THE IMPACT OF STENOGRAPHY SUBJECT TO FIRST-YEAR BSOA STUDENTS AT CAT COLLEGE, INC.

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Abstract- This study investigated the challenges, perceived impact, and improvement strategies related to the Stenography subject among first-year Bachelor of Science in Office Administration (BSOA) students at CAT College, Inc.. Stenography, or shorthand, is considered a core competency that enhances students' organizational skills, note-taking efficiency, and overall academic performance for professional office work. Despite these recognized benefits, students often face challenges with practical application, including reading and writing strokes, and achieving the necessary dictation speed. A Descriptive-Quantitative research design was employed, using total enumeration to survey the entire population of fifty-two (N=52) first-year BSOA students during the Academic Year 2025-2026. Data analysis utilized Frequency and Percentage Distribution, and the Weighted Arithmetic Mean. The findings are intended to determine the specific problems encountered by the students and assess their potential in mastering these skills, leading to recommendations for curriculum and teaching method improvements.

Keywords - Stenography, Shorthand, BSOA Students, Office Administration, Note-taking, Academic Performance

I. Introduction

Stenography, more commonly known as shorthand, is an important subject within the BSOA (Bachelor of Science in Office Administration) curriculum. It is one of the main areas of expertise required by secretaries, court reporters, and professional office workers. The broad field of Office Administration has been the subject of continuous research, driven by the need for proficiency in professional communication skills. Substantial research supports the importance of stenography for students' development. Shorthand writing is beneficial to students throughout their academic careers as it can influence their writing ability as well as their success [1]. The application of the procedure of stenographic writing and symbols is essential since it assists students to obtain information in a timely and effective manner [2]. Furthermore, research has established that note-taking using stenography has an effective impact on learning and academic performance [3]. This is because note-taking strategies help the students to organize and review their notes efficiently. Professionally, stenography is positioned underscoring its contemporary significance as a core competency for future office administrators [4].

Despite its known benefits, many students of the BSOA experience various special challenges. It was found that BSOA students primarily struggle with stenography in terms of writing, reading their strokes, and taking dictations [5]. Other common problem areas include struggles to reach the desired dictation speed. The difficulties BSOA students face when it comes to Machine Shorthand have been specifically documented [6]. The use of stenography has presented challenges regarding its appropriate application in the teaching and learning process [7]. Crucially, taking notes either mechanically or manually requires skills that come only with experience. These struggles hinder students from demonstrating the necessary skills for their outcome. Differences in stenography performance (specifically in transcription and reading) among the various year levels of Office Administration students have also been observed [8].

II. Research Method

2.1 Research Design and Instrument

The study utilized a Descriptive-Quantitative Research Design. This method was chosen to gather information about the current impact of the stenography subject on the first-year college students. The descriptive nature of the study allowed the characteristics, opinions, and experiences of the respondents regarding the skills and knowledge gained from the subject to be described, while the quantitative approach enabled the numerical analysis and interpretation of the collected data.

The primary tool used for data collection was the Survey Questionnaire. A five-point Likert Scale was used for most items, with numerical and verbal interpretations. The instrument was structured into four main parts: Demographic Profile; Stenography Usage and Skills; Impact on Note-Taking and Learning; and Impact on Academic Performance.

2.2 Respondents and Data Gathering Procedure

The respondents of this study were the entire population of First-Year College Students enrolled in Bachelor of Science in Office Administration (BSOA) at Computer Arts and Technological College, Inc. (CAT College, Inc.) who were currently taking the stenography subject during the Academic Year 2025-2026. The total population for the study was fifty-two (N=52) students. Given this small, specific population size, the study employed the Total Enumeration as the sampling technique. The researchers successfully administered the questionnaire to fifty-two (n=52) students, representing a 100% response rate.

III.Results and Discussion

This presents the data gathered from the fifty-two (n=52) first-year BSOA students regarding the impact of the stenography subject. The findings are organized according to the research instrument's structure: (1) Demographic Profile, (2) Stenography Usage and Skills, (3) Impact on Note-Taking and Learning, and (4) Impact on Academic Performance.

Table 1- Demographic Profile

Demographic Variable	Category	Frequency (f)	Percentage (%)
Sex	**Female**	**35**	**67.31%**
	Male	**17**	**32.69%**
Age	**18 and Below**	**40**	**76.92%**
	19 - 21	**10**	**19.23%**
	22 and Above	**2**	**3.85%**
Course & Year	**BSOA 1-A**	**52**	**100.00%**

Table 1 presents the frequency and percentage distribution of the respondents based on their sex, age, and course/block. The majority of the respondents are Female (67.31%), which is typical for the BSOA program. The highest concentration of students falls into the 18 and Below age group (76.92%), indicating that the participants are predominantly fresh high school graduates.

Table 2- Stenography Usage and Skills

No.	Statement	Weighted Mean (WM)	Verbal Interpretation
1	**I feel comfortable using stenography for taking notes in my first-year classes.**	**3.85**	**High Impact**

2	**Studying stenography has enhanced my focus and concentration during lessons.**	**4.15**	**High Impact**
3	**I can write faster using stenography than using longhand.**	**3.75**	**High Impact**
4	**I find it easy to translate my stenography notes after class.**	**3.10**	**Moderate Impact**
Overall Mean		**3.71**	**High Impact**

Table 2 presents the weighted mean scores for the first-year students' perceived usage and skill development related to the stenography subject. The overall weighted mean of 3.71 indicates that the students perceive the stenography subject to have a High Impact on their usage and skill development. The lowest mean score (WM=3.10) for Statement 4, concerning the ease of translating notes, implies that decoding their notes back to longhand remains a moderate challenge.

Table 3- Self-Rated Proficiency in Stenography (Q5)

Proficiency Rating	Frequency (f)	Percentage (%)
Beginner	**30**	**57.69%**
Intermediate	**17**	**32.69%**
Advanced	**5**	**9.62%**
Total	**52**	**100.00%**

Table 3 shows the students' self-rated proficiency in stenography. The results show that the majority of first-year BSOA students (57.69%) rate their proficiency as Beginners. This suggests that while they have mastered the basic strokes and rules, they are still in the process of developing speed and fluency. Only a small percentage (9.62%) consider themselves Advanced, which is expected for students in their first year of study.

Table 4- Impact on Note-Taking and Learning

No.	Statement	Weighted Mean (WM)	Verbal Interpretation
6	**Stenography notes are more organized and concise than my longhand notes.**	**4.28**	**Very High Impact**
7	**I am able to capture more information during fast-paced lectures using stenography.**	**4.05**	**High Impact**
8	**Using stenography helps me process information more efficiently while listening.**	**3.98**	**High Impact**
9	**Using stenography improves my ability to focus and pay attention to the lectures.**	**4.09**	**High Impact**

10	**I feel less stressed about missing important details when using stenography.**	**3.65**	**High Impact**
Overall Mean		**4.01**	**High Impact**

Table 4 presents the weighted mean scores regarding the impact of stenography on students' note-taking habits and learning experience. The overall weighted mean of 4.01 confirms a High Impact on note-taking and learning. Statement 6 received the highest mean score (WM=4.28), reaching the Very High Impact range, strongly suggesting the primary perceived benefit is the structural organization and brevity that stenography provides.

Table 5- Perceived Impact on Grades (Q11)

Response	Frequency (f)	Percentage (%)
Yes	**33**	**63.46%**
No	**12**	**23.08%**
Unsure/No noticeable impact	**7**	**13.46%**
Total	**52**	**100.00%**

Table 5 addresses the perceived positive impact of stenography on students' grades. A significant majority of 63.46% believed that using stenography had positively impacted their grades this semester. This indicates a strong perceived correlation between the skills learned and better academic outcomes.

Table 6- Impact on Study Habits and Exam Preparation

No.	Statement	Weighted Mean (WM)	Verbal Interpretation
12	**I review my stenography notes more frequently than I would review longhand notes.**	**3.55**	**High Impact**
13	**Stenography is helpful when preparing for exams because my notes are more comprehensive.**	**4.10**	**High Impact**
14	**If given a choice, I would prefer to take all my class notes using stenography.**	**3.75**	**High Impact**
Overall Mean		**3.80**	**High Impact**

Table 6 presents the weighted mean scores for statements related to stenography's role in academic preparation and study habits. The most highly rated statement is Q13 (WM=4.10, High Impact), reinforcing the idea that the comprehensive nature of stenography notes makes them an effective tool for exam preparation.

Table 7- Biggest Challenges Faced in Using Stenography (Q15)

Challenges	Frequency (f)	Percentage (%)
Time pressure (translating notes)	**39**	**75.00%**
Difficulty recalling shorthand strokes	**30**	**57.69%**
Oral Reading of shorthand notes/activities	**25**	**48.08%**
Hand fatigue/cramping	**15**	**28.85%**
No significant challenge	**5**	**9.62%**
Others:	**1**	**1.92%**

Table 7 identifies the biggest challenges students face when using stenography in their first-year classes. Since this was a multiple-choice checkbox question, percentages reflect the proportion of respondents who selected that challenge. The most significant challenge faced by the first-year students is Time pressure (translating notes), selected by 75.00% of the respondents. The second major challenge is the difficulty recalling shorthand strokes (57.69%). These results suggest that the initial effort required for encoding (recalling strokes) and decoding (translating) the notes presents the main barrier to fluent adoption.

IV. CONCLUSION

Based on the summary of findings, stenography is an effective tool for improving structural note quality and concentration. The subject successfully delivers on its promise to teach students to generate notes that are concise, organized, and conducive to focused listening, thereby maximizing information capture during lectures. There is a strong perceived link between stenography and improved academic outcomes. The majority of first-year BSOA students recognized the subject as a direct contributor to better grades and more comprehensive exam preparation, validating its relevance within the curriculum.

However, proficiency gaps lie primarily in translation speed. While students gain skill in writing shorthand, the primary barrier to fluency, practical use is the time and effort required to translate or "read back" the notes, which creates a significant challenge under time constraints. Given that most students rate themselves at an Beginner proficiency level, the instructional focus should pivot from stroke mastery to the rapid recall and decoding of shorthand to overcome the reported time pressure.

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