ATTITUDINAL COMPETENCIES REQUIRED FOR THE MOTIVATION OF BEGINNERS IN SHORTHAND AS PERCEIVED BY OTM STUDENTS OF FEDERAL POLYTECHNIC, BAUCHI

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Abstract
This work examined the Attitudinal Competencies required for the Motivation of Beginners in Shorthand as Perceived by OTM Students. It was predicated on the fact that students had a strong phobia for the subject shorthand, as well as the fact that there was a high failure rate. Reasons adduced for such feelings and failures included teachers’ poor motivational attitude. Hence, it became necessary to study appropriate attitudinal competencies teachers should possess to adequately motivate students, especially beginners. One hundred and Seventy OTM Students (30% of the entire population) responded to a structured instrument and provided data for the study. The Three research questions were analysed using Mean, patterned after the Five Point Likert Type Rating Scale, while the hypothesis was computer based, using Statistical Package for Social Sciences. The results of the study indicated that the three attitudinal competencies of cognitive, affective and conative were highly required for motivating beginner shorthand students, while the hypothesis showed a significant relationship in the opinion of students based on their level of experience. It was therefore, recommended amongst others, that teachers should form the habit of obtaining feedback from their students at the end of each teaching period to enable them improve continually.
Key words: Motivation, attitudinal competencies, cognitive, affective, conative, Shorthand, Beginners.

Introduction
The secretarial profession, with its products known as secretaries in its earlier days was as a result of the course initially known as secretarial studies. One of the core courses/subjects making up the programme was Shorthand. In the curriculum the course was taught for ten contact hours each week. Additionally, another aspect of the course which was Advanced Transcription was taught for four hours per week.
Recently, in 2006, there was a change in the nomenclature of the programme to Office Technology and Management. This change as will be expected also affected its curriculum content, so much so that a de-emphasis on Shorthand was effected to just four contact hours per week and same for Advanced Transcription, (NBTE, 2006). Both in the old order and in the present dispensation, the scare of Shorthand and of its ‘relative’ Advanced Transcription, has continued to arouse controversy. Most everybody including and especially students have called for its removal entirely from the curriculum, a death sentence of sorts. The reason for such desire was said to be irrelevance. Defending that statement is treated briefly in another part of this work. From the researchers’ interaction with students over time, they have always prayed and sounded the death knell for shorthand. Such feelings are not restricted to our shores alone. Cary (2014) refers to students considering the course a battle to succeed in. Some reasons adduced for failure in the subject include the nature of the course, which basically is a form of phonetic writing which is using specially provided signs to record sounds heard.

Significantly, a common reason further given as a cause for high failure rate in shorthand is the role of the teacher. In highlighting the role of the teacher, Cary (2014) opined that students do well when they have great teachers who inspire them. Davis (nd) also agrees when she pointed out that many students need or expect their instructors to inspire, challenge and stimulate them. Thus, inspiring or motivating students to learn is unarguably significant.

Motivation generally is defined as being moved to do something (Ryan and Deci, 2000). This then means that a teacher’s attitude is important and strategic among the things that affects a student. Attitude is said to be the way you think and feel about someone or something, a feeling or way of thinking that affects a person’s behavior, etc. A pilot study undertaken by the researcher in the process of this research showed a strong acquisance that the teacher’s attitude and disposition has a strong student performance indicator when handling the subject. Little wonder why Winston Churchill is credited as saying that “attitude is a little thing that makes a big difference.”

The problem then becomes that Shorthand as a very relevant aspect of the secretarial profession arouses awe and dread bothering on phobic feelings in students, hence a high failure rate. As part of the problem identified is a high degree of blame taken to the door step of the course teacher, indicating that some course teachers of the subject have a poor attitude generally when it comes to handling the course and trainees.

To that effect, what should be the right attitudinal competencies that a teacher should possess in order to assist students, especially beginners who are virgin to the course to succeed? This is among questions begging for answers that has necessitated this study on the attitudinal skills the shorthand teacher should possess when teaching this subject shorthand.
The Office Technology and Management (OTM) Program was designed by the National Board for Technical Education (NBTE) to replace the Secretarial Studies programme which had been on stream since 1989. According to NBTE (2006) Curriculum, the programme was designed to equip its graduates to acquire vocational skills in OTM and socio-psychological work skills for employment in various fields of endeavour.

At its inception as the Secretarial Studies programme there was huge emphasis on the teaching and learning of Shorthand in the curriculum. It had a whopping ten contact hours per week. However, with the new curriculum, the contact hours was reduced to four hours per week. Both then and now, there has continued to be a high failure rate associated with the course or programme. Going by the nature of the programme as described above. This is further buttressed by the statement of Pullis (1973) in his preface to Methods of Shorthand Instruction – a Research Analysis, when he said that “a higher percentage of students fail shorthand than any other subject in public Secondary Schools.” This shows that such problem is not peculiar to our country, and it is little wonder that so many phobias is attached to the course and programme.

Generally, shorthand, also called stenography is a system of rapid writing that uses symbols or abbreviations for letters, words or phrases (Encyclopaedia Brittanica, 2010). Another school of thought adds that shorthand is any system of rapid handwriting which can be used to transcribe the spoken word. It uses a variety of techniques including simplifying existing letters or characters and using special symbols of abbreviations to represent phonemes, words and phrases. A typical shorthand system provides symbols or abbreviations for words and common phrases, allowing someone well trained in the system to write as quickly as people speak.

In Nigeria, even though shorthand is part of the Business Studies subjects in secondary schools, most teachers avoid that particular area when it comes to the shorthand part in the text book. Quite a lot of views and opinions have been proffered about the course shorthand. Cary (2014) talked of students who strove to ‘win their personal battle to succeed at shorthand.’ Hence shorthand was viewed as a battle. Some tweeks in response to the topic how to succeed at shorthand had such opinions as referring to it as an ‘outdated system’ (Rich, 2014). Another contributor speaks of the ‘impending demise of shorthand’. Yet another argues that it is difficult to defend the academic relevance of shorthand, and that recording technologies have diminished the value of shorthand as a writing technology.

In fact, from personal experience when interacting with students over the years, most everybody is of the view that shorthand is useless and should be discarded or removed from the OTM curriculum. These complaints partly explain why students find it difficult to succeed in the course. However, these researchers wish to highlight why
Shorthand should stay. This is embedded in what could be referred to as the ‘hidden curriculum’, that is part of the curriculum that is implied or not so obvious.

These researchers believe that a study of Shorthand imparts the following life skills:

a. Problem solving
b. Endurance/Perseverance
c. Hardwork
d. Innovation/Initiative
e. Creativity
f. Proficiency in the use of English Language, and a lot more.

This is in tandem with the view expressed by Deedee in 2010 that the knowledge of Shorthand aids in the development of skills related to listening, focus, organization, attention to detail and accuracy. Further, he said it allows for efficiency and organization of thought in that the speaker can free flow their intended content while the person taking the dictation has only to record what is being said.

Another complaint proffered for student non performance is the teachers’ attitude. Davis (nd) quotes Erickson as saying that “effective learning in the classroom depends on the teacher’s ability … to maintain the interest that brought students to the classroom in the first place. Cary (2014) mentioned that ‘students do well when they have great teachers who inspire them. He further added that in the course of carrying out his accreditation jobs, students told of their huge loyalty to their amazing shorthand tutors. Infact, a number strove to achieve success to avoid letting their teachers down.

Similarly, Daskalovska, Gudeva and Ivanovska (2012) observe that the teacher’s attitude and behaviour are very important for learners… and that teachers can do a lot to help learners develop motivation for learning. It can then be further asserted that the teachers’ attitude if positive serves as a motivator to the student in learning, and is one of the most important factors that influence their success in learning.

Kelly (nd) opines that success in teaching depends entirely on the teachers attitude and approach. Six top keys to being a successful teacher include sense of humour, positive attitude, high expectations, consistency, fairness and flexibility.

According to Ryan and Deci (2000) motivation means to be moved to do something. They further add that a motivated person is someone who is energized or activated towards an end. Brown in Daskalovska, Gudeva and Ivanovska (2012) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action.

Motivation is quite important in learning as it is acknowledged as one of the most important factors that influence the success in language learning. Daskalovska, et al. (2012) opine that learners with strong motivation can achieve a lot regardless of circumstances. This is also regardless of whether the motivation is intrinsic, that is from
within the student or whether it is extrinsic as coming from outside sources, although both could be harnessed by the teacher to assist the student.

Callahan (nd) asserts that instructors can create an optimal classroom environment that is conducive to learning. He went further to state that student motivation to learn is an acquired competence developed through general experience but stimulated most directly though modeling, communication of expectations, and direct instruction or socialization by others (especially parents or teachers). At this point, it is necessary to discuss the attitudinal skills teachers require to effectively motivate and teach their students.

This also agrees with the results of a research on training matters: how to succeed at shorthand. Cary (2014), head of Journalism Training Institute gave some results of survey carried out on how students succeeded in shorthand. Below are some excerpts of students’ responses, most quoted verbatim:

1. Students do well when they have great teachers who inspire them.
2. Students often tell accreditation panels of their huge loyalty to their amazing shorthand tutor. They were striving to get to 100wpm as much as anything to avoid letting their teacher down.
3. I know my own journey to 100wpm was help enormously by the hard work and good humour of Christine Richardson at Richmond College.
4. Armstrong (2014) exclaimed: My tutor Eleanor Bryans was fantastic. She was a brilliant help and pushed us all the way. The teacher makes all the difference.
5. Excellent tutors can and do help ease the pain.

Attitude has been said to be a way of thinking and shapes how individuals relate to the world. The Concise Encyclopedia asserts that, especially in the field of psychology, attitude is a mental position with regard to a fact or state. On the part of Barros and Elia (2014), attitude means the individuals prevailing tendency to respond favourably or unfavourably to an object (person or group of people), institution or events.

Competencies according to Ennis in 2008 quoted McClelland as defining competency as the capability of applying or using knowledge, skills, abilities, personal characteristics to successfully perform critical work tasks, specific functions or operate in a given role or position. Boyatz in same literature above said that competencies are specific personal qualities that are casually related to effective and/or superior performance. Rothwell in Ennis (2008) explains that there are core competencies that are required of all workers. This would include knowledge, skills and abilities. Nicklaus (2011) holds a similar view, stating categorically that knowledge, attitudes and skills are content areas needed to produce a well trained professional.

Cognitive skills in the view of Wengrazyn (n.d), represents our thoughts, beliefs and ideas about something. Typically these come to light in generalities or stereotypes, such as ‘all teenagers are lazy’ or ‘all babies are cute.’ Wilson (2014) uses the word
thinking to describe cognition. Huitt (1999) offers that cognition refers to the process of coming to know and understand, the process of encoding, storing, processing, and retrieving information. It is generally associated with the question of “what”. For example, what happened, what is going on now, what is the meaning of that information.

The affective skill or component deals with feelings or emotions that are brought to the surface about something, such as fear or hate. Using the above example, someone might have the attitude that they hate teenagers because they are lazy or that they love all babies because they are cute. Wilson (2014) emphasizes that this area is concerned with feelings or emotions. Barros and Elia (2014) also contribute by saying that affective components convey feelings towards the object. Huitt (1999) on his part, points to the fact that affective refers to the emotional interpretation of perceptions, information or knowledge. It is generally associated with one’s attachment (positive or negative) to people, objects, ideas, etc and asks the question “How do I feel about this knowledge or information.”

The cognitive skill, which is also known as the behavioural component and centres on individuals acting in a certain way towards something such as, ‘we better keep those lazy teenagers out of the library’, or ‘I cannot wait to kiss that baby’. Huitt (1999) adds that conation refers to the connection of knowledge and affect to behavior and is associated with the issue of ‘why”. It is the personal, intentional, planful, deliberate, goal-oriented or striving component of motivation, the proactive aspect of behavior. Some of the cognitive issues one faces daily are: What are my intentions and goals? What am I going to do? What are my plans and commitments?

These three attitudes are important because, as pointed out by Barros and Elia (2014), in most situations the three components appear concomitantly to shape teachers’ classroom postures, through a direct and indirect interaction between society, school and teachers.

To this effect, three research questions guided this study, namely:

1. What are the cognitive attitudinal competencies required for the motivation of beginner students in shorthand as perceived by OTM Students?
2. What are the affective attitudinal competencies required for the motivation of beginner students in shorthand as perceived by OTM Students?
3. What are the Cognitive attitudinal competencies required for the motivation of beginner students in shorthand as perceived by OTM Students?

One null hypothesis was put forward to be tested in the course of this research, viz:

\( \text{HO}_1 \) There is no significant relationship in the opinion of students in the attitudinal competencies required for the motivation of beginners in shorthand as perceived by students based on their level of experience.
Method

The research was a survey design carried out in Office Technology and Management Department, Federal Polytechnic, Bauchi. A total of One Hundred and Seven students out of 365, being 30% of the population spreading across six levels provided data for the study. They were randomly selected. They responded to a nineteen item, close ended or structured questionnaire. The instrument was validated by two experts in the field of education for face and content validity. The instrument was personally administered by the researchers.

Data analysis instrument for the research questions was Mean, patterned after the five point Likert Type Rating Scale, with acceptance level of 3.00. The variables of responses are as indicated below Very highly required (5), Highly Required (4), Required (3), Somewhat Required (2), Not Required (1).

For the purpose of testing the hypothesis, the students were classified into experienced (HND Level) and Less experienced, (ND Level). Hence, test of hypothesis was computer based using Special Package for Social Sciences (SPSS). The decision was that the Null hypothesis was to be rejected where the calculated value was greater than tabulated value and accepted otherwise.

Results

Table 1 Mean responses on the cognitive attitudinal competencies required for the motivation of beginner students in Shorthand as perceived by OTM Students.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variable</th>
<th>VH</th>
<th>HR</th>
<th>R</th>
<th>S</th>
<th>N</th>
<th>∑X</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Confidence in Students ability to learn Shorthand</td>
<td>60</td>
<td>20</td>
<td>19</td>
<td>8</td>
<td>453</td>
<td>4.23</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Effective application of the subject</td>
<td>95</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>513</td>
<td>4.79</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Paced instructions according to students ability</td>
<td>75</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>527</td>
<td>4.93</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Explaining principles clearly</td>
<td>99</td>
<td>8</td>
<td></td>
<td></td>
<td>521</td>
<td>4.87</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Knowledgeableness about subject, thus entertaining questions</td>
<td>90</td>
<td>10</td>
<td>2</td>
<td>5</td>
<td>506</td>
<td>4.73</td>
<td>Accepted</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Objectivity in assessing students work</td>
<td>100</td>
<td>7</td>
<td></td>
<td></td>
<td>528</td>
<td>4.93</td>
<td>Accepted</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015

Table 1 shows the mean responses of students on the cognitive attitudinal competencies required for the motivation of beginner shorthand students as perceived by OTM.
students. The results showed amongst others that it was very essential for the teacher to offer paced instructions according to students’ abilities (4.93), explain principles clearly (4.87) and objectively assess students work (4.93).

Table 2 Mean responses on the Affective attitudinal competencies required for the motivation of beginner students in Shorthand as perceived by OTM Students.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Variable</th>
<th>VH</th>
<th>HR</th>
<th>R</th>
<th>S</th>
<th>N</th>
<th>∑X</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Displaying loving concern for students</td>
<td>60</td>
<td>10</td>
<td>33</td>
<td>4</td>
<td>357</td>
<td>3.57</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>8.</td>
<td>Sympathetic to students fears about the subject</td>
<td>89</td>
<td>11</td>
<td>04</td>
<td></td>
<td>501</td>
<td>4.68</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>9.</td>
<td>Jovial/cheerful outlook while relating with students</td>
<td>97</td>
<td>10</td>
<td></td>
<td></td>
<td>525</td>
<td>4.91</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>10.</td>
<td>Sincere commendation for students efforts, instead of undue comparison to others</td>
<td>99</td>
<td>4</td>
<td>4</td>
<td></td>
<td>523</td>
<td>4.89</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>11.</td>
<td>Approachableness in relating to students</td>
<td>93</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>510</td>
<td>4.77</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>12.</td>
<td>Relaxed, but firm</td>
<td>60</td>
<td>30</td>
<td>15</td>
<td>2</td>
<td>469</td>
<td>4.38</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>13.</td>
<td>Fairness in dealing with students</td>
<td>92</td>
<td>15</td>
<td></td>
<td></td>
<td>520</td>
<td>4.86</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>14.</td>
<td>Showing personal interest in students, thus recognizing them by name</td>
<td>105</td>
<td>2</td>
<td></td>
<td></td>
<td>533</td>
<td>4.98</td>
<td></td>
<td>Accepted</td>
</tr>
<tr>
<td>15.</td>
<td>Flexible attitude in relating with students</td>
<td>75</td>
<td>25</td>
<td>7</td>
<td></td>
<td>496</td>
<td>4.64</td>
<td></td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015

Table 2 reveals the Mean responses of students on the affective attitudinal competencies a teacher should possess. Considered as very highly necessary were a teacher having jovial/cheerful outlook while relating with students (4.91), sincere commendation for students efforts instead of comparison with others (4.89), fairness in dealing with students (4.86), showing personal interest in students, thus recognizing them by name (4.98).
Table 3 Mean responses on the Conative attitudinal competencies required for the motivation of beginner students in shorthand as perceived by OTM Students.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Variable</th>
<th>VHR</th>
<th>HR</th>
<th>R</th>
<th>SR</th>
<th>NR</th>
<th>∑X</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Displaying tolerance in spite of students’ behavior</td>
<td>100</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td>522</td>
<td>4.88</td>
<td>Accepted</td>
</tr>
<tr>
<td>17.</td>
<td>Not prejudging students in spite of previous negative encounter</td>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>535</td>
<td>5</td>
<td>Accepted</td>
</tr>
<tr>
<td>18.</td>
<td>Giving due recognition to each student’s ability/personality</td>
<td>70</td>
<td>30</td>
<td>2</td>
<td>5</td>
<td></td>
<td>486</td>
<td>4.54</td>
<td>Accepted</td>
</tr>
<tr>
<td>19.</td>
<td>Showing acceptance, thus not embarrassing or humiliating students no matter their attitude</td>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>535</td>
<td>5</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2015

Table 3 shows the Mean responses for the conative/behavioural attitudinal competencies required by teachers. Amongst others, not prejudging students in spite of previous negative encounters and showing acceptance, thus not embarrassing or humiliating students no matter their attitude had maximum acceptance levels (5.00), and displaying tolerance despite students’ behavior (4.88).

TABLE 4 Result of Hypothesis Test
Nonparametric Correlations

<table>
<thead>
<tr>
<th>Correlations</th>
<th>HND</th>
<th>ND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>1.000</td>
<td>.825**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Field Survey, 2014

Table 4 showed the correlation of results for the hypothesis. It sought to establish the relationship in the opinions of experienced and less experienced OTM Students on the
attitudinal skills teachers should possess. The results indicated that the calculated value, which was 0.825 was greater than the tabulated value of 0.441 at 0.05 level of significance for the two tailed test. Thus, we reject null hypothesis and conclude that there is a significant relationship in the opinion of students on the attitudinal competencies required for the motivation of beginner shorthand students based on their level of experience.

**Discussion**

The study sought to verify the attitudinal competencies OTM students believed that the teachers ought to possess when teaching beginner students shorthand. Specifically, teachers Cognitive, Affective and Conative attitudes were weighed. Students revealed that they wished to be handled with knowledge, such that the teacher provides paced instructions to suit their individual abilities, objectivity in assessment and explaining principles clearly. Thus, the teacher’s conative ability was adjudged to be highly required. This would prevent the teacher from fixing and treating students in a stereotype manner. Little wonder why Huitt (1999) commented that cognition refers to the process of coming to know, understand the process of encoding, storing processes and retrieving information, which are all necessary for the teacher.

The affective skill dealt with emotions and feelings Wilson, 2014). It also conveyed feelings towards the object (Barnor and Elia, 2014). This study made obvious that students highly expected teachers to exhibit feelings towards them, such as being jovial/cheerful, showing personal interest, fairness, approachableness, sincere commendation, etc. Also highly required by the teacher was the conative/behavioural attitude. Huitt (1999) opined that cognitive was the personal, intentional, planful, deliberate, goal-oriented or striving component of motivation, the proactive aspect of behavior. In fact, he added that it is the connection of knowledge and affect to behavior. Meaning that students in the study expected teachers not to prejudge students, show acceptance and not humiliate students as well as display tolerance.

The outcome obtained from this study clearly buttressed the results of a pilot study carried out by these researchers in the process of carrying out this research. Students were asked to proffer their opinions to three main questions relating to their past experiences while learning shorthand. For instance, they were asked:

1. What attitudes of your shorthand teacher did you not appreciate when you started learning shorthand?

Their answers:

a. Intimidating them by asking them do they know how many students usually fail the course?

b. Not commending them

c. being patient with them
d. Not explaining the principles clearly  
e. Being unfriendly or inflexible  
f. Not identifying them by name  
g. Not being humorous, etc  

2. What attitude do you appreciate in other shorthand lecturers you have had?  
i. Humorous  
ii. Caring  
iii. Intelligent and knowledgeable  
iv. Sociable, even outside the class  
v. Showing personal interest in them  
vi. Always encouraging  

3. A third question which re-emphasized the idea being discussed was: If you were a shorthand teacher, how would you go about the teaching the subject?  
Response was:  
1. I would be patient with students  
2. Repeat the principles often  
3. Not comparing students  
4. Being friendly and sociable  
5. Accommodating  

Assessing the above comments would reveal that knowledge and understanding both the courses and students is essential by the teacher (cognition), then s/he must cultivate adequate feelings towards the students (Affective), which then finally guides how the teacher reacts to and treats the students and subject accordingly (Conative/behavioural).  

Conclusion  
Finally, one can but only conclude from this study that irrespective of the students’ level of experience, cognitive, affective and conative/behavioral attitudes are strong requirements every shorthand teacher must consciously work to exhibit in order to retain student interest in the subject and so achieve the objectives of teaching the students.  

Recommendations  
Based on the findings of this study, the following recommendations are proffered:  
1. Teachers should make it a habit to obtain feedbacks from their students at the end of every teaching period in order to know their strengths, weaknesses and areas they need to improve.  
2. Teachers should endeavour to refresh themselves on appropriate pedagogy competencies and apply them.
3. Teachers should adopt a peer review mechanism approach as well as a ‘buddy’ system where they exchange ideas and share experiences and methods both in formal and informal settings.

References