trade of an academic study. The contributions of Isaac Pitman and John Robert Gregg particularly gave rise to writing of shorthand in English. Both Pitman and Gregg used a phonographic approach and they wrote words according to how they (words) sounded instead of abbreviated spelling. In Pitman system the position, length and thickness of the strokes are all crucial. Pitman system became the predominant shorthand system in the English speaking with the exception of the USA which adopted the Gregg system right up to the present day, while in Nigeria both Pitman and Gregg system was adopted.

1.1. Statement of the Problem

In most tertiary institutions, Shorthand pose a lot of problems to students. Many of the students have opted to abandon secretarial and other associated courses because of Shorthand. Instructional strategies are techniques lecturers use to help students become independent and strategic on learners. The transcription and dictation which require strategic techniques has pose a threat and a vacuum among students' offering Shorthand affecting the academic performance in the course. Instructional strategies fosters students offering Shorthand by exposing them to cooperative learning and group discussion which is a problem because the role played on the lecturers part seems not to be bringing any meaningful nexus, thereby reducing the level of efficacy in higher institutions.

This study will expose the efficacy of content based instructional strategy in fostering students in academic achievement in Shorthand at Federal College of Education (Technical), Akoka, Lagos.

1.2. Purpose of Study

The main purpose of this study is to find the efficacy of content based instructional strategy on the academic performance of Shorthand students in Lagos State. This study tends to examine:

The extent to which content-based instructional strategy is utilized for the academic performance of Shorthand in Federal College of Education (Technical), Lagos State.

Profile the ability and capability of Lecturers in deploying content-based instructional strategy for the academic performance of Shorthand students in Federal College of Education (Technical), Lagos State.

Determine the challenges mitigating the maximal

utilization of content-based instructional strategy for the academic performance of Shorthand students in Federal College of Education (Technical), Lagos State.

Research Questions

The following research questions guided the study:

To what extent does content-based instructional strategy adequately utilized for academic performance of Shorthand in Federal College of Education (Technical), Lagos State?

Does profiling the ability and capability of lecturers deploys content-based instructional strategy for the academic performance of Shorthand students in Federal College of Education (Technical), Lagos State?

To determine the challenges mitigating the maximal utilization of content-based instructional strategy for the academic performance of Shorthand students in Federal College of Education (Technical), Lagos State?

2. Methodology

The study adopted a descriptive survey research design. This study was carried out in Federal College of Education (Technical), Akoka, Lagos, Nigeria. The population comprised of 310 students in Business Education offering Shorthand. The researcher adopted simple random sampling technique. A structured questionnaire was used to solicit responses from the respondents. 130 questionnaires were distributed but 100 questionnaires gathered for analysis which consist of 28 NCE 1, 46 NCE 2 and 26 NCE 3 students. Mean rating was adopted for the analysis.

3. Results

Research Question One

Table 1. To what extent does content-based instructional strategy adequately utilized for academic performance of Shorthand in Federal College of Education (Technical), Akoka, Lagos State?

S/N	Items	SA	A	D	SD	X	MEAN RATING	REMARKS
1.	It corroborates teaching	72	165	36	9	100	2.8	Positive
2.	It aids retention	36	138	72	9	100	2.6	Positive
3.	It creates a conducive environment	180	165	-	-	100	3.45	Positive
4.	It brings professionalism into play	252	111	-	-	100	3.6	Positive
5.	It reduces tension in the classroom	360	30	-	-	100	3.9	Positive
6.	It promotes improvement	256	138	-	-	100	3.94	Positive
7.	It increases efficiency and effectiveness	292	81	-	-	100	3.73	Positive

Table 1 above shows the research question one which were all positively remarked.

Research Question Two

Table 2. Does profiling the ability and capability of lecturers deploys content-based instructional strategy for the academic performance of Shorthand students in Federal College of Education (Technical), Akoka, Lagos State?

S/N	ITEMS	SA	A	D	SD	X	MEAN	REMARKS
8.	Level of experience	140	135	24	8	100	3.07	Positive
9.	Age of learners	192	111	30	-	100	3.33	Positive
10.	Knowing how to pass knowledge	72	165	36	9	100	2.8	Positive
11.	Creating a favorable environment	180	165	-	-	100	3.45	Positive
12.	Having deep understanding about Shorthand	252	111	-	-	100	3.63	Positive

Table 2 above shows the research question two which all remarks were positive remarked.

Research Question Three

Table 3. To determine the challenges mitigating the maximal utilization of content-based instructional strategy for the academic performance of Shorthand students in Federal College of Education (T), Akoka, Lagos?

S/N	ITEMS	SA	A	D	SD	X	MEAN	REMARKS
13.	Challenge of learning content	256	81	18	-	100	3.55	Positive
14.	Non availability of Shorthand software tools	144	57	80	5	100	2.86	Positive
15.	Non utilization of ICT for the subject	216	57	36	9	100	3.18	Positive
16.	Inadequate level of expertise	318	54	-	-	100	3.82	Positive
17.	Non delivery on the side of the lecturer	36	138	72	9	100	2.6	Positive
18.	Lack of Shorthand Lab	256	138	-	-	100	3.9	Positive
19.	Lackadaisical attitude from students	244	63	36	-	100	3.4	Positive
20.	I don't care attitude of lecturers	76	195	32	-	100	3.0	Positive

Table 3 shows the research question three. All remarks were positively remarked which shows that they are all challenges mitigating the maximal utilization of content-based instructional strategy for the academic performance of Shorthand students in Federal College of Education (Technical), Akoka, Lagos, Nigeria.

4. Conclusion

Every shorthand students have the course to be proud because business subjects have many opportunities, better acquisition of skills and self-reliance in the society therefore

government, education authorities and individuals concerned should impact and contribute towards the enhancement of business studies in Junior Secondary Schools.

Finally, it is important to note that business studies have tremendous purpose for the development of Shomolu Local Government and the nation at large, but much to be achieved depends on how it is handled. A good number of problem exist in the impact of learning business studies on students' competence and attitude towards business and unless they are tackled, the objective of introducing business studies may not be achieved.

5. Recommendations

Based on the findings of this study and the information obtained from the review of related literature, the following recommendations are made for the improvement of Shorthand classes includes;

Students should be well motivated so that their interest in Shorthand won't be deteriorated.

The curriculum planners should increase the numbers of periods allocated to business studies.

Students of business studies should be encouraged to attend Workshops, Seminars at their spare leisure time so as to be update with vast knowledge and skills in business.

Government should employ more qualified teachers of business subjects to teach Shorthand while those that are not qualified should be encourage to go for further teacher training programmes so as to increase and boost their knowledge.

A relevant instructional material should be used by teachers to teach the subject so that it can be interesting, real and not abstract to the learners.

In other to eradicate unfavorable societal attitude towards Shorthand, government should map out a programme in the

mass media to educate the public on how business can move the nation forward.

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