

Assessing the Responsiveness of Moulay Ismail University to Teachers' Continuous Professional Development Needs: A Mixed-Methods Analysis

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Abstract: This study investigates the responsiveness of Moulay Ismail University (UMI) to the continuous professional development (CPD) needs of its teaching staff. The study integrates both quantitative and qualitative methods to gain a comprehensive understanding of teachers' perspectives. The quantitative phase involved administering a structured questionnaire to 214 teachers, focusing on their perceptions of the university's CPD offerings, including availability, relevance, accessibility, and institutional support. Descriptive statistics were used to analyze this data, revealing a predominantly negative attitude among teachers towards their university's ability to meet their CPD needs. The qualitative phase involved semi-structured interviews with 21 teachers. These interviews provided deeper insights into teachers' barriers, such as the lack of relevant CPD activities, the irrelevance between CPD content and pedagogical needs, and the overwhelming workload that limits their capacity for professional growth. Thematic analysis of the interview transcripts identified key themes that aligned with the quantitative findings, offering a more nuanced perspective on the challenges associated with CPD at the UMI. The study concludes that the teachers at the UMI perceive the institution as largely unresponsive to their CPD needs. This sentiment echoes broader concerns within the literature about the neglect of university teachers' professional development in Morocco. The findings underscore the need for more relevant and accessible CPD programs tailored to the specific needs of faculty and institutional reforms that alleviate the workload pressures that hinder professional growth.

Keywords: Continuous professional development, pre-service training, teachers' professional growth, Moulay Ismail University

1. Introduction

Providing pre-service training for teachers is essential to equip them with the foundational skills and knowledge required to facilitate effective teaching and learning. However, as educational theories and teaching methodologies continually evolve, it is crucial for educators to regularly update their knowledge to stay current with the latest advancements in the field of education (Reigeluth, 2013; Darling-Hammond & Bransford, 2007; Dede, 1996; Luneta, 2012; Indrawati & Octoria, 2016). This ongoing need underscores the importance of continuous professional development (CPD) opportunities, which play a vital role in enhancing teachers' instructional performance in the classroom, as has been proved by previous research (Alemayehu, 2021; Chikari, Rudhumbu & Svtowa, 2015; Padillo et al., 2021).

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In the context of Moroccan higher education, the urgency of this issue is particularly pronounced. Teachers in Moroccan universities are typically recruited based on attaining a national doctorate, equivalent to a PhD, without receiving pre-service training. This situation raises significant concerns about the adequacy of their preparation for the demands of teaching in higher education. It also highlights the pressing need to assess how well the Moroccan higher education system addresses the CPD needs of its faculty. The presence or absence of such opportunities can profoundly impact teachers' professional growth and their effectiveness in the classroom.

This paper seeks to evaluate the extent to which Moulay Ismail University meets the CPD needs of its faculty and to explore how the availability or lack of such opportunities influences their professional development and instructional performance. The study is organized into five key sections. The first section establishes the conceptual and theoretical framework by defining the concept of continuous professional development, emphasizing its importance for teachers' professional growth, and reviewing relevant findings from international and local studies. The second section details the methodology, including the research design, sampling procedures, and data collection instruments used in the study. The third section presents the study's results, offering a comprehensive description and analysis of the data. The fourth section discusses the findings in relation to the existing literature, providing a critical examination of how these results align with or differ from previous research. Finally, the fifth section draws conclusions based on the study's findings and offers practical recommendations for how Moulay Ismail University can more effectively respond to the CPD needs of its faculty, thereby enhancing their professional development and instructional capabilities.

2. Review of the literature

2.1. Continuous professional development defined

Continuous professional development (CPD) is a multifaceted concept defined in various ways across scholarly literature. According to Friedman and Phillips (2004), CPD is the ongoing process by which individuals maintain, enhance, and broaden their knowledge and skills throughout their careers, ensuring they remain competent and effective in their professional roles. Boud and Hager (2012) offer another perspective. They view CPD as a self-directed, lifelong learning approach where professionals take personal responsibility for their growth, engaging in activities that improve their proficiency and adaptability in an ever-evolving work environment. Additionally, Megginson and Whitaker (2007) define CPD as a structured and systematic endeavour involving planned activities that are often mandated by regulatory bodies to ensure adherence to industry standards and the continuous improvement of professional practice. These diverse definitions highlight the importance of sustained learning and development to keep pace with advancements and changes within any given profession.

In the field of education, CPD is particularly crucial due to the dynamic nature of teaching and learning. Teachers are expected to keep up with new pedagogical methods, curriculum changes, technological advancements, and the diverse needs of students. CPD in education involves various activities, such as attending workshops, participating in professional learning communities, engaging in action research, and pursuing higher education.

According to Day (1999), CPD is "the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching." This definition emphasizes the reflective nature of CPD and its role in maintaining and enhancing professional competence over time.

Kennedy (2005) categorizes CPD in education into nine models, each with a different emphasis on the nature and purpose of professional development. These models include the training model, the award-bearing model, the deficit model, the cascade model, the standards-based model, the coaching/mentoring model, the community of practice model, the action research model, and the transformative model. Each model highlights different aspects of CPD, such as the importance of formal qualifications, collaboration among peers, or the role of self-reflection.

Guskey (2002) argues that effective CPD in education must be systematic and ongoing, with a clear focus on improving student outcomes. He stresses that CPD should not only enhance teachers' knowledge and skills but also lead to measurable changes in their instructional practices and, ultimately, student achievement.

2.2. Previous studies

A growing body of literature has investigated the relationship between the provision of continuous professional development and the quality of education. In recent years, there has been considerable interest in its effect on both teachers' instructional performance and students' achievement. A plethora of international research reported that Continuous professional development (CPD) is crucial for enhancing teachers' instructional performance, as it enables them to update and refine their pedagogical skills, ensuring their practices remain effective and relevant (Desimone, 2009). Likewise, engaging in CPD not only boosts teachers' confidence and motivation but also fosters collaboration through professional learning communities, which collectively improve instructional practices (Guskey, 2002; Vescio, Ross, & Adams, 2008). Furthermore, CPD helps teachers adapt to evolving curricula and standards, thereby supporting the implementation of effective teaching strategies (Avalos, 2011). Research indicates that sustained and targeted CPD has a positive, long-term impact on student achievement by equipping teachers to address diverse student needs and improve academic outcomes (Yoon et al., 2007).

Continuous professional development (CPD) is crucial for enhancing teaching quality in Moroccan higher education. Studies indicate that CPD programs significantly improve pedagogical skills by keeping educators abreast of contemporary teaching methodologies and technologies, thereby enhancing student outcomes (El Khattabi, 2021; Fadel & Ashour, 2022). These programs also boost teacher motivation and job satisfaction, as educators report increased confidence and engagement (Benali, 2023). Moreover, CPD facilitates adaptation to educational reforms, aligning teaching practices with evolving national policies (Zaid & Khalid, 2022). Additionally, CPD contributes to professional growth and career advancement, offering pathways for obtaining advanced qualifications and promotions (Ramdane, 2021). Teachers who participate in CPD often employ more interactive teaching methods, leading to increased student engagement (Ait Benhaddou & Idrissi, 2024). However, challenges such as limited resources and time constraints must be addressed to maximize the effectiveness of CPD initiatives (Jebali, 2023).

Within the same line of thought, previous research conducted in the Moroccan context highlights significant gaps in the CPD of university teachers in Morocco, particularly in areas such as teaching methodologies, assessment methods, and ICT integration. Multiple studies, including those by El hajjaji et al. (2016) and Bouaissane et al. (2022), underscore the teachers' acknowledgement of their need for training in these domains to enhance their instructional performance. Despite their content knowledge, many teachers struggle with pedagogical aspects, often relying on traditional methods that may not effectively facilitate student learning, as noted by Erguig (2014). The issue of inadequate ICT training has been further corroborated by Belhaj and Najdi (2023), Kabbaj (2021), and others, who observed that many teachers lack the necessary skills to integrate technology into their teaching. Furthermore, the institutional opportunities for CPD, such as occasional conferences and international exchange programs, have been criticized for their limited scope and relevance, leading many teachers to depend on personal efforts for professional growth despite the heavy workloads that impede such endeavours. This body of research collectively points to a systemic need for more responsive and comprehensive CPD opportunities within Moroccan higher education.

3. Methodology

3.1. Research design

This study employs a mixed-methods approach to evaluate the responsiveness of Moulay Ismail University to the continuous professional development (CPD) needs of its teaching staff. By

combining quantitative and qualitative methods, this approach provides a comprehensive understanding of teachers' perspectives, capturing both the breadth and depth of their experiences.

3.2. Participants

The study involved a total of 235 teachers from various open-access schools affiliated with Moulay Ismail University. The sample was divided into two groups:

Quantitative Phase: A questionnaire was administered to 214 teachers selected using convenience. Details of the sample are illustrated in Table 1.

Table 1. Distribution of the teachers' sample by gender, school, and professional title

Institution	Gender		Professional title			
	Male	Female	Assistant Prof.	Associate Prof.	Full Prof.	Part-time Teacher
FLSH	35	27	9	25	27	1
FS	26	20	6	22	18	-
FSJES	29	30	8	26	25	-
FPE	26	21	39	8	-	-
Total	N= 214					

Qualitative Phase: Semi-structured interviews were conducted with 21 teachers, purposively selected based on their teaching experiences and willingness to provide more detailed insights. Only teachers who have worked under the old system and still work under the LMD system (Licence, Master, and Doctorate) were interviewed. It is believed that this category of teachers has witnessed the implementation of different education reforms in Morocco. Therefore, it remains suitably qualified to provide more reliable insights into how the LMD reform has improved or worsened the national higher education system in terms of its responsiveness to teachers' CPD needs. This subset included teachers with varying levels of satisfaction and engagement with the university's CPD offerings, allowing for a richer exploration of the themes that emerged from the quantitative data. Table 2 illustrates the demographics of the teachers who have been interviewed.

Table 2. Demographics of the interviewed teachers

Institution	Gender		Years of teaching	Number of interviewees
	Male	Female		
FLSH	6	3	24-30	9
FS	5	2	24-27	7
FSJES	4	1	23-26	5
FPE	-	-	-	-
Total	N= 21			

3.3. Data Collection Instruments

3.3.1. Questionnaire

A structured questionnaire was developed to examine teachers' evaluation of the university's responsiveness to their CPD needs. The questionnaire consisted of Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree), covering key aspects such as availability of CPD programs, relevance of content, accessibility, and institutional support. The questionnaire was pre-tested with a small group of teachers to ensure clarity and reliability.

3.3.2. Semi-Structured Interviews

To cross-check and explain the quantitative data, semi-structured interviews were conducted to explore teachers' experiences in greater detail. The interview guide was designed to delve into specific areas identified as significant in the questionnaire, such as barriers to participation in CPD, the perceived impact of CPD on teaching practices, and suggestions for improvement. Interviews lasted between 20 and 30 minutes and were audio-recorded with the participants' consent.

3.4. Data analysis

3.4.1. Quantitative Data Analysis

The questionnaire data was analyzed using descriptive statistics such as percentages and standard deviations, which were used to summarize the overall evaluation of the university's responsiveness to teachers' CPD needs.

3.4.2. Qualitative Data Analysis

The interview transcripts were analyzed using content analysis. This method involved a systematic process: familiarizing with the data, coding the text, categorizing the data into meaningful groups, examining and refining these categories, defining and naming the categories, and writing up the findings. The categories identified in the interviews were then compared with the quantitative findings to provide a more nuanced understanding of teachers' evaluations. Afterwards, sample quotes were chosen to be cited while discussing the qualitative findings.

4. Results

4.1. Quantitative results

Without a doubt, teachers are the key actors in implementing educational programs. Accordingly, satisfying their continuous professional development needs and involving them in designing education reforms have been identified as indispensable indicators by which one can judge the success or failure of those educational programs (Stufflebeam, 2007). Thus, it was worthwhile to examine teachers' evaluation of the responsiveness of the UMI to their continuous professional development needs. The results obtained from the survey are displayed in the following table.

Table 3. Teachers' evaluation of the responsiveness of the UMI to their CPD needs

	Agreement degree				
	SA %	A %	CD %	D %	SD %
1. The UMI provided professional development activities to improve my teaching methods.	0.0 %	29.9%	0.9%	45.8%	23.4%
2. The UMI provided professional development activities to improve my assessment methods.	0.0%	28.0%	0.0%	55.1%	16.8%
3. The UMI provided professional development activities on ICT integration in teaching.	0.0%	14.0%	1.9%	66.4%	17.8%
4. The UMI provided and enhanced teachers' continuous professional development opportunities (e.g., conferences, seminars, workshops, class observation, etc.).	0.0%	36.4%	0.0%	44.9%	18.7%

5. Overall, I am satisfied with the UMI in relation to its responsiveness to my continuous professional development needs as a teacher.	0.0%	18.7%	0.0%	44.9%	36.4%
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It is evident from the results above that the majority of the teachers who responded to the survey (81.3%) are not satisfied with the UMI in relation to its responsiveness to their continuous professional development needs. This dissatisfaction, as inferred from Table 20, resides in the large number of those who disagree (45.8%) or strongly disagree (23.4%) that the UMI provided professional development activities to improve teachers' teaching methods. Additionally, a small number of teachers agree (14%) that the UMI provided professional development activities on ICT integration in teaching, with a significant percentage of those disagreeing (66.4%) or strongly disagreeing (17.8%) with this item. Equally significant, the majority of teachers (71.9%) disagree or strongly disagree that the UMI provided professional development activities addressing improving their assessment methods. Finally, only (36.4%) of the teachers agree that they were provided with continuous professional development opportunities such as conferences and seminars, workshops, and class observation.

4.2. Qualitative results

The quantitative analysis revealed that 85.8% of the teachers are not satisfied with the UMI in relation to its responsiveness to their continuous professional development needs. This finding was further investigated and confirmed when analyzing the qualitative data. In fact, the results from interviews indicated that all the respondents were recruited as higher education teachers without receiving any pre-service training, meaning that they lacked the pedagogical knowledge required to manage a class effectively. However, the professional development activities organized in the sampled schools, as maintained by the majority of teachers, were unsatisfactory and made a minimal contribution to the enhancement of their instructional performance. In this regard, respondents frequently brought up four major issues to justify their stances. These are namely the lack of continuous professional development activities, their irrelevance to the needs of teachers, and the absence or insufficiency of financial support from the university.

There is a general consensus among teachers on the dearth of continuous professional development opportunities in the open-access institutions affiliated with the UMI. In this regard, a teacher at the FSJES said: "In my first year of teaching, I had hard times trying to control and manage large classes because I lacked the required pedagogical training." This implies that possessing content knowledge alone is insufficient for university teachers to excel in teaching; they must also receive training on how to effectively convey this knowledge to students. However, as stated by many teachers, the UMI did not provide any pedagogical training to amend their pedagogical weaknesses and enhance their instructional performance. A teacher at the FLSH, for example, maintained that "he had to rely on his personal efforts to grow professionally because his institution did not provide any professional development activities." A somewhat analogous point was made by a teacher at the FS who admitted: "[being] in need of training in the areas of teaching and testing methods, and classroom management." A colleague of his in the FSJES reported ICT-based teaching as the area in which he needed training the most.

On the other hand, a significant number of teachers (13) reported that the sole professional development activities available in their institutions are the conferences and seminars organized by the UMI in collaboration with the various research labs. Nevertheless, it was striking to find that nine of them had never participated in these conferences. To justify their stances, these respondents advanced a number of arguments, chief of which is that these conferences are largely irrelevant to teachers' continuous professional development needs and do not match their interests. In this regard, a teacher at the FLSH, for instance, advanced that:

The conferences held in [his] institution in general, and those organized by [his] department in particular, have an insignificant impact on teachers' professional development because they are centred on academic themes, which are purely

theoretical and unresponsive to the pedagogical challenges facing teachers in their classrooms.

Other teachers further emphasized this serious need for professional development activities precisely when they were asked about their preferences in professional development content and delivery. A teacher at the FS, for example, argued:

The teaching staff in my institution is in dire need of professional development opportunities. I believe the university has to organize more conferences focusing more on themes related to pedagogical novelties in order to update teachers' pedagogical knowledge to meet the recent advances in the field of education and help weak teachers become more effective.

Moreover, some other teachers cited the high expenses linked to attending academic events and the absence of financial support from the university as another key barrier to their continuous professional development. This brings up a crucial issue, which is whether the UMI funds teachers' professional development. In fact, the data from interviews has shown that the university provides such grants, but their number is very limited compared with the number of teachers intending to participate in national and international professional development activities. As a result, most grant proposals are rejected, forcing teachers to self-fund their own professional development or resort to virtual meetings. This is indicated, for example, in the response of a teacher at the FLSH who said:

Each time I participate in a national conference, I have to bear the costs associated with registration fees, lodging, and food; these costs can be reasonable for national academic events, but for international ones, they are out of reach. Therefore, I suffice with attending virtual conferences although they involve critical challenges, including minimized interaction and technical difficulties.

Another issue emerging from interviews is the inequitable distribution of professional development grants between the schools affiliated with the UMI. This has been raised, for example, by a teacher at the FSJES who argued that "the teachers and students of limited-access institutions are more fortunate than those of open-access institutions when it comes to benefiting from funds available to support conference travels". The priority given to limited-access institutions in this regard reflects and proves the negative community perception towards open-access institutions, which are considered less valuable and less promising than limited-access schools. This situation can be meticulously summarized in the response of a teacher at the FLSH: "I submitted a request for funding to support a book unveiling event. Regrettably, my application was rejected by the university, and I was explicitly informed that such event holds no academic value." This statement, regardless of its atrocity, reflects how university stakeholders underestimate the worth of funding professional development events, especially in the School of Arts and Humanities, and in the School of Law, Economic and Social Sciences.

Based on the sample quotes discussed above, it becomes evident that Moulay Ismail University has fallen short of meeting the ongoing professional development requirements of teachers within the UMI. This shortcoming, as highlighted in the quotes, can be attributed to three key issues. Firstly, there is a notable absence of academic events focused on addressing the pedagogical challenges faced by teachers. Secondly, the limited number of conferences held in the sampled schools does not align with the interests and pedagogical needs of the teachers. Lastly, the university does not allocate sufficient funding to enable teachers' participation in national and international academic events.

5. Discussion

The importance of evaluating the responsiveness of the UMI to teachers' CPD needs emanates from the fact that most of them have been recruited as university teachers without receiving any pre-service pedagogical training. This means that although they possess content knowledge on the ground that they are PhD holders, they lack the pedagogical knowledge required to manage a class effectively. Moreover, the profession of teaching is constantly evolving, and teaching methodologies and practices are being renovated at a rapid rate. This implies that teachers today

are in dire need of CPD more than ever before in order to keep abreast with the latest innovations in the field of education.

However, based on the analysis of data related to this evaluation item, it appeared that the UMI has failed to respond appropriately to the CPD needs of teachers in the open-access institutions of the UMI. In fact, it has been found that the highest percentages, adding the two levels of disagreement (69.2%, 71.9%, and 84.2%), have been manifested in teachers' tendency to believe that they were not provided with CPD activities to improve their teaching methods, their assessment methods, and ICT integration in teaching, respectively. In addition, only 36.4% of teachers stated that the UMI provided and enhanced CPD opportunities such as workshops, seminars, and conferences, while 81.3% of them expressed their overall dissatisfaction with these forms of CPD for being irrelevant in content to the needs and interests of teachers. These findings were confirmed by the insights gathered from interviews, which showed that most teachers complain about the scarcity of CPD activities in their schools and the irrelevance of these activities to the pedagogical needs of teachers.

These findings substantiate, empirically, the theoretical arguments postulated by different scholars on the negligence of teacher training and professional development in the Moroccan higher education system (Mounir, 2019; Mili et al., 2017; Tahtaoui, 2016; Anbi, 2023; Kabbaj, 2021; Larouz, 2014; Gaddar and Khtou, 2014). The results are also in line with similar empirical studies that investigated the responsiveness of the Moroccan higher education system to the CPD needs of teachers. These studies are presented in the following paragraphs according to the areas of training and the skills they argued to be lacking in Moroccan university teachers.

Teachers ranked teaching methodologies and assessment methods as the areas where they needed professional development the most. These findings are in line with similar studies conducted at other universities. For example, El hajjaji et al. (2016) investigated the perceptions of teachers at the University of Abdelmalek Essaadi regarding their need for CPD and found out that the majority of them admitted their need for training in the areas of teaching methodologies and assessment methods, so as to ameliorate their instructional performance. Similar findings are found in a CPD needs analysis conducted by Bouaissane et al. in 2022. These researchers concluded that most Moroccan university teachers possess the content knowledge related to their disciplines of specialization, but they lack the pedagogical knowledge that can help them transmit information easily to students. Similarly, Erguig (2014) conducted an evaluative study on the effectiveness of Moroccan university teachers' teaching and assessment practices. He came to the conclusion that there exists a relationship between teachers' instructional skills and students' learning; he further argued that teachers who lack pedagogical training still use traditional teaching and assessment methodologies, mainly lecture-based teaching and exam-oriented assessment.

Equally important, another area where teachers acknowledged a need to develop their professional skills is ICT integration in teaching. In fact, 84.2% of them stated that they never benefited from any ICT training and revealed in the interviews that this is one of the key barriers hindering the integration of ICT in teaching. These findings corroborate the research outcomes of Belhaj and Najdi (2023), Kabbaj (2021), Laabidi and Laabidi (2016), and Fatmi (2011), who previously demonstrated that most Moroccan university teachers need training on the utilization of ICT for educational purposes. Kabbaj (2021), for example, conducted a study on the perceptions of Moroccan university teachers regarding their need for training on the use of ICT when in-class studies were suspended amid the COVID-19 crisis. He found that most teachers have limited competencies in ICT and concluded that more efforts should be invested in this area of professional development. Similarly, Fatmi (2011) investigated the factors affecting Moroccan teachers' ICT integration and found that many of them do not use ICT in classrooms due to a lack of technology training. In addition, Laabidi and Laabidi (2016) and Kerouad and Fagroud (2013) found that teachers' lack of competence in ICT is one of the major barriers hindering the successful integration of ICT in Moroccan universities. They further suggested that the CPD activities organized in universities, such as conferences, workshops, and seminars, should address this issue and provide ICT training for teachers.

The findings discussed above indicate that teachers at the open-access institutions of the UMI need to develop their professional skills in teaching methodologies, assessment methods, and ICT

integration in teaching. However, the insights gathered from interviews revealed that the only institutional CPD chances available for teachers are the conferences occasionally held at their schools and the international exchange programs. These two forms of CPD were criticized by teachers for being insufficient to account for their CPD needs. In fact, only a minority of teachers benefit from exchange programs, and the conferences often revolve around topics and issues that are irrelevant to the pedagogical interests and challenges facing teachers in class. These findings are consistent with those of other studies in this context, which showed that Moroccan university teachers are not satisfied with the different CPD activities organized in their schools for being unresponsive to their needs and interests (Mili et al., 2017; Fatmi, 2011; Erguig, 2014), or for lacking quality and being academically inadequate and superficial (Bouaissane et al., 2022; Elkirat and Laaraj, 2020; Fatmi, 2011).

In response to the lack of institutional CPD activities organized in schools or their inadequacy, teachers reported their reliance on personal efforts to develop their professional skills through research. However, these efforts are hampered by the workload entailed in the preparation of courses, teaching, assessment, and supervising too many students in the end-of-study research projects. These tasks, as was reported by most teachers, are too demanding and require a lot of time and energy from teachers who are left with little time and energy to conduct research and seek CPD opportunities. These findings support those of Elkirat and Laaraj (2020). These scholars investigated the weaknesses and strengths of the LMD system through the perspectives of teachers. They found that this system of education has negatively affected teachers' professional development by imposing a lot of pressure on them and a heavy workload that exhausts most of their time and energy.

Overall, reflecting on the findings discussed above, it could be concluded that teachers have shown a global negative attitude towards the UMI in relation to its responsiveness to their CPD needs. Teachers justified their positions by the lack of CPD activities organized in their schools, the irrelevance of these activities to their pedagogical needs and interests, or the heavy workload impeding their personal efforts to grow professionally through conducting research. These findings are in line with the mainstream of the existing literature, which concurs with the neglect of the continuous professional development of university teachers in Morocco.

6. Implications

The majority of university teachers were hired without any prior pre-service pedagogical training, which makes it crucial to assess how responsive their universities are to their CPD needs. The necessity to investigate this issue emanates from the fact that even though teachers have PhDs and are knowledgeable in their disciplines of specialization, they might lack the pedagogical expertise needed to effectively oversee a class. In addition, the teaching profession is always changing, and new approaches and techniques are being developed quickly. This suggests that in order for teachers to stay updated about the most recent advancements in the field of education, they are in greater need than ever of CPD.

Nonetheless, it seems from the data analysis that the university has not adequately addressed the CPD needs of teachers in the open-access institutions affiliated with the UMI. In fact, most teachers reported that they were not provided with CPD activities to improve their teaching methods, their assessment methods, or the integration of ICT in the classroom. In addition, they expressed their discontent with the limited professional development activities organized in their schools, such as conferences and workshops, arguing that these activities are irrelevant to the pedagogical challenges they face in class. Others urged the university to fund and organize more professional development activities to further enhance their instructional performance. Given this situation, a number of recommendations can be provided to mend the deficiencies associated with the failure of the UMI to attend to teachers' CPD needs. These include:

- Pre-service pedagogical training for future university teachers should be mandatory in order to equip them with the necessary pedagogical knowledge for teaching;

- In the absence of formal professional development activities provided by the university, teachers are advised to seek alternative informal CPD activities such as classroom observation and collaboration with colleagues;
- The UMI is highly recommended to provide more financial support for academic events addressing teachers' CPD, including workshops, conferences, seminars, and online courses;
- The UMI is also urged to create incentives for teachers to engage them in professional development, such as promotion opportunities and financial rewards;
- The UMI should consider creating more partnerships with other universities to broaden the range of professional development opportunities for its teaching staff.

7. Limitations and recommendations for future research

While this study provides valuable insights into the responsiveness of Moulay Ismail University to teachers' CPD needs, it is not without limitations. The reliance on self-reported data may introduce bias, as participants may provide socially desirable responses. Additionally, the qualitative phase, while providing depth, is limited by the small sample size and may not fully capture the diversity of experiences within the broader teaching population. Future research could address these limitations by incorporating observational data and expanding the qualitative sample size.

8. Conclusion

The study concludes that Moulay Ismail University (UMI) is largely perceived by its teachers as unresponsive to their CPD needs. Both the quantitative and qualitative data reveal significant dissatisfaction among faculty members with the university's current CPD offerings, particularly under the LMD system. The negative perceptions stem from the lack of relevant and accessible CPD activities, the irrelevance between CPD content and actual pedagogical needs, and the overwhelming workload that restricts opportunities for professional growth. These findings align with broader concerns within the Moroccan higher education context, highlighting an urgent need for UMI to reform its CPD programs. The study calls for the implementation of more tailored and accessible CPD initiatives that address the specific needs of the faculty alongside institutional reforms to reduce workload pressures and support sustained professional development.

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