

Using Demonstration Method to Enhance the Performance of First Year High National Diploma (HND) Secretarial Students of Accra Polytechnic in Typewriting

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Abstract

It was intended to enhance the poor performance of typewriting students by providing answers to questions relating to improvement, or otherwise in some specific techniques of typewriting. The researcher made use of interview, questionnaire and observation to identify the problem associated with typewriting in relation to students, lecturers and administration to collect data for the study. There was also the introduction of an intervention. The analysis showed that students do not practice, or take typewriting seriously, more also, there are not enough typewriters. Some students think typewriting is like any other subject and treat it as such. There has been changing of teachers every now and then and the methods of teaching and learning vary from one teacher to another. Again equipment are insufficient and those available too not in good condition. These frustrate students so they do not perform well. The interventions used were demonstration and discussion methods. As the teacher implemented these designs, it was realized that the performance of students had improved tremendously and as such an extra period was also added to reinforce practical work. The results of the study indicated that reinforcement and counselling could be used as other interventions for improving the work output.

Keywords: Performance, High National Diploma, Typewriting

1. Introduction

Formal education in this country started in 1529-1694 in the castles built by the Europeans. The Portuguese, Dutch and British built schools in Cape Coast and Elmina. Their aims were to educate Mulattos and a few black children prepared them academically to be clerks and interpreters to help the whites in their trading activities. Later, the Basel Missionaries showed interest in technical education and also the Bremen and Catholics followed in 1847 and 1887 respectively. Governor Roger's Commission on education appointed in 1908 submitted its report, which emphasized the need for government to take a direct interest in Technical Education as the Basel Missionary had been almost alone in providing institutions (Pot & McWilliams, 1975). Technical Education in Ghana has, therefore, been career focus. The products of technical institutions are trained to suit the middle-level manpower needs of industry and commerce. Products from these institutions pursued various programmes some of which were business, engineering, building, catering and fashion, all geared towards the field of work. Thus, in 1987, when the Educational Reform Programme started in Ghana, Typewriting was already a subject being taught in Technical Institutions, Private Commercial School and few selected schools.

A few years ago, typewriting was an important subject which people loved to learn because of its link almost all aspect of jobs. Nowadays, the learning of typewriting is de-emphasized because of the availability of computers and the lack of typewriters in some schools. A novice learning typewriting on the manual typewriter takes at least six weeks (6 weeks) to the keys because the learner who wants to acquire the skills in no time finds himself or herself using the wrong fingers to type, this brings about poor performance later when he or she types. Learners believe that nowadays there is no need to learn typewriting because most organizations and a number of schools have phase out the use of typewriters, they rather prefer computers to the typewriters. They also have the notion that the computer is very good and easy to use when learning typing more than it is with typewriters. As such learners feel there is no need to waste time using the typewriters whilst programmes such as Mavis Beacon's software programmed for teaching keyboarding can help them to become conversant with the correct fingering techniques and also helps to build up speed. There is also lack of qualified and dedicated teachers to teacher the course.

Beyond the attitude of the learners and teachers, there is frustration, boredom and above all lack of typewriters in most schools. Heads of departments have been complaining about the high cost of typewriters, that is the price of one brand new typewriter can buy three computers. They find it difficult to get the new typewriters to buy and the old ones too are obsolete and gives problem all the time. This has brought about the phasing out of Typewriting in most schools.

Typewriting has been an important subject on the curricular of schools offering business programme since independence. The business studies programme of Accra Polytechnic is one of such examples. In 1949, Accra Polytechnic was established as a Technical school to train lower and Polytechnic was established as a Technical

school to train lower and middle level hands on skilled manpower for industry. Later in 1957, it was upgraded to a Technical institute and declared a Polytechnic in 1963. However, the school remained second cycle institution and run Advanced Craft and Technician courses.

In 1993/1994 when the PNDC Law on polytechnics came into full effect, Accra Polytechnic gained a tertiary status and the situation changed. Organizational course structures and curriculum were appropriately re-arranged. Accra Polytechnic now prides itself with feeding industry with skilled middle level labour.

Growth in the years has enabled the polytechnic to develop and implement a broad-based Higher National Diploma curriculum. More fields of study and research have been introduced and there have been tremendous improvement in infrastructure, teaching and learning facilities.

At present, Accra Polytechnic offers a rich curriculum in a variety of programmes and award Higher National Diploma (HND) certificate, thus providing a wide range of opportunities for the Ghanaian populace. One of such programmes is the School of Business, which comprises of Secretarial, Management and Accounting department. The Secretarial course or option offers typewriting as one of its elective, aside other related subjects. The population of the department is now as three hundred and twenty-three (323), and has a staff population of nine (9). With Mr. Nat Johnson as the Head of Department with one (1) permanent lecturer, two (2) part-time lecturers, one (1) instructor, two (2) student teachers on their internship and two (2) non-teaching staff. The tables 1a and 1b show the result of second and third years HND students.

According to the result, there has been a very poor performance in Typewriting. The problem has of late become an issue of much concern to parents, students and secretarial teacher. While a cross-section of the public, mainly parents attribute the problem to ineffective teaching of the subject, the other section, mainly secretarial teachers, maintain that the problem has arisen as a result of lack of typewriters and the short duration within which the subject is taught and learnt by students at various levels of the educational system including the HND. They maintain, in the case of the HND level, that Typewriting is not introduced to students at the SSS level, and since they involve the acquisition of the new skills, the subject should be given more periods on the teaching time table and more typewriters should be acquired. This, according to the teacher of secretarial courses would ensure that the students get frequent hands in the practice of the skill.

Another group of typewriting teachers and experts maintain that the poor performance of students in typewriting is due to the absence of vigorously enforcing occupational experience for typewriting teachers and secretarial students. The group maintains that, in order to narrow the gap between theory and practice, the typewriting teachers and all secretarial students in the course of their training be given an opportunity to get actual office work experience.

The teaching and learning of Typewriting in the various schools is to equip student to maintain typing in an efficient working condition and also, to apply the theoretical rules of typing practice in order to type correspondence, reports, document associated with travel, financial statement and literary matters in order to complete variety of business document and forms, appropriate reference sources and display efficiency in the use of time and material. The training focuses on the development of personal use skill and job related skills of completed vocational competency.

In spite of the importance of technical and vocational education in Ghana and its impact on the development of the nation, it is rather surprising that very little empirical research has actually been conducted into the poor performance of typewriting students of the premier polytechnic from the perspective of both teachers and students of the subject. At the end of the 3-year course, students are deemed to have attained required pre-requisite skill for a good secretary. However, it has been observed over the years that, the performance of the students in typewriting skill is very poor. At the time they are expected to be more proficient in the skill of Typewriting, they rather seem to have forgotten a lot of the techniques and skills acquired during their first and second years of training. It is in view of this that researcher has conducted a research into the problems of poor performance of typewriting students of Premier Accra Polytechnic and to offer interventions as well.

1.3 Research question

The analysis of the above stated purpose and review of the literature indicated that the following research questions were appropriate to form the focus of this study:

1. What are the causes of poor performance of the secretarial students in text processing?
2. Does the perception of students about typewriting affect their performance?
3. Do resources in terms of human and material equipment used in teaching and learning of the course in the school enhance the performance of the students in typewriting?
4. Is the timetable suitable for the typewriting course as stated by the suggested syllabus for the Higher National Diploma programme in the school?
5. Does the computer affect the use of typewriter as we are in the technological era?

1.4 Purpose of the study

The main reason that prompted the researcher to come out with this Action Research at Accra Polytechnic was simply the fact that it is one of the oldest technical schools that should have been performing creditably in Typewriting but we see poor results in almost all the years, according to the statistics given in the background study.

The purpose of the study is, therefore, to:

1. Find out the causes that lead to the poor performance of secretarial students in Typewriting;
2. Identify the characteristics of Typewriting teachers;
3. Identify the attitudes of Typewriting teachers towards the teaching of Typewriting;
4. Identify the problem of Typewriting students;
5. Find out the problems the administration has in purchasing additional Typewriters;
6. Suggest possible solutions to the problem; and
7. Implement the findings to improve specific practice in text processing in the school.

2. Research Methods

This chapter aims at describing the poor performance in typewriting in Accra Polytechnic between 2002 and 2006. This description of poor performance in text processing is done using HND results as basic assessment. It will be included in the population for the study, the sample size and sampling procedure used to determine the size. It also describes the research instruments used for the collection of data, the procedure adopted for data collection and an analysis of the data collection.

2.1 Research design

The research design used in the study was the assessment research which is a fact finding one and it describes conditions that exist at a particular point in time, which according to Agyedu, Donkor, and Obeng (1996) is intended to help improve the proper performance of the HND results in the Polytechnics. The main reason for the use of assessment research was that study was meant to remedy problems diagnosed by the researcher among a specific group of students. There was, therefore, the need for an appropriate intervention that would remedy the problems identified by the researcher. It should be noted that the design is most appropriate for the study of this kind. Hence, its findings could not be restricted to the subject only but could be generalized to cover the entire population used for the study.

2.2. Population

The population for the study was seventy-two (72) secretarial and twenty-six (26) bilingual secretarial students of Accra Polytechnic. Out of this number nine (9) are men and the remaining are women.

2.3 Sample

A sample size of sixty (60) students which was half of the total population was for the study. To ensure that all the individual had the chance of being selected, the random sampling method was used. By using this method, numbers were assigned to each student of the population. The numbers were put into a container and mixed before an HND second year student was asked to pick the numbers, one at a time from the container. The picking from the container only stopped when the required size was obtained.

2.4 Data collection instrument

The following instruments were used for the study, participant observation, interview and questionnaire.

2.5 Data Collection

The interview exercise was divided into three (3) parts. Part one dealt with the students (matters concerning the teaching and learning of typewriting) perception about typewriting, the effect of the use of computer on the use of typewriter and resource in terms of human and material equipment. Part two dealt with the teachers teaching the text processing that is concerning the student's attitude, materials used and the timetable allocated for the teaching of typewriting. Finally, it also talked about the administration that does the selection of students to offer various courses in the school, their perception towards the text processing and their attitude toward the performance of the students. The researcher used structured and unstructured interview. The structured interview was made up of other open-ended and pro-coded items, which the writer administered in an orderly manner. The unstructured interview was also used to correct data from respondents.

2.6 Data analysis

The collected data from the results of the semester examination and the questionnaire were organized and summarized using sample percentage and frequency distribution. To make issues clearer and give quick visual impression, tables were used to support the analysis. It was ensured that data would be well understood and applied to provide answers to each of the questions raised in the study.

2.7. Intervention Design and Implementation

The main difference between action research and traditional research is the introduction of intervention within the research process. This means that the research is concerned not only with identifying the problem, but also

the ability to solve that particular identified. It has been established that students of Typewriting particularly Accra Polytechnic HND students do not perform well in their HND examination. A number of factors accounted for this which included: short duration within which the subject is taught and learnt by students, short teaching periods on the time table, inadequate typewriters, lack of proper maintenance of the typewriters, typewriting not introduced to students at the JSS and SSS level. As a major feature of an action research, the researcher designed intervention to curb the falling standards of typewriting. This was done by giving of demonstration during every lesson and also adding extra one hour to the normal two hours every week. The intervention was grouped into three namely (1) the Pre-intervention stage, (2) Intervention stage and (3) Post intervention stage to help the researcher to get better solution to each stage.

2.8 Pre-intervention stage

At this stage, students' performances were assessed through a number of exercises given to them. It was realized that majority of the students were performing badly due to some of the above-mentioned reasons. Some cultivated the habit of using one finger in striking the keys and others to keep long finger nails. This, as a matter of fact affected their performance. To make matters worse, the typewriter were not enough and that make students to pair up in using typewriters. This really, hinders students' performance. The researcher found out that student's poor performance was due to the above-mentioned factors and other thus, making students to score as low as 4 out of 10 and 7 out of 20. This was really a great problem. At the end of the first semester examination, the researcher was overwhelmed to realize the performance of students had improved tremendously. This pushed the researcher further to consult the department for something to be done about the situation. Some of the students were interviewed to know more about their perception about typewriting. Even though some see typewriting as a career, majority see it as any other subject. These really affect their performance.

2.9 Intervention stage

2.9.1 Demonstration

Another intervention procedure used was the demonstration method. Because of the poor performance of students, the researcher made time in every lesson to demonstrate on the machine the skills needed. This helped the students to know the correct finger to use in striking every character, develop their speed and to master every production work taught.

2.9.2 Implementation

The demonstration was done in small groups. This was necessary for every student to be able to see and comprehend whatever the teacher was doing. It also gave the students the chance to ask question that beat their understanding. So that appropriate responses could be given.

2.10 Extra period

The intervention design adopted by the researcher was mainly the demonstration method and extra period of work. The number of students ninety-eight (98 in all) and the total number of machines numbering twenty (20) made it impossible to meet all students at a time.

2.10.1 Implementation

The students were, therefore, put into groups of twenty (20) each, the grouping was done according to the index numbers. The number of periods on the time-table was share equally.

2.11 Discussion

This was essential tool used as an intervention. The lecture method was discouraged but rather imbibed into the discussion method.

2.11.1 Implementation

At every stage of the lesson, the issue was thrown to the whole class in a form of question or idea to be deliberated upon by the whole class. Students' opinion about issues was sought first before the teacher come in. This was done to assess the students' understanding of the topic and also to make them good analysers of issues. If a student said something and it was not perfectly correct, the teacher did not come in straight away with the correct answer, but rather gave the opportunity to other students to say whatever they know about the issue being discussed. Also when a student asked a question, the teacher did not give an answer straight away but rather threw the question back to the student to bring out their views.

2.12 Tests, Exercise and Assignment

As a way of intervention in the students' poor performance, the researcher made sure students were given sample time to have a feel of whatever they had done by way of giving them exercises, tests and assignment.

2.12.1 Implementation

After this discussion, students were given mastery drill to type. These drills involved all the keys and characters that that had been learnt. They were supposed to practice them till they mastered the said keys and characters. Students are given more of the time at this stage as actual learning takes place at the application stages. Apart from the mastery drill students were also given exercises, test and assignment to do and bring them for marking during the next period. Ten (10) minutes of every day's lesson was devoted for speed and accuracy which was

the basis of every typewriting work and the researcher stressed the need for students to be able to develop their speed which they will carry their production work.

2.12.2 Post-Intervention Stage

The last stage of the intervention and implementation is the post-intervention stage. At this stage, the researcher tried to find out whether the intervention stage and implementation were successful or not. It was found that the measures put in place to curb the poor performance of the secretarial students of Accra Polytechnic were very successful. Evidence from the first semester exercises and examination, could be observed that there had been a drastic change in the performance of the students. Students who were scoring as low as 2 and 5 out of 10 and 20 respectively could now score 7 and 15 respectively. Students could now type speed work at the rate of twenty words per minute (20 wpm) for five or ten minutes with minimum errors. They had also cultivated the right habits towards Typewriting, which is correct sitting posture, keeping finger nails short and using the right finger to strike the correct key. The authorities have a permanent mechanist who sees to the repair and maintenance of the typewriters any time they were faulty. They have also put in place measures to acquire more computers to use them to teach typing instead of buying new typewriters. The guidance given to students to practice on their own whenever they were free had worked really well. Exercises and assignments were done neatly and accurately and presented on time. The practices they did on their own had helped them to improve upon their performance tremendously. Even though the time allotted for Typewriting in addition to the extra period was still not enough, at least it could be said that it had come a long way to enhance the performance of the students. As teacher demonstrates in every lesson, the students' were always motivated to put in their best.

3 Discussion

3.1 Presentation of Research Findings and Analysis of Data

The study was conducted purposely to explore the causes of poor performance and intervention for improving the work output of the secretarial students of Accra Polytechnic. In analyzing the data gathered from the results of HND examinations and interviews conducted, the data were edited and finally tabulated. The data were the results of students' performance in HND examination of Typewriting, questionnaire and interview based on the causes of poor performance of students. The results of students were analyzed according to semester basis. The HND results were used to answer the research question one which states; what are the causes of poor performance of the secretarial students in Typewriting? The frequency of the level of results were recorded from the students who sat for the semesters HND examination, number of students who passed, percentage of passes, number of students who failed and percentage of failure.

The results of students were used for the table 2a, 2b, and 2c are the summary or the results of students' performances in the Semester's examination for the past three years. The table 2a shows that in the first semester, one hundred and twenty six (126) students sat for the examination, seventy-one (71) students passed representing 56.4 per cent, and fifty-five (55) students failed representing 43.6 per cent. In the second semester, out one hundred and seventeen (117) who sat for the examination, seventy-five (75) students passed representing 61.1 per cent and forty-two (42) students failed representing 38.9 per cent. In comparing the first semester and the second semester's result it was realized that there had been slight improvement in the second semester. In the third semester, one hundred and fifteen (115) students took part in the examination, seventy (70) students passed representing 60.1 per cent, and forty-five (45) students failed representing 39.1 per cent. This indicates that performance is not encouraging at all. As a premier Polytechnic it is expected that candidates should perform creditably rather than what has been recorded in the school. In the fourth semester, 104 students sat for the examination, 68 passed representing 62.4 per cent and 39 failed representing 33.6 per cent. This also indicates that there has been an improvement. Table 2b, shows the results of the second years'. In this table, in the first semester out of 112 students who sat for the examination 63 passed representing 56.3 per cent and 49 failed representing 43.7 per cent. In the next semester, which was the semester two, out of 107 who sat for examination 71 passed representing 66.4 per cent and 36 failed representing 33.6 per cent. This shows that there has been improvement in the second years' semester examination. Table 2c also shows the first years' semester examination, out of 98 students who took part in the examination, 97 students passed representing 98.05 per cent and only 1 person failed representing 1.05 per cent.

The lecturer who teaches typewriting was also interviewed to know his own side of the problem. He said that students do not take typewriting serious because they consider it to be outmoded. There are also insufficient typewriters for regular practice and workload in the other subjects area are the expense of typewriting. He also complained that the typewriters were not enough and some of them too were not working. He indicated that the time allocated for the subjects. The lecturer also said that pressure on the typewriters was too much because the typewriters were used by HND full time, HND part time and DBS students as well. That was why most of the typewriters were function well. He suggested that enough time should be given and additional typewriters must be purchased. He said students should take typewriting serious like they do in the other subjects because it is

one of their electives. He made mention that administration should also attach importance to the typewriting as a subject.

When the Head of the Department was interviewed, he mentioned that the administration was threatening to phase out typewriting from the system. The Head of Department said that the principal had never thought of buying any new typewriter. They have made up their minds to use computers to teach typing. He added that he sees typewriting as a subject like others, but the time has come for them to think of computers more than typewriters because nowadays just a few institutions have access to typewriters and more also they are very expensive as compare to computers. He told the researcher that typewriters are not easy to acquire this time because people are no more interested in them.

3.2 Perception of Students about Typewriting

The second research question; Does the perception of students about Typewriting affect their performance? The responses received from students through interviews indicted that students do not know that typewriting is a major course for a secretary and that every secretary should possess high typing speed, as at times some organizations require stenographer secretaries with a certain typing speed. That is to say, having the skills in typewriting and shorthand students think that typewriting is like other courses and had being treated as such. They do not apportion any time to practise typewriting for practical skills. Without constant practice no speed would be acquired to finish tasks in the HND typewriting examination. The responses of the students of the sampled grouped are shown in table 4. The total response was sixty (60) and the interview was based on students' perception about Typewriting. The data in table 4 shows the responses.

3.3 Students Perception about Typewriting

A close study of the table indicates that Twenty (20) students see typewriting as many other subjects and must be treated as such, eighteen (18) see it as a career, Ten (10) consider it to be a subject for females, eight (8) also believe that typing is for marks and four (4) have the idea that typing is a subject for both males and females. More also, since the perception is that typewriting is for females; few male students offer the course. Even though the first years have a population of ninety-eight (98), only seven (7) are males.

3.4 Resource in terms of Human and Equipment

The research question three states that, Do the resource in terms of human and material equipment used in teaching and learning of the course in the school enhance the performance of students in typewriting? From the interview and observation, it was realized that human resource in terms of lectures are not permanent. There have been changes of lectures every now and then. Typewriters used in teaching and learning of typewriting are insufficient and the few available are also not in good condition. This has led to the grouping of students into six (6) so that students get typewriters to type whilst teaching and learning is going on. The response on the resource used in teaching and learning was shown in the table 5. Table five shows that forty (40) students cited that the lecturers use varied methods in teaching Typewriting, thirty-six (36) said that the lecturers so far and twenty (20) students mentioned that the lecturers use the same methods in teaching them. The table six (6) also indicated that out of sixty (60) students interviewed, all the students agreed that the typewriters were insufficient; fifty-nine (59) students said that the typewriters were faulty and none of the student mentioned that the typewriters are sufficient or good. An examination of table 5 indicates that inadequate lecturers and frequent changing of lectures are some of the contribution to students' poor performance and also table six (6) indicate that insufficient typewriters and faulty typewriters were causes for students to perform poorly. The conclusion drawn from the interview is that the school needs to get new set of typewriters so that each student will get one during the teaching and learning of Typewriting. It is obvious from the findings that reinforcement methods must be used as good intervention for improving the performance of the secretarial students in Typewriting.

3.5 Time table for Teaching and Learning of Typewriting

The fourth question states that; is the time table suitable for the typewriting course as stated by the suggested syllabus for the Higher National Diploma Programme in the school? It has been suggested in the syllabus that Typewriting should be a three credit hour course and such must be studied three hours within a week for two (2) years. This has been reduced to two (2) hours a week. Though the two (2) hours is insufficient, the class is further divided into six (6) groups with each group allocated with twenty (20) minutes for production exercise. These the respondents said were some of the causes, of poor performance in the HND results. It could be concluded that there is the need more periods for production work and provision of sufficient typewriters as these would help to improve upon student's performance.

3.6 The Effect of Computer on the Use of Typewriters

The fifth research question state; Does the computer affect the use of typewriters as we are in the technological and era? The respondents' responses are shown in table 7. The use of the respondents was pooled to answer question about the use of the computer rather than typewriter. The total response of all the students was that they prefer computers to typewriters. All students shared the view that a computer has storage facilities, can do complex work and also, can work neatly that typewriter. Out sixty (60) students interviewed fifty-eight students

share the view that a computer is easier to operate two (2) students had diverse views that where there is no electricity computer cannot be use easily and also some of the computers are at times attacked by virus which make it difficult to use computer. A close look at the table reveals that the students are more interested in the use of computers than typewriter because the total response of all the students was that the computer could do all office works more efficiently than the typewriter. Students have the idea that one finger can even be used to type document in the office on the computer. They also have the belief that since most organization has computers in their offices, there is no need to learn the Typewriting. Respondents think that since we are in the technological era, the typewriters are seen to be outmoded. It may be concluded that students have much interest in the computer that is why they do not take Typewriting seriously hence to the poor performance.

4. Reflection, Conclusion and Recommendation

4.1 Reflection of the Main Findings

The main concern of this research was to enhance the poor performance of typewriting using demonstration method. The instruments used for collection of the data were interviews, observations, and questionnaires. The target population of the study was HND first year Secretarial and Management Studies students of Accra Polytechnic. The researcher's demonstration lesson, methodology and discussions were used in the analysis of the data obtained for the study. The findings of the study conducted were as follows: The role of the Lecturer was very important in stimulating the environment for effective teaching and learning process. Involvement of students in the teaching and learning process through discussion method enable students acquire knowledge, technical skills and the development of interest in the secretarial programme. The Lecturer should not only be equipped with skills and knowledge to teach but must also be creative, original and resourceful. The Lecturer should be equipped with adequate skill to demonstrate practical lessons which will become indelible in the minds of the students. Students assigned to jobs in groups encourages both the below average and the above average ones to work harder which developed their skills due to peer influence. The typewriting Lecturer and the students should not be stuck to the wall of teaching and learning alone but should also be productive as well. The Lecturer should vary his teaching methods to suit students understanding.

4.1 Conclusion

This researcher has succeeded in identifying analyzing and documenting the interventional strategies to boost up secretarial education in Ghana. It is, therefore, the conviction of the researcher that if the document is meticulously studied and serious attention is given to it by the Policy Makers, Researchers, Business Teachers, Curriculum Planners, and General Public, there would be drastic improvement in the performance of secretarial students in general and typewriting students in particular.

4.2 Recommendation

Typewriting should be given a special attention by the Ministry of Education and Curriculum planners; requisite equipment and adequate funds should be made available for effective teaching and learning in schools and colleges. Students should be encouraged to attend lectures and be given more tasks to type. Students should be given proper briefing before they choose the secretarial courses. Strategic techniques should be used in the teaching and learning of the course. New typewriters should be bought to replace the old and obsolete ones and all faulty typewriters should be repaired. More periods should be allocated on the time table for students to get enough time to do production work in the class and also have enough time to practice the skills. Parents should be enlightened on the values of Typewriting and the various career opportunities in this field of study. Students should be motivated and encouraged to take Typewriting seriously.

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Table 1a
 Accra Polytechnic
 School of Business Studies
 Department of Secretary ship and Management

SUMMARY RESULT OF THIRD YEAR HND STUDENTS

Course: Typewriting Year: 2004-2006 Semester: 1-4

SEMESTER RESULT	1	2	3	4
Number of students who Registered for the programme	126	121	117	114
Number of students who Sat the examination	126	117	115	104
Number of students who Passed	63	75	70	65
Number of students who Trailed	55	42	45	39
Number of students who Abandoned programme	8	1	1	1
Number of students who Deferred programme	0	3	1	4

Table 1b
 Accra Polytechnic
 School of Business Studies
 Department of Secretary ship and Management

SUMMARY RESULT OF THIRD YEAR HND STUDENTS

Course: Typewriting Year: 2004-2006 Semester: 1-2

SEMESTER RESULT	1	2
Number of students who Registered for the programme	114	111
Number of students who Sat the examination	112	107
Number of students who Passed	63	71
Number of students who Trailed	49	36
Number of students who Abandoned programme	2	0
Number of students who Deferred programme	0	4

Table 2a
 HND Third years' examination results on Typewriting

Semester	Number of candidates	Number of passes	Percentage of passes	Number of failure	Percentage of failure
1	126	71	56.1%	55	43.6%
2	117	75	61.1%	42	38.9%
3	115	70	60.1%	45	39.1%
4	104	68	62.4%	39	37.6%

Table 2b
 HND Second years' examination results on Typewriting

Semester	Number of candidates	Number of passes	Percentage of passes	Number of failure	Percentage of failure
1	112	63	56.3%	49	43.7%
2	107	71	66.4%	36	33.6%

Table 2c
 HND First years' examination results on Typewriting

Semester	Number of candidates	Number of passes	Percentage of passes	Number of failure	Percentage of failure
1	98	97	98.05%	1	1.05%

Table 3
 Students Perception about Typewriting

Number of students	Typing as any subject	Typing for female	Typing for marks	Typing for both	Typing as a career
60	20	10	8	4	18

Table 4
 Resource in terms of Human

Resource	Adequate	Inadequate	Varied methods	The same methods
Human (lecturer)	24	36	40	20

Table 5
 Resource in terms of Equipment

Resource	Sufficient	Insufficient	Good	Faulty
Equipment (Typewriters)	0	60	0	59

Table 6
 The Effect of the use of Computer on the use of Typewriter

Equipment	Which do you prefer	Easy to operate	Storage facilities	Does complex work	Neat work done
Typewriter	-	2	-		
Computer	60	58	60	60	60

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