Professional development barriers of teachers: a qualitative research

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Abstract

The purpose of the study is to reveal the professional development barriers of teachers. The study was designed in the qualitative approach and as the research method, "phenomenology" was used. The maximum variation sampling method, which is one of the purposive sampling methods, was used in the selection of the study group. Since high school teachers face the phenomenon of professional development more often, the study was carried out with twelve branch teachers who work in high schools in Elazig city center in Turkey. Participants have the maximum variation in terms of participant profiles like gender, branch, seniority and educational level variables. The semi-structured interview was used as the data collection tool. Qualitative data was analyzed by using the descriptive analysis method. The results of the study indicated that teachers' professional development barriers were the inadequacy of in-service training, problems in school functioning, individual problems and other problems. Also, professional development barriers such as negative attitudes towards in-service training courses, inconvenient course time, the monotony of course content, inefficacy of course trainers, out of content knowledge, unsatisfactory performance evaluation, heavy workload, financial problems and, lack of professional development opportunities were emphasized more by the participants. The results of the study are consistent with the results of other studies in the literature on teachers' professional development. It was emphasized by the researchers that professional development programs should be developed according to the characteristics of effective professional development programs and, the professional development of teachers should be supported by stakeholders in order to overcome these obstacles.

Keywords: Professional development; professional development barriers; in-service training; teacher training.

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1. Introduction

Today, science and technology are developing and changing fast. This rapid development and change process affect many key areas such as social life, work-life, and education systems. However, in terms of its role in this change process, education systems are separated from other basic variables, because both the orientation and the development of this process are expected from the education systems (Liu, Jehng, Chen, & Fang, 2014). In order for education systems to meet these expectations, it is necessary to make their own structural elements (curriculum, infrastructure, teachers, students, etc.) ready for development and change. In this context, it is necessary to increase the quality of education by making some structural reforms such as the development of curriculum, improving the quality of teachers, ensuring equality of opportunity in education, providing guidance and counseling services (Özoğlu, 2011; Yüksel, 2000). It is known that teachers' quality is one of the most important variables in improving the quality of education because the most important variable that influences student achievement is the quality of teachers (Darling-Hammond, 2000; OECD, 2009; Özoğlu, 2011; Santiago, 2002; Semerci, 2003; Yaylacı, 2013). For this reason, the training and development of teachers is important (Seferoğlu, 2004).

The first step to increase the quality of teachers is pre-service training (Arıkan, 2009). The quality of pre-service training is important in enhancing the quality of teachers, but it is not enough by itself (Altun & Cengiz, 2012). Because of the rapid change and development, the professional knowledge and skills that teachers have in the pre-service period become inadequate over time (Ceylan, & Özdemir, 2016; Gün, Ertürk & Kaynardağ, 2014; Uştu, Taş, & Sever, 2016). Also, pre-service training does not include all the information needed for teachers and the practical use of this information (Knight, 2002). Therefore it is necessary for teachers to update and develop their professional knowledge and skills continuously in order to adapt to this change and development process (Fullan, 1991; Gültekin & Çubukçu, 2008; Tang & Choi, 2009). Also teachers have the responsibility to teach and know students, manage classrooms and student behaviors, know different teaching strategies, and possess values of expertise. Therefore professional development is an essential factor for teachers to fulfill their responsibilities well (Goh & Wong, 2014). The development of teachers' professional knowledge and skills is possible with professional development (Seferoğlu, 2001). Therefore, the quality of teachers depends on qualified professional development provided in the service as well as quality pre-service training (Güven, 2005; Şahin, 2008).

1.1. Literature Review

Professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to

the individual, group or school and which contribute, through these, to the quality of education in the classroom (Day, 1999). Professional development is a sub-process involved in lifelong learning and has evolved through the evolution of concepts such as in-service training, personal development, career development, and human resource development (Bümen, Ateş, Çakar, Ural, & Acar, 2012; Craft, 2002; Day, 1999; Telese, 2012). Today, teachers are expected to develop and improve their skills in order to satisfy the high academic standards and high-quality expectations required for them (Craft, 2002; Reese, 2010; Scales et al., 2011). Professional development is also necessary for teachers to update and develop existing knowledge and skills and to create a good teaching vision (Day, 1999). With rapidly changing social, cultural and political dynamics, professional development has become necessary for teachers to perform better (Krecic & Grmek, 2008). So, professional development for teachers is now recognized as a vital component of policies to enhance the quality of teaching and learning in schools (Abou Assali, 2014; Borko, 2004; Bubb & Early, 2004; Ingvarson, Meiers & Beavis, 2005; Kwakman, 2003; Kubitskey, Fishman, & Marx, 2003; Sandholtz & Ringstaff, 2013; Seferoğlu, 2001; Smith & Desimone, 2003; Villegas-Reimers, 2003). Despite the recognition of its importance, the professional development currently available to teachers is woefully inadequate (Borko, 2004). It is also seen that teachers' professional development has come to the forefront in the last few years in Turkish education system. Also professional development of teachers is a matter of prominence in the last National Education Councils and in the National Development Plans (Bümen et al, 2012; Eroğlu, Özbek & Şenol, 2016). Professional development of teachers in Turkey is mainly provided by in-service training organized by the Ministry of National Education (MoNE) (Bümen et al, 2012; Elçiçek & Yaşar, 2016; Odabaşı & Kabakçı, 2007; Özmantar & Önala, 2017; Sıcak & Parmaksız, 2016; Terzi, 2014). Participation in most of the in-service training is not mandatory. Only in-school training activities that organized twice a year at the beginning and end of the academic year are mandatory in-service training (Bümen et al., 2012). In-service training is conducted by the MoNE at the national level and by governorships at the local level. There is no systematic in-service training for teachers according to their seniority except induction training. Induction training is available for teacher candidates who are new to the profession (Bayrakçı, 2009).

The formats of in-service training programs are often similar. The most common type of in-service training is studying theoretical books, and/or periodicals, and attending workshops and seminars for new ideas on classroom activities, courses and skills to apply in their own classrooms (Bümen et al., 2012; Çelen, Kösterelioğlu, & Kösterelioğlu 2016; Daloğlu, 2004; Özmantar & Önala, 2017; Turhan & Arıkan, 2009; Uştu et al., 2016). Generally, there are no collaborative activities in which teachers share their knowledge and experience (Bayrakçı, 2009). It is believed that these activities will provide teachers with an awareness of developments in science, technology, and recent trends in their subject matter and help them to renew themselves in order to be effective teachers in

their classrooms (Yaşar, 2000; Özen, 2008). But, when the professional development of teachers is evaluated in the context of the Turkish education system, it is seen that there are some important problems related to the professional development of teachers (Bümen et al., 2012; Gün, Ertürk & Kaynardağ, 2014). Also, professional development opportunities offered to teachers except in-service training in Turkey is quite limited (Altun & Cengiz, 2012; Bayrakçı, 2009; Bellibaş & Gümüş, 2016; Bümen et al., 2012; Elçiçek & Yaşar, 2016). This, in the professional development of teachers in Turkey, is a condition that increases the importance of in-service training more.

Some international education surveys such as The OECD Teaching and Learning International Survey (TALIS) and the Trends in International Mathematics and Science Study (TIMMS) indicate that there are problems related to the professional development of teachers in Turkey. According to TALIS (2010) report, Turkey has young teachers. Because teachers are young and inexperienced, their professional development needs to be supported (Büyüköztürk, Akbaba-Altun & Yıldırım, 2010; TEDMEM, 2016). However, the same report stated that the professional development needs of the teachers could not be determined exactly and the professional development activities were not effective. Also, only about 25% of the teachers who participated in professional development activities think that these activities are very effective (Bayrakçı, 2009; Büyüköztürk et al., 2010; Daloğlu, 2004; OECD, 2009). According to results professional development of teachers in Turkey is below the TIMSS and TALIS average (Gümüş, 2013; OECD, 2009; TIMMS, 2015).

In-service training, which has an important part in the professional development of teachers in Turkey, is inadequate and ineffective because it is carried out in a manner that is theoretically weighted, disconnected from context, and does not provide follow-up and feedback (Atay, 2007; Bümen et al., 2012; Gönen & Kocakaya, 2006; Kavak, 2011; Seferoğlu, 2004). But the inadequacy and ineffectiveness of in-service training is not enough to explain the problems of the professional development of teachers in Turkey. Because there are many personal and organizational factors that influence the professional development of teachers (Kwakman, 2003; Liu et al., 2014). The problems related to personal and organizational factors negatively affect the professional development of the teachers. These problems can be related professional development programs, attitudes, financial, individual, lack of professional development opportunities, functioning at school, lack of time, high workload (Cengiz & Altun, 2012; David & Bwisa, 2013; OECD 2009; Özer, 2004; Özoğlu, 2010; Topçuoğlu, 2015). These problems might be professional development barriers for teachers. So it is important to investigate these barriers for teachers' professional development to improve the quality of education.

1.2. Purpose of the Study

The main purpose of this study is to reveal professional development barriers of branch teachers. In this context, the following basic questions will be answered:

(1)   What kind of barriers are there related to national professional development programs? How do these barriers affect professional development?

(2)   What kind of barriers are there related to professional development at school? How do these barriers affect professional development?

(3)   What kind of individual barriers are there related to professional development? How do these barriers affect professional development?

(4)   Are there any other barriers related to professional development? How do these barriers affect professional development?

It is thought that the results obtained from this study will contribute to the planning and development of professional development processes of teachers. The current study will not only identify differentiated professional development barriers of teachers also ensure data to overcome these barriers. The results of the research might be the basis for policies and practices related to professional development in nationwide and internationally. Results of the current study will be compared with the results obtained in the past studies and differentiated situations will be revealed. According to the results of the study, suggestions that will contribute to the professional development of teachers will be developed.

2. Method

This study was designed in qualitative research approach and "phenomenology" method was used in order to reveal professional development barriers of branch teachers'. The phenomenology research aims to investigate phenomena that we are not entirely unfamiliar with but which we cannot fully understand (Yıldırım & Şimşek, 2013). The purpose of phenomenological research is to describe the different ways in which people experience a particular direction of a phenomenon, interpretation, meaning, or conceptualization (Çepni, 2007). Phenomenological research deals with what people perceive, understand and experience about the phenomena they encounter in the universe they live in (Patton, 2002; Çekmez, Yıldız & Bütüner, 2015). So, a phenomenological approach is well suited to studying effective, emotional, and often intense human experiences (Merriam, 2009).

2.1. Participants characteristics

Data sources in phenomenology researches are individuals or groups that are experiencing and reflecting the phenomenon that research focuses on (Yıldırım &

Şimşek, 2013). So, teachers who have faced the phenomenon of professional development have been selected for the study group. High school teachers face this phenomenon more often. So high school teachers were selected for the research. The maximum variation sampling method was used in the selection of the study group. The purpose of creating a sample based on maximum variation is not to provide this diversity for generalization, on the contrary, the purpose is revealing common themes and their values among the diversity of situations (Yıldırım & Şimşek, 2013). In this study, it is aimed to reveal common themes related to various situations. The study group consists of 12 different subject specialist (branch) teachers who work in four high schools in Elazig, Turkey. The high schools where the study was carried out are situated in Elazig city center, in Turkey. Participants participated in the study voluntarily. The demographic characteristics of the participants are presented in Table 1.

Table 1. Demographic characteristics of the Participants

Participant	Gender	Branch	Seniority	Education Level
T1	Female	English	11 years	Bachelor's degree
T2	Male	Math	24 years	Bachelor's degree
T3	Male	Biology	15 years	Bachelor's degree
T4	Male	Literature	27 years	Bachelor's degree
T5	Female	English	2 years	Bachelor's degree
T6	Male	Chemistry	15 years	Master
T7	Male	Geography	19 years	Bachelor's degree
T8	Male	History	17 years	Master
T9	Female	Literature	3 years	Master
T10	Male	Literature	19 years	Bachelor's degree
T11	Female	Physics	5 years	Bachelor's degree
T12	Male	Biology	4 years	Bachelor's degree

As shown in table 1, participants have the maximum variation in terms of participant profile features like gender, branch, seniority and educational level variables. Since the ratio of male teachers working in secondary education is higher than female teachers (MoNE, 2016), the number of male teachers included in the study is higher than the number of female teachers. Similarly, the reason for the differentiation of the number of branch teachers in the current study is the same. For example, teachers of literature are the highest proportion among the teachers of secondary education (MoNE, 2016). Since most of the branch teachers working in secondary education have a bachelor's degree (MoNE, 2016), the number of teachers with a bachelor's degree is higher than others. The teachers who participated in the research were not selected proportionally in terms of their seniority. Participants with different seniorities were included in the study group. Although the numerical or proportional distributions of the profile features of the participants were taken into consideration in the determining of the study group, the aim

is not a generalization. The main aim is to reveal the common aspects of maximum diversity.

2.2. Instruments

To get at the essence or basic underlying structure of the meaning of an experience, the phenomenological interview is the primary method of data collection (Merriam, 2009). Therefore, the semi-structured interview was used as the main source of data collection in the study. The interview form included four semi-structured questions about the professional development barriers of participant teachers. 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 three other scholars. In addition, in order to check the comprehensiveness of the questions, the first draft of the form was piloted on a teacher who was not involved in the actual study. After those processes, the final structure of the form was generated and used for actual data collection.

2.3. Data Collection

Ethical principles were taken into consideration throughout the data collection procedure of the study by researchers. Before the research data were collected, informed consent was obtained and participants were instructed by the researchers. Informed consent includes the aim, scope and data collection process of the study. Also, it is stated that the data obtained uses for scientific purposes only, the identity information of the participants will be kept confidential and the participation in the research is based on volunteering in informed consent. Informed consent was first shared with the administrators of four schools where the study will be conducted. After obtaining the approval of the school administrators for the study, informed consent was shared with the teachers working in these schools. 18 teachers agreed to participate in the study. In order to provide maximum variation according to teacher profiles, 3 teachers from the same branch were not included in the study. Appointment time was determined for interviews with 15 teachers included in the study. The interviews were conducted in the schools where the participants worked at appointment time. Before interviews, informed consent obtained and participants instructed again. The audio was recorded during the interviews, and the recordings ranged from 15 to 20 minutes in duration. Three participants did not participate in the interviews because of the high workload, health problems, etc. Interviews with 12 participants were made and recorded on a tape.

2.4. Procedure

The data obtained through semi-structured interviews were recorded on tape and those recordings were transcribed one by one. All teacher conversations were coded. The data were analyzed using the "descriptive analysis" method manually. In the analysis of the data, firstly the interview forms were examined and the codes and the themes in which these codes were connected were formed. The continuous comparison analysis method was used when the theorization process was carried out. In the first stage of continuous comparison analysis, the data are read and compared with each other so that related data are organized under certain concepts and categories. In the second stage of the analysis, themes are created based on concepts and categories (Have, 2004). The control coding is performed by encoding the data by two different encoders in order to ensure the reliability of the research. Control coding provides good reliability control for qualitative research (Miles & Huberman, 2015). As a result of the control coding, only 2 of the total 19 codes encoded in the study were differently encoded by the encoders. This different coding has been done in the themes "Problems Related to Attitudes and Practice of Administrators" and "Problems Related to Attitudes of Colleagues". The formula (Percentage of consensus = (consensus/ consensus+ dissidence)*100) expressed by Miles & Huberman (2015) was used in the calculation of the consensus among coders. The consensus percentage is calculated as 90. This consensus percentage value is sufficient for reliability because the value of consensus must be at least 90 for research reliability (Miles & Huberman (2015). The findings were supported by direct quotations from the participants to ensure the reliability of the research. The names of the participants in the direct quotations are shown as T1, T2,... The analysis results are given as frequency tables and the results are interpreted.

3. Findings

As a result of the qualitative analysis, four basic categories related to professional development barriers have been formed. These categories are: "barriers related to in-service training programs", "barriers related to functioning at school", "individual barriers" and "other barriers".

3.1. Barriers Related to In-Service Training Programs

Since the professional development of teachers in Turkey is mostly provided with in-service training, in-service training is important for the professional development of teachers. The results of the analysis in table 2 show professional development barriers of teachers related to in-service training programs.

Table 2. Barriers Related to In-Service Training Programs

	Theme	Frequency
	Negative Attitudes Towards Courses	7
	Inconvenient Course Time (conflict with work schedule)	5
Barriers Related	The monotony of Course Content	5
to In-Service	Inefficacy of Course Trainers	4
Training	Out-of content knowledge	4
Programs	The distance of Course location	3
	Planning Problem of Courses(Not suitable for teachers)	3
	Issues Related to the Selection of Participants	2
	Insufficient number of courses	2

The majority of the participants (f=7) emphasize that teachers have negative attitudes towards in-service training courses. Some teachers don't believe that in-service training courses are useful or sufficient. Also, most of the teachers participate in these courses for a vacation, because these courses usually take place in the vacation region. Some participants' views on this issue are as follows:

"T2: I do not believe that in-service training courses will be useful. In-service training is not taken seriously enough. Teachers participating in in-service training want to take a vacation".

"T11: In-service training is just an act of wasting time for teachers and others. The number of people who come to learn new things is quite low."

Some participants (f=5) emphasize that in-service training courses' timing is inconvenient for teachers because course time usually conflicts with teachers' work schedule so the teacher can't participate in courses. Some participants' views on this issue are as follows:

"T6: Timing of in-service training is sometimes convenient, but usually they are inconvenient for us. So, we cannot get enough of in-service training. It is difficult to participate in in-service training during the terms. I think that holiday periods are more suitable for in-service training."

Some participants (f=5) emphasize that in-service training courses contents are monotony. The content of courses is more theoretical and practices are not enough. Some participants' views on this issue are as follows:

"T2: In-service training is not comprehensive enough. I think it is inadequate in terms of content. I think the subjects taught in in-service training are superficial. The topics taught are theoretical and far from practical. It is forgotten even if it is learned because it is not practical. Also, the same subjects are constantly taught "

Some participants (f=4) emphasize that some trainers of in-service training courses are inefficacy. Trainers are not experts about professional development. So they can't teach well in courses. Some participants' views on this issue are as follows:

"T9: Instructors try to teach subjects that they don't even know in in-service training. They are not aware of why and what they are there to teach. It is not possible to understand how some trainers are selected for trainings. The competences of the instructors in the in-service training must be higher. Instructors must be chosen according to this competency level. If so, I think the quality of in-service trainings improves.."

Some participants (f=4) emphasize that in-service training courses are not focusing on content knowledge. Courses are about general education issues and not specific for a branch or subject matter. So, the courses are not useful adequately for every teacher. Some participants' views on this issue are as follows:

"T5: Subjects such as classroom management, technology use, measurement, and evaluation are often taught in in-service training. But it is not explained how we can adapt them to our subject-matter. For example, which technologies we should use in teaching English are not taught. Because in-service trainings are not organized according to the branches of teachers. In-service training issues are not related to our subject matter. I think that in-service training should be done in a more detailed and effective way. I think that in-service training will provide better professional development if it is organized according to teachers' branches."

Some participants (f=3) emphasize that in-service training courses locations are far away because some in-service training courses are split into 7 different in-service training centers in Turkey. These in-service training centers might be far for some participants. So some teachers can't participate due to long distance. Some participants' views on this issue are as follows:

"T1: I do not think that in-service training is worthy. I usually cannot participate in in-service training because the in-service training is organized outside the province I live in Attending these training takes time and brings extra financial burden. Moreover, it is very difficult for someone with family responsibilities to attend these training."

Some participants (f=3) emphasize that there are planning and organizing problems related to in-service training courses. Especially some courses do not satisfy teachers' needs. Some participants' views on this issue are as follows:

"T6: Generally in-service training is not related to the subject-matter that is needed. We are often experiencing disappointment. Because there are trainings on irrelevant subjects. Sometimes there are trainings appropriate to our needs, but these trainings are performed superficially. So these trainings are far from meeting our expectations and needs. If teachers' opinions are asked while in-service training is organized, the needs are defined better."

The minority of the participants (f=2) emphasize that there are problems in the selection of participants for in-service training courses. Sometimes, participating

teachers might not be chosen according to proper criteria. Some participants' views on this issue are as follows:

"T10: The selection of teachers to participate in in-service training is an important question/problem. For example, it is unclear which criteria are used for the selection of teachers to participate in in-service training. In order to participate in these trainings, teachers are obliged to apply to the support of the managers or politicians they know. Teachers' needs are secondary."

The minority of the participants (f=2) emphasize that the number of in-service training courses is not enough, because every teacher can't participate in all courses. The number of in-service training courses should be increased so that more teachers can participate in these courses. Some participants' views on this issue are as follows:

"T3: In-service training does not adequately support professional development, because there is not enough in-service training. Therefore the number of in-service trainings that we can attend is low, but the number of teachers who want to participate is higher, we cannot participate in the trainings we want."

When the theme of barriers related to in-service training programs is evaluated in terms of participant profiles, it is determined that negative attitudes towards courses are emphasized by 6 different branches. Teachers of physics, biology, chemistry, English, mathematics, and literature are the teachers who have negative attitudes toward courses. The fact that participants from different profiles emphasized negative attitudes shows that this problem is general. The subtheme of inconvenient course time is highlighted by teachers of mathematics physics, English and literature. This may be related to the intensity of the teaching hours of these teachers. The subtheme of the monotony of course content is emphasized by math, physics, and biology, chemistry and English teachers. This may shows that there is a greater need for knowledge and skills to improve teachers' practices in these subject-matters. Also, chemistry and literature teachers, who have a master's degree, emphasize that trainers are inefficacy. This finding can be thought that graduate education provides a critical perspective by making significant contributions to the professional development of teachers.

3.2. Barriers Related to Functioning at School

School characteristics are important in ensuring the professional development of teachers. So the participants expressed their views on this issue. The analysis results in table 3 show professional development barriers of teachers related to functioning at school.

Table 3. Barriers Related to Functioning At School

	Theme	Frequency
Barriers Related to Functioning At School	Unsatisfactory Performance Evaluation	11
	High Workload and Lack of Time	8
	Problems Related to Attitudes and Practices of Administrators	3
	Problems Related to Attitudes of Colleagues	3

The majority of participant teachers (f=11) emphasize that teachers' performance evaluation system is not good and unsatisfactory, because teachers who work hard or who work less earn the same amount of money. So teachers don't want to work hard because of no prize for hardworking. Some participants' views on this issue are as follows:

"T6: I do not think that teachers' performances are being evaluated. There is no difference between the teacher who does his/her job seriously and the teacher who does not."

"T7: Teachers who do his/her job better given extra new tasks by manager or others. Hard-working teachers are punished instead of rewarded."

Some participants (f=8) emphasize that teachers have a high workload so they don't have enough time for professional development. Teachers have to spend much time in school so they have less time for professional development activities. Some participants' views on this issue are as follows:

"T11: Teachers show exhausting performance while teaching. Doing paperwork besides the intensity of the class hours affect our professional development negatively. This intensity hinders our professional development."

"T8: Sometimes the paperwork is so intense that I cannot take time for other tasks"

The minority of the participants (f=3) emphasize that teachers have some problems with administrators' attitudes and practices for professional development. Administrators don't encourage teachers for professional development and they don't provide opportunities to teachers for professional development. Some participants' views on this issue are as follows:

"T2: As long as school administrators support me, my professional performance is increasing. But it is difficult to meet school administrators who support teachers. In general, we encounter managers who make the job of the teacher difficult. They are reluctant to meet our requests."

The minority of the participants (f=3) emphasize that teachers have some problems with colleagues' attitudes towards professional development. Colleagues don't encourage each other for professional development. Some participants' views on this issue are as follows:

"T8: In work life, teachers become ordinary employee overtime. We lose our ideals to keep up with the existing structure. There are a lot of teachers who think that "I do not interfere with my own work" in schools. This situation hinders development."

When the theme of barriers related to functioning at school is evaluated in terms of participant profiles, it is determined that unsatisfactory performance evaluation emphasized all teachers except one literature teacher. High workload and lack of time emphasized by all branches except geography. These findings show that high workload, lack of time and unsatisfactory performance evaluation are important barriers that hindering the professional development of teachers. Additionally, attitudes of colleagues towards professional development is emphasized by a history teacher who has a master degree. It may be thought that teachers who have post-graduate education have more potential to have positive attitudes towards professional development.

3.3. Individual Barriers

Personal characteristics can be determinant of the professional development of teachers. Analysis results in table 4 show individual professional development barriers of teachers.

Table 4. Individual Barriers

	Theme	Frequency
Individual Barriers	Financial Problems	11
	Familial and Health Problems	3
	Burnout	2

The majority of participant teachers (f=11) emphasize that teachers have financial problems. Teachers' salary is poorly. So, teachers can't get motivated for professional development. Some participants' views on this issue are as follows:

"T4: Professional development is directly related to economic opportunities because teachers need resources (books, magazines, etc.) for professional development. But it is impossible to buy them by our salary."

"T1: I spend the salary I get to buy material because the material related to my branch is foreign-sourced. So, it is expensive and I can't afford. My salary does not allow me to go abroad as well."

The minority of the participants (f=3) emphasize that they have familial and health problems so they can't participate in professional development activities. Some participants' views on this issue are as follows:

"T5: As in every profession, family problems create troubles in our job too. They cause our work to crash because we feel worse, stressful and tired. So, we cannot concentrate on our work."

The minority of the participants (f=2) emphasize that they are suffering from burnout because teaching is a difficult profession. Some participants' views on this issue are as follows:

"T12: Teaching is quite tiring. Sometimes I get tired of teaching. There are times that I lost my professional excitement."

When the individual barriers theme is evaluated in terms of participant profiles, it is determined that the financial problem is emphasized by all teachers except one English. This might be due to the fact that English teachers can earn more by doing different tasks like private lessons, translation. But another English teacher complains about financial problems. Also, she emphasized that professional development requires money to buy material. In terms of profile features, only seniorities differ. Burnout emphasized by biology and math teachers. This might be due to the difficulty of teaching math or biology.

3.4. Other Barriers

The features that do not fit into the existing categories are examined under "other categories". Analysis results in table 5 show other professional development barriers of teachers.

Table 5. Other Barriers

	Theme	Frequency
Other Barriers	Lack of Professional Development Opportunities	4
	Attitudes of Families (Indifference)	3
	The Indifference of Students to School	2

The majority of participant teachers (f=4) emphasize professional development opportunities for teachers provided by their schools are highly limited. So teachers might not participate in professional development activities. Some participants' views on this issue are as follows:

"T12: There are no other activities except in-service training for teachers to improve themselves. Also, in-service training is not available for every teacher. If you want to attend other activities (course conference), you need to ask your superiors or administrators for permission. We also need financial support. but we can't get support "

Some teachers emphasize that students' families are indifferent to school and some teachers emphasize some students are indifferent to school. So, families and students are indifferent to school, and teachers can't get motivated for professional development. Some participants' views on this issue are as follows:

"T8: Families perceive schools as a kindergarten and teachers as a nanny. They prefer the teacher to be a good nanny, not to be a good teacher. They just come to school to complain about the teachers."

"T1: Students are heading to different areas due to lack of social spaces and activities. So, they are reluctant to attend lessons. This situation reduces teachers' professional motivation"

When the other barriers theme is evaluated in terms of participant profiles, it is determined that lack of professional development opportunity is emphasized by biology, chemistry and math teachers. This may show that there is a greater need for knowledge and skills to improve teachers' practices in the subject-matter of math and science. English teacher has also emphasized student indifference toward English lesson. Because it is thought that learning a language cannot be limited to school. Families should participate in this learning process.

4. Discussion

The study shows that in-service training programs or courses don't support teachers' professional development adequately. The main reasons for this are negative attitudes of teachers toward professional development, inconvenient course time, the monotony of course content, the inefficacy of trainers, out-of content knowledge, distance course location, planning problem of courses, selections of inappropriate participants and the insufficient number of courses. Other important professional development barriers are unsatisfactory performance evaluation of teachers, financial problems, high workload, lack of professional development opportunities. Similar results were obtained in other researches on the professional development of teachers in Turkey. Similarly, in studies conducted by İzci & Eroğlu (2016) monotony course content, the inefficacy of course trainers, participants' and trainers' negative attitudes towards course, inconvenient course time, out-of content knowledge and the insufficient number of courses are emphasized by participants as problems related to in-service training. Inefficacy of course trainers and problems related to the planning of in-service training has also been emphasized in some other studies (Bayrakçı, 2009; İzci & Eroğlu, 2016; Özen, 2006; Özoğlu, 2011; Uysal, 2012). In studies conducted by Ekşi (2010), inconvenient course time is the most important barrier that teachers participating in professional development activities mention. In studies conducted by Muyan (2010), financial problems, excessive workload, strict working hours, lack of institutional support for professional development, lack of self-motivation, difficulty in reaching the literature in the field, lack of communication among colleagues are important professional development barriers for teachers. In other studies conducted by Kaçan (2004), high workload, financial problems, political pressure are the most important professional development barriers for teachers. Also, insufficient professional development opportunities are emphasized as important

professional development barriers in some other researches (Altun & Cengiz; 2012; Gönen & Kocakaya, 2006; Karaaslan, 2003; Seferoğlu, 2004). When the results of other studies are examined, it appears that similar problems related to the professional development of teachers exist in other countries too. In the study conducted by David and Bwisa (2013), they found that teachers have some challenges about professional development. These challenges are financial problems, lack of time, lack of school support, lack of fair opportunities, high workload, the monotony of content, lack of interest in professional development. In another study conducted by Woods, Cowie and Woods (2007) professional development barriers are high workload and financial problems. In the study conducted by Sarwar, Aslam and Rasheed (2012) the most important barrier is the lack of professional development opportunities. OECD is conducting research related to the professional development of teachers in larger samples. Therefore, the results obtained in the research are thought to be more generalizable. In studies conducted by OECD (2009, 2014), the most important barriers are time (conflict with work schedule), lack of incentives for participation, high participation cost, and other barriers like no relevant opportunities available, lack of employer support, conflicts with family responsibilities, missing prerequisites. These findings are consistent with the findings in current research. Also, according to results of study conducted by Can (2019) teachers and the administrators emphasized that insufficiency of selection, emplacement and employment of teachers, uncertainty of educational politics, perpetual change of education system, insufficiency of teachers' organizations and teachers' lack of a goal and motivation are viewed as the obstacles for teachers' professional development. When the findings obtained from this study and from other studies are examined, it is understood that most of the barriers to the professional development of teachers are similar.

One of the most important results obtained from this research is the inadequacy of the quality and number of in-service training. This inadequacy is due to the barriers as stated in the participants like "negative attitudes towards courses", "inconvenient course time", "monotony of course content", "inefficacy of course trainers", "planning problem of courses", "insufficient number of courses" etc. In-service training programs do not contribute enough to the professional development of teachers because of this inadequacy. These barriers cause inadequacy, reduce the quality of in-service training. To improve the quality of in-service training, it should be designed according to the characteristics of effective professional development programs like the ones focusing on content knowledge, active learning, collaboration, duration and coherence (Garet, Porter, Desimone, Birman & Yoon, 2001). If in-service training is designed to provide teachers with effective professional development, the barriers in this study like monotony course content, participants' and trainers' attitudes towards courses, inconvenient course time, out-of content knowledge and the insufficient number of courses are expected to remove.

In-service training should be designed according to the professional development needs of teachers. The quality of trainers is as important as an effective professional development program in order for in-service training programs to be successful. So the trainers must be experts in the field and have the required professional experience. Then these professional development barriers can be overcome.

Another important result obtained from this research is unsatisfactory performance evaluation. Performance evaluation is very important for the professional development of teachers because teachers participate in professional development to improve their professional performance. Teachers need to be rewarded for these efforts. But the results obtained in this study show that there is no performance evaluation for teachers. This situation reduces the motivation of the teachers for professional development. The presence of an objective performance evaluation approach for teachers can positively affect the professional development of teachers. The results of researches on teacher performance evaluation practices in Turkey support this situation (Canpolat, 2011; Çelikten, 2008; Taşkaya, 2007). Within the scope of "2023 teacher vision document" published by MoNE (2017), MoNE started pilot applications regarding the teacher performance system. With this implementation, it was aimed to reform the professional development of teachers. However, there is nothing about the results of this implementation.

High workload and lack of time is a basic and general problem related to the professional development of teachers (David & Bwisa, 2013; Muyan, 2010; OECD, 2009, 2014). In countries like Turkey, where the number of teachers per student is low, this situation is more frequently encountered. Because the number of lessons that teachers have to teach is excessive, it is not possible to take time for professional development. Besides, teachers have other responsibilities such as paperwork, school vigilance. For this reason, teachers do not have enough time for professional development. It is necessary to reduce the workload of the teachers in order to get over this situation. Increasing the number of teachers and reducing some responsibilities of teachers will reduce the workload of teachers. Also, professional development practices should be organized at the time teachers can participate.

It is important that colleagues and school administrators support professional development, and professional development is based on collaboration (Kwakman, 2003). But the results from this research show that professional development is not supported adequately by colleagues and administrators. Some studies indicate that teachers' professional collaboration in schools is limited (Eroğlu & Özbek, 2018; Eroğlu, 2019). In fact, the school environment is a unique place to enable teachers to acquire new teaching skills (Kwakman, 2003; Retallick, 1999; Scribner, 1999). Teachers' perception of an encouraging, supportive organizational climate would greatly enhance their willingness

to participate in professional development (Liu et al, 2014). Therefore, teachers should collaborate with colleagues and school administrators for professional development. School administrators should provide professional development opportunities for teachers (Topçuoğlu, 2015). Teachers should continue their professional development processes in collaboration. Teachers and administrators must be conscious of this issue (Özer, 2004).

Other important barriers to the professional development of teachers according to the result obtained in this study is the financial problems. Teachers have stated that they have financial problems. Also, teachers need financial support for professional development, because teachers have salary poorly (TEDMEM, 2019). It is necessary for the teachers to be well-paid for professional development participation or to provide them with financial resources for their professional development participation. This barrier can be overcome if the teachers are financially supported for their professional development activities or a performance evaluation system can be established in which the salaries of teachers are to be paid according to their professional performance. If the professional development of teachers is financially supported in this way, they can participate in different professional development activities besides in-service training.

Another important barrier to the professional development of teachers according to the results obtained in this study is the lack of professional development opportunities. The teachers are not able to participate in in-service training adequately (Gümüş, 2013; Taş et al.., 2016; TEDMEM, 2019). Because in-service training at the central level is organized in far cities (Bayrakçı, 2009) and teachers are not financially supported. Also, professional development opportunities are limited except in-service training (Altun & Cengiz, 2012; Bayrakçı, 2009; Bellibaş & Gümüş, 2016; Bümen et al., 2012; Can, 2019; Elçiçek & Yaşar, 2016). Participation is not affordable even if these opportunities exist. So both more educational opportunities and alternative professional development opportunities should be offered to teachers. In this context, the MoNE can cooperate with other institutions and organizations for the professional development of teachers. Distance education and mobile learning applications can be used to support the professional development of teachers. If the professional development of the teachers is supported financially, teachers can participate in different professional development activities. Other barriers such as familial and health problems are due to the nature of human life. These problems cannot be solved completely. But these problems might be reduced if teachers are provided with opportunities like a high salary for quality living. If effective communication with school stakeholders (administrators, teachers, students, and families) increases, stakeholders may become more conscious of their responsibilities. They can cooperate to increase student achievement and accordingly this will positively affect the professional development of teachers.

When the results of the study are evaluated according to the profile characteristics of the participants, it can be said that there are some interesting results. It is determined that teachers in different branches expressed similar opinions on negative attitudes toward courses, high workload and lack of time, financial problems and unsatisfactory performance evaluation. This suggests that these problems are a barrier to professional development for all teachers. The subtheme of the monotony of course content is emphasized by math, physics, and biology, chemistry and English teachers. This may show course content is monotony for science lessons teacher. Inconvenient course time is highlighted by teachers of mathematics physics English and literature. This may be related to the intensity of the teaching hours of these teachers. Chemistry and literature teachers, who have a master degree, emphasize that trainers are inefficacy. This may be due to the educational level of teachers. However, these results may be specific to the context. In order to make generalizations or estimation, it should be supported by quantitative research. In fact, the reason for the difference in the participant profiles in this study is to reveal the teachers' common professional development barriers.

5. Conclusions and Recommendations

It is known that there are problems related to professional development of teachers in many countries. Turkey also is one of the countries where these problems often encountered. This reduces the quality of teachers and education. The aim of current research is to reveal the professional development barriers of branch teachers. Results of the study indicate that there are professional development barriers related to in-service training, functioning at school, individual and other. Professional development barriers in in-service training are negative attitudes toward professional development, inconvenient course time, monotony of course content, inefficacy of trainers, out-of content knowledge, distance course location, planning problem of courses, selections of participants and insufficient number of courses. Consistent results have been obtained from other studies. These results related to in-service training indicate that in-service training is insufficient in both number and quality in Turkey. So, in-service training cannot satisfy professional development needs of teachers.

The results of the current study show that there is no structure supporting the professional development of teachers in schools. Also unsatisfactory performance evaluation, high workload and lack of time, attitudes and practices of administrators, attitudes of colleagues are professional development barriers related to functioning at schools. While schools are expected to support teachers' professional development, these results indicate that the functioning at schools hinders the professional development of teachers. Besides, the results show that there are individual professional development barriers. These barriers are financial, familial and health and burnout. Also lack of professional development opportunities, indifference of students and their families are

other professional development barriers. In-service training is insufficient and poor quality, so teachers cannot satisfy their professional development needs. Other professional development opportunities are also limited and functioning at schools hinders professional development of teachers. The cost of professional development is also high but teachers' salary is low. Teachers feel burnout due to the difficulty of the teaching profession, bad working conditions and indifference of student and their families. Because of these reasons, teachers cannot participate in professional development.

The results of this study are consistent with the results of other studies in the literature of teachers' professional development. This indicates that teachers' professional development barriers are internationally similar. Some improvements should be made to overcome these professional development barriers. First of all, it is necessary to adopt an approach that will ensure the continuous professional development of teachers. This approach should be scientific, continuous and systematic. The number and quality of in-service training should be increased. To increase the quality of in-service trainings, it should be planned according to the features of effective professional development programs. These features are focus on content knowledge, active learning, coherence, and form of activity, collective participation and duration of the activity (Garet et al, 2001). In-service trainings based on these features will focus on content knowledge, offer active learning opportunities, coherence with programs and standards. Also these long-term and various type activities enable cooperative learning. It is expected that teachers have positive attitudes to in-service training and it facilitate teachers' participation in these training. Because these professional development approaches are school-based, professional development barriers like inconvenient time, distance of course location, planning problems and problems related to selection of participants could be passable.

A performance evaluation system to support professional development is should be created. This system should provide financial resources for participation in the professional development of teachers. It should also provide teachers with a performance-based career opportunity. It is expected that schools support professional development of teachers. In this context, schools should be a professional learning community. A vision that focuses on student achievement in schools should be shared by stakeholders in schools. Time, place and other opportunities should be provided to teachers for professional cooperation. Stakeholders should take responsibility for professional development. Financial problems of teachers should be solved. Salaries of teachers should be improved and their salaries should be differentiated according to their career status. Funds may also be established to support teachers financially by government or other. These funds can improve the living standards of teachers and their families. This professionally motivates teachers. Also the working conditions of teachers should be improved. These regulations may prevent teachers from feeling burnout. MoNE's (2017)

"2023 educational vision" implementation has the capacity to solve these problems. However, there has not been enough progress at the implementation stage. It is hoped that the "2023 educational vision" will restructure both teachers' professional development and performance evaluation.

It is important for teachers to provide professional development opportunities except in-service training. These opportunities are important as teachers' professional development needs vary. To ensure these opportunities, MoNE should cooperate with universities and other private organizations. Professional institutions can be established. Different type of professional development programs should be prepared to satisfy the needs of teachers. If teachers are financially supported, they can also participate in other private organizations' professional development activities.

Consequently, it is necessary to adopt an approach that will ensure the continuous professional development of teachers. If both in-service and other teachers' professional development programs are designed according to an effective professional development program and teachers professional development is supported both financially and by stakeholders, current barriers can be passable. Also MoNE should provide professional development opportunities for teachers except in-service training.

6. Limitations and Further Studies

Although the results of current study are conclusive, this study is not without its limitations. One of the limitation of current study is about sample size. Sample size of the current study is limited to get generalizing results. The study group consists of twelve teachers who work in public high schools in Elazig in Turkey. Since the current study is a qualitative research, the present situation has been studied in depth in a small sample. So the results obtained from this study may be basis for quantitative surveys to be conducted on larger samples in the future. Another limitation of the current study is about its' methodological approach. In particular, the analysis of the data and the definition of the findings are made in an objective and transparent manner, but the nature of the qualitative research is affected by the tendencies and approaches of the researchers. This may be considered as a limitation on the validity and reliability of the study. For future research, similar research could be conducted with larger samples by using quantitative and mixed method research approaches. Qualitative, quantitative and mixed researches could be conducted to determine the opinions and suggestions of the stakeholders (teachers, administrators, scholars, politicians etc.) for the development of in-service training. Also studies should be conducted to reveal the opinions and suggestions of stakeholders (teachers, administrators, scholars, politicians etc.) regarding professional performance evaluation of teachers. Studies should be conducted to determine the characteristics of schools that support professional development of teachers in Turkey.

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