





Pedagogical training of lecturers for higher education

 Kabelo Ramolula ^{(a)*}  Milton Nkoane ^(b)

^(a) Ph.D., Research Development and Postgraduate Studies, Central University of Technology, Bloemfontein, South Africa

^(b) Research Professor Research Development and Postgraduate Studies, Central University of Technology, Bloemfontein, South Africa



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ABSTRACT

The study aims to explore inadequate pedagogical training for higher education and strategies that could enhance effective teaching. The study adopted a constructivist paradigm and qualitative research design as it is qualitative in nature. Bandura's social cognitive theory forms the basis for the study. The theory holds that learning occurs in a social context, interacts with the surroundings and actions, and applies the already stored schemata to acquire new knowledge. Data were generated from the critical review of the relevant literature. It was interpreted and analyzed thematically following Castle and Amanda's five steps of thematic analysis. The results showed inadequate funding and wrong assumptions about the teaching abilities of lecturers with advanced degrees. In addition, there is also a lack of formal training programs, which contributes to the poor state of teacher training. The study revealed that enough funding and transparent lecturers' pedagogical training structures can enhance lecturers' teaching abilities. The study concludes that teacher training for higher education is insufficient. However, proper financial support for relevant and effective teacher training programmes could improve lecturers' teaching skills and thus better students' performance. The study recommends that all lecturers in higher education should go under formal teacher training. Universities should also source funds to enhance formal teacher training for novice lecturers. There should be frequent refresher courses on the latest teaching methods for gurus already in the field.

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Introduction

The training of lecturers for higher education has been a subject of discussion in recent years. According to Fernandes et al. (2023), the European University Association (EUA) published a report on the state of teaching and learning in the European higher education area. The report emphasizes the need for universities to prioritize staff development, arguing that training and support for academic staff in their teaching role is essential to ensure the ability to design and deliver high-quality teaching and learning experiences. The scholars further state that in Portugal, programs for teacher professional development in higher education include pedagogical training courses, mentoring and coaching programs, and the development of institutional teaching and learning centers that provide support and resources for academic staff. The assertions above, point to the value of teacher training and staff development in institutions of higher learning in different countries. Its implementation involves several academic pillars, such as lecturers' ability to plan and structure their teaching, quality teaching and learning, and a support system in the form of resources, teaching and learning materials. On the contrary, research also highlights that in Brazil, the training of university teachers has weaknesses concerning the systematization of professional teaching knowledge in universities and colleges (Melo & Campos, 2019). The researchers argue that university centres must systematize institutional policies on their professors' professional training and development. It can be inferred that in Brazil, there is a need to restructure, plan and arrange the pedagogical training of lecturers for effective teaching. Taking the discussion further, the literature on pedagogical training and professional development in higher education calls attention to the fact that pedagogical training, rather than aiming at the mere acquisition of techniques, should, above all, give priority to providing spaces for joint reflection of teachers on the curriculum and pedagogical practices and decisions (Marques & Rosado-Pinto, 2017). By

* Corresponding author. ORCID ID: 0000-0003-3785-3720

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implication, the scholars postulate that teacher training is about learning teaching methodologies and the collective effort of reviewing the curriculum and decision-making. Collaboration among lecturers should be improved to improve their teaching abilities. Studies in Slovenia also demonstrate that many university teachers consider pedagogical training (PT) valuable in their teaching practice (Askerc Veniger, 2016). Similarly, in Portugal, teachers are satisfied with the training, but the challenge is transforming it into effective change; they argue that there should be a relationship of supervision with modelling, followed by reflection, as in initial teacher training (OECD TALIS, 2018). It can be deduced that lecturers value pedagogical training but argue that implementing the acquired knowledge and skills is challenging. Melo (2018) further discuss that teaching requires broad, solid training that includes pedagogical, curricular, institutional, ethical and political dimensions and the necessary domain of the specific knowledge to be taught. The assertions above point out that the training of lecturers for effective teaching should be inclusive, as shown above. Furthermore, Pleschová et al. (2012) opine that although quality teaching in HE is vital for learning, university teaching staff in Europe is not as well prepared for their teaching career as for research, implying that in Europe, some lecturers are not properly trained to teach at that level, therefore, encounter challenges in delivering content to the postgraduates. Sharing the same viewpoint is Barasa's (2014) statement that literature sources demonstrate that lecturers face challenges in delivering course content and that not everyone has the required competencies to be a lecturer. Furthermore, research shows that in institutions of higher learning, it is ironically assumed that once an academic holds a Master's degree or PhD in their discipline, they can share their knowledge and teach students with efficacy (Barasa, 2014). After completing their postgraduate studies, some lecturers are automatically absorbed into higher education institutions without going through proper pedagogical training for that level. The scholar emphasizes that some doctors and professors do not possess an extra teaching qualification apart from their first degree. They seem not to have been offered any opportunities to develop as teachers while studying towards their advanced degree (Barasa, 2014). The scholar also highlights that those lecturers work from the premise that teaching is a natural activity that any person can carry out without imbibing certain principles, practices and skills. By implication, some lecturers face challenges in their teaching careers because they lack adequate training (Gumede et al., 2023; Ha et al., 2021). In furtherance, most university lecturers begin their teaching careers as teaching assistants; they have been taught a lot about their subject but little about how to teach it (Melo & Campos, 2019). That means they have pedagogical limitations. The above studies have contributed to the state of staff development in higher education in different countries and its challenges; very few have contributed to why there is poor pedagogical training for higher education, the benefits of teacher training and what could be done to enhance effective teaching. Therefore, this study aims to explore inadequate pedagogical training of lectures for higher education and the strategies that could improve their teaching abilities.

The study is organized as follows: after the introduction, the literature review is reviewed, and then the research methodology is presented. Conclusions, recommendations, and future research follow data presentation and analysis.

Literature Review

Theoretical Framework

The study is premised on Albert Bandura's social cognitive theory. In 1960, Bandura became famous for his social learning theory (SLT), which recognized the reinforcement importance of observing, modelling and imitating the emotions, reactions and behaviors of others (Bandura, 1977). The assertion implies that effective learning depends on social interaction, watching and emulating people's behaviors, especially the positive ones. In 1986, SLT developed into a cognitive theory which holds that learning takes place in a social context "with a dynamic and reciprocal interaction of the person, environment, and behavior," and a cognitive context that considers past experiences that shape engagement in behavior (LaMorte, 2019). The assertion implies that in cognitive theory, Bandura still recognizes learning through flexible, mutual interaction with others, the surroundings and actions. He adds the value of mental schemata/knowledge that one already has as a factor that helps in learning or acquiring new knowledge. The already stored knowledge (schemata) determines one's ability to acquire/learn new information while interacting with the environment and society. In this study, the theory acknowledges that during teacher training, it is ideal for teachers to interact with other colleagues, learn from them and acquire new knowledge through the resuscitation of their schemas.

Furthermore, social cognitive theory analyses the social diffusion of new behavior styles regarding three constituent functions and the mechanisms governing them (Bandura, 1994, 1986). The first one includes acquiring knowledge, new ideas, practices, and their functional value. The second function concerns adoption determinants, while the third major sub function in the diffusion process concerns the social networks that tie people to one another (Bandura, 1986; Granovetter, 1983; Rogers & Kincaid, 1981). In essence, Bandura emphasizes the acquisition of new knowledge, how it is acquired, and how it leads to societal links and connectedness, implying that lecturers' training enables them to acquire new teaching methods and classroom management skills through practice and interaction with colleagues and students. That is, the more they interact with different academics and imitate their behaviors, especially the relevant ones to their task, the more they acquire new knowledge on different teaching approaches and improve their teaching competencies. Holistically, Bandura's significant contribution to social cognitive theory was a triadic reciprocal view of causality, in which a person, environmental and behavioral processes were viewed as interacting reciprocally to influence human behavior (Scott et al., 2024). It can be implied that knowledge acquisition and production combine one's surroundings and reaction; that environment determines one's response. Such cognitive capabilities inherently give people the capacity to shape their development by intentionally developing skills, setting goals and selecting the environments they experience (Scott et al., 2024). These findings emphasize the role of environmental/situational and cognitive factors in shaping students' independent learning

behavior (Putri et al., 2024). Individual mental abilities determine the cause of action consciously and subconsciously in a societal environment.

Furthermore, the theory is also based on the understanding that human agency is exercised through the belief in personal efficacy, which is considered the foundation of human agency (Bandura, 1999). Bandura argues that unless people believe in themselves (self-confidence) and can perform certain tasks and produce desired results, they have little incentive to act or persevere when they meet difficulties; other factors serve as motivators. It can be inferred that self-esteem is a critical factor in one's actions (Bandura, 1986). If lecturers are doubtful about their potential (teaching ability), they cannot impart knowledge to students confidently and convincingly and may not even manage to solve academic challenges. Low self-esteem hampers teachers' creativity and ability to teach effectively. The scholar further emphasizes that perceived self-efficacy is pivotal in social cognitive theory because it directly affects action and other classes of determinants, such as motivation through outcome expectations (Bandura, 1999). That is, performance confidence affects enthusiasm and the expected results.

Furthermore, Social cognitive theory also suggests that what we do (how we teach) influences and is influenced by personal factors (such as self-efficacy) and environmental factors (the learning context) (Bandura, 1997). It can be understood that lecturers' ability to impart knowledge to students is built on their self-esteem and the situation. Their positive output depends on their confidence, affecting the students' reactions.

In social cognitive theory, Albert Bandura assumed that students play an essential role and become a primary controller of behavior in the learning process (Schunk, 2013). SCT helps students to be independent in the learning process through confidence (self-efficacy) and modelling someone's behavior (role model) (Mujahidah & Yurdiana, 2023). The theory cannot be separated from the role of the surrounding environment that affects and motivates students to achieve learning independence. SCT and students' learning independence are connected through students' mindsets and behavior to achieve predetermined goals. The theory helps students to achieve learning objectives by considering behaviors affected by environmental factors and individual character (Firmansyah & Saepuloh, 2022). The theory is therefore relevant in this study because of its principles that learning is dependent on the interaction with others and environment, imitation and modelling of other person behavior as well as the application of the relevant and related schemas lecturers and students already have to acquire new knowledge (strategies to enhance their pedagogical abilities).

Why is Teacher Training for Higher Education Necessary?

Teacher training is crucial in institutions of higher learning for effective teaching and learning at that level. The idea is consistent with the opinion that staff training in higher institutions' systems improves employees' performance, skills and development at work, thus updating their knowledge (Fernandes et al., 2023; Ogunode et al., 2020; Pekkarinen & Hirsto, 2017). Begibaevna et al. (2024) also argue that providing professional development programs to higher education institutions is essential for participating professors and teachers. The statements above imply that university teacher training is a prerequisite for improving lecturers' pedagogical competencies and students' performance. Furthermore, in European higher education, research shows that training and support for academic staff in their teaching role is essential to ensuring they can design and deliver high-quality teaching and learning experiences (Melo & Campos, 2019). In a more similar vein, in Vietnam, for example, educational universities need to improve their training plans, contents, and curriculum to maximize professional skills practice, facilitate soft skills development, and support interaction between lecturers and pre-service teachers to enhance professional skills for lecturers and monitor their teaching process (Ha et al., 2021). That is, teacher training is essential for teacher improvement in terms of delivering content to the students in the classroom and upgrading student-teacher relationships and the ability to evaluate themselves. The ideology is consistent with the principles of Bandura's social cognitive theory that effective learning depends on lecturers' interaction and sharing of ideas with other lecturers, emulating certain positive behaviors to improve their teaching skills and relationship with students.

Research further shows that professional development is essential to academic staff and the improvement of student learning and success (Gumede et al., 2023; Sela & Harel, 2019). It, therefore, academically makes sense for the two parties to benefit from teacher training because when lecturers are fully equipped with appropriate teaching methods and classroom management skills, their self-efficacy improves, as Bandura puts it. Their pedagogical competence and confidence mean they can perform better academically because they can confidently reach out to students, thus resulting in positive reactions in the classroom.

Taking the discussion further, it is also argued that teacher training in institutions of higher learning is poor because teaching is a complex activity that demands careful training committed to unique teaching conditions (Melo & Campos, 2019). In addition, if a teacher is excellent at professional knowledge but lacks pedagogical skills, it is hard to become a good teacher (Castro et al., 2019). Therefore, it can be inferred that not everyone can teach without proper training because the process is not only about content knowledge by lecturers but also has more to do with how one passes content knowledge to students. That is what differentiates a good teacher from a poor one. Further, it has also been discovered that some teachers are neither professionally qualified nor committed to their careers in some countries (Singh & Shakir, 2019). The implications of unqualified teachers who are not even committed are huge and disastrous to students because they do not know what to teach and how to do it because of a lack of pedagogical training.

On the contrary, Kirk (2020) states that when academics are trained to understand teaching methods holistically, they are better prepared to serve students. This gesture makes teachers value teacher training and are satisfied with it, although to transform it into

effective change, they need to do more (OECD TALIS, 2018), which is why Gumede et al. (2023) ensure that the training appears to have reinvigorated the university teachers' commitment and confidence in developing their teaching repertoire. Fernandes et al. (2023) take the discussion further and even highlight that by investing in teacher professional development, Portuguese higher education institutions demonstrate their commitment to continuous professional development of academic staff and improving the quality of teaching and learning.

What are the Reasons for Poor Teacher Training in Higher Education?

Scholars have discussed various reasons for poor teacher training in institutions of higher learning. According to Ogunode et al. (2020), the professional capacity development program for higher education institutions is not effectively implemented in many higher education institutions in Nigeria because of the poor funding of higher education. The statement is consistent with the understanding that inadequate funding of Nigerian higher education institutions is a significant problem facing the administration of professional development programs for employees across higher education institutions (Ogunode & Jegede, 2021). The scholars, however, emphasize that adequate funding from higher institutions will help ensure a sustainable staff training programme in Nigeria. It can be deduced that lack of financial support and even insufficient subsidy in higher education restricts universities from running training programmes to empower lecturers. Another reason is that in institutions of higher learning, it is assumed that once an academic holds a Master's degree or PhD in their discipline, they can share their knowledge and teach students with efficacy (Barasa, 2014). The scholar further posits that lecturers work from the premise that teaching is a natural activity that any person can carry out without imbibing certain principles, practices and skills.

As a consequence of that, some lecturers and professors do not possess teaching qualifications in addition to the qualifications they already have nor have they been offered any opportunities to develop as teachers while studying towards their advanced degrees (Barasa, 2014). In addition, Robinson and Hope (2013) opine that most academics enter the teaching profession with excellent knowledge of the content in their fields, but most receive very little preparation for teaching. When lecturers pursue their postgraduate studies, they sub-consciously concentrate more on the content, not on the teaching methods for higher learning. The implications of such underestimation negatively impact the students on the receiving end.

What Strategies Could be Employed to Improve the Pedagogical Training of Lecturers in Higher Education?

Different scholars have discussed several strategies to improve the pedagogical training of lecturers. Begibaevna et al. (2024) posit that nowadays, in the higher education institutions of the Republic of Uzbekistan, the training of teachers should be organized by taking into account the principal elements and stages of the pedagogical training of each teacher, and it is appropriate to manage new systems to improve their pedagogical skills and potential. It can be implied that the teacher drilling exercise should be prearranged and prepared in stages for each teacher, considering the level of competence and experience. New structures and schemes should be implemented to improve their teaching capabilities. The scholars further emphasize that for pedagogical skills and psychological potential to be increased, it is recommended that educational programs in the organization of modern educational models in higher education institutions should be used. The curriculum and latest university-organized structures should be followed and implemented to improve lecturers' teaching competences and mental abilities. Sharing the same viewpoint is Ha et al.'s (2021) understanding that pedagogical universities must improve their teaching plans, contents, and curriculum to maximize professional skills practice, develop soft skills, and support interaction between lecturers and learners. It can be inferred that institutions of higher learning should develop their programmes and plans of work in such a way that they will improve teaching competencies and promote collaboration and communication between lecturers and learners. The scholars further emphasize that fostering professional skills for lecturers at pedagogical universities through ideas exchange, training workshops, or exchange programs affiliated with international teachers is highly recommended. The initiative is consistent with Bandura's principle of sharing ideas, which connotes interaction with others and learning from them. The assertions point to the understanding that institutions should have a clear and well-structured programme of work to improve teacher training in higher education. All stakeholders should exchange ideas on how the training workshops should be conducted to benefit all participants. Sharing the same point of view is the suggestion that continuous training activities developed with teachers' collaboration contribute to professional development processes, and they can directly improve teachers' pedagogical practices (Melo & Campos, 2019). Regular teacher training in consultation with the participants and stakeholders can help teachers improve their teaching skills. Vilppu et al. (2019) even emphasizes that pedagogical training should be offered early in teaching careers.

Furthermore, Melo (2018) opines that only an institutional policy with financial resources, infrastructure conditions, and specialized professionals can strengthen a university pedagogy committed to training processes and teacher professionalism. The scholar postulates that universities should have a clear policy related to staff development, enough financial muscles, expertise or teacher training to improve teaching and learning. Ogunode et al. (2020) also posit that adequate funding of higher institutions will help ensure a sustainable staff training programme in Nigerian higher institutions. They further argue that funds given to tertiary institutions in Nigeria should be tracked and monitored by the various anti-corruption agencies in the country. It can be inferred that the key to teacher training in higher education is funding. Institutions of higher learning need financial support to pedagogically train their staff to improve their teaching skills, though funds should be monitored for transparency and accountability. Fernandes et al. (2023) further state that short online training programs can influence participants' interpretations of teaching and learning situations, especially when participants are not very experienced in teaching. That is, teacher development could also be enhanced by online

training. This initiative could also help improve teachers' self-efficacy, thus, better instruction and delivery of the message to students. Another advantage of online training is its cost-effectiveness. Moreover, in a study conducted at the University of Tshwane (UoT) in South Africa, participants indicated that workshops were influential in capacitating and developing academic staff in terms of technical skills (Bingwa & Ngibe, 2021).

It is also suggested that one way of enabling teacher training in higher education could be when tertiary institutions are allowed to charge tuition fees within the parameters set by the government (Ogunode et al., 2020), implying that a certain percentage of students' tuition fee could be utilized for teacher training especially the novice teachers and those without teaching qualifications. Implied is the possibility that if universities do not have enough funds, priority could be given to the two types of lecturers mentioned above. Experienced staff members within the institutions could also be used to facilitate internal staff development. Che et al. (2023) acknowledges that most professional development programmes are directed mainly at novice academics and that the middle layers of academics (such as senior lecturers, course convenors and heads of department) would benefit from capacity development.

Another initiative could be the involvement of tertiary institutions' alums to generate more revenue and incentivize them to contribute to their university endowment programmes (Ogunode et al., 2020). Inviting former students of such institutions and asking them to participate in their development could also help secure funds towards teacher training.

Research and Methodology

This study is qualitative in nature. Qualitative research is defined as an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports, and detailed views of the informants, and conducts the study in a natural setting (Creswell & Poth, 2018). In this study, the researcher has critically reviewed the literature on teacher training of lecturers for higher education to find the trend and the gap, thus creating new knowledge. Qualitative researchers also attempt to make sense of or interpret phenomena regarding the meanings people bring to them (Aspers & Corte, 2019). That is, qualitative researchers try to understand the depth of the problem from co-researchers and their views, as well as the analysis of the facts from any written material on the subject. Qualitative research allows the reader to learn something new and probably find workable solutions to a problem (Islam & Aldaihani, 2022).

Data Analysis

Data were analyzed qualitatively. Qualitative analysis can be referred to as a method to analyze a particular subject using non-numeric plus non-quantifiable indicators, behavior, and characteristics to determine its overall situation, quality, value, or any other parameter (Ahmed, 2024). Qualitative analysis also includes interpreting, identifying, and examining patterns and themes in textual data, which determine how the themes and patterns help the researcher understand phenomena more profoundly to answer questions (Islam & Aldaihani, 2022). The researcher has critically examined the literature on the phenomenon, identified patterns, categorized them into themes, interpreted them, and constructed new knowledge following Castle and Amanda's Thematic Analysis (TA) (Matthews & Ross, 2010). TA is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset (Castleberry & Nolen, 2018). The scholars further state that TA allows the researcher to make sense of collective or shared meanings and experiences by focusing on meaning across a dataset. This method, then, is a way of identifying what is common to how a topic is discussed or written about and making sense of those commonalities.

Findings and Discussions

This study explores the pedagogical training of lecturers for higher education and the strategies that could be employed to promote teacher training for effective teaching in higher education. The researcher analyzed the literature on the phenomenon. The themes that emerged from the literature are why poor teacher training for higher education, the importance of teacher training for higher education, and strategies to improve teacher training for higher education.

Why Poor Teacher Training for Higher Education?

The literature review revealed poor teacher training in higher education because of inadequate funding (Ogunode & Jegede, 2021; Ogunode et al., 2020). Many universities fail to hold staff development programmes because of financial challenges. Another reason is that in some institutions of higher learning, it is taken for granted that once an academic has a Master's degree or PhD in their discipline, they can share their knowledge and teach students with efficacy without a good background in teaching methods (Barasa, 2014). Institutions assume that they can easily pass on knowledge to students since they have enough content. On the contrary, some of them do not have teaching methods and classroom management skills because they solely concentrate on the content of their dissertations, not on how to impart that knowledge to students. The finding contributes not only to knowledge production but also to the theory underpinning this study. In cognitive theory, Bandura (1999; 1986) emphasizes that self-efficacy forms the basis for good performance. One can become confident and optimistic about one's teaching abilities if one has undergone the formal pedagogical training the study proposes. Failure to get proper teacher training and pedagogical challenges such as low motivation, low self-esteem, teaching abilities, and teaching methods could be anticipated. The analogy is consistent with the understanding that human agency is exercised through the belief in personal efficacy, which is considered the foundation of human agency (Bandura, 1999).

Benefits of Teacher Training for Higher Education

The literature-related finding related to the benefits of teacher training for higher education is that staff training in higher institutions improves employees' performance at work, updates their knowledge and their teaching skills and ensures that they can design and deliver high-quality teaching and learning experiences (Begibaevna et al., 2024; Ogunode et al., 2020; Melo & Campos, 2019; Pekkarinen & Hirsto, 2017). By implication, teacher training improves lecturers' pedagogical skills and self-efficacy. According to cognitive theory, confidence is the foundation of better performance because it enhances both lecturers' intrinsic and extrinsic motivation.

Data also revealed that universities need to improve their teacher training plans because they enhance students' learning and success, lecturers' professional skills, facilitate the development of soft skills, support interaction between lecturers and pre-service teachers and monitor their teaching process (Gumede et al., 2023; Ha et al., 2021; Sela & Harel., 2019). The literature also highlights that when academics are trained to understand the teaching methods holistically, they are better prepared to serve students (Kirk, 2020). The assertions above imply that lecturers' sharing of ideas with other stakeholders improves performance, communication, and cooperation. The analogy aligns with Bandura's principle that interaction with other people enhances performance. Furthermore, the review of literature also revealed that pedagogical training also appears to reinvigorate university teachers' commitment to continuous professional development and confidence in developing their teaching repertoire, thus improving the quality of teaching and learning (Fernandes et al., 2023; Gumede et al., 2023).

Strategies to Improve Teacher Training for Higher Education

The finding related to the strategies that could be employed to promote teacher training for higher education suggests that universities should organize the training of teachers through the implantation of new systems to improve their pedagogical skills and potential (Begibaevna et al., 2024). That is, higher learning institutions should develop new schemes, plan of work and structures that will help novice and experienced lecturers improve their teaching skills and methodologies. The literature also reveals that one way of promoting teacher training for higher education is through drawing clear institutional policies related to staff development/teacher training, securing adequate financial muscles and inviting expertise from the most experienced gurus to work-shop lecturers, thus ensuring sustainable staff training programme (Melo, 2018; Ogunode et al., 2020). Furthermore, universities should develop a curriculum to maximize professional skills, develop soft skills, and support interaction between lecturers and learners' collaboration with teachers (Ha et al., 2021; Melo & Campos, 2019). The assertion implies that teacher training should be a top priority in institutions of higher learning and should be included in the curriculum, meaning it will be planned for and budgeted for. It should not be a surprise because it involves funding, time and expertise. The finding also reveals that adequate funding of higher institutions will help to ensure sustainable staff development (Ogunode et al., 2020).

Taking the discussion further, it is discovered that tertiary institutions should be allowed to charge tuition fees within the parameters set by the government (Ogunode et al., 2020). By implication, universities can source a certain amount of money to facilitate teacher training workshops. Another suggestive finding is that institutions' alumni could be utilized to generate more revenue and give them incentives to contribute to their university endowment programmes (Ogunode et al., 2020). Former university students could play an essential part in the institutions' structures and development, including funding teacher development/training. The involvement of the alums would promote interaction, communication and working together among lecturers and the alums. The initiative is analogous to Bandura's principle that social interaction improves performance. The literature also reveals that teacher training could be enhanced by online training and workshops, which could influence capacitating and developing academic staff in terms of technical skills (Bingwa & Ngibe, 2021; Fernandes et al., 2023).

Conclusions

The study concludes that teacher training in higher education is inadequate; hence, poor student performance and teacher relationships exist. Effective pedagogical training for lecturers would improve lecturers' teaching competencies and students' performance in class. Another conclusion is that universities have insufficient funding to facilitate teacher training and short refresher courses for new and already experienced lecturers. Therefore, financial support for staff development is a requisite in higher education institutions. Furthermore, the study concludes that it is not easy to teach at institutions of higher learning without proper formal pedagogical training; it is, therefore, mandatory for lecturers to undergo formal teacher training at that level.

The study makes a theoretical contribution to academia and the world at large, especially on the research related to the limited literature on the pedagogical training of lecturers in higher education and the strategies that could enhance teachers' pedagogical abilities. It is hoped that the study will be used as a reference source for future studies and when institutions of higher learning and curriculum designers want to implement effective training of lecturers for higher education.

The study has limitations because data was only collected from the existing relevant literature. Perhaps future studies could consider collecting data from the lecturers through face-to-face interviews and focus group discussions. They could also cover the kind of training institutions of higher learning currently offer to student-teachers for higher education. Perhaps if the status quo is known, it would be easier to understand the inadequacy of teacher training for that level in depth. The study did not also cover the challenges lecturers without formal pedagogical training currently face.

The study focused on training teachers for higher education and the strategies that could be devised to improve the situation. Future studies could fill the gaps highlighted above. They could also focus on the challenges of the current training of teachers for higher education and how they could be solved.

The study recommends that institutions of higher learning should improve teacher training programmes. There should be clear policies and structures that will improve lecturers teaching methods and classroom management skills. They should also devise means of raising funds to support teacher training programmes. It further recommends that recruitment of lecturers should be improved; it should not be based on the achievement of Master's and PhD qualifications only but on the mastery of content knowledge in their area of specialization and expertise in the teaching methods for that level. The study also recommends the inclusion and involvement of the alumni and the community in the development structures of the universities as that could shape the way to the financial injection into the institutions. The interaction between lecturers and the community would promote not only self-efficacy but also good working relationships as well as willingness by all parties to perform, thus, better production. Workshops and online teacher training by experienced gurus should be implemented to improve novice and old lecturers' teaching skills, especially in the latest teaching methods. It also recommends that the government allow universities to charge their tuition fees, enabling the daily running of the institutions.

The study has contributed to the scholarship of teacher training for higher education. Why poor teacher training? What is the importance of pedagogical training and strategies that could be implemented to improve teachers' pedagogical capabilities? It has been unveiled that teacher training for teaching in higher education is poor because of a lack of funding in institutions of higher learning and poor recruitment of lecturers who do not have formal teacher training qualifications for higher education. The study recommends strategies institutions of higher education could employ to improve the situation; for example, they should have clear policies on improving teacher training programmes. They could also source funds to support the programme; they should use online teaching and their experienced lectures to hold workshops to equip the new lecturers with teaching strategies and classroom management skills. The study has also enhanced Bandura's cognitive theory to buttress that an individual's self-confidence pedagogically is the backbone of good performance because one would be highly motivated to interact easily with colleagues to share ideas and imitate good teaching skills.

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