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## Receiving and Implementing In-Service Teacher Training Programmes: Identifying Challenges from Teachers' Perspectives

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### Abstract

Teachers require continuous professional development to effectively navigate shifts, enhance professional proficiency, and derive job satisfaction. To achieve this, they require sufficient in-service training. In-service teacher training is assumed significant as it equips teachers to confront evolving challenges within the educational landscape. It plays a pivotal role in augmenting their knowledge base, refining subject expertise, assimilating innovative teaching strategies, fostering competencies, and cultivating skills to harness modern technologies which are integral in the field of teaching and learning. However, the delivery and effective implementation of in-service teacher training programmes in the context of Nepal is challenging. This study aims to explore the perceptions of teachers on the significance of in-service teacher training programmes and challenges they face in receiving and implementing them in the classroom in the context of Nepal. Five high school teachers from five schools from Kailali district were selected purposively as the research participants. Data were collected through in-depth and semi-structured interviews. The findings highlight that even though teachers feel that in-service teacher training programmes are significant for effective teaching and learning, an insufficient of experts, inadequate resources, waning motivation, deficient policies, time management challenges, political influences, and financial constraints constitute major hurdles in executing teacher training initiatives. The study further reveals that due to these challenges, teachers struggle to effectively implement the acquired knowledge and methodologies from the training within the constraints of limited time and expansive classroom settings.

**Keywords:** Teacher training, in-service teacher training, challenges, implementation, teacher education



## Introduction

Teacher training is an integral part of teacher education which aims at developing and updating teachers to cope with the challenges they encounter during their career, as Steadman (2008) states that teacher training updates teachers with current trends and other relevant teaching issues and solutions. Teacher training includes training for pre-service and in-service teachers. Pre-service teacher training is a part of formal education for teachers -whereas in-service teacher education is concerned with extra efforts made on teachers to refresh and update them as per the demand of time and situation; it can be both formal and informal. Similarly, teacher education is important for equipping teachers the necessary teaching skills for their students' learning (Supriatna, 2015) and improving teachers' qualifications (Simon, 2013). Despite the fact that teacher-training programmes have a good impact on teachers' instructional strategies, there has not been enough high-quality teacher training provided in this area due to the lack of skilled teacher trainers in Myanmar (Weil, 2013). Similar to the observation of Weil, teacher training programmes do not seem to be effective and sufficient in context of Nepal as well. Thakur et al. (2021) reveals that majority of in-service teacher are trained, however the effectiveness of such programmes is challenged. Though supply side of in-service teacher training seems to be sufficient, utility and satisfaction level of teachers seem to be questionable (Osamwonyi, 2016). Little or no attention is found to be paid to consider the teachers' perspectives on effectiveness of such formal and informal training programmes (Tuncel & Cobanoglu, 2018). Thus, it seems to be important for concerned authorities (who are responsible for developing and implementing teacher training programmes) to understand the challenges and problems of teacher training programmes from in-service teachers' perspectives.

Regarding teacher training in context of Nepal, Government of Nepal is trying to deliver training programmes to in-service teachers through National Center for Educational Development (NCED) and Secondary Education Development Center (SEDC). Similarly, Nepal English Language Teachers' Association (NELTA), and other associations and institutions are also contributing on teacher training. However, implementation level of such training programmes seems to be weak (Thakur et al., 2021). The training programmes are even not easily accessible to many teachers. The criteria for delivering the training programme are not specified. Importantly, needs reflection, views, challenges and difficulties of teachers related training programmes are not adequately researched, not addressed and not recorded by any mechanism. These problems are causing negative impact on professional development of the teachers and performance of the students as well.

This study aims to explore the perceptions of teachers on the significance of in-service teacher training programmes and challenges they face in receiving and implementing them in the classroom in the context of Nepal. To incorporate the aim, the study deals with two fundamental research questions:

1. How do the teachers perceive the significance of in-service teacher training?
2. What challenges do the teachers face in receiving and implementing in-service teacher training in the classroom?

### **Literature Review**

The need for in-service teacher training for teachers cannot be underestimated. It is a necessity in enhancing work performance and motivation of teachers in the field. Absence of in-service training of teachers will retard professional growth of teachers. Teacher training include activities like seminars, workshops, conferences, classes, Exhibitions etc. that are designed to develop and improve employees in an organization from the initial employment stage to retirement. It updates the knowledge, expertise, skills and competence of teacher in the teaching profession. According to National Policy on Education (2014) and National Education Policy (2019), no level of education can rise above the quality of its teachers; to meet the growing needs of education in a global economy it becomes imperative to provide sound in-service education for teachers.

Even though the teachers have got trainings, as Gautam (2016) opines, they are unable to execute the knowledge on students' achievement. He further mentions that the teacher training in Nepal has had no impact in the student's achievement and training did not lead to the better performance in the students' results. There might be several factors that might explain the performance of the students but teacher training is also one of the factors that should influence the performance of the students in exams. Again, in this context, Gautam (2016) in his article finds out that application of training skills in classroom practice is another issue in the existing teacher training programs. One of the reasons could be that "the existing modes of teacher training are lecture dominated and classroom centered" (p. 46). Another problem in teacher education is that teachers are really reluctant to take training seriously. In a study, Mathema and Bista (2006) mention that teachers (including head teachers) of remote rural schools have a tendency to avoid teaching. They look for training opportunities to escape work. Teacher training has enhanced teacher absenteeism rather than school effectiveness.

Besides, the above- mentioned issues and challenges, teacher training programmes are influenced by physical infrastructures, less logistics and less

sufficient and weak policies. To regard such issues Awasthi (2003), in his article finds out several issues related to teacher training in Nepal as such, lack of adequate fund, lack of research, lack of coordination between pre-service and in-service teacher training programmes, lack of policy to train teacher at higher level, lack of material access to electronic resources and infrequent refresher training for teacher trainers. Similarly, willingness of the trained teachers to work in different school to share their knowledge with others is also a challenge in its effectiveness. Sinha (2009) explicates that in-service training is usually centrally determined and supply- driven. For a few days a year, a small number of privileged teachers were pulled-off from their classrooms to remote training centers to be lectured to about what to do in areas that were not necessarily their main concerns and in settings that were often distant from their day-to-day concrete experiences. They were then sent back to an unchanged school where they met the indifference or outright hostility of envious colleagues, without opportunities to reinforce their newly acquired skills in the classroom.

Teacher training and professional development is a continuous process. The concepts, methods, and modes of teacher training and education should be updated according to the time and space. As Fisher (2003) has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. According to UNESCO (1985), continuing education can be regarded as the entire body of educational processes whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction about changes in their attitudes or behavior in the two fold perspective of full personal development and participation on balance and independent social, economic and cultural development.

In-service teacher training has to play a great role not only on teacher development but also in educational performance and changing teachers' behaviour into the positive one. Proper in-service teachers' training (INSET) does improve the teaching and learning process which in turn improves students' performance. To implement INSET effectively certain strategies such as, needs assessment, good selection of participants, good timing of introducing INSET programs, relevant topic and content to be selected, adequate funding, competent facilitators, INSET to be run according to the environment of the beneficiaries, involving as many participants as possible, rotating trainees in the attendance schedule and good record keeping are needed. Notwithstanding, the INSET encounters some obstacles, such

as restricted funding, teacher selection, time constraints, course material selection, environmental factors, and low levels of dedication (Serapion, 2018). Analyzing the impact of teacher training on the performance of teachers in the classroom, declares that through teacher's training behavior and performance of teachers can be changed positively, (Samupwa, 2008). Sim (2011) asserts that fundamental purpose of in-service teacher training programs is to create an environment that enables the effective practice of teaching within a classroom. In their study, Essel et al. (2009) investigate the beneficial effects of in-service teacher training, revealing that these programs equip teachers with skills, knowledge, abilities, and confidence. Conversely, Steadman (2008) draws attention to both the positive outcomes and challenges associated with implementing teacher training systems in challenging geographical, political, and administrative contexts. To establish an optimal teaching and learning environment, essential elements include adequate funding, a conducive teaching environment, teaching resources, an effective training model, and teachers possessing academic expertise – that is, well-trained, confident, and experienced teachers.

Even though in-service teacher training is essential in world context, implementing in-service teacher training programmes successfully and effectively is a challenging job. For example, in context of Nepal, various factors contribute to the failure of teacher training programmes. Yadav (2018) reveals some pertinent issues in EFL teacher development in Nepal based on its social, cultural and economic realities and he mainly focused on teacher training and conference and argue for rethinking in TD to make it more effective. It is believed that the teachers, who participate in professional development strategies such as training and conference, can develop in their professional career. However, Yadav (2018) further argues that just participating in such activities might not ensure teacher development. Thus, it seems to be essential to explore the reasons why teacher development fails to make difference in students' learning.

Similarly, as Baskan and Ayda (2018) explicate, there are some problems related to policy, practice and process of teacher recruitment. Such problems involve selection of teachers without any criteria or control; the existence of temporary teacher candidates who obtain the right to become permanent teachers; appointing teachers for political gains; the teacher education as profit-oriented business; faculty members at teacher training institutions being inadequate in developing themselves; and in-service trainings not being planned, and being organized solely for the aim of promotion. These problems are explicitly and implicitly linked with the effective implementation of teacher training programmes.

There has been significant contribution made by the researchers in the field of in-service and pre-service teacher training and professional development. In his research, Sah (2021) examines the current educational policies, training models, and programs, with a particular emphasis on the manner and the degree to which such policies and practices respond. The analysis shows that, in spite of legal requirements, pre-service university courses and in-service teacher training curricula and programs don't appear to adequately educate teachers to address social justice issues in their diverse classrooms (Sah, 2021). Furthermore, he reveals that modern primary teacher education programs prefer to concentrate on broad pedagogical abilities, English language competency, teaching strategies, and the creation of instructional materials.

Similarly, Dhakal (2016), in his study looks at the applicability and the degree to which teachers' insights from the workshops and trainings provided by the Nepal English Language Teachers' Association (NELTA) aid in easing the challenges EFL teachers. This study demonstrates that although training programs help teachers advance professionally, they struggle to apply the skills and information they gain in actual classroom settings. However, Shrestha (2008) addresses the situation and offers suggestions for action that could improve teacher education. He argues that financial rewards alone are insufficient to inspire instructors to work harder and raise pupils' academic attainment levels, Politicization of education deters teachers from doing professional work, centralized school management distances the school community from the institution by failing to engage the stakeholders, without increasing accountability, rewarding teachers wouldn't help them perform better. Shrestha (2008) further argues that all initiatives to raise the quality of instruction encounter severe criticism from the teachers while teacher trade unionism is on the rise and if the process of training does not provide apparent instructional requirements for school-based management, the teacher training program will become a ritual. It is urgently necessary to perform thorough investigations to determine the state of secondary teacher preparation now in order to create a foundation for future policy and plan development.

Regarding formal in-service and pre-service teacher training, Gautam (2016) states that lack of motivation among teachers to learn, lack of supervising, monitoring and follow up (NCED, 1998), politicization in education (Shrestha, 2004), no interest on attending training and applying those things on real classroom, poor physical facilities, lack of motivation, low salary and lack of preparation are causes of poor performance of trained teacher. Furthermore, Gautam (2016) revealed that teachers who are committed toward work should be trained, should evaluate the trained teacher's classroom after training, training should focus on real problems

of teacher that occur on real classroom, training should be focus on diverse group of learners, focus on holistic development. It is crucial to establish the interface between theory and practice and teacher should be provided with regular learning environment. However, Suzuki (2008) argues that if cascade is actually unsuccessful through case study research on in-service training for multi-grade teaching undertaken in Nepal for twenty months. As most underdeveloped nations can only afford cascade. This research revealed that the students were undoubtedly stimulated by the multi-grade teaching training. Although some participants were familiar with the training curriculum, they still learned new information, and others were able to recollect information they already knew as a result of the training.

The literature on effective implementation of in-service teacher training program and teachers' perspective on it shows that in-service training has significant contribution to various areas such as the education policy, maintenance of the educational needs of teachers and students, and the mutual relationship between the school and its environment. For effective and sustainable outcome in-service training should be planned systematically and the needs of the participants should be carefully analyzed and purposes should be determined according to these needs. Nevertheless, along with the in-service teaching training programs, new teaching-learning concepts should be introduced to make such programs more effective. The literature reviewed in this section shows that in-service teacher training can have very positive impact on their educational performance, professional qualification, to develop and enrich their knowledge and obviously students' performance. However, only participating in training might not insure teacher development. This review section also reveals that there are numerous studies that have been carried out on teacher training to find the positive impact and negative impact of in-service teacher training. However, in the context of Nepal very few researchers have addressed this issue. So, this paper basically attempts to explore the perceptions of teachers on the significance of in-service teacher training programmes and challenges they face in receiving and implementing them in the classroom in the context of Nepal

### **Methods and Procedures**

This study employs a qualitative research design, utilizing in-depth interviews as the primary method for data collection from participants. In addition, a set of open-ended questions was formulated and administered to gather supplementary information. The research site comprises five community schools located in the Kailali district. The research population consists of five teachers from each of the selected schools. All participants were personally approached, and interviews lasting 25 minutes each were conducted to procure data for the study. The interviews were conducted in both Nepali and English, with the language chosen based on the

participants' comfort level, predominantly favoring Nepali. The collected data were meticulously recorded, transcribed into written form, and subsequently translated into English. The qualitative analysis approach was employed to present and analyze the data. To maintain the ethical consideration, the schools are named as school A, school B, school C, school D, and school E. Similarly, the participants chosen from each school are coded as T1, T2, T3, T4 and T5.

## **Results and Discussion**

The findings of the research are discussed on the basis two broad research questions: How the teachers perceive the significance of in-service teacher training and what challenges the teachers face in receiving and implementing in-service teacher training in the classroom. To answer these questions ten interview questions were asked to the participants. This section discusses the major findings, obtained from the interview with the research participants. The findings are discussed under three sub-themes derived from the research questions: perceptions of teachers on the significance of In-Service Teacher Training; challenges faced by the teachers in receiving in-service teacher training; and challenges faced by the teachers in implementing in-service teacher training in the classroom.

### **Perceptions of Teachers on The Significance of In-Service Teacher Training**

In reference to the significance of training, participants emphasized the indispensable nature of training initiatives. They asserted that training plays a pivotal role in facilitating the delivery of high-quality education and contributes significantly to the continuous professional growth of teachers. Acknowledging the dynamic nature of the educational landscape, participants emphasized the imperative for ongoing training to address pertinent and contemporary challenges. Such training sessions are deemed essential for the resolution of pressing issues and the enhancement of classroom effectiveness.

Training is necessary. It will help to provide quality education and further help in the professional development of teacher. (T1)

Training in one's professional career is must. Live and burning issues are to be addressed by such trainings. So, to solve those issues and to make effective classroom it is necessary. (T2)

Teachers should be trained frequently on the basis of their needs for which need analysis should be done in the beginning. It helps in developing teacher's professional development. (T3)

For effective teaching and learning activities, training is necessary. It helps in profession development of teacher as well as it is beneficial for students and helps teacher to update with new knowledge and strategies. (T4)



Regarding the significance of training, the participant from school A (T1) exposed the imperative nature of training, emphasizing its crucial role in furnishing a foundation for the delivery of high-quality education and contributing to the ongoing professional advancement of teachers. Similarly, the respondent associated with school C (T3) emphasized the indispensability of training within one's professional trajectory, asserting that addressing contemporary and pressing issues requires the acquisition of relevant skills through training. This individual asserted that such training is pivotal for problem-solving and the cultivation of an effective classroom environment.

In addition, the respondent from school D (T4) expounded on the necessity for recurrent teacher training, contending that a systematic needs analysis at the outset is vital. This strategic approach, according to the respondent, facilitates the tailored development of teachers by aligning training initiatives with their specific requirements.

Furthermore, the respondents from school B (T2) and E (T5) concurred on the essential role of training in fostering effective teaching and learning activities. They explicated that training not only contributes to the professional development of teachers but also yields benefits for students, enabling teachers to remain abreast of new knowledge and instructional strategies. These perspectives collectively affirm the consensus among the respondents regarding the integral role of training in enhancing educational practices and the continuous development of teachers.

The consensus among respondents was that regular and tailored training is crucial within the context of one's professional career. This sentiment was emphasized by the assertion that live and pressing issues necessitate proactive engagement through targeted training interventions. A systematic approach, involving a needs analysis at the outset, was deemed essential for determining the specific areas in which teachers require training, thereby fostering their professional development.

Moreover, participants emphasized the multifaceted benefits of training for both teachers and students in the context of effective teaching and learning activities. Beyond serving as a catalyst for the professional development of teachers, training was deemed advantageous for students, contributing to an enriched learning environment. Furthermore, training was identified as a means for teachers to remain abreast of emerging knowledge and instructional strategies, thereby ensuring their pedagogical practices remain contemporary and effective.

With respect to the advantageous outcomes of professional development initiatives in the context of their professional roles, all participants (denoted as T1, T2, T3, T4, T5) uniformly exposed the following sentiments:

Teacher training is helpful for every teacher and student. The knowledge learned in the training always helps to develop the skills, helps me to make and manage the classroom effectively, give me ideas to apply new techniques and strategies in my class and develop confidence and leadership. Similarly, training help the to know how to impart quality education and effective teaching.

This narrative from the participants denotes that teacher training emerges as an invaluable resource for both teachers and students, facilitating the acquisition of knowledge that invariably contributes to skill development. The acquired knowledge not only assists in efficaciously orchestrating classroom dynamics but also serves as a catalyst for the application of innovative pedagogical techniques and strategies. Participants attested that such training endeavors engender a heightened sense of confidence and foster leadership attributes.

Moreover, the overarching consensus among teachers highlights the manifold benefits derived from training initiatives. These benefits encompass the derivation of novel ideas for the implementation of cutting-edge techniques and strategies within their instructional settings. Furthermore, the pedagogical efficacy of teachers is enhanced through improved classroom management and adept time utilization, concurrently affording them novel perspectives on lesson planning.

The collective perceptions of the participants also highlight the instrumental role played by these training programs in facilitating meticulous lesson planning. Noteworthy contributions include the cultivation of leadership skills and the augmentation of confidence levels among teachers. This sentiment aligns with Tuncel's (2018) assertion, positing that teacher training serves as a pivotal mechanism for teachers to navigate challenges inherent in the teaching profession, thereby fortifying their prowess in effective teaching and classroom management. Consequently, it is plausible to contend that professional development initiatives are instrumental not only in instilling professional values but also in nurturing attitudes conducive to optimal teaching practices.

### **Challenges Faced by the Teachers in Receiving In-Service Teacher Training**

Before examining the challenges, the teachers face in receiving trainings, it is significant to explore the status of teachers in terms of the training programmes they have attained. In the interview concerning the training sessions they have

participated in, a predominant number of respondents conveyed that their attendance was predominantly confined to Teacher Professional Development (TPD) training. A minority exposed engagement in refreshment training and connecting classroom training. Singularly, one respondent exposed a diverse spectrum of attendance, encompassing professional development, language development, and classroom management workshops. It is noteworthy to highlight that respondent emanating from four distinct schools (A, B, C, D,) consistently mirrored analogous responses in terms of the nature and scope of training attended. They responded as:

I have attended only TPD training. Sometimes connecting classroom is also provided but no other types of trainings are arranged for us. (T1)

Conversely, a respondent from School (E) (T5) presents a slightly different perspective, stating:

I have attended several trainings on professional development, language development, classroom management, etc. There are varieties that I attend like workshops, seminars, and conferences. (T5)

These statements explicitly convey that the majority of teachers have not had the opportunity to attend diverse forms of in-service training during their teaching tenure; only a few have had the chance to partake in various training programs. The absence of appropriate in-service teacher training has significant implications for the professional development of teachers, directly impacting the learning outcomes and success of students. This is attributed to the understanding that the quality of education is contingent upon the caliber and diversity of training received by teachers. Training becomes imperative for updating their knowledge and honing their skills in curriculum, psychology, and pedagogy of learners (Tuncel, 2018). Consequently, to foster improved learning outcomes and facilitate the professional development of teachers, it is imperative for the government to consistently provide training opportunities to teachers.

However, in terms of the frequency of training attendance, participants A, B, C, and D provided responses indicating a lack of regular training opportunities. Participant (T1) expressed, “Not yet. I didn’t get regular training. Maybe due to government policy. We hardly get a chance to attend training once a year.” However, Participant (T5) reported receiving regular training, approximately three times a year.

The prevailing sentiment among the majority of teachers is a dearth of consistent training. They rarely have the opportunity to attend training sessions, with most indicating an infrequency of once a year. The attributed reasons for this scarcity include geographical challenges, government policies, the unstable state

of the education sector, the impact of the COVID-19 pandemic, and administrative unwillingness. Despite the acknowledged importance of in-service teacher training for professional development, teachers find themselves unable to participate, even though they express a desire to engage in such training activities. The impediments, as identified, encompass geographical constraints, governmental regulations, the precarious state of the education sector, the ongoing effects of the COVID-19 pandemic, and administrative reluctance.

However, the respondent from School B (T2) articulates concerns encompassing various facets of the educational landscape, including student assessment, teaching and learning activities. The individual asserts that a pervasive lack of interest is evident within the school community, extending from the teaching staff to the principal. Notably, the respondent highlights the principal's apparent indifference toward both training initiatives and the professional development of teachers.

There are problems in everything from student assessment, teaching and learning activities. No one in the school shows interest toward it. Even the principle does not give priority either on training nor on professional development of teacher. (T2)

The narrative implies a systemic issue where a collective disinterest prevails, not only among teachers but also at the administrative level. The respondent's assertion that "nobody at the school appears to be interested in it" emphasizes the pervasive nature of this indifference. Furthermore, the acknowledgment that the school authority accords no importance to teacher professional development implies a critical lapse in institutional priorities. The specific mention of issues with student evaluation, teaching practices, and classroom activities highlights the comprehensive scope of the challenges faced by School "B." This commentary reflects a nuanced understanding of the interconnectedness of various elements within the educational framework and signals a need for a holistic intervention to address the identified issues.

The response from the teacher at school C (T3) from several challenges faced by the teachers in obtaining the training. Firstly, the geographical location poses a significant problem, implying potential logistical and infrastructural obstacles that may impede the teaching process. Secondly, the reference to the administration's carelessness suggests a lack of attention or responsiveness to the specific challenges posed by the geographical setting, further exacerbating the difficulties faced by teachers.

There is problem due to the geographical area. Carelessness of administration towards it also creating problem. The other one is mixing political thing inside education. (T3)

Additionally, the teacher points out the intrusion of political considerations into the realm of education. This implies that political influences might be disrupting the educational environment, potentially compromising the autonomy and effectiveness of teaching practices. Such interference could have adverse effects on the overall educational experience for both teachers and students.

In the similar context, a participant from school D (T4) expounded that a principal predicament encountered by teachers pertains to the negligence exhibited by the administrative body.

The main problem for teacher is carelessness of administration. There are problems in student assessment and lack of resources to prepare effective materials. (T4)

The concomitant issues encompass deficiencies in student assessment methodologies and a dearth of resources essential for the formulation of efficacious instructional materials. This assertion illuminates that the salient impediments faced by teachers encompass administrative lapses, inadequate provisions for the facilitation of effective pedagogy, and deficiencies in the evaluation mechanisms applied to students.

However, participant from school E espouse distinct perspectives compared to other participants. The representative from school E (T5) exposed the following viewpoint:

I do not encounter any impediments with respect to training, but I am actively seeking training programs that specifically address the intricacies of planning virtual classes, particularly in terms of assessment and addressing the unique characteristics of the new generation of students. (T5)

This respondent does not express any reservations about the training itself; rather, she exhibits a keen interest in participating in training sessions that can enhance her ability to orchestrate virtual classes. The amalgamated responses indicate that a majority of teachers grapple with issues stemming from insufficient confidence, challenges in the production and utilization of instructional materials, difficulties in student assessment, and the broader aspects of delivering quality education. Furthermore, factors such as geographical constraints, administrative negligence, the infusion of political considerations into educational matters, and the mobilization of students in pedagogic activities also contribute to the prevalent challenges. Notably,

the teacher from school E (T5) stands out by disclosing no perceived problems; instead, she actively seeks training to improve her proficiency in conducting virtual classes effectively.

In alignment with these findings, Steadman (2008) elucidates that challenging geographical, political, and administrative circumstances often hinder the consistent provision of training. However, it is emphasized that training plays a pivotal role in enhancing a teacher's classroom efficacy, directly impacting learners' achievements and success. The consensus among the respondents emphasizes that teachers must stay abreast of contemporary methodologies and strategies to keep students abreast of new knowledge. Consequently, the overarching recommendation is that teachers should receive regular training. Despite the prevailing lack of willingness to conduct training sessions in the current context, the imperative remains for teachers to undergo regular training to foster improved educational outcomes.

Concerning additional challenges, the participants from all schools uniformly exposed similar concerns, with their responses converging around the following issues, amalgamated from the insights of five participants:

The main problem we are facing in modern class is not having sufficient knowledge about IT. Due to lack of sufficient training teachers are unable to use new strategy in the classroom which affects the confidence of the teacher in the classroom. In our context having many students in the one class is also a big problem. Without updating teacher's proficiency level through training, one can't produce appropriate materials and can't reach the students need. It affects on student's mobilization, students learning, student's assessment and teaching learning activity.

A primary obstacle encountered in contemporary classrooms pertains to an insufficient grasp of Information Technology (IT). The dearth of comprehensive training inhibits teachers from employing novel pedagogical strategies, consequently eroding their confidence within the instructional setting. The presence of a substantial number of students in a single class compounds this challenge. Failure to enhance teacher proficiency through systematic training impedes the generation of pertinent educational materials and hampers the fulfillment of student needs. This deficiency reverberates across various facets of the educational process, encompassing student mobilization, learning outcomes, assessments, and the overall efficacy of teaching and learning activities.

Furthermore, the teachers confront an array of challenges attributable to their inadequate training, including an inability to integrate IT effectively into the classroom, unfamiliarity with contemporary methods and techniques, an inability to

achieve optimal academic results, a lack of confidence in managing large class sizes, and challenges related to the production and utilization of educational materials. The repercussions extend to student mobilization in pedagogical activities and the teachers' incapacity to continually update themselves in alignment with evolving student requirements. These challenges manifest across diverse dimensions, ranging from student assessments and teaching methodologies to the overarching quality of education.

While a subset of teachers expressed a purported absence of challenges related to training, some acknowledged the need for targeted training initiatives that would facilitate adept planning of virtual classes, particularly in terms of assessment strategies and effectively engaging with the distinct characteristics of the new generation of students.

### **Challenges Faced by the Teachers in Implementing In-Service Teacher Training in the Classroom**

Although teacher training significantly contributes to the improvement of teaching and learning activities in the classroom, as well as the professional development of teachers, its successful implementation faces numerous challenges. When discussing the impediments encountered in the execution of teacher training programs, a respondent from school A (T1) exposed the following perspective:

It is due to negligence of administration and teacher. No one gives priority to such kind of activities. No one come to see here whether the teacher who is trained is applying those skills in the classroom or not when we ask for the training the school shows financial problem of the school. All these things are creating problem in implementation. (T1)

The hindrances primarily stem from the collective negligence of both the administration and teachers. There is a notable absence of prioritization for such developmental activities, and there is minimal oversight to ascertain whether teachers, post-training, effectively apply acquired skills within the classroom setting. When approached for training, the school often cites financial constraints as a deterrent, further exacerbating the challenges associated with implementation. This insight highlights the existence of implementation-level challenges attributable to insufficient supervision, negligence on the part of both administrators and teachers, and the financial constraints faced by the school.

Similarly, a respondent from school B (T2) expounded that the inherent challenges lie in the lack of emphasis placed on such training endeavors, compounded by the absence of expert personnel in pertinent areas.

Normally, no one gives priority towards such training. if we want to conduct such kind of training. we don't have people who are expert in those areas. We learn many things from training but while implementing we got problem due to lack of materials that are needed. The school cannot afford all the things and most importantly no curiosity of the concerned authorities causes problem while implementing. (T2)

The challenges persist at the implementation level due to a deficiency in oversight, the neglectful attitudes of administrators and teachers, and the precarious financial circumstances of the educational institution. Despite the acquisition of knowledge during training sessions, difficulties in implementation arise from inadequate access to necessary materials, financial constraints limiting the school's capacity to procure essential resources, and a noticeable lack of interest and curiosity among pertinent authorities. The elucidation provided by the respondent from school B (T2) highlights that challenges in implementation are exacerbated by the absence of experts, insufficient resources, financial constraints, and less interest on the part of relevant authorities.

Respondents from school C (T3) highlight financial constraints as the primary obstacle, emphasizing the indispensable role of adequate funding in procuring essential materials for effective teaching and learning activities. Additionally, the interests of both the administration and teachers, coupled with shortages in materials and expertise, are identified as factors contributing to challenges in implementation.

The main problem is financial problem. Without money we can't arrange all the required materials for effecting teaching and learning activities. The others can be interest of administration and teacher. Insufficient materials and expertise also create problem while implementing. (T3)

Through this narrative of the participant, it can be inferred that the common themes emerging from these responses highlight the multifaceted nature of challenges in implementing teacher training programs. Issues such as negligence, financial constraints, lack of expertise, and insufficient materials collectively impede the effective integration of acquired skills and knowledge into classroom practices. Addressing these challenges requires a comprehensive approach that considers the diverse factors influencing the successful implementation of teacher training initiatives.

Moreover, a respondent from school D (T4) identified multiple factors hampering the implementation of training programs.



The interest of concerned people and the trainee causes problem in implementation of training. The school does not want to send teachers for training (do not want to hamper the regular class) and trainee himself or herself may not be enthusiastic. If both of them cannot manage time, the training can't be effective. Similarly, after training no one come to observe the classes. Financial problem and lack of experts also create problem. (T4)

The respondent pinpointed the reluctance of both the school administration and teachers to prioritize training, citing concerns about disrupting regular classes. Additionally, issues related to the enthusiasm of trainees, time management, lack of post-training observation, financial constraints, and a shortage of expert personnel were identified as compounding challenges in the effective execution of teacher training.

The participant from School E (T5) exposed a noteworthy challenge, delineating that the amalgamation of teachers possessing distinct subject-matter expertise into a unified training program, characterized by explicit objectives, poses a formidable obstacle.

One of the challenges would be to include all the teachers with different subject expertise into one training with specific objectives and all physical and economic resources' also cause problem in implementation. (T5)

Furthermore, the respondent emphasized the impediments arising from constraints in both physical and economic resources, signifying that the simultaneous considerations of financial limitations and the imperative to encompass a diverse array of subject-specialized instructors engender difficulties in the effective execution of educational initiatives.

The participants responded that the primary impediment to organizing seminars and workshops within schools was a financial constraint. Additional challenges cited included a dearth of subject matter experts, inadequate resources, a lack of collective willpower, challenges in time management, and the recurring financial constraints hindering the school's capacity to arrange training sessions for teachers. Notably, one respondent highlighted the issue of including teachers with diverse subject specialties in a singular training program.

In discussions pertaining to administrative attitudes, a representative from School A (T1) remarked that the administration sporadically encourages training activities, primarily driven by concerns over potential issues arising in the absence of teachers, leading them to prioritize routine classes over training initiatives.

Administration encourages sometimes only because they are worried about the problem that occur in the absence of teacher. So, they don't focus on training. Teachers are taken as trained in themselves. (T1)

Normally, administration does not show interest in providing training. The reason behind this is not to disturb the regular classes. Mostly teacher who teaches major subject like maths, science and the people related to authorities get more chances to attend the training. (T3)

Similarly, the respondent from School C echoed this sentiment, noting a general disinterest in providing training due to a desire to maintain the regular class schedule. Furthermore, respondents from Schools B (T2) and D (T3) shared similar perspectives, emphasizing that although occasional encouragement for training exists, preference is often given to individuals with closer ties to the administration. They observed a prioritization of regular classes over training, resulting in a lack of opportunities for teachers to acquaint themselves with novel strategies and techniques. In this context participant T2 and T4 responded:

Sometimes administration encourages but gives priority to the people who are nearer to them. They focus on regular class rather than on training and didn't get chance to update with new strategy and techniques. They think like people who are from education background do not need training and they are perfect in themselves.

Yes, as they believe that training helps to bring all round development of the teacher and improve in teaching and learning process but give priority to class. Teachers are taken as trained on themselves.

Similarly, a respondent from School E (T5) acknowledged the benefits of training in fostering holistic teacher development and enhancing the teaching-learning process. Nonetheless, the prevailing inclination was to accord precedence to classroom responsibilities. Many teachers expressed that while occasional encouragement for training exists, it is not a consistent practice. This inconsistency in support hampers their ability to stay abreast of contemporary teaching methodologies. The teachers argued that the administration's reluctance stems from a short-sighted focus on immediate student welfare, neglecting the long-term benefits that arise from updating teachers with contemporary knowledge and teaching skills. Another rationale identified was the perception that teachers, having acquired qualifications from various universities, are already considered trained professionals.

Despite recognizing the pivotal role of administration in enhancing teachers' professional competencies and fostering student learning, teachers lamented that

government authorities and individuals connected to English Language Teaching (ELT) and local education are more frequently invited to training sessions. Some respondents asserted that training opportunities predominantly favor novice and permanent teachers, particularly those specializing in mathematics and science. This selective approach to in-service teacher training was perceived as detrimental to the overall quality of teaching and learning activities within schools. However, a silver lining emerged as some teachers acknowledged receiving material incentives after participating in teacher training programs.

The implementation of teacher training faces significant challenges, primarily stemming from a lack of encouragement, administrative interest, and teacher motivation, coupled with inadequate awareness of the training's importance. Teachers commonly cite various obstacles such as insufficient funds, political influences, the halo effect, limited materials, methods, and techniques, as well as the absence of expert personnel, the curiosity of concerned individuals, insufficient resources, absence of policies, and time constraints as major hindrances to effective teacher training in schools. Some teachers also attribute challenges to a lack of collaboration, negligence, and insufficient inspection in the classroom. As Poudel (2014) delves into the difficulty of finding proficient teacher trainers capable of facilitating the transfer of new knowledge into classroom practices, participants from various schools unanimously recognize the necessity of training for quality education and teacher professional development. They assert that addressing live and pertinent issues through training is essential for creating effective classrooms.

Moreover, the participants stress the need for frequent and needs-based training, advocating for an initial needs analysis. They argue that regular training enhances teaching effectiveness, benefits students, and allows teachers to stay updated with new knowledge and strategies. The consensus among participants is that in-service training is indispensable for a teacher's professional growth and effective classroom management. However, the participants also highlight poor physical facilities, lack of motivation, the pursuit of part-time jobs due to low salaries, and insufficient preparation time as factors contributing to the subpar performance of teachers (Tuncel, 2018). The perceptions of teachers also focus on the importance of motivating teachers through adequate compensation to prevent them from seeking additional employment, which can negatively impact their preparation time and, consequently, student learning outcomes. Additionally, while in-service training is crucial for enhancing teachers' skills, knowledge, and performance, this study focuses on uncovering the prevalent challenges in implementing teacher training in the Nepalese context. It sheds light on the difficulties teachers face due to the absence of comprehensive training programs in their professional development.

## Conclusion

The findings of the paper provide insights into the perceptions of teachers regarding the significance of in-service teacher training and the challenges they encounter in both receiving and implementing such training in the classroom. The participants unanimously emphasize the pivotal role of training in facilitating the delivery of high-quality education and contributing to continuous professional growth. The dynamic nature of the educational landscape necessitates ongoing training to address contemporary challenges, resolve pressing issues, and enhance classroom effectiveness.

Perceptions on the significance of in-service teacher training are rooted in the acknowledgment of its indispensable nature. Teachers assert that training is necessary for providing quality education and furthering their professional development. The need for recurrent, needs-based training is emphasized, with a call for initial needs analysis to tailor training initiatives to specific requirements. The benefits of training extend beyond professional development to include improvements in teaching and learning activities, benefiting both teachers and students. The consensus among participants emphasizes the integral role of training in enhancing educational practices and fostering continuous development.

However, challenges in receiving in-service teacher training are evident. Participants report a predominant attendance in Teacher Professional Development (TPD) training, with limited exposure to diverse forms of training. The infrequency of training opportunities is attributed to geographical challenges, government policies, the unstable state of the education sector, the impact of the COVID-19 pandemic, and administrative unwillingness. Financial constraints, lack of interest, and negligence at both administrative and teacher levels are identified as barriers to regular training attendance.

The challenges in implementing in-service teacher training in the classroom are multifaceted. Participants cite negligence, financial constraints, lack of expertise, and insufficient materials as impediments. There is a recurring theme of a lack of interest and prioritization by both administrators and teachers, leading to infrequent encouragement for training. The reluctance to disrupt regular classes and an inclination to prioritize immediate student welfare are identified as reasons for the sporadic support for training initiatives. Additionally, challenges in implementing training programs include difficulties in time management, reluctance to observe post-training classroom practices, and a scarcity of subject matter experts. Finally, carrying out the research and finding out the challenging factors and causes for the issues seems to be very essential for the further development of the teachers and

teaching in general. However, such small-scale research output may not represent the entire issues in the field of TPD and its implementation. It is supposed to be significant for the teachers, teacher teachers, trainers, local, provincial and federal government, policy makers and related stakeholders of education.

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