

2023

Teachers and Leaders' Perspectives on the Knowledge Management of Schools through Teachers' Mobility

Esen Altunay

Ege University, Türkiye, esenaltunay@yahoo.com

Evrin Erol

Kütahya Dumlupınar University, Türkiye, evrim.erol@dpu.edu.tr

Follow this and additional works at: <https://digitalcommons.nl.edu/ie>

Recommended Citation

Altunay, Esen and Erol, Evrim. (2023). Teachers and Leaders' Perspectives on the Knowledge Management of Schools through Teachers' Mobility. *i.e.: inquiry in education: Vol. 15: Iss. 2, Article 2*.

Retrieved from: <https://digitalcommons.nl.edu/ie/vol15/iss2/2>

Copyright © 2023 by the author(s)

i.e.: inquiry in education is published by the Center for Inquiry in Education, National-Louis University, Chicago, IL.

Teachers' and Leaders' Perspectives on Knowledge Management of Schools Through Teachers' Mobility

Esen Altunay

Ege University, Türkiye

Evrım Erol

Kütahya Dumlupınar University, Türkiye

Abstract

The purpose of this study was to examine the effects of teacher mobility on knowledge management, based on the experiences of teachers and school principals of primary and secondary schools in Türkiye. The mobility of teachers in Türkiye is fairly high, which makes it significant to study in terms of school management. The analysis of qualitative interviews with thirty participants revealed several meaningful themes pertaining to the advantages and disadvantages of teacher mobility regarding knowledge management as well as strategies to increase the contributions of teachers to knowledge management of the schools that they seek to change. The results of this study contribute to an understanding of the effects of teacher mobility on knowledge management and the importance of school leadership in the process of teacher adaptation to new school environments, topics that are not sufficiently explored in the context of Turkish education.

Keywords: teacher mobility, knowledge management, school leadership

Introduction

In today's world, diverse means of communication and rapidly changing information require educational institutions, which derive their power and authority from knowledge, to adapt and construct their organizational structures accordingly. Since primary and secondary schools are knowledge-based social institutions, they are among the organizations most affected by this diversity and change. Schools need to develop sustainable learning to prepare students for a competitive global information society. For this, schools need to implement knowledge management practices that use knowledge as a significant resource to improve pedagogy and colleague relations (Cheng, 2015).

Schools are supposed to have an information processing structure that supports the development of their members and enables them to adapt to changing societal conditions. It is only possible for schools to adapt to new conditions that arise in a constantly changing social environment by building a dynamic organizational structure and including teachers who can respond quickly to changes in line with a lifelong-learning approach; thus, the first step should be to ensure knowledge management in schools. In schools, all stakeholders should collaborate, yet it is not always possible to explore and use their various knowledge effectively. Although educational organizations can begin to stimulate knowledge, individuals' acquiring the knowledge is often a long and confusing process because their experiences are not coded and they attribute different meanings to the knowledge they obtain from similar situations. The ways of using knowledge are multiple and unpredictable because individuals have different perspectives and needs. Therefore, they must participate in producing knowledge to facilitate cooperation in their daily activities (Periotto & Wessellems, 2018).

It is, therefore, significant to conduct studies to ensure knowledge management in schools and to prevent knowledge loss. Previous studies showed that qualified, experienced, and stable teachers raise the academic standards of students, so retaining qualified teachers can increase the quality of education, smooth management, and success of schools (Shrestha, 2022; Wang, 2022). However, working in different schools can help teachers use their creativity and insight since mobility allows them to encounter different educational environments and circumstances. When teachers must produce different solutions for various situations and problems, their abilities develop to a higher degree. Individuals whose knowledge, skills, and abilities are enriched as a result of new experiences and problem-solving can develop higher motivation and job satisfaction by removing monotony (Nural & Çıtak, 2012). When evaluated in terms of knowledge management, teacher mobility may have different consequences depending on whether they are affected by personal characteristics, openness to innovation, easy adaptation, or lack of adaptation. In the process of adapting to a new school, a teacher may gain experience, knowledge transfer, professional development, and motivation through acting consciously (i.e., planned and organized). When one acts unconsciously (i.e., unplanned and unorganized), it may lead to negative results, such as stress and fatigue.

For this reason, the mobility process of teachers should be well planned for the benefit of the knowledge management of schools. Studies confirm the importance of the practices of knowledge management in schools, but little research exists on the link between schools' process and the management of people. It is necessary to examine how the existing information sources have changed in the relocation process to develop a culture of information sharing by school administrations to develop their professional identity and address problems.

Context and Background

Knowledge management is the process of revealing the information and experience necessary for activities such as problem-solving, learning, designing (planning), and decision-making in organizations. The most significant purpose of knowledge management is to reveal existing or potential information resources in the organization and to include them in business processes.

Another aim of knowledge management is to enable the production of new information from information sources by enabling employees to access existing information (Shabbir & Gardezi, 2020). Knowledge management in schools is to create a culture of sharing knowledge. In a knowledge-based school culture, knowledge takes on a collective structure and anyone who needs knowledge can benefit from it. Knowledge supports educational goals (Periotto & Wessellenns, 2018). Members need to practice strong communication to foster this culture. Additionally, ensuring knowledge management in schools enables individuals to continue their learning and to transfer what they have learned to other members. Knowledge management, therefore, contributes to the effectiveness of a school and its functionality in society since it increases the capacity to draw conclusions from patterns of experiences and adapt to changing societal conditions (Gandhi, 2004). Consequently, to raise awareness of knowledge management, developing the competencies of school administration and staff members and determining the factors affecting the process are significant.

A major factor in terms of knowledge management in schools is the recognition and functional use of varying competencies of school staff members. A variable to be considered in this context is the mobility of teachers, who hold cognitive capital in schools. In the literature, mobility is examined mostly in terms of its negative effects. However, when evaluated in terms of knowledge management, mobility appears to comprise both positive and negative effects. The mobility of personnel can generally be expressed with concepts such as job rotation, compulsory rotation, personnel mobility, job transfer, personnel turnover, and voluntary mobility. It also denotes periods when individuals work in different jobs or departments within an organization for a certain time in accordance with their interests and abilities (Gökkaya, 2013). Job rotation generally consists of efforts to develop and enrich employees' skills and abilities to increase individual and organizational performance. Personnel mobility includes internal job changes within the organization, such as promotions, transfers, or reduced job status, as well as permanent or temporary dismissal of employees and the condition in which an employee quits the organization for reasons such as retirement or resignation (Hom et al., 2017; Mishchenko, et al., 2016). Employee turnover or job turnover means moving to other organizations that provide better job opportunities due to personal reasons or working conditions. Although this concept has various definitions in the literature, it is mostly used in the sense of losing employees in an unplanned way or in line with their wishes (Demirkıran & Erdem, 2014).

In this study, *mobility* denotes the cases that arise because of transfers, optional decisions, personal reasons, compulsory work obligations, a requirement of service, extraordinary situations, and field changes, besides the fact that the number of personnel per school is higher than it should be. One type of mobility is job rotation. Abiante (2018) stresses the necessity of implementing job rotation in academic institutions and offices, and other places, to relieve staff of some of the monotony associated with routine work. Job rotation reduces boredom and increases motivation through the diversification of employees' activities. It also enhances the life of the organization (e.g., the school) and employees (e.g., teachers) because their various skills give management more flexibility in scheduling work, adapting to changes, and filling vacancies.

However, the effects of personnel turnover often lead to negative consequences, such as the increased cost of new personnel's recruitment and training, loss in the continuity of work and production, and damage to the organizational culture (Hom et al., 2017). Another challenge is

that the direct and indirect costs imposed on organizations are often not adequately evaluated by organizations, and organizations do not give due importance to cost-benefit analysis (Hancock et al., 2013). Principals must understand how working conditions can influence teachers' turnover and work to decrease the effects of teachers' turnover for long-term school development and student success. Teachers leave their positions for different reasons, and some mobility can be expected. Knowing who is more likely to leave and under what conditions can help principals improve stability rates by suggesting the reasons behind school moves. Examining these patterns can also show areas of concern if there are high rates of instability among certain types of teachers in particular schools (Allensworth et al., 2009). In the comprehensive study of Sekar et al. (2021), performance evaluation, working conditions, equal employment, development opportunity, and reward systems were the factors that determined teachers' leaving their jobs. As of 2019, public schools in the United States spend over \$2.22 billion annually on staff turnover costs (Proctor Matos, 2019). In his study, Proctor Matos (2019) stated that creating a collaborative and supportive work environment and promoting professional development supports effective training and reduces personnel turnover-related expenditures of local governments. Haritha and Gupta (2019) state that the staff turnover rate is high in educational institutions in India and that the functioning of the teaching profession is different from other professions. To prevent this turnover and to retain talented teachers in the long-term, the working culture of schools should be developed and maintained. Employees should take more certified training to increase their effectiveness and efficiency. Schools should have predetermined criteria to define the skillset (characteristics) that a highly skilled teacher should possess. Additionally, public schools must be competitive with private schools. According to the knowledge-based management theory of Nonaka and Takeuchi (2008), it is significant for a school's knowledge management that administrators take measures to record explicit information with a report or other documentation. As teachers are appointed to new schools, they should prepare to share implicit information based on their experiences.

Addressing the situation, in Türkiye, the Ministry of National Education thinks that some cases of teacher mobility are voluntary, while some are due to personal reasons or compulsory conditions. In 2015, the Ministry of National Education published the Teachers' Appointment and Relocation Regulation to regulate the procedures and principles regarding the relocation of teachers and to conduct education and training services effectively and efficiently. Determining the number of teachers to be appointed according to the regulation is decided according to service regions. Service areas are rated as having low, medium, and high-level facilities according to criteria such as geographical conditions, socio-economic conditions, ease of transportation, and service requirements met. Teachers who have completed their compulsory work obligation in each region can apply to another region, province, and school within the specified periods. The relocation of teachers is carried out at the end of the semester and during the summer holidays in order not to disrupt education and training. Teachers must have worked for at least three years to apply for a change of location within the province. In the case of a change of location between provinces, teachers who have completed at least three years of employment in their province can apply for an appointment. Teachers in Türkiye are displaced in three ways: voluntary, disability-related, and compulsory work obligations (MoNE, 2015). Teachers mobilize in line with their service scores, based on length of tenure, and request relocation within the province or between provinces and also in line with the lack

of teachers (i.e., staff gap) of the schools they request. In displacement due to disability, there are criteria such as deterioration of the family unity, educational status, and natural disasters. Teachers who have not completed their compulsory service are relocated to the regions determined by the ministry, considering the teachers' wishes (MoNE, 2015).

The most important phenomenon that increases teacher mobility in Türkiye is that teachers do not stay for a long time in provinces where the need for teachers is the highest in terms of geographical conditions and socio-economic development. Most teachers make requests for appointments in another province within a short period, and these demands intensify in some provinces. This situation causes significant differences among provinces in terms of quality of education. In some provinces, teachers want to leave for another city, thus rates of appointments are high and the average years of teachers' service is quite low. As of 2016, the average length of service in years for teachers in a region in Türkiye is 11.4, but large differences exist between the east and west of the country. While this service period is 6.4 years for the southeastern Anatolia region, it is 14.2 years for the Aegean region. The average length of service years for teachers in the city of Şırnak is 1.8 years, but this increases to 15.6 years in İzmir. The lengths of teaching experiences in the various provinces differ according to those considered to be in good condition. While the average years of service of teachers working in well-established educational institutions in city centers are relatively higher, the service period of teachers working in schools located in districts or villages where social and economic opportunities are relatively insufficient is lower, and teacher turnover in these latter institutions is also rapid.

Considering the importance of professional experience and continuity in education for students, these differences may bring quality and stability problems in education (MoNE, 2017). In cases where mobility occurs frequently in a school, the quality of education in that school may decrease. According to Turhan and Sevim (2017), teacher rotation has negative effects as well as positive effects in terms of teacher and student performance. As a consequence, it is necessary to consider the adaptation process of teachers after mobility. Gökçaya (2013) and Wang (2022) revealed that the positive effects of rotation include circumstances in which individuals are given different tasks in accordance with their interests and abilities. Monotony that may occur for individuals and organizations can be prevented, and the transfer of the organizational culture is ensured. The efficiency, performance, and motivation of individuals are also increased.

Knowledge Management, Teacher Mobility, and School Leadership: Review of the Literature

Throughout history, knowledge has been perceived as power to compete. The idea that knowledge is power applies to schools and to social institutions (Güçlü & Türkoğlu, 2003; Stromquist & Samoff, 2000). Nowadays, many countries and different sectors are implementing personnel mobility programs to share knowledge and experiences. Such programs in the academic sector try to ensure that universities, schools, and teachers develop in collaboration and maintain the sustainability of their mutual improvement. Schools play a critical role in the restructuring of society, as centers that are constantly disseminating knowledge. Only when schools possess an organizational memory in which each stakeholder

is competent individually or institutionally, and no information is lost with mobility, can they ensure the sustainability of knowledge and achieve their goals (Töremen, 2011). Principals are supposed to take the lead in obtaining and managing the knowledge that schools particularly need. Therefore, school principals should increase their knowledge management competencies and guide school members in this regard. Organizations that specialize in creating, acquiring, and transferring knowledge as well as regulating their behavior in line with the new knowledge and understanding they have acquired are considered learning organizations (Garvin, 1993). According to Senge's (2016) theory of learning organizations, organizations should constantly expand their capabilities and potential to ensure their continuity (Mohanty & Kar, 2012). In this context, organizational socialization processes should be efficient in transferring and storing the cognitive capital of school staff members so that their cognitive models and knowledge are open to sharing, and thus schools could use novice teachers' knowledge. Through organizational socialization, leaders could aim to describe job competencies, duties, and roles clearly, to fulfill real expectations about the job, and develop social relations in the workplace (Moeller et al., 2010). Organizing individual and group training and social activities has a potential benefit to new teachers in terms of knowledge management.

It is only when schools possess an organizational memory and little information is lost with the mobility of their stakeholders that they can ensure the sustainability of knowledge and achieve their goals. Senge (2016) asserts that if individuals can consider themselves as part of the organization in a positive environment, then their willingness to work as a team for common purposes increases, and they can be open to development and improvement. Conducting in-school activities under the leadership of school principals ensures that organizational socialization is carried out and that new teachers attain a place in the school culture. In this respect, when a school principal creates a system that can transfer and store the knowledge of the replaced teachers in the school's memory, teacher mobility can be a gain rather than a loss.

From the perspective of critical theory, teachers gain increased awareness of how they can contribute to education through the research skills they develop based on their experiences in different schools (Kincheloe, 2018). It is essential to investigate teacher mobility in terms of knowledge management in schools and to develop the procedure surrounding mobility to create stronger school structures. Creating environments that enable school staff members and teachers to learn from each other by collaborating are highly likely to contribute to the success of schools. Hence, there is a need to consider the knowledge management process in schools and to support the positive effects of teacher mobility. For the process to succeed, it is important for schools to foresee the negative effects of mobility and to implement support by making necessary preparations (Tonbul & Sarıoğlu, 2012).

No studies have been found in the literature directly related to teacher mobility in terms of knowledge management of schools. However, there are some studies on teacher rotation (Abiante, 2018; Memişoğlu et al., 2015; Turhan & Sevim, 2017; Yapar et al., 2022) in the literature, yet most studies on mobility have examined the mobility of school principals (Hayırlıoğlu & Kanat, 2015; Okçu & Avcı, 2015). Managerial competencies in knowledge management have also been investigated (Corredato Periotto & Wessellenns, 2018; Küçük, 2022; Özgözü, 2015). The turnover of teachers seems to be a frequent phenomenon both in the international arena and in Türkiye. This should be evaluated in terms of school leadership and management.

Purpose Statement and Research Questions

Considering the frequent mobility of many teachers in Türkiye during a year or every few years, the current study contributes to the literature by evaluating the rotation process in terms of knowledge management of schools within the scope of our findings. The main purpose of this study is to determine the experiences of teachers and school principals regarding knowledge management in schools with reference to teacher mobility. The following research-questions were created to find answers to the research problem:

1. What are the advantages of teacher mobility in terms of knowledge management in schools?
2. What are the disadvantages of teacher mobility in terms of knowledge management in schools?
3. What are the experiences of school principals and teachers of actions taken for the knowledge management of schools during teacher mobility?
4. What are school principals' and teachers' experiences on increasing the mobilized teachers' contribution to the knowledge management of their schools?

Method

This study employed a qualitative interview approach. Qualitative research was appropriate to determine the meanings attributed to the experiences of school leaders and teachers regarding the displacement of teachers in terms of knowledge management in schools. Knowledge management, which started in the late 1990s and is increasingly seen as an important differentiator between the business sector and academic organizations, has turned into a daily function of academic organizational life. The diffusion of knowledge has changed the work of school principals around the world. In an era where the pace of change is accelerating, managers are expected to be exceptional leaders.

Integral to the implementation of knowledge management is understanding the organization's information flow and implementing organizational learning practices, which make explicit key aspects of knowledge held by the school's documents and its staff. Knowledge management is not about managing or organizing books or journals, searching the internet, or arranging for circulating materials. Each of these activities can, in some way, be part of the knowledge management spectrum and processes. Knowledge management enhances the use of organizational knowledge through sound practices of information management and organizational learning (Broadbent, 1998). We questioned whether individuals could accurately capture experiences and meanings (or just opinions) in the mobility process. In our research, we have tried simply to get closer to the experience of mobility by dealing with the meanings that represent the experience.

Participants

In this study, we used a purposive sampling technique to determine the sample. The study examined in-depth the experiences of teachers and school leaders regarding knowledge management in Turkish schools. Within this scope, the participants of this study consisted of 20 teachers and 10 school principals working in six official primary and four secondary schools in İzmir and Kütahya, Türkiye, in the 2021–2022 academic year. The main reason for conducting the research in İzmir and Kütahya is that these cities are at the forefront of the service regions where teachers want to work in terms of teacher mobility in Türkiye. The reason for choosing primary and secondary schools is that the teacher circulation is more intense at these levels. As for the participants, we thought that they would have more awareness of the positive and negative aspects of relocation (mobility) and that they likely would be working for the first year, at most, in their current school. Sixteen of the teachers participating in the research and six of the principals were women. Twenty-four participants had undergraduate degrees, and six participants had master's degrees. Eighteen of the participants were in the 31–40 age range, and 12 of them were in the 41–50 age range. The reason for the relatively high age of the participants is that they had to work in certain regions before, following the Regulation on Teacher Appointment and Relocation, to be able to work in İzmir and Kütahya.

Data Collection

We collected data by using a semi-structured interview guide prepared in such a way as to ensure that data were suitable for the research aim, considering the relevant literature. Four questions ensured the determination of the advantages and disadvantages of teacher mobility in terms of knowledge management of schools, the actions taken for the knowledge management of schools because of teacher mobility, and the possible suggestions on the issue. We paid utmost attention to ensure that the questions were clear and understandable. First, we constructed the draft of an interview guide, and then two experts checked the interview form and presented suggestions. Next, we revised the interview form in line with the experts' suggestions. After the pilot interviews with two teachers and two school principals, we finalized the interview guide. We contacted school principals and teachers before the interviews, obtained consent and appointments, and recorded the interviews. The interviews yielded rich data about the experiences of school principals and teachers, particularly with regard to the mobility of teachers in terms of knowledge management in schools.

Data Analysis

We employed an inductive approach to data analysis consisting of several cycles of coding that resulted in identification of meaningful themes. Guided by the work of Saldana (2021), we highlighted portions of written reflections in which words, phrases, and short examples seemed germane to the research question. From this initial step, we identified repetitive statements, and

further, we used pattern (or descriptive) coding to start generating themes and work on interpretations of the data (Saldana, 2021). Throughout the data analysis, we wrote analytical memos, thus practicing reflexivity—the process that reflected our coding choices and our intercoder agreement (Saldana, 2021).

The data analysis resulted in the identification of nine themes that resonated with the research questions as well as the extant literature on teachers' and principals' reflections on knowledge management. As a result, the findings indicated three themes (knowledge creation, knowledge sharing, and knowledge utilization) related to the advantages of teacher mobility in terms of knowledge management of schools; four themes (limited knowledge sharing, failing to use educational content knowledge, the decline in the general performance of schools, and schools' inability to store knowledge) related to its disadvantages; two themes (adaptation efforts within a group and individual adaptation efforts) related to the actions taken for knowledge management; and two other themes (reducing the negative factors and knowledge sharing) related to its contributions of mobilized teachers.

Research Ethics

In terms of compliance with ethical rules, this study was initiated after applying to the Scientific Research and Publication Ethics Committee of Kütahya Dumlupınar University and obtaining the necessary approval. The participants signed an Informed Consent Form. In line with the principle of confidentiality, each participant was given a code, for example, T1, T2, T3, P1, P2, P3, etc.

Results

Advantages of Teacher Mobility for Schools' Knowledge Management

First, regarding the advantages of teacher mobility in terms of knowledge management of schools, we found knowledge creation, knowledge sharing, and knowledge utilization as the three themes, which are presented in Figure 1.

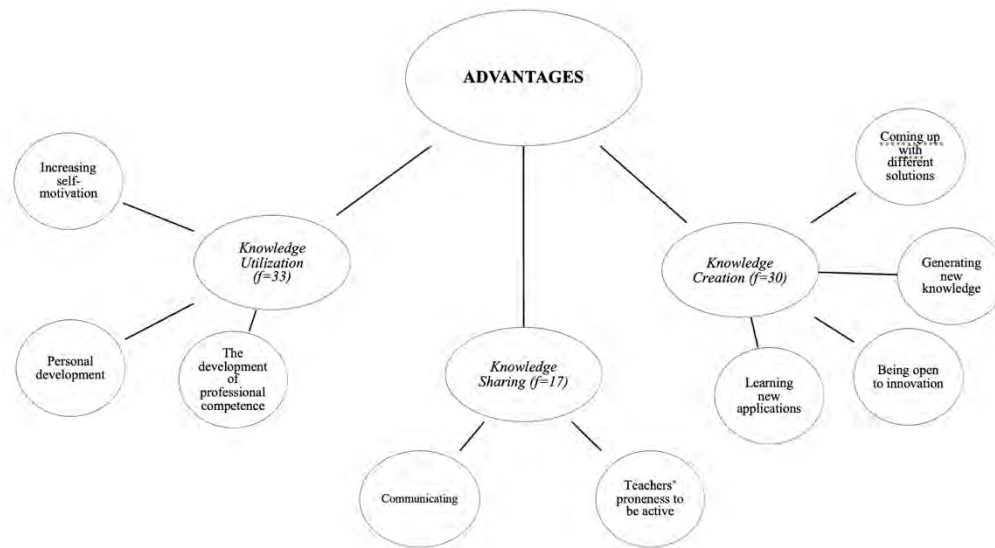


Figure 1. Advantages of teacher mobility in terms of knowledge management in schools

The theme of knowledge utilization ($f=33$) stood out as an advantage of teacher mobility in terms of knowledge management of schools. This theme included personal development, increasing self-motivation, and the development of professional competence. Of great importance was that the knowledge of the new teachers who had recently come to a school was transformed into a contribution to the school. For instance, one of the participants stated: “I found myself conducting more research. New games, puzzles . . . In a sense, I got myself out of four years of mediocrity. This boosted my motivation. Younger students show their love and interest very easily. It gave me professional satisfaction” (T13). The results of this study demonstrated that teacher mobility was conducive to teachers’ professional competence. The teachers generally stated that they had the opportunity to observe students at different educational levels and in different schools, which enriched their lessons. One of the participants mentioned a novice teacher who used different teaching techniques than the others, leading to a similar effort in the other teachers in the group, and added, “It would have been difficult for me to work in one place for 20 years, so mobility has benefited me a lot. I gained self-confidence and professional experience. It also allowed me to establish a professional communication” (T12). Mobility also contributed to teachers’ communication and leadership skills. A school principal coded P8 said, “It also helped them develop their communication skills. They approach social relations more professionally. They improved their leadership powers and became more [competent] in teamwork.”

The theme of knowledge creation included creating different solutions, generating new knowledge, being open to innovation, and learning new applications. When teachers changed their schools, they acquired new knowledge about the environment, people, and other aspects of academic life. Teachers also restructured new knowledge as a result of various interactions. In other words, the participants focused on the production of intellectual capital. Intellectual capital is the implicit knowledge formed by emotions, experiences, values, and beliefs and the information (know-how) about how to perform a job. This information should be brought to the fore to increase the quality of education services, which is the main purpose of a school,

and to gain a competitive advantage in the ecosystem consisting of surrounding schools. In this context, the intellectual capital created by the innovative thinking structures of the employees added value to the schools. One of the participants said, "Because we encounter very different people and conditions, different circumstances occur and provide us with even more experience" (T6). The participants appeared to have developed a positive attitude toward knowledge gained because of mobility. In a similar vein, a school principal stated:

You can't introduce yourself to the school in a period of one or two months. One of our teachers was more than the norm when she first came to the school, so she initially worked at another school temporarily. She had worked there for a semester. When she had to return to our school, the parents of the students did not want her to leave the school. They had written a petition and went to the district Education Directorate. When I heard about this incident, I spoke with the teacher. I learned that he had worked in college before, that's why they wanted to work with him. The former school principal mentioned that he was a hard worker. Since the relocation put the teacher in different environments, positive and negative, he had to change and transform. It provides experience. (P6)

The participants testified that they tried to learn and transfer knowledge about their new schools. Hence, communication with new people contributed to knowledge sharing. In other words, this theme is related to the fact that teachers must use a great deal of new knowledge functionally in their new school though they have never used it before, instead of continuing routine behaviors they exhibited in their previous schools. Information sharing is a process of exchange between those who provide information and those who require it. The main purpose of this process is to ensure that all stakeholders in the school have access to information and to facilitate the transfer of knowledge among them as much as possible. To ensure information sharing, stakeholders should communicate and interact formally or informally. It is important to deliver the right information to the right people at the right time. Thus, information multiplies as it is shared, it is valued as it is transferred, and new information is produced. One of the participants stated that the academic level of the students in the new school was very low, so there was a necessity to share information intensively with other teachers and to be more creative. Another participant said, "The students are very active, and they force me to be innovative anyway. Their parents are also so interested that the teachers must become active" (T3). Similarly, a school principal stated:

A teacher who moved had done many projects at his previous school. They held exhibitions in the city square with the participation of the governor's office for two years in a row. In the beginning, we had no idea. Would we have news? Why not? So, after all, if his previous school was called and determined what he was doing, he would do the same at this school. He had many material infrastructures. The school principal and teachers could use this information very easily. (P10)

Disadvantages of Teacher Mobility in Terms of Knowledge Management in Schools

The disadvantages of teacher mobility were expressed through the four subthemes: limited knowledge sharing, failing to use educational content knowledge, the declining in the general performance of schools, and schools' inability to store knowledge (see Figure 2).



Figure 2. Disadvantages of teacher mobility in terms of knowledge management in schools

Failing to use educational content knowledge ($f=15$) stood out as the most significant of all subthemes in terms of disadvantages of teacher mobility with regard to knowledge management. This subtheme highlights the difficulty of the orientation and adaptation process for teachers. In other words, after teachers started working at a new school, a long time passed until they got to know the students, parents, and other teachers. During the challenging conditions of this adaptation period, teachers used their educational knowledge less due to the lack of focus on the execution of education and training.

For example, one of the participants said, “The first month of the familiarization period negatively affects the education process. Teachers should be informed about the school where they are appointed before the school term starts. It is very difficult to overcome personal problems and the adaptation process together” (T12). The participants stated that they had to develop new perspectives after starting to work in a new school and that the education and training process was adversely affected until they got to know the people, the institution, and the employees.

Declining in the general performance of schools was the second theme about the disadvantages of teacher mobility for school leaders. Teachers who did not know the other staff and workflow in their new school experienced problems with the function of the school as a result of teacher mobility. One participant said, “It affects the overall performance of the school negatively. The usual order is disrupted. It becomes impossible to deal with children because of having to deal with personal problems during the familiarization period” (P2). Another participant emphasized that frequent teacher mobility reduces the success of the school and disrupts its order. Moreover, one of the participants said, “Mobility becomes a disadvantage with respect

to the schools' general functioning and achievement of their goals. When individuals do not know each other, reaching goals poses a real challenge. If the adaptation process is positive, it contributes to personal development" (P9).

Limited knowledge sharing is the third theme considered as a disadvantage. Teachers did not know the workflow and process in the new school. They stated that they often had to solve problems by themselves until they got to know other staff members of their new school. The participants emphasized that they did not know who had what kind of information in the school. So, they lived in anxiety about making wrong decisions when they needed to intervene and they acted hesitantly in situations. For example, a participant said, "I am not getting close to problems here. Our access to this information is limited. I really don't want to interfere without knowing about them much" (T9). Another participant stated that there were problems in sharing information during teachers' mobility. In a similar vein, a school principal stated,

When people get used to a certain order, they move more comfortably. It is difficult when teachers change places. They cannot adapt. The exchange of information among teachers is limited. He loses time until he gets to know the students and efficiency of the school decreases. (P7)

The theme of the schools' inability to store knowledge was related to knowledge management problems because of teacher mobility in schools, leaving teachers negatively affected by the previous school. Since the knowledge and experiences of each teacher who left other schools did not transfer, schools needed access to the knowledge of the teachers as well. A teacher said,

The teacher mobility must have created problems in the functioning of the school where I previously worked. Me and another teacher, [sic] two of us left the school at the same time. The other teacher was working on projects. I also had a gymnastics team and a cross team at the school I left. It must have negatively affected students as they could not train the students as much as I did. (T14)

The participant coded P1 expressed this process,

Even though the school principal generally knows that the teachers have field knowledge, they may not record it. If a school does not have a corporate culture, unplanned and short-term daily studies are conducted. Not every teacher can find areas to use their experience. Contributing to different fields is difficult. There is a lack of knowledge until the teacher explains this knowledge in the new school he goes to.

Actions Taken for Knowledge Management of Schools after Teacher Mobility

Regarding actions taken because of teacher mobility, as presented in Figure 3, adaptation efforts within a group and individual adaptation efforts emerged as the two themes.



Figure 3. Actions taken for knowledge management of schools after teacher mobility

Individual adaptation efforts ($f=20$) stood out as the most significant of all subthemes aimed at methods and practices used for knowledge management at schools after a teacher's mobility. The theme of individual adaptation efforts included the individual practices of teachers in adapting to their new schools. Knowledge management in schools started with a basic assumption. The core values of the school organization influenced the accumulation of data for knowledge management. The data gained importance as knowledge later in human interaction and information technology processes. For this reason, when teachers started working in a new school, the school principal needed to use techniques for knowledge management. According to the experiences of the participants, when the teachers started to work in a new school, they learned information through a natural process. When they needed something, they obtained information about it by asking the school principal or colleagues. For instance, the participant coded T8 said, "Newcomers show efforts to make themselves accepted. We must prove ourselves in the school with our own efforts. I struggled on my own to learn everything about this school, which was a difficult process."

The theme of efforts made within a group included activities held by the school principal and teachers to help new teachers adapt to their new school. The participants often stated that the principals rarely asked about their school-related expectations at board meetings. However, the principals provided teachers with professional knowledge and made presentations about the school's budget management, projects, and operations. Knowledge sharing was mostly related to projects carried out at the schools. One of the participants said, "We held social activities to ensure the adaptation of the new teacher. Dinner meetings and social activities were organized. As the school administration, we informed them about their job descriptions at the meetings" (P3). Displaced teachers could gain and share knowledge through human interaction and information technology processes in their schools. This information transformed through context, data accumulation, sense-making, synthesis, and reflection. Finally, this information shifted into knowledge used in educational decision-making within the school (Petrides & Guiney, 2002). In this respect, results demonstrated that the school principals' techniques for knowledge management, both individually and in the group, were low.

Increasing the Contribution of Mobilized Teachers to the School's Knowledge Management

As a result of the analysis made to increase the contribution of mobilized teachers to the knowledge management of schools, two themes emerged: reducing the negative factors and knowledge sharing, as shown in Figure 4.

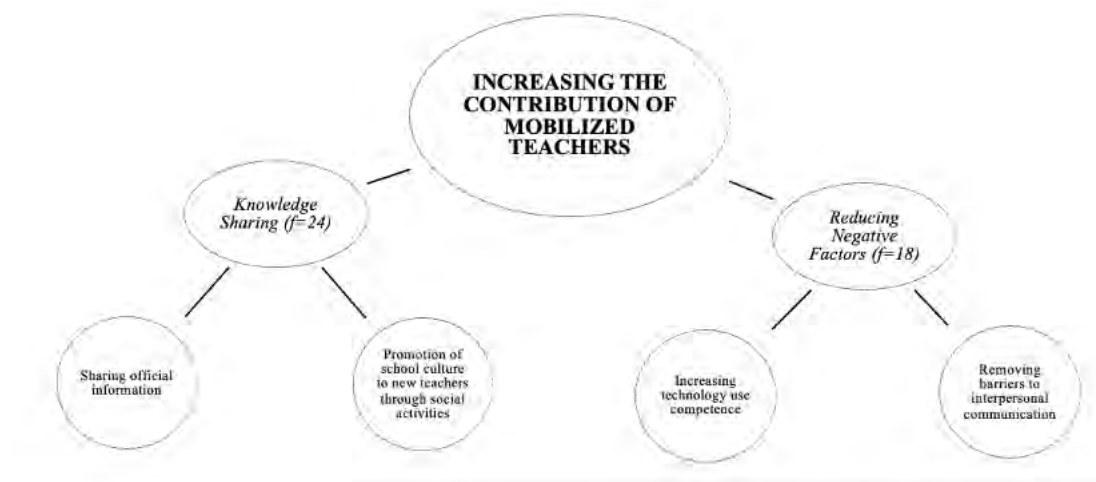


Figure 4. Increasing the contribution of mobilized teachers to the school's knowledge management

Knowledge sharing ($f=24$) was another theme that drew attention through the analysis. It refers to the promotion of school culture for new teachers through engaging in social activities and sharing official information. The participants said that acquaintance dinners, meetings, and various social activities should be held inside or outside the school for newcomers. One participant said, "Social activities can be held inside and outside the school. We used to have breakfasts and picnics together at the previous school where I worked. In that way, we would get used to each other more easily" (T1). The participants further stated that they had some problems because the school administration did not provide the necessary information about the school, students, and the school's surroundings, or share official information about the school characteristics and outcomes. One of the participants said,

If I had been given some information about the students' achievement levels, the environment or culture, my adjustment period would not have taken so long. The lack of knowledge about school operations and paperwork was so overwhelming. I had to learn all such things on my own. It was by trial and error and took a lot of my time and stressed me out. (T1)

Another participant emphasized that school leaders shared information about the school's structure to increase the contribution of the teachers mobilized to the school. One of the participants said, "It is useful to provide information about the school, students and their environment to the teachers who have just started working at the school by the administration. We gave information at the meetings" (P5).

The theme of reducing negative factors included increasing technology use competence and removing barriers to interpersonal communication. Participants said that school management should determine teachers' technology proficiency and provide support during the adaptation process. They suggested removing barriers to communication, as teachers took too long to get to know others at school. Regarding this issue, one participant said, "Meetings and dinners have been organized under the leadership of the school principal. In fact, we eat lunches as a group of colleagues. In this manner, knowledge sharing increases among group mates" (T3). Another participant stated that due to the decrease in the use of technology during mobility, principals should support the development of the teachers. One of the participants said, "Generally, technology literacy is low. They must use technology for lectures. Because of this, some had difficulties. School administration can ensure that they participate in distance in-service training programs" (P4).

Discussion

The findings of this study demonstrate that teacher mobility (e.g., by appointment, compulsion, or option) influences the knowledge management of schools. We examined teachers' and principals' experience with schools' knowledge management from multiple perspectives. Teachers' experiences regarding mobility were significant concerning knowledge management in schools. Our findings suggest that when teachers leave a school environment, they encounter various challenges and have difficulty developing new behaviors and constructing knowledge. Some of the results show that school principals can reduce the disadvantages of relocation concerning schools' knowledge management. However, they did not demonstrate these efforts sufficiently and present practices systematically after mobility. Another valuable result of our study is the evidence that school principals can take precautions before and after teachers relocate. Participants used adult education and orientation processes to help teachers improve their technical or professional competencies.

We found the three themes of knowledge creation, knowledge sharing, and knowledge utilization as advantages of teacher mobility. The literature review revealed no research reporting results directly related to our study of mobility, but the literature does contain opinions that rotation has benefits, such as reducing teachers' inactivity while enabling them to develop their knowledge and motivation, besides maintaining a level of relationship with school staff members and providing new perspectives (Okçu & Avcı, 2015). Teachers' mobility can provide opportunities for them to learn in different schools, which not only helps improve teachers' professional ability but also promotes their personal growth (Wang, 2022).

Our results are identical to those of Tonbul and Sarioğlu (2012) on compulsory rotation. They found themes related to positive opinions on rotation, such as motivation, increased success and opportunity for change, and opportunity for personal and professional development. Similarly, Ubeda Garcia et al. (2021) reported positive aspects of rotation, which are similar to the results of this study. The reason for such similar results could be that teachers encounter different variables and have to develop new behaviors when they leave the school environment they are accustomed to. When teachers encounter other teachers and students with different characteristics and backgrounds in their new schools, they can acquire and use new knowledge

as an expected result. Employees can learn and perform desired behaviors through the socialization process. Learning requires a knowledge internalization process, which implies a transformation of explicit knowledge into tacit knowledge that every person should accept individually. This internalization process allows taking advantage of the knowledge potential that arises during interpersonal interaction, particularly in groups, and also with access to information sources that the internet offers. These group dynamics containing the socialization process allow an exchange of knowledge among its participants (Fidalgo-Blanco et al., 2015). Resolving the stress of uncertainty about the environment of a new school can contribute to the professional and personal development of teachers. Additionally, positive changes in the schools related to knowledge management was an indicator of success of the socialization process and the development of learning in the context of school leadership. In countries with a centralized education system, such as Türkiye, the school leaders can contribute to knowledge management if they consider the socialization process of mobilized teachers.

Another finding of this study is that teachers and principals experienced the disadvantages of teacher mobility in terms of knowledge management of schools. Our results refer to the themes of limited knowledge sharing, inability to use educational content knowledge, the decline in the general performance of schools, and schools' inability to store knowledge about teachers' mobility experiences. The findings of this study support what Kaya and Göçen (2012) refer to as negative aspects of teacher mobility, which include situations in which personnel and principals have difficulty adapting to new circumstances. Further, the results of this study concur with Kaya and Göçen (2012) stating that managers do not have the desired characteristics of leaders and cannot meet expectations, and that administrative changes can reduce the level of participation in decisions within the institution, leading to anxiety. Similarly, Tonbul and Sarıoğlu's (2012) results demonstrate that the rotation of teachers has negative effects on the institutional climate and culture in terms of teachers' recognition and adaptation, and in terms of the disruption in long-term plans of schools. Memişoğlu et al. (2015) state that adaptation problems due to the constant change of location damage teachers' sense of belonging and result in a negative impact on motivation. According to the knowledge-based theory, organizations' members who do not know their expertise are prevented from the effective use of implicit and explicit knowledge. In knowledge management, one of the negative aspects of mobilization is that the problems of newcomers' recognition and adaptation to the school cause disruptions in the realization of long-term goals. We strongly believe that teacher mobility weakens the organizational socialization of teachers. García Peñalvo (2016) asserts that organizational socialization includes individuals' efforts to make a contribution to the organization to influence the members of the organization. Farahian and Parhamnia's (2022) study revealed that among other factors, teachers' lack of awareness regarding the importance of knowledge sharing, sticking to conventional teaching methods, and considering authorities' views as more trustworthy were the barriers that impeded knowledge sharing.

Failure of the school administration to plan the school's knowledge management process may cause disadvantages to emerge in schools where teachers move. Moreover, when school administrators leave this process to its natural course, its negative impact on educational activities increases. In contrast, teachers' mobility can cause stress as well as communication and adaptation problems by their being exposed to an unfamiliar environment in the process of adapting to their new schools. These experiences may turn out to affect the knowledge management process negatively. In addition, the loss of knowledge stemming from teachers'

leaving is another important issue in terms of the institutional memory of schools. We infer from our results that the expectations of mobilized teachers were not adequately met and systematically provided with essential procedures. Furthermore, the importance of this issue is not sufficiently recognized. Our results indicate that school leadership ignored lifelong learning and adult education. Adult education is an important process that allows individuals to develop their abilities, increase their knowledge, improve their technical or professional competence, and change their attitudes and behaviors (Stephens & Coryell, 2021). Our findings suggest that teacher mobility is an opportunity for lifelong learning.

With regard to knowledge management and teacher mobility, the findings of this study demonstrate that participants had some experience with group and individual adaptation efforts. Relocated teachers are significant in terms of schools' knowledge management. If they quickly adapt to the school, then they can use their knowledge for the benefit of the new school. However, the participants of this study emphasized that the process of adaptation was hampered when school members' effort were limited to teachers' meetings, when the administrators did not see adaptation as a need, and when the speed and degree of mobility was high. We found that individual adaptation efforts were limited. Some school managers did not pay attention to teachers' expectations or contributions, or take adaptation measures when teachers relocated. The dysfunction of organizational socialization is often due to the scarcity of data about employees' experiences within their organizations.

However, socialization antecedents do occur during employees' integration and do alter their attitudes and behaviors. For example, Moyson et al. (2018) suggests that older employees are less interested in career advancement because they "are generally more integrated into the social fabric of organizations." Gaining deeper insight into school processes requires a long time. Other techniques such as training, mentorship, or proactive behaviors may be used to accelerate the cohesion processes. However, Altunay and Özerten (2019) state that teachers can learn to share information, share good practices, identify the causes of school problems, use teaching techniques, and employ technology in regular activities with each other. Additionally, Ateş and Ünal (2019) state that despite teachers' mobility, a school improvement team (SIT) plays a significant role in ensuring the continuity and development of knowledge management. In this respect, the school development plan that SIT creates can be a roadmap for the school to reach its strategic goals (Ateş & Ünal, 2019). Hence, teachers who relocate may work cooperatively through this plan. School leadership teams that support the realization of the school's goals also help the new teacher to adapt. The school principal, the formal leader of the school, and SIT are expected to organize teachers voluntarily for the creation, use, and sharing of knowledge.

The analysis of the themes resolving negative factors and knowledge sharing reveals what can be done to increase the contribution of relocated teachers to the advantage of schools' knowledge management. School principals should remove obstacles that teacher relocation may create, as well as share knowledge at their schools. School principals need to take measures to eliminate problems caused by teacher mobility as soon as possible and to reach the stage of being a learning community more quickly. The findings of this study underscore what Senge (2016) states in terms of knowledge sharing by each member of an organization enabling the organization to renew itself and develop according to the changes in its environment. For this reason, school principals should be aware of their duties to keep communication and personal development alive. In particular, newly appointed teachers should

be engaged in the school more actively. For the sake of knowledge management in schools, sustainable, collaborative learning should be ensured among school members. The existence of obstacles related to this issue of collaboration requires the support of principals or other teachers. The study of Gençel et al. (2020) determined that psychological comfort and information sharing have a correlation. Their finding means that employees' expressing their ideas without anxiety to realize the goals and objectives of the organization affects the degree of knowledge sharing, asking questions, bringing up mistakes made in the organization, and giving feedback. Erdem (2021) claims that empowering leadership behaviors affects the positive behaviors of employees in an organization. At the same time, positive management behavior increases knowledge sharing and innovative work behavior of the employees' perceptions. We found that the contribution of displaced teachers to a school's knowledge management was limited. However, an expectation was determined to increase information sharing. The systematic execution of information sharing in schools can meet the needs of teachers. As evaluated from the perspective of school leadership, many projects, reforms, and policies have been produced for knowledge management both internationally and in Türkiye. The need to support knowledge management process in schools continues.

Recommendations for Policymakers

All in all, within the scope of the study's results, educational policies should be prepared to improve schools' knowledge management. To reduce the disadvantages of teacher mobility in terms of knowledge management of schools, teachers need to adapt to new schools and pass easily into school commissions in line with their abilities and interests. Thus, knowledge sharing among teachers can be increased and the installation of corporate culture can be accelerated. The disadvantage of teacher mobility in terms of storing knowledge in schools is the loss of organizational memory. Therefore, all materials and ideas that teachers think may contribute to the schools should be recorded with utmost care. Individual achievement and reward systems can be created by schools to encourage teachers to share their knowledge. The mobilization of many teachers from a school within the same period is the mobilization of its mental capital. For this reason, school managers and policymakers should control the personnel turnover rate in a way that does not adversely affect the schools that teachers have left or where they have been recently appointed so that knowledge losses may be at a compensable level in both directions.

School policies, such as mentoring, can be strengthened to share with new teachers the general characteristics of the school as well as its culture, mission, and vision to facilitate the adaptation of mobilized teachers to their new schools. Further research should focus on the influences of the teacher mobility rate and teaching processes. School leadership teams can contribute to ensure the continuity and development of knowledge management in schools despite the change in teachers. There is a need for good communication between both principals and employees in schools. Principals need to be open to communication. Principals should authorize school leadership teams, and teams should be supported for in-service training and interaction processes of new teachers. Regulations related to the socialization process can reduce stress levels. In this way, an environment in which new teachers develop can be created.

References

- Abiante, U. A. D. (2018). Impact of teachers' job rotation on students' academic performance in Rivers State, Nigeria. *International Journal of Innovative Education Research*, 6(3), 18–26.
- Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). The schools' teachers leave: Teacher mobility in Chicago public schools. *Consortium on Chicago School Research*, 1–43.
- Altunay, E., & Özerten, K. N. (2019). Views of school improvement coordinators on peers and school observation. *Vodenje/Leadership in Education*, 17(3), 25–41.
- Broadbent, C. (1998). Preservice teachers' perceptions and level of satisfaction with their field experiences. *Asia Pacific Journal of Teacher Education*, 26(1), 27–37.
- Cheng, E. C. (2015). *Knowledge management for school education*. Springer.
- Corredato Periotto, T. R., & Leite Wessellenns, J. (2018). The school manager and the use of knowledge management practices for structuring organizational processes. *International Journal of Learning, Teaching and Educational Research*, 17(10), 43–54. <https://doi.org/10.26803/ijlter.17.10.3>
- Demirkıran, M., & Erdem, R. (2014). Examination of models developed for personnel turnover causes. *Süleyman Demirel University the Journal of Faculty of Economics and Administrative Sciences*, 19(3), 298–311.
- Erdem, A. T. (2021). The mediating role of knowledge sharing in the effect of empowering leadership on innovative work behavior: A research in the information sector. *Çukurova University Journal of Institute of Social Sciences*, 30(1), 119–131. <https://doi.org/10.35379/cusosbil.824655>
- Farahian, M., & Parhamnia, F. (2022). Knowledge sharing through WhatsApp: does it promote EFL teachers' reflective practice? *Journal of Applied Research in Higher Education*, 14(1), 332–346. <https://doi.org/10.1108/JARHE-12-2020-0456>
- Fidalgo-Blanco, Á., Sein-Echaluce, M. L., & García-Peñalvo, F. (2015). Epistemological and ontological spirals. *Program: Electronic Library and Information Systems*, 49(3), 266–288. <https://doi.org/10.1108/PROG-06-2014-0033>
- Gandhi, S. (2004). Knowledge management and reference services. *The Journal of Academic Librarianship*, 30(5), 368–381. <https://doi.org/10.1016/j.acalib.2004.06.003>
- García Peñalvo, F. J. (2016). La socialización como proceso clave en la gestión del conocimiento. *Education in the Knowledge Society*, 17(2), 7–14. <https://doi.org/10.14201/eks2016172714>
- Garvin, D. A. (1993). Building a learning organization. *Harvard Business Review*, 71(4), 78–91.
- Gençel, B., Akçakanat, T., & Dinç, M. (2020). The effect of psychological safety on knowledge sharing, work engagement and employee performance. *Journal of the*

Human and Social Science Research, 9(3), 2011–2038.

<https://doi.org/10.15869/itobiad.717522>

- Gökkaya, N. (2013). Views of primary and secondary school principals, vice principal and teachers related to rotation implementation applied on the principals (Order No. 330907) [Master's thesis, Burdur University]. Council of Higher Education Thesis Center.
- Güçlü, N., & Türkoğlu, H. (2003). Perceptions of administrators and teachers working in primary schools about learning organization. *The Journal of Turkish Educational Sciences*, 1(2), 137–161.
- Hancock, J. I., Allen, D. G., Bosco, F. A., McDaniel, K. R., & Pierce, C. A. (2013). Meta-analytic review of employee turnover as a predictor of firm performance. *Journal of Management*, 39(3), 573–603. <https://doi.org/10.1177/0149206311424943>
- Haritha, M., & Gupta, E. A. P. (2019). Retention, and turnover of teaching fraternity in educational sector with special reference to degree colleges in Bangalore. *International Journal of Innovative Technology and Exploring Engineering*, 8(10S). <https://doi.org/10.35940/ijitee.J1008.08810S19>
- Hayiroğlu, E., & Hayır Kanat, M. (2015). The concept of rotation and the effect of rotation on the educational leadership of school principles. *International Journal of Field Education*, 1(2), 24–38.
- Hom, P. W., Lee, T. W., Shaw, J. D., & Hausknecht, J. P. (2017). One hundred years of employee turnover theory and research. *J Appl Psychol*, 102(3), 530–545. <https://doi.org/10.1037/apl0000103>
- Kaya, A., & Göçen, A. (2012). A qualitative study on the rotation of school administrators. *İnönü University Journal of The Faculty of Education*, 13(3), 149–165.
- Kincheloe, J. L. (2018). *Critical theory*. Yeni İnsan Yayınevi.
- Küçük, E. K. (2022). Okul Müdürlerinin Bilgi Yönetim Süreç Yeterlilikleri. [Master's thesis, Aydın Adnan Menderes University].
- Memişoğlu, S., Çelik Yılmaz, D., İsmetoğlu, M., & Erbaş, H. (2015). High school teachers' opinions about obligatory rotation applications for teachers. *Turkish Studies*, 10(11), 1121–1144. <https://doi.org/10.7827/TurkishStudies.8479>
- Mishchenko, V. A., Belova, L. Đ., Frolova, E. V., Torkunova, J. V., Dudov, A. V., Galiyev, R. M., Palyanov, M. P., & Tenyunina, I. A. (2016). Management factors and conditions of higher education students' professional mobility formation. *International Review of Management and Marketing*, 6(1), 70–74.
- Moeller, M., Harvey, M., & Williams, W. (2010). Socialization of in-patriate managers to the headquarters of global organizations: A social learning perspective. *Human Resource Development Review*, 9(2), 169–193. <https://doi.org/10.1177/1534484310361917>
- Mohanty, K., & Kar, S. (2012). Achieving innovation and success: Organizational learning. *SCMS Journal of Indian Management*, 9(1), 36–42.

- MoNE (2015). *Teachers' Appointment and Relocation Regulation*. MoNE Publications Department.
- MoNE (2017). *Teacher Strategy Paper 2017–2023*. Directorate General for Teacher Training and Development.
- Moyson, S., Raaphorst, N., Groeneveld, S., & Van de Walle, S. (2018). Organizational socialization in public administration research: A systematic review and directions for future research. *The American Review of Public Administration*, 48(6), 610–627. <https://doi.org/10.1177/0275074017696160>
- Nonaka, I., & Takeuchi, H. (2008). Theory of the creation of organizational knowledge. In H. Takeuchi, & I. Nonaka. *Knowledge management*. Porto Alegre: Bookman, pp. 54–90.
- Nural, E., & Çıtak, Ş. (2012). *Ordu ilindeki resmi eğitim kurumlarında görev yapan yöneticilerin zorunlu yer değiştirmelerine ilişkin görüş ve önerileri 7*. Ulusal Eğitim Yönetimi Kongresi, Malatya.
- Okçu, V., Avcı, Y. E., & Avcı, H. (2015). Ideas of school principals about rotation. *Kafkas University Journal of the Institute of Social Sciences*, 15, 67–88. <https://doi.org/10.9775/kausbed.2015.005>
- Özgözü, S. (2015). The relationship among administrators' leadership behaviours, knowledge management, organizational culture in educational organizations (Order No. 410101) [Master's thesis, Ege University]. Council of Higher Education Thesis Center.
- Periotto, T. R. C., & Wessellens, J. L. (2018). The school manager and the use of knowledge management practices for structuring organizational processes. *International Journal of Learning, Teaching and Educational Research*, 1(17), 43–54. <https://doi.org/https://doi.org/10.26803/ijlter.17.10.3>
- Petrides, L. A., & Guiney, S. (2002). Knowledge management for school leaders: An ecological framework for thinking schools. *Teachers College Record*, 104(8), 1702–1717. <http://dx.doi.org/10.1111/1467-9620.00217>
- Proctor Matos, P. (2019). *Strategies for Reducing Voluntary Employee Turnover in Public Schools* [Doctoral dissertation, Walden University]. Council of Higher Education Thesis Center.
- Saldana, J. (2021). *The coding manual for qualitative researchers* (4 ed.). SAGE.
- Sekar, S., Sivakumar, G., Magenthiran, J., Kirupanantha, J. R. T., Fernandez, R., & Kim Loy, C. (2021). Impact of human resource management practices on employee turnover intention. *Asian Journal of Social Science Research*, 3(2), 57–74.
- Senge, P. (2016). *The fifth discipline: The art and practice of the learning organization*. Random House Books.
- Shabbir, M. Q., & Gardezi, S. B. W. (2020). Application of big data analytics and organizational performance: The mediating role of knowledge management practices. *Journal of Big Data*, 7(1), 47. <https://doi.org/10.1186/s40537-020-00317-6>

- Shrestha, R. K. (2022). Teacher retention in private schools of Nepal: A case from Bhaktapur district. *KMC Journal*, 4(2), 167–183. <https://doi.org/10.3126/kmcj.v4i2.47776>
- Stephens, M. L., & Coryell, J. (2021). Faculty perspectives on context, benefits, and challenges in fully online graduate adult education programs. *Adult Learning*, 32(2), 79–88. <https://doi.org/10.1177/1045159520959468>
- Stromquist, N., & Samoff, J. (2000). Knowledge management systems: On the promise and actual forms of information technologies. *British Association for International and Comparative Education*, 30(3), 323–332.
- Tonbul, Y., & Sarioğlu, S. (2012). A research regarding to obligatory displacement about school administrators. *Educational Administration: Theory and Practice*, 18(2), 313–339.
- Töremen, F. (2011). *The learning schools*. Nobel Akademik.
- Turhan, L., & Sevim, O. (2017). Examination of the views of parents of teachers and students about compulsory teacher rotation. *Journal of Atatürk University Social Sciences Institute*, 21(1), 109–124.
- Ubeda Garcia, M., Rienda, L., Zaragoza-Saez, P. C., & Andreu-Guerrero, R. (2021). The impact of knowledge management on the internationalization, organizational ambidexterity, and performance of Spanish hotel chains. *International Journal of Contemporary Hospitality Management*, 33(5), 1507–1531. <https://doi.org/10.1108/IJCHM-10-2020-1141>
- Wang, R. (2022). The implementation dilemma and solution of teacher exchange rotation in compulsory education. *International Journal of Education and Humanities*, 4(3), 219–222. <https://doi.org/10.54097/ijeh.v4i3.1811>
- Yapar, M., Belgen, D., Ağalday, D. F., & Belgen, M. (2022). The effects of compulsory and optional relocations of classroom teachers on students according to parents' views. *School Administration Journal*, 2(1), 35–56.