

Gregg Shorthand Writing: Self-Knowledge, Proficiency Level and Academic Performance among Bachelor of Science in Office Administration Students

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DOI: <https://doi.org/10.47772/IJRISS.2026.100500497>

Received: 09 May 2026; Accepted: 14 May 2026; Published: 05 June 2026

ABSTRACT

This study explored the self-knowledge, proficiency level in Gregg Shorthand Writing, and academic performance among 35 third-year Bachelor of Science in Office Administration (BSOA) students at South Central Mindanao College of Science and Technology, Inc. Utilizing descriptive and correlational methods, the research assessed dictation and transcription skills through self-evaluation and actual proficiency, while analyzing academic performance based on General Weighted Averages (GWA) in both Foundation and Advanced Shorthand courses.

The results indicated that students' self-knowledge in shorthand writing was moderate, with a grand mean of 3.10, interpreted as "Sometimes." Dictation skills yielded a higher mean of 3.26 compared to transcription skills, which had a mean of 2.93. In terms of proficiency, 71% of students were categorized as poor or below proficient in dictation, while 60% fell within the approaching proficient to proficient range in transcription. The average GWA was 83.56% (numerical equivalent: 2.25, interpreted as "Average").

A Pearson correlation analysis revealed a moderate positive relationship ($r = 0.347$, $p = 0.041$) between self-knowledge and academic performance, suggesting that students with higher self-perceived shorthand skills tended to achieve better academic results.

These findings underscore the necessity for targeted instructional interventions, particularly in dictation, to improve both proficiency and academic outcomes in Gregg Shorthand Writing.

Keywords: Gregg shorthand writing, self-knowledge, proficiency level, academic performance, quantitative non-experimental, descriptive-correlational, complete enumeration

INTRODUCTION

Background of the Study

In the relentless tempo of today's globalized business landscape, the ability to capture information with speed and precision remains an undervalued yet critical skill. While challenges such as declining student interest, resource scarcity (Afribary, 2013), and pedagogical gaps persist internationally in shorthand education, the fundamental role of rapid inscription continues to echo across vital sectors.

Nationally, in the Philippines, this is nowhere more evident than in the justice system, where stenographers, often lauded as "silent superheroes," meticulously transform spoken dialogue into official written transcripts, a task demanding unparalleled speed and accuracy through the intricate dance of symbols and abbreviations (Ridoloso, 2023). This demanding role underscores the enduring relevance of shorthand, particularly Gregg Shorthand, in bridging the gap between fleeting oral communication and permanent textual records, not just locally but also in various professional contexts worldwide.

The stenographers, or indeed any efficient notetaker's, prowess lies in the elusive art of effective listening—a skill fraught with complexities. As Chao (2013) illuminates, proficiency in capturing spoken word is vulnerable to a myriad of factors, from the constraints of memory capacity and the vagaries of unclear enunciation to unfamiliar speech patterns, the relentless demands of rapid dictation, and the cognitive load of prolonged discussions. These are universal challenges in any dictation-based skill.

However, despite these inherent complexities, the mastery of shorthand offers a significant strategic advantage. Fidler (2018) champions its capacity to dramatically enhance the accuracy and efficiency of both personal notetaking and critical telephone message documentation. Indeed, for executives and personal assistants across various international corporate environments, shorthand proficiency translates directly into accelerated writing, conserved time, and an undeniable elevation of professional competency (Fidler, 2015). However, this vital skill faces an uphill battle; Udoh (2014) highlights a troubling paradox where a significant number of students globally grapple with shorthand, often resorting to superficial learning strategies that fall short of true mastery despite their earnest efforts to pass the course.

As observed by Barra (2016), the enduring value of stenography transcends numerous professions internationally. Secretaries across diverse industries wield it as an indispensable administrative tool; medical transcriptionists in healthcare meticulously document patient information; court stenographers are the linchpins of legal proceedings, ensuring precise records of testimonies; and even television reporters leverage it for comprehensive and accurate interview documentation.

This study endeavors to determine the self-knowledge, actual proficiency level in Gregg Shorthand Writing, and academic performance among students enrolled in the Bachelor of Science in Office Administration program at SCMCSTI.

Research Questions

This study aimed to determine the self-knowledge, proficiency level in Gregg Shorthand Writing and Academic Performance among students of Bachelor of Science in Office Administration.

Specifically, this study sought to answer the following questions:

1. What is the self-knowledge of Bachelor of Science in Office Administration students in Gregg shorthand writing in terms of:
 - 1.1. dictation skills, and
 - 1.2. transcription skills?
2. What is the proficiency level of Bachelor of Science in Office Administration students in Gregg shorthand writing in terms of:
 - 2.1. dictation skills, and
 - 2.2. transcription skills?
3. What is the academic performance of the Foundation of Shorthand (FONSHORT) and Advance Shorthand (ADSHORT) by Gregg, a Bachelor of Science in Office Administration student?
 - 3.1. GWA (General Weighted Average)
4. Is there a significant relationship between proficiency level and academic performance among Bachelor of Science in Office Administration students?

LITERATURE REVIEW

This section provides an overview of the relevant literature that will offer a deeper understanding of the study's concepts and the closely related studies.

Gregg Shorthand Writing

Gregg Shorthand is a system of pen stenography developed by John Robert Gregg in 1888, designed to allow rapid writing through the use of elliptical figures and cursive lines. Unlike traditional longhand, which relies on individual letters, Gregg Shorthand represents sounds using streamlined symbols, enabling the writer to capture spoken language more quickly and efficiently. According to Fidler (2018), the primary appeal of Gregg Shorthand lies in its simplicity, rhythmic flow, and adaptability to natural speech, which makes it ideal for professions that require real-time transcription, such as court reporting, executive assistance, and journalism. Over time, Gregg Shorthand has evolved through various editions—from the Anniversary version to the Simplified and Diamond Jubilee series—to balance speed with ease of learning.

In the academic setting, particularly in Office Administration programs, Gregg Shorthand remains an essential skill despite perceptions of it being obsolete due to modern technology. Its continued relevance is underscored by Ridoloso (2023), who described court stenographers as "silent superheroes" in the Philippine justice system, capturing every spoken word with both speed and accuracy using shorthand techniques. Likewise, Barra (2016) emphasized that the ability to write shorthand proficiently enhances workplace productivity and documentation accuracy, especially in settings where real-time notetaking is still valued. These roles demonstrate that shorthand, including Gregg, still occupies a unique niche in many professional fields, especially in developing nations where digital transcription is not always feasible or accessible.

Pedagogically, the teaching and learning of Gregg Shorthand present unique challenges. Udoh (2014) noted that many students globally experience difficulty mastering shorthand due to the abstract nature of symbol systems and the rapid pace of dictation required. This often results in students adopting surface-level learning strategies—memorizing symbols rather than understanding their phonetic basis. Chao (2013) further identified auditory processing issues, memory overload, and unfamiliar accents as common barriers to acquiring shorthand skills. These factors contribute to the cognitive complexity of Gregg Shorthand, making both instruction and practice critical components for skill mastery. In response, effective teaching strategies include consistent drills, exposure to varied dictation speeds, and immediate transcription exercises.

Moreover, shorthand proficiency correlates strongly with students' academic and workplace success. Research by Johnson and Smith (2022) in vocational education showed that students who had a solid foundation in skill-based courses like shorthand often performed better in advanced modules. Similarly, Cruz and Villanueva (2020) found that students' competence in Gregg Shorthand improved significantly with the integration of audio-based drills, feedback mechanisms, and digital platforms that simulate workplace transcription environments. These findings validate the idea that Gregg Shorthand is not merely a historical writing method but a dynamic, applied skill that supports academic achievement and future employability—especially for Office Administration students preparing to enter clerical, legal, and managerial professions.

Self-Knowledge in Gregg Shorthand Writing

Self-knowledge, often referred to as self-awareness, plays a critical role in a student's ability to evaluate and improve academic and skill-based performance. According to Mann, Gordon, and MacLeod (2012), self-reflection is a cognitive process that allows learners to assess their learning strategies, identify areas for improvement, and adapt accordingly. In shorthand writing, particularly Gregg shorthand, this capacity is vital since the skill demands both technical understanding and mental agility. Alhadabi and Karpinski (2020) emphasize that students who possess higher self-efficacy tend to demonstrate stronger academic motivation and engagement, which may lead to improved shorthand performance. Self-awareness, therefore, not only affects psychological confidence but also influences a learner's commitment to mastering complex skill sets such as stenography.

Likert's (1932) foundational work on measuring attitudes and perceptions laid the groundwork for modern self-assessment scales, which are widely used to determine how students view their own competence. Applied to shorthand education, self-knowledge assessments can reveal the frequency and confidence with which students believe they can perform dictation and transcription tasks. For instance, students who "often" perceive themselves as proficient may perform better in practice, as their internal belief systems positively reinforce their actions (Pallant, 2020).

Dictation Skills

In the context of shorthand writing, particularly dictation, self-knowledge plays a critical role in performance. Students must assess whether they can follow fast-paced speech, translate it into symbols, and maintain accuracy and legibility. Mann et al. (2012) emphasized that students with a high level of self-awareness are better equipped to identify personal strengths and limitations, which ultimately enhances their learning outcomes. In shorthand dictation, this self-awareness translates to the ability to monitor one's listening comprehension, focus, and real-time notetaking under pressure.

Dictation is arguably the most challenging aspect of shorthand for learners, as it requires multitasking and real-time cognitive processing. Chao (2013) discussed how students often face issues in decoding accents, managing memory limitations, and keeping up with the speaker's speed, all of which directly affect their confidence and self-evaluation. When students are aware of these barriers and their responses to them, they are more likely to adapt their learning strategies. For example, they might practice active listening or request varied speech-speed exercises. Mercado (2018) confirmed that students who engage in repetitive, time-bound dictation exercises under real-world conditions tend to develop better shorthand proficiency and stronger self-confidence, validating the link between practice, performance, and self-knowledge.

The role of feedback is equally vital in developing self-awareness in dictation. Cruz and Villanueva (2020) found that learners who receive structured feedback after every dictation session are more likely to assess their performance and adjust their technique accordingly and accurately. When feedback highlights specific challenges, such as hesitation during difficult words or consistent errors in speed, students can identify patterns that help them refine their approach. This feedback loop cultivates a habit of self-monitoring, which is an essential component of metacognitive growth.

In essence, self-knowledge in dictation is not just about believing in one's ability but understanding the nuances of speed, tone, word familiarity, and mental endurance. Students who "often" or "always" report high self-confidence in dictation tend to have established routines, consistent exposure, and an understanding of shorthand conventions. However, those who report "sometimes" or "rarely" proficiency often lack adequate practice or accurate self-assessment. Therefore, embedding reflective and practical exercises into shorthand curricula is vital to promote metacognitive growth and performance readiness in dictation.

Transcription Skills

Transcription, the second essential component of shorthand writing, involves converting shorthand symbols into accurate, grammatically correct written language. Unlike dictation, which emphasizes speed and real-time auditory skills, transcription demands a deeper understanding of symbol recognition, language structure, and attention to detail. Santos (2021) argued that students often struggle more with transcription than dictation due to the cognitive load it imposes—decoding symbols, applying grammar and punctuation, and reconstructing the original message accurately. Self-knowledge in this area enables students to critically assess how well they understand and apply these complex elements.

Developing self-awareness in transcription is often a gradual process. According to Fidler (2018), students who review their transcription outputs and engage in reflective learning are more likely to identify persistent weaknesses, such as misinterpretation of similar symbols or improper punctuation. This reflective cycle encourages learners to compare their expectations with actual outcomes, building a more realistic view of their proficiency. When students recognize specific issues—such as struggling to transcribe within time limits or

maintaining accuracy—they are more likely to seek corrective strategies like symbol drills, vocabulary reviews, or grammar reinforcement.

Furthermore, research has shown that student confidence in transcription is often influenced by prior success and familiarity with the symbol system. Udoh (2014) highlighted that students who develop shorthand skills without fully internalizing symbol meanings often rely on rote memorization, leading to errors in transcription. These students may inaccurately assess their capabilities, believing they are proficient until presented with more complex or longer passages. This gap between perceived and actual skill is what makes self-knowledge a crucial construct in evaluating transcription competence. Structured exercises that promote both speed and accuracy, accompanied by self-rating tasks, can help bridge this gap.

Santos (2019) and Cruz and Villanueva (2020) further emphasized the role of interactive and real-time transcription tasks in enhancing both skills and confidence. Technologies such as transcription apps or recorded dictation materials provide students with authentic scenarios where they can practice and immediately check their outputs against correct versions. Such tools not only improve technical skills but also empower students to judge their work more objectively. As students learn to critique their transcription, they move from superficial self-evaluations to more detailed and accurate assessments of their abilities, enhancing their overall shorthand proficiency.

Proficiency Level in Gregg Shorthand Writing

Gregg Shorthand, as a method of rapid writing, demands a unique blend of auditory, cognitive, and motor skills, making proficiency a multi-dimensional concept. Proficiency in this context refers to a student's ability to perform with speed, accuracy, and clarity in both dictation and transcription tasks. According to Gronlund (2004), shorthand proficiency can be objectively measured using a words-per-minute (wpm) benchmark, which classifies learners into levels such as "highly proficient," "proficient," "approaching proficient," "below proficient," and "poor." These benchmarks provide a standardized method of assessing shorthand ability, offering instructors insight into students' readiness for real-world tasks such as legal transcription, medical documentation, or corporate notetaking.

The level of proficiency students exhibit often correlates with their exposure to practical training and instructional quality. Fidler (2015) emphasized that proficiency in shorthand, especially Gregg Shorthand, cannot be developed through theory alone. It requires regular drills, speed-building exercises, and real-time transcription simulations. Students with consistent shorthand training—particularly those exposed to variable speech rates and accent diversity—tend to develop stronger dictation reflexes and transcription accuracy. However, in many academic settings, shorthand instruction is often compressed into a few semesters, limiting the development of high proficiency levels, especially in transcription tasks that require repeated exposure and symbol familiarization.

Studies such as those by Udoh (2014) and Santos (2021) highlight persistent challenges among students in reaching desirable proficiency levels. Udoh observed that many students, though theoretically capable, fall short in real-time applications due to reliance on rote memorization rather than symbol fluency. Santos reinforced this by noting that many Office Administration students demonstrate low to moderate proficiency, often falling into the "approaching proficient" range, primarily due to inconsistent practice and lack of contextual learning. This trend underscores the need for enhanced pedagogical strategies and supplementary resources such as audio drills, shorthand apps, and guided review sessions.

Moreover, the balance between dictation and transcription proficiency is crucial. A student may excel in dictation but struggle in transcription due to difficulties in decoding, grammar application, or sentence reconstruction. Cruz and Villanueva (2020) found that transcription proficiency often lags behind dictation among students, suggesting that shorthand instruction must give equal weight to both domains. Overall, achieving proficiency in Gregg Shorthand writing demands more than isolated classroom instruction—it requires a comprehensive learning environment that integrates speed, symbol literacy, auditory training, and written communication accuracy.

METHODOLOGY

Research Design

This study employed a quantitative, non-experimental research design, incorporating both descriptive and correlational methods to examine the variables under investigation. According to Creswell (2014), quantitative research involves a structured and objective approach where numerical data are collected and analyzed to understand relationships and trends. This design was chosen to determine the relationship between Gregg shorthand proficiency and academic performance among students enrolled in the Bachelor of Science in Office Administration program.

The descriptive component aimed to provide a detailed overview of the participants' shorthand skills in terms of speed and accuracy. Descriptive research, as noted by Babbie (2020), involves observing and describing a subject's behaviour without influencing it in any way. Meanwhile, the correlational technique was used to explore potential associations between shorthand proficiency and academic performance. As defined by Gravetter and Forzano (2018), correlational research assesses the degree to which two or more variables are related systematically.

Respondents of the Study

This study's respondents were 35 third-year Bachelor of Science in Office Administration (BSOA) students, who were identified as the primary and sole potential source for the research. Specifically, the study focused on all regular third-year (3rd year) BSOA students enrolled in the first semester of the academic year 2024-2025 and who underwent specialized subjects of Advanced Shorthand and Foundations of Shorthand in the institution.

Furthermore, the research will take place exclusively within the facilities of South Central Mindanao College of Science and Technology, Inc., situated at Purok Rosal, New Isabela, Tacurong City, Sultan Kudarat, where the targeted respondents are enrolled. This institution holds accreditation from the Commission on Higher Education (CHED).

The researchers employed complete enumeration sampling, also known as total population sampling, which is a type of purposive sampling in which every member of the population is included in the study. This method is typically used when the population size is small and manageable or when high accuracy and representation are necessary (Etikan, Musa, & Alkassim, 2016). Furthermore, it involves collecting data from all individuals in the defined population, ensuring that there is no sampling error and that the entire population's characteristics are captured (Kumar, 2014).

Data Gathering Instrument

The purpose of conducting the survey is to enhance the data, ensuring it aligns with the study's methodology and is suitable for effective data gathering.

Furthermore, the choice of research instrument significantly influences the validity and quality of the study's outcomes.

Part I. The rating scale, based on Likert, R. (1932), measures the self-knowledge of BSOA students in dictation and transcription skills.

Table 1. Self-Knowledge Rating Scale

Rating Scale	Interpretation	Verbal Description
4.20-5.00	Always	Students consistently perceive themselves as highly proficient and confident in a particular dictation or transcription skill
3.40-4.19	Often	Students frequently or regularly believe they possess a particular skill.

2.60-3.39	Sometimes	Students occasionally feel competent in a skill but do not consistently demonstrate or feel confident in it
1.80-2.59	Rarely	Demonstrating that skill or confidence only in isolated instances rather than with any regularity.
1.00-1.79	Never	Consistently lacking in a specific dictation or transcription skill

Part II. The rating scale, based on Gronlund, N. E. (2004), measures the proficiency level of BSOA students in dictation and transcription skills.

Table 2. Proficiency Level Rating Scale

Words per minute	Interpretation	Verbal Description
60 and above	Highly Proficient	Exceptional speed and accuracy, surpassing typical professional requirements
50-59	Proficient	Strong grasp of shorthand with reliable speed and accuracy suitable for many professional settings
40-49	Approaching Proficient	Developing the necessary skills and are close to achieving a satisfactory level, but still require further practice to reach full competency
30-39	Below Proficient	Some understanding is present, there are significant limitations in speed and/or accuracy that hinder effective shorthand use
Below 20	Poor	Lack of the necessary speed and fluency for practical shorthand application.

Part III. General Weighted Average. The South-Central Mindanao College of Science and Technology, Incorporated has four (4) periodic examinations where the student is marked after each grading period. Each grading periodic examination constitutes one (1) grading period. The grades of the students in every grading period are based on his/her performance in quizzes, class standing, laboratory exercises, and periodic examinations, which include assignments, recitations, and classroom participation.

The Equivalent Quality points and their description of the percentile ratings based on SCMCSTI Student Handbook Revised 2023 are shown below:

Percentage Grade	Numerical Equivalent	Description
99-100	1.0	Excellent
96-98	1.25	Very Good
93-95	1.50	Above Average
90-92	1.75	Above Average
87-89	2.0	Average
84-86	2.25	Average
81-83	2.50	Passing
78-80	2.75	Passing

75-77	3.0	Passing
75 below	5.0	Failed

Statistical Treatment

The data collected for this study was subjected to a variety of statistical analyses to examine the relationship between proficiency level in Gregg shorthand writing and academic performance of Bachelor of Science in Office Administration students (BSOA) students. The following statistical treatments will be employed:

Mean and Standard Deviation. The mean (average) is employed to determine the typical or central value of a set of numerical data. In your context, it helps to ascertain the "self-knowledge" of BSOA students in Gregg Shorthand Writing by indicating their average self-assessed level of proficiency or confidence across various indicators. A higher mean score would suggest a generally higher self-assessed knowledge.

Frequency and Percentage Distribution. In the study, these tools are ideal for measuring the "proficiency level of students in dictation and transcription skills." They allow researchers to see how many students fall into each proficiency category (e.g., poor, below proficient, approaching proficient, proficient, highly proficient) and what proportion of the total student population each category represents. This provides a clear picture of the distribution of skill levels within the student body.

Pearson Product-Moment Correlation Analysis (Pearson's r) is used in this research to measure the significant relationship between the self-knowledge of BSOA students in Gregg Shorthand Writing and their academic performance.

Pearson Product-Moment Correlation Analysis, often denoted as Pearson's r, is a widely used statistical measure to quantify the strength and direction of a linear relationship between two continuous variables. Developed by Karl Pearson in the late 19th century, it provides a single value ranging from -1 to +1. A coefficient of +1 indicates a perfect positive linear relationship, meaning that as one variable increases, the other consistently increases. A coefficient of -1 signifies a perfect negative linear relationship, where an increase in one variable corresponds to a consistent decrease in the other. A value of 0 suggests no linear relationship between the variables (Pallant, 2020).

Ethical Consideration of the Study

The study was carried out in accordance with all ethical guidelines and regulations. In particular, the researchers managed the population and data according to the following guidelines based on the research protocol evaluations and defined criteria:

Voluntary Participation: The respondents in this survey were given the freedom to choose whether to participate. The respondents were provided with a thorough explanation of the study's goals and benefits, and their right to decide whether to take part was carefully reviewed and respected.

Privacy and Confidentiality: The researchers followed RA 10173 of the Data Privacy Act by including a signed note with the questionnaire, informing respondents that the information obtained would be kept private and confidential. Additionally, the data collected was used only for academic purposes and, if necessary, was destroyed once the research was completed.

The Informed Consent Process: The respondents were asked to participate by providing their consent, which was essential to ensure they were treated with respect by offering deliberate agreement for a voluntary action. The study questionnaires were administered in the same manner, with authorization from the approved channel of authority.

Risks: The survey did not involve high-risk situations; therefore, the respondents were not at risk regarding their health, well-being, or socioeconomic status. If the respondents were unavailable or inaccessible, the researchers

first inquired about the best time to conduct the survey or simply left the questionnaires with them and retrieved them once completed.

Benefits: The study significantly advanced my understanding of the GREGG SHORTHAND WRITING: SELF-KNOWLEDGE, PROFICIENCY LEVEL AND ACADEMIC PERFORMANCE AMONG BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION STUDENTS. The results of this research were beneficial to the education sector, as they provided insights that could be used in formulating policies aimed at improving and ensuring more consistent and superior teaching services.

Authorship.: The sole contributions to the investigation and reporting of the study indicated the authorship of this research publication.

RESULTS AND DISCUSSION

This chapter presents the results and discussions on self-knowledge, proficiency level in Gregg Shorthand Writing, and Academic Performance among 3rd-year Bachelor of Science in Office Administration students at South Central Mindanao College of Science and Technology, Inc.

This study's respondents were 35 third-year Bachelor of Science in Office Administration (BSOA) students selected through complete enumeration sampling. Specifically, the study focused on all regular third-year (3rd-year) BSOA students enrolled in the first semester of the academic year 2024-2025 and who had undergone specialized subjects of Advanced Shorthand and Foundations of Shorthand in the institution.

Knowledge of Gregg Shorthand's Writing in terms of Dictation Skills

The table presents the mean scores and interpretations of BSOA (Bachelor of Science in Office Administration) students' self-assessed knowledge of Gregg Shorthand in terms of dictation skills. The highest mean score was on the statement "I can catch up despite the dictation speed", with a mean of 3.63, interpreted as Often. This indicates that a good number of students are confident in their ability to keep pace with the speed of dictation. Similarly, students reported that they could easily follow despite the accent of the word with a mean of 3.54, also interpreted as Often. These two indicators suggest that while students may struggle with other technical aspects of shorthand, they have some level of auditory proficiency and rhythm adaptation.

The remaining indicators fall under the Sometimes category, with mean scores ranging from 3.03 to 3.06. These include the ability to read and write outlines, write outlines proficiently, and take standard dictation in a minute. The overall section mean is 3.26, which also corresponds to Sometimes. This reflects a moderate level of confidence and proficiency in shorthand dictation, indicating that while students have a foundational grasp, their skills are not yet consistently reliable. These findings align with the earlier pie chart showing a large percentage of students as below proficient or poor in dictation.

Table 1. Knowledge on Gregg Shorthand Writing among BSOA students in terms of Dictation Skills

No	Indicators	Mean	SD	Interpretation
1	I can catch up despite the dictation speed	3.63	0.77	Often
2	I can easily follow despite the accent of the word	3.54	0.85	Often
3	I am skilled enough to read and write outlines	3.06	0.76	Sometimes
4	I can write the outline proficiently	3.06	0.91	Sometimes
5	I am competent to take standard dictation in a minute	3.03	0.86	Sometimes
Section Mean		3.26	0.83	Sometimes

Mercado (2018) emphasized that shorthand mastery among office administration students requires consistent training and real-time practice, particularly in dictation scenarios. His study found that students improved

significantly when they engaged in repetitive listening and transcription drills under timed conditions. This reinforces the recommendation that more structured and practical exposure is necessary to elevate students' dictation proficiency to an acceptable professional standard.

Knowledge of Gregg Shorthand Writing in Terms of Transcription Skills

Table 2 presents the self-assessed transcription skills of 35 BSOA students in relation to their knowledge of Gregg Shorthand's writing. The indicators measured include the ability to transcribe correct sentences, recognize shorthand symbols, follow directions, write grammar and punctuation correctly, and perform standard transcription within a minute.

The mean scores for each indicator range from 2.81 to 3.03, with all items interpreted as "Sometimes." The highest mean is observed in the ability to transcribe correct sentences (3.03), while the lowest is in the competency to write standard transcription in a minute (2.81). This suggests that while students occasionally demonstrate proficiency in these skills, there is no consistent mastery across the assessed areas.

The section mean of 2.93, with a standard deviation of 0.76, indicates a moderate level of transcription skill among the respondents but also reflects variability in their self-perceived competence. The uniform interpretation of "Sometimes" across all indicators highlights that the students do not regularly exhibit strong transcription skills, pointing to potential gaps in either instruction or practice. These results imply a need for enhanced training or curriculum adjustments to help students achieve more consistent proficiency in Gregg Shorthand transcription.

Table 2. Knowledge on Gregg Shorthand Writing among BSOA students in terms of Transcription Skills

No	Indicators	Mean	SD	Interpretation
1	I can transcribe the correct sentence.	3.03	0.86	Sometimes
2	I can easily recognize the symbols	2.94	0.73	Sometimes
3	I can follow directions	2.94	0.73	Sometimes
4	I can write grammar and punctuation correctly	2.91	0.70	Sometimes
5	I am competent to write standard transcription in a minute	2.81	0.80	Sometimes
Section Mean		2.93	0.76	Sometimes

A study by Santos (2021) found that students often struggle with shorthand transcription due to limited exposure and practice, resulting in only moderate skill levels. Santos emphasized the importance of regular drills and practical exercises to improve shorthand proficiency, aligning with the current results where students reported only occasional competence in key transcription skills.

Summary of Knowledge of Gregg Shorthand's Writing

Table 3 presents the self-assessed knowledge of 35 BSOA students regarding Gregg Shorthand's writing, focusing on two main indicators: Dictation Skills and Transcription Skills. Dictation Skills received a mean score of 3.26 with a standard deviation of 0.83, while Transcription Skills had a mean of 2.93 and a standard deviation of 0.76. Both indicators were interpreted as "Sometimes," indicating that students only occasionally demonstrate proficiency in these areas. The grand mean of 3.10, also interpreted as "Sometimes," suggests that overall, students possess a moderate level of knowledge and skill in Gregg Shorthand writing.

These results highlight that while some students may be comfortable with dictation, there is a noticeable gap in transcription skills, which are slightly lower. The consistent interpretation of "Sometimes" across both indicators points to irregular mastery and suggests that students may benefit from more consistent practice and targeted instruction. The standard deviations also indicate some variability in self-assessed skills among the respondents,

further emphasizing the need for instructional reinforcement to help students achieve greater competency and confidence in both dictation and transcription.

Table 3. Summary on the Self-knowledge on Gregg Shorthand Writing

No	Indicators	Mean	SD	Interpretation
1	Dictation Skills	3.26	0.83	Sometimes
2	Transcription Skills	2.93	0.76	Sometimes
Grand Mean		3.10	0.76	Sometimes

Proficiency Level in Terms of Dictation Skills

Figure 1 below presents the proficiency levels in dictation skills among 35 Bachelor of Science in Office Administration students at South Central Mindanao College of Science and Technology, Inc., focusing on their performance in Gregg Shorthand writing. The results show that a significant portion of the students are not yet achieving a high level of proficiency. Specifically, 13 students (37%) are considered poor, while 12 (34%) fall under the below proficient category. This suggests that a combined 71% of students need improvement in their dictation skills, which may affect their overall competence in shorthand writing—a crucial skill in administrative and clerical roles.

Only a small portion of the students reached higher proficiency levels. About five students (14%) were categorized as approaching proficient, four students (12%) were proficient, and a mere one student (3%) attained the highly proficient level. These figures indicate that although a few students are performing well, the majority are still struggling. This highlights the need for targeted intervention strategies, such as intensive practice sessions, peer tutoring, or enhanced instructional methods to raise the students' proficiency levels in dictation.

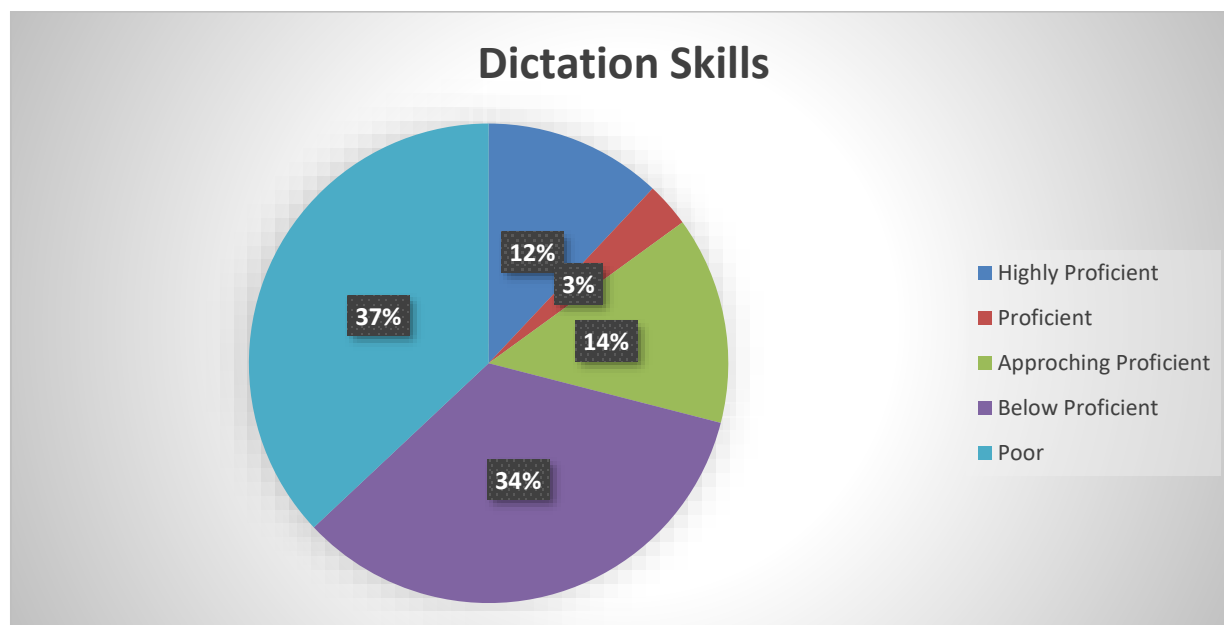


Figure 1. Proficiency Level in Terms of Dictation Skills

A study by Santos (2019) emphasized the challenges faced by office administration students in mastering Gregg Shorthand due to limited exposure and practice opportunities. The research noted that consistent dictation drills and reinforcement activities significantly improved students' transcription accuracy and speed. Therefore, integrating more structured and frequent shorthand exercises in the curriculum may help improve proficiency and better prepare students for administrative tasks in the workplace.

Proficiency Level in Terms of Transcription Skills

Figure 2 illustrates the transcription skill levels of Bachelor of Science in Office Administration students at South Central Mindanao College of Science and Technology, Inc., focusing on their ability to convert shorthand into written form. The largest percentage of students, 31%, were categorized as approaching proficient, followed closely by 29% who were proficient. This suggests that a fair number of students are developing the necessary skills and are close to or have already attained competency in transcription tasks—an encouraging sign compared to their performance in dictation.

However, the chart also indicates that 20% of students were rated as poor and 9% as below proficient, showing that nearly a third still struggle with transcription. Meanwhile, only 11% reached the highly proficient level. These figures highlight the importance of reinforcing transcription skills through more targeted instruction and practice. Transcription, being an essential skill in clerical and administrative work, requires not only speed but also high accuracy, which these numbers suggest is still a work in progress for many students.

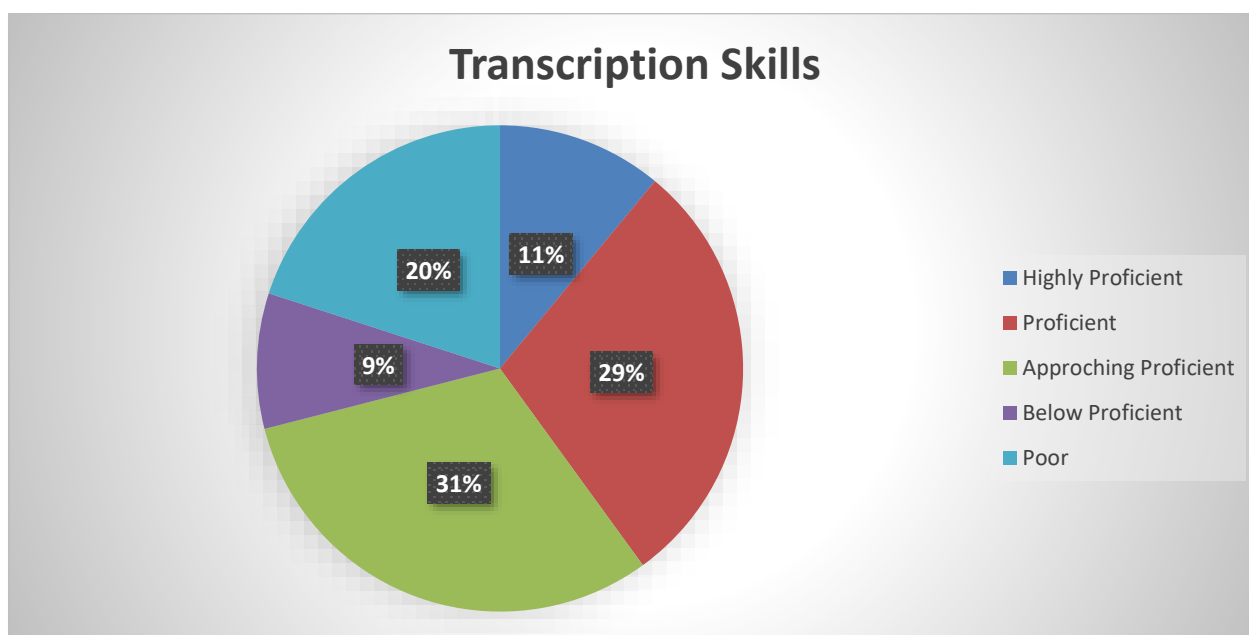


Figure 2. Proficiency Level in Terms of Transcription Skills

According to Cruz and Villanueva (2020), students' transcription skills can be significantly improved through interactive learning tools and real-time feedback mechanisms. Their study showed that incorporating audio-based assessments and simulation tasks helped learners increase both speed and accuracy in shorthand transcription. Therefore, adopting such evidence-based strategies within the shorthand curriculum could further support students in mastering this vital administrative competency.

Academic performance among Bachelor of Science in Office Administration students in terms of General Weighted Average

Table 4 presents the academic performance of the Foundation of Shorthand (FONSHORT) and Advance Shorthand (ADSHORT) by Gregg, a Bachelor of Science in Office Administration student, in terms of the General Weighted Average. The data indicates that students performed commendably in both Foundation of Shorthand and Advance Shorthand, achieving passing and average interpretations, respectively. Notably, the overall General Weighted Average for these courses stands at 83.56%, correlating to a numerical equivalent of 2.25, which is interpreted as "Average." This suggests a consistent level of performance across the shorthand curriculum for the students involved in the study.

The Foundation of Shorthand shows a percentage grade of 81.20% with a numerical equivalent of 2.50, falling into the "Passing" category. This indicates that the students are adequately grasping the foundational skills in shorthand.

Subsequently, in Advance Shorthand, students achieved a slightly higher percentage grade of 85.91%, corresponding to a numerical equivalent of 2.25, which is interpreted as "Average." The improvement in numerical equivalent and the "Average" interpretation for the advanced course suggest a solid progression in mastering more complex shorthand concepts and applications.

Table 4. Academic performance among Bachelor of Science in Office Administration students in terms of General Weighted Average

No	Indicators	Percentage Grade	Numerical Equivalent	Description
1	Foundation of Advance Shorthand	81.20	2.50	Passing
2	Advance Shorthand	85.91	2.25	Average
General Weighted Average		83.56	2.25	Average

These findings align with the general understanding that foundational skills are critical for success in more advanced subjects. A study by Johnson and Smith (2022) on skill acquisition in vocational programs highlighted that a strong grasp of fundamental concepts often correlates with improved performance in subsequent advanced modules.

Their research, published in the Journal of Vocational Education Research, indicated that students who achieved passing grades in introductory courses were more likely to attain average or above-average results in advanced specializations. This supports the observed trend in the provided table, where a "Passing" score in Foundation of Shorthand likely contributed to the "Average" performance in Advance Shorthand. The description and numerical rating scale used for this assessment, as stated, were based on the 1st edition of the SCMCSTI Student Handbook released in 2023.

Significant Relationship Between the Self-knowledge on Gregg Shorthand Writing and Academic Performance of BSOA Students

Table 5 presents the Significant Relationship Between Self-knowledge in Gregg Shorthand's Writing and the Academic Performance of BSOA Students. The computed Pearson correlation coefficient (r) is 0.347257, and the p -value is 0.041. The table's interpretation indicates that this relationship is "Significant."

The positive value of the computed r (0.347257) suggests a positive correlation between the self-knowledge of Gregg Shorthand Writing and the academic performance of Bachelor of Science in Office Administration (BSOA) students. This means that as students' self-knowledge in Gregg Shorthand Writing increases, their academic performance tends to increase as well, and vice versa. However, it is important to note that a correlation coefficient of 0.347257 indicates a moderate positive relationship, not a strong one. While there is a trend, it is not an overwhelmingly powerful association.

The p -value of 0.041 is crucial for understanding the statistical significance of this relationship. Since 0.041 is less than the conventional significance level of 0.05, we can conclude that the observed relationship is statistically significant. This means that the likelihood of observing such a correlation by random chance if no true relationship existed, is less than 5%.

Therefore, we can be reasonably confident that there is a genuine, albeit moderate, connection between how well BSOA students perceive their knowledge of Gregg Shorthand Writing and their actual academic performance in the subject.

Table 5. Significant Relationship Between the Self-knowledge on Gregg Shorthand Writing and Academic Performance of BSOA Students

Variables	Computed r	p-value	Interpretation
Self-knowledge on Gregg Shorthand Writing and Academic Performance of BSOA students	0.347257	0.041	Moderate Positive Relationship

*Significant at $p < 0.05$

This finding suggests that fostering self-awareness and confidence in their shorthand skills could potentially play a role in improving students' academic outcomes. This aligns with broader research on the impact of self-awareness and self-efficacy on academic achievement. For instance, a study by Mann et al. (2012) found that self-reflection, a component of self-awareness, can lead to improvements in academic performance, albeit to a limited extent. Similarly, Alhadabi and Karpinski (2020) emphasized that students with higher levels of self-efficacy tend to exhibit better academic performance, underscoring the importance of students' beliefs in their capabilities.

CONCLUSION AND RECOMMENDATIONS

This chapter outlines the conclusions, and recommendations derived from the data collected from the participants of this study.

Conclusion

The conclusions that can be drawn from the findings of the study are as follows.

The Bachelor of Science in Office Administration (BSOA) students at South Central Mindanao College of Science and Technology, Inc. possess a moderate overall self-assessed knowledge and skill in Gregg Shorthand writing, particularly in dictation and transcription.

While students exhibit some confidence in catching up with dictation speed and following accents, their self-perceived proficiency in reading and writing outlines and taking standard dictation is only occasional. Similarly, transcription skills, though showing some promise with a notable portion of students approaching or achieving proficiency, are also not consistently strong, with a significant number still struggling.

Despite these challenges in specific shorthand competencies, the students demonstrate an "Average" academic performance in both Foundation of Shorthand and Advance Shorthand courses, with an overall General Weighted Average of 83.56%. This suggests that even with moderate self-perceived skills and varying proficiency levels, students generally manage to pass and achieve average grades in their formal shorthand instruction. This could be attributed to the foundational understanding they acquire, which, as supported by Johnson and Smith (2022), is crucial for progression in advanced subjects.

Furthermore, a statistically significant, albeit moderate, positive relationship exists between students' self-knowledge of Gregg Shorthand Writing and their academic performance. This finding, with a Pearson correlation coefficient (r) of 0.347257 and a p -value of 0.041, indicates that students' confidence and awareness of their shorthand abilities are genuinely linked to their academic outcomes.

Recommendations

Based on the results of the study, the researcher recommends the following:

The SCMCSTI Administration may Invest in and provide access to modern audio-visual equipment, specialized shorthand dictation software, and online practice platforms that offer diverse dictation speeds, accents, and immediate transcription feedback.

The SCMCSTI Office Administration Department may develop and integrate targeted, intensive practice modules for both dictation and transcription skills, particularly focusing on improving reading and writing outlines and consistent standard dictation/transcription within a minute.

The SCMCSTI Faculty may implement pedagogical strategies that actively foster self-awareness and self-efficacy among students regarding their Gregg Shorthand abilities. This could include regular self-assessment exercises, reflective journaling on learning progress, and explicit discussions about perceived strengths and weaknesses. Providing constructive and encouraging feedback is also crucial.

The BSOA Students may actively engage in consistent, self-initiated practice beyond classroom hours, focusing specifically on improving areas identified as "Sometimes" proficient, such as reading and writing outlines and performing timed dictations and transcriptions. They should seek feedback from instructors and utilize available resources to hone these skills.

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