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CHALLENGES FACED BY TEACHERS IN ACCESSING AND IMPLEMENTING TEACHER TRAINING PROGRAMS: A STUDY

Usha Minz¹ & Dr. Subhasish Sinha²

¹ Research Scholar, Department of Education, YBN University, Ranchi, Jharkhand, India.

² Assistant Professor, Department of Education, YBN University, Ranchi, Jharkhand, India.

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Keywords	Abstract
Teacher Education; Professional Development; Training Access; Implementation; Workload; Institutional Support; Classroom Practice.	Teacher professional development is an important means of improving classroom practice, yet attendance at a training programme does not necessarily result in meaningful changes in teaching. This article examines the difficulties teachers may experience both in obtaining access to professional-development opportunities and in applying what they learn after training. Attention is given to workload, scheduling, institutional assistance, travel and financial issues, digital access, the practical relevance of training content, and post-training guidance. A descriptive survey framework is presented. A hypothetical group of 120 school teachers is used solely to demonstrate how data may be organized and interpreted; the numerical results are illustrative and are not presented as evidence from an actual field investigation. Frequency, percentage and mean-score procedures are used to demonstrate the analytical process. The illustrative pattern points to time pressure, heavy workload, insufficient institutional support, limited follow-up, technological constraints and weak connections between training activities and classroom realities as important concerns. The article proposes a shift from isolated workshops towards sustained, needs-based and practice-centred professional learning, supported by school leadership, mentoring, peer interaction and accessible digital facilities.



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Introduction

The quality of education is closely associated with the professional capabilities of teachers. In contemporary classrooms, teachers are required to perform a wide range of functions: they teach subject matter, organize learning activities, assess students, respond to learner diversity, use educational technology and create environments that encourage participation and critical thinking. These changing expectations make professional learning an ongoing requirement rather than an occasional activity. Teacher training programmes are designed to strengthen professional knowledge and practical competence. They may introduce teachers to new instructional methods, assessment practices, inclusive approaches, classroom-management techniques and digital resources. However, the effectiveness of such programmes depends on what happens before, during and after participation. A teacher may understand a strategy during a workshop but still be unable to use it because of large classes, limited materials, inadequate planning time, examination pressure or lack of encouragement from school authorities. For this reason, access and implementation should be treated as related but distinct dimensions. Access concerns whether teachers have realistic opportunities to participate in appropriate training, considering issues such as information, timing, selection, location, cost and technology. Implementation concerns the subsequent use of professional learning in real classroom situations. Examining both dimensions provides a fuller picture of the factors that determine whether training produces practical change.

Professional development is increasingly understood as a continuing process embedded in teachers' work. Research on effective professional learning generally emphasizes sustained engagement, collaboration, subject and pedagogical focus, opportunities for practice, reflection and feedback. By contrast, short, stand-alone sessions may have limited influence when teachers receive little assistance in adapting new ideas to their own classrooms. Teachers commonly manage several responsibilities beyond direct classroom teaching. Lesson planning, assessment, documentation, co-curricular activities, administrative assignments and communication with parents can compete for the same limited time. When training is arranged without adequate consideration of these duties, attendance itself can become difficult. Teachers in less-resourced or geographically distant settings may also face transport, connectivity and infrastructure problems. Relevance is another central concern. Training tends to be more meaningful when it addresses problems teachers actually encounter. Content that ignores class size, learner diversity, subject-specific needs, curriculum requirements and available resources may be difficult to transfer into practice. Furthermore, implementation is more likely when school leaders create supportive conditions by providing time, resources, encouragement and opportunities for teachers to discuss and test new approaches.

Statement of the Problem

Teacher training initiatives are frequently organized with the intention of improving professional competence. Nevertheless, teachers may encounter obstacles at different stages of the process. They may have difficulty obtaining permission to attend, finding suitable programmes, managing the time



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required for participation, or using newly acquired knowledge once they return to school. Such obstacles can weaken the connection between professional development and classroom improvement. The present study therefore focuses on the barriers associated with access to and application of teacher training programmes and considers ways of strengthening their practical value.

Objectives of the Study

1. To identify the principal difficulties teachers experience when attempting to participate in teacher training programmes.
2. To examine the barriers that arise when teachers attempt to use training-related knowledge and skills in their classrooms.
3. To determine the perceived influence of workload, time availability, institutional support and material resources on implementation.
4. To examine teachers' views concerning the relevance and practical usefulness of training content.
5. To suggest measures that can make teacher professional development more accessible, relevant and applicable to classroom practice.

Research Questions

- What factors make it difficult for teachers to participate in available training programmes?
- What problems do teachers face when transferring training experiences into classroom practice?
- How are workload, available time and institutional support related to the application of training?
- How useful and relevant do teachers consider the content of professional-development programmes?
- What changes could improve the accessibility and practical effectiveness of teacher training?

Methodology

Research Design

A descriptive survey approach is suitable for examining teachers' perceptions of training opportunities and their experiences of applying professional learning. The design allows the researcher to describe recurring barriers without manipulating the conditions under study.

Population and Sample

The intended population may consist of school teachers who have participated in, or are eligible to participate in, teacher training programmes. For demonstrating the proposed method of analysis, this article uses an illustrative sample of 120 teachers. The sample is hypothetical and must be replaced with actual field data before the work is presented as an empirical research study.



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Sampling Technique

Depending on the research setting, stratified or purposive sampling may be considered. Participants can be categorized according to variables such as school level, geographical location, years of teaching experience or institutional type so that relevant subgroups are represented.

Tool for Data Collection

A structured questionnaire can be developed to collect information about teachers' access to training, scheduling, workload, administrative support, technology, relevance of content, availability of resources, classroom application and post-training support. A five-point Likert scale may be used, ranging from Strongly Disagree to Strongly Agree.

Data Analysis

Categorical responses may be summarized using frequencies and percentages. For scaled responses, means and standard deviations may be calculated. Where the sample and research questions justify inferential analysis, tests such as the t-test, analysis of variance or correlation may also be considered.

Challenges Related to Access

Participation depends on more than the simple existence of training opportunities. Teachers may be unable to attend when programmes coincide with teaching responsibilities or when they cannot obtain release from school duties. Centralized programmes may also create travel burdens. Online delivery can reduce travel time, but it can introduce other problems, including unreliable internet connections, inadequate devices and differences in teachers' digital confidence.

Challenges Related to Implementation

Completing a training programme does not automatically mean that the new practices can be adopted in the classroom. Conditions encountered at school may differ substantially from those assumed during training. Large classes, shortage of teaching-learning materials, examination demands and restricted preparation time can limit experimentation. Follow-up is particularly important. In the absence of coaching, observation, peer discussion or feedback, teachers may gradually return to familiar methods even when they initially intend to use the new approach.

Discussion

The issues identified in the illustrative analysis highlight the importance of viewing professional development as a continuing learning process rather than as a collection of isolated workshops. Professional learning is more likely to influence classroom practice when teachers have repeated opportunities to engage with content, practise strategies, reflect on their experiences and receive feedback. Time and workload emerge as especially important considerations. Teachers need sufficient space not only to attend training but also to plan lessons, try new approaches and evaluate their outcomes. Schools can therefore support implementation by protecting professional-learning



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time and reducing avoidable workload during training periods. Institutional support is similarly important. Encouragement from school leadership, access to teaching resources and recognition of professional learning can create a climate in which teachers feel able to experiment with appropriate practices. Mentoring and peer collaboration can further strengthen the transfer of learning from a training room to a classroom. The practical relevance of content also deserves attention. Training should be based on identified teacher needs and should incorporate demonstrations, classroom examples, practice activities and opportunities to adapt strategies to local circumstances. Subject-specific and context-sensitive learning is likely to be more useful than instruction that remains predominantly theoretical.

Major Findings

- Time pressure and competing workloads may significantly restrict teachers' participation in professional-development activities.
- Institutional encouragement and practical support can influence whether teachers are able to use newly learned strategies.
- Mentoring, feedback and follow-up activities can help sustain changes after a training programme ends.
- Travel, connectivity and access to suitable technology may affect participation in both physical and online training.
- Teachers may find generic or strongly theoretical programmes less useful when the content does not reflect their classroom circumstances.
- Continuous, practice-oriented and context-sensitive professional learning may provide stronger support for implementation.

Recommendations

- Training calendars should take account of teachers' instructional and administrative responsibilities.
- Schools should provide reasonable workload adjustments and protected time for professional learning.
- Training needs should be identified in advance, and programmes should include subject-specific and classroom-based activities.
- Post-training mentoring, peer discussion, classroom observation and feedback should form part of the professional-development cycle.
- Online programmes should be accompanied by dependable connectivity, accessible platforms and basic technical assistance.
- Teacher educators should emphasize demonstration, micro-teaching, case analysis, collaborative activities and classroom problem-solving.



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- School leaders should recognize teachers' professional learning and create safe opportunities to test appropriate new practices.
- Training providers should collect participant feedback and examine evidence of classroom application when revising future programmes.

Conclusion

Teacher training can contribute substantially to teaching quality, but attendance by itself is not sufficient to ensure classroom-level improvement. Teachers require realistic access to programmes, useful and contextually relevant content, adequate time, supportive leadership and continuing assistance after training. The challenges discussed in this article suggest that responsibility for successful professional development should be shared among teachers, school leaders, teacher educators and educational administrators. A sustained, collaborative and practice-centred model can strengthen the connection between professional learning and everyday classroom work.

Limitations of the Study

This article provides an illustrative research framework because no primary field dataset was supplied with the source document. The numerical tables are therefore hypothetical and are included only to demonstrate possible presentation and analysis. Before publication as an empirical article, the researcher should collect data from a clearly defined population, document the sampling procedure, establish the reliability and validity of the instrument, apply suitable statistical tests and interpret the findings within the limits of the actual research design.

AUTHOR(S) CONTRIBUTION

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

CONFLICTS OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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