

## The Reasons and Consequences of Changing School for Teachers

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### Abstract

In this study, the reasons for teachers to change schools and the organizational and individual consequences of changing schools were tried to be determined. The study group consists of teachers who left their school in Düzce due to chronic problems. The case study design, which is one of the qualitative research designs, was used in the study. The research data were collected from eighteen teachers in the fall semester of the 2020-2021 academic year. The data were analyzed through content analysis. At the end of the research, four sub-themes related to the reasons for teachers to change schools were obtained. Within these sub-themes, it was obvious that the reasons arising from the school principal were more than the sum of all the reasons in other sub-themes. Besides, sub-themes arising from teachers, parents and students and the school environment were obtained. It was determined that the most important organizational consequences of teachers' changing schools are the problem of adaptation to the new teacher in terms of class, and the failure of projects and activities in terms of the school. It was found that the most important advantages of changing school for teachers are happiness, mental/psychological relaxation, willingness to work in the new school and working in a peaceful environment. The disadvantages are the difficulty in adapting to the new school, sadness, and guilt. Disadvantages in terms of family and students were determined to be sadness and unhappiness, problems with adapting to the new teacher, and emotional emptiness. In the light of the results of the study, suggestions were made for the practitioners and researchers.

**Key words:** Changing school, leaving school, teacher turnover, teacher mobility, teacher retention

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### Introduction

The teacher is one of the most important elements of the education system. A teacher is an indispensable person for any learning program and his/her presence guarantees the success of the curriculum. Researchers and school administrators agree that nothing affects students' success more than the quality of their teachers (Noor, Ishaque, Memon & Lodhi, 2012). A school environment with a negative school climate, an authoritarian management approach, and incomplete collegiality may negatively affect the quality of the teacher. Since the event, person, or situation/s in the school disturbs this teacher, the school s/he works in is a source of stress, tension, and unhappiness for the teacher. In such a school, there is no point for the teacher to work. Therefore, changing schools is the only dream of this teacher. For this, s/he asks for a transfer to another school and changes the school. Although changing schools provides relief for the teacher, it can bring along various problems in terms of the schools and classes s/he leaves behind, and adaptation problems to the school she/he will be assigned to. Therefore, it is important to know the reasons and consequences of teachers' changing schools.

In education systems like state government level and public education at the local level, concerning districts and schools that employ teachers, recruitment and retention policies have a direct impact on their ability to fill the desired number of teaching fields. These policies, in conjunction with current labor market conditions, have a direct impact on teachers' or prospective teachers' decisions to continue teaching (Guarino, Santibañez & Daley, 2006). The situation is entirely different in Turkey because both the limitation of alternative job opportunities for the teachers who are in a developing country and who leave the profession and the structuring of the education system affect the processes of changing school or leaving school. For example, in the Turkish education system, teachers can change schools voluntarily. Since teachers are permanent teachers, they have the right to move to another school. Permanent teachers can continue their jobs in another school without losing their rights. That causes teachers to think it is relatively easy to find a job at another school and change schools. In this respect, it can be said that the teacher is less likely to work under undesirable conditions.

Unlike the Turkish education system, changing schools is based on two reasons such as workload and low salaries in education systems like state government level and public education at the local level. In

Turkey, workload and low salary are not seen as significant reasons to change school, but their effects should be investigated. The first theme is related to the reasons for teachers to change schools. The first sub-theme reached in this theme is related to the reasons arising from school principals. In the context of the study group, it was observed that school principals played the most crucial role in changing schools. School principals' nepotism, mobbing, looking down on teachers, not being solution-oriented, being disrespectful, and discriminating are the most emphasized issues related to the reasons for changing schools. Besides these, unworthy attitudes, not being able to find fair solutions, supporting the chaos, threatening and pressure/intimidation, lacking communication, applying double standards, displaying arbitrary behaviors, not being visible at school, gender discrimination, displaying an unpleasant style, not taking part in decisions, attitudes and behaviors such as ignoring opinions, enforcing his/her own decisions, not supporting, not appreciating, and prioritizing citizenship are among the reasons for teachers to change schools.

The phenomenon of changing schools in the literature is expressed with different concepts, as it occurs in different ways. For example, teacher turnover refers to teachers who have worked in a school for a certain period and want to be assigned to a different school in the following years or who leave the teaching workforce completely (Robinson & Lloyd, 2017). Some European countries today suffer from chronically high teacher turnover rates (Allensworth, Ponisciak & Mazzeo, 2009). While the concept of transfer is the transition of a teacher from one school to another (Irene A., Auja & Julius, 2015; Kolawole, 2019), the concept of mobility refers to the transition of a teacher to another profession or starting to work as a teacher in another school (Onsomu, 2014). The situation of a teacher who taught at a public school for a certain year but did not teach at a public school in the following years is expressed as separation (Robinson & Lloyd, 2017). The concept of changing the school discussed in this study refers to the way that the teacher period is between schools. As such, school changing is both a transfer and a mobility situation for the teacher. The concept of leaving the school is mostly used in the literature of countries such as Europe and America where the possibility of moving to another profession is high. In the study, the concept of leaving school is used not to leave the profession, but to change schools. It was observed that the participants frequently used the concept of leaving.

### **The Reasons for Changing School**

Continuity commitment, one of the sub-dimensions of organizational commitment, is based on the idea that the cost of leaving is greater than the cost of staying (Mujka, 2011). Based on this definition, if the cost of staying is greater than the cost of leaving, the employee can be expected to leave school or change school. Teachers can change schools for various reasons. Some of these are the desire to work closer to home, workload, academic activities, conflict with a manager or staff, desire to be evaluated by a different manager, and the desire to move from rural to urban schools that provide social opportunities (Kolawole, 2019). In organizations where organizational conflict is experienced, employees feel uneasy and their positive feelings about their jobs wear off. This paves the way for the intention to quit over time (Kazak, 2012). Leaving the profession, one of the severe consequences of mobbing, can be seen in schools as well as in all businesses (Artun Güler, 2016; Atalay & Doğan, 2010). The reasons for teacher turnover can also cause teachers to leave the profession. For example, in the United States, 8% of teachers leave teaching because of some reasons apart from retirement. For most teachers, the decision to leave is due to dissatisfaction with the teaching (Carver-Thomas & Darling-Hammond, 2017). In the United States, low salaries, negative student behavior, poor orientation, and induction programs for beginning teachers, little or no support from the district administration, working with a principal with poor teaching leadership cause teachers to leave the profession (Weeks, 2019). The teaching profession also suffers from high turnover in Hong Kong. Almost all professions, not just the teaching profession; bankers, accountants, nurses, civil servants suffer from the high turnover rate. However, none of those working in other professions have a similar burden and influence on the education of future generations as teachers have (Wong & Li, 1995). For this reason, it is important to know the reasons and consequences of teachers' changing schools for the literature, policymakers, and practitioners.

### **The Consequences of Changing Schools**

Ideally, highly qualified teachers are expected to be committed to their school. While some mobility is normal and expected, high turnover rates can create several organizational problems such as interruption in professional development in schools, loss of teacher leadership (Allensworth, Ponisciak, & Mazzeo, 2009). Changing schools even within a district can disrupt the flow of learning in schools (Onsomu, 2014).

When a teacher leaves school, whether they go to another school in the same area or to another region; whether s/he leaves the profession, the school will be adversely affected (Elfers, Plecki & Windekens, 2017). When teachers change schools, it affects the academic performance of students at school and causes disruptions in the determined work plan (Kolawole, 2019). Frequent change of school can have detrimental effects on the teaching environment and quality. Students' success can be negatively affected by teacher change. It can also have negative effects on both teachers' colleagues and students (Demir, 2019d). Teacher's intention to leave school negatively affects the effort and motivation to be spent in achieving school goals. The intention to leave causes the teacher to lose excitement and thus consequences in the disadvantage of the students (Irene, Auja & Otieno, 2015). Studies have shown that the rate of teacher change harms student achievement. In other words, there is a direct relationship between student test scores and stable, experienced, and qualified teaching staff (Rodríguez, 2009). In organizations, serious problems such as loss of qualified staff, effort and time spent on the lost employee, selection of new employees and the adaptation of the employee to the organization may occur. Teachers who volunteer to stay in the school where they work make more positive contributions to their schools. Thus, the teacher, which is the most important capital of the institution, is not lost (Demir, 2019b).

### **What Can Be Done to Retain the Teacher?**

Keeping high-performing teachers in education becomes critical for the success of schools, but it is also increasingly difficult (Joiner and Edwards, 2008). Teachers' positive perceptions about the school they work in, thinking that they will teach well in their schools and believing that they will succeed, reduce their intention to change schools (Demir, 2019d; Demir, 2019b). As the organizational commitment of employees increases, it becomes easier for them to adopt organizational goals and identify themselves with the organization, their sense of sacrifice increases, they can continue their membership in the organization voluntarily and fulfill their roles effectively (Öztuğ & Baştaş, 2012). As the organizational commitment levels of teachers increase, their intention to move from their school to another school decreases. They do not spend their energy and time looking for alternative schools, they are motivated for their work, and their performance increases (Demir, 2019b). If the teacher believes that it is not possible to find a job in a non-educational business or to be appointed to another school, they will continue to stay in their current school. If the teacher believes that it is easy to find a job in a non-educational business or to be appointed to another school, s/he will probably decide to leave the profession or move to another school (Vekeman, Devos, Valcke & Rosseel, 2017). As long as there is a similarity between the values of the employees and the values of the organizations, the commitment to the organization increases. Person-organization harmony prevents the employee from leaving the job (Kazak, 2012). Perceiving that they can use their knowledge, skills, and capacities effectively, teachers contribute to the school's reputation. This positive situation increases teachers' work commitment and decreases their intention to leave the school where they work (Demir, 2019a). Schools should reduce teachers' workload, paperwork, clerical work, and provide them with more work opportunities for student success. Procedures and policies in schools should contribute to the proper functioning of teachers' job responsibilities. This contribution will ensure highly motivated and satisfied teaching staff, increasing the likelihood of remaining in the current job rather than leaving it (Khan, 2016). Administrators' efforts to create an ethical climate in their schools to enable teachers to develop positive attitudes towards their jobs and school is considered beneficial in preventing teachers from leaving school (Demir, 2019b).

Knowing which teacher is more likely to leave under what conditions can help propose solutions to the reasons behind school change and improve turnover rates (Allensworth, Ponisciak, & Mazzeo, 2009). An in-depth understanding of teachers' psychological mechanisms can provide useful information for understanding the profile of resilient teachers (Hong, 2012), as well as understanding the profile of teachers who cannot resist. This study focuses on the causes and effects that break the teacher's resistance due to the chronic problems s/he has experienced in the school. Knowing these causes and effects can shed light on the practices that can be done to increase or support the psychological resilience of teachers. Such a benefit may have positive effects on all processes and outcomes of education and may also reduce the rates of school changes. The subject of this study is to change schools due to the problems experienced by teachers. For this purpose, answers to the following questions were tried to be found in the study:

- 1- For what reasons do teachers change schools?
- 2- What are the organizational consequences of changing schools?
- 3- What are the individual consequences of changing schools?

## Method

### Research Model

In this study, the reasons of teachers to change schools and the organizational and individual consequences of changing schools were tried to be determined. The research was conducted in case study design, which is one of the qualitative research designs. The case study is a research method that allows the researcher to examine in depth a phenomenon or event that he cannot control. It is based on how and why questions (Yıldırım & Şimşek, 2018). The situation addressed in the study is that teachers change schools.

### Study Group

The research was conducted with the participation of teachers working in secondary and high schools, most of them in primary schools in Düzce city center. Criterion sampling and snowball sampling, which are among purposeful sampling methods, were used in determining the study group. In the criterion sampling method, people, events, objects, or situations with certain qualities are selected from the population (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2018). The criterion determined in the research is changing schools due to chronic problems. The snowball sampling method starts with the identification of individuals and situations that can be a rich source of information regarding the problem of the research, learning who can be the next interviewee in each interview, and the progress of the names and situations obtained as the process progresses, just like a snowball (Patton, 2014; Yıldırım & Şimşek, 2018). In this context, a teacher's opinions who moved to a primary school in Düzce city center were taken. Two other teachers, suggested by this teacher, were reached to get into contact, and other participants were also reached by this method. In the research, the opinions of 18 teachers were consulted. Teachers were given codes such as T1F (first female teacher) and T2M (second male teacher), and their names were kept secret. The descriptive characteristics of the teachers participating in the study are presented in Table 1.

**Table 1.** Descriptive Characteristics of Teachers

Participants	Branch	School Types
T1F	Turkish	Secondary School
T2M	Education of Religion and Ethics	Anatolian High School
T3F	Preschool Education	Kindergarten
T4F	Preschool Education	Primary School
T5F	Preschool Education	Primary School
T6F	Classroom Teaching	Primary School
T7M	Technology and Design	Secondary School
T8M	Preschool Education	Primary School
T9M	Classroom Teaching	Primary School
T10F	Preschool Education	Kindergarten
T11M	Vocational Lessons	Religious Vocational High School
T12M	Physical Education	Vocational High School
T13M	Classroom Teaching	Primary School
T14F	Classroom Teaching	Primary School
T15F	Classroom Teaching	Primary School
T16M	Classroom Teaching	Primary School
T17M	Classroom Teaching	Public Education Center
T18F	English	Secondary School

\* Codes are used to protect the privacy of teachers.

### Data Collection

First, the literature was read, the studies were examined, and three questions were prepared. To determine the comprehensibility of the questions and their suitability for the research, the opinion of an academic member was consulted. In line with the opinion, the way of expressing the questions was revised. To understand if the questions were understood correctly, a pre-interview was made with a

teacher on the phone, and it was seen that there was no problem in the comprehension of the questions. Research data could not be conducted through face-to-face interviews because of the COVID-19 outbreak. One participant was interviewed via phone. The form containing the research questions was sent to 22 people. In this form, information was given about the purpose of the research, and definitions were made in a way that would not lead to guidance. Possible probing questions are included under each question in the form. 5 of the returned files were not included in the study because they contain superficial information. The data were collected in the fall semester of the 2019-2020 academic year.

### Data Analysis

Content analysis technique, one of the qualitative data analysis techniques, was used in the analysis of the data. Through content analysis, it is tried to define the data and reveal the facts that may be hidden in the data. The process is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2018). First, the data were carefully read several times by the researcher during the coding stage, and key concepts were determined. Later, the interrelated concepts of these coded concepts were gathered under the same sub-theme to form a meaningful whole. Under the themes created based on the research questions, sub-themes were named based on these codes. To determine the reliability of the sub-themes, they were given to an expert and evaluated. At the stage of transferring the findings to the research, direct quotations that are deemed important from the data collected from teachers are included. The opinions of the teachers were coded separately by the researcher and a faculty member who is an expert in the field, the codes were examined and the reliability formula suggested by Miles and Huberman (2016) (Reliability = Number of Agreements / [Number of Agreements + Disagreements] x100) was used. After this process, the consistency between the coders was .87 for the first question, .94 for the second question, and .91 for the third question.

### Reliability

The expert opinion and describing the findings in detail (Creswell, 2013), which are two important requirements of reliability, were included. For this purpose, the codes and sub-themes obtained from the research were arranged in line with the opinions of a faculty member working in Educational Administration and Inspection and who is an expert in qualitative research. The edited data was carefully read several times and quotations were shared regarding the opinions of the participants. Thus, the source of the obtained codes and sub-themes was aimed to be confirmed. Detailed information on the determination of the teachers participating in the study, the method of data analysis, the pattern, expert opinion, and the privacy of the participants was given in detail. Besides, five teachers' opinions who contributed to the study were not included in the study and internal validity was achieved. To ensure external validity, preparation of research questions, data collection, and analysis processes were explained in detail.

### Findings

#### Reasons for Teachers to Change School

The first question in the form is "For what reasons do teachers change schools?". The sub-themes and codes obtained are shown in Table 2.

**Table 2.** Reasons for Teachers to Change Schools

Theme	Sub-themes	Codes	f	f	
Reasons of Teachers to Change School	Reasons arising from the school principal	Unworthy attitudes	1	Using (vulgar) language	1
		Not finding fair solutions	1	Not to solve problems	1
		Supporting the chaos	1	Personalizing the problems	1
		Not listening to the other person	1	Inappropriate attitude	1
		Be above yourself/ looking down	3	Not to take part in decision	1
		Threats/pressure/intimidation	3	Ignoring opinions	1
		Lack of communication	1	Brag about the influence	1
		To prioritize own interests	1	Enforcing the decisions	1
		Not making the best of	1	Watching closely	1
		Favoritism	5	Accuse / slander	1
		Apply double standard	2	Telling a lie	1

	Not being solution oriented	3	Discriminating	3
	Being problem oriented	1	Not to support	1
	Behave arbitrarily	1	Not to behave in a friendly way	1
	Not being visible at school	1	Not to appreciate	1
	Mobbing	5	Hinder studies	1
	Putting pressure	1	To prioritize countrymen	1
	Disrespect	3	Being insensitive to problems	1
	Having sexist attitudes	1	Reprimand	1
	Preventing the education right	1		1
				2
	Gossip			
	Not to support			2
Reasons arising from teachers	Not to work properly			1
	Resentment			1
	Not to behave in a friendly			1
	Exclude the employee			1
	Gossip			1
Reasons arising from parents and students	Using psychological violence			1
	Being indifferent to the student			1
	Getting too close to the teacher			1
	Students' indifference to the lesson			1
Reasons arising from the school environment	Unpeaceful environment			1
	Crowded classes			1
	Inadequacy of the hall and garden			1
	The distance of the school to the settlement			1

Considering the findings regarding the reasons why teachers change schools, it is seen that teachers mostly change schools due to the problems caused by the principal. Other sub-themes are reasons arising from the teacher, from parents and students, and from the school environment.

### Reasons arising from the school principal

While obtaining 40 codes in this sub-theme, the most emphasized reasons for changing school are favoritism (f = 5), mobbing (f = 5), threats and pressure / intimidate (f = 3), be above yourself / looking down (f = 3), not being solution oriented (f = 3), disrespect (f = 3) and discrimination (f = 3). Although mobbing is expressed four times as a concept in this sub-theme, it is possible to say that most attitudes and behaviors of principals are mobbing. Some of the teachers' views on this sub-theme are below.

*"The fact that the principal could not find fair solutions to the problems of teachers, on the contrary, supported the chaos and was satisfied with it made me very unhappy at school ..."* (T1F)

*"I was terrified to work with someone who was constantly tense and angry, who did not listen to the other person, who talked pedantically, who tried to threaten and suppress people by giving yellow envelopes (a paper to warn or punish the staff), and who was unaware of communication methods."* (T1F)

*"... Participation of the manager and his deputy in solving problems was limited..."* (T2M)

*"... The factors that cause me to leave the school are the principal's attitude towards people, self-esteem, always looking down on people, boasting with his financial means and influence."* (T3F)

*"... The biggest problem was that my manager enforced his own decisions."* (T4F)

*"I left my school because of the oppressive, disrespectful and sexist attitudes of our school principal. I suffered from mobbing. I was studying to get a master's degree in those years. Even this right was tried to be taken away from me by my principal."* (T6F)

*"... Bestowing a privilege upon countrymen is very annoying. You are accepted as a foreigner if you are not from the same city with other people. It is a situation makes a person feel upset or angry ..."* (T9M)

*"The principal's repressive attitude, his persistence even in voluntary situations, making the school process difficult rather than making it easier, and not treading a fine line between the teacher and some staff were bad."* (T10M)

*"He was our colleague. He changed a lot after he became a manager. He started saying things like 'no one should come to my room, you will comply with the legislation'. He continued until these things turn into mobbing. He tried to get us out of the public housing. He deliberately gave me low grades. "* (T13M)

### Reasons arising from teachers

While 7 codes were obtained under this sub-theme, it was seen that the most emphasized reasons for changing school were lack of support (f = 2) and gossip (f = 2). Some of the teachers' views on this sub-theme are below.

*"When I observed gossip and overtly hypocritical behavior during the first 3 years in school, I kept away from my colleagues who displayed these attitudes ..."* (T5F)

*"... After all these statements, the first time I stepped into school, it was my first disappointment that no one helped me while waiting for everyone to help me."* (T8M)

*"My school was an institution that was managed by an administrative staff that obstructed teachers who wanted to produce, and full of teachers who worked in the same school for years but who did not do their job properly ..."* (T8M)

*"... Whatever we talked about among the teachers, the principal learned. Later, we learned that a few local teachers told the principal everything. They were gossiping. ... "* (T11M)

### Reasons arising from parents and students

While obtaining 4 codes under this sub-theme, teachers' reasons for changing school due to parents and students include psychological violence (f = 1), indifference to students (f = 1), being too close to the teacher (f = 1) and students' indifference to the course (f = 1). Some of the teachers' views on this sub-theme are below.

*"... Parents come to the school to ask for grades at the end of each term, students damage their teachers' cars when they get low scores ..."* (T11M)

*"After working 9 years in a village school where the population of parents with little interest in school is high, I asked to be appointed to a different school."* (T14F)

### Reasons arising from the school environment

While obtaining 4 codes under this sub-theme, teachers' reasons for changing schools due to the school environment are unpeaceful environment (f = 1), crowded classrooms (f = 1), inadequacy of hall and garden (f = 1) and the distance of the school to the settlement (f = 1). Some of the teachers' views on this sub-theme are below.

*"... He disturbed the peace and working environment at the school (school principal). As the problems started to increase and become personal, I lost my willingness to work with them and left my school by appointment. "* (T2M)

*"... The number of students in the school was high. The hall and the garden that I work in my own branch were not sufficient or suitable. The students were indifference to my lesson. The school administration had an indifferent attitude towards the solution of the problems and their thoughts about my branch was not positive. For these reasons, I wanted to leave, and I left."* (T12M)

*"The biggest reason I wanted to leave school was because it was too far from where I live. For this reason, we had to leave the house much earlier than school time and come back home very late. "* (T18F)

### Organizational consequences of changing schools

The second question in the form is "What are the organizational consequences of changing schools?". The sub-themes and codes are shown in Table 3.

**Table 3.** Organizational Consequences of Changing Schools

Theme	Sub-themes	Codes	f	
Organizational Results	Disadvantages	For classes	Not to be able to complete the activities	1
			Adaptation problem to the new teacher	4
			Take a class from an out-of-field teacher	1
			Loss of time	1
			Decrease in student involvement	1
			Decrease in the number of students	1
			Students who change school	1
			The effect on academic success	1
	Disadvantages	For school	Lack of technical support	1
			Unfinished projects	2
			Closure of the classroom	1
			Hiring paid teachers	2
			Loss of teachers	1
			Unfinished planned activities	2
			Negatively affected corporate culture	1
			Returning to the multigrade class	1

Looking at the findings on the organizational consequences of teachers' school changes, two sub-themes were obtained, namely, consequences for the classes and consequences for the school.

### Disadvantages of Changing Schools for Classes

Eight codes were obtained under this sub-theme. It has been observed that the main disadvantage of changing schools for classes is the problem of adaptation to the new teacher (f = 4). Not to be able to complete the activities (f = 1), taking a class from an out-of-field teacher (f = 1), loss of time (f = 1), decrease in student involvement (f = 1), decrease in the number of students (f = 1), student who change school (f = 1) and the effect on academic achievement (f = 1) are the other codes. Some of the teachers' views on this sub-theme are below.

*"... We could not complete the activities we planned for the next year with my students..." (T1F)*

*"... The students will have a problem in the process of getting used to the new teacher for a while. I guess this situation creates a negative effect on the class." (T2M)*

*"... This was a problem in all clubs. For this reason, this problem was solved in the following years, mostly with teachers of music, dance, chess, and values education..." (T4F)*

*"After leaving the school, I heard that my students couldn't get along with the new teacher at school ..." (T7M)*

*"Changing the teacher causes a great waste of time for both the class and the teacher. ... In my class which I left, I learned that some students do not want to go to school and have difficulties in welcoming their new teachers." (T8M)*

*"... Almost all of the students in my class have changed schools. There was a decrease in the number of students at the school..." (T10F)*

*"Students fall behind the schedule when they move to another place in the middle of the term and it can be considered as a disadvantage." (T11M)*

### Disadvantages of Changing School in terms of Schools

Seven codes were obtained under this sub-theme. It was observed that the main disadvantages of changing schools in terms of schools were the unfinished projects (f = 2) and unfinished planned activities (f = 2). Lack of technical support (f = 1), closure of the classroom (f = 1), hiring paid teachers (f = 1), loss of teachers (f = 1) and returning to the multigrade classroom (f = 1) are the other codes. Some of the teachers' views on this sub-theme are below.

*"The class was threatened to be closed because I left." (T5F)*

*"... Thanks to the national education authorities, paid teachers were recruited in the other half of the term." (T5F)*

*"... They have lost a willing, hardworking, devoted teacher." (T6F)*

*"... My friends had to teach the multigrade class when I left ..." (T15F)*



"... After I was appointed, these activities, which are the reasons and indicators of the religious vocational high school, have stopped." (T11M)

**Individual consequences of changing schools**

The third question in the form is "What are the individual consequences of changing schools?". The sub-themes and codes are shown in Table 4.

**Table 4.** Individual Consequences of Changing School

Theme	Sub-themes	Codes	f	
Individual consequences of changing schools	Advantages	Advantages for teachers	Happiness	6
			Having new hopes	1
			Working willingly in the new school	4
			Psychological relaxation	5
			Not being busy with problems	1
			Working in a peaceful environment	4
			Finding opportunities to improve	1
			Being more productive	2
			Being relieved of oppressive administration	1
			End of psychological violence	1
			Continue to teach	1
			Being productive and creative	1
			Feeling safe	1
			Professional satisfaction	1
			Get rid of stress	1
			Contributing to the development of the new environment	2
			Making new friends	1
	Increased motivation	1		
	Disadvantages	Disadvantages for teachers	Having difficulty in adjusting to the new school	6
			Keeping away from the new manager	1
Feeling sad and guilty			4	
Having problems in being accepted			2	
Having problems in accessing to school			2	
Being ill because of the climate			1	
Switching from teaching to administration			1	
Problems with parents in the new school			1	
Disadvantages for students and families			Causing sadness	3
	Problems in adaptation to the new teacher	2		
	Emotional emptiness	1		

Considering the findings regarding the individual consequences of school changes, three sub-themes were obtained: advantages for teachers, disadvantages for teachers and disadvantages for students and families.

**Advantages of Changing School for Teachers**

Under this sub-theme, 17 codes were obtained. It was observed that the main advantages of changing schools for teachers were happiness (f = 6), mental / psychological relaxation (f = 5), willingness to work in a new school (f = 4), and working in a peaceful environment (f = 4). Being more efficient (f = 2) and contributing to the development of the new environment (f = 2) are some of the other codes. Some of the teachers' views on this sub-theme are below.

"I run to school every morning. It is very pleasing to work in a school with new hopes..." (T1F)

"Not experiencing problems with the school prevented me from constantly thinking about a school-related problem in my social life and significantly reduced my work-related fatigue." (T2M)

*"I spent a year in a more peaceful working environment. I had the opportunity to work in a problem-free environment where there was no tension and the principal behaved well to the people s/he worked with."* (T3F)

*"I got rid of the oppressive, gender-discriminatory, and disrespectful administrator. The thought of going to school or fulfilling my duty, not encountering with a new problem every day made me more productive."* (T6F)

*"The biggest contribution of leaving the school is that it made me decide not to quit my profession, which I have worked hard for years willingly."* (T8M)

*"... In this respect, I am not exposed to discrimination. I feel safer because I feel that I belong to this region."* (T11M)

*"From my point of view, when I changed my school, my professional satisfaction increased. The stress caused by my inability to perform my profession has disappeared."* (T12M)

*"It made me realize that working environment and peace reinforce success, increase happiness and motivation."* (T17M)

*"Apart from that, I think that going to a new school is also important for getting to know different school cultures and for my own development."* (T18F)

### **Disadvantages of Changing School for Teachers**

Eight codes were obtained under this sub-theme. It was observed that the main disadvantages of changing schools for teachers were difficulty in adapting to the new school (f = 6), feeling sad and guilty (f = 4), having difficulty in being accepted (f = 2), and difficulty in accessing the school (f = 2). Keeping away from the new principal (f = 1), being ill due to the climate (f = 1), switching from teaching to administration (f = 1) and problems with parents in the new school (f = 1) are other codes. Some of the teachers' views on this sub-theme are below.

*"After I was appointed to my new school, I could not adapt for a while because of the problems I experienced in my old school with the principal."* (T1F)

*"... The threatening speeches of my former manager were constantly echoing in my head. Therefore, I kept myself away from my principal at my new school."* (T1F)

*"I had so much sorrow to let my students down. I feel guilty under the responsibility of not keeping my promise to them."* (T6F)

*"... Although it is not easy to be accepted in a new institution, I took care of it."* (T5F)

*"I just had to take a bus because my new school was a little far away."* (T10F)

*"In Sakarya, where I have been assigned, the air is always humid. Sometimes the sun does not shine for weeks, the weather is usually foggy. As a result of this situation, my wife was diagnosed with asthma again."* (T11M)

*"For me, the negative side is that I have to switch from my branch which I am very pleased to school administration."* (T12M)

### **Disadvantages of Changing School for Students and Families**

Three codes were obtained under this sub-theme. It was observed that the main disadvantages of teachers' school changes in terms of students and families were causing sadness (f = 3) and adaptation problems to the new teacher (f = 2). Difficulty in accepting new students (f = 1) and mutual adaptation problems with new students (f = 1) are the other codes. Some of the teachers' views on this sub-theme are below.

*"When I leave the school because of the principal caused great unhappiness for my students and their families, in particular."* (T1F)

*"We had adaptation problems with my new students. They loved their old teachers. They blamed me for his leaving."* (T6F)

*"As a result of these studies, I believe that the bond between me and my students, caused an emotional emptiness in my classroom when I left the school."* (T8M)

### **Results, Conclusions and Recommendations**

This study was carried out to determine the reasons for teachers to change schools and the organizational and individual consequences of changing schools.

Schools with a high percentage of teachers have a strong sense of cooperation between teachers and principals. Teachers stay in schools when they see their colleagues as partners to improve the school

together. Teachers stay in schools with inclusive leadership and trust their principal as a teaching leader (Allensworth, Ponisciak, & Mazzeo, 2009). The school administration's adoption of a democratic culture, observing the rights of the minority, strengthening communication and cooperation, ensuring that teachers are self-confident and socializing contribute to the increase of teachers' organizational commitment (İhtiyaroğlu, 2018). Teachers who get administrative support from their principals and teaching support from their peers and others are also likely to adhere to teaching and the goals and values of their schools (Riehl & Sipple, 1996). When attention is paid to the behavior of the school principal, it is possible to say that most of them are violent and unethical behaviors. There are studies showing that the ethical climate increases the organizational commitment of teachers and decreases their intention to leave the school where they work. It has been observed that increasing the organizational commitment levels of teachers decreases their intention to leave the school they work in (Demir, 2019b). Ignoring the successes and overestimating the mistakes will cause the person to want to leave their organization or to underperform. When employees who attach importance to evaluation are not evaluated well, they lose morale, their productivity decreases, and the probability of leaving their jobs increases as suggested in equality and expectation theories (Saylan, 2013). Therefore, employees should be made to feel valued and appreciated by the management to keep them loyal to their school (Balyer, 2015). Studies show that the motivational language used by the school administrator significantly predicts the teacher's intention to leave the school (Demir, 2019c). Considering that teachers who change schools succumb to events and people in the process, the importance of empowerment can be mentioned. There may be employees who want to change their jobs because they are not empowered. It is possible to come across studies emphasizing that empowered employees are more productive, more positive, and more committed to their jobs and organizations (Karakas, 2014). Not involving in the decision-making process causes teachers to feel disappointed and not belong to the school, and consequently to feel dissatisfied. Teachers' participation in the decision-making process makes the school a democratic and successful place and can affect teachers' commitment and organizational citizenship behavior (Balyer, 2015). The democratic attitudes of the school principal affect teachers' motivation positively (Özan, Türkoğlu, & Şener, 2010). Teachers with high motivation are expected to be more attached to their institutions (Ertürk & Aydın, 2016). If the principal ignores the teachers' success and exaggerates their mistakes, it may cause the teacher to want to leave the school or underperform (Saylan, 2013). The opportunity to change schools balances the interests and needs of both teachers and administrators. A staff member working in collaboration and sharing common goals performs better (Noor, Ishaque, Memon & Lodhi, 2012). Changing school can have positive consequences for the teacher and principal in this sense. It provides the opportunity to work with a compatible staff for both sides.

The second sub-theme reached in the first theme is related to the reasons arising from the teacher. In the study group, not supporting a colleague and gossiping are important reasons for teachers to change schools. Besides these, attitudes and behaviors such as not fulfilling their duties properly, excluding the employee, being resentful, not behaving in a friendly manner, and spreading gossip are among the reasons for teachers to change schools.

One of the factors affecting the quality of education is the professional working relationships between "administrator-teacher and teacher-teacher" in schools. Positive professional working relationships reduce staff turnover in schools (Çinkır & Çetin, 2010). It can be said that the incompatibility between teachers at school will not only encourage teachers to change schools but also leave school (Vekeman, Devos, Valcke & Rosseel, 2017). In this context, it is significant that school principals fulfill the task of regulating the school climate that is among their instructional leadership roles. Studies show that administrators' efforts to create an ethical climate are beneficial in creating a positive work environment and developing positive attitudes towards school (Demir, 2019b). A positive school climate will often lead to positive friendships. Individuals with a high perception of workplace friendship show less turnover behavior (Randall & Cote, 1991; cited in Durusu & Cemaloğlu, 2019). Simon and Johnson (2015) found in their study that poor working conditions, such as the lack of opportunity to establish relationships between colleagues and the lack of supportive school culture, affect teachers to leave school (cited in Weeks, 2019). Teachers are more likely to stay in schools when they respect their colleagues, feel that there is innovation in school, everyone takes responsibility has positive and trusting relationships (Allensworth, Ponisciak, & Mazzeo, 2009).

The third sub-theme reached in the first theme is related to the reasons arising from parents and students. In the context of the study group, psychological violence, parents' indifference to the student, too close relationship between parents and teacher, and students' indifference to the lesson are among the reasons for teachers to change schools.

Teachers' attitudes and behaviors, which are the most crucial elements of the education system, interact with personal and environmental factors. The positive or negative contribution of teachers to the

education and training process depends on the power of these factors affecting teachers' attitudes and behaviors (İhtiyaroğlu, 2018). The teaching profession is intertwined not only with students in the classroom and school but also with parents and society. The teacher should consider the structure and culture of the region and society s/he serves because the environment expects this from the teacher (Çelikten, Şanal, & Yeni, 2005). Studies show that the environmental problems faced by teachers, working conditions, and insufficient environmental and social opportunities aggravate the conditions in which teachers work, and this situation affects their educational activities negatively (Özdemir, Civelek, Çetin, Karapınar, & Özel, 2015).

The fourth sub-theme obtained in the first theme is related to the reasons arising from the school environment. In the context of the study group, the lack of peace, crowded classrooms, insufficient hall and garden, and the distance of the school from the settlement are among the reasons for teachers to change their schools.

Working conditions, school culture, climate, and cooperation are among the factors that affect keeping teachers at school (Rodríguez, 2009). It may be useful to understand and prevent teachers from changing schools based on studies showing that school climate predicts teachers' commitment to the school. Crowded classrooms affect teacher's commitment and effort (Riehl & Sipple, 1996). In this context, keeping the number of students in the class at reasonable rates can increase the tendency of the teacher to stay in school. Lack of suitable housing for teachers around the school, insecurity, as well as school buildings and poor principal leadership, teachers' dreams of educating their children well are factors that affect the idea of changing schools (Irene, Auja & Julius, 2015). Insufficient support from school administration, student discipline problems, limited participation in the school decision-making process affect teacher turnover rates (Ingersoll, 2001). Increasing in-school support, providing opportunities for advancement, reducing the workload at the school level, improving working conditions, and greater autonomy may affect teachers' school turnover rates (Bromley, 2018). Teachers stay in schools that have the potential to be effective and where conditions are very favorable. Collaborative colleagues, supportive school administration, parents' trust in teachers, safe learning environment for students, and constructive school conditions are factors that reduce teacher turnover (Allensworth, Ponisciak, & Mazzeo, 2009).

The second theme is related to the organizational consequences of teachers' changing schools. The first sub-theme reached in this theme is about the disadvantages of changing schools in terms of classes. In the context of the study group, the problem of adaptation to the new teacher, not being able to complete the activities, taking lessons from out-of-field teachers, losing time, the decrease in student engagement, the decrease in the number of students, the change of the student's school and its effect on academic success are the disadvantages in terms of classes.

There are studies showing that high teacher turnover negatively affects student results in schools, causes low student performance in high school and university entrance exams, and that low student performance in these central exams is largely a result of a high teacher turnover (Özoğlu, 2015). Teacher turnover is also an important problem affecting school performance and student success (Noor, Ishaque, Memon & Lodhi, 2012).

The second sub-theme reached in the second theme is about the disadvantages of changing schools for the school. In the context of the study group, the disadvantages of the school are the interruption of the projects, the interruption of the planned activities, the lack of technical support, the closure of the classroom, hiring paid teachers, losing teachers and returning to the multi-grade classroom.

There are studies showing that changing schools affects school performance. It is possible to say that it especially affects the teaching-learning process, the administrative process of schools, efficiency and competence, and student performance (Hussein, 2016). Employee turnover has a lot of harms for organizations. Besides its effect on efficiency and costs, loss of trained staff, unrest in management, failure to operate established systems, failure to establish a corporate culture, and loss of reputation are some of these (Tambay, 2006).

The third theme is about the individual consequences of teachers' school changes. The first sub-theme obtained in this theme is about the advantages of changing schools for teachers. In the context of the study group, happiness, mental/psychological relaxation, willingness to work in the new school, and working in a peaceful environment are the most emphasized advantages. Besides these, being more productive and contributing to the development of the new environment, not occupying the mind with problems, finding opportunity to improve, ending psychological violence, continue to teach, being productive and creative, feeling safe, professional satisfaction, getting rid of stress and increasing motivation are among the advantages of changing schools for teachers.

Studies show that positive emotions positively affect employees' happiness, and there is a link between workplace happiness and happiness in life (Uğur, 2019). Researches show that teachers' professional happiness is influenced by factors such as seeing students educated well, loving working environment,

teacher friends, loving children, parents, profession, school administrators, social and economic opportunities, personal rights, materiality, and team spirit (Nalkıran, 2019). These factors can negatively affect teacher happiness, too. The research findings are also related.

The second sub-theme obtained in the third theme is about the disadvantages of changing schools for teachers. In the context of the study group, the difficulties in adapting to the new school, feeling sad and guilty, the difficulty in gaining acceptance in the new school, and the difficulty in accessing the school are the most emphasized issues related to the disadvantages of changing schools. Besides these, disadvantages include keeping away from the new principal, being ill because of the climate, the transition from teaching to administration, and problems with parents in the new school.

Changing schools affects teachers' productivity in two ways. First, when a teacher changes school, his/her performance may be adversely affected because of transportation problems and socio-cultural problems. Second, when a teacher changes school, the productivity and competencies of other teachers who remain in the school may suffer (Noor, Ishaque, Memon, & Lodhi, 2012). In both cases, students suffer from this. There are studies showing that teacher turnover causes emotional trauma and increases dropouts from school and that there are problems with family participation in education when teacher turnover is frequent (Özoğlu, 2015). Schools that cannot retain their teachers may find out that their students' academic performance deteriorates (Allensworth, Ponisciak, & Mazzeo, 2009). Based on all these results, although changing schools is often a desired situation for a teacher, it can also bring negative consequences for the school, students, and even parents. Moreover, changing schools sometimes has negative consequences for teachers. For this reason, more studies are needed to investigate the reasons for teachers to change schools or leave school.

### Suggestions

Considering that principals play a predominant role for teachers to change their schools, trainings can be a way to prevent violent behaviors and unethical practices of school principals and sanctions can be brought to the agenda. In the study, since there are more class teachers in terms of changing schools, it can be investigated in which types of schools or branches more school changes are experienced. It can be investigated whether there is a relationship between gender and changing school. This research is limited to teachers working in the city center of Düzce. A similar study can be carried out in different geographical regions of Turkey.

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