Learning about professional development obstacles faced by EFL teachers could have various positive impacts on their professional development as well as the process of teaching and learning in every educational system. Many researchers have focused on this issue greatly. However, there is a real need to know what professional development obstacles can hinder the quality of their work. To do research on this issue further, the present study aimed at investigating different professional development obstacles faced by EFL senior high school teachers. More specifically, it examined the role of gender, academic qualification, years of experience, and age in teachers' professional obstacles, which are defined as a combination of instructional professional obstacles (IPO), self-directed professional obstacles (SDPO), and work related professional obstacles (WRPO). The participants were 100 EFL high school teachers who were teaching in senior high schools in Isfahan. They were selected based on availability sampling procedures to respond the questionnaire. In order to gather the intended data, a questionnaire from Herzallah (2011) was adapted and utilized. The adapted questionnaire was translated into Persian language to make sure to have higher level of validity and reliability in this investigating tool. Then, descriptive statistics as well as inferential statistics were conducted on the collected data. Regarding inferential statistics, multiple analysis of variance (MANOVA) was employed for all the four
research questions of the study. The findings revealed that gender had significant effects on the overall attitudes of the teachers towards professional obstacles. Academic qualification failed to significantly influence EFL teachers' attitudes toward professional obstacles, as a composite construct. However, SDPO was significantly affected by academic qualification of the teachers, while IPO and WRPO were not. Years of teaching experience could not exert significant effects on the teachers' attitude toward Professional obstacles, as a combined variable. However, WRPO was shown to be under the influence of teaching experience. IPO and SDPO were, on the other hand, far from being affected by the variable of teaching experience. The effect of age on the teachers' attitudes towards professional obstacles reached statistical significance. Among the three components of the teachers' attitudes, nonetheless, it was only WRPO which was shown to be influenced by age. IPO and SDPO were not affected by the teachers' age.