Stenography Competency and Challenges of Bachelor of Science in Office Administration

Shella May M. Barrios[1], Dyana T. Dilag[2], Shenel H. Ortega[3], Joyfe G. Quingco[4], Ma. Angelica M. Tanagan[5], Venz Andrei N. Vinson[6]
[1,2,3,4,5,6] *Carlos Hilado Memorial State University, Fortune Towne, Philippines*

Abstract

This study aims to determine the level of competency of Bachelor of Science in Office Administration students in learning stenography and the challenges of students in learning stenography in terms of reading strokes, writing strokes, and taking dictation. Stratified random sampling was used in choosing the 158 respondents. This study utilized a descriptive-comparative research design through an adapted and modified questionnaire. Furthermore, frequency, percentage, mean, standard deviation, t-test, and Analysis of Variance were tools employed to aid the data analysis. Significant findings showed that most of the Office Administration students were highly competent in stenography, particularly in reading and writing strokes and dictation. Furthermore, some of the Office Administration students struggled in learning stenography because they are incapable of concentrating due to the disturbing environment. Likewise, regardless of age and year level groupings, the competency in stenography skills is on the same level. The high result manifests that students can gain competency in stenography. The intended learning outcomes of the program were met.

Keywords: Challenges in stenography, Competency, Descriptive-comparative, Dictation, State University, Stenography Reading Strokes, Writing Strokes

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I.   INTRODUCTION

Stenography is the practice of writing in shorthand, either by hand or with a specialized stenograph machine. Through the twentieth century, stenography was a necessary skill for secretaries, reporters, and other people who needed to record written information quickly and accurately. While this skill is in less wide use today, it is still valuable in some environments of events such as courtrooms, where a real-time transcription of events is required by law (McMahon, 2023) [30]. According to Gregg Shorthand, Series90, it is used by secretaries as a tool that enables them to obtain and hold interesting and rewarding positions. It is used by business and professional people who are relieved of the burden of longhand in making notes, preparing important papers, and drafting reports. To determine the level of competency and challenges of Bachelor of Science in Office Administration students.

The Bachelor of Science in Office Administration students are being prepared to be good secretaries in the future. In acquiring the skills of a stenographer such as writing, reading, and taking dictation in shorthand strokes, they are expected to be able to write and transcribe shorthand strokes. Using shorthand allows accurate notes to be taken effortlessly over a long period and enables one to take minutes in the meeting.

Unfortunately, in the process of becoming a good secretary, there are several circumstances that you will encounter along the way in learning stenography. Stenography is not the same in some subjects that you will go to memorize to pass. Hence, stenograph is different because stenography is a skill that needs to be acquired as a secretary. The Bachelor of Science in Office Administration Program independently, without the need for on-site supervision (CMO 19 s., 2017) [17].

The researchers aimed to determine the level of competency of Bachelor of Science in Office Administration students in learning stenography and to measure the gap of knowledge and literature of students' challenges in learning stenography in terms of reading strokes, writing strokes, and taking dictation. After this study, the researchers are highly confident to give possible suggestions that can help the student to overcome those challenges that they may encounter in learning shorthand.

II.   REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies which gives the researchers a better understanding about the stenography competency and challenges of Bachelor of Science in Office Administration. The literature and studies in this section addresses the ideas, concepts, generalization, and conclusions that are related to the study from passed up to the present. These are used as a guide for the

researchers as they construct their study. Furthermore, the information in this chapter assists the researcher in familiarizing elements that are important and related to the current study.

2.1 Stenography Competency

Amoor (2014) states that to enable secretaries to meet up with work challenges, sufficient speed, and accuracy, the modern precursor of shorthand was developed in the 16th century [10]. This explained why Sholagbade (2012) maintained that the competency of a secretary was then hinged on her ability to take shorthand notes as dictated by the executive and transcribed the same accurately. By implication, excellent knowledge, understanding, and demonstration of shorthand skills guaranteed a job as a professional secretary in an organization [37].

According to Barra (2016) many people study stenography because they recognize its usefulness in any job. Stenography is often used by secretaries and assistants in various time of work. One of the basic skills required of an administrative proffessionals. Stenography also used in medical field to record information of thier patients. Moreover, court stenographers use it to catch up with testimonies during legal proceedings. Reporters also used stenography to obtain complete and accurate records of the interview [13].

In the article of Hipp-Hipp (2012), The services of stenographers are utilized for real-time transsciption, such as in courtrooms, university settings with close captioning, or other events were the transcipt must be accessible immediately. Special machines are utilized by stenographers for shorthand typing as well as regular computers that can perform the job. They are frequently requested to re-read what has been said, particulary in court, to provide clarification [25].

According to Kanu (2018) shorthand is a system of writing which is based on the science of phonetics that is related to articulated sounds [27]. Skills and competency. Shorthand facilities report writing, keeping confidential information, taking oral information, and providing gainful employment to students (Amoor, 2014) [10].

Ma'aji et al. (2020) revealed that shorthand skill is not relevant to report writing minute-taking of secretaries in modern offices operation. It was concluded that the job opportunities and performance of professional secretaries will depend on their knowledge, skills, and competencies in the operation of the technology gadgets and facilities found in the modern offices [28].

According to Mazurczyk (2013) with the invention of computers, stenography became digital where computer experts developed messages that were encoded for transfer to other individuals. Digital technologies such as movie images, text files, still images, and audio formats are some of the most used forms of digital stenography. The 2001 attacks in the United States of America were followed bya growing concern that the Al Qaeda network was using coded images to communicate [29].

Similar to the scholarship on the politics of transcription, which is situated at the intersection of the mechanical aspects of technology and unpacks how they are materialized and instantiated by those who are using them in a specific socio-political nexus, Poulsen et al. (2018) examined Chinese stenography as verbatim transcription while foregrounding stenographers embodied experience as a site to interfere, contest, and challenges the assumed authentication of speechand writtentexts, which are largely regarded as the same in the politics of transcription [36].

2.2 Skills in Stenography

The study conducted by Abdul-Kahar (2015) reported that shorthand is another skill that restart, should possess in order to write fast and then transcribe (typing) into plain English text for an ordinary person's understanding, In fact, shorthand is actually secret writing whereby if you have never studied or learned it you can never read or figure out what is being written [2].

Agboola et al. (2014) reported that despite the technological age, shorthand assists secretaries to compile minutes, prepare reports, and office management [7]. Similarly, Amoor (2014) reported that secretaries with shorthand skills are more efficient in handling of paperwork and correspondence in an office [10].

According to Amoor & Magaji (2015) the knowledge of Shorthand aids in the development of skills related to listening, focus, organization, attention to detail, and accuracy [11]. Okoro (2017) opined that the knowledge of shorthand enhances vocabulary, reading, phonetics, spelling, and other language skills. It is assumed that knowledge and skills in shorthand enable secretaries to become proficient in their duties, increase their writing skills, and facilitate the taking of minutes and transcription of the spoken word [33].

The study conducted by Aromolaran (2015) revealed that shorthand skill is much the cherry on the cake in the skill of the set forward–looking contemporary personal assistant and a skill that will the secretary standout from the crowd when looking for that career progression [13].

Fasami (2014) reported that secretaries need shorthand skills to carry out the day- to-day responsibilities and routine in offices activities, in areas in receiving instructions and getting updated

information, and good listening skills by pointing out the ways, through which both secretaries and executives can realize a higher level of success in achieving the organizational goals [21].

According to Fidler (2015) shorthand combines the skills of active listening, summarizing, recording, and making sense of chaos.The shorthand writer not only takes down notes but also listens for sense and applies logical and rational thought to what is being said [22].

Garner (2017) stated that shorthand is a vital skill for journalists or anyone working in a secretarial role. Shorthand stenography allows individuals to take notes rapidly and accurately. The majority of journalism courses will cover shorthand, and because assesments are timed, they can be very difficult. Knowing that shorthand speed is described as the number of words that one can write in one minute. Hence, shorthand speed is generally described in word per minute or (wpm) with one hundred wpm is the industry standard for journalist. However, most of the people at 120 – 140 wpm, and it is a good method to enhance thier speed [24].

Oguntimehin & Oludele (2018) reported that the availability of an auto- recording facility does not remove the relevance of shorthand in taking down oral information via telephone, nor do computer voice recognition software, spell, and grammar check facility displace the relevance of typewriting skills in mail processing [35].

2.3 Challenges Encounter in Stenography

Abayomi (2017) opined that perceived difficulties among others might affect the career choice of students [1]. Similarly, Adesibi (2017) argued that the interest and performance of students in courses depend on their interpretation and perceived difficulties [6].

Moreover, Aminu (2016) argued that positions of writing strokes are a serious problem for shorthand students. This explains why the reports of internal examiners have indicated that a lot needs to be done in colleges to help students do well in their shorthand examinations [9]. In addition, Adebayo (2012) attributed the difficulty in teaching shorthand to inadequate content knowledge and pedagogical skill for effective instructional delivery [3]. Odumosu et al. (2016) also reported that most shorthand teachers lack the content knowledge and pedagogical skills that are very essential to the teaching of the subject matter [31].

According to Agnas et al. (2018) the challenges encountered in terms of dictation are moderately encountered. These are the inability to take dictation as rapidly as the dictator gives it, change immediately, or make corrections during dictation as well as unable to recall using brief forms and derivatives while writing dictation. On the other hand, along with transcription, the challenges encountered are unfamiliar with 17 of the steno alphabet letters, brief forms, phrases, and abbreviations and slowness and inaccuracy in reading the transcribed words [8].

According to Echipare et al. (2019) stenography is one of the major specializations of the course Bachelor of Science in Office Administration, majority of the students find difficulty in coping with the course. The adjoining of strokes and shortening of words tend to exert a great deal of effort in further studying. As a matter of fact, the subject triggers tension and anxiety among Bachelor of Science in Office Administration students [18].

Ehirheme (2019) opined that lack of interest on the part of students, poor knowledge of the English language, the inability of the students to practice regularly and drill, laziness due to negligence at their work, cane of nomenclature of Secretarial Studies to Office Technology and Management program delayed admission process into tertiary institutions, inadequate facilities, and over-population, are all factors militating against the mastery of shorthand skills [20].

Correspondingly, Egbuwaohia (2013) and Ofuenyi (2014), noted in their different studies that most shorthand teachers find it difficult to teach the subject effectively [19,32]. Adanghe (2015) attributed the poor performance of the students to the teacher's performance in the classroom. The author also noted that the subject of shorthand cannot be easily taught by inexperienced teachers [5].

According to Ibrahim (2021) shorthand outlines, vowels, and stroke cognitive difficulty have a significant effect on students who might have an interest in opting for the office option in Colleges of Education in North-East, Nigeria [26]. Kanu (2018) attributed the difficulties in writing shorthand to a series of disjointed consonants, strokes, and vowels in shorthand [27].

According to the study of Olufunke (2020), there are many factors militating against students' mastery of shorthand skills. Since the objective of the teaching and learning process is to bring about behavioral changes in the learners, therefore, proper attention and consideration must be given to eliminating all factors that can hinder effective teaching and learning processes as well as effective classroom management [34].

III. METHODOLOGY

This chapter is the presentation of the method used and the procedure of the investigation applied by the researcher in gathering information and data in the study. Specifically, it discussed the research method, procedure of the study, respondents, instruments used in the study, administration, and preparation of questionnaires, and the statistical tool applied to the collected data to establish validity.

3.1 Research Design

The researcher used the descriptive-comparative research design to describe differences between groups in a population without any manipulation (Cantrell, 2011) [16] . In addition, Tourigny et al. (2011) used a non-experimental, quantitative research design known as a descriptive, comparative design. In addition, Tourigny et al. (2011) used a non-experimental, quantitative research design known as a descriptive, comparative design (also known as casual comparative research and pre-experimental research) [39]. The key point of these is to find out the correlation among factors. Most salient characteristics between these designs and experimental designs is uncontrollable (manipulation) of the independent variable (IV) and systematic function of analysis contents to the interference or govern category. These design are usually utilize in nursing research studies because nurse researchers are frequently encounter with these particular impediment.

The descriptive-comparative research design that was used in this study is suitable since the data collected from the survey addressed the population's demographics in relation to all the questions concerning the proficiency level of reading, writing, and dicatation skills, as well as the difficulties faced by Bachelor of Science in Office Administration students. This particular data presentation is highly important as the researchers aimed to identify the gaps in existing knowledge and literature regarding stenography education, specifically regarding to reading, writing, and taking dictation.

3.2 Respondents

The respondents play a vital role in the study.They served as the main source of information needed for the realization of the study. The respondents were officially enrolled in Bachelor of Science in Office Administration in the Academic Year 2022- 2023 at Carlos Hilado Memorial State University.

The respondents were identified using stratified random. Stratified random sampling is a method of random sampling where researchers first divide a population into smaller subgroups, or strata, based on shared characteristics of the members and then randomly select among these groups to form the final sample (Simkus, 2023) [38]. Here, the same percentage of items is selected from each stratum. The sample size of each stratum is proportional to its population. The total of the samples from all groups forms the total sample size of the whole population.

Supposed the population of Bachelor of Science in Office Administration students must be divided into four categories according to their Year Level.

Table 1
Distribution of Respondents

Year Level	Population	Sample size
First Year	82	50
Second Year	46	28
Third Year	69	42
Fourth Year	63	38
Total	260	158

In the above illustration, the researchers used Yamane's formula to get the sample size of the respondents.

3.3 Research Instrument

The instrument used in this study was adapted from the study of Andrade et al. (2018) entitled 'Stenography Skills of Bachelor of Science in Office Administration' and the researchers-made questionnaires disseminated face-to-face form to the 1st year to 4th year office administration students [12]. This served as a primary source in gathering data and information needed in the study on the stenography competency and challenges of Bachelor of Science in Office Administration students. The first part dealt with the demographic profile in terms of age and year level. The second part consisted of the level of competency in stenography skills of Bachelor of Science in Office Administration students considering the factors the reading strokes, writing strokes, dictation, and challenges of Bachelor of Science in Office Administration students.

The first factor, reading strokes, measured the speed of students in reading shorthand strokes. The second factor measured the ability of students when it comes to writing shorthand strokes. The third factor tested the alertness of students in taking dictation. The last was the challenges of students in learning stenography despite of some circumstances.

The remarks showed no bias by considering factors based on the rubrics which will be guided by the reading stroke, writing stroke, dictation, and challenges of Bachelor of Science in Office Administration students in learning stenography.

To interpret the data gathered, the scale is presented below:

Numerical Code	Verbal Description	Interpretation
4	Always	Performed the skills all the time
3	Often	Performed the skills most of the time
2	Seldom	Performed the skills sometimes
1	Never	Performed the skills rarely

3.4 Data Collection Procedure

Upon the approval of the research instrument, the researchers formally wrote a letter to the Dean for consent to conduct the study and the request to get the number and names of the Bachelor of Science in Office Administration. The researchers used the formal letter in conducting survey to their respondents. After the request was approved, the survey, questionnaire was disseminated face-to-face. The researchers included a formal consent for participation in the survey questionnaire. Due to research ethics and proper confidentiality methods, the obtained data from the participants were not publicly disclosed Barrot (2017) which also stated in the informed consent form given to the respondents of the study [15]. The estimated time duration in sending out the survey was one week which was approximately five minutes to answer.

3.5 Data Analysis

Descriptive statistics was used to analyze the data gathered by the researchers. Descriptive statistics, specifically the measure of central tendency, was used in identifying the most indicated response of the respondents of the study.

For problem number one which is to determine the profile of respondents in terms of age, year level, percentage and frequency count was used.

For problem number two, which is to measure the level of competency in stenography skill as to reading stroke skill, writing stroke skill, and dictation of Bachelor of Science in Office Administration students, Mean and Standard deviation were used.

Mean scores were interpreted using the 4-point extent scale as follows:

Mean Range	Interpretation	Verbal Description
3.50-4.00	Very High	Performed skills all the time
2.5-3.49	High	Performed skills most of the time
1.50-2.49	Low	Performed skills sometimes
1.00-1.49	Very Low	Performed skills rarely

For the problem number three, to determine the significant difference in the level of competency in stenography skills when they are grouped in different demographic profile, ANOVA and T-test were used.

Furthermore, for the problem number four, to determine the challenges encountered by Bachelor of Science in Office Administration students in taking stenography, the challenges were ranked according to mean score from highest to lowest.

3.6 Data Trustworthiness

The researchers utilized Lawshe methodology, which was supported by Foley (2018) to prove the credibility of this work. Credibility, transferability, reliability, and confirmability were all observed by the researchers [23]. Data gathering was carried out over an extended amount of time, and thorough analysis of information and validation were carried out. The method and process were stated and articulated explicitly. The knowledge of all statements was based on information provided by the informants.

3.7 Ethical Considerations

The researchers put into consideration in this study the practice of integrity and fairness in gathering data as well as the processing of information. The study started to run under the permission of Carlos Hilado Memorial State University, through the researchers' adviser as well as the panelists and the researchers, gave an informed consent in conducting a survey. Moreover, the researcher underwent the checking of the questionnaires by the research adviser, with help from the professors chosen to affirm the truthfulness of the information. These included validity test, reliability test, and affirmation of the most suitable statistical tools to calculate the data gathered that rendered appropriate and truthful results. Furthermore, the researcher assured

that the confidentiality and anonymity of every information of the respondents were maintained. The respondents voluntarily participated and were not forced to respond to the survey. The results gathered were disseminated and disposed carefully to maintain the privacy of the respondents. These methods were used in order that the results would be fair and truthful.

IV. RESULTS AND DISCUSSIONS

4.1 Level of Competency in Stenograph Skills

Table 4.1.1 Level of Competency in Stenography Skill in Writing

Indicators	N	Mean	Interpretation	SD
1. Can write strokes accurately.	158	2.53	High	0.66
2. Can write the correct size and length of strokes.	158	2.52	Low	0.69
3. Can write correct words or phrases during dictation.	158	2.37	Low	0.66
4. Can write correct sentences and paragraphs in shorthand form.	158	2.37	High	0.72
5. Can write simple words correctly.	158	2.75	High	0.77
Total		**2.50**	**High**	**0.56**

Legend: 3.50-4.00 (Very High), 2.5-3.49 (High), 1.50-2.49 (Low), 1.00-1.49 (Very Low)

The result in Table 4.1.1 showed that the level of competency in stenography skills of Bachelor of Science in Office Administration students in terms of writing was High (M = 2.50, SD = 0.56) which means that the participants can perform the skills most of the time. Moreover, among the indicators, writing strokes accurately garnered the highest mean high (M = 2.53, SD = 0.66) interpreted as High. This implies that the respondents are competent in writing strokes. However, the indicator of writing correct words or phrases during dictation incurred the lowest mean (M = 2.37, SD = 0.66) interpreted as Low. It means that the respondents can perform the skills sometimes. This implies that the respondents are not competent, in terms of writing strokes correctly. Table 4.1.1 also showed the five indicators where the respondents rated them according to their performance in the indicators. In the writing skill of respondents, it is high that they can write strokes accurately, can write correct sentences and paragraphs in shorthand form, and can write simple words correctly. On the other hand, the respondents are struggling to write the correct size and length of strokes and correct words or phrases during dictation.

This finding is supported by Adamu (2013), the technicalities of how and where to write strokes are the most difficult aspect of shorthand for students [4]. Moreover, Aminu (2016) argued that positions of writing strokes are a serious problem for shorthand students [9]. This explains why the reports of internal examiners have indicated that a lot needs to be done in colleges to help students do well in their shorthand examinations.

Table 4.1.2. Level of Competency in Stenography Skill in Reading

Indicators	N	Mean	Interpretation	SD
1. Can read shorthand sentences and paragraphs fluently.	158	2.34	Low	0.75
2. Can read my own strokes.	158	2.68	High	0.81
3. Can read and differentiate brief forms from words.	158	2.64	High	0.78
4. Can read strokes written on the board.	158	2.47	Low	0.74
Total		**2.55**	**High**	**0.61**

Legend: 3.50-4.00 (Very High), 2.5-3.49 (High), 1.50-2.49 (Low), 1.00-1.49 (Very Low)

Data in Table 4.1.2 presents the level of competency in stenography skills of Bachelor of Science in Office Administration students in terms of reading. Out of 158 respondents, it attained an area mean of 2.55 and a standard deviation of .61.
Table 4.1.2 also showed the five indicators where the respondents rated them according to their performance in the indicators. In the reading skill of respondents, they were highly able to read shorthand correctly, to read their strokes, and to read and differentiate brief forms from words. Hence, the respondents were having a hard time reading shorthand sentences and paragraphs fluently and can read strokes written on the board.

Table 4.1.3 Level of Competency in Stenography Skill in Dictation

Indicators	N	Mean	Interpretation	SD
1. Can follow directions.	158	2.83	High	0.71
2. Can listen despite the accent of the dictation.	158	2.49	Low	0.72
3. Can catch up despite the dictation speed.	158	2.40	Low	0.79
4. Can take dictation at 40 WPM.	158	2.34	Low	0.73
Total		**2.52**	**High**	**0.53**

Legend: 3.50-4.00 (Very High), 2.5-3.49 (High), 1.50-2.49 (Low), 1.00-1.49 (Very Low)

Data in Table 4.1.3 presents the level of competency in stenography skills of Bachelor of Science in Office Administration students in terms of reading. Out of 158 respondents, it attained an area mean of 2.52 and a standard deviation of .53.

Table 4.1.3 also showed the five indicators where the respondents rated them according to their performance in the indicators. In the dictation skill of respondents, it was highly possible that they can follow directions, and can write accurately what they heard. While some indicators stated that respondents were struggling to listen despite the accent of the dictator, to catch up despite the dictation speed, and to take dictation at 40 WPM.

It implies that the competency of respondents in writing skills which attained the mean of 2.50 is interpreted as high. Reading skills which attained a mean of 2.55 are interpreted as high. And in dictation which attained the mean of 2.52 is interpreted as high. This shows also that the respondents are more competent in reading skills as they attained the highest mean, next is dictation who got the second highest mean, and the last is writing skill. This finding is supported by Agnas et al. (2018), the challenges encountered in terms of dictation are moderately encountered [8]. These are the inability to take dictation as rapidly as the dictator gives it, change immediately, or make corrections during dictation as well as unable to recall using brief forms and derivatives while writing dictation. On the other hand, along with transcription, the challenges encountered are unfamiliar with 17 of the steno alphabet letters, brief forms, phrases, and abbreviations and slowness and inaccuracy in reading the transcribed words.

4.2 Difference in the level of Competency in Stenography Skills

Table 4.2.1 Significant Difference in the Level of Competency in Stenography Skills

Variables	Mean	P-Value	Interpretation
Age			
18-20 years old	2.54	0.75	Not Significant
21 years old and above	2.51		
Year Level			
First-year Second year Third year	2.53		
Fourth year	2.52	0.22	Not Significant
	2.42		
	2.65		

*p-value < .05 significant level

The result in Table 4.2.1 showed no significant difference in the level of competency in stenography skills when the respondents were grouped according to their profile variable with a p-value of 0.75 for age and 0.22 for year level which is higher than the significant level of 0.05. This implies that the profile variables would have no impact on the level of competency in learning stenograph.

4.3 Challenges Encounteres by BSOA in taking Stenography

Table 4.3.1 Challenges Encountered by Bachelor of Science in Office Administration students in taking Stenography.

Challenges	Mean	Interpretation	SD	Rank
1.Unable to concentrate due to disturbing environment.	2.59	High	0.81	1
2. Unable to focus due to loaded activities.	2.49	Low	0.87	2
3. Cannot access material resources from school sites.	2.43	Low	0.79	3
4. Did not learn enough knowledge due to blended learning.	2.37	Low	0.85	4
5. Unable to transcribe strokes in a short period.	2.34	Low	0.87	5
6. Difficulty in reading and identifying strokes.	2.34	Low	0.76	6
7. Cannot easily identify phrases.	2.32	Low	0.71	7
8. Unable to identify brief forms.	2.26	Low	0.76	8
9. Unable to understand shorthand principles.	2.22	Low	0.80	9
10. Unable to use stenography punctuations.	2.21	Low	0.78	10

Legend: 3.50-4.00 (Very High), 2.5-3.49 (High), 1.50-2.49 (Low), 1.00-1.49 (Very Low)

Table 4.3.1 reveals the Challenges that encountered by the Bachelor of Science in Office Administration students. The researchers give 10 challenges that respondents may experience in taking stenography. It shows the challenges encountered by the respondents from the highest mean to the lowest mean.

Of the 10 challenges only one challenge attained the mean of 2.59 which was interpreted as High. Rank 2 attained a mean of 2.49, interpreted as low. Rank 3 also only attained a mean of 2.43, interpreted as Low, rank 4 reach a mean of 2.37, interpreted as low, and rank 5 was also interpreted as low as it only reached the mean of 2.34.

It showed that the challenge that most of the respondents experienced was that they were unable to concentrate due to a disturbing environment. As it is the only challenge interpreted as High. But it does not mean that it is the only challenges that matter, the other challenges may not interpret as High, but it is still the challenges that respondents may experience in taking stenography. They might still experience those challenges such as being unable to focus due to loaded activities, cannot access material resources from school sites, not learning enough knowledge due to blended learning, and being unable to transcribe strokes in a short period.

The five challenges that also got a Low interpretation in the indicators must not disregard as it is stated in those indicators the challenge that the respondents may face in taking stenography such as difficulty in reading and identifying strokes, cannot easily identify phrases and brief forms, unable to understand shorthand principles, and unable to use stenography punctuations. This finding is supported by the study of Olufunke (2020) that there are many factors militating against students' mastery of shorthand skills. Since the objective of the teaching and learning process is to bring about behavioral changes in the learners, therefore, proper attention and consideration must be given to eliminating all factors that can hinder effective teaching and learning processes as well as effective classroom management [34].

V. CONCLUSION

The study presented results that indicated that the level of competency of Bachelor of Science in Office Administration students in terms of writing strokes, reading strokes, and dictation, showed a result that most of the students are competent in stenography.

The Bachelor of Science in Office Administration students are more likely to possess the knowledge and skills they need in learning stenography in terms of writing strokes, reading strokes, and taking dictation. There are several challenges affecting the students' stenography competency and skills since Office Administration students are expected to write and read strokes as well as transcribe the dictation. However, most of the students were unaffected by the challenges in learning stenography as the students cope and mostly well-performed skills in stenography. This means that the students do great in learning stenography in terms of reading strokes, writing strokes, and taking dictation despite the difficulties encountered. The findings are not the expected outcome of the researchers since, for the past few years the students experience difficulties in attending face-to-face classes. Moreover, learning stenography needs physical interaction for better and deeper understanding. The intended learning outcomes of the program were met.

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