

Lecture Note Taking Deficit During Session Among the Students of Economics, Wollega University, Ethiopia

Melkamu Belina¹ Gemechu Siyum² Workinesh Biru² Gadisa Abera³ Ketema Geleta (PhD)⁴

1. Assistant Professor of Economics, Wollega University, Ethiopia

2. Lecturer, Wollega University, Ethiopia

3. PhD Candidate at AAU, Wollega University, Ethiopia

4. Assistant Professor, Wollega University, Ethiopia

Abstract

This study aimed to identify factors that affect students' Lecture Note Taking during session. To achieve the objective, primary data type were used. In collecting the primary data, structured survey questionnaires were prepared. Using the questionnaire the data were collected from undergraduate students' of economics at Wollega University. The data were analyzed using descriptive statistics such as mean, maximum, minimum, and percentage. The result of the study shows that the academic performance of the students who take note is better than those who don't take note. Besides that, the sources of the reading material for almost all of the students who don't take Note during class session were handout. In addition, the students who take note have good reading practice in comparison to those who don't take note. Furthermore, Poor legibility of notes from the instructor's side, inconvenient of teachers' language to take note and the lecturer's rapid presentation rates have been perceived by students as the major factors affecting them to take lecture notes. The study recommends students not only for the note taking but generally be hard working in their academic performance. And also the study recommend instructor to refrain themselves from preparing and delivering handouts to students because handouts are found to be the dominant referring material for students and making the students deficit in note taking during the session. And finally, the action research advice instructors to improve their legibility of notes, language skill and lecture presentation rates.

Keywords: Lecture Note, Deficit, Session, Economics, Students

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1. Background of the Study

Today, there are above 220 million tertiary education students in the world which was only 100 million in 2000 (WB, 2022). Tertiary education refers to all form of post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools. A tertiary education is instrumental in fostering growth, and boosting shared prosperity, a highly skilled workforce, with lifelong access to post-secondary education. Furthermore, tertiary education is a prerequisite for innovation and growth in that well-educated people are more employable and productive, earn higher wages, and cope with economic shocks better than less educated ones (WB, 2022).

In Africa, the demand for higher education continues to grow as universities compete globally to attract students. The gross tertiary education enrollment ratio for sub Saharan is 9.4%, which is well below the global average of 38%. of course, the rate varies greatly within the region. For example, in Mauritius gross tertiary enrollment is 40%, for in Cabo Verde it is 23.6%, for Ghana and Togo it is 15%, in Lesotho it is 10%, in Niger it is 4.4% and in Ethiopia it is 10 %. Overall, the region spends 21% of government education expenditure on tertiary education compared to 27% on secondary education and 43% on primary education (UNESCO, 2020).

In Ethiopia, understanding this crucial role of tertiary level education, the sector has passed through a series of successive, Education Sector Development Programs (ESDP I-V). Since the formulation of the Growth and Transformation Plan (GTP I), education was given a special attention in the transformation of the economy from agriculture-led to industry-led activity and thereby supporting the manufacturing sector by supplying the required professionals and solving technological innovations. To achieve the vision of becoming a middle income country by 2030, The country developed the 2nd Growth and Transformation Plan (GTP II) to build on sector policies, strategies and programs and the UN sustainable development goals (MOE, 2018).

Following this, currently Ethiopia has 45 public universities and about 83 private universities colleges that cater more than 450,000 students (NEAEA, 2022). Wollega University is among these 45 public universities and it was established in February 2007 by enrolling 851 students in 17 departments organized in four Faculties: Business and Economics, Education, Natural Sciences and Social Sciences. At the time of its inception the University had 140 academic staff, and about 123 administrative support staff.

Department of Economics is one of the departments in the college of business and Economics. The department is currently delivering courses for both undergraduate and graduate level. While delivering courses to the student', the study observed that most of the students don't take Note during class session. Many of them do

not take any notes in class. It's kind of frightening to have students just sitting there staring at a teacher while the teacher discusses important points. Thus, the study tries to identify factors that associate with students' deficit in note taking during the session and to find out solution.

2. Methodology

2.1. Description of the study Area

The research was conducted at one of the state university of Ethiopia known as Wollega University. Wollega University locates in the western Oromia regional state of Ethiopia. Department of Economics is one of the departments in the University. The Department currently has both undergraduate and graduate programs. This research was conducted with 3rd year undergraduate students of economics. In this class 48 students were attending the departments.

2.2. Data Source

In achieving the objective of the research, primary data type were used. For collecting Primary data, a structured survey questionnaire were prepared and used to collect the required data. According Kothari (2004) the primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Primary data are collected during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform surveys, whether sample surveys or census surveys, then we can obtain primary data either through observation or through direct communication with respondents in one form or another or through personal interviews. This, in other words, means that there are several methods of collecting primary data, particularly in surveys and descriptive researches. In this action research, the study used direct communication to students to collect the primary data.

2.3. Method of Data Analysis

In analyzing the collected data, descriptive statistics such as mean, median, and percentage was used. And also the collected data is presented in tables before the analysis.

3. Result and Discussion

This part of the paper presents the result and discussion of the research. The data collected were analyzed through descriptive statistics such as mean, median, and percentage.

3.1. Description of the Students

Total Student			Student's Note Taking Status					
			Who Take Note			Who don't take Note		
Male	Female	Total	Male	Female	Total	Male	Female	Total
42	6	48	6	2	8	36	4	40

From the class size of 48 of the 3rd year undergraduate students of economics, 40 students that is 83.3 percent of students don't take note during the lecture session. However, only 8 students that is 18.7 percent of the students take note. From the 40 students who don't take notes 36 students were male while the remaining 4 were female.

3.2. Cumulative GPA of the Students

Students	Mean	Maximum	Minimum
Who take Note	3.32	3.65	2.8
Who don't take Note	2.99	3.37	2.3

The mean cumulative GPA of students who don't take note was 2.99. The maximum and minimum cumulative GPA of students who don't take note was 3.37 and 2.3 respectively. Meanwhile, the mean cumulative GPA of students who take note was 3.32 and their maximum and minimum cumulative GPA were 3.65 and 2.8 respectively. Thus, this shows that the academic performance of the students who take note is better than those who don't take note.

3.3. Reading Material used by the Sample Students

Reading Material often used	Who Take Note			Who don't take Note		
	Handout	Book	Lecture Note	Handout	Book	Lecture Note
	8	6	8	40	5	0

Almost all of the 8 students who take note during the class session use handout and book beside lecture note as a reading material sources. The sources of the reading material for the almost all of the students who don't take Note during class session were handout. This shows that the availability of handout may discourage students

from taking note during class session.

In Reading the above material uses	Who take Note		Who Don't Take Note	
	Hardcopy	Soft Copy	Hardcopy	Soft Copy
	8	6	32	5

From the students who don't take note during session, 32 of them uses Hardcopy and the 5 students uses soft copy as a reading material in studying their subjects. Almost all of the students who take note during the class session use both hard copy and soft copy as reading materials.

3.4. Reading practice of Academic materials by the Students

Reading Practice of students	During Exam time	Always
Who Take Note	1	7
Who don't Take Note	37	3

Out of the total 48 students, 38 students have a reading practice during the exam time and the other 10 students read always. From the 10 students who read always, 7 of them are student who take note during the lecture session. This implies that, the student who take note have good reading practice in comparison to those who don't take note.

3.5. Students' Practice of Note taking

Factors affecting Note taking	Take Note		Don't take Note	
	Yes	No	Yes	No
1. Have you ever learned how to take note?	8	0	40	0
2. Can you identify main points of the lecture while you take note?	5	3	9	31
3. Do you know techniques of note taking?	6	2	0	40
4. Have you practiced note taking in the preceding grade?	7	1	26	14

As showed on above table, all of the students had never learned how to take note. This implies that there is no experience of providing training on how to take note for the students at school and this resulted in deficit of taking note among the university students. Additionally 77.5% of the students who don't take note answered question of whether they can identify main points of the lecture or not as they could not identify main points of discussion. Due to this they didn't take notes during the session. Furthermore, students were asked whether they know or not know techniques of note taking and majority of the students replied that they do not know how to take notes. This may resulted in note taking deficit which means only small number of the students take note by using techniques of using abbreviations, writing verbatim and paraphrasing.

As shown in table above, 65 % of the students who don't take note during class session said that they had practiced note taking in the preceding grade, however their previous class practice did not contribute any positive role for their moment note taking. In addition almost all of the students who take note practiced taking note in their preceding class. This implies that deficit of taking note among these students is the result of past experiences.

3.6. Factor Affecting Note Taking from the Instructor Side

From the Instructors side	N	Level of agreement	Frequency	Percentage	Mean
Poor legibility of notes	48	1	10	20.4	2.5625
		2	18	37.5	
		3	9	18.4	
		4	8	16.3	
		5	4	8.2	
inconvenient of teachers' language to take note	48	1	25	51.0	2.3125
		2	6	12.2	
		3	1	2.0	
		4	9	18.4	
		5	7	14.3	
The lecturer's rapid presentation rates	48	1	10	20.4	2.5208
		2	17	34.7	
		3	10	20.4	
		4	8	16.3	
		5	3	6.1	

Source: SPSS result based on primary data (2022)

As depicted in the table above, all of the presumed 3 factors from the instructors' side, Poor legibility of

notes (average mean=2.56), inconvenient of teachers' language to take note (average mean=2.3) and the lecturer's rapid presentation rates (average mean=2.5) have been perceived by students as the major factors affecting them to take lecture notes. Additionally 51% of the students were strongly agreed that inconvenient of teachers' language to take note affect their note taking during the session. Furthermore, 37.5 of the students were agreed that Poor legibility of teachers' notes is associated with their deficit of note taking while lecture session. This implies that level of agreement of the students is high for the inconvenient of teachers' language to take note among the factors that affect students' note taking from the instructor's side.

4. Conclusion

Based on the data collected from the 48 students of 3rd year students of economics of Wollega University, Ethiopia and descriptive statistics analysis result of the study, the following conclusions were drawn. The academic performance of the students who take note is better than those who don't take note. Besides that, the sources of the reading material for almost all of the students who don't take Note during class session were handout. Thus, the availability of handout may discourage students from taking note during class session. In addition, the students who take note have good reading practice in comparison to those who don't take note. Furthermore, Poor legibility of notes from the instructor's side, inconvenient of teachers' language to take note and the lecturer's rapid presentation rates have been perceived by students as the major factors affecting them to take lecture notes.

5. Recommendations

Based on the above conclusion, the study recommends students not only for the note taking but generally be hard working in their academics. The study also recommend instructors to refrain themselves from preparing and delivering handouts to students because handouts are found to be the dominant referring material for students and making the students deficit in note taking during the session. And finally, the study urges instructors to improve their legibility of notes, language skill and lecture presentation rates.

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