

# The prevalence of Shorthand anxiety among Students of Business Education in selected Colleges of Education in North West Zone

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## Abstract

*This paper studies the prevalence of shorthand anxiety among Business Education students in Colleges of education. Anxiety as an emotional feature is evident in most of the behaviours exhibited by man. The study is a descriptive field survey, the population of the study consist of all Business Education NCE students level 1-3 in the north-west zone Colleges of Education, sample of 262 students were drawn to collect responses. In order to accept or reject hypothesis, the independent t-test and One-way ANOVA at 5% level significance were conducted. The findings of the study reveals that Prevalence of shorthand anxiety exist among business Education students due to fear of repeating the course, past examination result, low continuous assessment, limited time pressure, poor self-confidence, loss of interest and lack of conducive classroom and laboratories. On gender differences study shows there is no significant difference on prevalence of shorthand anxiety among gender and anxiety reduces as students move to the higher level. The researches proffer some recommendations such as Students should be encourage to practice using drilling techniques so as to reduce the examination phobia among them.*

**Keyword:** Prevalence, Shorthand, anxiety, Business Education

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## I. Introduction

Anxiety as an emotional feature is evident in most of the behaviours exhibited by man. Anxiety is a general state of apprehension, or psychological fear (Wade and Tavris, 2012). Hilgard, Atkinson and Atkinson in A1-Khasawneh (2016) defined anxiety as a state of apprehension and fear, resulting from predicting a threatening situation or event. Anxiety has to do with an unpleasant emotion marked by worry, apprehension, dread and fear which we all experience at times, in different ways. Barlow (2002) saw it as a displeasing feeling of uneasiness, nervousness, apprehension, fear, concern or worry. According to Corey (2015) anxiety is a state of tension that motivates us to do something. In other words, anxiety is the result of a person's effort to survive and to maintain and assert his being. Corey (2015) asserted that anxiety could be normal or objective and neurotic. Normal or objective anxiety is a realistic response to perceived danger in the environment or an appropriate response to an event being faced while neurotic anxiety is the type of anxiety which results from an unconscious conflict within the individual whereby he is not aware of the reason for his anxiety. It is worthy of note that normal anxiety does not have to be repressed and can serve as a motivation to change while neurotic anxiety is usually out of proportion to its provoking situation.

Lenka and Kant (2012) opined that anxiety plays a vital role in human life, in that most individuals are victims of anxiety in different ways. In the academic setting for example. Anxiety features prominently, among students especially those in the secondary schools and mostly during, examinations. It is very common for some students to fall sick during tests or examinations, some lose their appetites, and some sweat copiously on their palms. Some individuals can experience dryness of the mouth and some cannot sleep while some others become

very nervous, especially when they are not prepared for their examinations. Every individual can experience unpreparedness for his or her examinations. Several factors can make it possible for students to experience unpreparedness for a test or examination. Such factors include poor time management, lack of study skills, insufficient preparation with test material, and teacher factor, etc. Heath (2012) stated that during the actual test, students will 'blank' out mentally, be unfocused and feel like there is not enough time. Sometimes too, when a student has prepared well enough for an examination, he or she experiences anxiety which manifests through symptoms that could be physical, cognitive or behavioral, before during and after a test. Bensoussan (2012) stated that even students who do well in class work and home work can suffer from test anxiety and do poorly on tests. Student of all academic achievement levels suffer from academic anxiety (Dobson, 2012).

The exhibition of a little bit of anxiety among students who are preparing for examination is not a problem as such because it pushes them to prepare better. This view is supported by Donnelly (2009) who observed that a minimum level of anxiety can gainfully motivate people, helping them to be responsible and to live sustainably and prosperously. If the anxiety however, continues beyond a certain normal level, especially among students, it can affect performance in their examinations and is therefore, viewed as a problem. Akanbi (2013) believed that some degree of anxiety is required to succeed academically but as anxiety levels increase, it becomes disruptive and weakens academic performance. Javanbakht and Hadian (2014) asserted that students have the skills and knowledge to do very well in testing situations but their excessive anxiety impairs their performance.

## II. Methodology

The study is a descriptive field survey. The population of the study consist of all Business Education NCE students level 1-3 in the north-west zone Colleges of Education. Thorough the use of Advisor 2006 table the sample of 262 students were randomly selected. The study used a self-administered questionnaire and semi-structured instrument to collect data from the respondents. McMillan and Schumacher (2010) recommended the use of questionnaire if the researcher knows that the respondents will be in position to answer the questions. Closed ended and scaled items were carefully used because to generate information of influence, facilitate response since questions are multiple choice and data can be categorized easily. The scaled items in addition to that, they also stated it allowed fairly accurate assessment of opinions. In analyzing data collected through primary source, the researchers adopted the summate or Liker-type rating scale where a lot of statement about what is been measured is generated and providing a set of graduated response options that enable the individuals to indicate his degree of agreement or disagreement with the statement. The cut-off mean of 3.0 was determined along the following logic. The sum of weights (5, 4, 3, 2and 1) is 15 which is divided by 5 (number of response categories) yield  $15/5= 3.0$ . In order to accept or reject hypothesis, the independent t-test and One-way ANOVA at 5% level significance were conducted.

## III. Result And Discussion

**Table 1: Bio data of the Respondents**

S/N	ITEM	CATEGORY	NO. OF RESPONDENT	PERCENTAGE
1.	School	School A	88	37.6
		School B	87	33.2
		School C	87	33.2
		Total	262	100.0
2.	Gender	Male	151	57.6
		Female	111	42.4
		Total	262	100.0
3.	Age	18-25	256	97.3
		26-30	07	2.7
		Total	262	100.0
4.	Level	NCE 1	86	33.7
		NCE 2	88	34.5
		NCE 3	81	31.8
		Total	256	100

From the above table it shows that out of 262 respondents, 88 respondents which represent 33.6% are from school A while 87 respondents each are from school B and C which represent which represent 33.2% each. Majority of the respondents are Male with 151 respondents which represent 57.8%, it also shows that majority of the respondents are within the age range of 18-25 years of age with 97.3%, and majority of the respondents are from NCE 2 with highest percentage of 34.5%

### Answer to Research questions

Research question 1. What are causes of Prevalence of Shorthand anxiety?

Table 2. Causes of prevalence of shorthand anxiety.

S/N	ITEM	NO. OF RESPONDENTS	YES (%)	NO (%)	MEAN
1.	Poor study skills.	262	85 (32.4)	177(67.6)	1.32
2.	Fear of repeating a course	262	189(72.1)	73(27.9)	1.72
3.	Past examination results	262	220(84.0)	42(16.0)	1.84
4.	Low Continuous assessment score (CA Test or Assignment)	262	164(62.6)	98(37.4)	1.63
5.	Limited time Pressure	262	144(55.0)	118(45.0)	1.55
6.	Poor self confidence	262	145(55.3)	117(44.7)	1.55
7.	Loss of interest in studies	262	143(54.6)	119(45.4)	1.55
8.	Lack of cordial relationship between Shorthand Lectures and students	262	115(43.9)	147(56.1)	1.44
9.	Notion that Shorthand is difficult	262	136(51.9)	126(48.1)	1.52
10	Lack of conducive classroom and laboratory to avoid distracting noise	262	175(66.8)	87(33.2)	1.67

From the above table, it shows that poor study skills is not causes shorthand anxiety as evidently shows from respondents' view of 177(67.6%) respondents with mean value of 1.32. Fear of repeating a course is one of the courses as agreed by 189(72.1%) respondents, in same vein, 220(84.0%), 164(62.6%), 144(55.0%), 145(55.3%), 143(54.65), 136(51.9%) and 175(66.8%) with mean of 1.84, 1.63, 1.55, 1.55, 1.55, 1.52 and 1.67 respectively have agreed that Past examination results, Low Continuous assessment score (CA Test or Assignment), Limited time Pressure, Poor self-confidence, Loss of interest in studies, Notion that Shorthand is difficult and Lack of conducive classroom and laboratory to avoid distracting noise are causes of shorthand anxiety among students of Business education as against 147(56.1%) respondents with the mean of 1.44 that disagreed that Lack of cordial relationship between Shorthand Lectures and students is causes of shorthand anxiety.

Table 3: difference base on Gender of prevalence of shorthand anxiety

Gender	No of respondents	Mean	Std. deviation	Mean difference
Male	151	12.75	1.705	0.11
Female	111	12.86	1.552	

The mean of Male respondents is 12.75 with standard deviation of 1.705 and that of Female respondents is 12.86 with standard deviation of 1.552. The mean difference is 0.11 which implies that there little and no significant difference among gender of the respondents.

Table 4: difference base on level of prevalence of shorthand anxiety

Level	No of respondents	Mean	Std. deviation
NCE 1	262	12.99	1.435
NCE 2	262	12.76	1.755
NCE 3	262	12.66	1.708

The mean of NCE 1 is 12.99, NCE 2 12.76 and NCE 3 is 12.66. This implies that the prevalence of shorthand anxiety is higher in NCE 1 followed by NCE 2 followed by NCE 3.

### Hypothesis testing

Table 5: t-test result of difference in Gender in prevalence of shorthand anxiety among students

Gender	No of respondents	Mean	Std. deviation	t <sub>cal</sub>	Df	Alpha	P <sub>value</sub>	decision
Male	151	12.75	1.705	0.535	260	0.05	0.593	Accept H <sub>0</sub> .
Female	111	12.86	1.552					

t<sub>cal</sub> is 0.535 at Df=260, Alpha =0.05 and P<sub>value</sub>=0.593. Since P<sub>value</sub>> Alpha the H<sub>0</sub>, we cannot reject the null hypothesis. Therefore, there is no significant difference in gender on the prevalence of Shorthand anxiety among students.

Table 6: ANOVA result of difference by level in prevalence of shorthand anxiety among students

	Sum of squares	Df	Mean square	F	Sig
Between groups	30.692	2	15.346	3.240	0.41
Within groups	1193.638	252	4.737		
Total	1224.329	254			

F<sub>cal</sub> is 3.240, at Df=(2, 252), Alpha =0.05 and P<sub>value</sub>=0.041. Since P<sub>value</sub>< Alpha the H<sub>0</sub>, we cannot accept the null hypothesis. Therefore, there is significant difference by level in prevalence of Shorthand anxiety.

### IV. Findings

Following from the foregoing, the study observed the following:

- Prevalence of shorthand anxiety exist among business Education students due to fear of repeating the course, past examination result, low continuous assessment, limited time pressure, poor self-confidence, loss of interest and lack of conducive classroom and laboratories.

- There is no significant difference on prevalence of shorthand anxiety among gender as evidently indicated in table 3; the mean of Male respondents is 12.75 with standard deviation of 1.705 and that of Female respondents is 12.86 with standard deviation of 1.552 since the mean difference is 0.11 which is negligible.
- The prevalence of shorthand anxiety reduces as students move to the next level as evidently shows is higher in NCE 1 with mean 12.99 diminished in NCE 2 with mean 12.76 and lower in NCE 3 with the mean of 12.66.

## V. Recommendations

Based on findings, we hereby recommend the following:

1. Government should provide adequate shorthand laboratories in all Colleges of Education to allow effective teaching and learning of Shorthand as it has to do sounds.
2. Students should be encouraged to practice using drilling techniques so as to reduce the examination phobia among them
3. Lecturers are advised to embrace good teacher-students relationship to give room for student seeking for extra guidance from their tutors
4. Government should provide modern ICT facilities to improve teaching-learning activities in colleges of education.
5. Lecturers should do all within their power to disabuse the minds of their student against the notion that Shorthand is difficult

## VI. Conclusion

From the research carried out and the subsequent findings, it is hereby concluded that shorthand anxiety prevalent among Shorthand students is not caused by poor study skills and Lack of cordial relationship between Shorthand. It is concluded that Low Continuous assessment score (CA Test or Assignment), Limited time Pressure, Poor self-confidence, Loss of interest in studies, Notion that Shorthand is difficult and Lack of conducive classroom and laboratory to avoid distracting noise are causes of shorthand anxiety among students of Business education.

More so, in terms of gender difference on the prevalence of Shorthand anxiety, it is concluded that there is no significant difference between Male and female students on the prevalence of Shorthand anxiety among students. Whereas, the findings show that there is significant difference by level in prevalence of Shorthand anxiety as at level 1 fear more as the anxiety subsides as they move to next level.

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