

INTERVENTION PLANS EMPOWERING FUTURE STENOGRAPHERS IN THE WORKPLACE

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Abstract

This study develops a comprehensive intervention plan aimed at aspiring stenographers to enhance their skills and cultivate a positive image of the profession. The initiative seeks to equip future stenographers with essential competencies and confidence, thereby improving their performance and elevating the status of the profession within the job market. The study specifically investigates the profile of respondents, validates competency requirements—including comprehension, transcription, reading, and writing—and assesses job perceptions related to interest, satisfaction, workplace environment, and career growth. A descriptive, quantitative research design is employed, utilizing a purposive sample of 200 respondents from the students, faculty, and community, with data collected through a self-made survey questionnaire. Results indicate that while stenographers demonstrate proficiency in key competencies, students' perceptions of their skills, particularly in transcription and comprehension, suggest a need for increased practical exposure. Additionally, lower interest in stenography as a long-term career option among students highlights potential barriers to engagement. Despite this, high levels of job satisfaction and positive perceptions of career growth are reported. The proposed intervention plan, named K.A.B.I.S.E.R.A. - Knowledge Advancement for Bridging Together the Innovative Services and Empowerment through Resilient Administration: Center for Development in Stenography, aims to address identified gaps and promote the profession, fostering a more skilled and motivated workforce within stenography. This maybe proposed of implemented where the Laguna State Polytechnic University (LSPU) is situated, at Santa Cruz, Laguna or other adjoining municipalities in Laguna.

Key Words: stenographers; competency; job perception; empowering; intervention plan;

INTRODUCTION

The Supreme Court of the Philippines issued Office of the Court Administrator Circular No. 223-2017 regarding the hiring of contractual court stenographers due to the absence of qualified applicants for the position of court stenographer, and in the interest of the service those who completed at least two (2) years of relevant studies in college with units in stenography, as well as the applicable four (4) or eight (8) hours of relevant training, may be hired as contractual court stenographer for six (6) months, renewable every six (6) months.

Philippine Judiciary Academy (PHILJA) accredited associations hold their convention-seminars one of this is Court Stenographers Association of the Philippines or better known as COSTRAPHIL is a non-profit organization of court reporters in the Philippines founded in 1982. They offer Seminars and Workshop for Students/Contract of Service (COS)/contractual stenographers and those intending to enter in the Government Service particularly as court stenographers, clerks, etc.

In OCA Circular No. 113-2023, posted Appointments of Vacancies in the Lower House, and Court Stenographer is one of the vital roles which is needed. In the study of Suyo (2020), there is a shortage of Court stenographer in the lower house which is to be addressed.

In every school year there are graduated students studied stenography from different universities but why do they not apply as a stenographer to avoid the shortage of stenographer in trial courts. The LSPU-SCC The College of Business, Administration, and Accountancy commits to produce highly skilled, competent, discipline and well-trained professionals in the field of business management and accountancy. The college perseveres to enhance the following qualities of the students: Integrity (transparency, leadership, discipline), Professionalism (competence, collegiality, responsibility) and Innovation (creativity, initiative, industry). They offered course Bachelor of Science in Entrepreneurship and Bachelor of Science in Office Administration with Stenography in Curriculum. The objectives of the college are developing the students' full potential in the performance of task in their fields of specialization; Ensure graduates' success in qualifying Certified Public Accountant/Financial Analysis Professional Examination, national certifications through relevant instruction and adequate training program; Develop individuals values, aspirations and ideas shall promote, enrich and disseminate Filipino values, traditions through relevant cultural and social activities; Develop students' entrepreneurial and management skills; Equip prospective manpower imbued leadership and professionalism competencies for responses and effective services; Develop globally competitive graduates with vision for continuous growth and development; Produce dynamic professionals who will match the need for manpower industries to help advance the lives of people in local, national and global communities; Promote distinctive research outputs that would alleviate the economic condition of the unprivileged people.

Commission on Higher Education (CHED)'s released Memorandum Order No. 09 Series of 2013 Subject: Enhance Policies and Guidelines on Students Affairs and Services. Under Section 15 Career and Job Placement Services refer to the assistance provided for vocational and occupational fitness and employment. The Institute valid appraisal data of students for career and job placement. They shall have contributions follow-up and monitoring of student placement conducted on regular basis; They shall maintain active networking with school, community alumni and other relevant agencies for career and job placement of students, Informative materials in accessible formats on career and job opportunities shall be provided and skills development programs shall be made available; They shall be regular career seminars and job placement services available for the students; They shall be mechanism to institutionalize the link with industries, Student must be informed of timeless for the concerned HEI's assistance in seeking career and job placement at least until a specified period of time.

Flexible work arrangements have been shown to enhance job satisfaction among stenographers. A study by Chen (2022) demonstrates that allowing stenographers to work remotely or have flexible hours can significantly decrease stress levels and increase productivity.

The influence of technological advancements on the career growth of stenographers is examined by Patel (2022). The study reveals that staying updated with the latest technology in stenography can open new career pathways and opportunities for advancement.

The Mission of intervention plan is to transform graduates with full competence in their fields of study, has mandated the inclusion of productivity/linkage as a core process in all academic units. This was conceived in response to the Commission on Higher Education (CHED)'s "Guidelines on Student Affairs and Services Program" thrust of promoting relevance and responsiveness through industry-academe partnerships and international linkages. This process ensures the establishment of strategic alliances to better equip all

Graduating and Alumni Students with the required industry-desired competencies. Programs and initiatives to encourage productive partnerships with industry have been initiated. The process also includes a mechanism for review and continual improvement in order to attain sustainability.

This study aims is to develop a comprehensive intervention strategy designed for aspiring stenographers. The goal of this plan is to enhance their skills and capabilities while also fostering a positive image of the profession. By implementing targeted training and support, the study seeks to equip future stenographers with the necessary tools and confidence to excel in their roles, ultimately contributing to a better understanding and appreciation of the importance of stenography in various fields. This initiative will not only improve individual performance but also aim to elevate the overall status of stenographers in the job market and society at large. Specifically, the study aims to:

1. determine the profile of respondents as to:
 - 1.1. Respondents' category; and
 - 1.2. Respondents' affiliation.
2. validate the level of stenographers' competency requirements as to:
 - 2.1. Comprehension;
 - 2.2. Transcription;
 - 2.3. Reading; and
 - 2.4. Writing.
3. validate the level of job perception of respondents as to:
 - 3.1. Job interest;
 - 3.2. Satisfaction Standards;
 - 3.3. Workplace; and
 - 3.4. Career Growth.
4. know the significant difference on the level of stenographers' competence requirements and job perception when they are grouped according to profile, and
5. propose an intervention plan, named: K.A.B.IS.E.R.A.: Knowledge Advancement for Bridging Together the Innovative Services and Empowerment through Resilient Administration.

METHODOLOGY

The researcher used a descriptive, quantitative research, and the sample size will be drawn purposively, with the self-made survey questionnaire as the principal instrument in data gathering. The questionnaire is a set of predetermined questions for all respondents that serve as primary research in the survey.

Using this design, the study will be conducted in Laguna State Polytechnic University – Santa Cruz Campus and selected community. Students, faculty and selected members of the community are the main respondents of the study to conduct gap analysis on the needs of students; this will be a basis for the development of the intervention plan/s for future stenographers, named: K.A.B.IS.E.R.A. Knowledge Advancement for Bridging Together the Innovative Services and Empowerment through Resilient Administration: Center for Development in Stenography. Mean, Standard Deviation, and Pearson's correlation coefficient (r) will be used as statistical tools.

According to McCombes (2019), The purpose of descriptive research is to accurately and systematically describe a population, condition or phenomenon. They answered questions about what, where, when, and how, but not why. A descriptive research design may use a broad range of research methods to

investigate one or more variables. In comparison to the experimental analysis, the researcher does not control or manipulate any variables, but instead observes and tests them.

Research Instrument

The developed intervention plan was crafted based on the indicators given above, with the scale as follows:

Scale	Range	Description
5	4.21 - 5.00	Strongly Agree
4	3.41 - 4.20	Agree
3	2.61 - 3.40	Moderately Agree
2	1.81 - 2.60	Disagree
1	1.00 - 1.80	Strongly Disagree

RESULTS AND DISCUSSIONS:

Part I. In this study, data were gathered from the scorecard on the stenographer's competency requirements and job perception was assessed by the respondents whose data was presented below.

Figure 1. Respondents' profile as to Category.

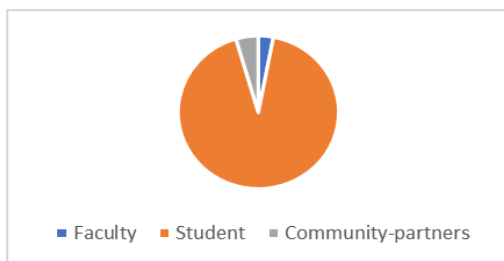


Figure 1 revealed that majority of the respondents are students and the least number of respondents are faculty; in which 92.5 % of the respondents are students and 3% are faculty, and 4.5% are from the community.

Figure 2. Respondents' profile as to Affiliation.

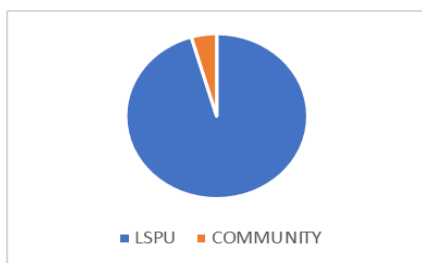


Figure 2 revealed that majority of the respondents are affiliated with LSPU with 95.5 % while 4.5% of the respondents are not affiliated with LSPU

PART II. This portion discusses the level of assessment of respondents on the competency requirements of stenographers with the indicators; comprehension, transcription, reading, and writing.

Table 1. Comprehension

STATEMENTS	MEAN	SD	REMARKS
1. Stenographers can easily comprehend spoken language during dictation.	3.81	0.93	Agree
2. Stenographers have no difficulty understanding various accents and dialects when taking dictation.	3.52	0.92	Agree
3. Stenographers can quickly grasp the context of discussions being dictated.	3.83	0.89	Agree
4. Stenographers find it easy to identify key details and concepts in spoken content.	3.81	0.96	Agree
5. Stenographers feel confident in my ability to ask clarifying questions when I don't fully understand the dictation.	3.91	0.94	Agree
Weighted Mean = 3.78			
SD = 0.02			
Verbal Interpretation = Agree			

The results indicate that stenographers demonstrate strong comprehension skills, with a weighted mean of 3.78 and a standard deviation of 0.02. They can easily understand spoken language, grasp the context of discussions, and identify key details during dictation.

The Supreme Court of the Philippines issued Office of the Court Administrator Circular No. 223-2017 regarding the hiring of contractual court stenographers due to the absence of qualified applicants for the position of court stenographer, and in the interest of the service those who completed.

However, some variability in scores suggests that there may be challenges in understanding different accents and dialects. Overall, stenographers are confident in their ability to ask clarifying questions when necessary, reinforcing their comprehension proficiency.

Table2. Transcription

STATEMENTS	MEAN	SD	REMARKS
1. Stenographers transcribe dictation accurately without needing to pause frequently.	3.56	0.97	Agree
2. Stenographers maintain a high level of speed while transcribing dictated material.	3.71	1.01	Agree
3. Stenographers consistently produce error-free transcripts upon first review.	3.65	0.92	Agree
4. Stenographers effectively use shorthand and transcription tools to enhance my efficiency.	3.80	0.97	Agree
5. Stenographers often find it easy to identify and correct errors in my transcripts.	3.79	0.96	Agree
Weighted Mean = 3.70			
SD = 0.03			
Verbal Interpretation = Agree			

With a weighted mean of 3.70 and a standard deviation of 0.03, stenographers exhibit effective transcription skills, including accuracy, speed, and error detection. They efficiently use shorthand and transcription tools to enhance their productivity.

Commission on Higher Education (CHED)'s released Memorandum Order No. 09 Series of 2013 Subject: Enhance Policies and Guidelines on Students Affairs and Services. Under Section 15 Career and Job

Placement Services refer to the assistance provided for vocational and occupational fitness and employment.

However, some findings suggest that stenographers may occasionally pause or require additional reviews to ensure accuracy. While transcription is a strength, further practice in maintaining speed and reducing errors could enhance overall performance.

Table3. Reading

STATEMENTS	MEAN	SD	REMARKS
1. Stenographers regularly read materials relevant to my job to enhance my skills.	3.86	0.96	Agree
2. Stenographers quickly understand complex written materials that are part of my work.	3.78	0.94	Agree
3. Stenographers find it easy to identify important information and themes when reading.	3.88	0.91	Agree
4. Stenographers often read different types of documents (legal, medical, etc.) to improve my comprehension.	3.86	0.98	Strongly Agree
5. Stenographers feel confident interpreting the meaning behind specialized terminology in written texts.	3.85	1.02	Agree
Weighted Mean = 3.85			
SD = 0.04			
Verbal Interpretation = Agree			

Reading skills in the next table emerged as the highest-rated competency, with a weighted mean of 3.85 and a standard deviation of 0.04. Stenographers frequently engage with job-related materials, quickly comprehend complex texts, and confidently interpret specialized terminology.

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They also read various document types, such as legal and medical texts, to improve comprehension. This strong reading ability supports their effectiveness in stenographic tasks and ensures they remain knowledgeable in their field.

Table 4. Writing

STATEMENTS	MEAN	SD	REMARKS
1. Stenographers write clear and concise notes from dictation effectively.	3.74	0.95	Agree
2. Stenographers have a strong grasp of grammar and punctuation in my writing.	3.82	0.90	Agree
3. Stenographers feel comfortable writing reports or summaries based on my transcripts.	3.78	0.88	Agree
4. Stenographers able to adapt my writing style based on the audience or purpose.	3.81	0.89	Agree
5. Stenographers find it easy to organize my thoughts and ideas when writing.	3.81	0.95	Agree
Weighted Mean = 3.79			
SD = 0.03			
Verbal Interpretation = Agree			

The writing competency received a weighted mean of 3.79 and a standard deviation of 0.03. Stenographers demonstrate a good grasp of grammar and punctuation, effectively write clear notes, and adapt their writing style based on audience and purpose.

In every school year there are graduated students studied stenography from different universities but why do they not apply as a stenographer to avoid the shortage of stenographer in trial courts. The LSPU-SCC The College of Business, Administration, and Accountancy commits to produce highly skilled, competent, discipline and well-trained professionals in the field of business management and accountancy.

However, compared to other competencies, writing has the lowest rating, indicating that some stenographers may face challenges in organizing their thoughts and structuring their writing. Strengthening writing skills, particularly in report writing and summarization, could enhance their professional capabilities.

PART III. This portion discusses the level of perception of the students on the competency requirements of stenographers with the indicators job interest, satisfaction standards, workplace, and career growth

Table 5. Job Interest

STATEMENTS	MEAN	SD	REMARKS
1. Students genuinely interested in pursuing a career in stenography.	3.42	0/94	Agree
2. Students find the tasks associated with stenography appealing and engaging.	3.61	0.81	Agree
3. Students believe that a career in stenography aligns with my personal interests and skills.	3.57	0.90	Agree
4. Students regularly seek information about the stenography profession.	3.69	0.89	Agree
5. Students would consider stenography as a long-term career choice.	3.67	0.91	Agree
Weighted Mean = 3.59			
SD = 0.05			
Verbal Interpretation = Agree			

Job interest in stenography received the lowest weighted mean of 3.59, with a standard deviation of 0.05. While students find stenography engaging, fewer see it as a long-term career choice.

In the study of Suyo (2020), there is a shortage of Court stenographer in the lower house which is to be addressed.

This suggests a need for career motivation efforts, such as highlighting job opportunities, salary benefits, and career advancement in the field. Increasing awareness of stenography's professional prospects may improve students' interest and commitment to the profession.

Table 6. Satisfaction Standards

STATEMENTS	MEAN	SD	REMARKS
1. Students believe that stenographers are generally satisfied with their jobs.	3.82	0.88	Agree
2. Stenographers are compensated fairly for their work.	3.87	0.85	Agree
3. Students think the job expectations for stenographers are clear and attainable.	3.83	0.86	Agree
4. Students believe that the quality of training for stenography is sufficient for job preparedness.	3.91	0.86	Agree
5. Students feel that the working conditions for	3.96	0.85	Agree

stenographers meet professional standards.

Weighted Mean = 3.88

SD = 0.01

Verbal Interpretation = Agree

Stenography job satisfaction was rated with a weighted mean of 3.88 and a standard deviation of 0.01. Respondents agree that stenographers are generally satisfied with their work, receive fair compensation, and undergo adequate training.

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Table 7. Workplace

STATEMENTS	MEAN	SD	REMARKS
1. Students perceive working as a stenographer to be a professional and respected occupation.	3.94	0.89	Agree
2. Students believe that the work environment for stenographers is generally supportive and collaborative.	3.95	0.89	Agree
3. Students think that stenographers have access to the necessary tools and technology to perform their jobs efficiently.	3.98	0.89	Agree
4. Students believe that the nature of the work promotes a healthy work-life balance.	3.91	0.90	Agree
5. Students feel that there is a good sense of community among professionals in the stenography field.	3.96	0.89	Agree

Weighted Mean = 3.95

SD = 0.00

Verbal Interpretation = Agree

The workplace perception received the highest rating in this section, with a weighted mean of 3.95 and a standard deviation of 0.00. Students and faculty agree that stenography is a professional and respected career with a supportive work environment. The availability of necessary tools, technology, and a strong sense of community among professionals contributes to this positive perception.

Flexible work arrangements have been shown to enhance job satisfaction among stenographers. A study by Chen (2022) demonstrates that allowing stenographers to work remotely or have flexible hours can significantly decrease stress levels and increase productivity.

This suggests that the field provides a stable and structured working environment for stenographers.

Table 8. Career Growth

STATEMENTS	MEAN	SD	REMARKS
1. Students perceive stenography as a field with ample opportunities for career advancement.	3.86	0.85	Agree
2. Students believe that continuous education and training are available for stenographers to enhance their skills.	3.96	0.91	Agree
3. Students think that there are diverse career	3.93	0.83	Agree

paths available within the field of stenography.

4. Students feel that the skills I develop in stenography will be valuable in future job opportunities.	3.93	0.89	Agree
5. Students believe that networking with other professionals in the stenography field is beneficial for career growth.	3.98	0.90	Agree

Weighted Mean = 3.93

SD = 0.04

Verbal Interpretation = Agree

Career growth opportunities on the following table received a weighted mean of 3.93 and a standard deviation of 0.04. Respondents believe that stenographers have access to continuous education, diverse career paths, and valuable networking opportunities.

The influence of technological advancements on the career growth of stenographers is examined by Patel (2022). The study reveals that staying updated with the latest technology in stenography can open new career pathways and opportunities for advancement.

The results indicate that stenography is perceived as a field with professional growth potential, which could be further enhanced by expanding training programs and mentorship opportunities.

Table 9. Difference on perception as to respondent profile

RESPONDENTS	MEAN		
	FACULTY	COMMUNITY	STUDENTS
Competency	3.59	3.62	3.78
Job perception	4.60	-	3.81

In the competency scores above, the faculty have a mean competency perception score of 3.59, community scored slightly higher with a mean of 3.62, students reported the highest mean score at 3.78. This indicates that among the three groups, students perceive their competencies more positively than both faculty and community. The relatively higher score from students suggests that they may have confidence in their skills, although the overall mean scores for all three groups indicate a general agreement on competency but with slight variations. While the job perception scores shows that faculty reported a mean job perception score of 4.60, which indicates a strong positive view of stenographers' roles and contributions to the profession and students show a mean job perception score of 3.81, which is significantly lower than that of instructors/professors. This suggests that students may have a more cautious or less favorable view of the profession compared to their instructors, indicating a potential disconnect in perceptions of job satisfaction or career viability.

Furthermore, the data reveals that while students feel confident about their competencies, they view the job aspect with less enthusiasm compared to instructors. The strong positive perception of job significance from faculty highlights their support for the profession, while the absence of data from community suggests the need for further exploration of their job perception. Overall, the differences illustrate varying degrees of confidence and perception regarding competencies and job value among the different respondent profiles, indicating areas where support and development initiatives may be needed.

CONCLUSIONS

The conclusion on intervention plans aimed at empowering future stenographers in the workplace can be summarized as follows:

On the competency evaluation, the study reveals that stenographers possess strong skills in comprehension, transcription, reading, and writing, with all competencies rated positively. However, variations exist between faculty, community, and students, particularly concerning job interest and certain skill areas. There are respondents' perception discrepancies. While faculty and community members generally view stenographers positively, students exhibit slightly lower confidence in their skills. This may be inferred that students may lack practical experience, which affects their self-assurance and mastery of essential competencies like comprehension and transcription. A need for skill development as the moderate ratings on writing and the necessity for broader exposure to reading materials indicate that targeted educational interventions are needed. Creating structured writing exercises and enhancing practical exposure may bolster students' confidence and improve their transition from theory to practice.

On the career interest concerns, the study identifies a significant concern regarding students' low interest in pursuing stenography as a long-term career. This maybe inferred that there is a need for initiatives to better promote the profession, emphasizing job security, financial benefits, and career growth opportunities through internships and mentorship programs. A positive workplace Insights reveals that despite their hesitations about pursuing stenography, both students and faculty report high job satisfaction, favorable workplace environments, and opportunities for career advancement. This indicates that, with appropriate support and awareness initiatives, student interest in stenography can be revitalized.

RECOMMENDATIONS

To enhance the competencies of students in stenography, several initiatives can be implemented.

First, enhancing training programs by providing additional practice in comprehension, transcription speed, and writing organization can significantly boost student confidence and skills. Furthermore, career awareness initiatives such as conducting seminars, career talks, and mentoring programs can elevate students' understanding of the career potential and financial benefits associated with a stenography profession.

Additionally, offering internships and practical exposure through real-world transcription tasks and industry interactions can effectively bridge the gap between academic learning and workplace expectations, allowing students to gain hands-on experience.

Finally, organizing workshops focused on writing and documentation will provide specialized training in summarization techniques, report writing, and structured documentation, ultimately leading to improved writing skills among aspiring stenographers. Together, these strategies can be realized and created a more robust educational environment that empowers students to succeed in their careers as stenographers with the proposed intervention plan, named: K.A.B.IS.E.R.A.: Center for Development in Stenography. This maybe proposed of implemented where the Laguna State Polytechnic University (LSPU) is situated, at Sta. Cruz, Laguna or other adjoining municipalities in Laguna.

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