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Pedagogical Training and the Development of Professional Postures among Newly Recruited University Teachers: A case study from Algeria

Mostafoui Ahmed
University of Ibn Khaldoun-Tiaret- Algeria
Ahmed-mostefaoui@univ-tiaret.dz
Mokhtari Fatima Zahra
University of Ibn Khaldoun- Tiaret– Algeria
fatimazahra.mokhtari@univ-tiaret.dz

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Corresponding author : Mostafoui Ahmed

Keywords

Socio-constructivism; Teacher training; Teaching perspectives; Pedagogical support; Higher education; Metacognition; Reflective practice

Abstract

The professional development of university teachers has become a major priority in higher education, driven by pedagogical reforms, digital transformation, and evolving expectations regarding teaching and learning. Despite increasing attention to pedagogical training, little research has examined its impact on newly recruited teachers' instructional perspectives and professional postures in Algeria. This study addresses this gap by investigating the influence of a structured training programme on the teaching perspectives, professional postures, and pedagogical beliefs of newly recruited teachers at Ibn Khaldoun University of Tiaret during the 2024–2025 academic year. Grounded in a socio-constructivist framework, the research examines changes observed during the 2024–2025 training cycle through a convergent mixed-methods design. Quantitative data were collected from 100 participants through pre- and post-training Teaching Perspectives Inventory (TPI) administrations, while qualitative insights were obtained from post-training questionnaires completed by 61 participants. The findings reveal a significant shift from transmissive conceptions of teaching toward more learner-centred and reflective approaches, with Nurturing and Apprenticeship perspectives predominating. Participants reported stronger alignment between learning objectives and instructional practices, increased confidence, and greater intention to foster students' reasoning and autonomy. However, persistent tensions emerged between innovative pedagogical intentions and institutional constraints, particularly assessment pressures and difficulties in transferring training outcomes to classroom practice. The study underscores the transformative potential of sustained pedagogical training while emphasising the need for institutional conditions that support the implementation of new practices. It contributes empirical evidence on the usefulness of the TPI for assessing training effectiveness in a new higher education context and offers insights for policy and practice in comparable settings.

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Mots clés

Socioconstructivisme ; Formation des enseignants ; Perspectives d'enseignement ; Accompagnement pédagogique ; Enseignement Supérieur ; Métacognition ; Pratique réflexive.

Résumé

Le développement professionnel des enseignants universitaires est devenu une priorité cruciale dans l'enseignement supérieur, porté par les réformes pédagogiques, la transformation numérique et l'évolution des attentes en matière d'enseignement et d'apprentissage. Malgré l'attention croissante accordée à la formation pédagogique, peu de recherches ont examiné son impact sur les perspectives didactiques et les postures professionnelles des enseignants nouvellement recrutés en Algérie. Cette étude comble cette lacune en examinant l'influence d'un programme de formation structuré sur les perspectives d'enseignement, les postures professionnelles et les croyances pédagogiques des enseignants nouvellement recrutés à l'Université Ibn Khaldoun de Tiaret au cours de l'année universitaire 2024-2025. Ancré dans un cadre socio-constructiviste, la recherche étudie les changements survenant au cours du cycle de formation 2024-2025 en utilisant une méthodologie mixte convergente. Des données quantitatives ont été recueillies auprès de 100 participants par le biais d'administrations du TPI (Teaching Perspectives Inventory) avant et après la formation, tandis que des données qualitatives ont été obtenues à partir de questionnaires post-formation renseignés par 61 participants. Les résultats ont révélé un changement significatif, passant de conceptions transmissives de l'enseignement à des approches davantage centrées sur l'apprenant et réflexives, avec une prédominance des perspectives d'Accompagnement et d'Apprentissage. Les participants ont fait état d'un meilleur alignement entre les objectifs d'apprentissage et les pratiques pédagogiques, d'une confiance accrue et d'une plus grande intention de favoriser le raisonnement et l'autonomie des étudiants. Cependant, des tensions persistantes sont apparues entre les intentions d'enseignement innovantes et les contraintes institutionnelles, notamment les pressions liées à l'évaluation et les difficultés à transférer les acquis de la formation dans la pratique de la classe. L'étude souligne le potentiel transformateur d'une formation pédagogique soutenue, tout en mettant l'accent sur la nécessité de conditions institutionnelles favorables à l'application de nouvelles pratiques. Elle apporte des preuves empiriques sur l'utilité du TPI pour évaluer l'efficacité de la formation dans un contexte d'enseignement supérieur peu exploré, offrant ainsi des pistes de réflexion pour les politiques et les pratiques dans des contextes similaires.

1. Introduction

In Algeria, as elsewhere, higher education is undergoing profound transformations driven by digitalisation, innovation, and evolving societal expectations. The integration of digital technologies has disrupted established teaching structures and professional practices. While the dematerialisation of learning environments has paradoxically renewed attention to the human, reflective, and active dimensions of teaching (Deschryver & Lameul, 2016). In this context, teaching competence can no longer be limited to

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disciplinary mastery, but must also encompass pedagogical expertise, adaptability, and reflective capacity. In Algeria, many existing researches often focus on teaching methods, competencies, or institutional reforms, while giving less attention to the reflective, metacognitive, and socio-constructivist dimensions of professional identity construction. Furthermore, few studies have investigated the long-term effects of pedagogical training initiatives on university teachers' perceptions of their roles and their transition from knowledge transmitters to learning facilitators (Stes, A., et al. 2022; Murtonen et al., 2022).

This evolution challenges the habitual representation of the teacher as a simple transmitter of a lesson and aligns with a socio-constructivist paradigm in which professional development becomes a core component of the academic career. Teaching professionality requires active individual and collective engagement in the analysis and development of competencies. However, the implementation, dissemination, and institutionalisation of effective teaching practices remain constrained by social, professional, and organisational obstacles.

Consequently, universities are increasingly encouraged to develop mentoring and training initiatives.This study examines the role of structured training and mentoring for newly recruited teachers at the University of Tiaret. Grounded in an activity-centered and reflective approach, the training program implemented at the University of Tiaret aims to foster sustainable changes in teaching practices by articulating training, work activity, and reflection on action. It is based on the assumption that pedagogical transformation depends not only on skill acquisition but also on the evolution of teachers' underlying beliefs and representations that guide teaching practices.

Guided by the hypothesis that targeted training interventions promote more conscious, reflective, and learner-centered teaching, the study investigates changes in novice teachers' pedagogical postures and practices. A mixed-methods design was adopted, combining a post-training questionnaire with the Teaching Perspectives Inventory (Pratt & Collins, 2002), to analyse the evolution of pedagogical representations over one academic year (December, 2024 to June, 2025) of professional development. The obtained results point to a growing willingness among participants to move away from traditional conceptions and to adopt a more reflective and autonomous professional stance.

2. Literature review

2.1. Algerian context

Between 2018 and 2024, Algerian universities recruited over 15,000 teachers during a period of major expansion in higher education. However, this rapid growth has exposed a serious vulnerability: a vast majority of these new academics entered the profession without systematic pedagogical preparation, revealing a profound gap between disciplinary expertise and teaching competence. This deficit not only challenges the quality of instruction but also accentuates the urgent need to make pedagogical training a central pillar of academic career development.

The situation became even more pressing during the crisis of COVID-19. The sudden change to remote learning accelerated the integration of digital technologies

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(Boutarfa Rochdi et al, 2024) and starkly revealed the structural weaknesses in teachers' readiness. In response, national reforms have prioritised the integration of ICT into higher education. According to Bouamra and Mankour (2010, as cited in Slimani & Bentahar, 2019), Algeria's strategic objectives for higher education include enhancing learner autonomy, expanding distance education, and promoting online pedagogical interaction. The Ministry of Higher Education and Scientific Research (MESRS) has provided continued endorsement for these goals and for the digital development strategy launched in the early 2000s. Concurrently, the modalities of professional development have evolved, with continuing training programs increasingly delivered online, fundamentally redefining how teacher support is provided.

Despite these significant top-down reforms and infrastructural investments, their effective impact on everyday teaching practices and the professional development of individual instructors remains largely underexplored. As noted by Ghouati (2019), the broader call for professionalisation in Algeria requires a structural transformation of the university's relationship with the socio-economic world, advocating for more contextualised training and curricula aligned with employment realities. However, the empirical literature gives limited evidence of how such professionalisation initiatives influence the pedagogical beliefs and teaching postures of newly recruited university teachers.

2.2.Teaching at university

A central issue related to teaching at university is how one transitions into the role of a higher education teacher and what drives this shift? Research suggests that this transition is influenced by the quality and structure of training programs, as well as the support provided to newly recruited teachers. Haddab (2007) argues that the recruitment and development processes of Algerian university teachers have not sufficiently fostered the emergence of a large body of academically and pedagogically recognised faculty members. (Haddab, 2007, p. 51-60).

His research indicates that teaching in higher education remains predominantly shaped by a traditional paradigm, where students are primarily viewed as passive recipients of knowledge. Nevertheless, as highlighted by Mateus de Almeida et al. (2022) and Postareff et al. (2023), participation in formal pedagogical development programs prompts educators to critically examine their own teaching assumptions. In turn, they become more inclined to embrace learner-centered methodologies and to apply strategies that improve student outcomes.

2.3.Rationale for the Research

This study emerged from the authors' long-standing involvement in the training of newly recruited university teachers, drawing on their expertise in didactics and pedagogy to develop shared theoretical and methodological frameworks at the institution. This study is situated within research on higher education pedagogy that focuses on teaching practices and professional

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postures in contexts of change and professional development. (Albero, 2011, Heinonen et al., 2023).

While teaching practices have been widely examined, the concept of professional posture is always insufficiently theorised despite its frequent use (De Ketele, 2010). Following Lameul (2016), we conceptualise posture as the articulation between teachers' conceptions of teaching and their ways of positioning themselves as professional actors, particularly within hybrid training contexts.

Previous research has shown that teachers' beliefs do not always translate into classroom practices, particularly when institutional and contextual constraints encourage a return to teacher-centered approaches (Makhsum & Mawarpury, 2016). Studies by Kelchtermans (2009) and Wolfs et al. (2010) further emphasise the role of subjective educational theories, interpretative frameworks, and reflexivity in shaping professional action.

In this context, the present study seeks to answer to the need to better understand the transformation of teachers' professional postures in higher education. It explores the relationship between beliefs, practices, and contextual factors and seeks to contribute to teacher professionalisation and sustainable pedagogical transformation in higher education.

2.4.The Concept of Posture in Teaching

Although frequently used in educational research, the concept of posture remains difficult to define precisely (Lameul, 2016). In Francophone scholarship, it refers to the articulation between teachers' conceptions of teaching, professional beliefs, and ways of positioning themselves within pedagogical situations, making it a key variable for analysing teacher development in innovative or hybrid contexts (Charlier, Deschryver, & Peraya, 2006).

Following Lameul (2006), posture may be undesrtood as the means by which teachers turn their beliefs and intentions into professional action, while also making meaning of their pedagogical role. It also includes the situational and attitudinal system in which professional acts occur, including cognitive, affective, and behavioural dimensions (Vallerand, 1997). This multidimensional understanding of posture resonates with Bourdieu's (1987) notion of *habitus*, understood as a set of durable dispositions structuring action and perception through both internalised values (*ethos*) and embodied dispositions (*hexis*).

2.5.Conceptions and Beliefs

Teachers' actions are guided by implicit beliefs and conceptions that form a personal interpretative framework (Kelchtermans, 2009; Almeida, Viana, & Alves, 2022; Rodgers et al. 2022). It is crucial to distinguish beliefs from knowledge.According to Heinonen et al. (2023), beliefs contain affective and evaluative components, act as filters for information, and are powerful influencers of teaching practice. Professional posture is

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the integrative construct that expresses this complex system, making its study essential for understanding professional development.

These conceptual dimensions are reflected in teachers' classroom practices and professional positioning, understood as the integration of methods, beliefs, and role conception. The literature approaches this posture through closely related concepts that help explain the evolution of teaching practices, particularly in contexts of institutional and technological change.

Teaching styles refer to teachers' recurring teaching behaviours in the classroom. Shaped by pedagogical conceptions, they bring together stable individual characteristics and adjustable responses to situational demands (Ryans, 1960). As direct expressions of teachers' role perceptions, these styles structure relationships with students and content, thereby influencing engagement and motivation.

Teaching perspectives provide the belief systems that justify and orient pedagogical action. Pratt (2002) defines teaching perspectivesas an interconnected system of beliefs and intention. A view consistent with Lameul's (2006) conception of posture that manifests a psychological state constructed from beliefs and intentions.

The Teaching Perspectives Inventory (TPI) maps out five philosophical orientations — each one reflecting a different conception of what makes a teacher (Pratt, 2002):

- **Transmissive**: The teacher with his authority acts as a presenter, responsible for delivering content and directing the learning process.
- **Apprenticeship**: The teacher has the role of a master practitioner, demonstrating tasks and coaching learners as they enter authentic practice.
- **Developmental**: The teacher leads learners toward more sophisticated thinking and encourages deeper qualitative shifts in how they understand content.
- **Nurturing**: The teacher acts as an encouraging but rigorous mentorwho valueslearners' confidence and self-perception as they grow.
- **SocialReform**: The teacher functions as a change agent,shaping modeling experiences to promote broader societal transformation..

These perspectives illustrate the diversity of pedagogical intentions underlying teaching practices, aligning with Paquette's (1985) view of pedagogical intervention as a voluntary act oriented toward learner development. Taken together, they illustrate the various ways teachers make sense of their professional role and shape students' learning, with approaches varying from transmitting content to transformative objectives centered on personal and social change.

2.6.The Evolution of Teaching Posture

The theoretical orientation adopted in this study conceives teaching as a dynamic process of professional development rather than an innate attribute. According to

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Heinonen et al. (2023) and Murtonen et al. (2022), teachers move away from a transmissive role and adopt a reflective approach that centers on the effectiveness of their instruction on student learning. Such transformations are often triggered by classroom difficulties and engagement with pedagogical innovation.

This individual pedagogical transformation also reflects broader reforms in higher education, notably the shift from an instructional to a learning paradigm associated with the Bologna Process. Research on teachers' experiences of change supports this perspective. According to McKenzie's findings (2003, as cited in Åkerlind, 2007), university teachers' development may evolve from a focus on improving teaching efficiency toward a stronger emphasis on student learning. Together, these studies highlight a key dimension of professional development: The evolution from transmissive to learner-centered and reflective teaching can be conceptualised as a developmental trajectory. This trajectory of pedagogical transformation is summarised in Figure 1.

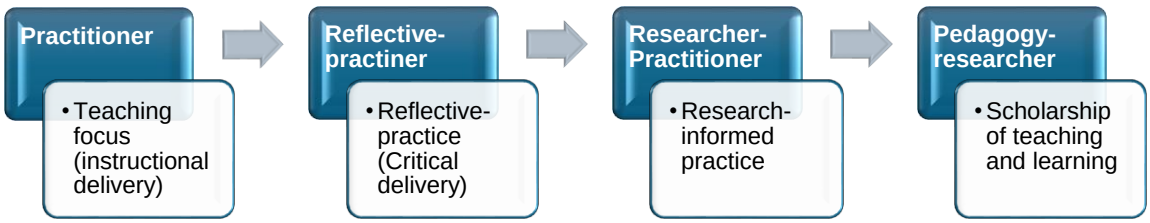


Figure 1. Trajectory of Pedagogical Change in Higher Education Teaching (adapted from Bédard, 2009, p. 100)

2.7. Challenges in implementing innovative pedagogical practices

One way to interpret barriers to pedagogical change is as a tension between the need to act, and a lack of sufficient knowledge or skills（Polyakova, 1983, as cited in Dorofeeva et al., 2020).They constitute a major challenge to improving teaching practices. Research shows that overcoming these obstacles requires a strong professional self-concept and developed pedagogical reflection (Dorofeeva et al., 2020). Newly recruited teachers face structural barriers including limited initial training, weak mechanisms for evaluating teaching quality, and recruitment processes that marginalise pedagogical competence, together with pedagogical and cultural constraints that reinforce transmissive models of teaching(Darling-Hammond, 2017).Beyond their direct impact on classroom practice, these obstacles may also reduce teachers' willingness or capacity to engage in professional development. Such barriers are particularly pertinent when examining changes in professional posture, as they may block teachers from putting newly acquired pedagogical beliefs into sustainable classroom practice.

Engagement in professional development is therefore not only a matter of access, but also of teachers' professional orientations.As Åkerlind (2007) argues, teachers' involvement in development initiatives is shaped by their understanding of their role,

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pedagogical orientations, and learning goals. Effective teacher development must consequently address both teachers' implicit theories and their observable practices.

3. Methodology

The study starts with this research question: *How can a structured training and pedagogical training lead to measurable changes in the teaching postures of newly recruited university teachers?* It is based on the assumption that training and mentoring contribute to shaping teaching postures and practices. A method, combining quantitative and qualitative approaches was adopted to capture the impact of the training program. The (TPI) was administered when the pedagogical training program started in December 2024 and again upon its completion in June 2025. Although the training extended over approximately six months, it covered the full 2024–2025 academic training cycle for newly recruited teachers and constituted the institution's initial professional development program. Quantitative data were gathered through the pre-test/ post-test administration, complemented by a qualitative post-training questionnaire aimed at gathering participants' feedback. The study involved a sample of 100 teachers completing the TPI. They were all newly recruited teachers enrolled in initial pedagogical training at Ibn Khaldoun University of Tiaret, Algeria.

The participants presented diverse demographic and professional profiles. The sample comprised 62.5% men and 37.5% women, with most participants aged between 36 and 45. The majority held a PhD, while others possessed a Magister degree, and their prior professional experience ranged from secondary and higher education teaching to non-educational sectors. Notably, nearly total recruited sample undertook the training immediately after recruitment, emphasising its role as a foundational stage in their professional development.

3.1. Research design and instruments

3.1.1. Teaching Perspectives Inventory (TPI)1

The primary instrument for measuring change in teaching postures was the Teaching Perspectives Inventory (TPI), translated into French for this study. According to Pratt (1998 p. 33), the TPI is a validated self-report questionnaire that measures educators' conceptions of teaching, sorting into five categories: Transmission, Apprenticeship, Developmental, Nurturing, and Social Reform. It aimed to quantify the evolution of pedagogical representations and professional postures over time (Lameul, 2016), allowing us to assess whether the training fostered lasting pedagogical transformations.

In addition to the TPI, a qualitative questionnaire (Cf. Appendix 1.) was administered on line2 (16 questions) on their opinions about the training. We obtained 61 completing questionnaires from the same cohort. It aimed to collect constructive feedback

[1]Available on: www.TeachingPerspectives.com
[2]https://urlz.li/729c5079

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on the trainees' experiences. It was structured around key domains relevant to professional development: Training Resources, Pedagogy, Training Actors, Organisation (Logistics), and Perceived Benefits for Trainees. This qualitative data provided crucial context and depth to the statistical findings from the TPI.

3.1.2. Gathering and analysing data

The quantitative data from the TPI were analysed in a descriptive way to identify changes in the five teaching perspectives between the pre- and post-training administrations.The qualitative data from the open-ended questionnaire was analysed thematically to identify common experiences, perceived challenges, and areas of improvement. The integration of these two data strands provides a robust evaluation of the training program's impact.

3.1.3. Manual analysis of the results of respondents

For our analysis, we gathered the TPI tests and compiled the scoreson a graphic profile. The profile shows five vertical bars, each representing a different perspective. Scores on each bar range from 9 to 45. Each bar displays the respondent's overall score alongside their subscores for Beliefs, Intentions, and Actions. The TPI used different response scales depending on the dimension: Beliefs were rated as SD (strongly disagree), D (disagree), N (neutral), A (agree), or SA (strongly agree), while Intentions and Actions used N (never), R (rarely), S (sometimes), U (usually), or A (always).

4. Results and Discussion: The post-training questionnaire

4.1.Perceived Strengths

We analysed the post-training questionnaire data with descriptive statistics..The obtained results revealed overall positive reception but also showed critical areas for improvement.

Table 1.

Participants' evaluations of the training Pprogram (n = 61)

Domain	Indicator	Positive%	Neutral%	Negative%
Training environment	Satisfaction with training environment	63.9	24.6	11.4
Training facilities	Rooms adapted to participants' needs	52.5	36.1	11.5
Training resources	Quality and usefulness of materials	73.7	24.6	3.3
Pedagogy	Theoretical content clear and relevant	75.4	23.0	1.6

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Domain	Indicator	Positive%	Neutral%	Negative%
	Practical content developed useful competencies	65.6	24.6	9.8
	Training sessions well facilitated	73.8	21.3	4.9
Trainers	Competence and expertise of trainers	95.0	6.6	0.0
	Trainers attentive and available	86.9	11.5	1.6
Peer interaction	Exchanges with other participants beneficial	80.3	16.4	3.2
Interaction	Opportunities to ask questions and interact	85.3	9.8	4.9
Logistics	Duration adapted to participants' needs	59.0	31.1	9.8
Outcomes	Pedagogical objectives achieved	68.9	27.9	4.9
	Training met initial expectations	63.9	32.8	3.2
Transfer	Re-use of acquired knowledge in practice	86.9	-	13.1

Descriptive statistics were calculated for every questionnaire item. Table 1 presents the frequency distribution of positive, neutral, and negative responses across the key dimensions of the training program.Table 1 shows that the highest satisfaction rates were related to trainer competence (95%), trainer availability (86.9%), and opportunities for interaction (85.3%). Peer learning was also highly estimated, with 80.3% of respondents showing that exchanges with colleagues enhanced their learning experience. In contrast, lower satisfaction levels were recorded for the adaptability of training facilities (52.5%) and the program duration (59%), indicating that logistical aspects continue to require improvement.

4.1. Identified Challenges and Weaknesses

Despite the overall positive feedback, the analysis revealed notable gaps between the acquisition of knowledge and its application in practice. While 65.6% of trainees agreed that the training helped them develop the necessary job competencies, a significant 34.4% remained neutral or disagreed. Similarly, 86.9% of participants reported reusing elements learned during the training in their professional practice. However, only 37.7% indicated that they applied these elements frequently, drawing attention to difficulties in the sustained integration of new skills. In addition, participants also reported logistical concerns:Although 63.9% were satisfied with the training environment, nearly a quarter

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expressed dissatisfaction, and approximately10% considered the duration of the training inadequate.

Furthermore, although 77.1% of participants considered that the training contributed positively to their professional development, lower levels of satisfaction regarding practical implementation and competency transfer suggest that pedagogical change remains constrained by contextual and institutional factors.These results indicate that while the program was beneficial, structural and practical barriers may limit its full impact.

Subsequently, qualitative comments further elaborated on these findings, showed that teachers struggled to adapt to the proposed strategies to manage real-world classroom challenges, such as effectively communicating with low-achieving students.This suggests that the transfer of pedagogical strategies from training contexts to complex classroom realities remains challenging.

4.2. TPI Findings: changes in teaching perspectives

The analysis provides insights into the evolution of teachers' pedagogical perspectives (Table 2.).

Table 2.

Teaching perspectives and intentions survey results (Before vs After)(n=100)

Dimension	Before Training (%)	After Training (%)	Difference
Objectives-Driven Teaching	31	100	+69
Complex Reasoning Development	38	60	+22
Information Mastery by Students	41	66	+25
Development of New Ways of Thinking	42	67	+25
Students' Self-Esteem and Confidence	40	69	+29
Reconsidering Values and Beliefs	35	64	+29
Importance of Good Grades	0	67	+67
Sharing Feelings and Experiences in Class	50	50	0
Preparation for Final Examinations	39	50	+11
Emphasis on Knowledge Rather than Values	45 (Values)	53 (Knowledge)	+8

4.2.1. The distribution of dominant perspectives

The post-training TPI results indicated the prevalence of dominant teaching perspectives among participants. Nurturing emerged as the most frequently endorsed perspective, adopted by 50% of respondents, followed by Apprenticeship at 38%. The

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remaining 12% was distributed across the Transmission, Developmental, and Social Reform perspectives. This profile suggests a strong orientation toward student-centered approaches focused on building learner confidence and forming expert practices.

Visual analysis of the graph of intention-to-action items within the TPI revealed a consistent and noteworthy pattern: for most items (e.g. Develop Reasoning, Value Mastery, and Reconsider Values), there was a marked increase from intention to action. This indicates that, through the training, educators moved beyond philosophical agreement and began implementing these complex, learner-centered objectives in their teaching practice.

4.2.2. Impact on teaching intentions and practices

The most profound change observed was in curriculum alignment. The percentage of teachers who reported that their teaching was guided by course objectives increased significantly from 31% to 100%. This indicates that teachers are moving from a spontaneous approach to a strategic one guided by pedagogical objectives. This is essential for consistency and transparency in teaching and reflects evolving professional identity.

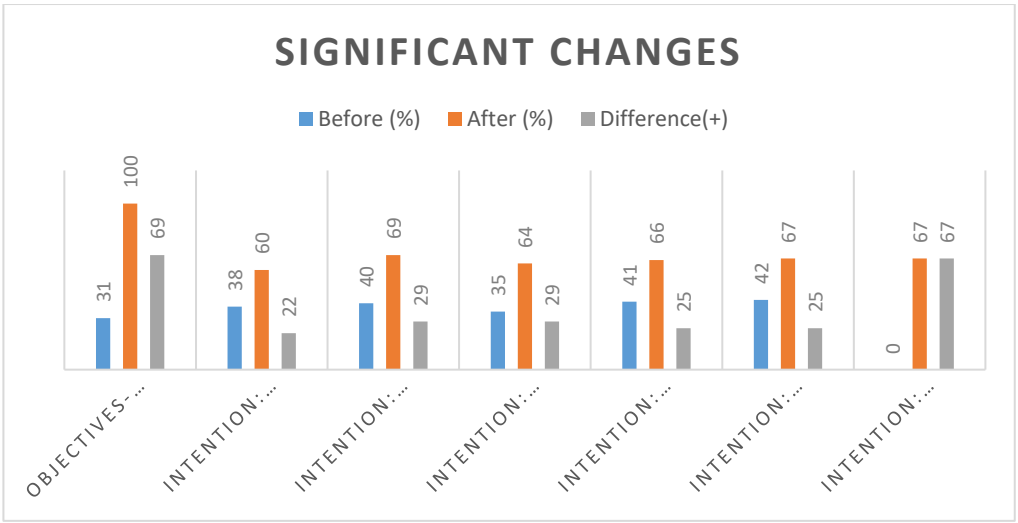


Figure 3. Dominant teaching perspectives changes

Analysis of data reveals also significant shifts in teaching intentions and reported practices, pointing to both the success of the training and persistent systemic challenges.

Teachers showed a marked increase in their intentions to support learner development beyond content delivery. We have recorded significant rises in the intention to: boost learners' self-esteem (+29%), encourage students to reconsider their values (+29%), foster mastery of information (+25%) and promote new ways of reasoning (+25%).

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This pattern reflects a clear pedagogical shift towards a learner-centered pedagogy, supporting comprehensive learner development and emphasising personal growth, critical thinking, and reflective skills essential for lifelong learning.

4.2.3. Tension between innovation and systemic constraints

The data reveals a critical tension between what teachers aspire to pedagogically and realities of the university educational system. While the intention to foster complex reasoning increased (+22%), the importance attached to exam performance rose even more sharply (+67%). This suggests teachers feel obliged to balance higher-order thinking skills with the imperative to prepare students for assessments. Despite these pedagogical intentions, systemic pressures and practical concerns can limit their implementation.

Concerning "Giving Compliments", we observed a decline between teachers' intentions and their reported classroom practice.This finding emphasises the need for future studies and targeted training strategies to strengthen supportive classroom interaction practices.

4.2.4. Discussion of the results: Strengths and remaining challenges

Most participants viewed the training programme positively and felt it contributed to their professional growth. They appreciated acquiring concrete teaching skills and valued the trainers' ability to connect theory with practice—something that seemed to spark greater interest in pedagogical innovation. At the same time, they also mentioned logistical constraints and a sense that the balance between theory and hands-on activities could be improved. More tellingly, their feedback revealed that putting what they had learned into practice in real classroom settings wasn't always easy. This led them to ask for longer workshops, personalised mentoring, and better material support.

Looking at the TPI results, we see strong evidence of a shift toward more student-centred teaching beliefs. After the training, the Nurturing and Apprenticeship perspectives were clearly dominant. Combined with the rise in objective-based teaching practices—from 31% to 100%—this suggests a move away from simply transmitting information and toward a more reflective, learner-focused stance. This resonates with what Pratt and Collins (2010) found: pedagogical development often encourages teachers to see their role as more than just content delivery, and to focus more on supporting and guiding learners. Similarly, Åkerlind (2007) argues that teacher development typically involves moving from teacher-centred concerns to thinking more about student learning and engagement. Our findings also echo those of Mateus de Almeida et al. (2022), who observed that pedagogical training helps university teachers critically reflect on their beliefs and embrace more learner-centred practices.

At the same time, we noticed a persistent tension between pedagogical innovation and the prevailing assessment culture. Teachers reported stronger intentions to develop higher-order reasoning skills (+22%), but their concern about students' exam performance grew even more sharply (+67%). This tension points to a structural contradiction that

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higher education research has often highlighted. While pedagogical training encourages reflective, learner-centred approaches, institutional assessment systems still tend to reward content coverage and exam results. So rather than simply abandoning traditional practices, teachers seem to be trying to juggle competing expectations. Åkerlind (2007) has noted similar tensions and Postareff et al. (2023), who remind us that assessment-driven cultures can seriously limit how many innovative teaching practices actually take hold.

The gap we found between teachers' pedagogical intentions and what they could realistically do in the classroom also suggests that professional development can't be reduced to just acquiring knowledge. The fact that participants asked for more mentoring and practical support tells us that meaningful pedagogical change takes sustained opportunities for reflection, trying things out, and getting feedback. This observation is consistent with Ghouati's (2019) analysis that the success of professionalisation policies in higher education depends on broader institutional and socio-economic conditions, and not solely on individual actors.

Beyond the Algerian context, these findings speak to ongoing discussions about teacher development in Global South higher education systems. With the rapid expansion of university enrolments and academic hiring, the need for pedagogical professionalisation has grown—often in contexts where disciplinary expertise is still the main criterion for recruitment. The Algerian case shows that structured pedagogical training can lead to real changes in teaching beliefs and professional approaches. However, the persistence of tensions between learner-centred intentions and institutional constraints also shows that lasting pedagogical change requires broader organisational support. Without complementary institutional reforms, the effects of pedagogical training risk remaining fragile and largely dependent on individual effort.

4.2.5. Limitations of the Study

Despite the insights gained, this study has certain limitations that should be considered when interpreting the findings. First, the use of a convenience sample composed of 100 newly recruited teachersat Ibn Khaldoun University of Tiaret potentially limits the generalisability of the results to more experienced faculty, other Algerian universities, or international contexts. Second, We relied on self-reported surveys, a method that carries the risk of social desirability bias affecting participant responses. They may have reported idealised pedagogical practices rather than their actual classroom behaviour. Third, the study focuses on self-reported beliefs and perceived changes rather than observed classroom practices, reflecting the persistent gap between pedagogical intentions and enacted classroom practices and the need for, in future, a research using classroom observation. Finally, the Teaching Perspectives Inventory (TPI) is a reflective rather than diagnostic tool. Its results indicate pedagogical orientations rather than definitive evaluations and are intended to foster discussion and respect for all the dimensions of teaching (Collins & Pratt, 2010).

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5. Conclusion and recommendations

The findings show that the training program produced significant positive changes in teaching perspectives. Participants moved beyond a traditional transmissive view of teaching toward more reflective, learner-centered orientations. This shift is evidenced by the increase in learning-objective-based planning (from 31% to 100%) and the dominance of Nurturing and Apprenticeship profiles on the Teaching Perspectives Inventory. The program strengthened pedagogical skills, fostered a community of practice, and enhanced teachers' pedagogical confidence and professional readiness.

However, the findings also indicate that training alone is insufficient. The persistence of tensions between stated pedagogical intentions and exam-driven institutional demands illustrates how systemic pressures constrain innovation. Pedagogical change therefore requires institutional support rather than individual effort alone. While the program represents a crucial first step in developing pedagogical awareness among new teachers, its long-term impact depends on the university's ability to create supportive institutional conditions for pedagogical innovation, institutional mentoring structures, and balancing assessment culture with learner-centered pedagogy. Future research should examine the durability of these posture shifts and the role of institutional policies in enabling lasting pedagogical innovation. These results may also inform teacher development initiatives in other Global South higher education systems having the same challenges of rapid expansion, resource constraints, and the need to balance pedagogical innovation with institutional demands.

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Appendix (1): The Questionnaire

1. **Training Resources**
   - -How would you evaluate the training environment (classrooms, facilities)?
     Very satisfactory- Satisfactory-Fair-Unsatisfactory- Very unsatisfactory
   - Were the training materials and teaching resources appropriate?
     Strongly agree- Agree- Neutral- Disagree -Strongly disagree

2. Pedagogy
   - Did the theoretical and practical content of the training meet your expectations?
     Strongly agree- Agree- Neutral- Disagree -Strongly disagree
   - How would you evaluate the facilitation of the training sessions?
     Very satisfactory- Satisfactory-Fair- Unsatisfactory- Very unsatisfactory

3. Training Actors
   - How would you evaluate the trainers' competence?
     Very satisfactory- Satisfactory-Fair- Unsatisfactory- Very unsatisfactory
   - Was interaction with other participants beneficial?
     Strongly agree- Agree- Neutral- Disagree -Strongly disagree

4. Organization (Logistics)
   - How would you evaluate the registration process and the timeline before the training?
     Very satisfactory- Satisfactory-Fair- Unsatisfactory- Very unsatisfactory
   - Was the duration of the training appropriate?
     Strongly agree- Agree- Neutral- Disagree

5. Benefits for Trainees
   - Do you think the learning objectives were achieved?
     Strongly agree- Agree- Neutral- Disagree –Strongly disagree
   - -Have you been able to reuse elements learned during the training in your professional practice?
     Yes, often -Yes, sometimes- Rarely - Never
   - Did you succeed in obtaining a new job because of this training? Yes/ No

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Authors' Biodata
Ahmed Mostefaoui is a Professor of Didactics and Educational Engineering in the Department of French at Ibn Khaldoun University of Tiaret, Algeria. He teaches language didactics, literary text didactics, and discourse analysis, and currently serves as Vice-Dean of the Faculty of Letters and Languages, responsible for student affairs and pedagogy. His research focuses on French as a Foreign Language (FLE) didactics, discourse analysis, and Languages for Specific Purposes (LSP), particularly French for Specific Purposes (FOS), and French for University Purposes (FOU). He has authored numerous publications, including a pedagogical textbook *French for Science and Technology Students*, and has presented at national and international conferences. Mostefaoui is a research team leader in the LDNCDASE Laboratory and actively contributes to academic publishing as a member of editorial and translation review boards, Associate Editor, and reviewer for several scholarly journals. He is also a member of ANECLEA.

Mokhtari Fatima Zohra is a Professor in the Department of French at Ibn Khaldoun University of Tiaret, Algeria. She has held several academic and administrative positions, including Head of the French Department and Assistant Dean in charge of postgraduate studies at the Faculty of Letters and Languages. Her research interests lie in general and comparative literature, language didactics, and French for Specific Purposes (FOS/FOU). She is the author of numerous scientific publications addressing issues related to didactics, specialized French-language teaching, and comparative literature. She is also the co-author of the pedagogical textbook *French for Science and Technology Students*. She serves as a research team leader within the LDNCDASE Laboratory (Didactics, Neuro-cognition, Discourse and Socio-Economic Activities) and is a member of the LADICIL and TRADEC research laboratories, as well as a PRFU research project.

Authors' Contributions
Mostefaoui was responsible for the conceptualization of the study, data analysis, interpretation of the findings, and drafting of the manuscript. *Mokhtari* contributed to the research protocol, data collection, and methodological implementation. Mostefaoui supervised the study, contributed to its design, critically reviewed the manuscript, and provided feedback on the analysis and interpretation of the results. All authors reviewed, approved, and contributed to the final version of the manuscript.

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Disclaimer status on the use of Generative AI

ChatGPT was used solely for minor language refinement and reformulation assistance. All research design, data collection, analysis, interpretation of findings, and final revisions were carried out and verified by the authors.

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