Teaching Methods, Self-Efficacy and Students' Perceived Performance in Shorthand in Public Polytechnics in Southwest, Nigeria

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In Partial Fulfillment of the Requirements for the Award of Master's of Science Degree (M.Sc.) in Office and Information Management

2025

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Certification

This is to certify that this thesis titled "Teaching Methods, Self-Efficacy and Students' Perceived Performance in Shorthand in Public Polytechnics in Southwest, Nigeria" was carried out by **Simiat Adeyinka OLOPETE** with Matriculation Number **LCU/PG/005523,** in the Department of Office and Information Management, Faculty of Communication and Information Sciences, Lead City University, Ibadan, Oyo State, Nigeria, for the award of Master of Science Degree (MSc) in Office and Information Management and that this has not been previously submitted.

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Dedication

This Thesis is dedicated to God Almighty for His unflinching love and mercy from the beginning of this program to this concluding end. Praise the Lord.

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Abstract

This study investigated the teaching methods, self-efficacy and Students' Perceived Performance in shorthand in public polytechnic, southwest Nigeria. A descriptive survey design was employed, and respondents were selected from a population of 4,244 using Taro Yamane's formula. Data were collected through a structured questionnaire and analyzed using Descriptive and Inferential Statistics, including Regression Analysis. Findings revealed that Students' Perceived Performance in shorthand was generally low, with a grand mean score of 2.13 across the sub-constructs of autonomy, competence, and relatedness. Teaching methods show that traditional teaching methods such as dictation, transcription, and repetitive drills remain the most commonly used instructional approach in shorthand classes. Self-efficacy exerted a stronger and statistically significant influence on perceived performance than teaching methods ($R = .764$, $R^2 = .584$, $p < .001$). Regression analysis revealed that teaching methods had a statistically significant influence on students' perceived shorthand performance ($R = .568$, $R^2 = .323$, $F(1,356) = 169.611$, $p < .001$). A multiple regression analysis combining both variables showed a strong joint influence on perceived performance ($R = .792$, $R^2 = .629$, $F(2,355) = 301.301$, $p < .001$). Together, teaching methods and self-efficacy accounted for 62.9% of the variance in performance outcomes. The standardized beta coefficients ($\beta = .247$ for teaching methods and $\beta = .640$ for self-efficacy) revealed that while both are significant predictors, self-efficacy remains the stronger determinant. The study concludes that Students' Perceived Performance in shorthand, public polytechnics Southwest Nigeria is jointly influenced by teaching methods and self-efficacy beliefs. In line with Bandura's Social Cognitive Theory and Constructivist Learning Theory, learning occurs optimally when cognitive belief and instructional context interact positively.

Keywords: Teaching Methods, Self-Efficacy, Perceived Performance, Technology-Enhanced Learning, Authentic Learning.

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List of Acronyms

Abbreviation	Meaning
SDT	Self Determination Theory
OTM	Office Technology and Management
LCU	Lead City University
HND	Higher National Diploma
ND	National Diploma
WPM	Word Per Minute
SHAT	Shorthand Achievement Test
ANOVA	Analysis of Variance
CPD	Continuous Professional Development
ICT	Information and Communication Technology
TEL	Technology Enhanced Learning
AI	Artificial Intelligence

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