# Barriers To Career Development: Understanding The Professional Challenges Of In-Service Teachers

[1]Divya Sukhija, [2]Abhishek Pratap Singh

[1,2]Department of Education, Hemvati Nandan Bahuguna

Garhwal University (A Central University), Srinagar Garhwal, Uttarakhand 246174, India

**Abstract:** This study explores the major barriers to career development faced by in-service teachers, aiming to understand the professional challenges that impact their growth and effectiveness in the field. Despite the critical role of teachers in shaping student learning, many encounters significant barriers that hinder their career progression and access to professional development opportunities. Using qualitative approach, this research analyzes data from semi-structured interviews conducted with 30 in-service teachers in the Udham Singh Nagar District of Uttarakhand, identifying key challenges such as (limited access to training resources, lack of institutional support, time constraints, and insufficient opportunities for skill enhancement). The study underscores the need for targeted support systems, professional development programs, and policy interventions that address the unique needs of teachers. By identifying these obstacles, this research aims to contribute valuable insights into improving professional development frameworks, ultimately supporting the growth and effectiveness of schoolteachers in their careers.

**Keywords –** In-service teachers, Professional development barriers, Career progression.

## 1. Introduction

The role of teachers is fundamental in shaping the educational experiences and learning outcomes of students. Teachers are often seen as the cornerstone of a nation's educational system, responsible for not only imparting knowledge but also fostering critical thinking, creativity, and the holistic development of students. However, the professional development of teachers remains a critical concern, as their continued growth is essential to improving the quality of education (Darling-Hammond et al., 2009). Despite the importance of teacher development, many in-service teachers encounter various barriers that hinder their career progression and access to professional development opportunities. These barriers not only limit their personal growth but also have broader implications for educational quality and student achievement.

Research on teacher professional development has consistently identified a range of challenges faced by teachers in their careers. These challenges often include limited access to training resources, insufficient institutional support, time constraints, and a lack of opportunities for skill enhancement (Borko, 2004; Desimone, 2009). Access to high-quality professional development is crucial for teachers to remain effective and up-to-date with the latest pedagogical strategies and subject matter knowledge (Guskey, 2002). However, many teachers, especially those in developing or underserved regions, report feeling isolated from opportunities that could enhance their professional capabilities (Richter et al., 2011).

One of the most pressing issues in this regard is the inadequate institutional support for teachers' continuous learning. School systems often fail to provide a structured framework for ongoing professional development, leaving teachers to seek opportunities on their own or relying on limited, sporadic training programs (Avalos, 2011). Moreover, time constraints are a significant challenge, as many teachers face heavy workloads and are unable to participate in external professional development programs or workshops due to their teaching responsibilities (Robinson & Bunnell, 2013).

The limited availability of professional development programs that cater to teachers' diverse needs further compounds this issue. Many teachers report that the training they receive is often generic, not tailored to their specific subject areas, and does not address the practical aspects of their daily teaching routines (Killion, 2002). Furthermore, there is often a gap between theoretical knowledge gained in workshops and its implementation in the classroom, resulting in a disconnect between professional development and classroom practice (Harrison & Killion, 2007).

In India, where this research is situated, the issue is even more complex. Teachers in rural and remote areas, particularly in government schools, often face significant challenges in accessing high-quality professional development opportunities (Pandya & Pandya, 2016). The barriers to career development in such contexts are further exacerbated by a lack of funding, insufficient infrastructure, and limited access to training programs. As a result, teachers in these settings may struggle to keep pace with evolving teaching methods and curriculum reforms. According to an Indian study by Muralidharan and Sundararaman (2013), rural teachers, in particular, face issues related to the quality and accessibility of training, as well as the lack of institutional support for sustained professional growth.

Additionally, the evolving education system in India, which emphasizes technology integration, inclusive education, and learner-centered pedagogies, places increasing demands on teachers (Sood, 2015). Yet, many teachers report insufficient training in these areas, leaving them unprepared to meet the expectations of the modern educational environment (Vohra, 2017). Furthermore, teachers often feel disempowered by administrative structures that offer limited opportunities for advancement or professional growth, as highlighted by Chaudhary and Ranjan (2016).

Given these challenges, the aim of this study is to explore the major barriers to career development faced by in-service teachers in India, with a specific focus on the unique obstacles they encounter in terms of professional growth and effectiveness. By identifying these barriers, the research seeks to offer valuable insights into how institutional support systems, professional development frameworks, and policy interventions can be enhanced to better support teachers in their career progression. Through this exploration, the study aims to contribute to the growing body of literature on teacher professional development and provide recommendations for fostering a more supportive environment for teachers' career growth.

## 2. Methodology

This study on the barriers to career development faced by in-service teachers utilizes a qualitative research design, which is particularly effective for examining the complex and nuanced experiences of teachers regarding obstacles in professional growth. A purposive sampling method was selected to identify the 30 participants from the Udham Singh Nagar District of Uttarakhand who could provide rich insights into these challenges. Data collection was conducted through semi-structured interview forms, allowing participants the flexibility to express their thoughts and share their personal experiences in their own words. This approach enables a comprehensive understanding of the unique and varied perspectives of in-service teachers on professional development barriers.

The interview form consisted of two parts, the first part of the form consisted of questions about teachers' demographic profiles and the second part of the form included questions about professional development barriers of teachers. In order to increase the level of validity and reliability of the semi-structured interviews, the peer-reviewing process applied as prepared questions were checked by other scholars.

## 3. Findings of the study

As a result of the qualitative analysis, **categories related to professional development barriers have been found and formed on which the responses have been taken and analysed.**

## 3.1. Professional and Personal Life Management

Balancing personal life and professional responsibilities as a teacher is a task that demands careful planning, time management, and emotional resilience. Teachers often find themselves working beyond school hours, taking work home, and devoting significant energy to fulfilling their professional commitments. However, many educators have developed strategies to maintain harmony between their personal and professional lives.

Effective time management emerges as a common solution. By creating routines, prioritizing tasks, and adhering to a structured schedule, teachers ensure that both personal and professional responsibilities are met. Delegating tasks at home, such as involving family members in shared responsibilities, also plays a crucial role in easing the burden. Some teachers emphasize that setting clear boundaries—keeping personal and professional life distinct—helps them manage both spheres effectively.

Support from family is often cited as a significant factor in achieving balance. With cooperation and understanding from loved ones, teachers can devote time to their students and professional duties while still attending to their personal obligations. Teachers who plan their activities and think positively report being better equipped to manage challenges, although they sometimes need to sacrifice personal hobbies, social engagements, or time for themselves and their families.

Despite these efforts, challenges persist. Long working hours, burnout, and difficulty disconnecting from professional responsibilities can disrupt personal life. Special circumstances, such as caring for senior citizens at home or balancing social responsibilities, add to the complexity. Teachers also note that there are moments when they feel they cannot devote adequate time to their children or personal well-being.

For many, adopting a balanced perspective is key. Teachers strive to enjoy their work at school, dedicating themselves fully to students, while cherishing moments with their families at home. Some find peace by focusing on one task at a time, avoiding multitasking that could lead to stress. Challenges like missing family events or social gatherings occasionally arise, but prioritizing responsibilities helps navigate such situations.

Ultimately, many teachers believe their profession instills discipline and planning skills that positively impact both their personal and professional lives. By staying organized, managing time wisely, and seeking support when needed, they navigate the demands of teaching with grace, ensuring that their contributions to education do not overshadow their personal happiness and fulfillment.

## 3.2. Physical and Mental Well-being Affect on Work and Career Growth

Physical and mental well-being are crucial for optimal performance in any profession, especially in teaching, where the role demands high levels of energy, emotional investment, and intellectual engagement. A healthy body and mind enable individuals to dedicate their full potential to their work, fostering productivity and creativity. Teachers who maintain their physical and mental health are better equipped to handle classroom challenges, connect with students, and contribute to the learning environment effectively.

Good health is the foundation for career growth. A sound body supports endurance and stamina, while a clear and focused mind enhances decision-making, adaptability, and problem-solving abilities. Teachers who prioritize their well-being find themselves more motivated to learn new skills, embrace innovative teaching strategies, and seize career advancement opportunities. Conversely, poor health can hinder work efficiency, reduce confidence, and cause valuable opportunities to slip away due to lack of energy or mental clarity.

Teaching often involves stress, particularly when balancing multiple responsibilities such as lesson planning, administrative tasks, and student engagement. Prolonged stress can lead to burnout, affecting not only professional performance but also personal life. To mitigate this, teachers emphasize the importance of self-care practices such as yoga, meditation, and regular exercise. These activities help cultivate resilience, maintain emotional balance, and foster a positive outlook.

The challenges of teaching also highlight the significance of strong willpower and self-motivation. Even during times of physical discomfort or mental strain, many teachers rely on their inner strength and commitment to their duties to ensure the smooth execution of their tasks. However, this resilience does not eliminate the need for a healthy lifestyle; instead, it underscores the interconnectedness of well-being and career growth.

Teachers who are physically and mentally fit contribute positively to their own growth and to the development of their students. By maintaining good health, they inspire their students and create a productive learning environment. A fit and positive teacher can better manage time, adapt to new challenges, and stay motivated

to explore opportunities for professional advancement. On the other hand, neglecting health can reduce work capacity and limit career progression.

In conclusion, physical and mental well-being are indispensable for sustaining a fulfilling and successful career. By prioritizing health, managing stress effectively, and staying motivated, teachers not only enhance their current performance but also create pathways for future growth. A healthy teacher is an asset to their students, their profession, and their own personal development.

## 3.3. Family Obligations and Personal Relationships Influence on Career Choices and Professional Development

Family obligations and personal relationships significantly shape career choices and the availability for professional growth, though their impact varies widely among individuals. For some, these responsibilities pose minimal challenges, as they effectively balance personal and professional life through time management, clear boundaries, and prioritization. Many respondents shared that family support plays a crucial role in enabling them to focus on their careers. A supportive family helps manage household responsibilities, making it easier to pursue professional aspirations without major obstacles.

In certain cases, family commitments can limit career opportunities. For example, some individuals have had to forgo promotions, transfers, or additional qualifications due to familial responsibilities. This is particularly relevant for single parents or those in traditional societal setups where family and relationships are prioritized over personal career growth. Women, especially in patriarchal societies, often face compromises, such as seeking job opportunities closer to home or sacrificing career advancements to fulfill familial obligations.

Modern technology, such as mobile phones, has eased many challenges by allowing people to manage personal and professional tasks more effectively. Quick communication and online solutions help mitigate the impact of family demands on career progression. Despite this, some challenges remain unavoidable, particularly when personal relationships require significant time and emotional investment.

On the positive side, families often act as a source of motivation and inspiration. Their understanding and encouragement empower individuals to pursue professional development opportunities while maintaining harmony in personal life. Balancing both spheres is achievable when responsibilities are distributed equitably, time is managed effectively, and external support systems, such as the guidance of elders or help from colleagues, are utilized.

In conclusion, while family obligations and personal relationships can sometimes influence career choices and professional development, they do not always pose insurmountable challenges. With a supportive family, effective planning, and dedication, individuals can navigate their dual responsibilities successfully and find fulfillment in both their personal and professional lives.

## 3.4. Comfort with Learning New Skills and Technologies and Associated Challenges

Learning new skills and technologies is both an essential and enjoyable aspect of professional development for educators. Many teachers express a high level of comfort in adopting new technologies and skills, often citing their eagerness to improve their teaching methodologies and align with modern educational practices. The integration of ICT and the availability of online resources, such as YouTube, have significantly facilitated the learning process, enabling educators to stay updated with the latest advancements in education.

For most, learning new skills brings excitement and a sense of accomplishment. Many teachers actively seek opportunities to acquire new knowledge, emphasizing that these skills enhance their efficiency, speed, and overall expertise in their work. The process of learning is seen as an integral part of their professional growth and an opportunity to bring positive changes to the classroom. Some educators highlight how their enthusiasm for learning extends to applying new skills effectively in the classroom to improve student outcomes.

Despite this enthusiasm, challenges remain. The most common issue reported is a lack of time to focus on skill development due to the demanding nature of their jobs. The simultaneous management of multiple responsibilities at school often limits the opportunity to practice and implement newly acquired skills. Additionally, age and familiarity with technology can pose challenges for some educators. As new technologies become more complex and evolve rapidly, it can take time and effort to adjust, particularly for those who have less experience in a digital environment.

Other challenges include access to necessary resources and the sometimes-limited support from students or parents when trying to implement new approaches. Some teachers also note that while they enjoy learning

new skills, finding ways to incorporate them meaningfully in the classroom without overwhelming students can be difficult.

In summary, teachers are generally comfortable and enthusiastic about learning new skills and technologies, recognizing their critical role in professional growth and educational innovation. However, time constraints, technological complexity, and resource limitations can present obstacles. By addressing these challenges through proper time management, support systems, and effective training, educators can continue to grow and adapt, ensuring their teaching remains relevant and impactful.

### 3.5. Impact of Teaching Workload on Career Development and Professional Growth

Teaching is a rewarding yet demanding profession that requires substantial time, energy, and emotional commitment. For many educators, the workload significantly influences their ability to focus on career development or professional growth. While teaching offers opportunities to engage with diverse students and develop skills such as problem-solving and adaptability, the additional responsibilities beyond classroom instruction often pose challenges.

Many teachers find joy in teaching and prioritize their students' learning over their own professional growth. They emphasize that teaching not only helps students but also enhances their own skills, such as handling diverse mentalities, tackling problems, and improving instructional methods. However, the ever-increasing demands of online reporting, administrative tasks, and extracurricular responsibilities often distract educators from focusing on their career development. These additional responsibilities can feel overwhelming, especially when they detract from the core focus of teaching.

For some educators, technological aspects and infrastructure issues, such as managing digital platforms or handling online submissions, are particularly challenging. In schools with limited staff, teachers often face excessive workloads, which include covering multiple classes or subjects outside their specialization. Such scenarios not only increase stress but also limit the time available for self-improvement or pursuing advanced training.

Another challenge arises when dealing with students who have varying academic levels or come from underprivileged backgrounds. Teachers may spend extra time and effort helping these students meet academic standards, which can reduce the energy they have for their own growth. Some educators also highlight the stress caused by being responsible for administrative tasks or maintaining discipline among large groups of students.

Despite these challenges, many teachers continue to strive for a balance between their professional responsibilities and career aspirations. They acknowledge the importance of time management and simplifying processes to reduce workload-related stress. A supportive work environment, adequate staffing, and an efficient delegation of administrative tasks could allow teachers to focus more effectively on their professional development.

In summary, while the teaching workload often enhances educators' skills and capabilities, it also creates barriers to their career growth due to time constraints, administrative demands, and infrastructure challenges. Addressing these issues through institutional support and resource allocation could empower teachers to focus on both their students' success and their own professional advancement.

### 3.6. Impact of Administrative Responsibilities on Teaching and Professional Development

Administrative responsibilities are a significant aspect of a teacher's role but can greatly influence their time, energy, and focus on teaching and professional development. While some educators view these duties positively, citing that they build confidence, enhance skills, and contribute to career growth, others find them overwhelming and challenging to balance alongside core teaching duties.

Teachers who embrace administrative tasks highlight how these responsibilities can foster self-improvement and recognition within their institutions. They believe that fulfilling these duties with dedication boosts their confidence and enhances their capacity to manage multiple roles, which can positively affect their professional trajectory. For example, taking on leadership roles, managing school events, or coordinating student programs adds valuable experience and skills that can aid in career development.

On the other hand, many teachers report that administrative responsibilities often detract from their teaching effectiveness and professional growth. Routine tasks such as online attendance, data entry (e.g., UDISE, Apaar ID), Aadhaar corrections, and managing online submissions consume a significant portion of their time and

energy. Such activities leave less room for lesson planning, student interaction, or exploring new teaching methodologies. Teachers often feel that these non-teaching responsibilities dilute their primary focus on education and, in some cases, negatively impact student outcomes.

Furthermore, the simultaneous management of multiple responsibilities, such as handling extracurricular programs like Girl's Parliament, career counseling, and Anandam sessions, can be particularly stressful. Some educators note that the added workload affects their mental and physical energy, making it difficult to maintain balance. In schools with limited staff, these challenges are amplified, as teachers must shoulder additional duties, leaving them with little time for their professional development.

Despite the challenges, many teachers strive to create a balance. Some schools have adopted a collaborative approach where administrative tasks are divided among staff members, reducing the burden on individuals. However, others emphasize the need for systematic support to streamline administrative processes, enabling educators to focus more on their teaching responsibilities.

In summary, while administrative duties are essential for the smooth functioning of educational institutions, they often pose challenges that impact teachers' ability to dedicate time and energy to their primary roles. Striking a balance between administrative tasks and teaching responsibilities, supported by better resource allocation and efficient management systems, is critical for fostering both teacher effectiveness and professional growth.

## 3.7. Support and Leadership Provided by Institutions for Career Advancement

The level of support and leadership provided by institutions for career advancement varies, with some educators expressing satisfaction and others pointing out areas needing improvement. Overall, teachers recognize the importance of mentorship, professional growth opportunities, and institutional encouragement in shaping their career paths.

Many teachers appreciate the initiatives taken by their institutions, such as organizing workshops, training sessions, and hands-on activities to develop technological and pedagogical skills. These efforts empower educators to integrate ICT tools effectively into their teaching practices, enhancing both their professional competence and classroom performance. Teachers who innovate or excel in educational practices are often recognized and rewarded, which serves as a source of motivation and helps them become role models for others.

However, several teachers feel that more could be done to ensure career progression. For instance, in government teaching roles, promotional opportunities are perceived as limited, often based solely on seniority rather than merit or performance. Some educators expressed concern about the lack of guidance and encouragement for exploring new areas of expertise or advancing their qualifications.

Specific challenges, such as teaching in rural areas or dealing with students from marginalized communities, can create additional hurdles. Teachers often feel the need for more institutional support in addressing these unique challenges, such as funding for educational excursions or resources to engage students effectively. Additionally, some teachers noted the need for leadership training to develop their ability to guide students in career selection and life skills, especially in underserved areas where parental involvement is limited.

Despite these concerns, there is acknowledgment of positive developments, such as the new National Education Policy (NEP) and efforts by institutions to align with its goals. Teachers believe these changes will create more opportunities for career growth and professional enrichment.

In conclusion, while many institutions provide valuable support for career advancement, there is a clear need for more targeted mentorship, better access to professional development resources, and a structured approach to promotions. Recognizing and rewarding outstanding contributions, coupled with sustained efforts to address specific challenges, can further enhance the impact of institutional leadership on teachers' career trajectories.

## 3.8. Impact of Resources and Infrastructure on Teaching Effectiveness and Professional Growth

The availability or lack of resources and infrastructure significantly influences teaching effectiveness and professional growth. Resources such as well-equipped classrooms, digital tools, and access to technology create an environment conducive to effective learning. Many educators emphasize that proper infrastructure, including functional classrooms, libraries, playgrounds, and basic amenities like electricity and internet, can

make teaching more engaging and impactful. Advanced tools like computers, smart TVs, and audio-visual aids not only enhance the learning experience but also help teachers improve their instructional strategies.

Teachers often point out that inadequate resources can create barriers to efficient teaching. For instance, the absence of sufficient teaching staff forces existing teachers to divide their attention among multiple tasks, affecting their ability to provide focused instruction. Similarly, in schools with large student populations, the lack of physical resources such as desks and classrooms hinders the learning process. The safety and well-being of students also become challenging to manage in such conditions, diverting the teacher's energy away from teaching.

On the other hand, many educator's express optimism about the improving scenario. Government efforts to provide better infrastructure and resources in schools are acknowledged and appreciated. Teachers note that these improvements are gradually transforming the educational landscape, enabling them to incorporate innovative teaching methods and adapt to modern educational demands.

While the presence of resources can facilitate effective teaching, many teachers believe that their dedication and commitment to their profession play an equally crucial role. Teachers with a passion for education often find ways to overcome resource constraints by leveraging their creativity and enthusiasm to keep students engaged.

In terms of career advancement, teachers identify the need for more access to digital training, professional development programs, and modern technological tools. These resources not only enhance teaching efficiency but also provide opportunities for educators to develop new skills and remain updated with contemporary pedagogical practices.

It can be said that while resource availability is critical for enhancing teaching effectiveness and professional growth, the resilience and adaptability of teachers often determine the extent to which challenges are overcome. Continued efforts to improve infrastructure and provide comprehensive resources will empower educators to deliver quality education and advance in their careers.

### 3.9. Accessibility and Effectiveness of In-Service Training Programs

In-service training programs are a vital aspect of professional development for educators, providing opportunities to enhance skills and align teaching practices with evolving educational needs. Many educators find such training programs accessible, as they are organized regularly by relevant authorities like DIET (District Institute for Education and Training), NGO, or renowned resource persons from the regulatory bodies. These sessions often focus on new teaching methodologies, administrative responsibilities, and technological integration, which help improve teaching effectiveness.

Educators appreciate the accessibility of these programs and acknowledge their benefits in terms of knowledge enhancement and skill development. However, some note that the impact of these sessions varies depending on the content and the trainers. Training programs conducted by peers or local trainers may lack innovation or fail to provide advanced insights, thus limiting their effectiveness.

A recurring suggestion is to include more practical and advanced training programs, particularly in technology integration and innovative teaching techniques. With the increasing emphasis on digital tools in education, many educators express a strong desire for specialized training in information and communication technology (ICT). This would not only improve teaching efficiency but also ease the administrative workload, as tasks like data entry and management often require technological proficiency.

Some teachers propose that training sessions should focus on practical classroom challenges, providing strategies to improve student engagement and learning outcomes. Additionally, they suggest that parents could be involved in specific training programs to make them more aware of their roles and responsibilities in supporting their children's education.

While the frequency and accessibility of these training programs are appreciated, there is a call for more tailored and innovative approaches. For instance, training on leadership, team coordination, and student psychology could add significant value to professional growth. Moreover, opportunities to visit other schools to observe best practices and new methodologies could be beneficial.

Therefore, in-service training programs are essential and generally accessible, but their content and delivery need to be aligned more closely with educators' practical needs and career aspirations. By incorporating

advanced topics, interactive formats, and real-world applications, these programs could better support teachers in achieving their professional goals.

## 3.10.     Support for Innovation in Teaching and Learning

Support for innovation in teaching and learning plays a crucial role in fostering creativity, improving teaching effectiveness, and enhancing students' engagement. Many educators feel that the government strongly support innovation, providing an encouraging environment for trying new ideas and methodologies. This support includes incorporating interactive techniques such as role play, games, and music-based learning to make lessons more engaging and effective. Such practices inspire teachers to innovate further and positively influence their professional development.

DIET's often organize training programs that expose educators to innovative teaching methods, tools, and technologies. These programs not only enable teachers to experiment with novel approaches but also create a collaborative atmosphere where they can share and learn from each other's experiences. Teachers report feeling motivated when their innovative efforts are recognized and appreciated by the system.

However, there are mixed perspectives regarding the extent of support for innovation. While some educators feel empowered and unrestricted in implementing their ideas, others note that the success of innovative practices often depends on individual initiative rather than backing. In some cases, limited access to resources or a lack of structured recognition for innovation can diminish motivation and restrict opportunities for professional growth.

Educators also emphasize the importance of balancing innovation with practicality. Overemphasis on continuous experimentation, particularly in government schools, sometimes leads to unintended consequences like reduced student enrollment or imbalanced teacher-student ratios. Thus, while innovation is essential, it should be approached thoughtfully, with adequate support to ensure its success and sustainability.

## 3.11.     Other Challenges and Barriers

Teachers and institutions face several challenges that can impact the overall teaching and learning experience. One of the most common issues reported is the shortage of staff, particularly in schools with a small number of teachers. In some schools, having only one or two teachers for many years has made it difficult to manage the workload, especially during teacher absences. This results in a lack of individual attention to students and often leads to increased pressure on the few teachers available.

Another significant challenge is the lack of proper infrastructure and resources, which hinders the effective delivery of education. Some schools face a shortage of essential tools, such as computers and educational materials, which limits students' access to modern learning methods. The absence of administrative support, including clerks and sweepers, forces teachers to take on additional duties that take time away from teaching. Additionally, insufficient funding for educational excursions or activities for enhancement in learning outside the classroom is another obstacle.

External factors also pose barriers. For example, some educators reported that certain social or political elements try to disrupt the educational environment, making it harder to maintain a productive teaching atmosphere. Uneducated or unaware parents contribute to this issue, as they are often unable to provide the necessary support for their children's education. This lack of awareness about the importance of education can hinder student motivation and academic success.

Workload and time constraints are additional challenges faced by educators. Teachers are not only responsible for teaching but also have to deal with administrative duties, fieldwork, and departmental documentation, which take away from the time they could otherwise spend on lesson planning and student engagement. These added responsibilities can be overwhelming, particularly in schools with limited staff.

In some cases, institutional support for innovation and teaching methods may be present, but the barriers listed above limit teachers' ability to fully implement new ideas. Many teachers express the need for better access to professional development opportunities and resources that can support innovative teaching practices.

Despite these challenges, many educators continue to strive for excellence by seeking support from their local communities and school management committees. Collaboration, flexibility, and the willingness to tackle problems head-on are key factors that help overcome these barriers and improve the overall educational experience.

## 4. Conclusion

The findings of this research on "Barriers to Career Development: Understanding the Professional Challenges of In-Service Teachers" highlight the multifaceted challenges that educators face in their professional growth and teaching effectiveness. These barriers range from inadequate resources and infrastructure to heavy workloads, lack of staff support, and external socio-political disruptions, all of which hinder teachers' ability to fully engage in their teaching roles and advance professionally.

A major theme that emerged from the study is the critical role of resources and infrastructure in shaping both teaching effectiveness and career development. Inadequate access to teaching tools, technology, and educational materials impedes the ability to deliver quality education and stifles innovation. While many educators report some support for new ideas and teaching methods, the lack of sufficient resources and time often limits the full implementation of these innovations. Moreover, insufficient staff, both in terms of teaching personnel and administrative support, compounds the workload, leaving teachers with little time or energy for professional development or creative pedagogical exploration.

The study also underscores the impact of external challenges, such as the lack of parental awareness and involvement, which further complicates the teaching environment. Teachers face societal and political pressures that sometimes disrupt the educational atmosphere, making it difficult to focus on student development. This, coupled with other challenges like irregular student attendance, increases the burden on teachers, affecting their motivation and overall career satisfaction.

Despite these barriers, many teachers demonstrate resilience and a strong commitment to their profession. They continue to seek opportunities for professional growth, often relying on internal support systems, such as peer collaboration and local community involvement, to navigate these challenges. However, for sustained career development and enhanced teaching effectiveness, more comprehensive support is necessary. This includes improving infrastructure, reducing administrative burdens, increasing access to professional development programs, and fostering a more supportive environment for innovation in education.

In conclusion, addressing these barriers requires a multi-dimensional approach from educational institutions, policy makers, and the community. By investing in resources, infrastructure, and teacher support, institutions can empower teachers to overcome these challenges and contribute more effectively to the academic and personal development of their students. Additionally, encouraging a culture of continuous learning and professional growth will enable teachers to adapt to changing educational needs and fulfill their potential as educators.

## 5. References

❖ Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. Teaching and Teacher Education, 27(1), 10-20.

❖ Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. Educational researcher, 33(8), 3-15.

❖ Chaudhary, R., & Ranjan, A. (2016). Teacher professional development in India: Challenges and strategies. Educational Research and Reviews, 11(16), 1474-1483.

❖ Darling-Hammond, L., Wei, R. C., & Andree, A. (2009). How high-achieving countries develop great teachers. Standards for Professional Development, 29(1), 60-70.

❖ Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. Educational researcher, 38(3), 181-199.

❖ Guskey, T. R. (2002). Professional development and teacher change. Teachers and Teaching: Theory and Practice, 8(3), 381-391.

❖ Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. Educational Leadership, 65(1), 74-79.

❖ Killion, J. (2002). What works in the professional development of teachers. Journal of Staff Development, 23(4), 46-51.

❖ Muralidharan, K., & Sundararaman, V. (2013). The impact of teacher training on educational outcomes in India. Journal of Development Economics, 104, 69-83.

❖ Pandya, S., & Pandya, S. (2016). Professional development needs of teachers in rural India. Journal of Education and Practice, 7(17), 56-63.

❖ Richter, D., Kunter, M., Lüdtke, O., & Baumert, J. (2011). Professional development across the teaching career: Teachers' uptake of formal and informal learning opportunities. Learning and Instruction, 21(1), 40-51.

❖ Robinson, V., & Bunnell, T. (2013). Professional development and its impact on teaching practices. Education Review, 60(1), 41-52.

❖ Sood, P. (2015). Teacher professional development in India: Moving towards an integrated model. International Journal of Educational Management, 29(4), 415-428.

❖ Vohra, P. (2017). Teacher preparation and professional development in India: The evolving landscape. Indian Educational Review, 55(2), 1-14