

Classroom Teachers' Motivation Resources, Concerns and Their Evaluation about Graduate Programs¹

Selma Çokparlamış², Meltem Çengel-Schoville³

Abstract

Teachers, the key actors to actualize educational reforms, and their professional development gain more importance. One of the formal ways to support teachers' professional development is graduate programs in Turkey. The aim of the research is to understand teachers' motivation, concern, and the evaluation about graduate programs who continued their professional development via a master or certificate program. The sub-problems about the research are: 1. What are the sources of motivation for graduate/postgraduate classroom teachers? 2. What are the factors that concern graduate/postgraduate teachers? 3. What are graduate/postgraduate teachers' reflections about their graduate experiences? This research is designed as integrated multi-case study. We conducted 12 semi-structured interviews from two different schools (one from city-center and the other from remote-to-city). Interviews were analyzed by content analysis. As a result, teachers who are serving at a remote school are motivated externally by service scoring system; however who are serving a city-center school usually motivated internally. During their education, they struggled about lack of technical knowledge, physical and mental tiredness, lack of time, and intensity of the homework. The most of the teachers do not want to do any further formal graduate study.

Keywords: classroom teachers, professional development, graduate education.

Recommended Citation:

Cokparlamis, S. & Cengel-Schoville, M. (2023) Classroom teachers' motivation resources, concerns and their evaluation about graduate programs, *International Journal on New Trends in Education and Their Implications (IJONTE)*, 14 (1), p. 174-186.

¹ This paper is created from Selma Çokparlamış' term project for MA program without thesis under the supervision of Dr. Meltem Çengel Schoville; and presented as an oral presentation at the Xth International Educational Research Congress.

² Necdet Ülger İlkokulu, MEB, Mersin, Türkiye, cokpar7@gmail.com, ORCID: 0009-0000-0261-8291

³ Corresponding author: Assist. Prof. Dr., Aydın Adnan Menderes University, Aydın, Türkiye, meltemcengel@gmail.com
ORCID: 0000-0002-0255-4600

Introduction

Recently, many countries focus on educational reforms to raise children who can keep up with the rapid change. Teachers and their professional development are not just variables in the reforms process, they are the key actors to actualize them (Bümen et al, 2012). It is necessary to focus teacher development due to teachers' switching role both acting as a subject and an object (Villegas-Reimers, 2003). Not only the individual performance of teachers increases through professional development; but also, inefficient practices can be corrected, the basis for the practice of education policies can be created and the change aimed with education reforms will be facilitated (Blandford, 2000). As a result, teachers' professional development provides a lot of benefits to the education systems.

There are wide varieties of definitions about professional development. Generally, it is described as developing individual's professional capabilities (Villegas-Reimers, 2003). For teaching profession, it can be described as developing teachers' capabilities by both experiences and systematic reviews of the reflections about the experiences (Glatthorn, 1995; s.41). Teachers' professional development can occur by either formal ways like workshops, professional development meetings, mentorship programs and or informal ways like following up recent professional journals, documentaries, developments about subject areas, etc. (Ganser, 2000). Therefore, professional development is a broader concept than career development which focuses on career progress (Glatthorn, 1995). In a broad perspective, teachers' professional development is attached to lifelong learning and has links amongst in-service training, personnel development, career development and human resources development (Bümen et al, 2012). Guskey (2000) describes it as all activities and process to increase teachers' professional knowledge, skills, and attitudes to facilitate students' progress. Research indicates that teachers' professional development has a relationship attitudes and behaviors. It is not a simple linear relationship; on the contrary it is a dialectical relationship. The change of the teachers' attitudes and behaviors, changes classroom practices, and have a reflective eye on these experiences creates new attitudes and behavioral pattern. So, this is an ongoing dialectical process (Kettle and Sellars, 1996; Wood and Bennett, 2000; Young, 2001). As a summary, teachers' professional development affects their attitudes and behavior, and changes in attitudes and behaviors may result as a search for professional development.

In Turkey, one formal way to enable teachers' professional development is graduate schools. Graduate schools also enable career development (Glatthorn, 1995). In Turkey, the first steps of the graduate schools have two options: master programs with thesis, and master program without thesis. According to the Graduate School Regulation the master programs with thesis provides skills to students to research out knowledge by scientific methods, to review, interpret and evaluate the knowledge (Article 6); and the aims of the master program without thesis are gaining more practical knowledge about the profession and giving more guidance how to apply this knowledge in practice (Article 11).

Even experienced teachers' pedagogical content knowledge and beliefs about pedagogical content knowledge are affected by professional development programs. Teachers' changes in these areas are associated with classroom teaching practices and positive changes in student achievement (Akiba & Liang, 2016; Borko & Putnam, 1995; Eroğlu & Özbek, 2020; Garet et al; Lindvall, 2017; Shava, 2016). Similarly, Warwick and Reimers (1995) point out that there is a close relationship between teachers' levels of continuing formal education and student achievement. Therefore, while even the most experienced teachers can benefit from graduate education, continuing their education indirectly increases the success of the students.

It seems that it is important to facilitate teachers' graduate education as a way of professional development. However, in Turkey, only 9% of all working teachers have a master's degree, and .01% of them have a doctoral degree (Ministry of Education, 2019). At this point, it becomes important to identify the sources of motivation that support teachers to continue their professional development through a formal program, the sources of concerns that have the potential to keep many teacher candidates from this process, and their evaluations of the process.

In this research, classroom teachers who continued their professional development with a master's degree were interviewed. In light of all this information, it is aimed to determine the motivation and

anxiety sources of classroom teachers who continue their professional development, have received and are taking postgraduate education, and the difficulties they experience in the process.

Answers to the following questions were sought:

1. What are the sources of motivation for graduate primary school teachers?
2. What are the teachers' concerns about graduate education?
3. What are graduate teachers' reflections on their education process?

Method

This is an integrated multi-case study, focused on two different schools' teachers in Mersin city center. One of the schools is in the city, and the other is far away from the city center. According to Merriam (2009/2015), the case under consideration can be a single person, a program, a group, an institution, a society, or a policy. According to Merriam (2015), the characteristics of the case study are determined by the unit of analysis, not the subject of the research. In this research, the problems of the research are the motivations, concerns, and experiences of the teachers in the graduate process. As a situation, teachers working in two different schools in the center and far away from the center were selected. In integrated multi-case studies, each case is compared with each other's after being analyzed holistically (Yıldırım & Şimşek, 2008).

One of the schools studied is a primary school in Mersin city center with a total of 961 students and 63 teachers (city center). The second school is a primary school in the same city, far from the center, with a total of 160 students and 8 teachers. While the schools that are in the center are counted in the 1st region, the school far from the center is counted as the 2nd region school. According to the information received from the school administration, the parent profiles of the schools are as follows: The parent profile of the school in the center varies according to their education and socio-economic level. There are multi-storey sites at the front of the school, and single or 2-storey detached houses at the back, which is also reflected in the variety of the school profile. The parents of the schools that are far from the center are generally defined as "low" socio-economic levels and consist of parents working with minimum wage.

The participants were selected by criterion sampling. In criterion sampling, the sample of the research is formed with the individual who meets the specified criterion (Canbazoğlu-Bilici, 2019). Having completed or continued one of the master's programs with or without a thesis was determined as the criteria for inclusion. In the research, some of the teachers who are continuing their master's degree without a thesis or with a thesis are following the program online due to the COVID-19 pandemic. After taking the opinions of two experts and conducting the pilot interview, the question form was finalized. The semi-structured interview form has twelve questions. 12 classroom teachers were interviewed. 3 of the interviews were conducted via Zoom, and 9 of them were in person and recorded by a voice recorder. Recordings transcribed line by line to Word processor for analysis. Some qualities of the participants are below:

Table 1.

Some descriptive qualities of the participants

Code	Gender	Age	Professional Seniority	Schools' Location
T1	M	38	19 year	Center
T2	F	40	15 year	Center
T3	M	31	8 year	Center
T4	M	56	38 year	Center
T5	M	32	9 year	Far-away to center
T6	F	40	18 year	Far-away to center
T7	F	46	26 year	Center
T8	F	42	22 year	Center
T9	F	30	5 year	Far-away to center
T10	F	41	14 year	Far-away to center
T11	M	40	18 year	Center
T12	M	56	33 year	Center

Content analysis was used in the analysis of the data. The aim of content analysis is to reach concepts and relationships that can explain the data obtained through the opinions of the participants, file, and document review (Yıldırım & Şimşek 2008). To increase the validity and reliability of the research and to increase the construct validity, the research findings were shared with the interviewers; for internal validity, the structures that emerged during the data analysis were tried to be defined, and counter-definitions were tried to be expressed. In addition, detailed citations of emerging themes for the chain of evidence are reported. Analytical generalizations were made for external validity and the findings were discussed with the theoretical structure. A database has been created for reliability, and all process steps have been reported in detail (Yıldırım & Şimşek, 2008; Yin, 2003).

Findings

The findings of the research are listed below in the framework of sub-problems:

The first sub-problem of the research is "What are the motivation sources of the master class teachers?". As the first question of a sub-problem, the resources that motivate primary school teachers to pursue a master's degree were examined. In the study, the motivation resources of primary school teachers about continuing or finishing a master's degree without a thesis can be grouped under two main themes intrinsic and extrinsic motivation resources. The relevant findings are summarized in Table 2.

Table 2

The motivation resources towards graduate education for classroom teachers

	To move up the career ladder
The sources of extrinsic motivation	To increase the service score
	To assign to a different school
The sources of intrinsic motivation	Professional development
	Personal development
	Willingness to study
	Willingness to research

In interviews, it may be the teacher who points to only one source of motivation (for example, moving up the career ladder); some participants point to more than one source of motivation (for example, service score, school change opportunities, etc.). T10 summarizes the multiple benefits of graduating from a non-thesis master's program as follows:

"I want to get additional service points to work at a school in the center. However, if I become a principal/assistant principal, my education will provide me additional points for school options." (T10)

Another participant expressed his views as follows:

"It gives some additional scores for being a school manager, of course. But it also provides personal and professional development. We earn some extra score in the annex2 indicator, that is, in the score evaluation section, when applying for the principal or vice-principal positions. Currently, an extra six points are awarded for the non-thesis master's degree. Eight points for thesis. Those scores have been used to select a principal or vice-principle as well. (T1,38,M)

Another participant summarizes the meaning of being involved in research processes for him as follows:

"I think working as an academician is fitting better for me. I always thought so when I was at undergraduate school and now, I think so as well. I have professional goals. That's why I thought about doing a master's degree. I am glad, I thought so." (T3,31,M)

However, some participants talk about how changing the regulations on the scoring to get some more point to complete the master's program affect their motivation:

"Since I think about applying to an educational management position, this scoring issue matters to me. We used to get some points for graduating from the MA program without a thesis, however, it's all gone now. So, it is said. It was my strongest motivating factor. Not giving points completely lowered my motivation. Because that's why I started" (T9,30, F)

Especially, teachers working in a town or village far from the center, where there is not much professional experience, started to graduate to increase their service score to be eligible to apply for school change. The lack of service points caused a lack of motivation, but the teachers who started their master's degree still completed their education. Other participants also mentioned this situation.

"It was announced that the teacher who completed a master's degree would be given service points. I started my master's degree to change schools and increase service points. That was my main source of motivation. But later it was announced that no points would be awarded. I have started once. And I decided to continue." (T5, 32, M)

Personal development, professional development, research curiosity, and desire to learn new information were the reasons for the master's degree of teachers who work in a school close to the center/home, and whose parent profile is medium and high socio-economic characteristics.

T11, who works in a popular-large school with 920 students, with a high socio-economic parent and student profile, explained the most important source of motivation as follows: "The most important factor is the desire to advance in the profession. I already love research, of course, it also affects personal development. This motivated me as it had an impact on both my personal development and professional development. I also love to work."

T7 works in a classroom where both the level of parent education and student achievement is high. He did not experience a lack of motivation while doing his master's degree. The high level of student achievement has been a source of motivation for him. The main purpose of continuing higher education is professional and personal development.

"I work in a central school. My parents are highly educated. That's why I want to improve myself more. I wanted to do a master's degree to be more useful to children. I have many parents who are graduated from university. Those who are not graduated from a university are also so interested parents. Parents' involvement affects students' success in school. I think the success is high because they are guiding their kids while doing homework." (S7,46,F)

The second sub-problem of the research is expressed as: "What are the teachers' concerns about graduate education?." Most of the participants (n=9, T1, T4, T5, T6, T7, T9, T10, T11, T12) stated that they did not experience any concern during the decision process. 3 participants who expressed concern mentioned that they were worried about whether they could fulfill the responsibilities of the non-thesis master's program simultaneously with their responsibilities in their daily lives (T2, T3, T8):

"I have two children. Inevitably, I was a little worried that my free time would decrease when I play with my kids. But I finished this education process while distance education is going on. Since I was at home and I received my education at home, I did not face a situation where I could not spend enough time with my children for a very large period." (T8)

The third sub-problem of the research is expressed as: "What are graduate teachers' reflections on their education process?". Three themes emerged in the context of this research question. The first of these themes is related to the "challenging factors regarding the registration and education processes", and the second is related to the "contributions of graduate education to the teachers". The last theme is whether prospective teachers want to continue to the next level of formal education (master's or doctorate with thesis) and why.

All 12 participants stated that they had no difficulties during the application and registration process. Teachers, who have been conducting their education largely during the COVID-19 pandemic period, have benefited from the advantage of online applications.

T10: "I never thought it could be this easy, you know? It was online or maybe I took advantage of distance education. So, you are already getting the final registration from the university. You learn your score at university and upload your transcript. The prerequisites are already written on the main pages of all our universities. You follow the homepages of universities; you look at the quota."

The following points come to the fore regarding the theme of elements that are difficult in the education-teaching process:

Table 3

Challenges at graduate education

Lack of technical knowledge

Mental and physical fatigue

Lack of time

The density of the homework

T8 and T10 stated that the challenging factor was using APA rules in their homework. Teachers who have master's degrees experienced a lack of technical knowledge during doing homework.

"APA rules and bibliography I'm having a hard time. Apart from that, you can write anything while writing homework, but I'm having a little difficulty with those APA rules in those bibliographies." (T10)."

The teachers stated that the continuation of the professional life during the day and the graduate education in the evening hours cause mental or physical fatigue. Although the progress of working life and education at the same time caused time problems, there was no problem due to the recorded course videos. Watching lecture videos after class time is one of the advantages of distance education.

T3: "It was a bit difficult to study while you have other obligations like teaching, and family. There were times when I could not find time to study. It was the challenging part for me."

T1, T2, T7, T9 stated that they had no difficulty in the process, while T4 and T6 only stated that they had difficulties while doing homework.

The extent of the contribution of postgraduate education to classroom teachers was examined. Also, the reflections of the relevant education on the social and professional lives of teachers were investigated.

The opinions of the participants about the contributions of the non-thesis higher process to them are summarized in Table 4.

Table 4.

Contribution of graduate education to the teacher

Getting additional points for management positions

Professional development (new knowledge and skills, new techniques)

Professional perspective / Change of perspective

Information update

It is not possible to classify the contributions of master's education to the teacher under a single heading because as T1 stated, it can have multiple benefits such as "additional points in management positions, master in the field, personal development". On the other hand, T1 and T8 regret not having a master's degree with a thesis. This indicates that adequate guidance and information are not provided before enrolling in the programs.

T1: "I had the disadvantage of doing a master's without a thesis. I think it would be better to do it with a thesis. It has an additional contribution to getting some points for the scoring system to management. Apart from that, of course, I think it has an advantage in personal development and knowing the field of teaching better. Points are awarded for a non-thesis master's degree. When applying for the position of educational administration or vice educational administration, we receive an extra score in the annex2

indicator, that is, in the score evaluation section. An extra six points are given for a non-thesis master's degree; eight points for the thesis. In terms of personal development, I saw the vast stance of that world of science. I understand better, how the academic level of the university works. I think it is a privilege to be in that world."

To other participants, acquiring new knowledge and skills in the non-thesis master's program or remembering previous knowledge created a new perspective and awareness in teachers. There is a reflection of professional development in the field. S7 stated that "the new techniques he learned are also beneficial for the students". T10 stated that one of the contributions of the master's degree was "learning new words and developing vocabulary".

Other participants mentioned acquiring new knowledge and skills in the non-thesis master's program and/or remembering previous knowledge created a new perspective and awareness in teachers. There is a reflection of professional development to the field of education. T7 stated that "the new techniques he learned are also beneficial for the students". T10 stated that one of the contributions of the master's degree was "learning new words and developing vocabulary". "There is the pleasure and happiness of learning new information, so there is emotional satisfaction. It leads leaving the traditional point of view and adopting a professional point of view" (T12).

T7 expresses the reflection of professional development on students as follows. "It definitely leads some awareness. There are things useful for students, both in me and in some of the techniques I apply. First of all, I have developed professionally. I think I reflect that on my students as well."

"I developed myself professionally. I paid attention to the fact that how an administrator should be. Previously, I had a traditional management style, but after I got my master's degree, after I developed that knowledge, we started to act in a more professional, more thoughtful way, making things easier for teachers." (T12)

Regarding the effect of the non-thesis master program's effects on their social and professional lives, the teachers stated that the master's level did not adversely affect the school administration or their colleagues. Participants stated that the reason for this was the work-day schedule did not interrupt because of the distance education. T3 and T5 stated that the administrators were not even aware of the education process during the graduate process, but only after they graduated. Therefore, graduate education does not have a negative effect on work life.

"In the first years of our career, it was said that there was an opportunity in front of us for the promotion for our professional life, and how it was welcomed in our circle of friends and education. My family was also supportive. We didn't have any trouble. It didn't happen." (T1)

Another theme that emerged in this problem is whether the classroom teachers want to continue for further education (master with thesis or doctorate) as one of the ways of providing professional development.

The participant T3, who stated that they had intrinsic motivation about being an academic, stated that they wanted to pursue a doctoral program; teachers whose motivation is to get a service score state that they do not want to pursue a master's degree/doctorate (T5, T6, T9).

T1 and T12, who have already completed their master's education, state that they will not pursue to a doctorate program, since they did not graduate from a MA program with thesis.

"If I had done it with a thesis, I would have been thinking about it, but not being without thesis stands as a disadvantage for us at the moment." (T1)

This may indicate that teachers should be better informed and guided when enrolling in graduate programs, as mentioned before.

T8 stated that she could follow a degree after raising her children.

"I am currently not registered to a PhD. But in the future, if the children get a little older, if there is really a lot of time left for me, I think about the thesis." (T8)"

T10, who has a master's degree without thesis, stated that he wanted to do a doctorate, but the tuitions were too expensive; T11 states that he does not want to pursue a doctorate because continuation of business life and education at the same time may cause time management problems.

Discussion, Conclusion and Recommendation

Registering in thesis/non-thesis programs as a form of continuing their professional development for teachers is closely affected by the professional conditions, they are living in. This study points out the teachers who do not aim to assign a central school, already have high service scores and working at a central school have intrinsic motivation. These teachers describe the desire to register to a Master program for the sake of professional development, personal development, theoretically being aware of new information or facts. However, the motivation source of teachers working in a school far from the center, who have to spend so many hours to reach out the school they are working, is more closely related to extrinsic motivation. Studies on professional development point out intrinsic motivation are the highest level motivation (Deci & Ryan, 1985). However, motivation can follow a continuous line from external sources to internal sources (Roth et al, 2007). Butler (2008) states that teachers' motivation is closely related to the goals they set for themselves and their hopes to achieve these goals. Watt and Richardson (2008) point out that teachers' professional, personal and value systems goals are shaped during pre-service and early service years. These goals classified as perception about the profession (i.e., social status of teaching profession, teachers' feelings, their income), perception about themselves (i.e., the ability to teach), and the sense of worthiness including internal motivation as well (i.e., personal practical worthiness, social practical worthiness). Teacher motivation is a dynamic process, and literature about it suggests that meeting the basic needs of the teacher is closely related to their professional development (Liu et al, 2019). In this context, it is not surprising that teachers who are working far away to city center have external motivation to increase their life quality by assigning to a city center school by gaining more service scores.

In Turkey, the policy regarding the scoring system for teacher graduate education has been revisited and announced by the Official Gazette dated 17/4/2015 and item 29329. According to the former regulation, teacher gains 90 points for those who have a doctorate degree, 50 points for those who have a master's degree with a thesis, 30 points for those who have a master's degree without thesis, excluding secondary education field teaching master's education without thesis, and 10 for a second four-year higher education graduate. The recent scoring system repealed in February 2021. In this study, although the motivation of the participants decreased since the policy change about the scoring system, they graduated from the program since they registered. Although the scoring policy creates an external motivation, removing it has a consequence that reduces the motivation of teachers. Alabaş, Kamer, and Polat (2012) states that the leading factors for the primary and secondary school teachers' for following up for further education are "personal development, getting more points in scoring system and being an academician". The reasons related to the program that they select are "acquiring advanced knowledge in their field and understanding new methods and techniques". In this study, the teachers state that acquiring new knowledge and skills or remembering previous knowledge created a new perspective and awareness which are reflected to their teaching profession and helped them to have more job satisfaction. Even though the lack of service points decreased the extrinsic motivation, the acquisition of new knowledge and skills and being aware of the current facts in the field increased the intrinsic motivation.

In the study, it was observed that teachers were generally have not have issues during the decision-making phase. Some of the participants participating in this study received training through distance education during the COVID-19 pandemic. Teachers who have concerns stated as "Can I spend time with my children?" did not have time problems, because they graduated during distance education. Being independent of the place is one of the important advantages of distance education (Uşun, 2006). In this context, it should be taken into account that after the pandemic conditions have passed, distance education-based master's programs with and without thesis are teaching practices that reduce teachers' concerns about attending these programs. There are studies in the literature that distance education during the pandemic period increases education inequality, it is difficult to provide motivation and interaction decreases especially for students from disadvantaged backgrounds (Grewenig et al, 2021; İbicioğlu and Antalyalı, 2005; Mengi and Alpdoğan, 2020). In this sense, it can

be thought that the distance education activities that took place during the pandemic period are more beneficial for adults and groups where there is a willingness to participate rather than an obligation. Similarly, another advantage of the COVID-19 pandemic process is that it allows all application processes to be done online. According to the opinions of the participants in this study, it is seen that the application phase is fast, easy, and "hassle-free". This situation should be evaluated in the structuring of the registration stages of thesis and non-thesis master's programs that support the professional development of teachers after the COVID-19 pandemic.

In this study, it was found that postgraduate teachers had difficulties in doing homework and had technical knowledge problems. In Kiray's (2005) study, the finding of this study is similar to the finding that non-thesis graduate students the most important problem is have difficulty in doing homework.

It is one of the advantages of distance education that there are limited negative outcomes on social life or professional life during the education process, because of asynchronous learning possibilities. Even if some of the lessons are missed due to overlaps with work or house life, there is always a possibility to watch the videos at more convenient times. In this study, the answer of all participants is common about the effectiveness of thesis/non-thesis master's programs. Participants state that program was beneficial and state that the new knowledge and skills are reflected in their professional life. Although the source of motivation differs, it can be said that the gains obtained from the program contribute to the professional development of teachers.

The teacher, whose motivation is to be an academician in the study, wants to earn a degree. In the study of Baş (2013), in which he investigated the expectations of teachers from graduate education, it was seen that almost all of the teachers had expectations from graduate education in terms of academic benefits. It is seen that teachers can demand postgraduate education not only for professional development, but also for academic advancement. This may indicate that before enrolling in the programs, they should be better informed about the aims of the program and the possibilities it will offer them. They expressed the contributions of graduate education as additional points in management, professional development, gaining a professional perspective and remembering forgotten information.

As a result of this study, the teachers who are working far away to city center motivated by scoring system more than other factors, while the teachers who are working in a central school are motivated internally. While the majority of the teachers stated that they did not experience any concerns when they decided to continue their professional development. Three teachers who has some concerns stated that they were concerned about balancing the time among school, work, and family life. While the online registration process was smooth, they mentioned the problems during the training were lack of technical knowledge, mental and physical fatigue, time constraints, and the intensity of homework. Most of the teachers state that they do not want to pursue further formal education.

The following suggestions are proposed for policy makers and researchers:

- It seems that to get some more extra points from the scoring system related to their professional development is a motivating factor for teachers. It is suggested to review the policy of the Ministry of National Education regarding to the scoring system and to ensure a long-term consistency in the policy.
- It may be considered that online programs provide smooth registration process and better flexibility for students. It is also suggested that guide and inform teachers better about the programs and their outputs.
- This study focuses on primary school teachers' motivations, concerns, and evaluation of the process as a professional development opportunity. Studies focusing on teachers of different branches can be carried out.
- In this study, only the teachers who participate in thesis and non-thesis master's studies as a professional development opportunity are focused on. Studies focusing on how teachers use different professional development paths can be conducted.

References

- Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. *Journal of Educational Research, 109*(1), 99–110. <https://doi.org/10.1080/00220671.2014.924470>
- Alabaş, R. , Kamer, S. T. & Polat, Ü. (2013). Öğretmenlerin Kariyer Gelişimlerinde Lisansüstü Eğitim: Tercih Sebepleri ve Süreçte Karşılaştıkları Sorunlar [Master's degree education in the career development of teachers: Reasons of preference and the problems that they face throughout the process]. *e-Uluslararası Eğitim Araştırmaları Dergisi* , 3 (4) , 89-107 . Retrieved from <http://www.e-ijer.com/en/pub/issue/8020/105368>
- Baş, G. (2013). Öğretmenlerin lisansüstü eğitimden beklentileri: Nitel bir araştırma (Niğde İli örneği) [Expectations of teachers from postgraduate education: A qualitative research (Sample of Niğde province)], *Yükseköğretim Dergisi*, 3(2), 61-69.
- Blandford, S. (2000) *Managing Professional Development in Schools*. Routledge.
- Borko, H. & Putnam, R. T. (1995) Expanding a teacher's knowledge base: a cognitive psychological perspective on professional development. (Ed: T. R. Guskey ve M. Huberman) *Professional development in education: new paradigms and practices*. Teachers College Press.
- Bümen, N. T., Ateş, A., Çakar, E., Ural, G., ve Acar, V. (2012) Türkiye bağlamında öğretmenlerin mesleki gelişimi: Sorunlar ve öneriler [Teachers' Professional development in Turkish context: Issues and suggestions]. *Milli Eğitim*. 194, 31-50.
- Canbazoğlu-Bilici, S. (2019) Örneklem Yöntemleri [Sampling methods]. Eğitimde Araştırma Yöntemleri (Ed: Özmen, H., ve Karamustafaoğlu, O. İçinde Bölüm: 4, s.56-78). Pegem Akademi.
- Deci, E. L., & Ryan, R. M. (1985) *Intrinsic motivation and self-determination in human behavior*. New Plenum.
- Eroğlu, M., ve Özbek, R. (2020) Etkili öğretmenlerin mesleki gelişimi [Professional development of effective teachers]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 1 (37) 37-73.
- Ganser, T. (2000) An ambitious vision of professional development for teachers. *NASSP Bulletin*. 84(168), 6-12.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K.S. (2001) What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Glatthorn, A. (1995). Teacher development. In: Anderson, L. (Ed.) *International encyclopedia of teaching and teacher education* (2. ed.) Pergamon Press.
- Grewenig, E., Lergetporer, P., Werner, K., Woessmann, L., & Zierow, L. (2021) Covid-19 and educational inequality: How school closes affect low- and high-achieving students. *European Economic Review*. 140:103920, 1-21.
- Guskey, T. R. (2000) *Evaluating Professional Development*. Corwin Press.
- Kettle, J. M., & Sellars, N. (1996). The development of student teachers' practical theory of teaching. *Teaching and Teacher Education*, 12 (1), 1-24.
- Kıray, G.(2005). Tezsiz Yüksek Lisans Eğitiminde Karşılaşılan Sorunlar [The issues at MA programs without thesis]. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 17, 119-127.
- Lindvall, J. (2017) Two large-scale professional development programs for mathematics teachers and their impact on student achievement. *International Journal of Science and Mathematics Education*, 15(7), 1281-1301.
- Liu, W-S., Li,X-W., & Zou, Y-m. (2019) The formation of teachers' intrinsic motivation in professional development. *Integrative Psychological and Behavioral Science*, 53: 418-430.
- Ministry of Education (2019) *Milli Eğitim Bakanlığı 2018 Yılı İdare Faaliyet Raporu* [Ministry of Education administrative report for 2018]. Ankara.

- Mengi, A. ve Alpdođan, Y. (2020) Covid-19 sürecinde özel eğitim öğrencilerinin uzaktan eğitim süreçlerine ilişkin öğretmen görüşlerinin incelenmesi [Investigation of teacher's opinions about distance education processes of students who receive special education during the Covid-19 pandemic period]. *Milli Eğitim Dergisi*. 1, 413-437.
- Merriam, S. B. (2015) *Nitel araştırma: Desen ve Uygulama için bir Rehber*[Qualitative Research A guide to Design and implementation] (S. Turan, Trans.) Nobel Yayınevi.
- Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007) Autonomous motivation for teaching: How self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology*, 99 (4), 761-774.
- Shava, G. N. (2016) Enhancing learner achievement through professional development: The Zimbabwean experience. *South African Journal of Higher Education*, 30 (6), 56-72.
- Uşun, S. (2006) *Uzaktan Eğitim* [Distance Education]. Nobel Yayınları.
- Villegas-Reimers, E. (2003) *Teacher professional development: an international review of literature*. International Institute for Educational Planning.
- Warwick, D. and Reimers, F. (1995) *Hope or despair Learning in Pakistan's primary schools*. Praeger.
- Watt, H. M. G. & Richardson, P. W. (2008) Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction*, 18 (5), 408-428.
- Wood, D., & Bennet, N. (2000) Changing theories, changing practices: exploring early childhood teachers' professional learning. *Teaching and Teacher Education*, 16, 635-647.
- Yıldırım, A. ve Şimşek, H. (2008) *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research for Social Science]. Seçkin Yayınevi.
- Yin, R. K. (2003) *Case Study Research: Design and Methods* (3rd ed.) Thousand Oaks, CA: Sage.
- Young, P. (2001). District and state policy influences professional development and school capacity. *Educational Policy*. 15(2), 278-301.