Teacher opinions about school and teacher professional development

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Abstract

This study aims to evaluate teacher opinions about the professional development. The sample consists of 8 teachers from different branches. These teachers were selected from two schools with the best and the worst professional development conditions in line with extreme or deviant case sampling. Semi structured interview form was employed as the data collection tool. Firstly, the study analyses self-development opportunities of the teachers within the education system and the schools. Secondly, it addresses the perceptions of the teachers about the teacher development roles in the schools. Lastly, it investigates the professional development problems of the teachers that should be resolved and the difficulties encountered in this process. Within the qualitative research framework, the data obtained was analysed via descriptive analysis, content analysis and constant comparison method. The findings illustrate that professional development of the teachers is largely unsystematic and varies from one school to another. The implications of the interviews are that the number, accessibility and quality of the in-service trainings should be enhanced.

Keywords: Teacher, professional development, in-service training, difficulties

Introduction

For many years researchers have studied how to overcome difficulties related to improving teacher qualifications. In this context, concepts such as school development and teacher professional development gain more importance every day. Hopkins (1987) stated that there are different definitions of school development, the first of these two concepts, are available in the current literature. In one of these definitions, school development refers to improving schools for better learning. However, the second definition, which is more comprehensive, regards school development as a strategy. Applying this strategy, student outputs and management capacity of the schools can be enhanced. All these are educational transformation strategies (as cited in Hopkins 1996). Another definition in the same vein is that

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school development is used to mean changing education/learning conditions to achieve educational requirements and make schools more effective (Balcı, 2007). When school development is achieved concepts such as school transformation, efficiency, and culture are affected, and these concepts are interactive (Hargreaves, 1995). For example, if the school does not attach importance to the job satisfaction of the teacher and if the teachers are unhappy, they may not want to develop their own expertise. Or the educational institution is not innovative and lacks a vision based on professional development may also cause the teacher to perceive the professional development as unnecessary. So the professional development of teachers cannot be ignored within this interactive network.

Professional development of teachers can be defined both ideally and realistically. An idealistic definition is given by Billings. Billings (1977) states that the professional development of the teachers is a continuous process encompassing the needs of the personnel. This is a planned process that provides professional satisfaction opportunities to teachers. According to this definition, personnel are aware of the development opportunities, experience professional satisfaction and the needs and actions of personnel appear to be consistent (as cited in Bell, 1991). With a variety of prepared programs professional development has been proven to increase the qualifications of teachers (Gaikhorst, Beishuizen, Zijlstraa & Volman, 2015). As a result, professional development is a factor affecting increases in teacher qualifications.

The professional development of teachers can be summarized in four steps. These are participation in in-service training, changes in the knowledge and beliefs of the teacher, the changes in in-class practices and increases in the quality of the output (Clarke & Hollingsworth, 2002). Another point of view that summarizes teachers' expertise is the Lewin model. According to this point of view, there are three steps in teacher development. These are *unfreeze* which refers to the teacher abandoning old beliefs, *change* which refers to teacher's acquiring new information and *refreeze* which refers to assimilating and using the new information (Lewin, 1947). People generally have difficulty abandoning their beliefs. In other words they accept what they believe as true and they have a tendency to defend their beliefs. E le Roy (1917) stated people begin to believe the truth of their dogma, indicating the presence of this tendency.

Teachers, though not defenders of middle age mentality, are very reluctant to add new information to what they obtained during training or to accept that their information may not be up-to-date. However, the information they refuse to update makes them feel insufficient and the feeling of insufficiency is a factor that negatively affects people's motivation (Pajeras, 2003). As a result, a change in teachers' beliefs provides observable outputs of teacher daily lives. On the way of being more effective teacher, professional development may lead teachers to update their knowledges. Via professional development teachers can develop new abilities that can change the surface of old uneffective education.

Professional development has many outputs for teachers. Some examples of these outputs are improvement in ability, knowledge, understanding and efficiency in school (Rhodes & Brundrett, 2009). Schlager and Fusco (2003) do not consider in-service training merely a course. According to them, in-service training is a learning process of putting what is learnt into practice. Consequently, professional development of teachers aims to obtain better student outputs through enhancing the competence of the teachers (Hampton, Rhodes, & Stokes, 2004). Therefore, it is necessary to transform schools into more efficient places. As stated by Louise Stoll (1992), teachers should be efficient researchers to acquire contemporary information, cooperating partners in the decision-making mechanisms of the schools and be involved in a continuous learning process to render schools efficient. In the literature, the key components to successful change are defined as a high level of teacher cooperation and teachers' involvement in the decision-making mechanisms (Holden, 2002; as cited in Rhodes & Brundrett, 2009). Nevertheless, different components should also develop to allow change because the change process of the school encompasses multiple factors such as leadership and management. The effect of management of the school is related to the leadership at the school. It seems that management, directly or indirectly, affects the educational quality of the school (Hallinger & Heck, 2003; Leithwood & Jantzi 2000). School management plays a crucial role in the development of schools; however, management are only one of the tens of factors within the ideal systematic structure. Accordingly, for the school to exhibit a holistic development it is necessary that the multidimensional system gain functionality.

A systematic development plan is required in order to achieve sufficient school development. Within this development plan, the development of the teachers' expertise takes an important place. To this end, there are 4 professional development models; these are apprenticeship, course-based, school-based, and school-centred models. As can be understood from the name of the apprenticeship model, which is the first of these models, this model is based on the fact that educating teachers in line with an apprentice-expert relationship may be beneficial. The second model, the course-based model, proposes that it is possible to create development through courses such as in-service training, which are currently undertaken in the Republic of Turkey (Bağcı & Şimşek, 2000, MEB, 1996). It is evident that these two models are based on individual initiatives. The other two models are based on group approaches. One is the school-based education model which states that schools should determine their needs and run a development programme in line with these needs. The school-centred model emerged out of the need to correct the deficiencies of the school-based model and advocates that each school needs to put a development model into practice for personnel. In the school-based model, the school personnel are responsible for determining all educational needs and running the development programme. Nonetheless, in this model the school is able to determine its own needs; however, the trainings performed are more centralized at institutions like schools (Bell & Day, 1991). In many education systems, one of these models is used for professional development of teachers. In Turkey, the course-based model is commonly preferred. The Ministry of National Education figures reveal that 16483 teachers participated in in-service training with 36.6% participation rate in 2009 (MEB, 2009). The 36.6% participation rate might be considered a significant value but if the aim is to achieve a clear professional development goal, this rate and in-service training perceptions do not appear to be satisfactory compared to levels in developed countries. Further, in 2015 and 2016 in service training activity report of National Ministry of Education (MEB, 2015; 2016), most of the aims of trainings seem reached, but complaints have still being continuing (Şahin & Türkoğlu, 2017). Thus, although in-service training participation rates are acceptable, it can be said that the effectiveness levels are low. This indicates that in-service training is not effective for development.

As seen in the literature, school development and teacher professional development are intertwined concepts. So it is necessary to consider the other developments in order to explain the change and development of one. As mentioned above, many factors, including the attitudes of the students in the school, the in-service training conducted by the Ministry of National Education and the working atmosphere of the schools, can be reflected positively or negatively on the professional development of the teachers. From this point of view, it is aimed in this study that the development of the teacher professional development and the obstacles to the development of the teachers are showed.

Method

This study was carried out via a qualitative research method. A phenomenological research pattern was used in the study. The phenomenological research method is used with the aim of analysing the perceptions and attitudes of the individuals to certain subjects, based on their experiences in detail (Creswell, 2012).

Sampling

The extreme or deviant case sampling method was used in the study. Extreme or deviant case sampling is used when extreme cases can provide rich information (Neuman, 2007). This sampling method was preferred in this study because examination of the extreme opposite examples helps explain the limits of a case and provides detailed information about the subject. Accordingly, two schools in the Eastern Black Sea Region, Turkey with good and bad working conditions and professional development opportunities were included in the sampling. Four volunteer teachers from each school were included in the study.

Participants

In this study, good and bad working conditions, intentional and offensive politics of school administration to break the motivation of teachers, reduce professional satisfaction and cooling out. The statements of good and bad working conditions belong to participants. All participants stated the same opinions about the working

conditions of schools' which are in the same region. When these two schools were selected, interviews were made with the teachers from different branches working on the ground, and the name of the two schools came to the fore in terms of the working atmosphere. This was followed by interviews with the teachers at the designated schools and the validity of this classification among the teachers was tested. At this stage, the opinions of the participants were used in the classification of working conditions. Teachers in both schools classified both their own schools and other schools and observed that the best and worst school assessments overlap with each other in terms of working atmosphere.

T1, working at good school in the chosen region, complained about previous in-service trainings attended and the lack of quality. Although they are happy with the attitude of the school management, they suggested that there was not a healthy cooperation between teachers and school administration. Displaying a comfortable attitude during the interview, T1 stated they were not afraid of encountering any problem in the future due to what they would say, and that they would express the current problems in the most open fashion.

Working at same school with T1, T2 had attended in-service training for their area and saw the most significant problem of in-service training as insufficient quantity and quality. Happy with the comfortable attitude of the school management, T2 was nervous during the interview and contrary to assurances about the confidentiality of information shared, found it difficult to express their opinions easily. When asked about the possibilities for professional development at the school, they could not give a clear answer but said the school was successful in this regard, displaying a tendency to avoid stating contrary opinions.

Working at the school with bad atmosphere in the region, T3 was an excitable and energetic person. Before the interview they stated they had experienced severe bullying. They complained about the lack of seriousness of in-service training attended in their first years in the profession. They complained that the school had no possibility for development, in fact even purposely prevented development. During the interview T3 was observed to be willing to talk about topics of complaint, reflecting the comforting effect of expressing themselves in gestures and facial expressions.

T4 said that she had a different political perspective from management. She added because of that management would take an unfair action because of her responses. So she said she was anxious. They worked at the school with good conditions in the region. With the tension reduced slightly by assurances about the confidentiality of any answers given before the interview, T4 appeared to be avoiding by only touching on interpretations and opinions. They stated they were not sufficiently happy with in-service training received.

Working at the school with bad conditions in the region, T5 was very eager to give their opinions. Stating they were overwhelmed by severe bullying experienced at the school and extreme workload, T5 complained that in-service trainings lack quality and seriousness. Additionally they complained of the intimidating effect of the school's lack of any organisation for self-development and that this effect had nearly caused them to lose interest in their profession.

T6 comfortably participated in the interview with a calm appearance and confident behaviour. Working at the school with good conditions, T6 complained that the school presented no opportunities for self-development, and that in-service trainings attended lacked seriousness and aim. Stating they had experienced less bullying in the school than their colleagues due to being newly assigned there, T6 still thought the situation was unacceptable.

T7 worked at the school with good conditions in the region. They talked with comfortable attitude, stating themselves in a sure manner. They had not attended in-service training; however, due to what they had seen and heard second-hand, they thought this training lacked seriousness and did not believe there was any benefit to it. Though the conditions at the school were good, they stated there was no supportive vision for expert development and stated that though they had not exerted any pressure themselves that did not mean they were ignoring the problems in the system.

T8, working at a school with good conditions, expressed their opinions comfortably with open statements and body language. They complained that in-service training received was given by non-experts and lacked seriousness. On the other hand, if they could use their excess time and energy after working productively (though this was

very difficult due to tiredness, workload and stress), they thought they would provide partial personal development with their own means.

Procedure

For teachers working under oppressive and intimidating conditions, the interviews were conducted in their homes in order for them to express themselves freely, not feel under pressure and to be free from the anxiety of being labelled. Confidentiality and school management being aware of the interviews were the primary concerns voiced by the volunteer participants. In this way, confidentiality was ensured and school managers were not aware of the interviews. The interviews with teachers from the second school with good working conditions and where the teachers have professional development opportunities were held in an empty room allocated for the interview by the school. This is because teachers stated that carrying out the interviews in the interview hall allocated by the school would not create any problems. The characteristics of the participants are presented in Table 1.

Table 1. Background information of participants

Code	Gender	Age	Teaching experience	Subject area	Working Condition	Received INSETE?	INSETE subject?
T1	Male	34	13	Physical education	Good	Yes	About branch
T2	Male	33	12	Classroom teacher	Good	Yes	About branch
T3	Female	24	3	Pre-school education	Bad	Yes	About branch
T4	Female	37	14	Classroom teacher	Good	Yes	About branch and out of branch
T5	Female	27	5	Pre-school education	Bad	Yes	About branch
T6	Female	26	4	Pre-school education	Bad	Yes	About branch
T7	Female	27	4	Pre-school education	Bad	No	-
T8	Female	31	8	Classroom teacher	Good	Yes	About branch and out of branch

INSETE: In-service training

Data Analysis

In the interviews, 9 semi-structured questions were asked. These questions were thought to reflect the opinions of the teachers about professional development. The responses obtained were examined though three different analysis methods. These are (*i*) descriptive analysis method, which includes direct quotes for highlighting and objectively reflecting the important points of the statements in the interview, (*ii*) content analysis to determine the common themes in the interview records, and (*iii*) constant comparative method to compare opinions.

Participants were asked the following questions. *i)* How do you evaluate the possibilities offered by the Ministry of National Education for your professional development? *ii*) How do you assess the opportunities your school offers for your professional development? *iii*) How do you assess the role of teachers in the development of your school? *iv*) How do you evaluate teachers' tasks in school development? *v*) According to you, do you explain which one of the teacher and the school develops the other? *vi*) Do you explain which model is more effective in your professional development? *vii*) Which in-service trainings do you contribute more to your professional development? *viii*) Can you explain the problems of in-service training in Turkey? *ix*) Do you disclose your suggestions for resolving school development problems?

There is a single encoder in the study. The responses of the participants to the questions were recorded by voice and after they were transferred to the text, themes were created by setting similar expressions in the records and the frequencies of these themes were determined. After the coding process was completed, a supervisor's opinion was taken to confirm the correctness of the themes and the final format was given in the direction of the suggestions. In this way, the internal validity of the work has been tried to be provided.

Results

In the first phase of the study, participants were asked whether teachers had systematic professional development opportunities through the Ministry of National Education or not. The responses given are summarized in Table 2.

Table 2. Views on teacher professional development opportunities via Ministry of Education

Code	T1	T2	T3	T4	T5	T6	T7	T8
I can find proper chances to develop myself	√							
I can partially develop myself in this system		√		√	√	√		√
No, there is no chance to develop in this system			√				√	

As Table 2 illustrates, the majority of teachers do not think that the Ministry of National Education provides good opportunities to teachers for professional development within the education system. It is worth noting that five teachers gave *partially* in answer to the question (T2, T4, T5, T6, T8) and complained that they could not find opportunities for professional development within the system. T5 stated:

 "We have a general organization and mass problem to do with in-service trainings. They cannot resolve the mass problem. They train teachers from different branches at the same time. Consequently, it inhibits practice. Only theory is taught but we all learnt the theory at university."

The same question including their schools was asked to teachers who stated that they do not have professional development opportunities provided by the Ministry of National Education with the aim of learning whether they have these opportunities locally. The results are summarized in Table 3. Table 3 shows the responses about professional development opportunities provided to the teachers by the schools. It is evident that the majority of the teachers are unhappy and have complaints. The striking point is that teachers said "I do not have professional development

opportunities and I am also prevented from accessing them". The response indicates the negative and unsupportive working atmosphere at the school.

Table 3. Views on the chance of developing in schools

Code	T1	T2	T3	T4	T5	T6	T7	T8
Yes, my school gives me opportunities to develop				√				
I can find some partial opportunities for development in my school		√						
No, there is no chance to develop myself in my school	√					√	√	√
I can find no chance to develop myself, I am even prevented from developing myself			√		√			

Taking the opinions of the teachers into consideration, it is clear that teachers do not think there is a professional development programme being implemented at the schools. While 4 out of 8 participant teachers stated that they did not have professional development opportunities, two of them stated that they both lack these opportunities and are being hindered from development opportunities. Examining the number who answered this question negatively, it is seen that 6 out of 8 teachers revealed that no professional development programme is being implemented at the schools. T1, the only teacher who answered this question positively, was asked about studies carried out for professional development of teachers and stated that no barrier exists for teachers who want to develop themselves and they were allowed to participate in such activities. This response indicates that the limited autonomy given to teachers seems satisfactory despite the absence of a professional development programme for teachers within the system. Likewise, T2, who works at a school with a positive environment, stated that their efforts are not being hindered saying that "*I can find partial opportunities to develop myself*". However, T4, who works at a school with a positive environment, stated that there was no planned professional development programme and only individual initiatives were being supported, and responded negatively to the question.

Looking at responses by T3 and T5, which are quite interesting examples, it is possible to gain an impression about the presence of negative working conditions and hindering attitudes.

T3: "*There is no study. There are only obstacles. That is not true... Even when we would like to participate in such activities, we experienced many difficulties. Difficulties in going, reaching, and acquiring the information.... There are no such school services, support services…*"

T5 was in agreement with T3: "*I don't think that the school I work at provides many opportunities. I can even say that they create disadvantages... More precisely, they de-motivate the teachers. They prevent us from fulfilling what we could achieve. It is about their perspective on education. They also consider the school a private school, it is not like a state school; the families of the students have so much to say but the teachers are forgotten about...*"

It is understood that management has an influence on these opinions. These opinions are parallel with the literature studies on the impact of management on school development. The studies reveal that improving working conditions of the teachers maximises the impact of the leaders on the teachers (Leithwood, Day, Sammons, Harris, & Hopkins; 2007). Successful managers are those who try to achieve professional development at the school with a perspective embracing the personnel and the students (Rhodes & Brundrett, 2009). It can be said that the study findings are consistent with the literature. It is understood from the interviews that the management who display irksome and obstructive attitudes lead to loss of motivation of the teachers. On the contrary, it is observed that the teachers who work at the school with a positive working atmosphere tend to ignore many drawbacks at the school and support management. In brief, it can be observed that satisfaction of the personnel is a prerequisite to achieving professional development.

At the end of the interviews, it was determined that the intimidating attitudes of managers towards the teachers results in a loss of enthusiasm for their profession and decreases the performance of the teachers. It was also specified that teachers who faced such attitudes are less eager to support school development and are less enthusiastic about professional development.

The roles of the teachers in school development

AIn this part of the study, the teachers were asked what kinds of roles they assumed in the development of the schools they are employed in. The purpose is to reveal whether they have a role in school development or not. The responses of the teachers to this question are summarized in Table 4.

Table 4. Ideas about the role of teachers in school development

Code	T1	T2	T3	T4	T5	T6	T7	T8
Implementing the requirements of being a teacher is enough	√	√	√	√			√	√
Every kind of work should be done	√							
Teachers should develop themselves			√		√	√		
Teachers should participate in social projects			√	√				

It was understood from the previous questions asked to teachers who participated into the study that the activities performed were insufficient in terms of professional development of the teachers. Table 4 indicates that 6 out of 8 teachers (T1, T2, T3, T4, T7, T8) expressed that it would be enough for the teachers to fulfill the requirements of the teaching profession.

The second most frequent response was that teachers should develop themselves. The responses clearly shed light on the fact that teachers consider themselves the source of the problem and share the responsibility.

Another striking fact that arises when Table 3 and 4 are assessed together is that many of the teachers believe that *the school will develop if the teachers develop themselves* even though they think that the schools do not provide professional development opportunities. This indicates that there are teachers conscious of problems in these schools, however, management are incompetent and hinder development.

T2: *"If everyone is sincere, becomes aware of their duties and responsibilities, nothing is impossible"*

With the sentence above, T2 implies that teachers and management have an equal role in achieving school development. Nevertheless, T2 chooses the word *sincerity* in this statement and implies that he or she has some doubts over the meticulousness of the management when performing their jobs. This situation indicates that teachers do not trust the personnel at their schools. The mistrust manifesting itself in this sentence might arise out of intimidating behaviour displayed by other teachers and other personnel toward T2.

The research conducted has proposed that most studies carried out for school development might do more harm than good. It can be asserted that lack of sincerity underlies the intimidating potential of these studies at schools. There are negative and positive examples regarding how the professional development concept increases success. This makes the situation controversial (Coe, 2009). Therefore, it should be considered that the expectation of sincerity of T2 is realistic and reasonable.

Upon learning the opinions of teachers about the roles that should be assumed in professional development, another question was asked to reinforce the response to the question and clarify its contents. This question asked what kinds of the roles teachers took on in professional development to obtain more concrete suggestions. Looking at the responses, the content is not very satisfactory. Six out of 8 teachers who participated in the study stated that teachers should participate in social projects. This response is quite thought-provoking. Despite the fact that teachers state they dislike social responsibility projects stipulated by the Ministry of National Education within the framework of various projects (e.g. conducting the family visits in a way which encompass the all families) when they exchange opinions with their colleagues or write on social media, the first response made by the teachers to the question of what should be done outside the school was *participation in social projects.* It is also the first response by the authorities at the Ministry of National Education. It can be claimed that this situation arises out of the fact that the personnel working under the body of Ministry of National Education have adopted a similar thinking system or that they answer the questions without thinking.

Table 5 illustrates the responses made to the question of what kinds of school development activities teachers can participate in. It is evident that teachers made quite limited responses to proposing concrete suggestions.

Table 5. Views on what teachers can do for school development apart from teaching activities

Code	T1	T2	T3	T4	T5	T6	T7	T8
Teachers should do all kinds of work	√							
Teachers should participate in social projects		√	√	√	√	√		√
Teachers should develop themselves							√	

The question was general in Table 4. The second most frequent response was that teachers should develop themselves. However, only one condition changed in this table and teachers were asked how they could contribute to the school apart from educational activities. The table clearly indicates that only one teacher thinks that he/she should develop herself/himself.

T6 *"It might be family-oriented... Our branch includes families socially not educationally... Things can be done for the families. E.g. conversation, group meetings... A common project... Education could be provided implicitly by keeping education in the background...Its purpose is to provide guidance but education can also be provided implicitly. Education will be our goal. The tool is different..."*

With regard to the question about the educational activities that should be performed, many of the teachers said that social projects should be implemented and that especially projects for families should be carried out. It is a generally accepted fact that family and environmental support are of great importance in projects implemented for successful school development (Guhn, 2009). The first project about family education is current parent teacher meetings and interviews and especially for class teachers or preschool education where children require one-to-one attention,

contact is made more frequently with parents. Nevertheless, in family education, an area which needs to be improved, it is highly probable that efforts to develop projects without practical, easy to understand content and a standard procedure will result in a waste of time and money.

Figure 1 shows that 6 out of 8 teachers who participated in the study (T1, T2, T3, T4, T5, T6) think that the basic factor in school development is the teacher. One teacher T7 thinks that the school is the main factor in development of teachers and another teacher T8 says that two factors are inseparable. Underlining an important point, T8 expressed that:
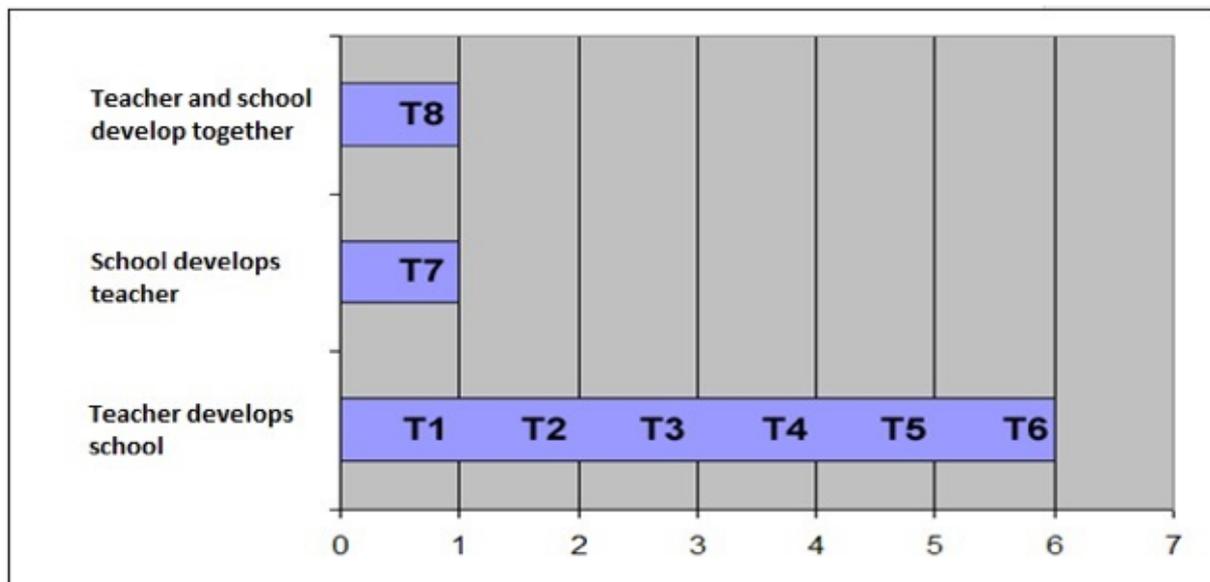

Figure 1. Teachers' views about which factors come first in development

"If the teacher is good and the school is bad, the teacher develops the school; if the school is good and teacher is bad, the school develops the teacher. That's the only possible answer to this question."

This sentence summarises the essence of school development. It is a relative concept whether the teacher develops the school or the school develops the teacher. Taking into consideration that teachers do not go through an intense internship period yet gain their own skills through the experience gained over time, it is fair to say that schools must serve as the places that develop teachers. This is because each faculty of

education provides education with different quality, and every teacher develops themselves at different levels and in different respects. Within this context, it is possible to prevent the new teachers from facing problems arising out of inexperience through the implementation of a programme for minimum development necessary for teachers.

As seen in Figure 2, the great majority of the teachers (T1, T3, T4, T5, T6) agree on the apprenticeship model. The majority of the teachers underlined the nature of teaching, which develops in time. Also, many of the teachers complained about the inefficient in-service training and the fact that these trainings are only conducted theoretically.
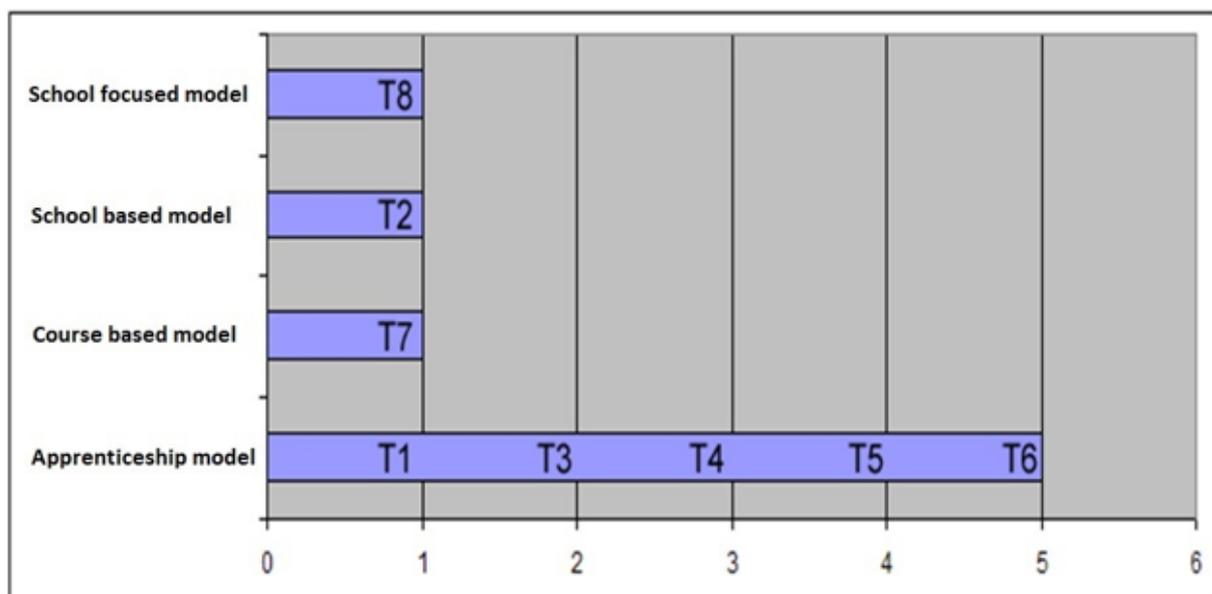

Figure 2. Teachers' choices of teacher professional development models

In this respect, T4 expresses that:

"I think apprenticeship... For instance, I have been doing something better over the years. I am becoming better than last year. I have been teaching for 14 years. I look at my first years. It is definitely experience... Ok, you can participate in the seminars, do other things. They are also beneficial but what matters is definitely experience... Years are so important..."

The studies performed reveal that the teacher development models are beneficial. For instance, a study conducted in England identified that a school-centred development model is better for teachers (Mc Dougal & Suires, 1997). However, studies carried out have illustrated that the apprenticeship model is the most important source in transmitting professional accumulation to the next generation (McCormack, Gore, & Thomas, 2006). Like most of the teachers whose opinions were asked, T4 advocates for the apprenticeship model and states that teaching is a profession that develops through experience. It might be considered that the attitude of T4 is a result of his/her experience but teachers who are new in the profession share the same opinion. This perception might result from the fact that even the experience gained within a short time can be translated into action in the teaching profession. It is not surprising that the teachers who are aware how much the experience contributes to the educational environment share the same opinion.

Perspectives of the teachers on in-service training problems

This topic was evaluated with two questions. The first related to what kinds of in-service trainings were demanded. The details of responses are summarised in Table 6.

Table 6. Teachers' INSETE course demands

Code	T1	T2	T3	T4	T5	T6	T7	T8
Courses related to branch	√	√			√	√	√	
Courses that can help teachers in class, like classroom management		√		√		√	√	√
Courses that can enhance the quality of teaching, like elocution		√					√	

INSETE: In-service training

In Table 6, it is clearly seen that the training demands of the teachers are divided in two. While the first group demanded training related to their branches, another group demanded training related to class management and so on. Two teachers, who

are in the minority, demanded training aimed at enhancing the quality of education. These two teachers gave examples of courses on diction, visual arts and music.

T3 underlined some overlooked points:

"In my opinion, there are many things necessary for teachers; however, they are not given to us. Diction might be a good example. We received music lessons. What could have been taught instead of teaching us to play two childrens songs with a flute? We might have been taught to use our diagram instead. This is also mentioned in our target gains. Using your breath correctly. This year I had a hoarse voice. I went to the doctor and he said that I did not use my breath right. These might sound so simple yet I think we should have such courses. "

Some of the teachers achieve outputs which are below what is expected within this system. Professional development opportunities provided by the Ministry are inadequate for teachers who develop themselves above the average with respect to the requirements of their profession. The courses opened by the Ministry of National Education for teachers to develop themselves in the basic characteristics of the profession disappoint teachers who have already developed themselves in the relevant fields. Besides, the limited advanced professional development opportunities results in the perception that this profession is monotonous and closed to development.

The information in Table 7 was compiled from the opinions of the teachers concerning the shortcomings observed during in-service training. The majority of the teachers participating in the study commented in a limited manner on most of the questions. However, they made more comprehensive responses to this question compared to the other ones.

The most frequent response in Table 7 is the poor quality of the in-service organisation. Yet another complaint is that the in-service trainings are only theoretical and the trainers are incompetent. This response and other responses underline the fact that the in-service trainings are not implemented properly in the Republic of Turkey. They are far from ideal and are inefficient.

Table 7. Teachers' views on INSETE problems in TURKEY

Code	T1	T2	T3	T4	T5	T6	T7	T8
Only theoretical	√				√	√		
Seen as ineffective by teachers	√							
Inadequate to supply teacher demands		√		√				
Forced to join INSETE		√						
All courses not found in every city		√					√	
Limited number of subjects				√				√
Requirement analyses not completed regularly					√			
Staff who give INSETE not expert on the subject of the course					√	√		√
Crowding on these courses						√		
Joining INSETE not enforced							√	
INSETE planned very badly & without seriousness			√		√	√		√

INSETE: In-service training

Underlining the importance of being systematic, T3 expressed that:

"*I guess there is an organisational drawback. When we participated in the training, the professor was not informed about it. He did not even know that he would participate in such an event. He was called that day and came the next day hurriedly. This is so sad because we go there prepared, allocate our time. I thought that it would be intense and we would learn new things. New information... We would leave there loaded with information. But frankly it was shocking... You spare time, make the effort, go there but there is no trainer. The organisation is poor and it does not have intense content either. It felt like it was just done to tick the boxes and was not organised meticulously... And I just heard that it happens each and every year.*"

As can be understood from the opinion of T3, the in-service trainings are not conducted as desired. The trainers are not chosen carefully, and this results in involvement of incompetent individuals in these trainings. This gives rise to the perception that in-service training doesn't contribute to the teachers. Both the trainers and those who assign these trainers contribute to the negative perception of the trainings and cast doubt on the benefits of in-service training.

3.3 Solutions offered by the teachers for professional development problems at the schools

The last part of the study aimed to learn the solutions offered by the teachers for school development. The purpose of obtaining these responses is to learn whether the teachers who have complaints about the absence or insufficiency of professional development can offer solutions. The responses made are given in Table 8.

Table 8. Teachers' solution suggestions for school development

Code	T1	T2	T3	T4	T5	T6	T7	T8
Social activities should be enhanced							√	
Physical infrastructure should be maintained				√		√	√	
Class populations should be decreased		√		√		√		
People without teacher qualifications must not be appointed as teachers						√		
Inspectors must be experts in the inspected area						√		
INSETE should be systematic & qualified						√		
Team work should be encouraged in school					√			
Management should relax strict attitudes toward teachers					√			
Management should be qualified in public relations & education					√			
Pupils should be divided into level classes				√				
Education should be related with further education levels				√				
New education models should be investigated thoroughly & then implemented		√	√					
Parents should be educated								√
Businessmen should support schools by providing funds	√							
Branch classes should be created								√

INSETE: In-service training

In Table 8, it is seen that there are many problems with school development. The interview results show that crowded classrooms and insufficient physical conditions at the schools are the primary barriers to school development.

Within this context, T5 stated: *"Firstly, this mentality has to change... Management should be leaders. Also teachers should work with intrinsic motivation. "*

T7: *"First of all, I would like to touch upon the buildings and the equipment of the school. School gardens and buildings should be similar to private schools. Why do our children receive education in worse buildings and bad classrooms?"*

T7 expressed that the school buildings have many insufficiencies including appearance, educational materials and internal equipment. T7 also stated in the interview that private schools create the image that *"They provide high quality education"* with visual appearances and one of the most serious issues for state educational institutions is that they cannot create the same trust and are not able to provide the same opportunities. Today, it is considered that physical equipment and infrastructure are very important, and the extent that lessons taught in classrooms with broken desks and students shivering with cold are assimilated by the students is debated. If a student is shivering from cold, they will firstly think about being warm and will not be able focus on the class. Additionally, drawing a computer screen instead of teaching using a computer programme directly deprives the students of the opportunity to practice what is taught and eliminates the opportunity for experimental learning. This problem and similar problems are related to improving the physical equipment and the expectation of having a forward-thinking education system without contemporary physical equipment is not realistic.

T6: *"…Focus should be placed on the education, educator and supervision should be performed properly and the inspectors should be competent"*

The studies in the literature suggest that inspection affects the school development in a positive way (Ehren & Visscher, 2008). However, these studies have not investigated the impact on the teachers of the inspectors supervising the different branches. T6 highlighted the fact that supervisors should be chosen from the relevant fields. T6 stated that the inspectors who examine an irrelevant area (renamed

education inspectors) created a negative impact on teachers. Therefore, it should be taken into consideration that the supervisors who received education in the relevant field should perform supervision.

Discussion

This study aiming to identify the professional development problems of teachers and schools clearly indicates that there are many challenges ahead of development. Similarly, in the literature, studies carried out show that there are many challenges awaiting solutions in the professional development of teachers.

The first finding obtained in this study is that teachers think that the in-service trainings are not conducted in a planned and serious manner. The second finding is that in-service trainings only encompass theoretical information and the educators are incompetent. This results in a loss of trust in in-service training. The third finding is teachers only weakly believe that the errors in the system will be corrected. Fourth one is that teachers consider the management to be barriers and find them incompetent. The fifth finding is that teachers don't believe that preventing incompetent managers from taking managerial positions is likely. The 6th and last finding is that the absence of ideal conditions at the schools adversely affects the quality of the education.

The first finding of the study indicates that the in-service trainings conducted in Turkey are not satisfactory in terms of quality and content, are not conducted in a serious manner and are disorganised. Actually, some studies revealing similar findings about quality problems of in-service training in Turkey are available. These studies report a serious problem that those who develop, implement and evaluate the in-service training programs are not educational experts and the current in-service training developers, implementers and evaluators are not educated in the respective fields (Aytaç, 2000, Özaydın & Çolak, 2011). The findings obtained within the scope of this study suggest that this problem remains unchanged today.

The in-service trainings, the primary factor that helps teacher development, are not application-oriented and do not spur development. This is an on-going problem that

has been encountered with in-service trainings before (Ersoy, 1996; Schlager & Fusco, 2003). The studies conducted reveal that the programmes should be developed by individuals competent in the field and then with the teachers in order to overcome in-service training problems (Aydın, 1987). However there are studies which have found that the school development of management provides nothing to help teachers develop themselves within their own schools (Nuri & Dağlı, 2014). This situation indicates serious problems with in-service educational activities both within the school and outside the school.

Research on teachers in preschool education have shown that teachers who perceive the school culture positively have more self respect, higher occupational satisfaction and fewer health problems (Wong & Zhang, 2014). As a result to solve problems in teaching, which is a high-stress job, as much as professional development and school development are important, it is necessary that school culture be perceived positively. Management are at the focal point of all these development activities. The fact that management does not have managerial qualities, vision and communication skills is considered a factor that impedes professional development of the teachers. Preliminary studies indicate that management with leadership qualities carries the development of the schools forward (Rhodes & Brundrett, 2009; Leithwood & Jantzi, 2000). Some teachers who faced suppressive behaviour and psychological violence were concerned over being labelled, and over facing pressure. This justifies the evaluation because development is a concept that can be achieved with free thought, exchange of opinions, discussing needs, and sharing the information in a free environment (Aysevener, 2017). It cannot be expected that teachers develop themselves freely at schools where unqualified management who use destructive language are present (Arslantaş & Özkan, 2014). Therefore, selecting management in line with competence and questioning whether they have leadership skills or not are necessary in terms of paving the way for professional development activities. However, because of the general characteristics of the practices in place so far, it appears that teachers do not believe that unqualified managers can be eliminated from the system. To this end, the managers who are knowledgeable, who have communication and leadership skills should be assigned in the long run and those who are unqualified should be assigned to different positions. Thus, the trust of the teachers in the sensitivity shown in selecting the managers will be restored.

The last finding obtained is that the poor physical conditions at schools adversely affect teacher development. Teachers stated that high student population negatively affects the quality of the education and teachers have to exert more energy and be more devoted in order to enhance the decreasing quality of education. The general expectations of the teachers include providing service under healthy educational conditions and finding opportunities to develop themselves. Within this context, decreasing the number of students in classes, enhancing the working conditions of the teachers and other physical conditions, selecting management who are skilful and attach importance to the development of school and teachers are among the measures that need to be taken. However the development of technology in school buildings is affected by political decisions and the urbanization process (İbrahim, Osman & Bachok, 2014). As a result lowering the number of students in classes involves topics within the scope of policy-makers, such as building more schools or increasing the capacity of pre-existing schools. Additionally important responsibilities fall on managememnt to improve the working conditions in schools. Researchers have shown that management do not affect self-development of teachers and school development (Hoşgörür, 2014). However there are many data sources that can be used to change the working atmosphere and encourage school development. Resources such as inputs, processes, context and process outputs can be assessed and are resources that can be used for school development (Ikemoto & Marsch, 2007). All of these efforts indicating the school's total development acitivities suggest the need for qualified leadership. Upon identifying these, it is necessary to translate a contemporary and efficient in-service training into action. On the other hand, an interactive communication channel between management, ministry and teachers free from intense bureaucracy should be established and accordingly, the problems should be identified within a short time.

One of the most significant limitations of this study is that it encompasses two school types and it is carried out at pre-school and primary and middle school levels. Therefore, no information about the extent of the similarity between the problems at high school level has been obtained. However, previous research showed that the same problem exists at that education level (Gönen & Kocakaya, 2006; Tekin & Ayas, 2006). So these research findings indicate that these problems exist at other education levels.

Even though interviews were held with a total of eight teachers from two different school types and the opinions of participants from the schools with the best and worst working conditions were included through extreme or deviant case sampling, it was found that teachers agree on many points regarded as problems. This situation indicates that these problems are recognised by different individuals, independent of their condition and positions.

With results in parallel to the results of previous studies, though this study is helpful in providing a significant idea about the source of the problem, there is a question mark as to how much this teacher development problem in the Turkish education system can be generalised as it was identified from a sampling of only eight individuals. Different types of generalisation can be used with quantatitive and qualitative studies. Firestone (1993) defined three generalisation types for known case to case translation as statistical generalisation, analytic generalisation and transferability. The appropriate type for our study is analytic generalisation. Analytic generalisation begins from the current situation and sample and means that similar results may exist for groups in similar conditions (Polit & Beck, 2010). This study found that in schools with opposite environments of comfortable, non-coercive and supportive conditions and coercive, intimidating and psychological violence levels, teachers working at preschool level, class level and physical education teachers complained about in-service training and that there were no opportunities to develop at the school. This shows that the working conditions did not affect their opinions on the lack of quality of in-service training or on the lack of opportunities for teachers to develop themselves. At this point, the sampling method becomes important for generalisation. Extreme or deviant case sampling includes participants working in the best and worst conditions and is a sampling method that allows researchers to obtain results about the end-member situations and compare them (Teddlie & Yu, 2007). Within the scope of this study teachers from schools with the best and worst working conditions in the region had the same opinions of teacher professional development, so it may be considered that the perception in schools with moderate conditions will be similar.

While many previous studies have obtained parallel results to the problems identified in our study (Gönen & Kocakaya, 2006; Erişen, 1998), a comprehensive

study of the in-service training problems in Turkey has been performed (Aytaç, 2000). It was stated that the lack of solutions to this problem was rooted in the lack of a quality educational policy (Bağcı & Şimşek, 2000). As a result, the most important finding of this study is the perceptions of teachers in schools without serious difficulties and good working conditions. Combining the findings of this study with those from studies completed without using the deviant case sampling method, it appears that teachers in all working conditions are aware of the problem and draw attention to common failures. This situation indicates that teachers under different working conditions see the problem in similar ways.

Future research involving qualitative studies of political bureaucrats determining educational policies will be helpful to change approaches to teacher professional development, in spite of the obtained findings, and to determine the true reasons for failure of development. Additionally repetition of results obtained for education managers will be helpful to determine the opinions of managers who have their own complaints and for consideration in studies working toward a solution.

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