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A naturalistic study of the teacher transfer experience

Sedlacek, Pamela Diane, Ph.D.

The University of Nebraska - Lincoln, 1990

A NATURALISTIC STUDY OF THE TEACHER TRANSFER EXPERIENCE

by

Pamela D. Sedlacek

A DISSERTATION

Presented to the Faculty of

the Graduate College in the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Interdepartmental Area of Administration,
Curriculum and Instruction

Under the Supervision of Professor O. W. Kopp

Lincoln, Nebraska

August, 1990

DISSERTATION TITLE

A NATURALISTIC STUDY OF THE TEACHER TRANSFER EXPERIENCE

BY

Pamela D. Sedlacek

SUPERVISORY COMMITTEE:

APPROVED	DATE
O. W. Kopp (signature)	*August 6, 1990*
Signature	
O. W. Kopp	
Typed Name	
Gordon Greene (signature)	*August. 6, 1990*
Signature	
Gordon Greene	
Typed Name	
Herbert F. Schliesser (signature)	*August 6, 1990*
Signature	
Herbert Schliesser	
Typed Name	
Ronald F. Uerling (signature)	*August 6, 1990*
Signature	
Don Uerling	
Typed Name	
Karla Wendelin (signature)	*Aug. 6, 1990*
Signature	
Karla Wendelin	
Typed Name	
Signature	
Typed Name	

GRADUATE COLLEGE
UNIVERSITY OF NEBRASKA

A NATURALISTIC STUDY OF THE TEACHER TRANSFER EXPERIENCE

Pamela D. Sedlacek, Ph.D.

University of Nebraska, 1990

Advisor: O. W. Kopp

The purpose of this study was to gain an understanding of how teachers experience and react to changes in their professional lives when confronted with a reassignment or transfer.

This study utilized a qualitative research design based on the phenomenological paradigm which assumes that reality is socially constructed through individual or collective definitions of the situation. Information was gained through 24 personal interviews and a follow-up survey. The data were systematically coded and analyzed with three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. Descriptive and comparative statistics were used to analyze the survey information.

This study has significance for administrators, transfer teachers, and the research community. This research will further appreciation and discernment of the naturalistic paradigm by elucidating an alternative methodology. In educational administration, this study will provide insights into impact themes that will assist individuals, principals, management teams, and school district personnel in policy making, leadership training, and staff development.

Because this type of research is based on the notion of

context sensitivity with the conclusions logically argued from empirical evidence, the analysis and propositions formulated will be applicable to similar situations, thus enabling the practitioner to manage the transfer experience with a minimum of stress and dysfunctional reorientation. Major themes inductively derived through triangulation across data sources included: factors influencing transfer, perceptions associated with the process, first-year experiences, and stress indicators. Frameworks were developed to analyze the literature, and these analyses were incorporated into general propositions and implications specific to the transfer population.

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<div align="right">P.D.S.</div>

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CHAPTER I

OVERVIEW OF THE STUDY

Context of the Problem

Severe cutbacks in public funding, the declining birth rate, collective bargaining, and administrative decisions all impact the transfer of teachers to, from, and within school districts. In this context, teacher transfer means that a teacher voluntarily or involuntarily moves to a new building or accepts a different teaching assignment within the same building.

Historically, the implication of teacher transfer is markedly different depending upon the enrollment and budgetary climate of the time. For example, when the baby boom of the 1950's began to pass through public schools, the major issue was the shortage of teachers. Transfer of teachers between districts meant, at that time, a greater need to recruit new teachers. Transfer within districts meant that teachers had an opportunity to choose an assignment that best suited their preferences. As the last of the baby boom passed through the public school system in the late 60's and early 70's, teacher transfer meant something entirely different. With enrollments declining, demand for teachers fell, and a surplus of teachers developed, thus making the transfer situation more dependent on lateral movement within the district. Today, both growth and decline in enrollments plus individuals seeking opportunities for professional growth precipitate the transfer process.

According to Hannay and Chism (1985) and Reed and Paznokas (1983), the literature regarding teacher transfer is meager and under-developed. However, several issues that are of importance to administrators can be identified in the research and are summarized as follows. Transfers can be initiated by school districts or by teachers for a variety of reasons (Becker, 1952; Castetter, 1976; Morphet, Johns, & Reller, 1967). School boards have the legal authority to make involuntary teacher transfers (Hoffman, 1972), while school superintendents have the responsibility of advising boards regarding transfers (Roach, 1957). Whether transfers are initiated by district or by teachers, personnel officers have recommended a case-by-case decision process (Mones, 1985). Finally, transfer patterns and motivation of teachers for transfer likely differ between large metropolitan districts and smaller suburban or rural districts (Greenberg & McCall, 1973).

Teacher transfer research, as described in most of the literature, is concerned with charting teacher-initiated moves over the course of teaching careers. In many studies, the focus was on the movement of experienced teachers from inner city to suburban school settings. The focus of these primarily quantitative studies, however, has been to chart movement rather than reasons for transfer. The use of teacher transfer as a source of professional growth can be found in the literature with three major themes being pre-dominant: (1) teacher transfer and professional development, (2) teacher transfer and job satisfaction, and (3) teacher transfer

and the change process.

In the area of teacher transfer and professional development, teacher transfer has long been a Janus-like phenomenon in education. One face is threatening--transfer is a cold, impersonal mechanism for resolving problems such as enrollment decline, poor performance, budget cuts, and staffing problems, often with little regard for the needs of the teachers involved in such transfers. The other face of teacher transfer is attractive; teacher transfer is one of the few potential sources for professional renewal or the pursuit of better working environments available to teachers. Administrators and teachers alike often refer to transfer as a panacea for stagnation (Hannay & Chism, 1985).

Although the research relating transfer and job satisfaction in general, and teacher transfer and teacher job satisfaction in particular, is distinctly sparse, the literature concerning teacher job satisfaction is relatively abundant and well-developed. In this overview, only the literature germane to the present study will be briefly discussed.

A seminal study of teacher job satisfaction can be found in the work of Sergiovanni (1967). Following the theoretical perspective of Herzberg and his associates (Herzberg, Mausner, & Snydermann, 1959), Sergiovanni argued that teacher job satisfaction can be explained in terms of two sets of factors, satisfaction and dissatisfaction.

Sergiovanni (1967) found that the factors which contribute

to job satisfaction are achievement, recognition, and responsibility. The absence of these factors does not necessarily produce job dis- satisfaction. Job dissatisfaction, however, seems to stem from poor interpersonal relationships, incompetent and/or unfair administrative practices, and matters of personal life.

Herzberg (1962) and Sergiovanni (1967) have shown that quali- ties of the work and characteristics of the work environment are associated with an employee's level of job satisfaction. Hence, one can expect that changes in work assignment and/or changes of work environment will result in changes in levels of job satisfaction. Consistent with this proposition, Mann (1973) argued that in employee transfer situations, if an employee views the new location as acceptable and the job as equally or more acceptable, minimally, an employee's job satisfaction level will remain unchanged, or maximally, an employee's job satisfaction level will rise.

Although little is known with certainty about the relationship between teacher transfer and job satisfaction, two implications can nonetheless be stated. Neither of these implications are particularly new or surprising to school administrators. One implication is that both school administrators and teachers have opportunities to deal with problems of individual and collective job satisfaction through the transfer process. The second implication is that school adminis- trators may produce individual and collective job satisfaction problems through transfer.

Developmental and situational transitions/changes occur throughout the lives of each and every individual, including teachers. According to Arbeiter, Aslanian, Schmerbeck, & Brickell (1978), thirty-six percent of the American population between ages sixteen and thirty-five are in a career transition, and the average individual entering the career market today will have to undergo at least three career changes during his or her lifetime. Bridges (1980) wrote that adults are in a "semipermanent condition of transitionality."

Change, then, is an integral part of both personal and societal existence. While working with adults in situation, developmental, personal, and societal transitions, Krupp (1984) developed a plan for dealing with life transitions. This plan provided a framework for action when dealing with a transitional situation. Krupp (1984) stated, "Repeated implementation of this plan by the same person leads to growth more than deterioration, to self-insights producing more self-awareness, and to greater active personal involvement in one's own development" (p. 30).

Because the study of teacher transfer deals with complex human behavior, many shortcomings have been displayed in the conventional experimental methods. As Smith (1987) stated, "Standardized methods have little utility, and because preordinant procedures are not used, establishing such things as interobserver agreement and representative sampling become problematic and, in some approaches, irrelevant" (p. 176). Because this study focused on the understanding of a phenomenon in a specific context, the qualitative methods

offered by the naturalistic paradigm are more appropriate and conceptually acceptable.

The indepth interview, which was the primary mode of investigation in this study, encourages the informants to relate, in their own terms, experiences and attitudes that are relevant to the research problem. Burgess (1982) concluded that interviews provide:

> . . . the opportunity for the research to probe deeply, to uncover new clues, to open up new dimensions of a problem and to secure vivid, accurate, inclusive accounts that are based on personal experience. (p. 107)

The research interviewer is not bound by a rigid questionnaire designed to ensure that the same questions are asked of all respondents in exactly the same way. Rather, the interviewer constantly appraises the meaning of emerging data for the problem and uses the resulting insights to phrase questions that will further develop the implications of these data (Dean, Eichhorn, & Dean, 1967).

This qualitative study yielded empirical data about the lives of people involved in a transfer situation and allowed the emergence of alternative realities and modification of the current culture-bound theories of human behavior.

Therefore, the objective of the study was to gain an understanding of how teachers experience and react to changes in their professional lives when confronted with a reassignment/transfer. The author envisaged that this research would (1) further appreciation and discernment of the naturalistic paradigm and (2) provide insights into impact themes that would assist individuals, principals,

management teams, and school district personnel in policy making, leadership training, and staff development.

Research Assumptions

In qualitative research, the focus is on understanding the meaning of events and interactions to ordinary people in a particular situation. Reality, therefore, is socially constructed through individual or collective definitions of the situation (Taylor & Bogdan, 1984). Reality is holistic, multidimensional, and ever-changing (Merriam, 1988).

Research methods employed are inductive and holistic, with the researcher deeply involved in the study. Researcher bias is often openly acknowledged and identified in the self-examination that is prevalent in qualitative research. Rich descriptions, details, and explanations of processes are reflected in the data. The data collected often appear in words rather than in numbers. The data analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. This phenomenological sociology has been particularly identified with philosophers Edmund Husserl and Alfred Schutz (Bogdan & Biklen, 1982).

The systematic approach of qualitative research as outlined by Smith (1987) guided this investigation. The constant, pervasive motive was to understand how the transfer experience had influenced the lives, job performances, and careers of the involved people.

A guiding presupposition was the subjective career perspective which "deals with the series of work-related experiences and attitudes that span an individual's working life" (Scholl, 1983, p. 86). This current exploratory research study accepted this subjective career perspective and was based on the assumption that the circumstances encountered by transfer teachers are a composite of influences from their previous experiences and projections for the futures of their careers. All of these experiential factors influence their attitudes toward their current job assignments and performances. In Schutz's (1967) view "the meaning of my action consists not only in the experiences of consciousness I have while the action is in progress, but also in those future experiences which are my intended actions, and in those past experiences which are my completed actions" (p. 39).

The problem explored in this study had not been directly addressed in the educational literature. How did these transferred teachers view and cope with their new classroom assignment? This study investigated how these teachers "made sense" of their new classroom setting, how they perceived the events leading to their transfer, how they met and coped with the challenges of their new environment, and how they envisioned their future careers.

Research Questions

Five research questions were identified initially with the acknowledgement that others would emerge as the inductive

qualitative inquiry continued into new theoretical integrations.

1. What are the experiences of a transfer teacher?

2. How does transfer affect the development of teachers?

3. What would an effective transfer policy encompass?

4. Do transfer teachers need support systems?

5. Is there a contextual link between teacher transfer and job satisfaction?

Second-Level Research Questions

As anticipated, the inductive process resulted in second-level research questions:

1. What are the strengths and weaknesses of the transfer policy within the Lincoln Public Schools?

2. What were the predominant affective perceptions expressed by the transfer teachers?

3. What stress factors were involved in the change of assignment/transfer?

4. Are there environmental differences between the prior assignment and current assignment that would indicate a static or changing level of job satisfaction?

Definition of Terms

Category. A basic theoretical concept that enables the researcher to explain and predict behavior (Darkenwald, 1980).

Cross-site analysis. Discovering processes and outcomes
that occur across many cases or sites and understanding how these
processes are bent by specific local contextual variations (Miles
& Huberman, 1984).

Data display. An organized assembly of information that
permits conclusion drawing and action taking (Miles & Huberman,
1984).

Data reduction. The process of selecting, focusing, simpli-
fying, abstracting, and transforming the "raw" data (Miles &
Huberman, 1984).

Experience. The conscious perceptions and direct participa-
tion in events or something personally encountered, undergone, or
lived through.

Job satisfaction. An overall positive attitude toward one's
job or position. Locke (1973) defined job satisfaction as ". . .
the pleasurable emotional state resulting from the appraisal of one's
job as achieving or facilitating one's job goals."

Proposition. A statement about the relationship between
two or more concepts (Lin, 1976).

Qualitative research. A research approach in which the
researcher collects sense data about the phenomenon under study
and seeks to understand this entity in a particular context
(Smith, 1987).

Reassignment. A change in assignment within the same office,
department, division, or unit (Castetter, 1976).

Transfer. A formal change of personnel from one position, office, department, or unit to another (Castetter, 1976).

Assumptions

1. Transfers had taken place within the school district and could be identified.

2. Teachers selected to interview were a representative sample of transfer teachers within the Lincoln Public Schools.

3. The resources used as a research base for this study were comprehensive and representative of the literature regarding the transfer experience.

4. Field study data were accurately collected and recorded.

5. The research methodology was appropriate for the purposes of this study.

6. The analysis of the research data was systematically and accurately conducted.

Delimitations

1. Data from the interviews and the verification of that data came from Lincoln, Nebraska teachers.

2. The study was confined to teachers who had experienced a transfer.

3. The naturalistic, systematic approach was used which encouraged both discovery and validation.

Limitations

1. Some researcher bias was built into the interview questions, as is true in all qualitative research.

2. This study was restricted to transfer teachers within the Lincoln Public Schools and the results will not necessarily generalize to other school systems.

3. This study was limited to transfer teachers who had completed one year following the transition; thus, the scope of this research was confined to a small population.

Statement of the Problem

One of the most complex aspects of any social institution, including systems of education, is the efficient and effective management of educational change and utilization of resources. Both growth and decline in enrollments, plus individuals seeking opportunities for professional growth, often necessitate transfer of teachers from one position to another in order to staff schools effectively. Relocation of teachers or reassignment to a new position has a great impact on the personal and professional lives of these individuals and, therefore, an influence upon the school system and the children it serves.

By studying the transfer experience, administrators who are concerned with staff morale and, at the same time, find it necessary to transfer teachers or accept voluntary transfers will be able to facilitate and manage this change process more effectively.

The purpose of this naturalistic study was to gain an understanding of how teachers experience and react to changes in their professional lives when confronted with a reassignment/transfer situation. An additional goal was to determine what organizational and procedural strategies may be implemented by public school districts.

Significance of the Study

This study has significance for administrators, transfer teachers, and the research community. This research furthers appreciation and discernment of the naturalistic paradigm by elucidating an alternative methodology that proposes not only to discover but also to verify.

In educational administration, this study provides insights into impact themes that can assist individuals, principals, management teams, and school district personnel in policy making, leadership training, and staff development. Specific recommendations are made regarding transfer and job satisfaction.

The study contributes to the knowledge base of both administrators and practitioners who are operating in a complex, demanding society by explaining, defining, and providing a framework for greater understanding and facilitation of the change process.

Because this type of research is based on the notion of context sensitivity with the conclusions logically argued from empirical evidence, the analysis and propositions formulated will

be applicable to similar situations, thus enabling the practitioner
to manage the transfer experience with a minimum of stress and
dysfunctional reorientation.

Organization of the Study

A review of the literature which is pertinent to this re-
search is included in Chapter II. The procedures used to gather
and organize the data are described in Chapter III, and the major
findings of the study are discussed in Chapter IV. The summary,
conclusions, and recommendations for further study are contained in
Chapter V.

CHAPTER II

A REVIEW OF THEORETICAL PERSPECTIVES

In a qualitative study, the review of literature assumes a very different but significant role. Because the process is inductive, a literature review must not constrict the data or stimulate pre-formed conceptual schemes, thus restricting original analysis of the data. However, the literature can provide a theoretical perspective research map (see Figure 1) in which the study data will eventually be compared as a measure of objectivity and validity. The substantive literature will then enhance analysis by answering the following questions: What are some of the crucial issues in the literature? What past findings have a bearing on this study? Are there different perspectives in the literature? What has been neglected in the research?

A preliminary literature review is presented with the understanding that it will not guide this study but typify a later stage of the interactive collection-analysis process and support a deductive verification of the study findings.

This review briefly discusses three major theoretical themes present in the literature: (1) teacher transfer and professional development; (2) teacher transfer and job satisfaction; and (3) teacher transfer and change process. A theoretical perspective research map for this ethnographic study is presented in Figure 1.

The Teacher Transfer Experience

Preliminary Model Dimensions

Building
Recommendations

District
Recommendations

Process
Preceptions

Decision
Motivators

Mones, 1985
Greenburg, 1973

Process
Mechanics

Cross
District
Comparisons,
1989

Initial Year-
Perceptions / Attitudes

Initial Year-
Critical Behaviors

Initial Year-
Experiences

Staff Development
Theory

Guskey, 1986
Crandall, 1982

Change / Transition
Theory

Bridges, 1980
Golan, 1981

Professional Growth
Theory

Sykes, 1983
Sprinthan & Thies-Sprinthall, 1981

Job Satisfaction

Locke, 1973
Paznokas, 1983

Figure 1

Theoretical Perspective Research Map — Ethnographic Study

Teacher Transfer and Professional Development

Historically, involuntary teacher transfer has been asso-
ciated with disciplinary action. Teachers who were not performing
adequately or effectively were often transferred to another school
or to another situation in the hopes that improvement and growth
might occur. Voluntary transfer has often been associated with up-
ward mobility. After having served in a less "desirable" situation,
teachers "earned" the privilege of moving into classrooms populated
by students perceived to be bright or cooperative.

During the period of enrollment decline, however, opportuni-
ties for transfer declined considerably. New teachers were not being
added to staffs and experienced teachers did not usually have the
option of changing within or between schools. The natural impetus to
change and provide the opportunity for teacher renewal was thus
impaired. Mann (1973) observed:

> As long as teaching mobility remained high, a principal
> could count on replacing perhaps as much as one-fifth of
> his staff in a year. But now and for the foreseeable
> future . . . school reform must be accomplished through
> existing personnel. (p. 212)

In Lightfoot's (1983) The Good High School one principal de-
scribed static conditions within his teaching staff as "the single
most difficult dilemma that will be faced by his system in the
1980's" (p. 335). Sykes (1983) spoke to the necessity for teachers
to increase the breadth of their experience and to relieve the
"unvarying prospects that often lead to a predictable response:

routinization of instruction and the progressive disengagement from work and career" (p. 110).

Sprinthall and Thies-Sprinthall (1983) stressed the value that a change of role offers and, at the same time, noted that "significant professional development is often painful" (p. 28). Other key writers on teacher development, such as Harris (1980) and Howey (1981), emphasized that teachers need regular opportunities to experience novel situations, gain perspective, and rethink present assumptions.

A key theme in reports by Hollingsworth (1981), Ricken (1983), and Weller (1984) was the emotional aspect of many transfer situations. All three researchers suggested that appropriate preparation and adjustment time is a key facilitating factor in transfer situations. Hollingsworth, Ricken, and Weller concluded that, with proper support, transfers can be an effective source of teacher renewal.

Despite the positive possibilities of transfer noted by some educators and developmentalists, some of the literature on transfer offers coping advice to teachers and tips to administrators, indicating that transfers are not routinely well-planned and that transferred teachers do not often receive the support they need. This inferred analysis was supported by the findings of a 1980 survey (Collins & Masley, 1980) in which teachers rated transfer higher than any other factor as a cause of stress. Burden (1983), Chism (1984),

and Davison (1971) documented the preference of most teachers to remain in a given situation except in cases of extreme duress or circumstantial changes, such as family relocations or maternity leaves. In the Chism study, in which transfer was explored as one option for growth, the teachers cited two main reasons for avoiding transfer: fear of the unknown and lack of teacher participation in transfer decisions.

In the Hannay (1985) study, the interview data overwhelmingly supported the notion that transferring resulted in professional development for the individuals involved. Areas of teacher professional growth included: an increased sense of the school system, a more in-depth understanding of the developmental patterns of children, a questioning of personal educational philosophy, and a change of teaching strategies.

By encountering new situations and individuals, teachers were forced to re-organize, develop new lessons, and modify teaching methods. One transferred teacher shared his experience:

> I really feel that I have gotten out of a rut. I find
> that my ideas are becoming more creative rather than
> simple book-type instruction. I'm doing all kinds of
> things in the classroom that I probably wouldn't have
> thought of doing if I had been at [the old school]. I
> would have been trying the old tried and true things
> whether they worked or not. I think that [the
> transfer] has kind of revitalized me. I find we are
> doing things this year that I have never dreamed of
> doing. (Hannay, 1985, p. 37)

Another transferred teacher commented:

> As a teacher, I think I have grown tremendously. It
> has always intrigued me as a teacher. You have a child
> who cannot read. How do you teach him to read? I found
> it hard. Just watching the children learn. Someone
> that cannot read and suddenly something dawns or clicks

and they see the symbol. Then they start putting sounds
together . . . . It sounds like something small but it
is unbelievable. I don't look down on primary teachers.
It is not just cutting and pasting. It is work.
(Hannay, 1985, p. 38).

Recognizing and accepting that a transfer is a source of pro-
fessional growth leads to the next area of discussion: What is the
relationship between teacher transfer and job satisfaction?

Teacher Transfer and Job Satisfaction

When teachers are transferred from one position to another,
there is usually considerable change in the nature of their work and
in their work environments. Therefore, a reasonable expectation is
that job satisfaction will be affected by transfer.

Job satisfaction, as discussed in the literature and with
respect to this study, means an overall positive attitude toward one's
job or position. Locke (1973) defined job satisfaction as ". . .
the pleasurable emotional state resulting from the appraisal of one's
job as achieving or facilitating one's job goals" (p. 67).

Concerning the area of job satisfaction. Reed and Paznokas
(1983) stated, "Literature relating transfer and job satisfaction in
general, and teacher transfer and job satisfaction in particular,
is almost nonexistent" (p. 7). In spite of the dearth of literature,
some inferences can be made from the limited, existent literature.

An originative study of teacher job satisfaction that
followed the theoretical perspective of Herzberg and his associates
(Herzberg, Mausner, & Snydermann, 1959) is found in the work of

Sergiovanni (1967). Sergiovanni concluded that high levels of job satisfaction are related to work-centered activities, and low levels of job satisfaction are related to the conditions of work and to problematic relationships with individuals in the work setting.

Also consistent with Herzberg's research, Sergiovanni (1967) concluded that the elimination of dissatisfying factors does not necessarily result in job satisfaction. Additionally, she concluded that it is not likely that teachers can experience high levels of job satisfaction without eliminating or at least tempering dissatisfying factors.

In addition to Sergiovanni's work (1967), Savage (1967) conducted a study with a sample of teachers in Georgia and employed Herzberg's theoretical framework. Savage's findings generally supported Herzberg's theory. Savage, however, concluded that for teachers, good interpersonal relations, particularly with students, are motivational; hence, they belong in the satisfier category rather than in the dissatisfier category, as was the case in the study by Sergiovanni.

A study by Wickstrom (1971) supported the finding by Savage that good interpersonal relations among teachers are motivational. In other respects, the Wickstrom study supported Herzberg's theory and Sergiovanni's conclusions.

Other studies employing various research techniques were conducted by Johnson (1967), McGreal (1968), and Oswalt (1967). Johnson, employing a questionnaire regarding job attitudes and

critical incidents, surveyed elementary and high school teachers.
McGreal developed a personnel survey that he administered to
teachers in Illinois to identify organizational variables which affect
levels of teacher job satisfaction. Oswalt used a questionnaire
technique to assess job satisfaction of central office employees
in sixteen California school districts. By providing confirmatory
evidence and employing different research methodologies than used
by Herzberg or Sergiovanni, the studies of Johnson, McGreal, and
Oswalt collectively added support to Herzberg's theory and Sergio-
vanni's findings.

As mentioned in Chapter I (Statement of Context), literature
relating transfer and job satisfaction in general, and teacher
transfer and teacher job satisfaction in particular, is almost non-
existent. However, inferences can be made from existing literature
and the literature specifically concerned with teacher job satisfac-
tion and transfer.

One can reasonably expect that job satisfaction and transfer
are related in at least two ways. In addition, one can infer from
the previous review of transfer and job satisfaction and conclude
from other directly related research that job satisfaction levels of
transferred employees change due to transfer. On the other hand,
one can infer from the previous review and conclude from directly
related research that the desire of personnel directors to make
transfers and the willingness and/or motivation of employees to be
transferred depends on employee levels of job satisfaction.

Herzberg (1962) and Sergiovanni (1967) have shown that quali-
ties of the work and characteristics of the work environment are
associated with an employee's level of job satisafaction. Hence,
one can expect that changes in work assignment or changes of work
environment will result in changes in levels of job satisfaction.

Mann (1973) argued that in an employee transfer situation,
if an employee views the new location as acceptable and the job as
equally or more acceptable, that minimally an employee's job satisfac-
tion level will remain unchanged or maximally an employee's job
satisfaction level will rise.

Becker (1952), and more recently Greenberg and McCall (1973),
investigated transfer patterns of teachers in large metropolitan school
districts. Both of these studies showed that in the districts in-
vestigated teachers typically sought transfers from schools located
in low socioeconomic areas to schools located in middle to high
socioeconomic neighborhoods. Although neither research study
addressed the subject of job satisfaction directly, the fact that
teachers sought transfers primarily to raise their levels of job
satisfaction was evident.

In the discrepancy models of job satisfaction, the basic
assumption is made that satisfaction is based on differences between
outcomes received and other outcomes, such as what the person wants
or expects. Dissatisfaction is conceptualized as differences in these
levels and is greater as wants exceed receipts. Discrepancy models
are additive, in that overall satisfaction is assumed to be

influenced by the sum of discrepancies present for each job facet (Morawa & Sheathelm, 1984).

In their study of job satisfaction, Hagee and Aiken (1970) found that employees with high levels of job satisfaction more readily accepted change. Furthermore, Hagee and Aiken found employees with low levels of job satisfaction were considerably resistant to change. Since transfer must be considered to be a dramatic change in an employee's work, a reasonable conclusion would be that Hagee and Aiken's findings also applied to transfers.

Some support for the conclusion that employees with high levels of job satisfaction will accept a transfer is found in a study of relocation by Mann (1973). Mann found that, whereas a satisfied employee might accept a transfer, a dissatisfied employee would surely reject the transfer if given the opportunity.

From their study on teacher transfer and job satisfaction, Reed and Paznokas (1983) concluded:

1. Regardless of experience, if a teacher responds willingly to a transfer, then the teacher's job satisfaction level will tend to be high following the transfer.

2. Regardless of experience, if a teacher responds unwillingly to a transfer, then the teacher's job satisfaction level will tend to be low following the transfer.

3. Regardless of experience or response, if a teacher is transferred, then the teacher's job satisfaction level will rise following the transfer.

4. Regardless of response, if a teacher has had prior experience in the position to which he/she is transferred, then the teacher's job satisfaction level will tend to rise following transfer.

5. Regardless of response, if a teacher has had no prior experience in a position to which he/she is transferred, then the teacher's job satisfaction levels will tend to fall following the transfer and then rise to a level close to the initial level.

6. If a teacher responds willingly and has had prior experience, then the teacher's job satisfaction level will tend to be and remain high.

7. If a teacher responds unwillingly and has had prior experience, then the teacher's job satisfaction level will be and remain low.

8. If a teacher responds willingly and has not had prior experience, then the teacher's job satisfaction level will tend to begin high, drop sharply, and then rise to a high level. (p. 30)

Teacher Transfer and the Change Process

Understanding the effects of change on schools and teachers continues to be an area of interest in the literature. Bridges (1980) put it well when saying that persons live in a "semipermanent condition of transitionality" (p. 4). Historical, societal, and personal changes are constantly experienced. Living guarantees change. Realization of the need to change and the actual modification relate less to a specific life event than to the individual's perception of that situation and his or her ability to effectively deal with transitions.

Golan (1981) and Levinson, Darrow, Klein, Levinson, and McKee (1978) presented similar definitions of transition or change

as a bridge of uncertainty connecting two periods of stability or greater sureness. Although painting a visual image of change, the analogy to a bridge does not provide information about change that can lead to greater understanding of the process.

Bridges (1980) offered a better working definition. He viewed a transition as "a natural process of disorientation and reorientation that marks the turning points of the path of growth" or as "key times in the natural process of self-renewal" (p. 5). Bridges believed that change will happen as a normal and expected part of life and will bring with it confusion, loss of sense of time or place, and questions about things such as identity, relationships, career, and family. His definition also suggested that transitions are what provide the opportunities in life for growth and expansion of the self.

Schlossberg (1981) defined a transition as an event or non-event that results in changes in relationships, routines, assumptions, and/or roles within the settings of self, work, family, and economics. Schlossberg further explained that a transition provides both an opportunity for growth and the danger of deterioration. Individuals are forced to face the ying-yang of life. The choice of whether to grow or to fall apart remains with the individual experiencing the change. The opposite of growth--stagnation--characterizes those who avoid change, and stagnation ultimately results in deterioration. Schlossberg's model for analyzing human adaptation to transition is shown in Figure 2.
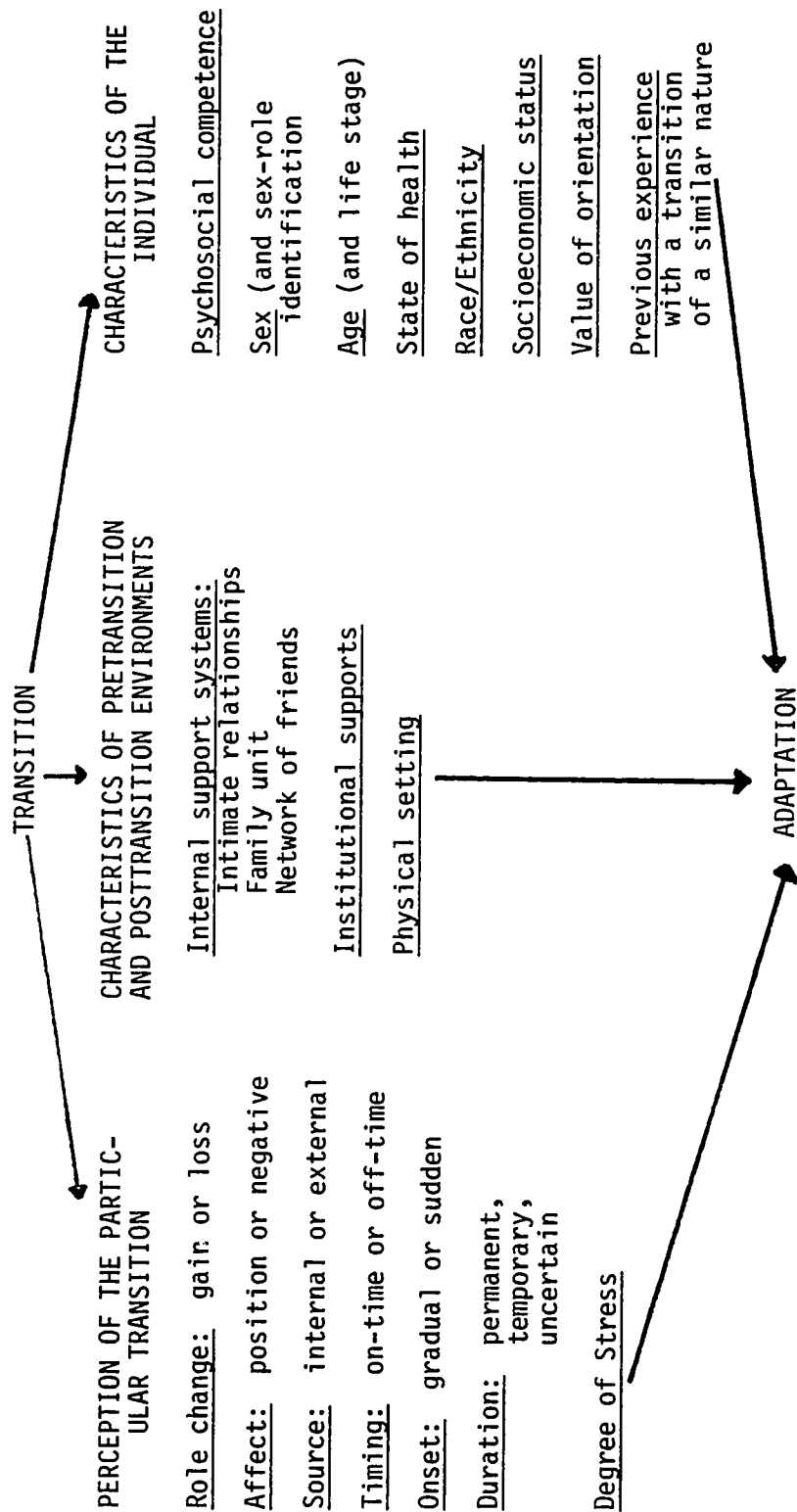
FIGURE 2

Schlossberg's Model for Analyzing Human Adaptation to Transition

TRANSITION

PERCEPTION OF THE PARTIC-ULAR TRANSITION

Role change: gain or loss

Affect: position or negative

Source: internal or external

Timing: on-time or off-time

Onset: gradual or sudden

Duration: permanent, temporary, uncertain

Degree of Stress

CHARACTERISTICS OF PRETRANSITION AND POSTTRANSITION ENVIRONMENTS

Internal support systems:
Intimate relationships
Family unit
Network of friends

Institutional supports

Physical setting

CHARACTERISTICS OF THE INDIVIDUAL

Psychosocial competence

Sex (and sex-role identification)

Age (and life stage)

State of health

Race/Ethnicity

Socioeconomic status

Value of orientation

Previous experience with a transition of a similar nature

ADAPTATION

Despite the variation in definition, Van Gennep (1960) spoke of three stages in any transition, describing them as separation, transition, and incorporation. He reported how leaders in certain African tribes, for example, separate young adolescents from their families, mutilate their faces or in some other way put them through a puberty rite that functions as a transition, and then incorporate them back into the tribe after they have had a child or in some aditional way demonstrated completion of the changes from child to adult.

Bridges (1980) elaborated on and generalized Van Gennep's findings by describing the three stages as an ending, neutral zone, and new beginning. An ending occurs when one lets go both inwardly and outwardly of the old. During an ending, an individual grieves and often experiences the death and dying stages described by Kubler-Ross (1978). The neutral zone represents a time of unsureness and questioning. A beginning starts when the individual commits to something new or different. According to Bridges, every change requires passing through all three stages. The stages, however, can occur in any order.

Cumming and Cumming (1966) have defined the three stages as psychological and physical turmoil, preoccupation with the past, and remobilization. They described the turmoil stage as one of aimless activity, feeling immobilized, and having disturbed body functions, moods and mental functioning. This parallels Bridges' neutral zone. Similarly, preoccupation with the past suggests an ending, and remobilization or activity adjustment matches Bridges'

new beginning.

A similar connection exists between the work of Gould (1978)
and that of Bridges. Gould specified four steps of development:

1. Discovering unused natural capacities and ending their
   disuse

2. Exploring safe changes and experimenting with options

3. Confronting fear and past defenses that kept one from
   acting

4. Experimenting despite the fear and gaining insights
   that lead to a new level of ego maturity

Gould's first and third changes involve endings; his second and
third stages immerse the individual in the unsureness of the neutral
zone; and his first and fourth stages start things anew.

Shontz (1965) discussed a three-step process: collapse of
an existing structure, personal disintegration, and the establishment
of a new identity. Once again, an ending, a neutral zone, and a
new beginning can be seen.

No matter what the terminology used, individuals appear to go
through the same three stages during any change. They experience
endings, neutral zones, and new beginnings. These stages occur
in any order, take time, sometimes overlap, and often blend to-
gether.

According to Hall (1975), there are seven developmental stages
of concern through which individuals in an organizational context
pass with regard to any given innovation (change). These range
from a starting level of little concern and awareness, through a
general awareness, to concern over personal effects of the innovation,

on to concerns about management and consequences of the innovation,
to concern about possibilities of collaboration in using the innova-
tion, and finally to the highest stage where the concern is focused
on an exploration of more universal benefits to be derived from the
innovation. In order for a staff development effort to be deemed
"appropriate," and therefore of utility to the individual, the
teachers' particular level of concerns needs to be identified and
acknowledged.

With this change literature as a background, Mager (1986)
sought to gain an understanding of how teachers experience and react
to changes in their professional lives (i.e., change in assigned grade
level, school building, subject/content area). A year-long
study was conducted that sought to describe and record commonly
experienced effects of making transitions and to develop patterns
that put into perspective the experiences of individuals as they
lived through a transitional school year.

In the data analysis, three themes emerged: a period of
adaptation, stress points, and sources of support. These themes
were a part of each teacher's experience, but were not equally
important for all. Together, the themes comprised part of what
it is to be a teacher in transition and, therefore, are worthy of
a brief discussion.

A period of adaptation. In the study (Mager, 1986) documented
the existence of a period of adaptation during which a teacher prepares
for and establishes a functional work setting. The tasks of adapting

may begin as early as the time when a teacher is informed of an impending change. Most of the teachers reported spending time the summer before the change thinking about, preparing for, or getting used to the change.

Adaptations seemed to continue through and well past the transitional school year, with the summer after the year of change being included in the period of adaptation.

Some teachers said that completing an entire year in the new assignment was necessary to become comfortable.

> It was apparent that experienced teachers quickly mastered some tasks of a new assignment such as understanding school routines, developing congeniality with peers and planning for instruction of daily classes. Other tasks such as managing the curriculum, estimating appropriate student progress, reorienting expectations of students, and modifying teaching practices and styles seemed to take them longer to accomplish. (Mager, 1986, p. 350)

Stress points. Stress is associated with many kinds of work, including teaching. A common belief is that changes in kind of work and work responsibilities contribute to stress. The Mager (1986) study identified three major stress points:

1. A stress point experienced early in making a transition came with the events of reassignment. How the change was initiated, how it was made public, the public and private rationales behind the change, the timing of those events, and the reactions of colleagues and administrators to these events were crucial and constituted an area of stress.

2. A second stress point involved the ability of teachers to control and direct the events that affected them. Because nearly all teachers in the study reported that the changes they were making were voluntary, they were able to exercise some control and direct events.

> Experiencing growth in teaching may be related to a
> sense of control over goals and activities. Having
> the opportunity to control career and related personal
> plans may enhance a teacher's sense of professional
> well-being. Not having the chance may be stressful.
> (Mager, 1986, p. 351).

3. The third stress point derived from the need to be successful and work. For these teachers, success could come in three forms. These forms were student achievement, managing the various tasks of teaching, or a more generalized sense of accomplishment. When a change enabled teachers to address satisfactorily all aspects of teaching, their sense of success was deep and personal, thus a major reliever of stress.

Krupp (1984) developed a plan for use by individuals in transition. The following outline simplifies Krupp's transition plan:

I. Accurately perceive the situation

    A. Become aware of transitions one can anticipate
    B. Become aware of stages within a transition
    C. Become aware of feelings and physical symptoms
       when in transition

II. Respond to the situation/change/transition

    A. Use language and label what is happening
    B. Decide whether to ignore or confront the change
    C. Use well-developed decision-making skills to plan
    D. Implement an action plan with tentativeness while
       controlling other stressors
    E. Modify the action plan

III. Reassess perceptions of the situation

    A. Ask: "Am I still in transition about this
            issue?" If "no," stop.
    B. Decide whether a major modification of the action
            plan is wanted or needed. If "yes" then start
            again by accurately perceiving the situation and
            repeating the plan.

Krupp (1984) suggested that the action plan provides a frame-work for solving a predicament. When this plan is used by the same person in a number of different transitional situations, the individual gains self-awareness and confidence in his or her ability to handle change.

Krupp (1984) also stated that change is easier if:

1. One is challenged by a moderately difficult task.

2. One can control one's own fate with the change.

3. The change will have an influence or impact on some outcome.

4. The change will foster understanding.

5. The change will clarify roles.

6. Change is an opportunity to pursue deeply-held beliefs and values.

7. Change brings status.

8. Change brings chance for more affiliative relationships.

9. Change relieves boredom and routine. (p. 31)

Managing change is clearly a part of being a teacher. Furthermore, today's teachers, many of whom will still be teaching in 1990, will undoubtedly have to face more of such changes successfully. But the mangeability of changes offered to or imposed on teachers

cannot be taken for granted and must be given serious consideration by administrators.

With this literature review as a research base, the following summary conclusions and administrative practice recommendations can be made:

1. When possible, teachers should be allowed to initiate transfer requests.

2. Before making decisions on transfers initiated by teachers, administrators should examine the motives for the transfer requests. If the motives are judged to be inconsistent with organizational purposes, administrators may want to deny the request.

3. When it becomes necessary for a district to initiate transfers, an administrator should examine the teacher's response to the request (i.e., a willingness or unwillingness to transfer).

4. Transfers have usually resulted in professional growth for those individuals involved.

5. The timing of a change in classroom assignments with respect to the academic calendar is important and must be considered in the change/transfer process.

Finally, the research in this area is not comprehensive, leaving many questions still to be answered. However, managing change is clearly a part of being a teacher and thus an important competency of an effective administrator operating in a complex, demanding society.

Change provides both an opportunity and a risk. Each individual

can grasp change as a chance to grow and develop or can perceive change as a danger to his or her present state. The first approach views life as a series of challenges or walls to scale. The second approach finds people building walls to maintain the status quo. Because life goes on, the walls that persons build will inevitably crumble. Teachers and administrators will find themselves face to face with change regardless of whether they want it or not. Those who recognize the futility of building walls can "strive" and "not yield," as Alfred Lord Tennyson wrote in Ulysses:

Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven; that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to present the methods used in conducting the study. An explanation of the naturalistic approach and the procedures for data collection and analysis and group selection are also included in this chapter.

Study Design

As demonstrated in the review of literature, the area of teacher transfer has been virtually unexplored. Due to the absence of any substantive knowledge regarding teacher transfer and consistent with the purpose of the present study to develop propositions and theoretical statements, the decision was made to use an inductive approach which, according to Glaser and Strauss (1967), would be an appropriate research strategy.

The design of this study was the systematic approach operating under the naturalistic, phenomenological paradigm. This method, as elaborated by Smith (1987), uses a systematic and fully described method of data collection and analysis which is supported by triangulation. The philosophical tone of this approach was summarized by Kirk and Miller (1986): "There is a world of reality out there. The way we perceive it is largely up to us, but the world does not tolerate all understandings of it equally" (p. 11). Therefore, the research is carefully structured and reported. The entire

research process stresses checking for internal coherence and consistency plus external verification. According to LeCompte and Goetz (1982), "validity necessitates demonstration that the propositions generated, refined, or tested match the causal conditions which obtain in real life" (p. 43). Although many elements of this approach parallel other naturalistic designs, the analysis and report of the systmatic qualitative research will be the distinguishing factor.

The research design blends the stages of concept measurement and hypothesis construction and verification of the hypothesis into a single stage. The only variables and hypotheses that are utilized are those that emerge from the data. Thus, only those hypotheses that are verified are recognized, and verification as a separate step is unnecessary (Bailey, 1978).

Foster (1986) summarized the essential features of good methodology:

1. The groups should be selected for study because the subjects are an archetype of the particular event of interest. Random selection should be avoided.

2. The researcher should defer any hypothesis about the subjects until the data gathering is completed. Therefore, the researcher should include unfamiliar settings and subjects.

3. The researcher should gather both quantitative and qualitative data on the subjects.

4. As far as possible, data should be gathered in the field; that is, in the subjects' usual contexts of activity.

5. Data should be triangulated, meaning that the researcher should use different data gathering devices on the same data point in an attempt to increase the validity of the findings.

6. As the study progresses, the researcher must be sensitive to the need to make ongoing methodological choices relative to the data gathering process.

7. The report of findings should seek to convey a holistic presentation of the subjects. This holistic portrayal must give attention to both the individuals' unique phenomenology and the large social context in which these subjective meanings for experience are acted out. A literary style of writing is often the preferred form of communicating such meanings and contexts and the subsequent holistic view of the subjects. (p. 35)

To achieve the goal of proposition development and theory generation, a single field method was selected. The method was in-depth interviewing. The interviews were designed to be open-ended, but semi-structured by a set of questions used with each subject.

To increase the power and generalizability of the study, a multisite, multicase design was used. Miles and Huberman (1984) pointed out that "qualitative researchers are using multisite, multicase designs, often with multiple methods. The aim is to increase generalizability, reassuring oneself that the events and processes in one well-described setting are not wholly idiosyncratic" (p. 151).

Subject Selection and Sample Criteria

For this investigation, 24 teachers involved with the transfer process within the Lincoln Public School District were selected. Fifteen elementary teachers and nine secondary teachers were initially identified from a roster provided by the personnel office.

The following criteria were established for selecting the group of teachers in the sample. First, they must have completed the first year of working in their new positions. Secondly, the teachers must have transferred from one school to another in the same district. These teachers must not have been reassigned within the same school or be in the process of being reassigned. Third, the transfer situation must have been voluntary. Fourth, the teachers must have been transferred from and to a variety of grade levels. Fifth, the teachers had to be willing to participate in the study. And, sixth, the teachers must have been employed in the same school district.

Permission to conduct the study within the Lincoln Public School District was granted September 27, 1989. Permission verification can be found in Appendix A.

The Lincoln Public School District is in the midwestern part of the United States and was chosen because of its size, incidence of transfers, and proximity to the researcher. The district has four senior high schools, grades ten through twelve; eight junior high schools, grades seven through nine; and 35 elementary schools, grades kindergarten through six. A historical overview of transfers from 1987 through 1989 is shown in Table 1. At the time the data were collected, 1,732 teachers were employed in the district.

TABLE 1

Transfers in the Lincoln Public School
District for 1987-1989

	Elementary		Secondary		Total	
	1987-88	1988-89	1987-88	1988-89	1987-88	1988-89
Voluntary Transfers						
Requested (form submitted)	88	86	61	65	149	151
Facilitated	56	30	12	10	68	40
Percentage facilitated	64%	35%*	20%	15%*	46%	26%

	1987-88	1988-89
Involuntary Transfers (Surplus Staff)		
Elementary	5	0
Secondary	4	0
Facilitated	9	0
Percentage facilitated	100%	0%

*Of the 65 secondary staff submitting formal transfer requests, 49 or 75% did not request interviews for any of the posted vacancies. As a result, 63% of those who actively pursued a transfer were reassigned.

Of the 86 elementary staff submitting formal transfer requests, 51 or 59% did not request interviews for any of the posted vacancies. As a result, 86% of those who actively pursued a transfer were re-assigned.

Between April 19, 1988 and July 28, 1988, nine vacancy bulletins were circulated showing elementary and secondary openings. In response to these listings, a total of 612 calls were received from staff members requesting interviews.

Data Collection and Analysis

Field Data Collection

After gaining permission to conduct the study in the district and obtaining names of teachers who had transferred in the district from the district personnel office, each viable informant was contacted by telephone. Information regarding the current position of each teacher and information concerning the transfer situation were gained through this initial telephone conversation. If the candidate met the established criteria and agreed to participate in the study, interviews were scheduled. Of the 25 teachers contacted, 24 teachers agreed to be part of the study. Each informant's previous assignment and his or her assignment after the transfer are shown in Table 2.

Following the initial contact, the systematic collection of interview data was initiated. Twenty-four interviews were conducted, each lasting from fifteen minutes to over an hour. All interviews but one were tape recorded and later transcribed, producing 257 pages of field notes and representing approximately 18 hours of interviews.

A semi-structured interview protocol was used, with theoretical and methodological notes included for each interview. As the inductive process demanded, interview questions were revised, deleted, and expanded accordingly. Demographic information on sex, age group, grade level before transfer, newly assigned grade level, prior grade levels taught, and years of prior experience was obtained on each informant. The interview protocol can be found in Appendix B.

TABLE 2

Assignment of the Study Informants Before and
After Transfer

Informant	Before Transfer	After Transfer
Ms. A	Special Education	Third Grade
Ms. B	Junior High Counselor	Senior High Counselor
Ms. C	Special Education	Fifth Grade
Ms. D	Special Education	Special Education
Mr. E	Half-time Physical Ed.	Full-time Physical Ed.
Mr. F	Federal Programs	Social Studies
Mr. G	Social Studies	Social Studies
Mr. H	Second Grade	First Grade
Ms. I	First Grade	Head Start Coordinator
Ms. J	Special Education	Kindergarten
Ms. K	Early Childhood Special Education	Early Childhood Special Education
Ms. L	Fifth Grade	Third Grade
Ms. M	Early Childhood Special Education	Early Childhood Special Education
Mr. N	Sixth Grade	Computer Specialist
Ms. O	Communications	Third Grade
Ms. P	Third Grade	Fifth Grade
Ms. Q	Federal Programs	Third Grade
Ms. R	Eighth Grade	Media Specialist
Ms. S	Junior High	Sixth Grade
Ms. T	Junior High	Home Economics
Ms. U	Senior High	Special Ed. Consultant
Ms. V	Preschool	High School Resource

Data Analysis

In order to investigate and understand the totality of the transfer experience, the field data were analyzed from several different perspectives. First, the data were coded and themes identified as they emerged. These themes were synonymous with the major dimensions of the study that became the primary and delineating focus in the final data analysis. The data also were examined for propositions that, when integrated, provided a theoretical perspective to the original investigative area.

Using cross-site analysis, matrices were developed to show (1) the relationship between major categories and the school level and (2) the relationship of categories to individual case studies. The analysis reflected an indepth look at perceptions relating to the transfer process. Based on the frequency of responses, the gender factor was rated at a high, moderate, or low level. Key phrases from each major dimension/category were recognized and recorded in order to extrapolate additional data-based knowledge. In addition, a comparative study was completed between the collected data and the theoretical perspective reflected in the literature.

Because qualitative research is based on the assumption that reality is not a single, fixed, objective phenomenon waiting to be discovered, observed, and measured, the conceptualizations of validity and reliability must also be redefined (Merriam, 1988).

In this study, internal validity was achieved through triangulating across data sources. In addition, member checks

(taking data and interpretations back to the persons from whom they were derived and asking if the results are plausible) were incorporated into the process (Merriam, 1988). Threats to the validity of this research were addressed by complete and comprehensive disclosure of all descriptions and analysis logic.

In explaining the link between reliability and validity, Guba and Lincoln (1981) stated; "Since it is impossible to have internal validity without reliability, a demonstration of internal validity amounts to a simultaneous demonstration of reliability" (p. 120). Therefore, the use of multiple methods of data collection and analysis will strengthen the reliability as well as the internal validity.

External validity, or generalizability, was reinforced by using a cross-site analysis, predetermined questions, specific procedures for coding, and routinized, legible public field notes.

Quantitative Data

Although the emphasis in using quantitative data is on verification, such data also have possibilities for generating theory and, in this study, served as part of the triangulation across data sources. When the purpose is to generate theory, statistical tests of significance are not necessary, as the search is for relationships which are theoretically relevant (Glaser & Strauss, 1967).

Quantitative data for this study included the results of a two-part survey. In the first section, informants were asked to respond to 24 items comparing their prior position to the current

assignment. The stress factors involved in the transfer were eval-
uated in the second part. The survey was given to each person im-
mediately following the interview. An interschool mailing envelope
was provided for ease of return. Twenty-two of the 24 informants
returned the survey for a return rate of 91 percent. The survey
instruments are included in Appendix C.

The results of the study included an expanded conceptual frame-
work, a composite picture, of the transfer phenomenon. The under-
standing of multiple realities in a contextual, holistic format led
to the development of a preliminary model that will provide adminis-
traters with useful insights, descriptions, and process options when
designing and establishing future transfer programs.

CHAPTER IV

PRESENTATION AND RESULTS OF FIELD-BASED DATA

The purpose of this study was to understand how teachers
experience and react to changes in their professional lives when
confronted with a transfer. The results of the investigation are
reported in this chapter. The chapter contains the following
sections: (1) demographic data, (2) analysis of the interview
data, (3) discussion of major dimensions, (4) analysis of
summary profiles, and (5) evaluation and comparison of the survey
instrument.

Demographic Data

The 24 informants in this study were all employees of the
Lincoln Public Schools in Lincoln, Nebraska; nine teachers, or
37.5 percent, were teaching at the secondary level, and 15, or 62.5
percent, were teaching at the elementary level. Five of the 24
informants were male, and five informants were involved in special
education programs. The average age was 33 years, with the largest
number of respondents in the 40-49 age category. The age range
of the respondents is shown in Table 3.

The total years of experience in teaching ranged from three
to 26 years. The average number of years worked by the respondents
was 12.1 years. The total years in teaching represented by the
study informants are shown in Table 4.

TABLE 3

Age of Informants
(N=24)

Classification	Frequency	Percentage
20-29	5	20.8
30-39	8	33.3
40-49	10	41.7
50-59	-	-
59+	1	4.2

TABLE 4

Years in Teaching
(N=24)

Years	Frequency	Percentage
3	2	8.3
5	1	4.2
6	1	4.2
7	4	16.7
8	1	4.2
9	2	8.3
11	1	4.2
14	3	12.4
15	3	12.4
16	2	8.3
18	1	4.2
20	1	4.2
25	1	4.2
26	1	4.2

Analysis of Interview Data

In-depth interviews were conducted over a period of six months. Each interview lasted from 15 to 90 minutes, with the average being 37.9 minutes. The interviews were transcribed and coded to begin the development of categories. Each set of data was initially coded independently of other sets of data. The developed codes were then compared between sets of data and used to identify emerging categories.

The analysis of qualitative data is a process of making sense and finding and making a structure in the data in order to construct meaning for relevant audiences. In in-depth interviewing, the concern is to understand the world of the research participants as they construct it. Psathas (1973) argued that the key issue for social research is "whether the results of an inquiry fit, make sense and are true to the understanding of ordinary actors in the everyday world" (p. 12). This process of deciding "what is," and what is relevant and significant in "what is," involves selective interpretation and conceptualization. Bulmer (1982) pointed out: "There is a constant interplay between the observation of realities and the formation of concepts, between research and theorizing, between perception and explanation" (p. 38).

After verbatim transcription, the analysis of the 24 in-depth interviews began with a coding and categorization process. In describing this process, Miles and Huberman (1984) summarized:

Furthermore, the narrative text of field notes is very
difficult to use during analysis. It is spread over many
pages, laid out in sequence rather than by topic, and
usually has little inherent structure. It becomes dif-
ficult to retrieve the words that are most meaningful,
to assemble chunks of words that go together, and to
reduce the bulk into readily analyzable units. How then
to contend with this? A common solution is that of
coding field notes, observations, and archival materials.
A code is an abbreviation or symbol applied to a segment
of words--most often a sentence or paragraph of trans-
cribed field notes--in order to classify the words. Codes
are categories. They usually derive from research ques-
tions, hypotheses, key concepts, or important themes.
They are retrieval and organizing devices that allow
the analyst to spot quickly, pull out, then cluster all
the segments relating to the particular question,
hypothesis, concept, or theme. Clustering sets the
stage for analysis. (p. 56)

In this study, the inductive process and the complexity of

the interviews ultimately required three levels of categories and

codes. As the data were collected, sorted, and checked, themes

became apparent, and ten major dimensions were identified in the

final stage. In addition, each data clustering was given a

thematic topical name to better summarize the essence of the

category. The stages involved in the development of categories and

codes are shown in Table 5-7.

Discussion of Major Dimensions

Discussion of the ten major dimensions consists of an

introductory, summary paragraph for each dimension followed by a

section of key phrases. The key phrases are an important part

in understanding the phenomena under study; Miles and Huberman

(1984) explained: "Although words may be more unwieldly than

TABLE 5

First Stage Categories and Codes

Code	Category
001	Mechanics of the transfer process
002	Perceptions associated with the transfer process
003	First-year transfer experiences
004	Perceptions/attitudes associated with the first year
005	Critical first-year actions
006	District recommendations

TABLE 6

Second Stage Categories and Codes

Code	Category
001	Factors influencing the decision to transfer
002	Mechanics of the transfer process
003	Perceptions associated with the transfer process
004	First-year transfer experiences
005	Perceptions/attitudes associated with the first year
006	Critical first-year actions
0071	Building recommendations
0072	District recommendations

TABLE 7

Third Stage Categories and Codes

Code	Category
001	Factors influencing the decision to transfer
002	Mechanics of the transfer process
0031	Positive perceptions associated with the transfer process
0032	Negative perceptions associated with the transfer process
004	First-year transfer experiences
005	Perceptions/attitudes associated with the first year
006	Critical first-year actions
0071	Building recommendations
0072	District recommendations
008	Generalizations on transfer
009	Strengths of the transfer policy
010	Weaknesses of the transfer policy

numbers, they also enable 'thick description.' That is, they render more meaning than numbers alone, and should be hung onto throughout data analysis" (p. 54).

Dimension 001: Factors Influencing the Decision to Transfer

The reasons to transfer were varied and complex, with no interviewee expressing exactly the same factors. Although social meaning is constructed by individuals, the many different reasons given are important to the study because the reason might directly affect the self-esteem of the transferred teachers and consequently the success of the transfers.

The overwhelming reason given for the transfers by the involved teachers was the opportunity a transfer provided for professional growth. As one informant stated, "I just felt it was time for new challenges; to do something new and different." A reading of the key phrases reflects the diversity of answers; the reasons given by the informants for transferring are summarized in Table 8.

Dimension 001: Key Phrases

"I'd felt I had gained all I wanted to gain where I was in junior high. I liked where I was, but I wanted a new experience." (2)

". . . but the factors were that I was no longer feeling as successful as I had in years past . . . ." (3) ". . . it was mainly to transfer out of the building and to meet new people and be in new situations and circumstances." (3)

TABLE 8

Summary Matrix: Reasons for Transferring

Reason	Informant
Teacher requested a change	(3) (9) (10) (14) (17) (20) (23)
Declining enrollment	(18)
Teacher requested different subject/grade	(2) (4) (5) (7) (11) (19) (22) (24)
Teacher requested a move from special education to regular classroom	(1) (12)
Teacher-principal differences	(8) (16)
Teacher gained additional hours	(6)
Closer to home	(15) (21)
Entire unit was moved to facilitate building space	(13)

"Quite frankly, after having the opportunity to work at the central office level, I did not want to return to the classroom. So, my focus was to get an entry level position in administration." (4)

"This was because there was not a resource position open in the school where I was. The job slot was actually more important to me than the building." (5)

"The main reason I transferred is because it meant more hours." (6)

"I wished to transfer into a social studies classroom. I feel like I was at a school that I had been for nearly eight years and wasn't shown any loyalty. I felt that if that was the way they felt about me that I needed to leave." (7)

"I didn't like the principal switching social studies levels every two years." (8)

"One of the first factors was a burning out of my other job." (9)

"I thought I could use this as kind of a chance to check out the administrative side of it." (11)

"The main factor was that the district did away with the computerized IEP's and went to hand-written IEP's . . . . I just had real strong feelings about how special education was not equitable." (12)

"The major factor that influenced my decision to transfer was the principal that had been at _____ Elementary transferred to a different school." (16)

"Biggest factor was that I had been in one place for a long time and I was starting not to be excited about what I was doing and knew I needed a change." (20)

"I was looking to move to a junior high closer to where we lived." (21)

Dimension 002: Mechanics of the Transfer Process

The transfer process began with a statement of intent, followed by an expression of interest in a published opening. Interviews of varying intensity followed as a third step. The central office seemed to play a significant role in this part of the transfer by controlling the initial screening and identifying candidates for the interviews. The only marked differences in the process were experiences of special education personnel. These people often did not have to interview. They simply requested a transfer, and the move was facilitated by the special education coordinator. The other informants followed a standardized process.

Dimension 002: Key Phrases

"Once the file was updated and seemed like it was ready to go, then it was just a matter of contacting personnel and getting your name on a list and they started asking you which school you'd be interested in and you were called back and forth and basically they would start telling you what interviews there were and would you like to go--yes or no." (9)

"The way I understood the process was that you would let the
mothership, PSAB, know that you were interested in transferring,
interested in moving, and they would then inform you of openings,
positions that were available." (10)

"I needed to go to personnel and I needed to tell them I
was choosing not to go back to the school I had been at. It was kind
of ludicrous really; I was right in the same building, and they knew
what I wanted, and I knew what I wanted, and yet I had to watch every
bulletin that came out and put my name in." (14)

"It wasn't a very formal process. We have a coordinator,
supervisor for our preschool program, and I just mentioned it to her
and I just switched over there. I did have to go and talk to the
principal at _____ just to make sure that it was ok with him.
It was just more of a discussion with my supervisor than anything."
(15)

"Just basically filling out the paperwork by the first of
April and then just waiting to hear from personnel really." (19)

"I suppose as a courtesy I first went and talked to my princi-
pal. I don't know that I have to, but I sat down and chatted with
him. Then I filled the form out and sent it to personnel and began
to watch the vacancy bulletins." (20)

"I put together a resume, an active resume, and I believe
filled out a form of some sort, change of status, and took that to
PSAB, and then they just started sending me a list that listed all
the openings and when I saw one I was interested in I called down and

told them to have the principal consider me for that position. I
think there were two positions that I was considered for and this
is the second one, and then I came here and interviewed with the
principal." (21)

"I informed my supervisor, I informed the building, the
different levels at the building, the different people that I was
looking for a transfer. I think there are some papers that you have
to have in to PSAB. Well, I also called down there. Three months
later I went down to the office and made an appointment to see
Mr. _____, and I wanted to know if my papers had been re-
ceived. Then, because nothing happened I went to LEA and LEA made
some phone calls and the action began, frankly that's when it
began." (23)

"I interviewed at three schools. At one school I interviewed
with the team of teachers and the principal. At another school I
interviewed with the principal only." (1)

"I interviewed specifically for an area of counseling working
with special education students, and I got the position." (2)

"I filled out a form stating that I wanted to transfer.
I was also asked to write a resume so they would know what my
experience and preparation was . . . . I was interviewed for three
of the five positions I had expressed an interest . . . ." (3)

"In Lincoln, they post positions. Then, you determine what you
have in your background and what you have the ability to do. Then
you try to 'sell' yourself on paper, creating an initial interest.

. . . at which point you go in for interviews for these various positions. Then, you study up for what you feel may be part of the interview questions." (4)

"I began by visiting with the building principal of the school where I was teaching. We discussed some options there. . . . Then, I contacted the personnel office and spoke to the people there. I was sent on interviews at different schools throughout the city that had job openings. . . . Actually, we are probably talking about six to eight weeks from the time that I started at the first building level, went through personnel, had some interviews, and then ended up with a certain position." (5)

"First of all, I had to get the interview and I called down to _____ Public Schools and they told me I was too late to get an interview, and I hadn't even seen a listing open for _____ school. My principal did a little 'pulling' for me and got the interview at _____ school. . . . that was basically all there was to it. I just reported here the following year." (6)

"The first step was to fill out an official request for a voluntary transfer that goes to PSAB. Once that is completed, the personnel office will send you monthly updates beginning in April. Once you see an opening that you are interested in, you call PSAB and tell them the position that you are interested in. They contact the building. The building will then get a reference from PSAB. I think PSAB first screens the applicants and sends the applicants that they feel are qualified. PSAB called me about openings and then

it was on to the schools for an interview. PSAB notifies you if you get the job." (7)

Dimension 003: Perceptions Associated with the Transfer Process

In order to assess whether the perceptions associated with the transfer process were positive, negative, or neutral, the data were analyzed for descriptive words and phrases which the informants used in the interviews to describe their feelings about the mechanics of transferring. Phrases like, "I had a positive experience" or "from my end it was a very positive and a very easy process to go through" were placed in the positive group. "I was kind of angry, I felt like I was just a number" received a negative rating. Frustrated, stressful, mad, and discouraged were additional descriptors that indicated a negative placement. If no strong feelings were expressed by the informant, the perception received a neutral rating. In the coding system, a positive response was marked with 0031, negative 0032, and neutral 003.

Overall, the 24 case studies in this research reflected a feeling of frustration, discouragement and general stress. The analysis of perceptions is shown in Table 9, in which the negative outcomes expressed concerning the process of transferring are supported. Although there was discontent with this step, very few alternative options and suggestions were forthcoming.

TABLE 9

Summary Matrix: Perceptions Associated with the
Transfer Process (003)

Site	Grade Level	Positive		Neutral		Negative	
1	E	X	(1)	X	(1)	XXXX	(4)
2	S		(0)	XX	(2)		(0)
3	E	XX	(2)	XX	(2)	XXX	(3)
4	S	X	(1)	XXXX	(4)	XX	(2)
5	E	XXX	(3)	XX	(2)	XX	(2)
6	E	XXX	(3)		(0)	XX	(2)
7	S	X	(1)	XX	(2)	XX	(2)
8	S	XX	(2)		(0)		(0)
9	E	XXXX	(4)		(0)	XX	(2)
10	E	XXX	(3)		(0)	XX	(2)
11	E		(0)		(0)	X	(1)
12	E		(0)		(0)	XXXX	(4)
13	E		(0)	X	(1)		(0)
14	E	X	(1)		(0)	XXXX	(4)
15	E		(0)	XX	(2)		(0)
16	E	XX	(2)		(0)		(0)
17	E	X	(1)		(0)		(0)
18	E	XX	(2)		(0)	XX	(2)
19	E		(0)		(0)	XXXXX	(5)
20	S	XX	(2)		(0)	XXX	(3)
21	S	X	(1)		(0)		(0)
22	S	X	(1)	X	(1)	XX	(2)
23	S		(0)	X	(1)	XXX	(3)
24	S		(0)	XX	(2)	XX	(2)

Dimensions 0031 and 0032: Key Phrases

"I was kind of angry, I felt like I was just a number. I wrote in when I'd apply for different positions and never heard. In other words, a position would come up on the board, and I would write and I never heard from anybody. And that was very frustrating and aggravating." (10)

"Well . . . a year ago I went through some interviews and didn't hear back for a real long time. And it was like that part bothered me because it was like you didn't know whether you had a good chance or you just didn't have any chance at all." (11)

"I think it would be more positive if everybody, if the principals would follow the policy." (12)

"No, there wasn't any process. I don't have any strong feelings about the process because there wasn't much of a process." (13)

"There was a lot of frustration with the procedure, and I felt that things took much longer than they needed to take. The time between when you submit your name, and wait, and wait, and wait, and wait, and then you go for the interview, and then, wait, and wait, and wait, there is virtually no feedback." (14)

"I thought it was pretty fair and pretty smooth." (16)

"I felt the process was fine. I wished it could have been more taken care of at the end of the year. That would have helped me a great deal." (18)

"I felt really negative, because I didn't feel that they thought that it was an important thing to do or that it was meaningful." (23)

"It took me five years to facilitate a transfer. I put in for a transfer the first year I was there. I was really frustrated. I didn't know if it was my interviewing skills, or what exactly it was but I think maybe because full-time people were first and then reduction-in-force, and then whatever. I think that was probably the key, but I'm not certain." (24)

"I feel the process is rather stressful. First of all, you don't know if you will be chosen to be interviewed and, secondly, going to the interview itself is stressful . . . and meanwhile, you need to have a certain amount of confidentiality within your own team and within your own building. That part is stressful." (1)

". . . we allow only a few people in administration to make such big decisions on their own. This allows them to direct the whole process on their own. I would like to see the teachers be able to go directly to the principal. This would be a more positive thing for everyone. I don't approve of the screening and how it takes place that way." (3)

"Sometimes it's discouraging because you know you don't have a chance in hell--because of who the finalists are and who they are friends with. There still is the perception that people have to 'pay their dues,' in one form or another. That you have to go through some positions to get other positions. I don't know if I could give you a better way to do it, or if I could come up with one." (4)

"I don't know if I was running out of patience, or what, but I wanted to know where I was going. I felt compelled to initiate a

lot of contacts with both personnel and the interviewers." (5)

"Although the job positions were all very similar, the interviews were really different. Some were very formal and asked me in-depth questions. Others were more casual, just getting to know me. I came away feeling good from some. And, I felt horrible from others." (6)

"Some of the frustration that I felt was the fact that I felt my job was in jeopardy when I didn't know what was going on. It made me very tense. One positive factor is that I ended up getting the job I wanted. I like the fact that you can move from building to building in Lincoln, if you so desire." (7)

"I have mixed feelings because I guess I thought it would be a little easier in the fact that anytime you want to transfer it seems like you should have a better chance than what I think I really had." (8)

"I guess in a positive way it is a method of PSAB screening applicants. . . . I think that this screening is necessary and is a positive thing. Overall, I think the process is okay." (9)

Dimension 004: First-Year Transfer Experiences

The experiences of the teachers during the first year received the least amount of attention by informants, and comments were most often interwoven with perceptions and attitudes associated with the first year following the transfer. Informants experienced difficulty articulating specific incidents and events. They were more likely to answer with a feeling or attitudinal type response. Only one

informant, who was very upset over the entire experience, re-lived the first year and shared many, many events. This interview lasted 91 minutes and had three pages coded for this category, or a total of twelve major paragraphs devoted to this topic.

Dimension 004: Key Phrases

"In this case I was looking for self-contained and I also think I learned that maybe I'm better suited in a lower to middle income school." (11)

"Well, in the first place they moved everything from that school to this school and stacked everything in the hall. And we had to sort through, and because three rooms moved we had to sort everything out before school ever started." (13)

"I got into this new situation where I have eight teachers on the team, 175 students, one para, a resource teacher who is not part of the team, but really it's like double what I've done before." (14)

"When I had my classroom I had my own set of kids that I directed. And so, I have to be honest with you it was much easier because I took care of me and my 125 little darlings and that was it. Now I take care of 912 darlings and 85 staff and am involved in planning things and I have to anticipate other adult needs as well as kid needs." (20)

"I started with five full classes and I had about 156 kids first semester. I have about the same second semseter. I was so overloaded with students that I just didn't have that time to get organized. They had us in special meetings all week, so I had to go

to special meetings every day that week before school started for orientation to the building." (22)

"I had to do a lot of research and a lot of putting together material and information for the curriculum. I spent a lot of hours at school." (1)

"I went from a building of 650 students to one with 1900 students. So there was almost a tripled population. It has, as a result, been difficult to get to know people." (2)

"I knew that when I received 29 in my room and they received a few less, I knew it was just a fluke. They had gone out of their way to equalize the load, and one or two students did not come as they had planned." (3)

"I was told to come in here and get the feel of the situation and not to worry about doing a whole lot. I was supposed to get out, meet people, and be visible. This was what was asked of me initially. . . . I also involved myself in absolutely everything I could." (4)

"Coming into a school that is pretty large in size (just building wise) as well as number of students, it takes a good part of the year to find all of the nooks and crannies where materials and supplies and things are hidden." (5)

"Again, it is getting to know a whole new group of people. In my case, because I work in a specialty area, I had to learn the general tone of the building, in reference to resource or special ed as a whole." (6)

Dimension 005: Perceptions/Attitudes Associated
with the First Year

Just as the process component projected a negative attitude,
the perceptions and attitudes associated with the first year were
positive. "I think it is good to transfer," became the predominant
theme. Although transferring was a growing experience, a period of
adjustment and the need to reestablish validity were indicated by
several informants. "I think it is always hard the first year at
anything . . . some days are frustrating, but I don't regret my
choice in this job."

This dimension triggered the most dialogue. Informants talked
very freely and openly about their experiences and feelings during
the first year. The majority of the teachers felt positive about the
transfer, with only two teachers expressing sincere regrets over
their decision to move to a different building. In many ways,
these teachers expressed concerns that very closely resembled Fuller
and Brown's (1975) first stage in the process of becoming a teacher--
the survival stage.

Dimension 005: Key Phrases

"I was excited about the transfer so on my part I was wanting
to do the best that I could. It was something totally different
from what I came from before." (9)

"Wonderful! I was ready for it. I love challenges and I love
things being different and I love having to come up with things. It
was wonderful." (10)

"This year has been wonderful. I've felt accepted always, I mean from parents and staff. I've gotten positive strokes from everybody and so I felt really good." (11)

"I backed myself into a corner by coming over here and agreeing to try it their way. . . . I was very, very unhappy all year. I basically came over here and lost all decision-making ability. I didn't like it." (12)

"After we got settled in, the school accepted us beautifully. The children in the school accepted us beautifully. It was a nice transition, it was a good move." (13)

"It's not been a negative experience, but I've had to work very hard, very hard. I've worked harder this year than I've ever had to. I also have a lot of the kids that nobody else wants, I mean it's a typical new teacher kind of situation. And many ways you do, you feel like a new teacher." (14)

"One of the hardest things to do when I transferred was not to be able to work with the people that had meant so much for me because I was with them for three years. I hated to leave them. You are concerned about developing new positive relationships without alienating the people at the new location." (16)

"My greatest satisfaction was having the ability to blend in with a new staff and feel accepted professionally and perhaps well-respected the first year. My biggest dissatisfaction was having less clout. Your first year you really can't take a heavy stand on too many issues, that is a very dangerous thing to do." (17)

"It's been positive as far as the team that I'm on. They have been very helpful. It helped too that I'd been in the district long enough and I've made changes before . . . so it has really been a very easy transition. There have really been no problems." (19)

"It is just like being a first-year teacher. It is, it is all new people to work with and you have left great friends and you are lonely and you have new job expectations and new people to work with and a different kind of kid and different types of parental groups and pressures. I guess I'll be honest, I guess I was afraid." (20)

"I felt really very accepted very quickly. The teachers down there are just unbelievably very nice." (22)

"I guess it was a combination of feeling really good because people were really concerned, interested, and feeling really nervous because I was at a different level and I had to learn everything with the material." (23)

"Oh, I had a good experience. The staff was real supportive. I had gone to high school here so it was pretty easy." (24)

"But now I believe changing again would be less traumatic. Another trauma of being in a new building is learning the organization of the building: how things work; who to ask for what; who is going to give you help; who is not going to give you help; such things as that." (1)

"You must be realistic and upfront with yourself, so you can accept these changes when they do occur." (1)

"Also, I find interesting how different schools socially inter-act--the feeling of the school itself. Maybe that's determined by

the principal, I'm not really sure. Sometimes it can be a warm,

caring place, or it can be more aloof. I think you get a feel for

that very soon, though! It is interesting to see how different build-

ings operate so differently, in many ways." (1)

"I think it's good to transfer . . . it would give them a

new outlook . . . . I feel the transfer process can be a very

growing experience. It certainly broadened my horizons." (1)

"I think the hardest thing for me was giving up some of the

power I had established at the previous school where I'd been for

seven years . . . to bite my tongue and be happy to just watch . . .

they were even condescending at times. I found that frustrating, for

I know just as much about the educational process as they do." (2)

"It is like, if you have one foot on the ground it is okay to

let the other foot flop around. But if both are flopping around,

it gets very scarey. That's the way I felt when I went from junior

high as a counselor to _____ High as a teacher. I didn't

have any feet on the ground." (2)

"I guess, for me, it has been hardest to break into an already

existing power structure. . . . I have been there for six months,

so I shouldn't be too impatient. I understand that . . . I felt I

was the little kid who had come to visit grandma, and I'd soon be

leaving. It is like you are going to play with these people for

awhile. You are real cute, and they pat you on the head, but you will

be leaving soon. I didn't like that feeling. I wanted to walk in

with validity. And, I don't feel I had it." (2)

"I really appreciated how the teachers and all the staff reached out and welcomed me from the very beginning . . . . I am so glad I did it, now . . . I am still 100 percent glad I did make the change. I have no regrets . . . I'm feeling so successful once again." (3)

"I have had an acceptional situation this year on the job. I have been so fortunate to get to work with the kind of administrators that I have here. They have given me back-up, time, support, and they drag me in on situations that are way beyond my years of experience." (4)

"I think it is always hard the first year at anything . . . It is kinda like feeling things out a little bit. I have positive feelings about the transfer. I haven't had a lot of problems. Some days are frustrating, but I don't regret my choice in job. I feel that I have been accepted." (5)

"I feel real good about it. The staff at _____ is so supportive. It makes all of the difference in the world." (6)

"I believe the staff has been friendly to me. I haven't gone out of my way to meet all of the staff . . . . The experience has been good . . . . I haven't had any negative things happen to me. Overall, it has been okay." (7)

"I have had a nice 'honeymoon' period. The year was great. Change was wonderful. Everyone should change--to be renewed." (8)

Dimension 006: Critical First-Year Actions

Establishment and support were the operative words in the cate-
gory dealing with critical first-year actions. "Establishing yourself
at a school and with the students is very important . . . establish-
ing a good relationship with the staff was crucial." Program
development and curriculum knowledge were also mentioned frequently
as first year enactments. In the affective mode, flexibility, co-
operation, and availability were identified as crucial characteristics.
A period of adjustment was required that was described as stressful
and difficult, but rewarding in the end. Having a support system was
an important factor during the adjustment period. All 24 informants
mentioned having support in one context or another.

Dimension 006: Key Phrases

"You have to feel part of your team if you are in a team
situation. People who are the 'old kids' on the block need to make
that effort to make the 'new kid' on the block feel like they are
part of the team and that's not just in the teaching part. The social
part really makes a difference too. If you feel like they are there
and you can eat lunch together, maybe do something after school, that
makes a big difference." (9)

"The most important thing is the administrator. The principal
should be a tremendous listener and lay enough groundwork so you
understand the people you are working with, the parents as well as the
kids. Then the second thing I'd say is the office personnel. You
need to know how the building runs, you know, the mechanics of the

building." (10)

"You need to have somebody. I mean people who are willing
to help. I think it is real helpful when you have one special
person that you can kind of work with, that can be your major support
person. Someone you can go to for questions or whatever." (11)

"I think people should be fair with the new people. I
think so often a new person kind of tends to get dumped on. The
principal needs to watch the transfer people and the new people so
they don't get dumped on." (12)

"Well, acceptance is primary. Because the children who I
work with, some of them are different, so there has to be acceptance.
If there had never been a handicapped child in the school I'd say
that some preparation would have to be done with the staff." (13)

"You need to become part of that new culture, that new
environment and you can do so much of that yourself by saying, 'I
am here and I'm going to be like everybody else here.' You also
have to know your content." (14)

"I think it is really important to gain the respect of the
teachers with whom you are going to work and gain the respect of the
parents, to let them know you are really there to try and work with
their kids in a positive way, and stay in contact with the principal
that hired you and try and live up to the things that you said
in your interview." (16)

"Well, I think it is critical that your administrator gives
a message of his mission for the school and his philosophy and you

find out quickly if you are a match for that school. I think that it is real important if you have a knowledge of the basic curriculum and how it fits in with the district curriculum. It is also important to put a lot of extra effort into the personal relationships the first year, working real hard to establish those." (17)

"I think that you need to have a buddy, somebody in that school who is your advocate and who is spreading really good PR about you. I think every administrator has an obligation to do that when they bring somebody new into their school, just to make sure that there is one other teacher in that school who's helping that person and is spreading all sorts of positive things about that person. I think that it is really important to sit down with new teachers in the building, for the administrator to take time to listen to them, and also to give them scheduling and policy pieces, plus climate pieces." (18)

"One thing that is really critical is getting to know somebody who's been around and either had the same position or is on your team so that you can go to them for resources and be directed if you need an idea or need someone to share something with you." (21)

"You need a support system and I don't think that every school has that. I just wish they did because otherwise you get real 'dittzey' and it is real nerve racking. I had a buddy within my department and then I had my department chair to help me." (22)

"Establishing yourself at a school and with the students is very important . . . getting to know the parents is important. I

also knew establishing a good relationship with the staff was crucial."
(1)

"I do, however, think new people have to spend some time
watching, finding out what is going on, before they start making
suggestions." (2)

"Other than being accepted, I think having a schedule that
is pretty well set already . . . ." (3)

"You must have support. You must fill their expectations
of what you were going to do for that organization. You must come
through. You must be open, flexible, and available. You need to
expect to have to put in much more time the first year. You have got
to be around. It's important to know that you can admit it if you are
not sure how to handle a given situation." (4)

"The first thing I think about is when you are doing something
new, you need to be flexible to fit into a different setting. I
mean cooperation, give-and-take, and being flexible. I think you
have to set up a rapport and communication not only with other
staff members and faculty members, but with parents of the kids you
are working with." (5)

"I think you have to get your program established and let
people see that you are confident and that you believe in what
you do. You have to let the staff, students, and administration
know that, but you also have to be open enough to accept advice when
given. You have to swallow a little pride every once in awhile.
You have to earn people's trust and friendship. It is tough work
being a transfer or new teacher, either one, because you have to

start all over again in earning respect and trust. That is the biggest thing." (6)

"At the secondary level . . . I think the department that you get in, that initial contact with the department chair, and the other instructors in that department really play a big role in your comfort in what you are doing." (7)

Dimension 0071: Building Recommendations

Because all informants expressed some frustration with the logisitical aspects of a new environment, developing a "buddy" system at each building was the primary suggestion for the dimension of building recommendations. The need for emotional support was indicated by many informants. "We need lots of smiles and support that first year in a building."

Dimension 0071: Key Phrases

"I think the school that you are leaving needs to be made aware that a person is putting in for a transfer so you don't feel like this lone wolf." (10)

"Well, I think we have to make transfers more appealing to the people. And I think that is part of the building administrator's position. They need to encourage teachers to look at other options within the district." (14)

"I think at the building level it is probably usually done informally but I think that the administration should work to make sure you know at the beginning their procedures and how things are

done. I think to have your own buddy that can kind of help you, answer your questions, work with you through the first year." (15)

"Try to give them the very basic stuff, but don't try to give them . . . there's too much for them to comprehend when they first come in, so really keep that simple and let them know where resources are and how to obtain those resources. Just give them a lot of support and smiles, and reinforcing comments. Reassure them that they are valued at that building." (16)

"Well, the kinds of things they do with kids a lot of times is setting up buddies for somebody new that comes in. I think teachers can do that for each other too. Somebody who has been there for awhile becomes your buddy and shows you all the nitty-gritty things that a principal doesn't have time to show you." (17)

"I think having a handbook which has all the staff members' names and that kind of thing is really helpful. I could see buildings having a checklist. There are the things they need to know or to be shown and going through those things with that person." (19)

"I think that administrators should do a follow-up meeting. It is not enough to just meet with teachers at the first part of the year and then shove them out the door. I think that after the first month they should come in and get reactions. I think that for two reasons: One, to work out some of the concerns that some of the teachers who transfer have, and two, those teachers who come from other buildilngs might have great ways to do things and I think the administration might get some wonderful suggestions as to how to redo

something. They might gain a lot of insight as to how other people did things. I think there needs to be follow-up meetings relatively soon." (22)

"I think having a big brother/big sister situation is needed." (8)

"Other than logistical things, such as showing them around the building, how to get things done, where things are, meeting central personnel in the building . . . ." (7)

"I was never told any details about extra duties I had, like playground policies. I think all of the building policies and rules ought to be given to new teachers to insure consistency." (6)

"I suppose the ideal thing would be that someone would just take a lot of time taking you through the building to show you all of the little things. The little things that are toughest are the simplest things. In the office the box that sells candy bars just to the teachers; I was here over half of the year before I knew that box existed." (5)

"It would be nice to have someone paired off with you to assist you through the newness of everything. You need help with the traditions, what the culture of the building is, what the expectations are, overt and covert." (4)

Dimension 0072: District Recommendations

Recommendations for the school district were comprehensive, ranging from "people should have more opportunities to transfer more easily" to staff development ideas. The major, most frequently

mentioned idea had to do with the district not letting an applicant know whether he or she were denied or accepted for a transfer position. Lack of communication and the feeling that the personnel office did not listen were also cited as concerns.

Dimension 0072: Key Phrases

"I think they need to be more people-oriented. The first time they didn't listen and I don't know how they decided that I wasn't going to be transferring, but I really felt that the first year that someone at PSAB said 'NO WAY'." (9)

"It would be kind of neat and helpful if they could put together a packet or something before you go through interviews of things to be thinking about, maybe some sample questions." (11)

"Well, treat me as an adult. After the interview is over let me know; just say, 'hey you did a good job but you're not going there.' I can handle that. I can handle that much better than waiting two or three weeks and seeing people and having them avoid me or me having to call over and ask if the position has been filled. At the district level, I really would like to see a committee to work on how to change that part of the procedure." (14)

"I think it could make a difference if they would make the process easier. I think keeping the communication as open as posible between personnel and the person who is transferring." (16)

"It might be good to have some kind of literature list for people who are in charge. There are a lot of books out about people who are in transition. I certainly think that it would be really

helpful to get feedback from those who have transferred and see where we are weak and where we are strong." (18)

"The main thing I think is that faster feedback would be really helpful. And I think that a call from the personnel director to let you know where you stand as far as that job. To sit around and wait for a job that has already been filled, is, you know that's silly!" (19)

"Well, it would be nice to interview with someone at PSAB rather than just leaving your resume. Go in and actually meet with them and take your resume to them and be able to tell them personally what you'd like, what you're looking for, because then you became a face and not just another piece of paper." (21)

"One thing that encourages or allows people to transfer is for them to not lose their seniority in the district." (1)

"People should have more opportunities to transfer more easily. If someone expresses a desire to transfer, I feel the district should accommodate that as much as possible . . . maybe some force transfers could help facilitate that . . . . I'd personally like to see the whole thing upset." (2)

"Well, I cannot believe that after you are interviewed, you are never told by the district whether you have been accepted or rejected. Personnel, if they are in control from the beginning, they shouldn't drop you when the process is almost over." (3)

"I can't imagine why they cut it off on July 31. Why should they give themselves a whole month to just do whatever they please?" (3)

"Maybe some staff development kinds of things could be used. We need to sometimes be shown, 'Here's the smart way to do this.'" (4)

"Maybe there needs to be, at the district level, better communication so that our people know where we are . . . ." (5)

"The district level here is very massive and I don't understand a lot about it. It seemed like I had difficulty communicating with anyone down there at all . . . . I think in PSAB they could be a lot more personable. I feel like every teacher that gets on at LPS does it on their own. They get no help from the district." (6)

"I was never informed when I didn't get a job. I was only informed that I got a job. I think it would be nice for the district to notify by mail or phone of what the disposition was and the process of your application to transfer. A letter would be nice. Silence shows a lack of professional courtesy, I think." (7)

"Principals should also be rotated." (8)

Dimension 008: Generalizations on Transfer

In the coding and categorization process of the interviews, ideas were elaborated that did not fit any of the existing categories but contributed to the understanding. These were therefore grouped into a summarization type category, thus giving the data a conceptual framework.

The personal impact on the transferred teachers was very noticeable when they were asked to describe how they felt about their transfer. Most interviewees were anxious to share very personal

reactions and intense feelings. All of the participants in the study seemed eager to talk about the "trials and tribulations," as well as the benefits of their personal experiences of transfer. This willing-ness to share experiences gave the researcher confidence that the participants viewed the interviews as important, and that they were concerned their responses be truly representative of their thoughts and feelings about the phenomenon of transferring.

Dimension 008: Key Phrases

"I'm grateful to have had the opportunity to be able to transfer. It's given me a whole new outlook on teaching. Things have become a challenge again." (9)

"My experinece would encourage anyone to try and transfer. I would say even if you don't get something the first time to keep trying. I tried for four years, maybe it was even five, before I finally got to transfer. Each time gets a little bit easier." (11)

"It is hard work to transfer. I mean it was terribly hard work. Would I do it again? Not for a few years unless it is into a co-ordinator position. I would not make a lateral move. Basically you are a new kid on the block, and as I said it was hard work." (14)

"I think in general that transferring is a positive experience and it should be encouraged. Everytime I've transferred I've grown a lot; I have learned something." (15)

"Well, it is not something I'd want to do every year because I like a little bit of stability and normality to my life. The

packing of your stuff in your room, you know that is a terrible stress." (16)

"I'm glad that _____ Public Schools is a big enough system that you have the opportunity to transfer. It is nice there isn't just one elementary building or two, that there are a lot of different buildings and different styles of leadership. It is important that we put the word out that transferring is nothing to be embarrassed about or ashamed about. If you want to transfer, it does not necessarily mean it is something negative." (17)

"I think that they ought to promote teacher transfer; I really want to emphasize that again. They [PSAB] should have a workshop for teachers on transferring and tell them not to be afraid of it." (20)

"I'm really glad that we have a chance to change and keep growing and learning and being creative. I think that if I had the same job from the time I was 22 to the time I was 50 I wouldn't stay with it. It wouldn't be a challenge. It is really nice to be able to move buildings." (21)

Dimensions 009 and 010: Strengths and Weaknesses of the Transfer Policy

When asked to respond concerning the strengths and weaknesses of the transfer policy, the respondents were rather vague. Many did not know the specific policy, which made it difficult to articulate strengths and weaknesses. Fourteen informants (58 percent) did not share any of their thoughts in this area. Secondary teachers were more cognizant of the policy and therefore able to react.

Dimensions 009 and 010: Key Phrases

"I think it is a weakness because they don't follow their rules. . . . They are supposed to let present staff transfer first but I'm not so sure it happens that way." (11)

"The strengths is that it is a negotiated item. The weakness is they don't follow it. They all do what they want to and most of the principals here have a lot of power and they each do what they want to." (12)

"I think that the transfer policy is a good one. I think people need to make changes and by giving transfer people priority over other people that is encouraged." (14)

"It is my opinion that the reduction-in-force teachers should have first shot at transferring. I hope that a little consideration is given to the fact they are being forced to move, but I would still hope that voluntary transfers have a significant chance to get a position even though they are up against someone else who is transferring." (16)

"Well, I think one of the strengths is that people who are interested in transfers are always considered. It would be discouraging to go through the interviewing process and not be selected, that must be frustrating. I've talked to some teachers who have been through that, and when you are ready to move and don't get the opportunity it can be a real negative thing personally and professionally." (17)

"I think probably the weakness is that it seems to always be

up in the air and there's a lot of talk about who is going to get
what job. There seems to be a lot of game playing. I don't agree
with transfers being first. I think that the principal should have
the right to pick the person who is going to be the best for the job
and I think people who are going to transfer should be considered, but
not above everybody else." (18)

"I think that if somebody has lost their job and they are
tenured they should have priority over somebody who is just looking."
(19)

"The strength is that it's a negotiable item. I think by
having transfers first that it shows that you are thinking about
what you are doing and took time to act on that. The weaknesses are
that not everybody transfers for a good reason. Also, you might have
somebody just excellent for the job and your hands are tied to
those transfers. But I still think that probably it is good to have
a priority system." (20)

"I think that rifs should get priority. If you are reduced
it is like it is out of your control. And a transfer is within your
control. I think all tenured people should get equal opportunity
straight across the board. I also think that transfers should be
made easier.

Summary Profiles

Throughout this study, the ten major themes have been
a significant element in the data analysis; however, because

qualitative research seeks to maintain the integrity of the indi-
vidual within the contextual setting, a continual refocus on actors,
events, and processes is important. Therefore, each interview for
each subject was analyzed and frequency counts done on each theme.
The assumption was made that frequency and length of dialogue would
be reflective of interest level and, therefore, add one more
construct to the understanding of multiple realities and the
complexities of the situation.

A graph was constructed for each subject, with the frequency
of responses on the vertical axis and the ten major themes on the
horizontal axis. Guided by the field data, the graphs were analyzed
collectively and individually for related factors and realities
(see Figures 3 through 26).

Analysis of Summary Profiles

In the final analysis, the profiles were all very different,
with very few similarities. A comparison of female and male
responses yielded no significant differences. Profile examination
of the five teachers involved in special education revealed a
consistent level of response only on Dimension 001, factors in-
fluencing the decision to transfer.

Dimension 005, perception/attitudes associated with the
first year, ranked the highest in frequency, with a total of 111
dialogue units. In this category, Ms. P recorded the most responses,
indicating a high level of interest and a great deal of enthusiasm
for the transfer.
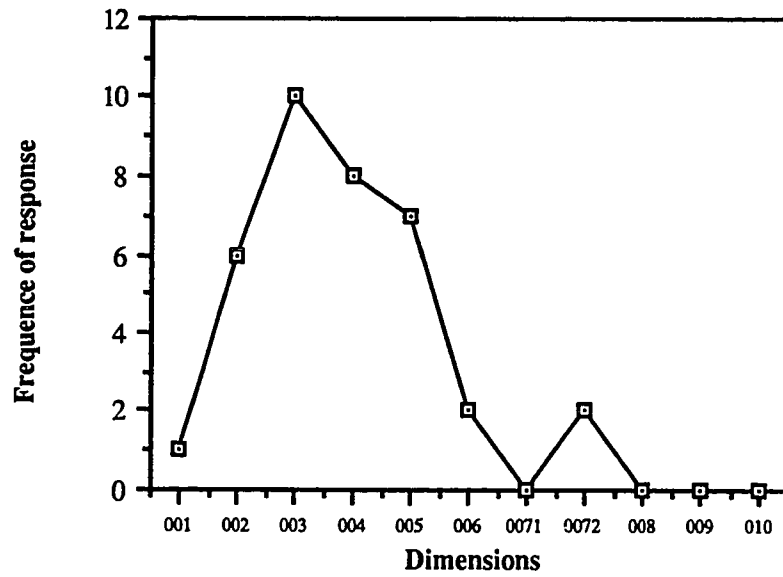
Figure 3   **Summary Profile – Ms. A**
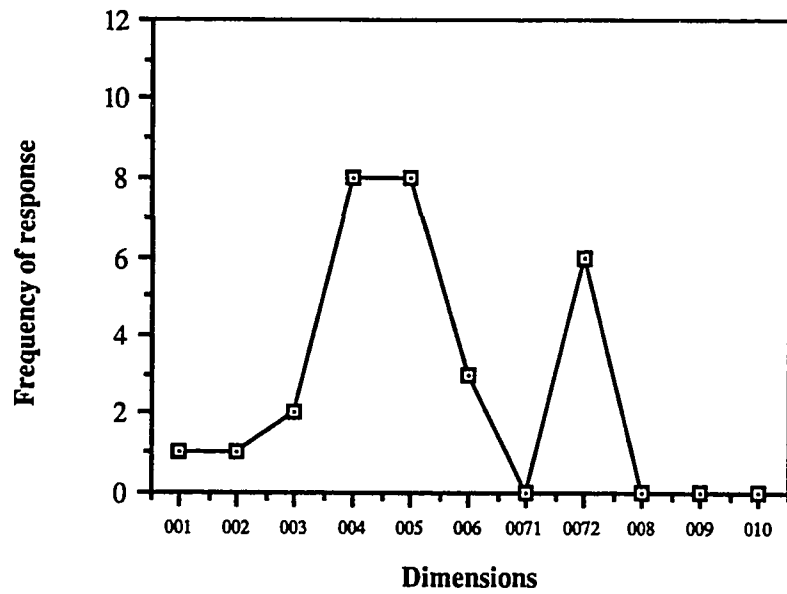
Figure 4   **Summary Profile – Ms. B**
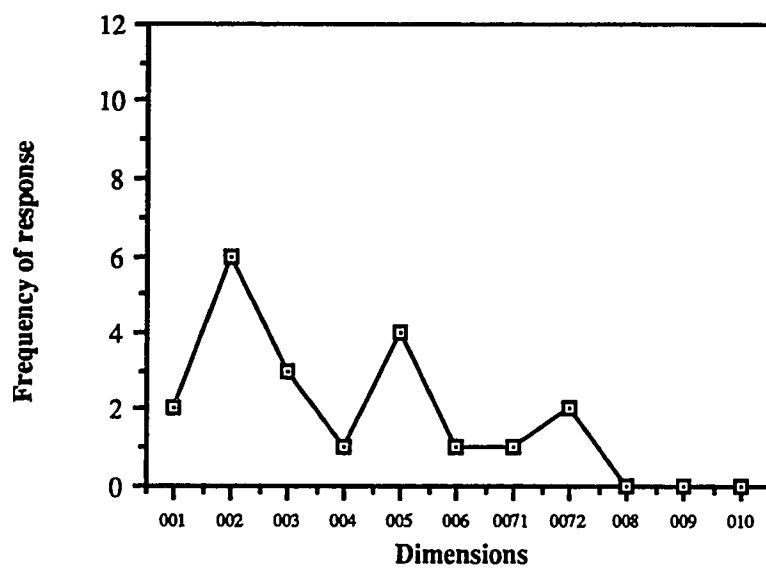
Figure 5   Summary Profile – Ms. C
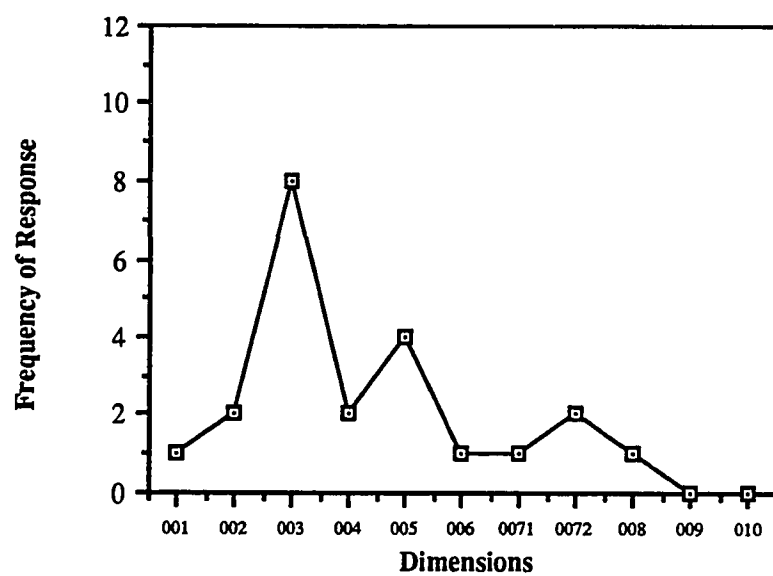
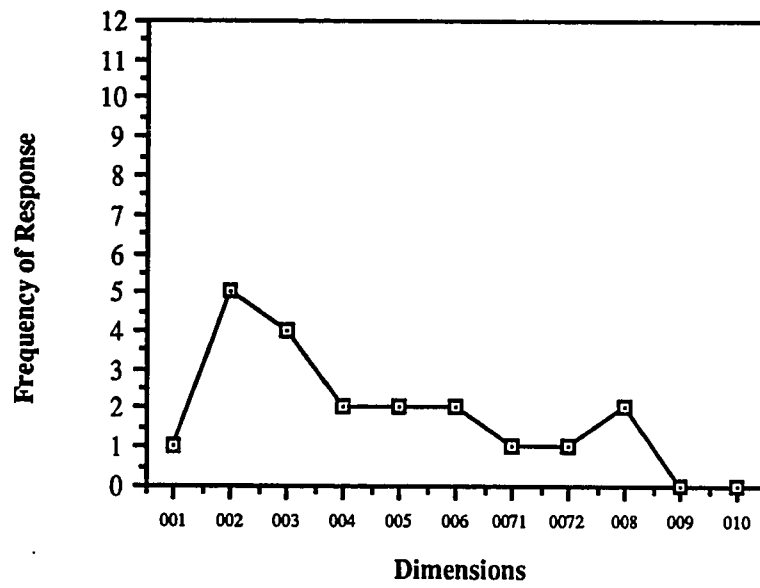**Figure 6   Summary Profile – Ms. D**

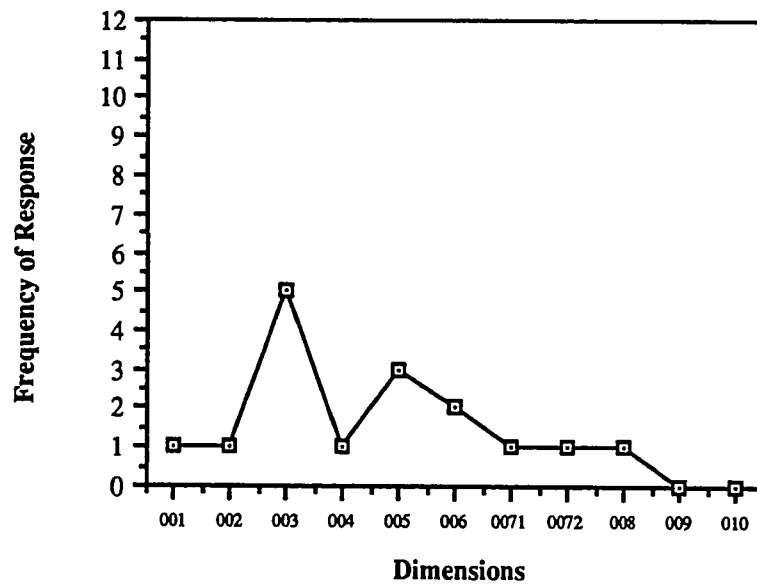**Figure 7   Summary Profile – Mr. E**
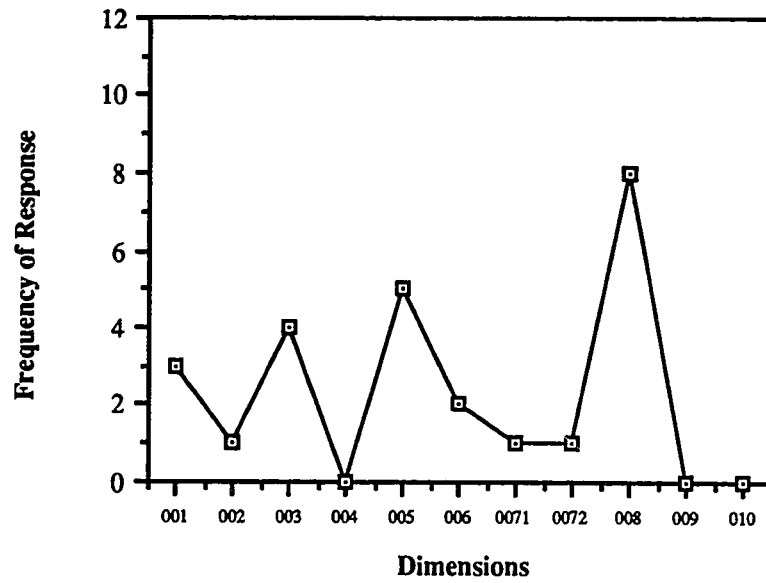

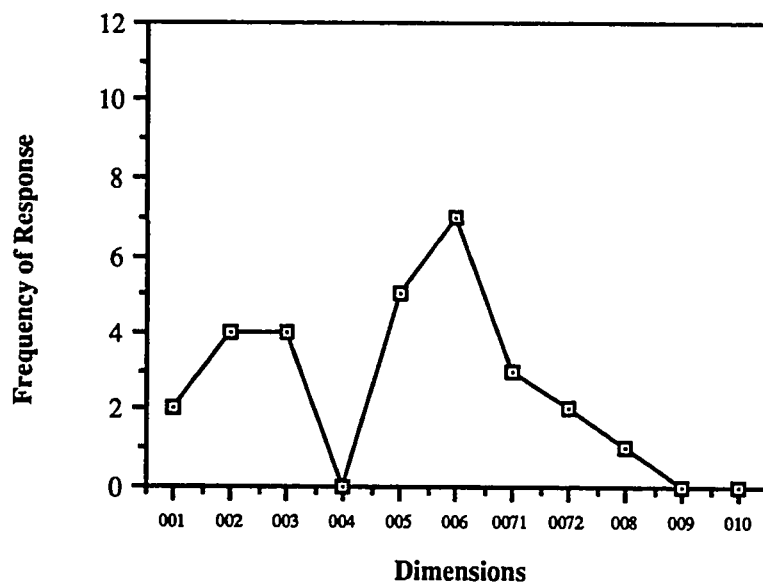**Figure 8   Summary Profile – Mr. F**

Figure 9   Summary Profile – Mr. G
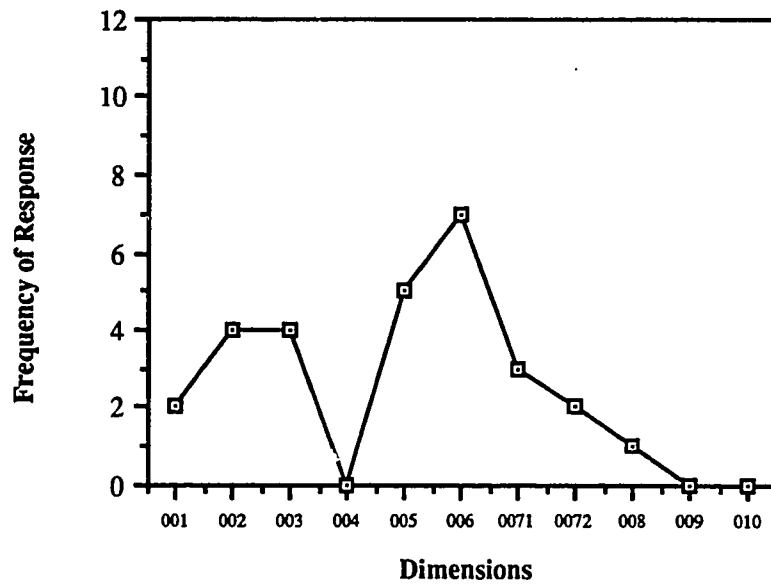

Figure 10   Summary Profile – Mr. H
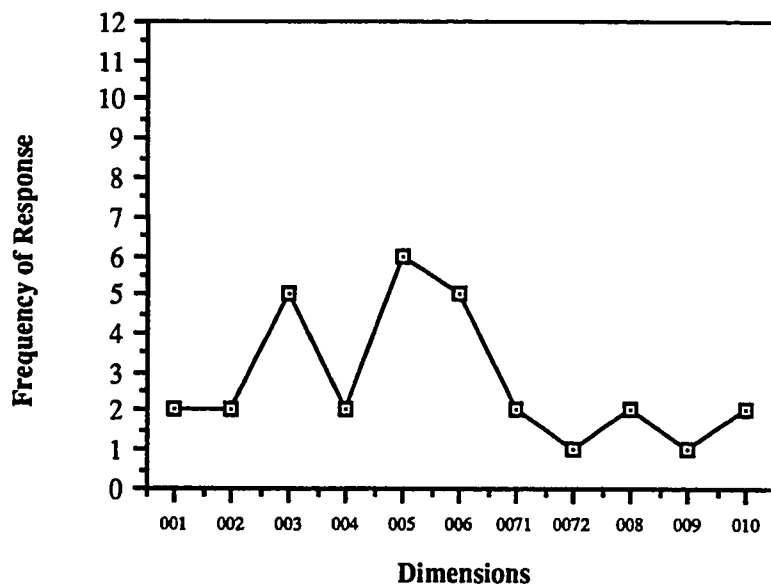
Figure 11   **Summary Profile – Ms. I**

Figure 12   **Summary Profile – Ms. J**
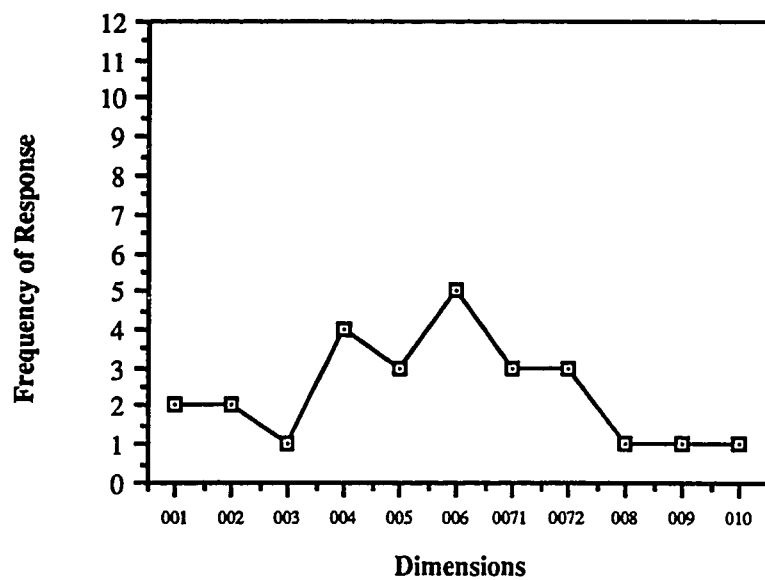
Figure 13   Summary Profile – Ms. K
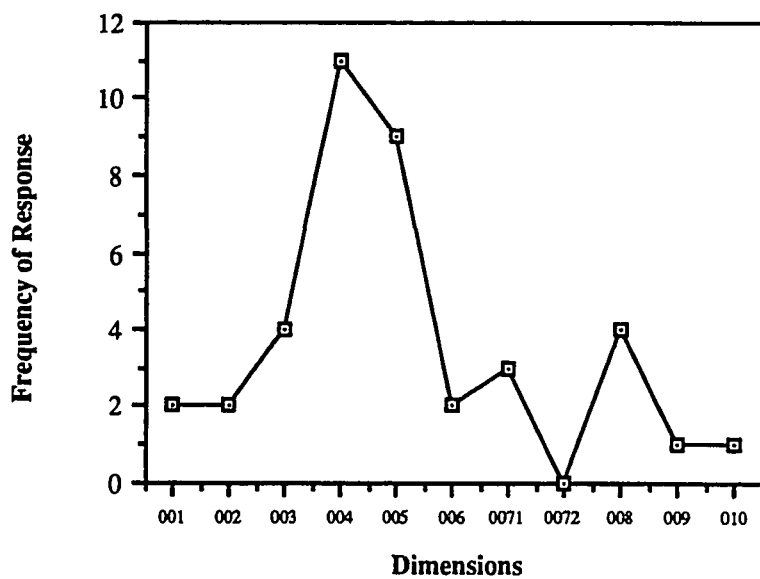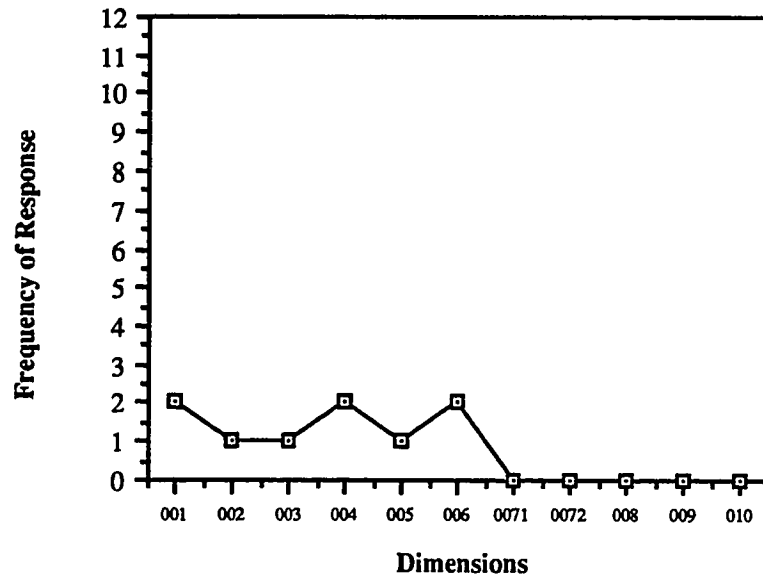

Figure 14   Summary Profile – Ms. L
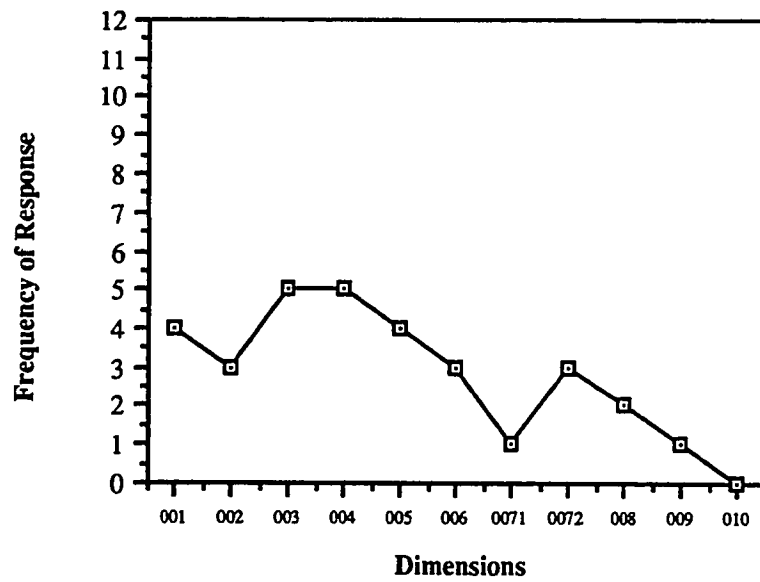
Figure 15   **Summary Profile – Ms. M**

Figure 16   **Summary Profile – Mr. N**
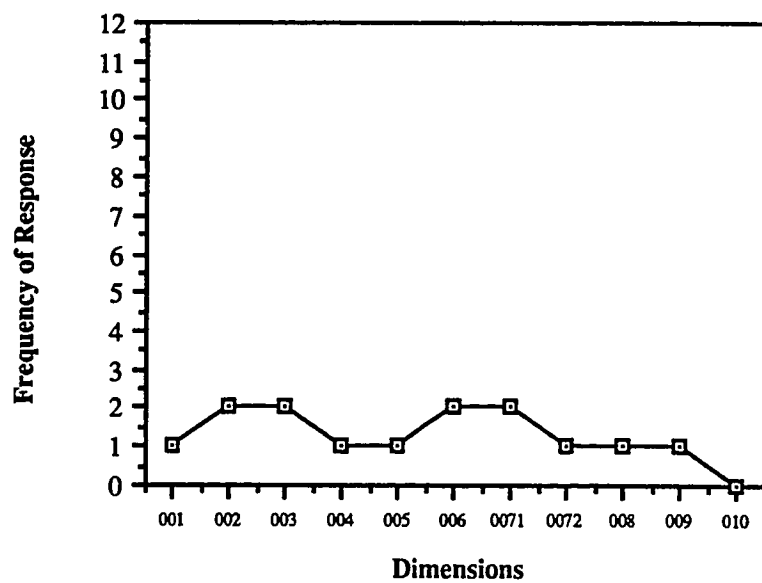
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Figure 17   Summary Profile – Ms. O
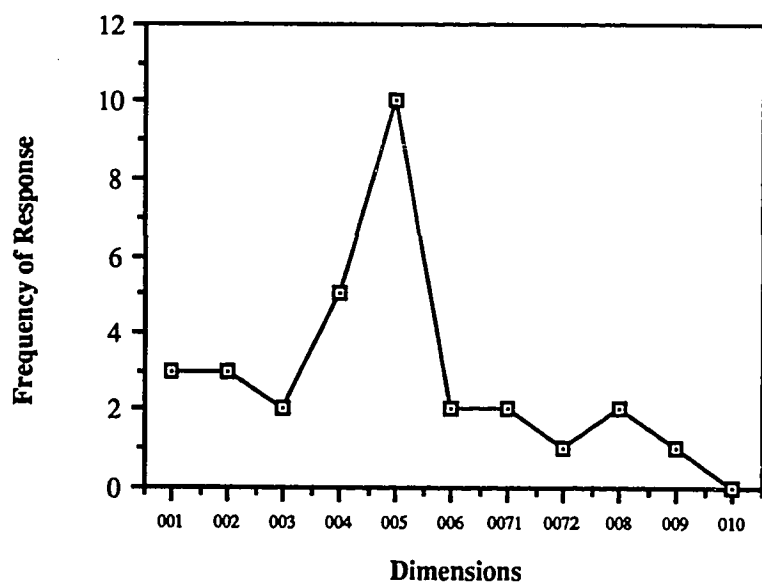
Figure 18   Summary Profile – Ms. P
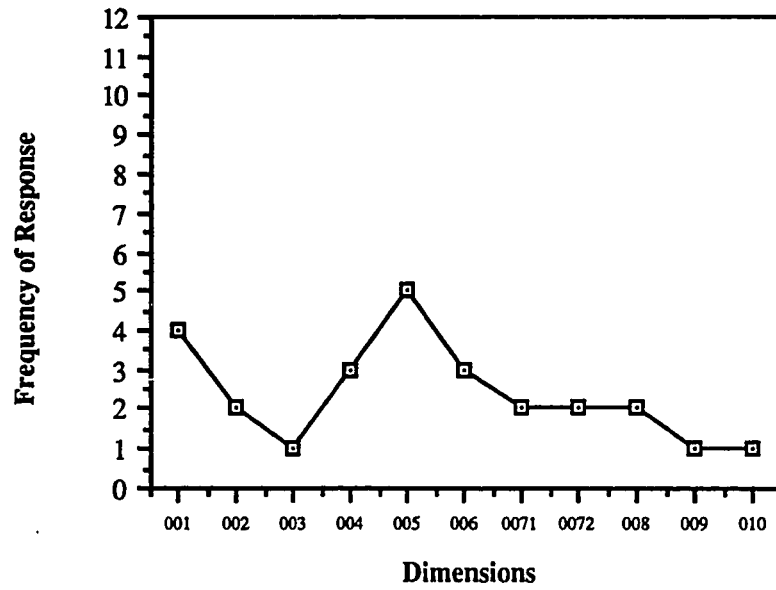
Figure 19   **Summary Profile – Ms. Q**
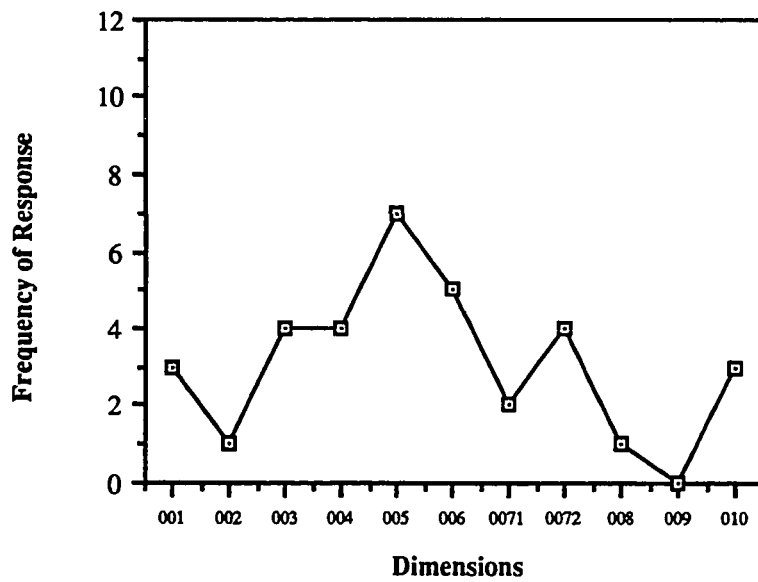
Figure 20   **Summary Profile – Ms. R**

Figure 21 **Summary Profile – Ms. S**

Figure 22 **Summary Profile – Ms. T**

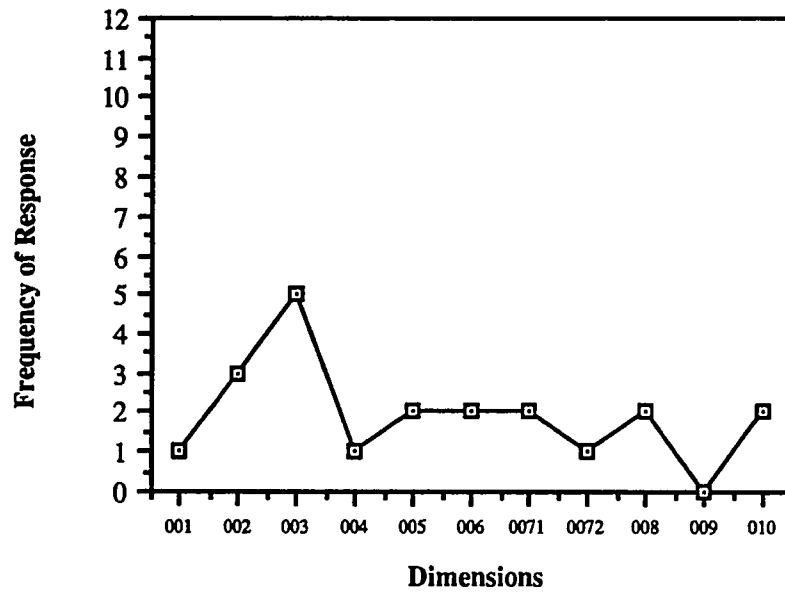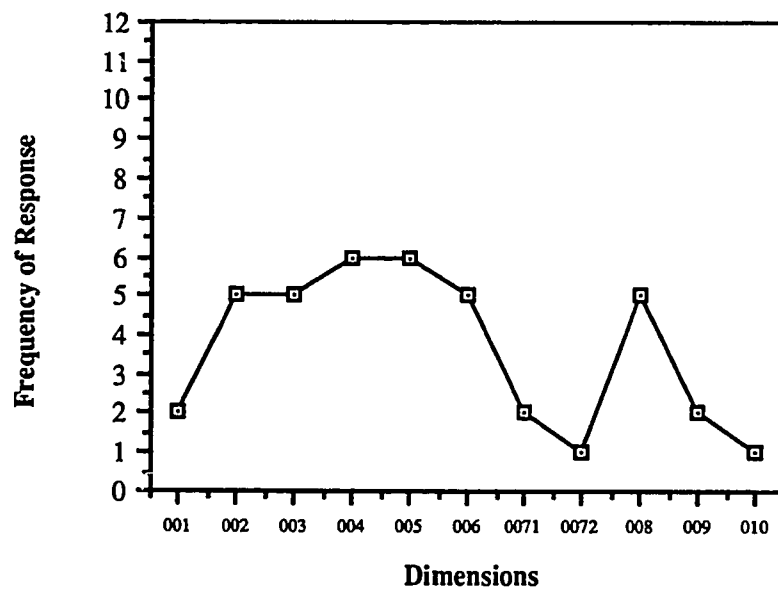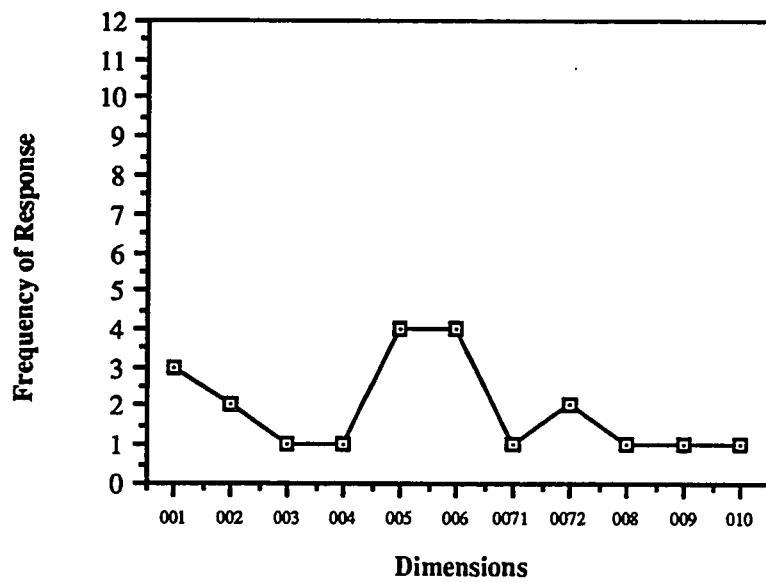**Figure 23   Summary Profile – Ms. U**
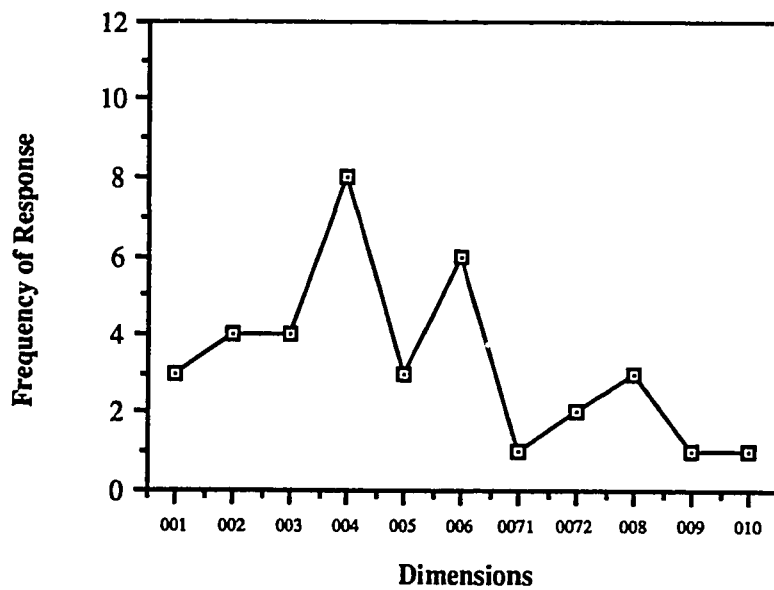

Figure 24   Summary Profile – Ms. V
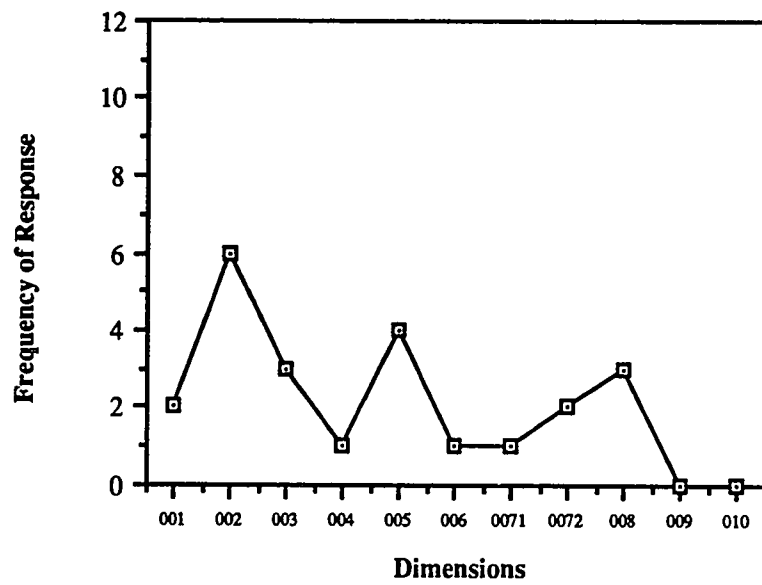
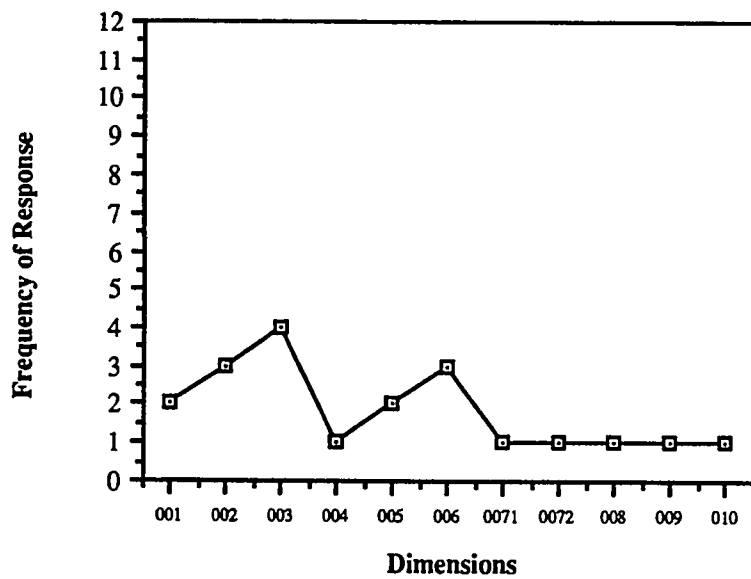**Figure 25**   **Summary Profile – Ms. W**

Figure 26   **Summary Profile – Ms. X**

Building and district recommendations (0071 and 0072) re-
ceived the least attention, with 14 informants choosing not to
respond to this theme. Ms. R offered the most diversified
suggestions. They included:

> It might be good to have some kind of literature list
> for people who are in charge . . . . I don't know
> if the district does any kind of survey after you
> transfer but I certainly think that would be really
> helpful to them, to just look at their feedback
> and see where we are weak and where we are strong.

As indicated earlier in the data analysis, perceptions
associated with the transfer process also generated many dialogue
units. A total of 97 responses were recorded, with 45 receiving
a negative rating. Ms. A, Ms. B, and Ms. D responded very strongly
to this interview question. Comments included:

> Now, I believe changing again would be less traumatic.
> But before it was a monumental task. Curriculum was
> a real problem. And, knowing precisely what to
> expect of the students.

A dimension frequency comparison of the elementary and
secondary levels showed the groups closely related on items 001 and
004 and very divergent on the remaining dimensions.

In summary, the profiles were distinctly representative of
a naturalistic study. They captured the major aspects of the inves-
tigation and provided visual identification but retained the
individual characteristics demanded by the case study approach.

Evaluation and Comparison of the Survey Instrument

Methodological triangulation was used in this study to vali-
date the findings of the interviews and to add another perspective

on the phenomena of interest. On the subject of triangulation, Miles and Huberman (1984) stated, "Stripped to its basics, triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at least, don't contradict it" (p. 234).

The triangulation process consisted of designing and administering a two-part survey instrument (see Appendix C) to the original 24 informants. Part one of the survey asked for a comparison of the informants' prior position and their current assignment. Part two sought to identify what factors caused informants the most amount of stress as they experienced the transfer.

Using The Statistical Package for the Social Sciences (SPSS), statistical analysis was performed to test the internal consistency of the questionnaire. The reliability for the "prior position" scale was .94, and the reliability for the "current position" was .85. Analysis of the "job factors" showed a reliability factor of .87.

A t-test was used on part one to determine if there were significant differences between prior and current assignments. The alpha level was set at .01. The dependent t-test comparing the two assignments resulted in a t-value of -2.84. The results of this comparison are shown in Table 10. There was a significant difference between the prior and current assignment, thus indicating that the current assignment was more positive. This significant interaction supported the findings evident in the interview data. The quantitative analysis thus supported the qualitative analysis.

TABLE 10

t-Test Differences in Current and Prior Assignment

Position	Mean	Standard Deviation	Standard Error	t-Value
Prior	3.61	.671	.150	-2.48*
Current	4.06	.378	.084	

*Significant at the .01 level

Part two of the survey sought to determine what caused informants the most amount of stress. Using ratings for each job factor (0 = no stress to 6 = high stress), an overall mean was computed for each factor. For example, "Discipline" was given an overall mean rating of 2.35. As indicated in Table 11, the paperwork associated with the transfer experience ranked the highest. The means indicate that the level of participation in decision making also caused some concern.

Only three informants responded to the open-ended question asking for additional comments. These are included verbatim:

> My greatest level of stress was experienced when I asked for a transfer. At PSAB I was treated with disrespect and ignored. LEA was my contact that by several phone calls began the process. When it reached the building level all went well.

> Most stress came from becoming a member of a new ECSE team and having all new students and parents to work with. It also took some time to get to know routines and procedures at the new school and become familiar with equipment and supplies, etc.

In commenting on the factor having to do with college courses
an informant said, "I don't know how this applies. Most courses at
UNL have no practical utility."

TABLE 11

Means for Stress Factors

Factor	Mean	Standard Deviation
Paperwork	3.15	1.46
Little participation in decision making	2.80	2.21
Support from central administration	2.60	2.26
Support from building	2.45	2.03
Physical facilities	2.35	1.75
Discipline	2.35	1.69
Feeling of isolation	2.30	2.08
Communication problems with administrators	2.30	2.43
Communication problems with teachers	2.20	1.88
Lack of supplies/equipment	2.10	1.80
Communication problems with parents	2.00	1.95
Support from team	1.80	1.79
Salary	1.75	1.61
Curriculum	1.60	1.39
Scheduling of classes	1.60	1.46
Communication problems with students	1.45	1.40
Job performance evaluations	1.32	1.42

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Conclusions and recommendations as they arose from the research areas outlined in Chapter I are provided in this chapter. The area under investigation was a naturalistic examination of the transfer experience. The research was directed toward understanding content results, methodology, and process. The conclusions are presented in two sections: (1) general propositions as generated by integration of the data, and (2) the appropriateness and influence of the identified methodology.

Conclusions

Propositions

Data are examined and checked for the purpose of developing propositions which, when integrated, will provide a theoretical perspective to the general inquiry area. The development of theory is phenomenological rather than logical in nature. The data drive the development of theory and thus are more likely to result in an accurate description of the concepts and relationships that make up the theory (Glaser & Strauss, 1967).

Themes were extrapolated from the case studies, and propositions were developed regarding the transfer experience. The approach used in the development of the propositions and, ultimately, the

conceptual framework is shown in Figure 27. The following general propositions were generated from the integration of the literature and the data analysis.

1. Regardless of experience, if a teacher responds willingly to a transfer, then the teacher's job satisfaction level will tend to be high following the transfer.

2. Regardless of experience or response, if a teacher is transferred, then the teacher's job satisfaction level will rise following the transfer.

3. If a teacher has had prior experience in the position to which he or she is transferred, then the teacher's job satisfaction level will tend to rise following transfer.

4. If a teacher has had no prior experience in the position to which he or she is transferred, then the teacher's job satisfaction levels will tend to fall following the transfer and then rise to a level close to the initial level.

5. Professional development was the major reason for transferring. The interview data overwhelmingly supported the notion that the transfers resulted in professional development for the individuals involved. Growth areas included: an increased sense of the system, a more in-depth understanding of the developmental patterns of children, a questioning of personal educational philosophy, and a change of teaching strategies.

6. Generally, the interviewed candidates agreed with the notion of transfer. The informants suggested that transfers be
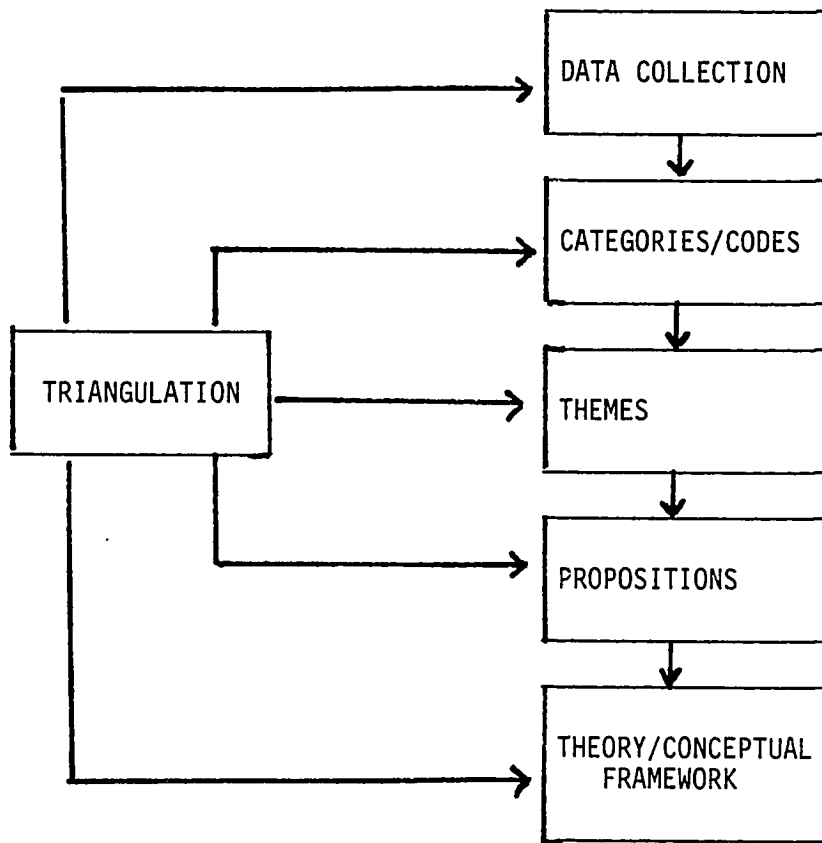
FIGURE 27

Development of a Conceptual Framework

considered a common occurrence in a career and recommended that a transfer be anticipated after a given time period in a school. Five years at one site was a suggestion made by many of the interviewed teachers.

7. Teachers in the elementary school appear to have more opportunities for job changes than do secondary teachers. In the year being researched, thirty elementary transfers were facilitated, whereas only ten were achieved at the secondary level. In addition, special education teachers had a much more difficult time transferring. Of the five special education teachers interviewed, three had requested a transfer for more than two years. One informant had been seeking a new position for five years.

8. Without exception, transfers appear to foster teacher development. All informants agreed that their changes brought about professional growth. However, the statements about growth did not come until after the informants talked about the initial trauma that was created by transferring. Consistently, teachers talked about a school as being a "home," and the transfer was envisioned almost as emigrating to a new country, with all the cultural problems associated with such a move.

9. Once the transfers were completed, varying degrees of formal support were provided for the teachers concerned. In many cases, only informal support was provided by the principal or other teachers in the school.

10. A long-range plan that incorporated transfers as one

aspect of professional development would assist in fostering teacher growth in a non-threatening manner. If transfers were to become taken for granted and anticipated, the fear associated with being transferred should decrease. Transfers need to become viewed as opportunities rather than as punishment.

11. An honest effort to communicate and consult with the individuals involved about the status of their transfers would further decrease the negative attitudes associated with transfer.

The next step in the process was the integration of themes, propositions, and theory which led to the development of a preliminary model--a model or framework that is an interpretation, not elaboration or verification, of the theories. This conceptual framework/ model is provided in Figure 28.

Methodology

This study used a naturalistic approach to explore the transfer experience. Naturalistic research has the potential to understand how schools and their inhabitants work and to provide data for policy leading to fundamental change. Lincoln and Guba (1985) provided the most extensive and developed approach to the naturalistic paradigm. The anxioms (Lincoln & Guba, 1985) upon which the naturalistic paradigm is based center around the following:

1. The Nature of Reality. There are multiple realities that can be studied holistically. Investigation into these multiple realities will inevitably diverge and lead to more questions than answers. Prediction and control are unlikely outcomes, but limited
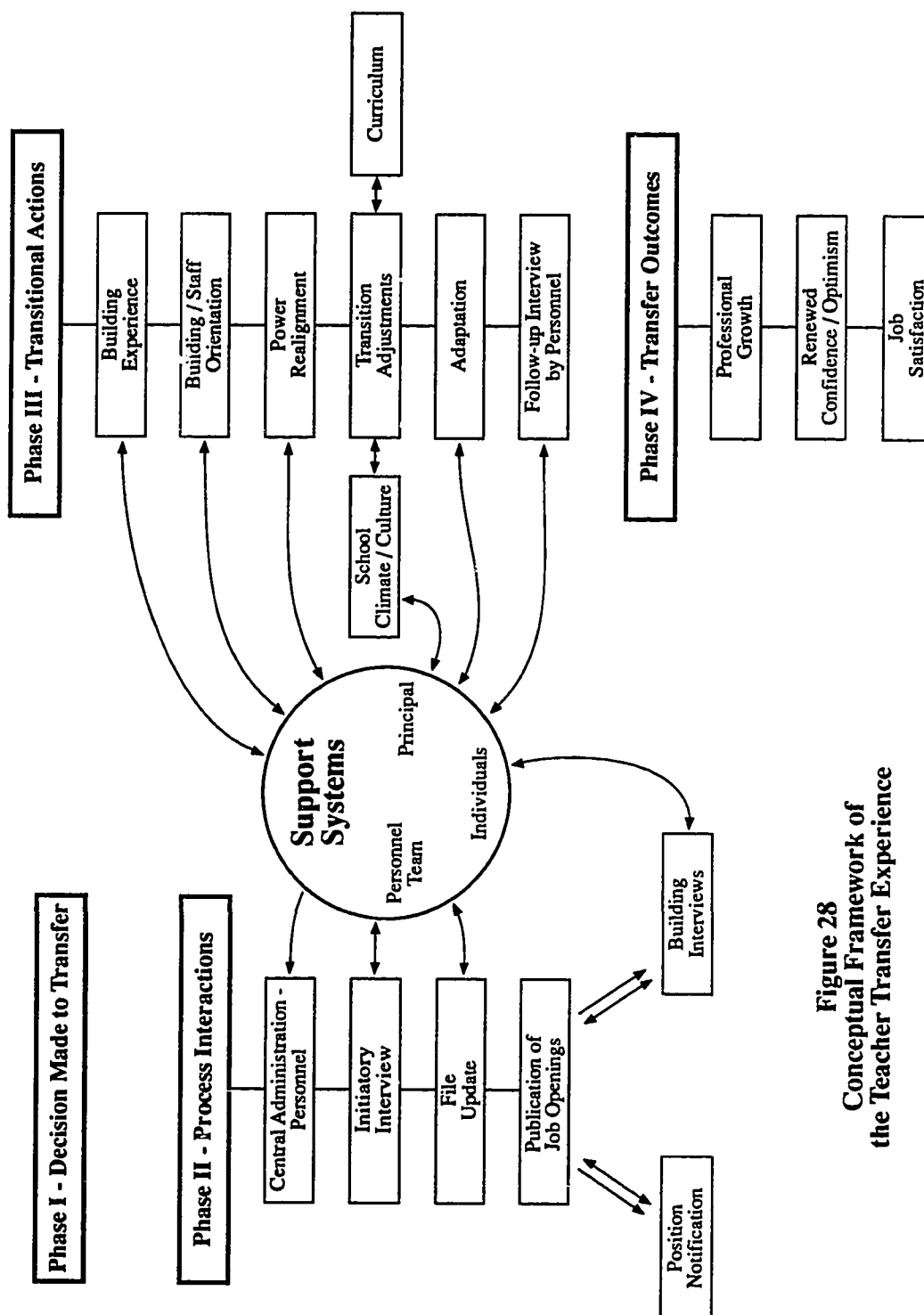
Figure 28
Conceptual Framework of
the Teacher Transfer Experience

understanding is an aim and is achievable. In the 24 cases studied,
there was a high degree of social complexity, such as staff values,
social setting, personal interactions, and educational issues that
could not be separately studied because of their interconnectedness.
To begin to understand the situation and develop the appropriate
questions, an holistic approach was the most appropriate for the
situation.

2. The Relationship of the Knower to the Known. The re-
searcher and the research topic interact to influence one another.
The knower and the known are inseparable. The researcher provides
another complexity that is thought to be controlled in conventional
research methodology. The reality of the naturalistic paradigm
is that this dynamic should be accounted for as an important part
of the research.

In this study, the researcher was the primary data-gathering
instrument. The interview process was sufficiently adaptable and
flexible to adjust to the variety of realities and the complexities
of understanding the situation.

3. The Possibility of Generalization. The purpose of the
inquiry is to develop a body of knowledge that will form a working
framework to describe a particular situation. Generalization is not
the goal of this approach, however; it is not precluded by the
method.

This study provided a body of knowledge from which a concep-
tual framework could be extrapolated. Both knowledge and theory

provided direction and insight for practitioners for further application. In addition, the researcher utilized tacit knowledge that was intuitive and felt, to appreciate the nuances of multiple realities in developing propositional knowledge.

4. <u>The Possibility of Causal Linkages</u>. It is impossible to separate cause and effect as all elements of the situation are in a state of mutual shaping. The complexity of the social system prohibits separating cause and effect. Qualitative methods, for this study, were preferred to quantitative methods because they can flexibly deal with multiple realities. The observations, interviews, and field notes allowed for the reporting of verbal and non-verbal behavior together with impressions of climate, tone, and feelings.

Additional operational corollaries arising from the axioms included:

1. The sample was purposive rather than random or representative. This was preferred because it allowed for a full range of realities and enabled the researcher to take into account local conditions and values.

2. Inductive data analysis was chosen because the process more readily identified multiple realities in the data.

3. The basic conceptual framework arose from the data because no a priori theory could encompass the multiple realities that were involved. Interpretation was drawn from the particulars of the case rather than from laws or predetermined theories. The literature survey provided a context rather than a base from

which to extract theory.

4. Meanings and interpretations were negotiated with the sources of data. The realities of the meanings and interpretations were what the researcher endeavored to reconstruct.

Recommendations

The following recommendations are offered to those considering transfer policies and practices:

1. When possible, teachers should be allowed to initiate transfer requests. In this study, teacher-initiated transfer correlated to a relatively high level of job satisfaction following the transfer.

2. An organized effort on the part of management to help teachers prepare for lateral job mobility would minimize the stress and dysfunctional reorientation.

3. The area of teacher transfer has not been researched in any major way by personnel officers or school administrators; therefore, further research should be conducted to elaborate the relationships between the conceptual variables of the framework and characteristics and behaviors of transfer teachers.

4. Issues arising from this study should be discussed with the central office administration. Further refinement of the process and policy might lead to more dramatic changes and professional growth.

5. Following a replication, the theoretical framework should
be transferred into a survey instrument and then administered to
a large sample of transferred teachers at regular intervals for an
extended period of time following transfers.

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APPENDIX A

Correspondence

LINCOLN PUBLIC SCHOOLS

720 South 22nd Street   Box 82889   Lincoln, NE 68501-2889   (402) 475-1081
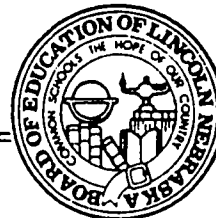
September 27, 1989

Ms. Pam Sedlacek
Holmes School

RE: Voluntary Transfer for Teachers

Dear Ms. Sedlacek:

Your request to conduct research and contact LPS professional staff members
is hereby approved. You are asked to coordinate your research with Ms.
Biggs in the Personnel Department.

Participation by staff is voluntary. If you have any questions, please see me
or Ms. Biggs.

Sincerely,

William T. Workman
Assistant to Superintendent
Administrative Services

mb

cc: N. Biggs

APPENDIX B

Interview Protocol

THE TRANSFER EXPERIENCE

University of Nebraska

Interview # _____

Date _____

Pamela D. Sedlacek
June, 1989

BACKGROUND INFORMATION

1. INTERVIEW NUMBER _____

2. MALE: _____ Female _____

3. AGE: 20-29 _____ 30-39 _____ 40-49 _____ 50-59 _____ OVER _____

4. LEVEL: ELEMENTARY _____ SECONDARY _____

5. GRADE LEVEL BEFORE TRANSFER: _____

6. CURRENT GRADE LEVEL/POSITION: _____

7. TOTAL YEARS IN TEACHING: _____

8. PRIOR GRADE LEVELS TAUGHT: _____

9. START TIME: _____

10. END TIME: _____

INTERVIEWER'S INTRODUCTION

I appreciate your willingness to be interviewed today. As I indicated on the telephone, the purpose of this study is to gain an understanding of how teachers experience and react to changes in their professional lives when confronted with a reassignment or transfer. The information collected from this pilot study will help in the construction of a dissertation investigation.

FIRST, I WOULD LIKE YOU TO TALK ABOUT THE FACTORS THAT
INFLUENCED YOUR DECISION TO TRANSFER

NEXT, PLEASE DISCUSS THE MECHANICS OF TRANSFERRING,
THE ACTUAL PROCESS

HOW TO YOU _FEEL_ ABOUT THE PROCESS YOU JUST DESCRIBED?

(PROBE: POSITIVE FACTORS?   NEGATIVE FACTORS?)

WE HAVE BEEN TALKING ABOUT THE ACTUAL PROCESS--THE
MECHANICS. NOW WOULD YOU TELL ME ABOUT YOUR EXPERIENCES
AND FEELINGS THIS YEAR AS A TRANSFER TEACHER? (PROBE:
YOUR GREATEST SATISFACTIONS, DISSATISFACTIONS)

ARE THERE ANY EVENTS, FACTORS, CONDITIONS WHICH YOU THINK ARE CRITICAL TO HAVE HAPPEN DURING THAT FIRST YEAR FOLLOWING A TRANSFER?

WHAT CAN BE DONE AT THE BUILDING LEVEL TO ASSIST
TRANSFER TEACHERS? DISTRICT LEVEL?

WHAT DO YOU THINK ARE THE STRENGTHS OF THE TRANSFER POLICY?

WHAT ARE THE WEAKNESSES?

CLOSING

This concludes the interview.

Once again, I appreciate your willingness to participate in this study.
Thank you for sharing some of your valuable time.

THEORETICAL NOTES

METHODOLOGICAL NOTES

APPENDIX C

Sample Verification

TEACHER TRANSFER AND THE WORKING ENVIRONMENT

<u>PART ONE:</u> The purpose of this section is to determine the difference, if any, between the working conditions of your prior assignment and your current position.

Response Code:

1	2	3	4	5
Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

Please circle the responses for your prior position on the left, your current assignment on the right.

<u>PRIOR POSITION</u>	CONDITIONS/ENVIRONMENT	<u>CURRENT ASSIGNMENT</u>
	1. Instruction help/ guidance/advice from:	
1 2 3 4 5	- Other teachers	1 2 3 4 5
1 2 3 4 5	- Administrators/ Supervisors/ Team Leaders	1 2 3 4 5
1 2 3 4 5	- Inservice Training	1 2 3 4 5
1 2 3 4 5	- College Course Work/ Experiences	1 2 3 4 5

2. Rapport with and respect of:

1 2 3 4 5   - Students   1 2 3 4 5

1 2 3 4 5   - Parents of students   1 2 3 4 5

1 2 3 4 5   - Other teachers   1 2 3 4 5

1 2 3 4 5   - Administrators/Super-   1 2 3 4 5
                 visors/Team Leaders

1 2 3 4 5   3. Budgetary support for my   1 2 3 4 5
               teaching area

            4. Support (and encouragement)
               of my teaching area from:

1 2 3 4 5   - Parents   1 2 3 4 5

1 2 3 4 5   - Other teachers   1 2 3 4 5

1 2 3 4 5   - Administrators   1 2 3 4 5

1 2 3 4 5   - Community members   1 2 3 4 5

1 2 3 4 5   5. Physical facilities for my   1 2 3 4 5
               teaching area

1 2 3 4 5   6. Equipment for my teaching   1 2 3 4 5
               area

1 2 3 4 5   7. Parent-teacher conferences   1 2 3 4 5

1 2 3 4 5   8. Scheduling of classes (or   1 2 3 4 5
               class time) to complete
               desired objectives

1 2 3 4 5   9. An environment that is   1 2 3 4 5
               conducive to professional
               growth and development

1 2 3 4 5 10. Feelings of accomplishment   1 2 3 4 5

1 2 3 4 5 11. Workload (time, energy-   1 2 3 4 5
               needed, numbers of pupils,
               etc.)

1 2 3 4 5 12. Behavior of pupils   1 2 3 4 5

1 2 3 4 5 13. My teaching being observed   1 2 3 4 5
               by administrator

1 2 3 4 5 14. Level of job satisfaction   1 2 3 4 5

PART TWO of this questionnaire seeks to evaluate the stress factors involved in your change of assignment/transfer.

JOB FACTOR	NONE	LITTLE		MODERATE		HIGH	
				STRESS EFFECT			
1. LACK OF SUPPLIES/EQUIPMENT	0	1	2	3	4	5	6
2. PHYSICAL FACILITIES	0	1	2	3	4	5	6
3. DISCIPLINE	0	1	2	3	4	5	6
4. COMMUNICATION PROBLEMS WITH STUDENTS	0	1	2	3	4	5	6
5. COMMUNICATION PROBLEMS WITH PARENTS	0	1	2	3	4	5	6
6. COMMUNICATION PROBLEMS WITH TEACHERS	0	1	2	3	4	5	6
7. COMMUNICATION PROBLEMS WITH ADMINISTRATORS	0	1	2	3	4	5	6
8. LITTLE PARTICIPATION IN DECISION MAKING	0	1	2	3	4	5	6
9. PAPERWORK	0	1	2	3	4	5	6
10. SALARY	0	1	2	3	4	5	6
11. FEELING OF ISOLATION	0	1	2	3	4	5	6
12. LACK OF SUPPORTIVE SERVICES:							
- TEAM	0	1	2	3	4	5	6
- BUILDING	0	1	2	3	4	5	6
- CENTRAL ADMINISTRATION	0	1	2	3	4	5	6
13. CURRICULUM	0	1	2	3	4	5	6
14. SCHEDULING OF CLASSES	0	1	2	3	4	5	6
15. JOB PERFORMANCE EVALUATIONS	0	1	2	3	4	5	6

OTHERS: PLEASE COMMENT