

## Skills in Stenography of Office Administration Students

Sharon S. Barcelona<sup>1</sup>, Aigen A. Delgado<sup>2</sup>, Ria Jean P. Lampinaque<sup>3</sup>, Charina S. Pederiso<sup>4</sup>, Maebelle Ann S. Sunga<sup>5</sup>

<sup>1,2,3,4,5</sup> Carlos Hilado Memorial State University-Fortune Towne Campus, Philippines.

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### **Abstract**

*This study shows the Stenography skills of office administration students in terms of writing, reading, and transcription. Learning shorthand should need dedication, willingness to learn, and time. This study used a Descriptive Research Design. The study's finding shows the difference in each year level of students in office administration studying shorthand. The respondents of this study were 161 students of a Bachelor of Science in Office Administration at Carlos Hilado Memorial State University, Fortune Towne Campus. The primary aim of this study is to determine the level of skills in stenography of office administration students. Moreover, the results found that there is no significant difference in learning resources, while there is a considerable difference in terms of year level. The results revealed that students in office administration who can write, read, and transcribe were the areas that need to be developed and monitored.*

**Keywords:** Dictation, Reading, Stenography Skills, Transcription, Writing

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Date of Submission: 02-01-2024

Date of acceptance: 14-01-2024

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### **I. INTRODUCTION**

In the fast pace of business today, everyone would benefit from taking shorthand notes. Shorthand greatly benefits from accurate and efficient personal notes and telephone message-taking (Fidler, 2018) [11]. Mastery of shorthand enables time to write faster and save time, especially for Executive and Personal Assistants, resulting in professional competencies. It will still be relevant for office and personal work for those who have mastered the art (Fidler, 2015) [10]. According to Udoh (2014), most students cannot cope with shorthand no matter if they try to practice and study the course. Students resort to several means to pass the course and not master the skill [32].

The researchers aim to assess the stenography skills of Office Administration students. The students' skills covered in this study include writing, reading, dictation, and transcription skills. The researchers expected that the outcome of this study would help the program to use some strategies to excel in the stenography skills of students since this is one of their specializations and to enhance their learning in stenography in the right amount of time teaching.

### **II. REVIEW OF RELATED LITERATURE AND STUDIES**

#### **2.1 Demographic Profile**

The text emphasizes the significant impact of demographic characteristics on student academic performance and their role in predicting variations in face-to-face and distance learning outcomes. El-Refae (2021) found that demographic characteristics accounted for at least a 7.4% variation in academic performance, highlighting their importance [8]. Factors such as sex, year level, and specialization are crucial in assessing student academic performance, a point supported by multiple studies, including Ortega-Maldonado et al. (2017) [25] and Brubacher & Silinda (2019) [6]. Notably, the year level or status of students, whether junior or senior, plays a substantial role in determining academic performance, as suggested by Christmann (2017) [7] and Amparo et al. (2018) [1]. These studies underscore the significance of considering demographic profiles when evaluating student performance.

The text also emphasizes that demographic factors are a primary concern regarding academic performance, as indicated by Kim-Choi (2015) [17]. It highlights the importance of educators understanding how these demographic characteristics influence each student's effectiveness in their teaching approaches. Shah (2018) reinforces this by noting the strong correlation between demographic variables and student success [27]. Moreover, the text acknowledges that the demographic profile of students is changing rapidly, and educational institutions must regularly monitor these changes to detect evolving associations within student demographics, as highlighted by Ilias et al. (2009) [13]. This suggests that staying attuned to shifting demographics is essential for educational institutions to support student achievement.

## **2.2 Learning Resources**

The study explored the impact of learning resource availability and teacher utilization on student performance, emphasizing the role of individual parents in providing necessary materials to enhance their children's academic success (Analysis of Learning Resources and Students Academic Performance in Secondary Schools Correct Project, 2016) [2]. In the context of shorthand writing, the text advises individuals to select a suitable shorthand system based on their time and speed preferences. It also highlights the importance of gathering appropriate learning resources, including online tutorials, books, and old "test kits" for practice and progress tracking (Speed-Writing: How to Write Shorthand, a Skill Worth Knowing, 2023) [29].

Shorthand systems are diverse and cater to various languages, often employing symbols or modified letter meanings for efficient writing (Journal of Language and Linguistic Studies, 2023) [15]. The text underscores the significance of shorthand skills, particularly in clerical, secretarial, and journalism roles, where speed and accuracy are crucial. Journalism courses commonly include shorthand training to prepare students for real-world demands (Gutoskey, 2022) [12]. Shorthand proficiency, measured in words per minute (wpm), can enhance one's job prospects, with the text citing a typical conversational speech rate as 150-180 wpm.

The practical benefits of shorthand include faster note-taking, especially for court proceedings and business purposes (Tan & Tan, 2021) [30]. The text also highlights its historical use for safeguarding confidential information and private thoughts (McKenzie, 2021) [20]. Learning shorthand requires time, focus, and practice, emphasizing consistency and error reduction. Speed and proficiency come with dedication and repetition, and the text encourages self-assessment through recording or seeking help from others during practice (Evanish, 2023) [9].

## **2.3 Writing Skills in Stenography**

The text discusses the diverse nature of shorthand systems, highlighting that various languages have developed distinct shorthand methods. These systems can utilize symbols to represent specific letters, sounds, or concepts, or they may assign new meanings to known letters for efficient shorthand writing (Journal of Language and Linguistic Studies, 2023) [15]. Shorthand is underscored as a crucial skill, particularly for those engaged in clerical work, secretarial roles, or journalism. Journalism training programs often include shorthand training, with tests known for their time pressure, emphasizing the importance of speed in shorthand writing (Gutoskey, 2022) [12].

The text emphasizes that shorthand writing skills can enhance one's professional profile, as shorthand proficiency is often measured in words per minute (wpm). For context, conversational speech typically falls between 150-180 wpm (Gutoskey, 2022) [12]. Shorthand's advantage lies in its ability to facilitate fast and efficient note-taking, making it valuable for tasks like recording court proceedings and drafting business letters (Tan & Tan, 2021) [30]. The text encourages individuals to experiment with different note-taking styles to maximize efficiency and enjoy the process.

Furthermore, shorthand, often called "secret writing," is noted for its historical significance in keeping confidential information and private reflections safe from prying eyes, making it relevant for business transactions requiring confidentiality (McKenzie, 2021) [20]. The text acknowledges that learning shorthand requires time, focus, and practice, highlighting the importance of effort consistency. As one becomes more familiar with the system, improvements in speed and proficiency become evident. Errors are expected during the learning process, and the focus should be on learning from and reducing these mistakes. The text encourages individuals not to worry if they are initially slow in shorthand writing, as speed naturally increases with comfort and practice. Repetition is emphasized as a key to success, and self-assessment through recording or seeking help from others is recommended (Evanish, 2023) [9].

## **2.4 Reading Skills in Stenography**

The text emphasizes the importance of reading from shorthand notes as a critical element in developing speed and accuracy in shorthand machine writing. It highlights that students often underestimate the significance of this practice, viewing it as time-consuming and unbeneficial (Moody, 2018) [22]. Reading shorthand is presented as a valuable skill to cultivate, especially in stenography classes.

Additionally, the text touches upon the broader concept of reading skills, encompassing an individual's ability to read, comprehend, interpret, and decode written language and texts. Exceptional reading skills are considered highly beneficial for understanding and responding to written communications such as emails and letters (Ashly, 2023) [4]. Reading shorthand is positioned as an exceptional skill within this context.

Furthermore, the text suggests that learning is most effective when it engages multiple senses and learning principles, such as seeing, hearing, reading, writing, and repetition. This multi-sensory approach is recommended for learning shorthand, including writing shorthand outlines, reading, visualizing, correcting, and reading them aloud (Moody, 2018) [23].

The historical context of shorthand's impact on reading practices is briefly mentioned, suggesting that the widespread use of English shorthand may have contributed to increased literary intimacy and tighter shorthand skills (McCay, 2021) [19]. In conclusion, the text reiterates the importance of reading back and correcting shorthand notes as an essential practice for developing speed and accuracy in machine shorthand writing (Moody, 2018) [22].

## **2.5 Dictation Skills in Stenography**

Effective listening is a crucial aspect of the communication process, involving the accurate reception and interpretation of messages. It requires both the desire and awareness to understand messages, and when communication falters, various issues can arise (Vaughn-Furlow, 2018) [33]. Strong listening skills can lead to positive outcomes in multiple areas, such as customer relations, increased customer satisfaction, higher productivity, and fewer mistakes. It can also foster creativity and innovation within teams and enhance personal relationships.

In the context of shorthand and dictation, listening plays a significant role. Dictation involves the spoken delivery of content at a specific speed, which candidates must write in shorthand. The subsequent task is transcribing the shorthand into the same language as the dictation. Listening is a skill that every student needs to have. One of the best ways to develop listening skills is by practicing active listening and transcription is an ideal place to start (MOS Legal, 2017) [24]. Dictation exercises can serve as a means to improve listening skills among students, boost their confidence and motivation, and enhance their understanding of pronunciation details in English (Saragih, 2022) [26].

In order to assess the influence of running dictation on listening comprehension achievement, a study has been conducted with English Education students from South Sumatra in Indonesia. The research utilized a one-group pretest and posttest design and collected data through listening comprehension assessments. The findings indicated a significant improvement in students' listening comprehension achievement after using the running dictation method (Jaya, 2020) [14]. This suggests that dictation exercises can effectively enhance listening skills and comprehension among students, with potential implications for future research in this area.

## **2.6 Transcription Skills in Stenography**

Stenography is a profession that involves transcribing audio recordings using shorthand, demanding a unique skill set. Successful stenographers must possess the ability to type quickly and accurately, exceptional listening comprehension, and the capability to work independently. Shorthand put simply is a way to compress your language and writing, only keeping the useful bits. Our minds can easily learn to recognize bits and pieces of words and characters. Traditionally seen as a secretarial skill, shorthand offers great benefits to anyone who works in a modern office, (Molly, 2017) [21]. Transcription plays a central role in the world of stenography, often compared to the lifeblood of speed writers. It is considered an indispensable practice, akin to blood in our veins, essential for success in this field. The key to excelling in stenography is discipline and regularity, and daily transcription is considered a magic remedy for achieving success in securing government or private sector jobs. Despite some students' aversion to daily transcription, favoring dictations, it is stressed that transcription serves as a daily progress report, indicating one's competence in shorthand and one's readiness for competitive tests.

Transcription, defined as converting dictated notes into written text and typing them on a computer, is deemed a lifeline for speed writers in stenography (Matters, 2022) [18]. The process involves meticulous reading of dictated notes followed by elegant typing. Students are encouraged to cultivate a genuine passion for transcription as it is a skill and their livelihood. The ability to transcribe efficiently and accurately is compared to the fragrance of a rose among flowers, attracting employers and elevating one's efficiency and accuracy to the point where employers actively seek their services (Best institute-ipci mumbai, 2021) [5].

In the modern landscape, stenographers and court reporters are transitioning from paper records created by stenotypes to computer-aided transcription. This shift allows for the immediate generation of digital transcripts from shorthand, streamlining the process. Success in this field requires exceptional listening skills and a high degree of focus, as transcription accuracy is pivotal, potentially impacting the outcome of entire legal cases. Given the retirement of experienced professionals and the growing demand for transcription talent, opportunities are abundant for those entering the field of stenography (Kadosh, 2018) [16].

## **III. Research Methodology**

This chapter will present the research design, the study's respondents, the sampling technique, the locale of the study, the research instrument, the validity and reliability of the data-gathering procedure, Statistical Treatment, and Ethical Considerations.

### **3.1 Research Design**

The study utilizes a descriptive research design, which seeks to gather information to describe a phenomenon, situation, or population systematically. The focus is on prevailing conditions (Siedlecki, 2020) [28]. The study aims to evaluate the proficiency of office administration students in writing, reading, dictation, and shorthand transcription. This design is considered suitable for the current study.

### **3.2 Locale of the Study**

This study was conducted at Carlos Hilado Memorial State University for the Bachelor of Science in Office Administration Program at Brgy. Estefania, Bacolod City.

Carlos Hilado Memorial State University (ISO 9001:2015 Certified), formerly Paglaum State College, is a public educational institution that aims to provide higher technological, professional, and vocational instruction and training in science, agriculture, and industrial fields as well as short-term or vocational courses. Commission on Higher Education (CHED) and by Republic Act No. 11336: Officially now Carlos Hilado Memorial State University. CHMSC's conversion goes hand-in-hand with Republic Act 10931, or the Free College Education Act, to improve access to and the quality of public education in Bacolod City and Negros Occidental.

### **3.3 Respondents of the Study**

The study surveyed 161 students of Bachelor of Science in Office Administration from 1st-4th year who were enrolled for the First semester in the academic year 2022-2023.

### **3.4 Research Instrument**

The researcher utilized an adopted "Stenography skills of office administration students" by Andrade et al. (2018) and modified the research questionnaire thesis [3]. The instrument was divided into two parts. Part I is to determine the demographic profile of the respondents according to year level and learning resources. Part II contains questions to determine the respondent's skills in writing, reading, dictation, and transcription in stenography.

The respondents were given five (5) numerical codes, 5 for always to 1 for never. Furthermore, the guide that was shown below was used by the office administration students as the respondents in answering each question:

Numerical Code	Response
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

The researchers adopted and modified the questionnaire from "Stenography Skills of Office Administration Students" by Andrade et al. (2018) [3]. Ten questions were adapted and modified—five (5) in writing and five (5) in reading skills. The thesis was tested for reliability at La Carlota City College, Cubay Campus students, specifically the Bachelor of Science in Office Administration, with 30 respondents. The reliability result was .988 using Cronbach's Alpha and interpreted as reliable.

### **3.5 Data Gathering Procedure**

The researchers will formulate a formal letter, duly noted by their thesis adviser, asking permission from the Dean of the College to conduct the study for the selected respondents. Another letter, duly noted by their thesis adviser, will be sent to the prospective respondents, asking permission to conduct a study for the Bachelor of Science in Office Administration students on their skills in Stenography. The purpose of the questionnaires will thoroughly explain the skills in stenography, and the respondents will be assured of the confidentiality of their responses. The questionnaires will be given through Google forms. The questions will give us knowledge about the skills in stenography of Office Administration students.

### 3.6 Data Analysis Procedure

The following statistical tools were used.

For problem number one, the frequency and percentage were used to determine the demographic profile of the respondents according to year level and learning resources. For problem number two, the mean and standard deviation were used to assess the level of stenography skills in writing, reading, dictation, and transcription. The result is interpreted below;

Mean Score Range	Verbal Interpretation	Description
4.51 – 5.00	Very High	Always practice their stenography skills
3.51 – 4.50	High	Often practice their stenography skills
2.51 – 3.50	Moderate	Sometimes practice their stenography skills
1.51 – 2.50	Low	Seldom practice their stenography skills
1.00 – 1.50	Very Low	Never practice their stenography skills

For problem number three, the Mann-Whitney test for Learning Resources and Kruskal Wallis test to identify if there is a significant difference in the year level.

### 3.7 Ethical Considerations

The researchers are committed to protecting the well-being of its participants. It adheres to ethical guidelines prohibiting physical or psychological harm or abuse to research participants. Respecting the dignity of these participants is of utmost importance, and consent will be obtained before the study begins. Following R.A No. 10173, or the DATA Privacy Act of 2012, the researchers will ensure the privacy and confidentiality of the participant's data, guaranteeing anonymity for individuals and organizations involved. Respondents will be informed about the study's objectives, and their responses will be kept confidential solely for academic purposes. After a designated retention period, the data will be permanently destroyed to prevent any recovery. Additionally, transparent disclosure will be made of all affiliations, funding sources, or conflicts of interest., and all communication related to the research will be conducted with honesty and transparency, avoiding any biased representation or misleading information about the primary data findings.

## IV. Presentation, Analysis, and Interpretation of Data

### 4.1 Demographic Profile of Bachelor of Science in Office Administration students

Table 4.1.1 Demographic Profile of Bachelor of Science in Office Administration students

Variables	Frequency	Percentage
Year Level		
1 <sup>st</sup> year	52	32.3
2 <sup>nd</sup> year	28	17.4
3 <sup>rd</sup> year	42	26.1
4 <sup>th</sup> year	39	24.2
Total	161	100.0
Learning Resources		
Printed	45	28.0
Digital	116	72.0
Total	161	100.0

Table 4.1.1 shows the demographic profile of students with 161 respondents using two variables, which are the year level and learning resources. The printed frequency was 45 or a percentage of 28.0, while the digital frequency was 116 or 72.0. This implies that most respondents were 1st- year and few were 2nd- year students.

According to Ilias et al. (2009), the demographic profile of students is changing faster than in the past; hence, the demography of students should regularly be monitored by the management of educational institutions to detect changes in the association between the demography of students [13].

**Table 4.2.1 Level of Stenography Skills**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Writing Skills	3.25	.61	Moderate
Reading Skills	3.12	.70	Moderate
Dictation Skills	2.95	.69	Moderate
Transcription Skills	3.06	.68	Moderate
<b>Average</b>	<b>3.10</b>	<b>.67</b>	<b>Moderate</b>

*Note: 1.00-1.50 Very Low, 1.51-2.50 Low, 2.51-3.50 Moderate, 3.51- 4.50 High, 4.51 – 5.00 Very High*

Table 4.2.1 presents the data on the level of stenography skills, in which the highest mean score is 3.25 in writing skills, and the lowest mean score is 2.95 in dictation skills, all interpreted as moderate. This implies that even though reading is the highest standard deviation score among the other stenography skills, it does not affect the interpretation of the mean range and verbal description.

Udoh (2014) reprimanded that students should accept the challenges posed by shorthand, take measures to master the skill and devote more time to their studies. This nation has contributed to their poor performance in the course since their interest is restricted to only passing the system rather than mastering the skill [32].

**Table 4.2.2 Level of Stenography Skills in terms of Writing**

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. Can write strokes accurately.	3.31	.70919	Moderate
2. Can write correct size and length of Strokes.	3.32	.77138	Moderate
3. Can write correct words or phrases during dictation.	3.03	.66542	Moderate
4. Can write correct sentences and paragraph in shorthand.	2.90	.79219	Moderate
5. Can write simple words and brief forms correctly.	3.71	.89191	High
<b>Average</b>	<b>3.25</b>	<b>.60950</b>	<b>Moderate</b>

*Note: 1.00-1.50 Very Low, 1.51-2.50 Low, 2.51-3.50 Moderate, 3.51- 4.50 High, 4.51 – 5.00 Very High*

Table 4.2.2 shows the questions which measured the respondents' skills in writing shorthand. The findings further revealed that the students could write strokes accurately, with a mean score of 3.31. However, students can write the correct size and length of strokes with a mean score of 3.32. Students can write valid words or phrases during dictation with a mean score of 3.03. Students can write correct sentences and paragraphs in shorthand form with a mean score of 2.90. These four questions are interpreted as moderate. Lastly, students can write simple words and brief forms correctly, with a mean score of 3.71, interpreted as high.

Shorthand writing might seem difficult at the start. Nevertheless, with each passing day, it will be enhanced. Thus, I dedicated a few hours of practice and made it routine. Repetition is the key. Try to record yourself or ask for help from a friend and family in conducting a test (Evanish, 2023) [9].

**Table 4.2.3 Level of Stenography Skills in terms of Reading**

Indicators	Mean	SD	Interpretation
1. Can read shorthand words correctly.	3.20	.87906	Moderate
2. Can read shorthand sentence and paragraph fluently.	2.88	.80435	Moderate
3. Can read my own strokes.	3.71	.95943	High
4. Can read and differentiate brief forms from words.	3.30	.82798	Moderate
5. Can read 40-50 words a minute.	2.53	.87366	Moderate
<b>Average</b>	<b>3.12</b>	<b>.69970</b>	<b>Moderate</b>

*Note: 1.00-1.50 Very Low, 1.51-2.50 Low, 2.51-3.50 Moderate, 3.51- 4.50 High, 4.51 - 5.00 Very High*

Table 4.2.3 shows which measured the respondents' skills in shorthand. The finding further revealed that the students could read strokes accurately, with a mean score of 3.20. However, students can read shorthand sentences and paragraphs fluently with strokes, with a mean score of 2.88; students can read their strokes during dictation with a mean score of 3.71, interpreted as high. A student can read and differentiate brief forms from words with a mean score of 3.30. Furthermore, lastly, students can read 40-50 words a minute correctly with a mean score of 2.53. The rest of them are interpreted as moderate. This implies that the student's reading skills are good, but more is needed.

It may learn best when incorporating many senses: writing shorthand outlines; reading, visualizing, and correcting steno outlines with the red pen; and hearing them one more time when they read aloud from shorthand (The importance of reading back shorthand notes, 2018) [31].

**Table 4.2.4 Level of Stenography Skills in terms of Dictation**

Indicators	Mean	SD	Interpretation
1. Can follow the direction in dictation.	3.23	.93038	High
2. Can write accurately what you heard.	3.02	.78638	Moderate
3. Can listen despite the accent of dictator.	3.04	.82831	Moderate
4. Can catch up despite the dictation speed.	2.82	.76557	Moderate
5. Can take dictation without repetition.	2.65	.86067	Moderate
<b>Average</b>	<b>2.95</b>	<b>.68658</b>	<b>Moderate</b>

*Note: 1.00-1.50 Very Low, 1.51-2.50 Low, 2.51-3.50 Moderate, 3.51- 4.50 High, 4.51 - 5.00 Very High*

Table 4.2.4 shows the questions which measured the respondents' skills in dictation. Shorthand's finding further revealed that the students could follow the direction in dictation with a mean score of 3.23,

interpreted as moderate. Students can write what they heard with a mean score of 3.02, interpreted as moderate, and students can listen to the accent of a dictator with a mean score of 3.04, interpreted as moderate; students can catch up the dictation speed with a mean score of 2.82, interpreted as moderate. Furthermore, students can take dictation without repetition, with a mean score of 2.65 interpreted as moderate. Lastly, the dictation skills of the students were good. However, the students still need to improve their skills to enhance them through practicing listening skills and attentiveness to the dictator.

Listening involves accurately receiving and interpreting messages in the communication process. With the ability to listen effectively, which involves desire and awareness, messages are easily understood (Vaughn-Furrow, 2018) [33].

**Table 4.2.5 Level of Stenography Skills in terms of Transcription**

Indicators	Mean	SD	Interpretation
1. Can check the spelling, grammar & punctuation while transcribing.	3.11	.88030	Moderate
2. Can transcribe accurately.	2.98	.75392	Moderate
3. Can transcribe 40-50 words a minute.	2.63	.83531	Moderate
4. Can follow letter format as instructed.	3.36	.89828	Moderate
5. Can recognize the sizes of shorthand.	2.23	.89616	Moderate
<b>Average</b>	<b>3.06</b>	<b>.68456</b>	<b>Moderate</b>

*Note: 1.00-1.50 Very Low, 1.51-2.50 Low, 2.51-3.50 Moderate, 3.51- 4.50 High, 4.51 - 5.00 Very High*

Table 4.2.5 shows the questions that measured the respondents' skills in transcription shorthand, and findings further revealed that the students could check the spelling, grammar, and punctuation while transcribing with a mean score of 3.11, interpreted as moderate. Students can transcribe accurately with a mean score of 2.98, interpreted as moderate; students can transcribe 40 to 50 words a minute with a mean score of 2.63, interpreted as moderate; students can follow letter format as instructed, with a mean score of 3.36 interpreted as moderate, students can recognize the sizes of shorthand with a mean score of 3.23, interpreted as moderate. Furthermore, this indicates that the students' transcription skills are moderate. Therefore, it is required for students to enhance transcription to attain this skill; students need to review and practice more in reading and recognizing strokes so that the students can transcribe the given strokes with ease.

A person must be an excellent listener and able to focus their attention to a superior degree. Outstanding ability in this field is not only a core requirement for every document produced; the outcome of an entire case may rely on accurate transcription (Kadosh, 2018) [16].

**Table 4.3.1 Significant difference in the level of Stenography Skills**

Variables	Computed Value	P-Value	Interpretation
Learning Resources	2493.500	.661	Not Significant
Year Level	22.763	.000	Highly Significant

*Note; Significant: p-value ≤ 0.05*

Table 4.3.1 shows a significant difference in the level of stenography skills. Post Hoc Analysis revealed that there is no significant difference in terms of learning resources with a .661 p-value. In contrast, a .000 p-value shows a significant difference in the year level, and the 1st year-2nd year is the same, which shows under the new curriculum, 1st-year to 3rd year have no significant difference, as 3rd-year students had shorthand classes virtually due to the pandemic, 3rd year-4th year has a significant difference in which 4th-year students had one school year of face-to-face shorthand classes before the breakthrough of COVID-19 Additionally, 1st to 3rd year has a highly significant difference from 4th year, 1st year-4th year however, face-to-face classes are a



must in learning shorthand since the researchers' results from the first year-3rd year were highly significant to 4th-year students.

According to El-Refae (2021), demographic characteristics significantly impacted student academic performance and predicted at least a 7.4% variation in face-to-face and distance learning [8]. This shows the importance of demographic characteristic or profile as it affects students' academic performances- it is not something to be left behind.

#### **IV. Summary of Findings and Recommendations**

##### **4.1 Summary of Finding**

Based on the analysis of the results, most respondents were 1st year students, followed by 3rd year, 4th year, and lastly, the 2nd year students. According to the gathered data, most students used digital as a learning resource than printed. In terms of the level of stenography skills of students, the findings showed that all the skills that were interpreted were moderate as to mean average and verbal description.

Lastly, there no significant difference in learning resources; however, year level had a highly significant difference in the level of stenography skills of students. The researchers concluded that the knowledge of the 3rd year level was affected by virtual learning. In this case, the researchers' adherence to the possible implementation of no virtual stenography learning should be supported. Virtual learning affects the stenography skills of students since the skills in stenography cannot be quickly developed. Learning with a stenography instructor must be applied to develop students' stenography skills.

##### **4.2 Recommendations**

The result of the study showed that students from 1st year-3rd years have a gap in terms of stenography skills attained by 4th-year students. Due to the revision of the curriculum, 1st year- 2nd-year students needed more time to practice and learn stenography. While the 3rd year students were not able to learn and practice stenography due to virtual learning. Hence, the researchers recommended that BSOA students not have stenography subjects virtually and to have a revision in the curriculum because, based on the results that the researchers gathered, the gap showed that there must be a revision to be made and no virtual learning must be applied. It is also recommended that BSOA faculty members should have more time allotted to teaching stenography. Due to class suspension, meetings, and school activities, stenography classes could not meet the allotted time, which affected the students' skills in stenography. Also, the stenography instructor must meet the lessons needed in a semester. The researchers also recommended re-establishing the Steno Club to integrate stenography learning in which BSOA students can practice stenography skills. The future researchers can continue this study and find further researches that may help the integration of stenography in subjects related to stenography. The researchers will recommend seeing more future research about assessing skills in stenography or the factors affecting students' skills in stenography.

#### **V. Declaration of Conflicts of Interests**

The authors have no conflict of interest to declare. The researchers claim no conflicts of interest.

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