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**Impact of University Instructors' Pedagogy Training on Career Development. A special
focus on Higher Education in Kenya**

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Abstract

Purpose: The main purpose for carrying out this study was to conduct an analysis on instructors' Pedagogy Training Program which focus mainly on promoting their career development, renewal of their institution and improvement of students' learning environments at Kenya's institutions of higher learning. The researcher sought to establish requirements needed for creating an impactful and successful teacher career progression program for university lecturers. The duration taken for such programs to be developed sought to explore underlying features and principles such a program should have and also to determine the would-be trainers of such programs.

Methodology: The study adopted a Mixed Methods Design in order to thoroughly evaluate Instructors' satisfaction with thirty-six pedagogy-based training programs which are offered in universities. The researcher discusses extensively on the training's impact and how instructors perceived their instructional practices, their career development and conceptions. The study used a questionnaire as the main data collection instrument. Its Cronbach's Alpha stood at 0.874. Through random sampling procedure, the study got the number of respondents required.

Findings: Through descriptive and inferential statistics, a thorough analysis was done whose results showed that teachers who participated in the training sessions evaluated the programs positively thus indicating that they largely achieved the learning outcomes which were intended. The study found out that 85% of the respondents were already engaged in the implementation of what they had learnt. This category indicated that their satisfaction level on the training programs' content was high and were therefore able to identify important characteristics which were needed for designing a teachers' pedagogy training program in future.

Unique Contribution to Theory, Practice and Policy: Based on the findings of the study, the study recommends that the managements of Institutions of higher learning need to be conducting administrators and teachers' capacity building seminars and workshops in future which will mainly be focusing on Technology Integration to all learning activities in their institutions. This will enable teachers and administrators to regularly coordinate, direct, and monitor instructional practices for professional teacher development and knowledge enrichment.

Keywords: *Career Progression, Pedagogical Training, Program Impacts, Teaching Practices, Instructors' Professional Development*

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INTRODUCTION

Academic staff's professional development programs need to include activities which tend to contribute towards positive experiences that are related to teaching competencies and skills as observed by CUE. (2021) and also provide a deeper reflection on the academic roles of teachers at institutions of higher education learning (Fabrizz et al., 2020). As reported by CUE (2021), teacher pedagogy in Kenya need to emphasize a shift towards learner-centered, reflective, and technology-driven instruction to support the Competency-Based Curriculum (CBC). Key findings of a study done by Hezron, R. (2021) highlight the need for improved teacher capacity in 21st-century skills, addressing misalignments between theory and practice, and reducing infrastructure disparities between institutions. There are pertinent questions which form the basis for discussing the significance of Teachers' Pedagogical Training programs in regard to enhancing high quality teaching and learning in institutions of higher education as observed by Aşkerç *et al.*, (2015).

These questions are: What are the requirements for creating an impactful and successful teacher career progression program for university lecturers? How long will it take to develop such a program? What are some of the underlying features and principles such a program should have? Who should be the trainer of such a program? In order to make pedagogical training programs effective, what are the main elements that need to be considered? How can teachers' pedagogy at institutions of higher learning contribute to their development? Other scholars such as Muammar and Alkathiri (2021) have discussed professional development programs' design and delivery of content while focusing mainly on real concerns of faculty teaching staff members who attend such career developmental programs at their universities.

Besides, another study conducted by Yürekli (2019) looked at the way instructors' pedagogical competencies affect students' perceptions on learning by focusing on the three main classroom pedagogy dimensions such as facilitation and delivery of content, communication and learner assessment. The study established that, of the three dimensions, communication dimensions had the greatest differences in results when compared with the other two. This finding is confirmed by Kalipci (2018) and a report by Government of Kenya. (2018), which stresses personal relationships and ability to communicate effectively as important qualities for all mentors in teacher professional development programs. The researcher in this study, presents an analysis of teacher's perceptions on a pedagogical program whose content was delivered to teachers at a city public university in Kenya. The researcher had two main objectives he sought to achieve: (i) to carry out an analysis of teachers' satisfaction with training on pedagogy program by focusing on how it was planned and organized, methods used to deliver its content and the overall performance of trainers; (2) the study also sought to discuss the extent to which such a pedagogy training program impacted on the lecturers of that institution especially on their practices, their perceived conceptions on teaching and their learned experiences. Regarding these two objectives therefore, the researcher sought to offer recommendations that are new to developers of pedagogical training programs, educators and stakeholders of higher education learning institutions.

Instructors' Career Progression at Institutions of Higher Education

Lecturers' Effective professional development is defined as a structured professional learning which is conducted formally and informally at institutions of higher education learning, and which enables a lecturer to get new knowledge and results into positive changes in that lecturer's teaching

skills and practice (Darling-Hammond, Hyler, and Gardner 2017). Desimone (2009) confirms the two scholars' views and goes further to point out that effective lecturer's professional development features on active learning, has a strong focus on content, provides learning time for participants which is sufficient enough, is extensively collaborative, and is closely aligned to existing policies and curricula. Pedagogy-based staff's career development at universities in Europe is quite different as it is based on various disciplines, systems, and the many types of higher learning institutions there are, as pointed out by European University Association (2019). The association argues that pedagogical staff development takes many different forms and normally varies depending on priorities of any one given institution. As observed by Noben, Deinum, Douwes-van Ark, & Hofman, (2021) this includes generally a mix of seminars, mentoring, workshops and coaching.

Besides that, this might also be on voluntarily basis or even mandatory. It must be noted that the main goal to be achieved (Elmahdi 2015) is providing required support to all instructors so that they are able to continue improving their teaching skills as they update themselves with current practices and trends at institutions of higher education learning (Noben et al., 2021). In order for institutions of higher learning to enhance high quality teaching and learning so as to effectively address challenges of learner-centered type of learning, there has always been a growing interests among-st scholars in this field as witnessed across European higher education institutions globally where promotion of pedagogical training programs is more than ever before emphasized (Gaebel 2018).

The reports obtained from European Association for Quality Assurance in Higher Education (ENQA) have provided enough evidence in regard to the significance of staff's pedagogical/career development. This association came up with guidelines and standards that are currently being used which give an assurance for Quality teaching and Learning in all universities as observed by ESG (2015). This European Association highlights the significance of supporting academic staff's professional development and support for new teaching methods and also training in new pedagogues. Literature so far gathered has also pointed out the main reasons behind higher educational institutions' need to have in place professional development programs which ensure quality in teaching, supports teacher professional development and foster a culture of continuous improvement, as well as meeting the student populations' diverse needs and gives needed support to institutional goals (Al-hattami 2013).

Despite the academics entering the teaching profession when they already have excellent knowledge of the content in their areas of specializations, majority of them do not get adequate preparation for teaching as noted by Robinson et al., (2015). Literature obtained on teachers' career development mainly focuses on several topics which include support which teachers are given at their workplaces. This gathered literature therefore calls for special attention on the fact that pedagogical training should prioritize provision of enough spaces in order for teachers to jointly reflect on the curriculum and on best pedagogical practices rather than to aim at mere techniques acquisition as observed by (Muammar 2021) and (Marques et al., 2017). These scholars maintain that mentoring and tutoring programs are also very essential in giving support to changes in teaching practices and innovations based on pedagogy.

Additionally, they are a valuable component in ensuring there is a stable teacher professional development at institutions of higher education (Kamel, A. 2016). They facilitate teachers' effectiveness in teaching, develop new teaching skills in them and enable teachers to gain new insights in teaching and learning as they make them reflect on their teaching practices (Steinert *et al.*, 2016). The main responsibility of a mentor therefore is to guide prospective teachers, encourage them in their work and give feedback on key aspects of teaching noted on the practicing teachers (Sánchez-Tarazaga 2022).

Instructors' Career Progression Programs Design at Universities

According to recent studies' review of teachers' career development models which was done by Darling-Hammond, Hylar, and Gardner (2017) and which focused mainly on the features of professional development programs' effectiveness, seven very important design elements which commonly characterize these approaches were identified and they were as follows: (1) they incorporate and integrate active learning strategies; (2) they are content focused; (3) they are capable of engaging teachers collaboratively; (4) they usefully apply effective models in practice; (5) they include time spent on feedback and personalized reflection; (6) they give expert support and mentoring skills and lastly, (7) they are of sustainable duration.

The authors of these studies have provided types of teacher development programs which result in deeper student learning, powerful professional learning and instructional improvement. They therefore conclude by saying that programs need to be linked to teachers' needs. They must make sure teachers themselves (Denard *et al.*, 2015) have the ultimate say on how the training programs need to be designed and also the type of learning activities which they need in order for them to adequately support their students to learn effectively (Faurer *et al.*, 2014). Teachers' Professional Development programs should be evaluated regularly as a way of ensuring continuous improvement of quality (Darling-Hammond 2017).

Notably, other very important issues the authors have dealt with in their literature are the extent to which these teacher career progression programs are designed, prepared and delivered. They have also looked at what really matters to the faculty teaching members of staff who do attend these training programs at their institutions which include: (1) appropriateness of the topics enshrined in the program; (2) achievement of the programs' stated objectives; (3) program's completion duration; (4) Program activities' appropriateness; (5) developers' skills in academic management discussions (6) relevance of program's set objectives and (7) developers' academic and teaching skills. They further advise that the identification of these factors is extremely important as it makes it easier for one to conceptualize and understand programs' activities and tasks which require special attention at the time when teacher career development programs are designed at faculty level (Muammar 2021). A systematically developed review done by Sanchez-Tarazaga (2022) provides summarized overview of programs and action-based activities which are developed at higher education learning institutions which are meant for new academic career/professional development.

The findings of this review show key elements required when designing and developing university induction programs that are meant for new career academics which include programs i.e; program content, program design and programme assessment as noted by Donnelly *et al.*, (2011). Meizlish (2018) suggests that, issues such as prior diagnosis, the voluntary nature of those to undertake the

program and institutional incentives need to be taken into consideration when designing the program while it is also important to consider the balance between theory and practice (Flores, & Day, 2006) when working on the program content, and its assessment activities. Equally important for consideration (Heinonen *et al.*, 2022) is support from the institution and activities which will ensure continuous improvement of the content of the designed programs and the practical implications of the program design and content (Pekkarinen, *et al.*, 2017).

Teachers' Career Development Programs' Impact in Universities

Teacher Career Progression or what is commonly referred to (Renta-Davids, *et al.*, 2016) as Professional development in universities is understood to be having an impact that is positive on the quality of teaching and effectiveness, teachers' teaching beliefs, self-efficacy, student outcomes, and a teacher's level of satisfaction at his or her place of work as observed by Vilppu *et al.*, (2019). Such programs are known to foster the well-being of teachers (Gast 2022) and their employability (Gerken 2016). The teachers' teaching which is student-centered, their reflection on teaching practice and their knowledge on pedagogy are promoted by team-based interventions according to Gast (2017).

When studies that focus on professional development initiatives or the impact of pedagogy training programs which involve only those teachers who are teaching in universities are analyzed, there is possibility of verifying that majority of the pre- and post-test surveys are mostly based on data which is collected from members of the teaching staff (Postareff 2007). Research done previously, for example, the one which was done by Postareff *et al.*, (2008) analyzed comprehensively the impact of university lecturers' training on pedagogy and mainly focused on teachers' beliefs in teaching, teachers' self-efficacy and their approaches to teaching and learning.

The findings of this study showed that training on pedagogical skills had a significant impact on scores obtained from scales that measured self-efficacy beliefs, student-centered approach to learning, and conceptual change. The study confirmed that short online training programs can influence interpretations of those teachers who participate on teaching-learning situations (De Rijdt, *et al.*, 2016) more especially when the participants are inexperienced in teaching. This therefore led to the author's conclusion that there is need to offer pedagogical training at the teaching careers' early stages (Vilppu 2019). This conclusion is supported by Odalen *et al.*, (2019) who finds pedagogy training programs to have positive effects on inexperienced teachers and further says that there is need for a policy to be put in place which will ensure these programs are made mandatory to all university teachers. They point out that this should not be regarded as an overestimation of programs' impact. In addition, Weurlander and Stenfors(2008) did a qualitative study which focused on the impact of a teacher's career development course whose findings showed that there were significant changes on the use of new teaching techniques as confirmed by Shum, *et al.*, (2021) and this thus fundamentally transformed views on learning. This was seen on the participating teachers' teaching and learning approaches as they practiced.

The researcher of this study therefore points out that, an evaluation on the impacts of pedagogical teacher training programs need to consider the fact that those teachers who participate in such programs have specific motivations, needs and interests (Stewart, M. 2014). It is therefore important to note that teachers' satisfaction with the programs' quality therefore are influenced by both the quality of the course content and the prevailing learning environments which facilitates

discussions based on their practices with fellow teachers and the trainers themselves (Trautwein, 2018). He goes a head to emphasize and recommend that such programs' quality of pedagogy used during the training need to be emphasized at institutions of higher learning and should include the teachers' perceived impacts and the conceptions they have concerning their students and learning in general (Dutt, *et al.*, 2020).

The Republic of Kenya (2018) explains that the Kenya Vision 2030 operates on three pillars, namely the social, economic and political pillars. The Social Pillar focuses on Education and Training as a primary means of upward social mobility, national cohesion and socio-economic development. To this effect, the government endeavours to review and reform the curriculum to align it to the current constitution of Kenya. The curriculum review process entails two components, the first involves curriculum digitalization, incorporation of national values, nurturing of the learners' talents and emerging issues in education.

Another component of the education reforms was the integration of Information, Communications and Technology (ICT) into the teaching and learning process. This would entail review of policy and institutional framework for ICT integration in education and technology, procurement of ICT infrastructure for schools and conducting capacity development for ICT integration. The researcher in conducting this study aimed at carrying out a thorough analysis of teachers' perceptions concerning a pedagogy training program which was being undertaken by teachers at a public institution of higher education learning in Kenya. It may be noted here that Kenya, in the recent years, has made tremendous progress in the areas of pedagogy training courses, innovative policies and teacher practices hence this study sought to investigate teacher's level of satisfaction with such courses on pedagogy and assess the teachers' conceptions, experiences and practices.

Statement of the Problem

The world we are living in, is an era of dynamic business environment and career development practices that are continuously facing a myriad of challenges. Studies that have previously been conducted by scholars such as Cartwright, (2005), Dessler, (2008) and Obwaya, (2012) have confirmed that institutions of higher learning in this century have adopted more flatter structures which are meant to make them more cost effective. The introduction of these flatter structures has significantly made managers of universities not continue promoting lecturers as stipulated in their traditional career advancement plans of job promotions and which lecturers were used to. The flattening of organization structure, according to Cartwright (2005) has made employees of many organizations have very negative perceptions towards their workplaces as well as their organizations. These perceptions are as a result of their feeling that the organizations they are working in have led to a mismatch between individual workers' career goals and the goals of their organizations.

The researcher observes that these negative employee perceptions on their organizations have made employees not perform their duties well because they lack required motivation thus leading to poor productivity, as massive labor turnover become inevitable. Many Human Resource Management practitioners in underdeveloped and developing countries that are found in Sub-Saharan Africa continue to encounter employee performance and career development practices challenges as observed by Hayes, (2015). In his study, he points out that Sub-Saharan African countries face serious economic challenges which are a result of massive labor turnover, poor

employee performance attributed to ineffective connection between training and development, career planning and employees' career advancement. This makes employees from these regions look for greener pastures in the developed nations, a behavior which significantly lead to poor organization performance.

According to Manyasi et al., (2012), Kalai & Kadenyi et al., (2009) the need for educators, curriculum developers and programme designers to rethink career development practices in Kenya especially in universities has arisen due to inadequacies experienced in career development practices in most organizations. This need is also confirmed by (Obwaya 2012) who in her study found out that academic members of staff who work at institutions of higher education in Kenya are not able to achieve their set individual career goals because they are always subjected to poor working conditions at their workplaces and are always having heavy workloads. Besides that, these scholars observed that demanding academic and clashing administrative roles have made it extremely difficult for staff to meet both university and individually set career goals. These scholars have therefore asserted that this has compromised the need to have highly developed academic members of staff who have the ability and capacity to promote their country's socio-economic development (Kalai, 2009).

While we recognize the efforts made by research scholars such as Hemmings & Kay, (2010), Gina, (2016) and Arokiasamy, (2011) who have in the past conducted their studies on staff career development and satisfaction, it is important to note that they dwelt mostly on career development and academic staff performance in the developed countries thus making it impossible to use their research findings to arrive at generalizations. Their research findings cannot be used to provide inferences as to what is happening in Sub-Saharan Africa particularly in the local Kenyan context. The researcher of this study notes that the linkage between employee performance and career development practices has extensively been explored, particularly in the private non-academic institutions as observed by Felix, (2012); Muite, (2014) and Kakui & Gachunga (2016).

Researchers such as Obwaya (2012) suggested that there was need for future researchers to carry out studies involving teaching staff members who work at institutions of higher learning in the public sector and as a result, the researcher of this study noted that a few studies conducted by Manyasi et al., (2012); Oduma & Were (2014) and Nyambura & Kamara, (2016) focused on career development and academic staff performance in Kenyan private universities. This therefore creates a knowledge and contextual gap which the current study sought to fill by analyzing the impact of lecturer's pedagogical training on career development practices in Kenyan public universities. The researcher therefore was motivated further by the fact that most of these institutions, especially the institution used for this study, have experienced a lot of brain drain in recent years.

Theoretical Framework

This study is anchored in the Theory of Andragogy which is a concept that is closely associated with Malcom Knowles (1913-1997) who was an American adult educator, academician and practitioner. Knowles developed and applied the principles of adult education commonly known as the principles of adult learning which currently is referred to as andragogy (Encyclopedia.com, 2019). It is from these principles that the theory of andragogy stemmed. The term andragogy was first coined by a German educator, Alexander Kapp in 1833. However, the concept was popularized by other scholars such as Linder and Martha Anderson in 1920 who proposed that

andragogy be adopted as the ideal approach for adult learning. As explained by Discourses on Learning in Education (2022), the term andragogy is derived from Greek words-*andr* and *agogos*, meaning “leading men.” It is used in contrast with *paid* and *agogos*, meaning “leading children,” that is pedagogy, which focuses on the approaches and principles that are specific to children’s education. Andragogy points to a mode of self-directed learning that considers adults’ desires to know why they are learning; their broad experiences and knowledge bases; their needs for high levels of autonomy in their learning; their inclination towards immediate relevance of their subject content; their preference for informal problem-solving over formal content-based learning.

In addition, andragogy provides for the adult learners’ intrinsic motivation as opposed to extrinsic, which is characteristic with pedagogy. Based on these characteristics, then andragogy is construed as a theory of teaching adults. Kenyon and Hase (2001) reiterate that in adult learning, the learner is the centre of focus, thus educators should operate within this premise. They should not really teach but instead facilitate learning. As a theory of teaching and learning, andragogy was popularized by Malcom Knowles in the 1970s, positioning it as a remedy to the inadequacies of pedagogy. He observed that pedagogy does not take into full considerations of the needs, desires and interests of the adult learner (Republic of Kenya 2022).

Knowles (1980) defines andragogy as the art and science of helping adults to learn, contradicting it with pedagogy, the art and science of teaching non-adults. Being a group of learners distinct from children, they exhibit prior learning dispositions that require the educator to employ teaching and learning strategies that are unique to such learners. This theory hence emphasizes the determination of suitable learning techniques for adults (Corporate Finance Institute, 2015). Discourses on learning in education (2022) describes the adult learner as independent and self-directed. Adult learners are a rich source for learning, thus teaching methods should be interactive. An adult learner learns what they want to know, thus learning programmes are organized around life application. Learning experiences should be based on the learners’ prior experiences since they are performance centred in their learning.

Expounding on Knowles’ first principle, Rachal (2002) contends that adults learn because they understand the relevance of their education. If they don’t learn, it could cost them, for instance failure to be promoted or inability to cope with the modern trends and challenges in their careers. University lecturers would always prefer training courses which, upon their completion, the certificates they get can enable them promotions and salary increments. They therefore voluntarily decide to enhance their skills and knowledge without compulsion. Adults must hence be an integral part of the development and implementation of the curriculum as well as the evaluation process. This would provide an opportunity to design learning materials, learning activities and assessment procedures based upon the needs and wants of the adult learner. Besides being goal oriented, Pappas (2013) further argues that there should be a clear system of adult learners gauging their learning progress. An adult learning programme should then allow learners to apply their learnt knowledge and skills to their jobs or enable them to overcome the challenges hindering their work performance. It is therefore based on this understanding that the researcher of this study found this theory very suitable to the study as it focuses on university lecturers’ pedagogy training on their career development. The theory directly addresses very well the methods that need to be used in Instructors’ Career Development Training Programmes where in this case lecturers who are adults are the trainees.

METHODOLOGY

The researcher in this case study is giving a report on a public educational higher learning institution which is located in the capital city of Nairobi in Kenya. Faced with challenges of pedagogy and other teaching staff demands, the institution in 2017 created a center for excellence (CET) in teaching whose aim is to give support to teaching staff's development, have in place pedagogical resources, provide for teachers' pedagogical training and ensure enhanced teaching quality as well as the dissemination of best practices in teaching at the university (Fernandes et al., (2018).

The study therefore focuses on pedagogical training programs development for teachers who teach using diversified teaching-learning methodologies such as flipped classroom type of learning, project- based learning and also team-based learning, among others. In academic year 2023/2024, the university which was used for this study organized its first pedagogical training program and started to implement it. A designed online short survey was made available to teachers. This was intended to collect data from them concerning teaching methods which they were using at that time, and their training needs prevalent at that time. To get the needs assessment and context analysis needed in developing a teacher training program that is aligned to academic staff members' teaching needs, the information which was to be obtained from this survey was quite essential.

The training programme focused on the five different teacher training modules with each being given a 12-hour duration. These modules were Flipped Classroom; Project-based Learning; Curriculum Development for Course Coordinators; Team-based Learning and Scholarship of Teaching and Learning. Afterwards, the researcher introduced some changes on the duration and the format he used in the academic year 2023/2024 which were based on the feedback given by those who participated in teacher training programs previously. This resulted into a much greater themes diversity. Ten (10) training modules were made available to teachers with each module being given a time frame which varied from between 2 to 9 hours. The researcher in this study at two different occasions used two questionnaires that had items which focused on evaluating the satisfaction of teacher participants who were taken through courses on pedagogy training and items which aimed at making an analysis on the impact of pedagogical training programs on teachers' conceptions, experiences and practices. There were open-ended questions for participants to give their comments based on these suggestions.

Through an informed consent, participants who had been informed about the aims of the survey and had their anonymity and confidentiality assured by the researcher appropriately provided authorization to their participation in the study. This is to say therefore that the participants' involvement in the study was voluntary hence no participant was compensated. Quantitative and qualitative data collected were analyzed descriptively where, by using IBM-SPSS 22.0, the researcher calculated means, percentages and standard deviations. After this was done, the researcher sent the questionnaires through participants' email addresses shortly after they were through with each training module.

FINDINGS

Qualitative and quantitative data which was collected and analysed thereafter is hereby presented by the researcher:

Quantitative Data Findings

Table 1 given below presents detailed findings of the study which were based on Teachers' Satisfaction with training on Pedagogy Programs and which therefore were obtained when training sessions came to an end in the academic years 2023/2024 and 2024/2025.

Table 1: Teachers' Satisfaction with Pedagogy Programs used in the Training

SN	Activity Description	1%	2 %	3%	4%	5%	Mean	Std. Deviation
1	Organization of the training Program i)Contents which Teachers were taken through in the training sessions were adequate and quite relevant	0	2.0	6.1	32.7	59.2	4.49	0.71
	ii)Training Programs' set objectives were successfully achieved	0.7	2.7	13.0	34.2	49.3	4.29	0.85
	iii)Available resources for use during the teachers' training sessions were enough.	0.0	1.4	9.6	33.1	55.9	4.43	0.72
2	Teaching Methods/Approaches used during Teacher training Sessions i)Activities which were developed during my training sessions will be extremely useful later in my teaching practices.	0	5.5	11.6	41.1	41.8	4.19	0.85
	ii) I was an active participant in developing suitable Training Programs' activities meant for participants.	0.7	0	9.7	37.9	51.7	4.40	0.72
	iii) All activities which were developed for the training Programs were sufficient for use by all teachers who participated in the training.	0.7	2.8	13.2	35.4	47.9	4.27	0.85
3	Teacher 'Trainer's performance during the training sessions i)Trainer's performance during training sessions met my expectations	0	0	9.0	24.1	66.9	4.58	0.65
4	Overall Teacher Trainees' satisfaction i) I am generally satisfied with the final result from the training sessions I participated in.	0.7	2.1	8.9	33.6	54.8	4.40	0.79

As noted in Table 1, participants did the overall evaluation of the organization of the training programs very well, especially where almost all participants agreed that the content of the teacher training programs explored during the training sessions were quite relevant thus representing 91.9% of the respondents used for the study. Besides, participants representing 89% agreed that the resources which were made available for use by teachers during the training sessions were

sufficient while 83.5% of them said that the goals which were set to be achieved were accomplished.

Additionally, data obtained from open ended questions in the questionnaires indicated that through those training sessions, participants acquired new knowledge concerning active learning frameworks/strategies and thus were able to explore different teaching strategies. While participants who formed 89.6% confirmed that the programs' activities, learning resources and methodologies trainers used during the training sessions to deliver their content were appropriate, 82.9% of them said the training activities were very useful for their future teaching practice. Participants representing 89.6% confirmed that they actively participated during the training sessions thus making the interaction quite educative and motivating.

Participants who formed 83.3% confirmed that, according to their own assessment, the training activities were adequate enough while 91% of them agreed that trainer's performance was also good and that they met the required standards hence their expectations were met. It is also worth noting that 88.4% admitted that the training sessions were successful and that they were satisfied with the significance of the content delivered to them during that time. Concerning the teachers' perception on the Impact of the Pedagogical Training sessions, the researcher found out that teachers had a positive perception towards it and that they were confident they had attained the competency required in making them play their professional roles in their teaching practices (Jääskelä, et al., 2017 & Bonwell, 1991) as shown in Table 2 given below.

Table 2: Perceived Impacts of Training

SN	Activity Description	1 %	2 %	3 %	4 %	5 %	Mean	Standard Deviation
1	a) Teacher Trainee's Teaching experience							
	i) I am confident that I now have pedagogy skills and competencies required in order to play my roles as a lecturer.	0	2.8	8.3	58.3	30.6	4.17	0.70
	ii) My confidence in playing my roles as a lecturer has greatly increased as a result of this Teacher Training.	0	19.4	16.7	27.8	36.1	3.81	1.14
	iii) This teacher training has usefully improved my my teaching practice as a professional teacher.	0	2.8	25.0	33.3	38.9	4.08	0.87
	iv) My professional development has greatly improved as a result of my active participation in the training sessions.	0	11.1	25.0	25.0	38.9	3.92	1.05
2	b) Difficulties and Challenges faced when Implementing Pedagogical Changes							
	i) As a Teacher, I had difficulties in implementing newly learned pedagogy skills in teaching my curricular unit.	16.7	36.1	22.2	13.9	11.1	2.67	1.24
	ii) In order for me to adequately implement newly acquired pedagogical strategies, I need more support.	11.1	33.3	27.8	13.9	13.9	2.86	1.22
3	c) Perceived Pedagogical changes in practice and Conceptions.							
	i) I am now capable of implementing my learned new pedagogy skills in my curricular unit because of my participation in this teacher training program.	2.8	16.7	25.0	33.3	22.2	3.56	1.11
	ii) I am fully satisfied and contented with the results I attained while implementing new pedagogy skills in my teaching career.	8.3	5.6	30.6	30.6	25.0	3.58	1.18
	iii) My Participation in this Teacher training greatly helped me in questioning myself on our accustomed traditional conceptions which we apply in our classroom teaching and learning activities.	5.6	11.1	16.7	47.2	19.4	3.64	1.10
4	d) My willingness to Change my approach to Teaching							
	i) As a result of the training, I feel motivated and thus can participate in similar future pedagogy training sessions.	0	5.6	5.6	27.8	61.1	4.44	0.84
	ii) My participation in the teacher training program made reflect on my practice as a professional teacher.	0	5.6	11.1	27.8	55.6	4.33	0.89
	iii) I am willing and ready to implement new pedagogy skills in the unit which I teach.	0	8.3	19.4	47.2	25.0	3.89	0.89

When the researcher sought to establish whether respondents of this study experienced any difficulties as they implemented pedagogy skills they had learned during the teacher training programs, majority confirmed that difficulties experienced were minimal while a few of them representing 13.9 % agreed as 11.1% of them totally agreed there were such difficulties. This therefore supports the view that there is need for policy makers and program developers to consider giving support to the implementation of strategies taught during teacher training sessions (Jääskelä, et al., 2017 & Bonwell, 1991).

Despite most respondents indicating that they were willing to change after undergoing the training, respondents who formed 25% decided to remain neutral thus leading to a suggestion that they may have been experiencing problems in pointing out what in the actual sense could be considered as changes. These findings largely give support on how teachers perceive themselves regarding how they get satisfied with the implementation of changes, as respondents who formed 30.6% were neutral on this aspect. Respondents who represented 61.1% indicated that they were highly motivated to learn more and improve their teaching skills. Besides, they showed their willingness to participate in such training programs in future. Additionally, respondents who formed 27.8% and 55.6% agreed and totally agreed respectively that teacher training programs significantly enabled them to perceive their future pedagogical practices differently.

Findings of Qualitative Data Collected and Analysed

Qualitative data which the researcher obtained from responses to the questionnaire's open-ended questions were subjected to a thorough content analysis based on the principal and recurring topics which were identified by respondents as advised by Bardin (2011). Given in Table 3 below is a summary of positive aspects of the teacher-pedagogy training program and the respondents' suggestions which they gave on how they can be improved, their implementation in the various organizations and how the teacher training program can be delivered.

Table 3: Categories that Emerged from Qqualitative Data Analyses of Conducted Surveys

SN	Category	Observed Positive Aspects	Suggestions for Improvement
1	Training Program's Organization	<ul style="list-style-type: none"> • Contents of the program were seen to be containing valuable knowledge that focused on active learning approaches, development of new skills and deepening of learning experiences. 	<ul style="list-style-type: none"> • More time be allocated for the Training Programs to be more impactful <p>To enable enough time for participants to examine and also practice; Ensure flexibility of calendar of sessions so as to include non-lecture periods.</p> <ul style="list-style-type: none"> • Participation in various training levels be strictly mandatory or voluntary. . • Determine the Minimum and Maximum number of those participating in those training programs.
2	Training Program's Content Delivery	<ul style="list-style-type: none"> • Participants' Free Interactions; Sharing of Ideas & Experiences; Meaningful discussion; Internalized reflections/dynamics and Cordial relationships among-est peers. • Enhanced Practical component (applicability of the contents learned to classroom contexts was noted) • Good External Trainer's Performance (quality of performance noted, trainer/trainee relationship enhanced) 	<ul style="list-style-type: none"> • On the Practical Component of the program, it is observed that it is necessary to have many examples from various fields and their applications to specific contexts.

Positive Aspects of the Training Program

In this study, the researcher observed that applicability of the content of the Teacher Training program is the most positive aspect on the questionnaire's open-ended questions which focused on the methodologies used in the training. A number of the study respondents said that there was a possibility of participants of the training applying what they learned as teachers in the training in the units they teach at university in their next academic year. They continued to say that there were indications that each one of them now had greater opportunities to reflect on their teaching and learning roles, initiate healthy discussions among-est themselves on how to improve their instructional skills and share ideas among-st peers.

Respondents noted that the training programs' proposed activities were clearly sufficient as they were able to do an analysis of the learned skills and feedback qualitatively. This was a clear indication that there were shared participant reflections on their teaching experiences and sharing of participants' new ideas and experiences as well as a healthy exchange of learned skills. Training sessions gave them an opportunity to think critically and enhance meaningful engagements among themselves in future. Besides, they observed that trainers were competent enough and that their content delivery and communication skills during training sessions met their expectations as trainers were available and had the ability to link the sessions to teachers' needs and interests.

Suggestions on how to improve Future Programs

This investigation sought respondents' suggestions on how best future teacher training programs can be improved and in their response, they said that time taken during training periods need to be looked at so that it is made shorter or longer depending on the programs' content and scheduled activities. The maximum number of participants in the training need to be determined, for example a maximum of 50 (Lima, *et al.*, 2019). Besides, they also suggested that different levels of training such as basic, intermediate and advanced be established as observed by Fernandes (2019).

Findings from participants' analyzed responses on the challenges and difficulties which they faced as they implemented pedagogical changes indicate that, they needed support from their institutions so that they would be able to make simulation games, videos for classes, develop and acquire material resources needed for pedagogy training such as classrooms that are equipped with video technical resources and those with good sound. Respondents further suggested that supervision by trainers during training sessions be intensified.

Trainees need to have trainers' contacts so that they could be contacting them whenever they needed any assistance. Though they said the training was interesting, they suggested that it needed to stop being generic and be made to focus more on different scientific domains that are based on trainees' diverse pedagogical needs, opportunities and interests. This suggestion meant that teacher trainees needed some assistance which could enable them to translate learned outcomes of training sessions into adjustable practical strategies that are needed in their pedagogical classroom realities. As a way of making them benefit more from teacher training sessions, participants expressed their need to be incorporated into supervision or individual mentoring programs. Through a written narrative, external pedagogical program trainer's feedback which was collected and analysed by the researcher showed that there was need to rethink certain issues which focus on the manner in which future trainee programs' content and sessions will be organized such as:

- i) The need to consider inviting and fully involving faculty members of staff in organizing trainees' training sessions as a way of sharing their expertise.
- ii) Make sure there is provision of support to faculty staff that is set to implement new pedagogy approaches.
- iii) Ensuring that at the end of each training session there is a thorough online or onsite evaluation of what was learned during training sessions.
- iv) Make sure there are follow-up sessions after any given training in order to enable trainees have deeper understanding of the impact of the training sessions themselves as well as the impact of the implementation of the new approaches acquired.

DISCUSSION AND CONCLUSION

The researcher in this study aimed at carrying out an analysis on teacher satisfaction study which was conducted at a Kenyan public university within the academic years 2023/2024 and 2024/2025 which focused on two pedagogical training programs. The study did a thorough analysis on the training sessions perceived impacts in relation to their practices, experiences and conceptions. The study participants' responses on the study's first question which sought to establish teacher trainees' satisfaction with the pedagogical training program that was offered at the university

showed that there was a very high level of satisfaction when all items used in the programs were considered and evaluated especially those that were focused on the performance of the trainers.

Participants indicated that the contents of the programs were quite relevant and strategies the trainers used were found to be adequate enough. This therefore confirmed that active participation of teachers in the training was highly enhanced. Besides that, the researcher of this study notes that the results obtained confirmed that, for a teacher professional development program to be effective and have a desired impact, there must be provision for a timely feedback; internalized reflection, teacher-collaboration engagements and teachers' ability to apply active learning strategies learned in all training sessions as observed by Darling-Hammond, Hyler, and Gardner (2017). Qualitative data collected and analyzed showed that the opportunity for the teachers to share their experiences and healthy interactions among-st peers were revealed as the most positive aspects of the training programs.

Teachers who were asked to show how in their teaching practice they applied activities which were developed during the training sessions indicated that there was a lower level of teacher satisfaction which therefore made the researcher of this study believe that teachers lacked sufficient time to apply all they had learned during the training sessions. It therefore goes without saying that there is need for developers of teacher training programs to give special attention to the significance of coming up with a sustainable teacher development program that fully meets the needs and interests of all participant teacher trainees (Jääskelä, et al., 2017 & Bonwell, 1991). Further, the researcher observes the need also to provide greater support and consistent coaching to teachers after the training sessions as recommended by Darling-Hammond, Hyler, and Gardner (2017). Future teacher Training Program developers further needs to focus mainly on post-training teacher supervisions and mentoring services, and these should be done by education experts or peer-based teacher mentoring groups as observed by Gast (2017); De Lange (2020) and Petersen (2014).

Concerning the study's second question whose aim was to do an analysis on whether participants of the pedagogical teacher training programs had a positive impact on their professional development, contextualized conceptions, and on their teaching practices, analyzed data collected showed that perceived impacts were not significantly positive. This is especially when compared to the overall participants' satisfaction immediately after the training programs' sessions were concluded as results indicated that their satisfaction level ranged between medium to medium-high. Although teacher trainees who participated in the training sessions indicated that they were highly motivated to learn and reflect on their professional practices, their responses in regard to their perceptions on effective implementation of change were significantly negative, meaning, they felt the training sessions did not make them competent enough to implement in their universities what they had learned. They lacked enough self-confidence and competence which could be as a result of the fact that the pedagogy training sessions were held only for a short period of time and that there was lack of individualized teacher -trainer or peer support or meaningful teacher-mentoring needed for the implementation of new strategies in the classroom as observed by Gast (2017) and De Lange (2020).

Despite the findings indicating that perceptions were positive, we note here that changes in the perception of teachers' self-confidence and competence were found to be modest also and this could be attributed to the fact that the training sessions took only a very short period. Besides that,

the absence of peer or individual mentoring on the part of the implementations of new strategies in classroom environments is also thought to have caused the moderateness of the teachers' self-confidence (Darling-Hammond et al., 2017). Despite teachers valuing the training and having satisfaction in them, it may be understood that something more, like having a closer relationship on supervision and modelling which is closely followed with reflection especially in the initial teacher training, need to be given consideration as observed by *OECD TALIS (2019)*. This study's main focus was on respondents' (Teachers') self-reported perceptions they had on how impactful the teacher training sessions were on their classroom-based practices and therefore it never evaluated the effectiveness of the pedagogical transformations or any other informant information, for example, students' surveys and peer observation which in future might be valuable.

The third and last research question sought to establish characteristics behind a successful pedagogical training program at institutions of higher education. The question provided a set of recommendations which could be very useful to stakeholders and education officials, especially on the approaches they use when designing programs meant for teachers' professional development. Therefore, the principles and characteristics which underlie a teachers' successful pedagogical training program in higher education are as summarized below:

- Such programs' developers should mainly focus on the relevance of the topics to be discussed during training sessions. They must make sure learning materials to be used by trainees are adequate and that the objectives to be achieved are very clear.
- Program trainers, by use of a wide variety of pedagogical strategies, need to ensure that they actively engage teacher participants in topic-based discussions to make them understand the content of the training program and enhance their teaching methodology skills.
- Designers of the teacher training programs need to carry out a thorough needs assessment before the start of any such training so that they can design programs that meet the needs and interests of participants and thereafter the training carry out an evaluation of the impact of the pedagogical training on teachers' practices and conceptions. To demonstrate this, trainers need to come up with initiatives which stimulate the development of research on teaching practice, those that strengthen the teachers' confidence and build a community of practice that can provide opportunities for individualized coaching or mentoring.

Teacher Training Program developers also need to identify the type of training which will bring about teachers' satisfaction and create a long-lasting impact on participants' conceptions, their professional practices and that which will enhance their willingness to change. Besides, teacher professional development programs should mainly focus on teachers' previous knowledge and the learning experiences they already have without forgetting their specific needs and interests for the training as observed by Desimone (2009).

Teachers' needs may vary depending on one's self-confidence, the length of experience, their professional roles and mastery of studies, among others. Further, program developers need to create favourable conditions for effective professional development programs (Darling-Hammond 2017). Though this might be challenging, it is absolutely a necessary task for higher education learning institutions as explored in this paper and seen previously. The limitations of this study

which were experienced by the researcher as he was in the process of collecting data based on the participants' academic and personal background information somehow inhibited further quantitative analyses and the exploration of the influence of participants' departments, their teachers' teaching experiences, their perceptions on the training received and types of courses they taught.

The researcher of this study thus recommends that other researchers can carry out detailed studies on these areas in future. He further suggests that there is need for future researchers also to consider studies with peer and self-evaluation especially on trainers, heads of departments, students, pre/post designs and in-depth follow-up interviews. This is important as they will evaluate their effective impacts on teachers' practices such as, their professional identity, their conceptions and the value of teacher trainees' active involvement in the learning process. The researcher also recommends the need to study these areas in details in order to fully understand them and provide empirical evidences on the conceptual underpinnings of the training programs as observed by Gibbs (2004), their purposes and models of professional teacher development programs which are developed by the centers for teaching and learning (Pill 2005 & Almeida 2021). On the other hand, the researcher further notes that such studies in future should also include qualitative data from the observation of the dynamics which are established among-est participants themselves during teachers' pedagogical training sessions. Change laboratory intervention methodology and action-based research can be useful as it will monitor closely future moments of the teachers' professional development. Also to be evaluated extensively in future are satisfaction results and other personal attributes such as values and motivations which are always strongly contextualized either by organizational culture or by personality characteristics.

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