PERCEIVED INFLUENCE OF NOTE- TAKING AND NOTE- MAKING SKILLS AND STUDENTS' ACADEMIC PERFORMANCE IN KWARA STATE COLLEGES OF EDUCATION

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ABSTRACT

This study was on perception of lecturers on how students' note- taking and note- making skills influenced their academic performance in Kwara state Colleges of Education, Nigeria. The descriptive survey research design was adopted in the study. The population of the study was made up of all the lecturers in the colleges. Fifteen lecturers were randomly sampled from the existing three state government owned Colleges of Education, five from each college. Two research instruments were used for data collection. They were: "Perceived Note-making and Note-taking Skills Questionnaire" (PNNSQ) and 'Note Taking and Note Making and Students Academic Performance (NTNMSSAP). These questionnaires were designed by the researcher. The instruments were validated and their reliabilities ensured at 0.73 and 0.75 respectively. Data collected were analysed using frequency count and percentage scores to answer the research questions raised. The result indicated that: lecturers in the Colleges mainly gave notes to students in the class while some of them made use of lecture method. Students note taking skills in the colleges were found to include, listening, writing and use of symbols among others, they equally have the skills of note making while some of them were perceived to be lazy and have nonchalant attitude towards their studies. Also, it was found that students' note taking and note making influence their academic performance in the Colleges. Based on the findings, it was recommended that lecturers, should try to be audible in their classes and dictate notes at a speed of students' cope and that students should show more interest in their studies in the school and be more punctual to classes amongst others.

Keywords: Note-taking, Note-making, Skills, Colleges, Education, Students Academic Perceived, Performance

1.0 INTRODUCTION

Academic performance refers to the level of success attained by a student in a particular academic discipline. It is also a measure of a student's ability to learn, understand, and apply knowledge in a given subject or course. In addition, Students' academic performance is critical or an indispensable aspect of schooling (Rono, 2013). Asides, academic achievement of

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students determines the success or failure of any academic institution as it serves as the hub around which the whole educational system revolves (Narad & Abdullah, 2016). Furthermore, academic performance is posited as the knowledge learned as measured by a teacher's marks and/or the educational goals set and expected to be attained by students over a certain period of time (Farooq, et.al 2011). Considering this, the academic success serves as a foundation for information acquisition and skills, as well as the development of values and attitudes. It is often acknowledged that the academic performance of students is measured by examination outcomes or continual evaluation conducted in the school.

Academic performance tends to be assessed using a variety of methods such as tests, assignments, projects, and examinations. This is due to the fact that students' academic performance is a significant component of their educational journey, as it defines their preparation for further academic pursuits and potential employment opportunities. Student's academic achievement is often assessed by their cumulative grade point average (CGPA), which is an average of all grades earned during their academic career (Narad & Abdullah, 2016). In this regard, academic performance is presumed to be influenced by various factors, such as the quality of teaching, the student's learning style, motivation, study habits, and external factors such as family background and socio-economic status. In addition, motivation, good study habits, note taking, note making, physical and mental health can positively influence students' academic performance. Based on this, educational institutions and teachers strive to create a supportive and engaging learning environment to facilitate academic success for all students.

Good academic performance is an essential requirement for students to succeed in their academic pursuits and future careers. It is a reflection of their level of understanding of the subject matter and their ability to apply that knowledge in practical situations. Hence, student s with high academic performance is more likely to be successful in their career and contribute positively to the society. On the other hand, poor academic performance can have significant negative consequences for students. It can lead to lack of confidence, low self-esteem, and reduced motivation to continued learning. Poor academic performance can also limit a student's opportunities for further academic and career pursuits. Therefore, it is essential for students to strive for good academic performance by developing good study habits, seeking help when needed, and taking advantage of available resources such as tutoring and academic advice. It is also crucial for educational institutions to provide conducive learning environments and resources to support students in their academic pursuits. In this light, for students to achieve success, their note-taking and note-making ability cannot be overlooked.

Note-taking is the process of recording important information during lectures, discussions, or other learning activities. It is also a critical skill that students need to develop to retain information, understand key concepts, and organize their thoughts, as well to succeed academically. In addition, note-making is a process of creating an organized summary of information from various sources such as textbooks, lectures, and discussions. It involves analysing and synthesizing information to understand the main ideas and concepts and to create a structured and coherent summary. In this context, aspect of note-taking and note-making skills in terms of active listening, selective recording, ability to use abbreviations and symbols, organization, reviewing of notes, and technology skills will be looked into. Active listening is an essential component of effective note-taking. Students need to focus their attention on the

speaker or teacher and listen carefully to what is being said. In addition, selective recording involves selection of essential information by the students through identifying the key concepts, ideas, and examples that are important and record them in a concise and organized manner. Also, abbreviations and symbols can be regarded as useful code that can help students to record information quickly and efficiently.

Organisation refers to the process by which students use to structure their notes in a logical and coherent manner, with headings, subheadings, and bullet points. At this point, reviewing of notes has to do with going through their notes regularly soon after the lecture or class and again before examinations or assignments. And this has to do with the use of various tools such as digital note-taking applications, voice recorders, and tablets to record and organize their notes. On this note, it is believed that note-taking is an essential skill that students need to develop to succeed academically and effective note-taking involves active listening, selective recording, organization, and regular review of notes. Therefore, with practice and perseverance, it is expected that students should be able to develop effective note-taking skills that will serve them well throughout their academic career. Aside from this, it assists the students to reach the aim of the course more comfortably and makes them to understand what is taught easily (White, 2017).

One of the most significant benefits of taking and making notes is that students can actively take part in a lecture by listening to the speaker for fundamental information and writing it down using their personal words. In a recent study, researchers discovered that active involvement in note-taking and note-making with the topic strengthened students learning and understanding (Bohay etal, 2011). Active listening and writing down key information assist kids to cognitively acquire it, which allow them to gain a deeper understanding of the subject matter they are learning. This is a valuable talent since certain students will simply write without thinking about what they are writing. Having stated that, while taking and making notes are very useful, it appears that most students lack the necessary intended abilities in content-heavy classes (Mueller & Oppenheimer, 2016). Also, most students penned at a sluggish rate and fail to use proper notebooks to take notes, instead they write on sheets of papers. This issue had an impact on their academics thereby affecting their completing the programme offered (Ceran, 2015).

A lot of factors have been identified as challenges of students' note-taking and note-making skills by educational practitioners, researchers, and scholars. These include poor note-taking techniques such as summarizing, outlining, and highlighting key information (Kocaadam, 2011), Inability to prioritize information leading to confusion and difficulty in recalling important details during examinations and assignments (Jacques, 2012), Limited attention span and struggle to focus on lectures or other sources of information for extended periods of time (Muraina et al 2014). Over-reliance on technology which in turns lead to distractions and decreased retention of information (Liu, 2015), Considering all these and to the best of the researcher's knowledge, it is perhaps assumed that little or no studies have been conducted on the intended study, specifically, in Kwara State Colleges of Education. In this respect, this has created researchable gaps in knowledge which informed this study. It is against this backdrop, that the researcher is prompted to investigate the perceived note-taking and note-making skills and academic performance of students in Kwara State Colleges of Education.

2.0 STATEMENT OF THE PROBLEM

Note-taking and note-making skills are essential to academic success, and they have been shown to be positively correlated with academic performance. Observation have shown that many students in Kwara State Colleges of Education do not perform to expectation academically and this may not be unconnected with their inability to take and make notes in the class as lecturers teach. This in effect may lead to disorganised thoughts and the resultant poor academic performance in the college.

Authors like Richard (2019), Michael (2014) and Paul (2013) investigated skills students use in taking notes in the classroom to include students' ability to have effective listening, speed in writing, and ability to comprehend dictates. As related to this, according to University of Warwick (2023) are different methods students require in making notes from the lecture taken in the classroom through the lecturer, while Ali (2020), (Ockey & French, Citation (2016) discussed factors that can impede students note taking and note making to be lecturer voice volume, interest of students, time of lecture, nature of the topic, students' ability and the likes. Farooq, (2011) and Narad & Abdullah (2016) discussed factors that can influence students' academic performance in the school to be related to student's study environment, nature of note taking, note making their motivation and ability to recall from the note taking and made from the classroom. However, from these different writers and researches, none discussed influence of students' note taking and note making skills could have on students' academic performance in colleges of education. Hence, this investigation.

3.0 THEORETICAL FRAMEWORK (The Cognitive Load Theory)

This study will be based on the Cognitive Load Theory developed in 1998 by John Sweller a psychologist at New South Walles University. It is a theory about learning built on the premise that since the brain can do so many things at once, one should be intentional about what the brain is asked to do. This theory is premised on a number of widely accepted theories about the human brain process and store information (Gerjets, et.al 2009). It is assumed that human memory can be divided in to working memory and long-term memory that information results in cognitive load on working memory that affect learning outcomes (Baddeley 1983).

The Cognitive Load Theory also says that because short-term memory is limited, learning experiences should be designed to reduce working memory 'load' in order to promote schema acquisition. Ultimately, the Cognitive Load Theory also suggests that 'knowing things' is necessary to think critically about those things–or at least is most efficient when that is the case. Cognitive load theory supports explicit models of instruction, because such models tend to accord with how human brains learn most effectively (Kirschner, et.al 2006). Explicit instruction involves teachers clearly showing students what to do and how to do it, rather than having students discover or construct information for themselves (Centre for Education Statistics and Evaluation 2014).

This theory can be seen to be much more related and very relevant to the study as its tenet talks about the brain being able to cope with many functions at the same time. The students in the lecture room while learning apply so many skills simultaneously. They have to listen, spell, comprehend and apply good writing skills before they can take meaningful notes for note making and good learning outcomes.

It is a theory about learning built on the premise that since the brain can do so many things at once, one should be intentional about what the brain is asked to do. Lecturers in the lecture note give notes to students intentionally while the students too purposefully take notes in the classroom.

3.1 Note -Taking

According to Richard (2019), Note-taking is the practice of writing down or otherwise recording key points of information. It serves as study aids in the classroom and an important part of research process. Richard observed that taking note involves certain cognitive behavior; writing notes engages one's brain in specific and beneficial ways that help the individual to grasp and retain information. It can result in broader learning than mere mastering of course content because it helps to process information and make connections between ideas and allows the student to apply his/her acquired new knowledge to novel contexts.

Note-taking in the views of Friedman and Michael (2014) is a process of recording important information during lectures, discussions, or other learning activities. It is also a critical skill that students need to develop to retain information, understand key concepts, and organize their thoughts, as well to succeed academically. In addition, it is the process of creating an organized summary of information from various sources such as textbooks, lectures, and discussions. It involves analysing and synthesizing information to understand the main ideas and concepts and to create a structured and coherent summary. In this context, aspect of note-taking and note-making skills in terms of active listening, selective recording, ability to use abbreviations and symbols, organization, reviewing of notes, and technology skills are involved.

According to Theroux and Paul (2013) active listening is an essential component of effective note-taking. Students need to focus their attention on the speaker or teacher and listen carefully to what is being said. In addition, selective recording involves selection of essential information by the students through identifying key concepts, ideas, and examples that are important and record them in a concise and organized manner. Also, abbreviations and symbols can be regarded as useful code that can help students to record information quickly and efficiently.

3.2 Note-Making

Note Making is the practice of keeping record from different sources. Bscholarly, (2023) observed that it essentially goes beyond writing down what one hears or sees but a more intellectual activity than note taking as it involves selecting, analysing, and summarizing what a person hears and reads. Therefore, note making is an active approach to studies as it forces a person to think as he/she has to make decisions about what he/she writes.

In some other words, Gardner (2008) noted that note-making means taking separate notes from one's lectures, videos, books and creating one document that combines the information obtained into a briefing that one will probably use for revision or future reference. It has been observed by writers like Gardener (2008) that it has the following advantages : Note making is essential in academic writing and preparation for examinations, helps in recording and recollecting past events said or heard, provides a permanent record of things and helps one in understanding materials, topics, and concepts easily, helps one to put notes in their own words, makes it easier to distinguish between key points and details, helps a person to pay attention to

what they are reading, as they cannot make note without paying attention to what one is reading.

3.3 Note-Taking Skills

Note-taking is a skill that people use: at school, university and in the world of work. However, it will be obvious to many people that they have not honed the skills needed to get maximum potential from their note-taking, so here are ten tips given from University of Warwick (2023) on how to be an efficient and successful note-taker.

1. Do not write down every word

The whole point of note-taking is to be able to summarise information in a different, shorter form to use later. Therefore, if students try to write down every word of a lecture or book then they will soon get behind and lose the thread of what is being presented.

2. Decide what is important

Students are advised to listen/look out for key phrases such as 'the most important factor in the presentation…' which is like a large signpost directing them to the fact that a vital piece of information is coming up and instructs students to ready their pen to take a note of it. The lecturer students are working with will have their own particular style and phrases that they should look out for, so become familiar with their signposts.

3. Be an active listener/reader

It is easy to drift off and lose the thread of a lecture or written argument, so try some of these tips to help keep one's concentration.

4. Use symbols and abbreviations

It was observed that when students take notes, they will not have time to write in full sentences, and sometimes the information comes so thick and fast that they cannot even write full words. Therefore, it was advised they develop their own set of symbols and abbreviations. Some obvious ones are + or & for 'and'; = for equals. Other examples seen less often are w/ for 'with' or wch for 'which'. There will be subject-specific short hands that you can use too.

5. Use colours

For extra clarification and to improve their active listening/reading techniques they should make sure they use different coloured inks when taking notes. They can show different themes and approaches by changing to a different colour for example. This is especially useful if they will need the teachers' notes later for report writing or revising for examinations.

6. Revise your notes as soon as possible

They are not simply to take the notes and then file them away and forget about them. The best use of the notes is to read over them a short time after and perhaps re-write them again, more

neatly or in a different order, depending on how or why they want to use them. This will help them to use the information actively and it will stay in their memory longer.

7. Be consistent

That students should make sure they pace themselves and gather information consistently throughout the lecture. A good lecturer will provide quality information throughout their lecture slot, so don't lose concentration.

8. Improve your handwriting

That they should remember to write or type clearly and legibly throughout, however, tired your hand becomes.

9. Forget spelling and grammar (as long as your meaning is clear)!

This is the one time in academic or professional life when no one is going to blame them for a few spelling and grammar mistakes. Achieving perfection in these areas is not important; rather, they should focus on the gathering and recording of information. And if that means that spelling and grammar has to slip, so be it!

10. How to avoid plagiarism and use paraphrasing instead

This has been observed to be an issue, especially when taking notes from written texts. Students are not to copy down material from another source without putting it in quotation marks and noting its origin as these words are not their own to avoid plagiarism. They can paraphrase.

Boris (2022) observed that taking notes is simply actively listening, interpreting, and synthesizing information in order to help the student understand and retain essential information. While it is often used for lecture content and class notes, it can also be applied in any situation where one need to remember something. Effective note-taking can also help in organising ones thoughts, serve as a reference for future projects, and provide documentation of events or conversations. Boris observed five essential skills in note taking as:

3.4 Active listening

Active listening is a note-taking skill that involves paying attention to the speaker and trying to understand the presented information. Active listening is a note-taking skill that involves paying attention to the speaker and trying to understand the presented information. When students are actively listening, it is expected that they: Focus their attention on the speaker, avoid distractions, try to understand the speaker's point of view and ask questions if they are unsure about something. Active listening is crucial because it allows them to understand the presented information and ensure they capture the most important points in your notes.

3.5 Selective note-taking

Being selective is a note-taking skill that involves choosing what information to record in the notes. When taking notes, they should: Identify the most essential points, focus on key concepts

and ideas and omit irrelevant information. By being selective about what they write down, they can ensure their notes are concise and to the point.

3.6 Organizing information

Organizing information is a note-taking skill that involves structuring the notes in a way that makes them easy to understand and use. When they are organizing information, they should: Use bullet points or numbers to give your notes some structure, highlight or bold main points and concepts and Use abbreviations and symbols to save time. Organizing the notes can save time when reviewing them later. It also makes it easier to find specific information when needed.

3.7 Summarizing information

Summarizing information is a note-taking skill that involves reducing the presented information to its most essential points in one owns words. When summarizing, one should: Identify the main ideas, eliminate unnecessary details and use one owns words. Summarizing the contents of the notes is vital because it allows focus on the essential points and save time when writing.

3.8 Editing and reviewing

Editing and reviewing are both critical skills for effective note-taking. Taking the time to edit and review notes can help students to improve their quality and ensure they're helpful to them. Editing ones notes is important because it allows students to correct mistakes and ensure their writing is clear and concise. When editing notes, they should: Ensure the information is accurate, check for clarity and understanding, edit for grammar and spelling mistakes, add any missing information. After editing the notes, reviewing them regularly is a crucial step in learning. They should try a few different retention techniques when they review notes: read through them several times rewrite them in another format, explain them to someone else, create a study guide, regularly reviewing the notes will help to retain and integrate the information.

3.9 Note –Making Skills

Note-making is a process of creating an organized summary of information from various sources such as textbooks, lectures, and discussions. It involves analysing and synthesizing information to understand the main ideas and concepts and to create a structured and coherent summary. Researches have shown that making notes helps the memory in two ways. Firstly, by going over the notes in the days following a lecture or reading a text, one retains much more of the information than if he/she does not look at any notes. Secondly, the very act of writing or typing notes helps to cement knowledge in the long-term memory. According to Sussex University, (2023) the following techniques are required in note making:

i. Notes should be brief, informal and in one own word.
ii. Copy down the main points from the material and the connections between the various elements (main points/sub points, examples, key facts, opposing views etc)

iii. If one wants to note down a direct quote, one should write it in quotation marks and record the source details

iv. It's easy to feel very productive while making notes. However, sometimes students find they waste time copying out information which they never use again. Students need to review their notes once they complete an essay.

v. Students should make sure they have coloured pens, highlighters, notebooks and digital devices to make their notes easy to make and easy to understand.

vi. Students should get familiar with the different note-making styles so that they know which one works best for them in different contexts.

vii. They should decide how you are going to make notes before they start but be ready to adapt them for various situations.

viii. They should use symbols and abbreviations to make their note-making quicker and more concise.

3.10 Technique of note taking and note making during and after the lecture

3.10.1 During the lecture

According to Saira, etal (2023) the following tips are given on how students can take and make notes during and after a lecture or seminar:

i. That students should arrive early in order not to miss the beginning of a session since that is often the most valuable part. The teacher may review previous sessions or outline objectives and the lecture structure, which will help you in identifying key points for your notes. If you get distracted easily, sit near the front.

ii. That they should label their notes with the date of the seminar or the date and title of the lecture. This will help them find information later on.

iii. Make their own notes and not rely on lecturer's notes or notes written by friends. Writing one's own notes will improve his understanding.

iv. That students could use a digital note-making tool like One Note or Ever note. These tools allow the students to tag their notes with key terms, making them easily searchable.

v. That students should not attempt to write everything down. Their notes should be an interpretation of the material. They are encouraged to capture the logic of the argument or key points of information. They should use headings and sub-headings in their notes to make it clear. Lecturers often provide guidance about the structure and format of their lectures. Students listen for phrases such as 'there are three key reasons for x' or 'it is essential to note that y'.

vi. Students are to Include details so that their notes will make sense to them when they read them. They should write specific examples that will help them remember key points and label graphs, tables or charts.

vii. They are to note down terms and points that they do not understand. Follow these up through individual research, later in the seminar or during their tutor's office hours.

viii. Stay until the end. At the close of the session, the tutor may helpfully repeat points, draw conclusions and summarise material.

3.10.2 After the lecture

Saira, et.al (2023) suggested the following measures to be taken by students in their note making skills after the lecture:

i. Look up new terms so that they can understand them and try to find the answers to any points that they didn't understand.

ii. They should not be tempted to rewrite their notes exactly, just in a neater format. This has been perceived to be a waste of time and a rather passive form of learning. Instead, they need to re-organise their notes, so that it make more sense to them. Make them more visual – use highlighters to emphasise the key points; draw arrows between ideas that connect to each other in some way; put opposing theories in boxes next to each other, etc. It can be useful to type up handwritten notes to make them easier to read, while also reorganising them.

iii. Students should reflect on their notes. What were the key points? Did they agree? Could they summarise the lecture or the seminar discussion in one or two sentences? How did this lecture relate to what have already learned? They can do this type of reflection themself, or perhaps with other students who were in the same session.

iv. Finally, they should file their notes so that they can easily find them later. They could use a ring-binder for handwritten notes or create a system of folders on their computers.

3.11 Factors that affect note taking and note making

Note taking can be challenging even when listening to and taking notes in one's L1, as the note taking act demands, among others aspects, concentration, listening endurance, an active aural vocabulary, some knowledge of the lecture genre, the capacity to prioritize information, and the ability to multi-task. These challenges are further exacerbated for students learning in L2 environments such as English for academic purposes (EAP) and English medium instruction (EMI). The former typically aims to develop students' L2 English proficiency at the high school or preparatory level so that they can succeed in learning tertiary-level content via English

Students in EMI likely rely heavily on their notes to learn and stimulate their recall of lecture content and to put that knowledge to use in a variety of ways (e.g., a written summary; a final exam). When taking notes while listening to an L2 (English in this case), students face additional challenges of first comprehending the lecture input and then integrating it into a note taking cycle that draws extensively on both cognitive and physical attributes operating under continuous time pressure. The listener must first comprehend the input, separate important from extraneous information, decide when, where and how to record the information, and finally write or type. The task can be exacting for those operating in their L1; thus, it is only logical to assume that those using L2 English as an academic language face additional obstacle.

A basic assumption is that if an individual is interested in a topic, they will find enjoyment in listening to it being discussed and may find the exercise more motivating and engaging than feeling forced to listen to a talk about a topic they are disinterested in. The notion of motivation, has an extensive research regard in regards to L2 learning in general (e.g., Dörnyei, 2005; Dörnyei & Ushioda, 2021. At the same time, an individual typically attends a lecture to learn things they previously did not know, a notion that also applies to note taking directly; that is, a person typically takes notes on new information that they feel compelled to write down for future reference. If an individual already knows the point being expressed, they may be less

likely to write it down (since they already know it). As such "interest in the topic" can be a two-edged sword: it can stimulate motivation, cognitive engagement, and enjoyment but may also imply some background knowledge that could unconsciously curtail note taking.

Regarding an individual's own note taking skills as an influencing factor, one must consider how they rate their own capacity to listen and simultaneously take notes. This factor also encourages respondents to reflect on past note taking experiences and the extent to which they have been satisfied with their note taking performance. Since note taking consists of a wide range of choices and sub-skills (e.g., listening, organizing, prioritizing, paraphrasing, etc.), the factor "my own note taking skills" was intended as a broad statement that subsumes these more discrete elements that many, if not most, note takers rarely consider. This option also focuses on the respondent's own skills as a potential influential factor, which can be improved if need be. At the same time, it provides an option that deflects blame from the speaker or contextual factors that are beyond the control of the individual note taker. In this sense, the concept of attribution theory (Williams & Burden, Citation1997) is relevant. This theory posits that people make sense of what happens to them by attributing outcomes to certain aspects of one's life. Thus, those who acknowledge their own note taking skills as a factor affecting their ability to take "good" notes may have at least some characteristics of an "internalizer," one who accepts responsibility for one's performance and feels responsible for life events, rather than as an "externalizer" who might hold others (e.g., regarding lecture note taking, the speaker, the scheduler, the technology, etc.) accountable for their own note taking ability (e.g., Williams & Burden, Citation1997.

According to Ali (2020) Speaker factors included accent, rate of speech, and volume of speech. In previous research on EMI lecture comprehension, students have often pointed to unfamiliar accents as a main reason why they struggled to understand a given lecturer. For example, Ali (2020) reports Omani students complaining about teacher accents, and students in Sweden stressed similar problems (Bolton & Kuteeva, Citation2012). At the same time, one typically expects to hear the same teacher multiple times during a course. Therefore, accent familiarity, where a listener has an easier time understanding familiar accents and may struggle with unfamiliar accents and/or those different from their own (Ockey & French, Citation 2016; Tauroza & Luk, Citation1997), can come into play and positively affect comprehension and comfort while also reducing listening anxiety. How familiar a listener is with a given accent clearly relates to their previous exposure to the accent, which may involve variables such as family, foreign travel, and cross-cultural experiences and interest.

Rate of speech is another area that often causes L2 listeners trouble in terms of listening comprehension. When the speed of input is too high, listeners likely struggle to accurately parse the speech stream into meaningful chunks. Indeed, research by Goh (Citation2000) established that one of the main challenges of listening for L2 learners was the ability to recognize words in the speech stream that they actually know in written form. In the context of a lecture, where a single speaker talks for an extended period of time, the amount of speech coupled with a high rate, can lead to cognitive overload, making note-taking extremely challenging. As reported by Piolat et al. (Citation2005), speaking speed is approximately 2–3 words per second whereas writing speed lags well behind, at .02-.03 words per second. A further problem can arise when speakers frequently adjust their rate of speech; for instance, speaking very rapidly when excited before reducing speech rate to delivery less interesting material more slowly.

Volume of speech can be categorized as both a speaker trait and a contextual factor. In regards to individual speakers, the effort they put into projecting their voice may vary depending on biological (e.g., lung capacity, vocal cords, etc.) as well as psychological traits (e.g., their confidence with, interest in, and/or the relative importance with which they view the subject). Finding an appropriate volume to meet the basic needs of information transfer to an audience of people who are sitting in different proximities from the speaker and who have ranging levels of hearing, speech processing, and language comprehension skills can be challenging for speakers. Further, speakers likely adjust their volume based on their auditory perception of their own speech. In a contextual sense, speakers need to be generally aware of room size, their proximity to listeners, etc. when making volume adjustments.

To support the speaker's projection, microphones may be used in lecture settings to amply sound and deliver it via speakers. Thus, volume is also a contextual factor, one that depends on technology. If the electronic equipment itself is problematic (e.g., too soft or loud, muffled sounds, etc.), listening and therefore note-taking can suffer. Both types of volume can affect phonetic perception and parsing of the speech stream, as volume must be sufficient enough to be heard above competing sources of noise (e.g., footsteps, coughs, etc.). Since volume depends on the relation between the individual speaker set within a specific location, in this paper, volume is viewed as a contextual factor.

Other contextual factors include the purpose for note taking, the difficulty of the topic, and time of day. Purpose for note taking is interpreted as the motivation for listeners to engage in note taking. In academic lecture contexts, there is an assumption that content learning is a general goal. More specific reasons for note- taking may include the intention to review notes, to share them with classmates, and/or to prepare for a variety of post-lecture assignments (either linked to a specific lecture or accumulated for a final exam or term paper). Depending on which purpose or purpose(s) the note-taker perceives as applicable for any individual note taking event, note taking performance may differ.

Topic difficulty, meanwhile, is in some ways pre-determined and in other ways individualized. Course titles and prerequisites give some indication of the level of difficulty of the content and the amount of background knowledge and skills students are expected to have. The level of difficulty, however, is also perceived through each individual listener's background knowledge and motivation for the topic. In other words, those with more previous experience with the topic will likely find listening easier, thus freeing up more cognitive resources for note taking. Those motivated to listen and learn about the topic may view the task as a challenge in a positive sense; on the other hand, those who are generally uninterested may view topic difficulty as a limiting factor. Regardless of these various perspectives, topic difficulty is distinct from personal listener traits or those of the individual speaker; it is positioned here as an impersonal part of context.

A third contextual factor is time of day, which relates to when the lecture is held. Since the act of lecture listening and note taking in an L2 is likely a cognitive demanding and time-sensitive undertaking, doing so at an optimal time of day may affect perceived success. Since instructors and/or educational administrators often dictate lecture schedules, students may not have the option to attend when they think best; as such, they must listen and take notes at a time beyond their control, qualifying time of day as a contextual factor.

From the above, quite a number of factors impede- note taking in the school and this invariably affects students' note making skills. Such factors amongst others are, as discussed above.

3.12 Note Taking and Students Academic Performance

Academic performance refers to the level of success attained by a student in a particular academic discipline. It is also a measure of a student's ability to learn, understand, and apply knowledge in a given subject or course. In addition, Students' academic performance is critical or an indispensable aspect of schooling (Rono, 2013). Asides, academic achievement of students determines the success or failure of any academic institution as it serves as the hub around which the whole educational system revolves (Narad & Abdullah, 2016). Furthermore, academic performance is posited as the knowledge learned as measured by a teacher's marks and/or the educational goals set and expected to be attained by students over a certain period of time (Farooq, 2011). Considering this, the academic success serves as a foundation for information acquisition and skills, as well as the development of values and attitudes. It is often acknowledged that the academic performance of students is measured by examination outcomes or continual evaluation conducted in the school.

Good academic performance is an essential requirement for students to succeed in their academic pursuits and future careers. It is a reflection of their level of understanding of the subject matter and their ability to apply that knowledge in practical situations. Hence, a student with a high academic performance is more likely to be successful in their career and contribute positively to the society. On the other hand, poor academic performance can have significant negative consequences for students. It can lead to lack of confidence, low self-esteem, and reduced motivation to continued learning. Poor academic performance can also limit a student's opportunities for further academic and career pursuits. Therefore, it is essential for students to strive for good academic performance by developing good study habits, seeking help when needed, and taking advantage of available resources such as tutoring and academic advice. It is also crucial for educational institutions to provide a conducive learning environment and resources to support students in their academic pursuits. In this light, for students to achieve success, their note-taking and note-making ability cannot be overlooked.

4.0 PURPOSE OF THE STUDY

This investigation was on the perceived influence of note-taking and note-making skills and academic performance of students in Kwara State College of Education. The specific purposes of the study are to:

a. Investigate the lecturer's methods of teaching the students in the colleges
b. Examine students' skills of note- taking in the colleges
c. Evaluate students' skills of note -making in the colleges
d. Determine factors that influence note- taking and note making in the colleges
e. Assess the influence of note taking and note making on students' academic performance in the colleges

4.1 Research Questions

The following research questions guided the study:

a. What methods do lecturers use in teaching the students in the colleges?
b. What skills do students in the colleges use in note- taking in their classes?
c. What skills do students in the colleges use in note- making in their classes?
d. What factors influence note- taking and note- making among students in the colleges?
e. Do notes -taking and note- making influence students' academic performance?

5.0 METHODOLOGY

The research design that was adopted in this study was the descriptive survey of quantitative type. The choice of the descriptive research design of quantitative enabled the researcher to collect data and made adequate report regarding the perceived note-taking and note-making skills and academic performance among students in Kwara State Colleges of Education as they existed. The population of the study comprised the academic staff of the Colleges. The sample of the study comprised five academic staff of each of the three Colleges of Education drawn from the population. The sampling procedure was chosen because of its acceptability and economic cost-effectiveness in studying a geographically dispersed population, which starts from the general population to the specific population (Creswell, 2009). Simple random sampling technique was used to select the five academic staff respondents from each college. The research instruments that were used for data collection were in two categories: They were: "Perceived Note-making and Note-taking Skills Questionnaire" (PNNSQ) and 'Note Taking and Note Making of Students' and Students Academic Performance (NTNMSSAP) to gather information from the respondents. These questionnaires were designed by the researcher. The Perceived Note-making and Note-taking Skills Questionnaire" (PNNSQ) contained two sections (Sections 'A' and 'B'). Section A consisted of demographic profile of the respondents like gender, age, Status, and educational qualifications. Section B consisted of items on note-making and note-taking Skills among students of kwara state Colleges of education Oro, Ilorin and Lafiagi using a four points Liker type-scale response type of: - Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. The "Students' NTNMSSAP was used to collect information on the students. It was made up of sections "A" and "B" The instruments were validated and their reliabilities at 0.73 and 0.75 respectively. Data collected were analysed using frequency counts and percentage scores to answer the research questions raised.

6.0 RESULTS AND DISCUSSION

Research Question 1. What methods do lecturers use in teaching the students in the college?

To answer research question one, percentage scores and frequency count were used as indicated in the Table.

Table one: Lecturers' method of delivering his lectures in the college

ITEMS	SA %	A %	D%	SD%
I use lecture method	6, 40%	3, 20%	6, 40%	00 %
I use mixed method	15, 100%	00 %	00 %	00 %
I dictate my notes in the class	9,60 %	3, 20 %	00 %	3, 20 %
I send my notes online to students	00 %	3, 20%	00 %	12, 80%

I use group assignments	6, 40%	6, 40%	3, 20%	00 %

In Table one, 40% of the sampled lecturers strongly agreed that they use lecture method in their classes, 20% of them agreed that they used lecture method while the remaining 40% indicated that they do not use it at all. All 100% of the sampled lecturers strongly agreed that they use both lecture methods and note dictates in their classes while 60% of those lecturers strongly agreed that they dictated their notes to the students in the class, 20% of them also agreed and disagreed that they did not dictate their notes to students in the class. Only 20 % of the respondents agree that they sent notes to students online while the remaining 80% respondents strongly disagreed. Also, 40% of the respondents strongly agreed and agreed that they encouraged students note taking through group assignments, only one 20% of the respondents disagreed with this. In the analysis, it can be concluded that lecturers in the college use lecture method, mixed method, dictates notes and give assignment for students in the classroom. The finding is I tandem with Richard (2019), who posited that Note-taking is the practice of writing down or otherwise recording key points of information which serves as study aids in the classroom and an important part of research process. Richard observed that taking note involves certain cognitive behaviour that engages ones brain in specific and beneficial ways that help the individual to grasp and retain information.

Research Question 2. What skills do students in the colleges use in note-taking in their classes?

To answer research question two, percentage scores and frequency count were used as indicated in the Table.

Table Two: Skills students use in note taking in the colleges

ITEMS	SA %	A %	D%	SD%
Use of symbols and abbreviations	6, 40%	3, 20%	6, 40%	00 %
Giving rapt attention to listen to the lecture	18, 100%	,00 %	00 %	00 %
Fast writing in the class	9,60 %	3, 20 %	00 %	3, 20 %
Photocopy other peoples note	3, 20%	9,60 %	00 %	3, 20 %
Recording lecturers voice in the class	6, 40%	8, 40%	3, 20%	,00 %

In Table 2, 40% of the respondents strongly agreed that students in the college use symbols and abbreviations in note taking, 20% agreed while another 40% disagreed with the statement. All the respondents 100% strongly agreed that students give rapt attention in the class in note taking. Majority, 60 % of the respondents strongly agreed that students need to be fast in writing before they can adequately take notes in the class while other 20% and 60% strongly agree and agree that students make photocopy of the notes of their colleague in the class. Also 40% of the respondents strongly agreed and agreed that students record their lectures in the class. It can be inferred from the above that students note taking skills in the college are: use of abbreviations and symbols, listening skill, fast writing, photocopying other students' notes and recording the lecturers' lecture` Authors like Richard (2019), Michael (2014) and Paul (2013) were of the view that skills students use in taking notes in the classroom include their ability to have effective listening, speed in writing, and ability to comprehend dictates. Also the findings are in line with Theoroux and Paul (2013) that in note-taking and note-making skills like active

listening, selective recording, ability to use abbreviations and symbols, organization, reviewing of notes, and technology skills are involved.

Research Question 3: What skills do students in the college use in note- making in their classes?

To answer research question one, percentage scores and frequency count were used as indicated in the Table.

Table Three: Skills students use in note making in the college

ITEMS	SA %	A %	D%	SD%
Going over the note after the lecture	6, 40%	3, 20%	6, 40%	00 %
Highlighting major points in the note	15, 100%	00 %	00 %	00 %
Summarising the note given in the class	9,60 %	3, 20 %	00 %	3, 20 %
Re-writing the note in simple language	3, 20%	9,60 %	00 %	3, 20 %
Reviewing the note after writing it	6, 40%	6, 40%	3, 20%	00 %

In Table three, 40% of the respondents strongly indicated that students make note by going over their notes after the class, 40% of them equally disagreed while only 20 % of them agreed that students read their note to form notes after their lectures in the class. All the respondents 100% strongly agreed that students highlighted their notes to emphasise the major points, 60% of the respondents strongly agreed that students summarise the lectures note taken in the class. As well, 60% of the respondents equally indicated by agreeing to the fact that students form their notes by re-writing the lectures note in simple and informal language. Forty % of the respondents strongly agreed and agreed that students reviewed their notes after taking notes in the class. From the foregoing, it can be concluded that skills adopted by students in the colleges in note making were: note highlights, summarising the note, re-writing the note and reviewing the notes. This corroborates Saira, etal (2023) and Sussex University (2023) suggested that students' effective note making should involve the followings: students should arrive early in the class, label their notes with the dates, make their own notes, use a digital note-making tool like One Note or Ever note, should not attempt to write everything down and the likes.

Research Question 4: What factors influence note-taking among students in the college?

To answer research question one, percentage scores and frequency count were used as indicated in the Table.

Table four: Factors that influenced note- taking among students in the college?

ITEMS	SA %	A %	D%	SD%
Lecturers accent or pronunciations	15, 100%	00 %	00 %	00 %
The lecture schedule	15, 100%	00 %	00 %	00 %
Speed of the lecturers dictate	15, 100%	00 %	00 %	00 %
The volume of the lecturers voice	15, 100%	00 %	00 %	00 %
Students weakness or deformity	15, 100%	00 %	00 %	00 %

In Table four, all the respondents 5,100% strongly agreed that the following factors influenced note taking among students in the colleges: Lecturers accent or pronunciations, lecture schedule, speed of the lecturers dictate, volume of the lecturers' voice and students' weakness or deformity. All theses they say influenced students' skills in taking note in the classroom. The findings also support those of Ali (2020) and Bolton & Kuteeva Citation (2012). whose researches discovered similar situations among Omani Sweeden students.

Research Question 5: What factors influence note-making-among students in the college?

To answer research question one, percentage scores and frequency count were used as indicated in the Table.

Table five: Factors that influenced note-making among students in the college?

ITEMS	SA %	A %	D%	SD%
Non-challant attitude of students to note making	12, 80%	00 %	3, 20 %	,00 %
Students interest	15, 100%	00 %	00 %	00 %
Inability of students to make note	15, 100%	00 %	00 %	00 %
Lecturers' note is adequate enough	15, 100%	00 %	00 %	00 %
Students weakness or deformity	15, 100%	00 %	00 %	00 %

From the above, it was indicated that, 80% of the respondents strongly agreed that students have non-challant attitude towards note making while all 100% respondents strongly agreed that students interest, their abilities, satisfaction with the lecturers' notes dictates in the class and students weakness or deformity influence their note making skills in the colleges. The findings are in concert with those of Ali (2020), (Ockey & French, Citation (2016) who discussed factors that can impede students' note making to be lecturer voice volume, interest of students, time of lecture, nature of the topic, students' ability, students' slow writing and the likes. Ceran, (2015) also supported this finding by positing a lot of factors as challenges of students' note-making skills by educational practitioners, researchers, and scholars. These include poor note-taking techniques such as summarizing, outlining, and highlighting key information while Jagues (2015) suppurted the findings that many students are lazy and have inability to prioritize information leading to confusion and difficulty in recalling important details while making notes and over-reliance on technology which in turns lead to distractions and decreased retention of information (Liu, 2015).

Research Question six: Do notes taking and note- making influence students' academic performance?

To answer research question one, percentage scores and frequency count were used as indicated in the Table.

Table six: Influenced of note- taking and making- among students in the college?

ITEMS	SA %	A %	D%	SD%
Note making skills influence students' academic performance	12, 80%	00 %	3, 20 %	00 %

Students who take notes performs better academically	15, 100%	00 %	00 %	00 %
Students who make notes performs better academically	15, 100%	00 %	00 %	00 %
Students who are brilliant do not need to take note in the class	00 %	00 %	00 %	15, 100%
Students who do not make notes do better in the class academically	00 %	00 %	00 %	15, 100%

In Table six, 80% of the respondents strongly agreed that students' note making skills have influence on students' academic performance in the colleges. All, 100% respondents strongly agreed, that students who take and make notes in the class perform better academically, in the same vein, 100% respondents strongly disagreed that brilliant students do not need to take notes in the class and also strongly disagreed that students who do not make notes do better in the class academically. From the above analysis, it can be concluded that note taking and note making among students in the college influence their academic performance in the school. These findings are in line with Narad and Abdullah, (2016) who posited that, academic performance is presumed to be influenced by various factors, such as the quality of teaching, the student's learning style, motivation, study habits, students' note-taking and note making sills and external factors such as family background and socio-economic status. In addition, motivation, good study habits, physical and their mental health which can positively influence their academic performance. Based on this, educational institutions and teachers strive to create a supportive and engaging learning environment to facilitate academic success for all students.

7.0 CONCLUSION AND RECOMMENDATION

In the study, it was discovered that lecturers in the Colleges of education mainly give notes to students in the class while some of them seldom make use of lecture method. Students note taking skills in the college were found to include, listening, writing and use of symbols among others, they equally have the skills of note making while some of them were perceived to be lazy and have nonchalant attitude towards their studies in the school. Also, the study concluded that students' note taking and note making influence students' academic performance in the college.

Based on the findings, it was recommended that lecturers, should be audible in the class and dictate notes at a speed rate of students cope and that students should show more interest in their studies in the school and be more punctual to classes.

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