

TEACHING STRATEGIES AND NOTE TAKING SKILLS OF FIRST YEAR STUDENTS IN AKWA IBOM STATE POLYTECHNIC, NIGERIA

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Abstract

The study examined the teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic, Nigeria. The population of the study consisted of three thousand eight hundred and eighty nine (3889) students of HND I & ND I students of Akwa Ibom State Polytechnic, Ikot Osurua, Ikot Ekpene. Simple random sampling technique was used to select 512 respondents out of the population. The instrument used for data collection was questionnaire. The instrument was validated by two experts in Test and Measurement. Data from 512 completed questionnaires was subjected to mean rating analysis and Pearson product moment correlation. The findings showed that teaching strategies has a proportional effect on note taking skills of first year students in Akwa Ibom state polytechnic, Nigeria. And also, learners who had good reading and note taking skills performed better than those without. The study also recommend that lecturer should not label students in any dimension as poor students but should work towards a balance and wholeness of knowledge acquisition by shaping attitudes and orientation of the students towards all round learning. Students should use the information provided by this study to make necessary adjustment on their study habits to enhance their academic achievement in the school. School management should create an enable environment by enrolling sizeable number of students for class to ensure effective teacher teaching strategies. The lecturers should also not rely on the notes that students take down in class but should provide comprehensive modules and recommended text books for students to read during home study.

Introduction

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner in terms of literacy, numeracy and skills attainments Tebabal & Kahssay, (2011). To facilitate the process of knowledge transmission, lecturers should adopt appropriate teaching

strategies that are capable of bringing about the attainment of specific teaching and learning objectives. Researches on teaching and learning try to examine the extent to which different teaching strategies affects note taking skills formation of students especially at the initial state of learning. Studies have revealed that, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching strategies by lecturers to impact knowledge to learners Hightower, (2011). Substantial research on the effectiveness of teaching strategies indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes.

The efficacy of a method and its appropriateness in certain circumstance is what should compel the teacher to use it or not. Different situations, topics and concepts to be taught, skills to be developed, demand for different teaching strategies to be used. Achor (2008) assert that, some teaching strategies are learners centered, interest arousing and activity oriented and in most cases lecturers are required to use a number of them while teaching. In a research carried out by Colburn, (2000) on undergraduates in a large lecture hall setting, it was discovered that only 20% of the students retained what they were taught, as they were too busy taking notes to internalize the information, after 8 minutes of the lecture, only 15% Of the students were paying attention. According to Bello, (1995), most lecturers handle the teaching of some subject using wrong methods such as lecture method or chalk and talk method, neglecting the appropriate laboratory or discovery method, which is more suitable for teaching the subject. Some teaching strategies could be more facilitative than others in teaching, but this depend on the topic and concept.

Khurshid and Ansari (2012) examined the effects of innovative strategies on the performance of 50 grade 1 students from an English medium school in Islamabad. The experiment was done on the teaching of science subject. A pre-test on General Science was given to the students and was recorded. The students were then divided into two groups, one group was used as control group and was exposed to conventional method, the second group was taught by the lecturer who used innovative strategies such as Team projects, Individual project, Field trip, Role play, Computer Assisted Aids, Multimedia, and Mind Maps etc. After a period of one month, a posttest was conducted, it was discovered that the students taught using innovative strategies achieved significantly higher scores than those taught using lecture method.

Note taking is a skill that every student must learn and refine. Lack of note-taking is a constant deficiency in the study habits of distance learning students. Learning is the ingredient of good note-taking which the learners are supposed to apply in order to succeed. Some students cannot read their own written notes a few days after taking them and they have little use of them. The lecture notes are essential, thus they need to be accurate and concise. The students need appropriate note-taking habits when they listen to the lecturers. The lecturers must learn to focus and concentrate on the main points of the lecture; the studies established that about 40.3% of the performance was explained by good notes taking skills by the learners. This shows that 40.3% of the variation in average performance can be explained using the note-taking skills. The respondents showed evidence that they rarely used the library for research purposes, hence the reason to believe that they only relied on notes given during their interaction with their lecturers.

Note taking skills is an important dimension of study habits. The students who use proper study habits can preserve knowledge for a longer time. Eliot (2002) studied the influence of psychosocial and study skill factor and college outcome and found a significant difference between the students who received note taking training, taking notes at lesson and reviewing the notes and students who attended lessons without receiving note taking training. Note taking increases students' success. However, many students prefer hand-outs and notes from friends. The lecturers must learn to focus and concentrate on the main points of the lecture; the studies established that about 40.3% of the performance was explained by good notes taking skills by the learners. This shows that 40.3% of the variation in average performance can be explained using the note-taking skills. The respondents showed evidence that they rarely used the library for research purposes, hence the reason to believe that they only relied on notes given during their interaction with their lecturers.

One of the central reasons note taking helps first year students achieve better learning and academic results is that it is a hands-on learning process. Hands-on learning is one of three common learning styles. The others are auditory and visual. Actively engaging in learning by listening and then writing down what you hear or interpret aids in knowledge growth and retention. In some cases, year one students can retain and apply information without even reviewing notes because of the active learning process. Notes also provide a history or record of the things that you learn in a class. Aside from the academic benefits, it's also better preserve what they learn during class. In some

professions, students hold onto college class notes and refer to them in the early years of their work life. This is common among medical school students, who keep organized note files to reference in unusual patient scenarios when they practice medicine. Organized, easy-to-read and thorough notes are necessary to make records useful Neil, (2019).

METHODOLOGY

Area of the Study

The research area for this study was in Akwa Ibom State Polytechnic. Akwa Ibom State Polytechnic Ikot Osurua was established by Akwa Ibom State Government Edict No. 11 of 1991.

Design of the Study

The design of the study was survey design. Survey design is an enquiry design in which the researcher has no control over the independent variables because they have already occurred.

Population of the Study

The population of the study consisted of three thousand eight hundred and eighty nine (3889) students of HND I & ND I students of Akwa Ibom State Polytechnic, Ikot Osurua, Ikot Ekpene.

Sample Size and Sampling Technique

The sample of this study consisted of five hundred and twelve (512) respondents were selected for the study. The simple randomly sampling technique was adopted in selecting the respondents the study area. The balloting system was used in selecting the sample.

Research Instrument

The questionnaire was used to obtain data on the independent and dependent variables presented in both sections A and B of the questionnaire. Section A measured demographic data of the respondents such as name of the organization, names of respondents, gender, age, educational qualification, profession and marital status, while Section B contained information on the independent and dependents variables.

Validity of Instrument

In order to establish the validity of the instrument, three test and measurement experts in the Department of Test and Measurement, University of Calabar, Calabar was given the instrument for vetting. The items in which at least two experts agreed upon were regarded as suitable and used in the instrument. The items in the questionnaire were consequently properly worded to meet the respondents' level of understanding.

Reliability of the Instrument

The "Teaching Strategies and Note Taking Skills Questionnaire"(TSNTSQ) was administered on a sample of 30 respondents who were not part of the sample used for the main study. The internal consistency reliability of the instrument was determined by split-half method whose correlation coefficient was converted to that of the full length of the instrument using the Spearman Brown formula. The coefficient obtained was 0.87 and was deemed acceptable for the use of the instrument in the study.

Administration of the Instrument

The researcher contacted each of the respondents during school hours and administered the questionnaire to them and retrieved that same day.

Statistical Treatment of the Data

Data gotten from the field were presented on tables which were calculated to descriptive analysis for research questions and Pearson product moment correlations analysis based on the answers elected from the respondents.

Research Objective

To examine the relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic

Research Question

What is the relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic?

Research Hypothesis

There is no significant relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic

RESULT

Research Question

What is the relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic?

Table 1

Descriptive analysis of the relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic.

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Note taking skills		16.02	12.50		
	512			*80	*strong to perfect Relationship
Teaching strategies		6.29	5.00		

Source: Field Survey, (2019)

Table 2 presents the result of the descriptive analysis of the relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic. The two variables were observed to have strong perfect relationship at 0.80%. The arithmetic mean for teaching strategies

(16.02) was also observed to be higher than the expected mean score of 12.50. In addition to that the arithmetic mean for note taking skills (6.29) was observed to be higher than the expected mean score of 5.00. The result therefore means that teaching strategies has a positive relationship with note taking skills of first year students in Akwa Ibom State Polytechnic.

Hypotheses Testing

Hypothesis One

There is no significant relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic. Pearson Product Moment Correlation analysis was then used to analyze the data in order to determine the relationship between the two variables

Table 2

Pearson Product Moment Correlation Analysis of the Relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic

Variable	Σx	Σx^2	Σxy	R
	Σy	Σy^2	25887	0.80*
Teaching strategies (x)	4054	65844		
Note taking skills (y)	1591	10273		

***Significant at 0.025 level; df =498; N =512; critical r-value = 0.086**

Table 2 presents the obtained r-value as (0.80). This value was tested for significance by comparing it with the critical r-value (0.086) at 0.025 levels with 498 degree of freedom. The obtained r-value (0.80) was greater than the critical r-value (0.086). Hence, the result was significant. The result therefore means that there is significant relationship between teaching strategies and note taking skills of first year students in Akwa Ibom State Polytechnic

Conclusion and Recommendations

Base on the data analysis of the study, the study concludes that teaching strategies has a proportional effect on note taking skills of first year students in Akwa Ibom state polytechnic, Nigeria. And also, learners who had good reading and note taking skills performed better than those without. The study also recommend that lecturer should not label students in any dimension as poor students but should work towards a balance and wholeness of knowledge acquisition by shaping attitudes and orientation of the students towards all round learning.

Students should use the information provided by this study to make necessary adjustment on their study habits to enhance their academic achievement in the school. School management should create an enable environment by enrolling sizeable number of students for class to ensure effective teacher teaching strategies. The lecturers should also not rely on the notes that students take down in class but should provide comprehensive modules and recommended text books for students to read during home study.

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