

**ADJUSTING SAILS: A NARRATIVE INQUIRY INTO THE TRANSFER EXPERIENCE
OF THREE SECONDARY TEACHERS IN THE MALDIVES**

BY

Aminath Nihan

A three paper thesis submitted in partial fulfilment of the requirements for
Master of Education

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



2011

Dedicated to my beloved grandmother:

Maama, thank you for being my compass and anchor and teaching me how to adjust my sails in the face of storms.

ABSTRACT

'Adjusting Sails' is a narrative inquiry which presents the stories of three secondary teachers' who underwent transfer from one school to the other in the Maldives. This metaphoric journey also describes my journey as a narrative researcher, how I sailed into unknown waters with my participants, what I discovered, and the interpretations I drew from their experiences. Semi-structured interviews of teachers and transfer managers and the analysis of official correspondence of the transfer contributed to the richness of the data. The stories of the teachers were analyzed for common themes, partially corroborated by contrasting the data gathered from interviews with two transfer managers, and written in collaboration with the participant storytellers. Trustworthiness of findings was further enforced through member-checking and adhering to reflexive procedures. The findings of this study suggest that the three teachers found the transfer quite stressful and as having impacted negatively on their emotions and professional lives. Communication issues before and after the transfer, personal perceptions associated with the transfer as well as leadership practices in their new environments appeared to have given rise to de-motivation, stress and frustrations. Apart from contributing to existing literature on teacher transfer, this study highlighted factors that made the transfer a negative experience for teachers and provided evidence which may usefully inform school managements and future transfer policies on the impact a transfer can have on the emotional and professional well-being of teachers.

ACKNOWLEDGEMENTS

First and foremost I thank I express my gratitude to the participants of this research for bearing with me as I explored the turbulent waters of teacher transfer and tried to trace their journeys. Composing narratives in collaboration with my participants required a lot of sail-adjusting from all of us. I thank all my participants for their time. It was an honour to be trusted with their feelings and emotions as they shared the experiences of teacher transfer for my benefit.

My application to Victoria University of Wellington through NZAID, as a Master of Education student was made at a time when I was struggling to balance my work as a school manager with single motherhood. Being selected for the programme was an honour and a challenge I wanted to take up. However, this was only made possible because I was financially supported to study in New Zealand. Hence, I thank the New Zealand government for this opportunity and especially the NZAID team for their unwavering support.

My journey to this beautiful destination was not made alone. I explored the culture and serenity of my new home with my constant companion, my teenage daughter Thahany Ismail. I thank my darling daughter for sacrificing her friendships and hobbies to accompany me on my pursuit for education. Thank you dear daughter for your tolerance, re-assurance and cooperation which enabled me to devote this much time for my thesis.

Studying at VUW and undertaking research has enriched me in many ways and contributed to my professional and personal growth. I am fortunate to have been assigned two equally brilliant and helpful supervisors who asked challenging questions, inspired me with suggestions and encouraged me to constantly reflect critically on my writing. Hence, I thank my primary supervisor Linda Hogg for her patience and guidance, and my secondary supervisor Dr. Anne Hynds for her critical evaluation of my work. I could not have composed this narrative without their direction and valuable input.

Throughout this journey, I was surrounded by family, friends and colleagues who inquired about my work and offered words of encouragement and support. I am truly blessed for having such wonderful people in my life who have high expectations of me

and keep track of my progress. I thank all my friends and family for helping me keep moving towards my destination.

It is my hope that the participants, school leaders and other consumers of this research find this narrative inquiry informative and reflective.

Contents

OVERVIEW OF THESIS	11
INTRODUCTION	13
RESEARCH QUESTIONS:	14
CHAPTER ONE	15
1. OCEANS OF EMOTIONS & THE SEAS OF CHANGE	15
1.1. Educational change and teachers' emotions:	15
1.1.1.Emotional impact of change.....	16
1.2. THE TURBULENT CURRENTS OF TEACHER TRANSFER	17
1.2.1.Teacher Transfer: a desired change or an externally mandated change?	19
1.2.2.Voluntary & Involuntary Teacher Transfer:	20
1.2.3.The Impact of Involuntary Teacher Transfer:	20
1.2.4. Impact of Teacher Transfer on Emotions & Professional Lives of Teachers:	21
1.3. CONCLUSION	22
CHAPTER TWO: MY JOURNEY AS NARRATIVE INQUIRER	23
2.1. NARRATIVE AS MY METHOD OF INQUIRY	23
2.1.2.Locating Myself	25
2.1.3.Making Meaning Through Writing.....	28
2.2. RESEARCH METHODS & TECHNIQUES	32
2.2.1.Selection of school site:	32
2.2.2.Setting:	32
2.2.3.Recruitment of participants.....	33
2.3. PROCEDURE	35
2.3.1.Sampling:	35
2.3.2.Data collection:	36
2.3.3.Interviews.....	37

2.3.4. Documents:.....	39
2.4. ANALYSIS	40
2.4.1. Trustworthiness of findings.....	42
CHAPTER THREE: PARTICIPANTS' STORIES.....	45
3.1. PARTICIPANT ONE: THE RACER.....	45
3.1.1. Introducing the Racer	45
3.1.2. THE RACER'S STORY	45
3.1.3. CONCLUSION:	53
THE RACER'S EXPERIENCE OF TEACHER TRANSFER:.....	54
Racer's advice for transfer managers:.....	55
3.2. PARTICIPANT TWO: THE SURFER	56
3.2.1. Introducing the Surfer	56
3.2.2. THE SURFER'S STORY	56
3.2.3. CONCLUSION:	62
THE SURFER'S EXPERIENCE OF TEACHER TRANSFER:.....	63
Surfer's advice for transfer managers:.....	64
3.3. PARTICIPANT THREE: THE DRIFTER.....	65
3.3.1. Introducing the Drifter	65
3.3.2. THE DRIFTER'S STORY	65
3.3.3. CONCLUSION:	72
THE DRIFTER'S EXPERIENCE OF TEACHER TRANSFER	74
Drifter's advice for transfer managers:.....	75
3.4. THE TRANSFER MANAGERS	76
3.4.1. Introducing the supporting characters: Skipper & Instructor	76
3.4.2. MANAGING THE TRANSFER: The Skipper & the Instructor	77
3.5. CONCLUSION	82
CHAPTER: FOUR	85

THE VOYAGE	85
DISCUSSION	85
4.1. THE BEGINNING: SETTING SAIL	85
4.1.1.Lack of communication regarding the transfer:	86
4.1.2.Communication Issues in Blue Water Secondary School:	87
4.1.3.Conclusion	89
4.2. THE MIDDLE: ADJUSTING SAILS IN UNKNOWN WATERS	90
4.2.1.Communication Issues in Harbour View School:	91
4.2.2.PERSONAL PERCEPTIONS OF THE TRANSFER :.....	93
4.2.2.1.Self-confidence and self-concept:	94
4.2.2.2.Perceptions of Equity and Justice:	97
4.2.3.LEADERSHIP ISSUES.....	99
4.2.3.1.Lack of support in the new environment:	100
4.2.3.2.Organizational culture.....	105
4.2.3.3.Professional development.....	107
4.2.3.4.Monitoring and feedback.....	110
4.2.3.5.Role conflict.....	112
4.3. THE END: STAYING AFLOAT	114
CHAPTER FIVE	115
CONCLUSIONS	115
5.1. LIMITATIONS	115
5.2. APPLICATIONS AND IMPLICATIONS	117
5.2.1.Acknowledging Teachers' Emotions:	117
5.2.2.Teachers' Personal and Professional Identities	120
5.3. IMPLICATIONS FOR SCHOOL LEADERS	123
5.3.1.Enhancing Communication	124
5.3.2. Creating a Positive School Culture:.....	127

5.4. IMPLICATIONS FOR POLICY MAKERS:	128
5.5. Directions for Further Research.....	131
CONCLUSION	133
REFERENCES	134
APPENDICES	
APPENDIX A: Information for research Advisory Group	148
Information Sheet	148
Participant Information Sheet for Teachers	151
Participant Information Sheet for transfer managers	155
APPENDIX B: Consent forms	159
Consent for participation in research (Advisory Group).....	159
Consent for participation in research (Teachers).....	161
Consent for participation in research (Transfer Managers).....	163
APPENDIX C: Interview Questions	165
For the three transferred secondary teachers:	165
For the two managers who managed the transfer:	166
APPENDIX D: Transfer documents (translated from local language Dhivehi).	167
Teachers’ letter to management of Blue Water Secondary School requesting for transfer to Harbour View School.....	167
Teachers’ “No Objections” letter to management of Harbour View School.....	168
Letter from the management of Harbour View School to the management of Blue Water Secondary School requesting for confirmation of their approval of transfer.....	169
“No Objections” letter provided by Blue Water Secondary School approving transfer of teachers to Harbour View School.....	170

TABLES & FIGURES:

Table 1: Events and incidents of the teacher transfer as experienced by Racer.....54

Table 2: Positive and negative impact of the transfer as experienced by Racer..... 55

Table 3: Events and incidents of the teacher transfer as experienced by Surfer 63

Table 4: Positive and negative impact of the transfer as experienced by Surfer 64

Table 5: Events and incidents of the teacher transfer as experienced by
Drifter.....73

Table 6: Positive and negative impact of the transfer as experienced by Drifter... 75

Fig:1 Emotional impact of the teacher transfer as experienced by teachers..... 84

OVERVIEW OF THESIS

Chapter one: This chapter critically examines the literature on educational change and its impact on teachers' emotions and professions, and distinguishes between teacher transfer as a desired and externally mandated change. It also contrasts voluntary and involuntary teacher transfer; providing a background for the study while discussing its significance.

Chapter two describes the methodology of this study. It explains the concept of narrative inquiry and defines the research paradigm as qualitative. The metaphor of 'Adjusting Sails' is explained. The method of recruitment of participants through maximum-variation sampling, data collection through semi-structured interviews and use of transfer documents are outlined. Data analysis using the textual analysis method proposed by Polkinghorne (1988) is also described. It further explains steps taken to ensure reliability and trustworthiness of the findings through member-checking (Creswell, 2005), and making meaning through writing. It discusses crystallization (Richardson, 2000) and outlines the reflective practices I undertook, as well as highlighting ethical issues related to narrative methodology.

Chapter three introduces the participants of this study. The three teachers, (Racer, Surfer and Drifter) are introduced as the key characters. The transfer managers (the Skipper and Instructor) are introduced as supporting characters. Using their stories this chapter presents the findings of the study. The findings are presented as stories by using the participants' voices. The main themes identified are discussed in detail in chapter four.

Chapter four discusses emergent themes from the findings and draws interpretations by linking to the literature. The emergent themes on factors that seemed to influence the nature of the impact of the teacher transfer on the participants were 1) Communication issues before and after the transfer 2) Personal perceptions of the transfer and 3) Leadership at Harbour View School. The discussion section also includes suggestions on how resolution of these issues can be achieved to lessen the negative impact of teacher transfer on teachers' emotions and professional lives.

Chapter five, the final section of this thesis, concludes the results of the study. The applications and implications drawn from this study are included with my interpretations. Suggestions have been made for school leaders and policy makers in improving teacher transfer processes via solid policies to minimize the negative effects, which were observed as a result of the experiences reported. Since it is a small scale study, the limitations of this inquiry are also discussed before providing directions for further research.

INTRODUCTION

As an educator since 1992 with five years in school management in the Maldives, I have always been interested in the change process Maldivian schools are constantly undergoing. Therefore, I took this opportunity to look into an aspect of change to investigate its impact on teachers. My interest in teacher transfer arose from experiences I encountered as a teacher in the Maldives and also because every year I hear of teachers shifting from one school to the other in search of self-fulfillment, professional development or career advancement. Most of these shifts in schools occur following Government initiated changes such as educational reform initiatives such as holistic education (Ministry of Education, 2008, 2009), the opening of new schools or introduction of new grade levels in existing schools.

I am concerned such changes in the education system of Maldives carry the potential to negatively affect the teaching profession. As a person who has experienced various educational changes as a teacher, I chose research into teacher transfers specifically as it appeared to be an emotional issue for teachers; one that could have considerable impact on teaching careers. Hence, it is with this assumption that I wove the emotional aspect into the design of this study in order to discover what emotions teachers experience when faced with transfer and how transfers are interpreted to impact on their professional lives.

Research Questions:

I describe the teacher transfer experience of my participants as a journey, metaphorically with the statement:

Adjusting Sails: A Narrative Inquiry into the Transfer of Three Secondary School Teachers in the Maldives.

The main questions that guided this inquiry were:

1. How and in what ways was teacher transfer implemented and managed in the Maldives?
2. What emotions and feelings did teachers experience during the process?
3. How and in what ways was teacher transfer perceived to affect the emotional and professional lives of teachers, and what were the contextual factors?

The results of this inquiry contribute to existing research on teacher transfer and highlight the strengths and weaknesses of the current teacher transfer process in the Maldives, as experienced by teachers. In addition, it provides evidence on the impact a transfer can have on the emotional and professional well-being of teachers which may usefully inform school managements and future transfer policies. Similarly, it gives a glimpse into contextual factors that come into play during teacher transfers and how these influenced the participants' perceptions of the transfer experience.

CHAPTER ONE

This chapter critically examines the literature on educational change and its impact, and teacher transfer as a desired change or externally mandated change. It also distinguishes between voluntary and involuntary teacher transfer; providing a background for the study while discussing its significance. It was with this knowledge that I set sail to explore the waters of teacher transfer.

1. OCEANS OF EMOTIONS AND THE SEAS OF CHANGE

1.1. Educational change and teachers' emotions:

"There is no human change without emotion and there is no emotion that does not embody a momentary or momentous process of change"

Hargreaves, 2004, p. 287

Research on teachers have documented a variety of positive emotions from love, joy, satisfaction, and pleasure associated with teaching to negative emotions such as anger, frustration, shame and anxiety (Sutton & Wheatley, 2003). Though literature on emotional aspects of teachers' lives are limited (Hargreaves, 2000), researchers have analyzed specific aspects of emotionality related to teaching such as caring (Acker, 1992), satisfaction (Emmer, 1994; Nias, 1989; Sutton, 2000), pride (Hargreaves, 2000); sacrifice (Grumet, 1996), vulnerability (Kelchtermans, 1996; Laskey, 2000), guilt (Hargreaves, 1994) and stress (Dinham & Scott, 1997). All of these emotions were found to have influenced teachers' cognitions, motivations and behaviours in both positive and negative ways.

According to Ballet, Kelchtermans and Loughran, (2006), when teachers talk about their work, they often mention feelings of happiness, pride, enthusiasm and commitment. However, they also experience feelings of vulnerability, powerlessness, frustration, anger and fear in the course of their work as a teacher, in their student-teacher relationships as well as those that they have with their peers and superiors (Kelchtermans, 1996, 2005; Nias, 1996, as cited in Ballet, Kelchtermans & Loughran,

2006). The authors further link intensification and growing workload with teachers' negative feelings of stress, insecurity and guilt.

Emotional aspects of change have been a recurring theme in studies of large-scale reform (Day, 2004; Hargreaves, 2000, 2001; Little, 1996; Nias, 1991). As teachers' emotions can affect their performance and how they perceive themselves personally and professionally, following a change, identification of strategies to support and maintain positive emotions could increase teachers' job satisfaction and promote commitment and retention (Fullan, 1991; Hollingsworth, 1981; Mager, Myres, Maresca, Rupp and Armstrong, 1986; Ricken, 1983; Sikes, 1992; Weller, 1984). Hoy and Miskel (2008) define job satisfaction as the extent to which a staff member has favourable or positive feelings about work and the work environment, while unfavourable or negative feelings towards work has been termed as job dissatisfaction (Dinham & Scott, 1996).

Thus, positive emotions are important as these can directly influence teachers' job satisfaction. Literature on job satisfaction identify dimensions such as the quality of relationships between teachers and their supervisors or principals, colleagues, salary, working conditions, their work and recognition for it, participative decision making and communication (Dinham & Scott, 1996; Herzberg, 1968; Scott & Dinham, 2003, as cited in De Nobile & McCormick, 2008).

1.1.1. Emotional impact of change

Though there may be excitement experienced at the onset of transfer due to the new opportunities it represents (Hollingsworth, 1981; Mager et al., 1986), transfers can greatly impact on teachers, especially when the emotional aspect is neglected (Fullan, 1991; Hollingsworth, 1981; Mager et al., 1986; Ricken, 1983; Sikes, 1992; Weller, 1984). As Marris (1974) states, any change decisions individuals make can be accompanied by profound feelings of loss. In the case of teacher transfer, the loss of colleagues, students, mentors or even identities can provoke anxiety and insecurity. It also raises questions relating to the emotions of teachers who go through involuntary transfers; how do they feel and how could this impact on their emotional and professional lives?

In addition, emotions play a key role in the construction of identity (Zembylas, 2003). Through exercising of professional skill and acting consistently with their beliefs and values teachers form professional and personal identities (Nias, 1996) which can

be compromised during change; especially if the change is not managed well (Fullan, 1991). Teachers' identities are important as these affect their intrinsic motivation, attributions, efficacy beliefs and goals (Sutton & Wheatley, 2003). Hence, this emphasizes the role of school leaders in terms of support provided for teachers to transplant their professional roots and form their identities in their new settings following a transfer.

While most organizational and personal change involves a degree of pain, Hargreaves (2004) contends that poorly conceived and badly managed change can inflict excessive and unnecessary emotional suffering. Such change can be personally demoralizing as well (Abrahamson, 2004, as cited in Hargreaves, 2004). Hence, it can be quite challenging and emotionally exhausting for teachers.

According to Kottler and Zehn (2000), burnout is a common professional hazard caused by emotional exhaustion, depersonalization and lack of personal accomplishment. Following a change such as transfer from one school to the other, the potential for emotional exhaustion could increase as transplanting oneself as a professional in a new environment can be stressful. However, conducive learning environments combined with strong support systems can help teachers cope with the challenges of teaching (Buckley, Schneider & Yi, 2004), while a positive organizational climate can contribute to teachers' professional allegiance. This could enhance teachers' involvement in decision making, promote autonomy and reduce burnout (Jiang, 2005).

1.2. THE TURBULENT CURRENTS OF TEACHER TRANSFER

In looking into teacher transfer, I discovered that it has been defined as a lateral change in assignment within the district, from one school to another (Hannay & Chism, 1985; Koski & Horng, 2007; Reed & Paznokas, 1983). Changing position within a school (e.g., from first to fourth grade) was referred to as 'reassignment' rather than transfer (Boyd, Lankford & Wyckoff, 2005; Hollingsworth, 1981; Mager et al., 1986; Ricken, 1983). In this study, teacher transfer is defined as a change of assignment, from one school to another. Hence, teacher transfers in the Maldives means teachers would experience a change in work environment. Teachers have to re-establish relationships and restate their skills to gain recognition, which can at best be challenging and stressful.

When searching for existing literature on teacher transfer, I used key terms such as 'teacher transfer', 'voluntary teacher transfer', 'involuntary teacher transfer', 'transition', 'teacher reassignment' and 'teacher mobility' from late 1970's-2009 and discovered only thirteen relevant studies. Other studies that came up in the search investigated charting teacher-initiated moves over the course of teaching careers (Boyd et al., 2005; Koski & Horng, 2007; Lankford, Loeb & Wyckoff, 2002). Many focused on the movement of teachers from inner-city to suburban districts (such as Boyd et al., 2005). Similarly, most studies did not discuss transfers in depth nor gave definitions of transfers, but discussed teacher migration and collective bargaining agreements (Boe, Cook & Sunderland, 2008; Koski & Horng, 2007; McDonnell & Pascal, 1979).

Out of the 13 relevant studies chosen and examined for this study, ten studies were undertaken in USA and/ or Canada, and three were done in Israel. I could not find any relevant studies completed in Asia, Pacific or in the Maldives.

Existing research focused on the reasons teachers transfer and on transfer rates from high poverty to low poverty schools (Boe, Cook & Sunderland, 2008; Boyd et al., 2008; Koski & Horng, 2007; Krei, 2000; Lankford, Loeb & Wyckoff, 2002) and less on the impact of the transfer process on the emotions and the professional lives of teachers. However, studies by Hollingsworth (1981), Mager et al., (1986) Ricken (1983), and Weller (1984) highlight the emotional aspect of transfer situations, which are rarely taken into account when transfers are put into effect.

Teacher transfer has been described as a double-edged sword that can at once be threatening, while also being quite appealing and attractive. Hannay and Chism (1985) described the two faces of teacher transfer: as a cold, impersonal mechanism for resolving problems like enrolment decline, poor performance, budget cuts, and staffing problems; while also being quite attractive as one of the few potential sources for renewal or better working environments available to teachers.

In the Maldives, teacher transfers are sometimes imposed changes which result in involuntary transfer of teachers from one school to another, while self-initiated or voluntary transfers are sometimes sought by individual teachers for personal or professional reasons. In the current context of continuous political reform, a much more common occurrence is for teachers to be given the choice to apply for transfers when new schools are opened or new grades or levels introduced (Ministry of Education, 2008, 2009, 2010). For example, in 2010, many primary schools all over Maldives that

taught students from grades one to seven began to also offer secondary education level, beginning from grade eight. Therefore, experienced teachers from secondary schools were given the opportunity to apply for transfer (Ministry of Education, 2010). The transfer I have investigated arose from the need to staff a new school. It created the opportunity for teachers to pursue a new work environment and held promising sources of renewal. This was attractive to teachers who were looking for professional and personal growth.

Hence, the journey described in this thesis focuses on how three secondary teachers transferred to another school and how they fared in their new surroundings. The main focus is on how the teacher transfer impacted on their emotional and professional lives.

1.2.1. Teacher Transfer: a desired change or an externally mandated change?

Teacher transfer as a desired change and an externally mandated change are clearly differentiated in the literature of educational change (Fullan, 1991; Oplatka, 2005). A desired school change is when school staff or external stakeholders initiate a change, which is accepted and adopted by school members, such as voluntary teacher transfers (Oplatka, 2005). By contrast, in an externally mandated change, teachers are required to make changes in themselves and how they do what they do to meet directives introduced by policy makers, which may be incompatible with their values and professional expertise (Fullan, 1991; Oplatka, 2005; Sikes, 1992;). An example of such a change would be imposed school transfers, or involuntary transfer of teachers.

Historically, involuntary teacher transfers have been associated with disciplinary action taken towards teachers who were not performing adequately, whereas voluntary transfer has often been associated with upward mobility and more with rewarding systems for good performance (Hannay & Chism, 1985). In this inquiry, the change observed had a mandated origin as it was initiated by the Ministry of Education to staff a new school.

However, transfer was not imposed on all the teachers as the teachers of Blue Water Secondary School (a pseudonym) were invited by the Ministry of Education to volunteer for the transfer to staff Harbour View (a pseudonym), which was a new

school. Two of the teacher participants volunteered for this change, but one participant who did not apply for transfer was talked into agreeing to go to the new school. Therefore while it was a desired school change for those who volunteered, the participant who was gradually talked into transferring described her transfer as involuntary.

1.2.2. Voluntary & Involuntary Teacher Transfer:

Teacher transfer is often defined as voluntary or involuntary (Hannay & Chism, 1985; Oplatka, 2005). Transfers initiated by the teacher are considered *voluntary* teacher transfer. Teachers may choose to transfer for a variety of reasons, including but not limited to: the desire to work closer to home, also called a hardship transfer; personality conflicts with an administrator or other staff member; the opportunity to be evaluated by a different administrator; or avoiding an involuntary transfer to another school (Hannay & Chism, 1985; Oplatka, 2005).

Transfers initiated by either a principal or district administrators are considered *involuntary* teacher transfers (Hannay & Chism, 1985; Oplatka, 2005). Those transfers initiated by the principal, also called "*administrative transfers*," may be to move a teacher who is not a good fit for the school or who is performing unsatisfactorily (Koski & Horng, 2007). Other involuntary transfers may be initiated by the district to solve larger problems, such as teacher surpluses due to changes in student enrolment, academic programs, or the budget. These practices are also referred to as *excessing* or *surplusing* (Koski & Horng, 2007).

1.2.3. The Impact of Involuntary Teacher Transfer:

Literature suggests that imposed changes have commonly been found to curtail teacher morale, lead to dissatisfaction and reduced commitment, militate against reflective practice and professional growth; usually to marginalise teachers, and make them feel angry with superiors (Hollingsworth, 1981; Oplatka, 2005; Sikes, 1992). Similarly, Fullan (1993) explains that subsequent to a mandated change teachers often become sceptical, passive, and dependent; their abilities to set goals, develop skills, and respond to feedback is decreased; and they are discouraged from becoming engaged in improving their practice. Sikes (1992) further stresses that in such cases

teachers may choose to leave teaching entirely and start a new career; or at least shift the balance from work towards family.

In contrast, several scholars have pointed to the possibility of teachers' positive reactions to the introduction of an imposed change into their school. Reed and Paznokas' (1983) study on teacher transfer and job satisfaction found that teacher willingness to transfer was a key factor in subsequent job satisfaction. Fullan (1991) also asserts that if the change is beneficial, it can result in a sense of mastery, accomplishment and professional growth. Similarly, Sikes (1992) maintained that imposed changes might affect and alter the status of teachers in different areas within a school and some teachers may find themselves being promoted.

1.2.4. Impact of Teacher Transfer on Emotions & Professional Lives of Teachers:

Weller (1984) outlines disconcerting factors surrounding teacher transfer. Among them are transplanting one's professional roots, anxiety over teaching at another school, in perhaps a different grade level or subject area; leaving old friends and colleagues, concern about the availability of adequate instructional materials; and the realization that, unlike many other professionals, teachers are expected to be effective from day one (Weller, 1984).

In the case of involuntary reassignment, Hollingsworth (1981) claims that emotions run high and that teachers often feel betrayed. Hence, when teachers are involuntarily reassigned, Hollingsworth (1981) suggests support in the form of a workshop program to help them to accept and deal with feelings of anger, insecurity, and anxiety brought on by the transfer. Ricken's (1983) study showed that with proper emotional support, transfer maximized the performance of many of the teachers and also gave them a sense of renewal. Hence, managers of change need to implement change with this end in mind; how can teacher transfer be managed to facilitate a sense of renewal in teachers?

Studies investigating teacher transfer contend that the key facilitating condition is appropriate preparation and adjustment time in the case of involuntary transfers and reassignments (Hollingsworth, 1981; Ricken, 1983; Weller, 1984). Hence, it is clear that

with proper support, transfers can be an effective source of teacher renewal (Fullan, 1991; Oplatka, 2005, Weller, 1984).

1.3. Conclusion

Teachers feel profoundly about their profession because they invest heavily in it (Nias, 1996). They experience emotions such as anger, joy, grief and excitement in the course of their job (Nias, 1996). Teachers' professional and personal selves are often merged with the school as the main site for their self-esteem and fulfilment, as well as their vulnerability (Nias, 1996). Empirical evidence suggest that teacher transfer can be disconcerting for teachers (Fullan, 1991; Hollingsworth, 1981; Sikes, 1992; Weller, 1984) while also being a source of renewal when implemented with proper adjustment time and emotional support (Fullan, 1991; Ricken, 1983; Sikes, 1992). Hence changes implemented without considering or anticipating repercussions on teachers can give rise to negative emotions and affect their emotions and professional lives.

Though teacher transfers can either arise from personal choice or due to impositions on teachers, both are surrounded by complex emotions. As teacher transfers can either be viewed as beneficial or detrimental to the profession, the success of the change seems to depend on how it is implemented; not where it originated. As Hargreaves (2002) discovered in his study on educational change and its impact upon teachers, what seems to matter is not whether changes are external or internal; rather, "it is about whether they exclude or include teachers' purposes, commitments and capacities to change within reallocated timelines and resource allocations" (p. 301).

As noted, the studies on teacher transfers are limited and the existing ones have not explored in-depth how teacher transfers have been implemented or managed. One challenge was in finding enough studies on teacher transfer to cite from; especially hence there was a lack of relevant literature in the national context of the Maldives. This study aims to highlight the transfer procedures in effect in the Maldives and looks at the emotions teachers experienced. Furthermore, it explores the contextual factors and attempts to reveal how the transferred teachers perceived the change to have impacted on their professional lives.

CHAPTER TWO: MY JOURNEY AS NARRATIVE INQUIRER

This chapter describes the methodology of this study and explains why narrative inquiry was chosen. It explains the concept of narrative inquiry and defines the research paradigm as qualitative inquiry. In addition to discussing how I located myself as the researcher, it discusses how I made sense through writing. The metaphor 'Adjusting Sails' and its use in describing this journey are explained. The methods of recruitment of participants through maximum-variation sampling, data collection through semi-structured interviews and transfer documents are outlined. The data analysis procedure through textual analysis as proposed by Polkinghorne (1988) is also described. It further explains steps taken to ensure reliability and trustworthiness of findings through member-checking (Creswell, 2005). Moreover, this chapter discusses crystallization (Richardson, 2000) and outlines measures taken by me to ensure researcher reflexivity, as well as ethical issues in narrative methodology.

2.1. NARRATIVE AS MY METHOD OF INQUIRY

According to Clandinin and Connelly (2000), narrative inquiry stems from the epistemological stance taken by John Dewey's (1938) pragmatic philosophy. Dewey (1981) conceptualises experience as a changing stream that is characterized by continuous interaction of human thought with our personal, social, and material environment. Narrative inquiry as a methodology entails a view of the phenomenon; to use narrative inquiry methodology is to adopt a particular view of experience as phenomenon under study (Connelly & Clandinin, 2006).

Writers in education research such as Bruner (1999) and Gough (1997) support adopting a narrative approach in education research. As both a researcher and teacher, Gough maintains that teacher educators and educational researchers tell stories to learners, colleagues and other researchers (Gough, cited in Webster & Mertova, 2007). Stories can be quite useful as they "allow us to watch what an experience can do to people who are living that experience" (Webster & Mertova, 2007, p.20), while also providing knowledge that is readily put to use in the world.

My interest in stories arose from my work as a teacher-educator. In teacher-training workshop sessions I have conducted, personal stories and anecdotes of

teachers played a key role and acted as thought-provoking and reflective means to discussing issues important for teachers. Hence, I chose to look into the effects of teacher transfer through the stories of the teachers and managers as their recounts could reveal complex emotions that surrounded their experience. With research topics that contain an affective element of human experiences, narrative method is extremely useful and can provide rich and insightful data. Thus, I believe teachers' stories can reveal the emotions they experienced in relation to teacher transfer and how they perceived it to have affected their professional lives.

An interpretive qualitative approach is taken in studying the experience of the phenomenon from the perspective of the teachers. As qualitative methodology explains, "the world or reality is not the fixed, single, agreed upon or measurable phenomenon that it is assumed to be in positivist, quantitative research" (Merriam, 1993, p. 3); instead there are multiple versions and interpretations of reality. Hence, how the teachers perceived this change and their versions of the effect of the transfer varied.

The prominence of narrative increased partly because of the constraints conventional research methods presented and their incompatibility with the complexities of human learning. Webster and Mertova (2007) point out that traditional approaches do not reveal association of human activity and display sensitivity towards those issues. Therefore the principal attraction of narrative as a methodology for me was in its capacity to render life experiences, both personal and social, in relevant meaningful ways (Connelly & Clandinin, 1990). It also appears to be able to offer the chance to "bridge the divide between researchers and practitioners by allowing practitioners a voice in the construction of new knowledge in the form of jointly constructed narratives" (Hanrahan & Cooper (1995), as cited in Webster & Mertova, 2007, p.19). Therefore, choosing narrative inquiry as a method allowed me to provide a more accessible and compelling record of the shared experiences of teacher transfer to other practitioners rather than reporting a purely discursive account of the phenomenon.

However, in choosing to present my research as stories I became aware of the controversies surrounding this method. I found that it had received a fair share of criticism due to its subjectivity and the possibility of researchers fictionalizing or embellishing participants' stories. Carter (1993) suggests ways to address this criticism by "helping teachers come to know their own stories" (p. 8), which meant that I as the researcher had to establish rapport and maintain communication so that participants

could analyze their stories closely as I continued writing and re-writing. I attempted to achieve this by keeping in touch with my participants via e-mail, collaborating with my participants in writing their stories. However, the stories that I wrote in collaboration with my participants remained subjective in that it is how they made sense of the phenomenon. Therefore, as Luttrell (2000) argued, it is perhaps more relevant to talk about the integrity and ethics of the researcher, such as the ways in which the researcher maintained emotional integrity with, and where relevant, among the participants. Hence, in narrative research, it may be more useful to speak of researcher reflexivity rather than objectivity.

Stories also create uncertainties. The choice of stories we incorporate and those we disregard pose one type of uncertainty (Webster & Mertova, 2007), while a second concern is the risk of studies being trapped into creating the “Hollywood effect” whereby the narrative is distorted to provide a “happy ending”. (Clandinin & Connelly, as cited in Webster & Mertova, 2007, p. 20). These concerns thus highlight the opportunity for misuse through distorting messages and perspectives in the text. Therefore, this heightened my awareness of the responsibility I had in fairly representing the data I had gathered; not to twist and turn the stories to reach conclusions I wanted. The issue of fairness was problematic because the managers had a much lesser role in my research while the key participants were the teachers. However, as per their role in corroborating participants’ stories by sharing information on how they managed the transfer, I have tried to be fair to the managers in representing their voices faithfully. This issue is further discussed in the coming sections.

To conclude, the important factors highlighted in choosing narrative as a method of inquiry call upon researchers to exercise constant watchfulness and reflexivity. The analysis section of this chapter further explains the steps I took to address these concerns.

2.1.2. Locating Myself

As a novice narrative inquirer I attempted to gain a glimpse into teacher transfer as experienced by the participants of this study. As the emphasis in phenomenology is on the phenomena itself and how it reveals itself to us through our direct experience of the subject matter of inquiry, my aim was to “to get to the truth of matters, to describe phenomena, in the broadest sense as whatever appears in the manner in which it

appears, that is as it manifests itself to the consciousness, of the experiencer” (Moran, 2000, p. 4). However, this was not an easy thing to do as participants’ perceptions were found to play an important role in how they made meaning of the phenomenon. Thus, I had to continuously refer to raw narrative data and my research journal in order to give an account of how each teacher perceived the change and reacted to it, while I tried to keep my perceptions separate.

Clandinin and Connelly (2000) emphasize the research process as itself a lived experience. This is because qualitative researchers themselves experience the uncertainties, fears, and doubts as they move recursively from the identification of research problems through all the stages necessary for composing a research report.

At the initial stages of forming the research problem through relevant literature and discussions with my supervisors, I came face-to-face with my own biases. My knowledge and negative experiences of teacher transfer in the Maldives was an influential factor in how I approached the study. Reading about the importance of exercising reflexivity was a great help as was literature on positive aspects of teacher transfer. I realized that I had to think inwardly and outwardly and from various perspectives in choosing participants to drawing interpretations. Deciding to use a research advisory group in selecting the school site for the study was the first step in my attempt at reflexivity. However, it was with time that I was able to look at the themes as pieces of a bigger picture.

As I had been a teacher and manager for a considerable number of years in the Maldives, most of my participants were those I knew professionally or personally. Due to my familiarity with the participants, negotiating a place for me and establishing boundaries with them was a key concern. I had to consider who I represented to them as well as the way participants appeared to me. I was aware of a variety of roles that could be perceived by my participants, ranging from a teacher, manager, confidante, friend or researcher. My perceptions of this were that the participants displayed differences in their attitude and speech according to the roles I represented to them. For example, over the phone and in preliminary meetings they were more relaxed and informal. These conversations usually called for my opinion and my insight in relation to their experiences.

In the interviews I felt that some participants were on their guard and that most were careful about what they said. While the teachers recounted their experiences more

freely in the interviews, the managers reacted in a completely different way. Perhaps it was because they were the people who managed the change and hence knew the 'why' behind how they had managed it. But these in turn were their 'silences', which I felt, were because they had their loyalty towards the system and were ready to defend it. Hence, I felt my role as a researcher did not work well with the managers while my role as an educator and manager was of more value to them.

The diverse roles I represented to the participants therefore created complexities such as participants sharing information right before or after the interviews that gave additional insights into how the transfer was managed or how it impacted the teachers. However, this information was shared in confidence, maybe because they had their fears in expressing their true opinions regarding the way the transfer happened. This again created uncertainties for me in deciding whether particular bits of information were shared in order for participants to further their personal agendas or not. These doubts rose out of the fact that a lot of information was shared 'off the record' and hence could not be used as data, while both the participants and I were aware that they could still affect my judgement and my perceptions. Thus, I remained conscious of these issues so as not to arrive at hasty conclusions. Here, again, I tried to remain reflexive by being sensitive to the information I received and not betraying the trust of the participants. Keeping in mind that even if participants were honest in their telling, their stories that represented lived experiences were far from being socially and politically neutral (Goodson, 1995) was an additional aid in my endeavour to exercise reflexivity.

The process of narrative research as a collaborative process began by me negotiating a place for myself as a researcher, conducting interviews and subsequent meetings to keep the process going and finally, through composing the stories jointly with participants. Gaining trust was important. Therefore, I began by giving them an honest picture of what my roles were as a researcher. But still, I found that the researcher-participant relationship was always a tenuous one and hence required constant negotiation and re-negotiations in setting relationships, purposes and transitions. The transition from the initial introductory meetings to a more solid one of data collection; to the collaborative phase of writing the stories via communications through e-mails, to the final phase of completing my report offered a range of issues. One example is the question of the amount of time I should spend communicating with participants and how to finally pull away without them feeling abandoned.

Another issue I struggled with was in taking a holistic picture of the way participants' made sense of the phenomenon as I was personally so close to the data. However, I understood that in the field, my voice should be silenced in order to faithfully record my participants' narratives, even though I could use it in the writing process (Clandinin & Connelly, 1990). This entailed me keeping rigorous records and using raw chunks of data relating to the research questions in my analysis. E-mails to participants were a big help in clarifying points I needed to elaborate on in order to compare and contrast individual experiences and compose a core story. However, once again, the e-mails I received carried a lot of other information that I could not use but could affect the interpretations I draw from the data. The phrase 'I trust you' was used by all my teacher participants in their e-mails as they regarded the shared information as sensitive while the managers appeared to be more careful in what they wrote as additional information in answer to my queries.

It was a difficult task therefore to locate myself in the waters of mixed-emotions and unknown intents. Amidst all this, I exerted great effort into maintaining my integrity to take account of all data collected, to step back to analyze in order to carefully distinguish data from analysis and participants' voices from mine. The fact that participants left the task of choosing their pseudonyms for them was a mark of the trust they had in me and this erased some of the doubts I had in mind and brought us closer. Hence, I believe the collaboration process worked well for me, as when the findings were discussed with participants, though there were points they differed on, overall feedback ensured me that participants agreed with my interpretations. Their reactions are discussed in detail in the Conclusions chapter.

2.1.3. Making Meaning Through Writing

According to Creswell (2008), narrative inquiry is a literary form of qualitative research that places special emphasis on writing. As a narrative researcher, my aim was to write the participants' stories in an engaging manner, persuading the readers to view the phenomenon from the participants' viewpoint.

Thus, to describe the journey of teacher transfer, I chose a metaphor that reflects the culture of the research setting. Being a tiny group of coral islands surrounded by sea, metaphors related to boats have been embedded in the Maldivian culture since

ancient times. Maldivian forefathers were proud fishermen and boat-builders who were weathered in their knowledge of the ocean currents and tides. They had experienced their share of raging seas and sailing in the eye of the storm. Their brave tales of survival were spun into the folklore and culture over generations, making metaphors of sailing a rich means of portraying attitudes and beliefs of the Maldivian people.

The metaphor 'Adjusting Sails' (referred to as '*Heyriyaakurun*' in the local language of Maldives) reflects a sense of adventure as the teachers set sail on a new journey. The metaphor also describes my journey as a qualitative researcher in charting my path carefully down the complex waters of narrative inquiry. The characters and I embarked on our own voyages of discovery, ready to brave the challenges and unpredictability of the seas that lay ahead. For the teacher participants, the journey was one of personal and professional discovery; the novelty of which excited some while raising fears in others. The managers were on an equally challenging journey in setting the courses for the teachers in completely new waters.

For me, as I have discussed, navigating the tension-filled seas of emotions to secure a place for myself was quite problematic and filled with struggles. In addition to struggling to find my bearings in a vast ocean, I felt that I was helping my participants to help them find themselves. It was thus a challenge to sail in such emotional tides with teachers and managers as participants and still remain neutral.

In addition, my understanding of the topic was constantly shifting and changing. New themes kept emerging and things that were not apparent at the beginning leapt into light. The overall process of writing was therefore an extremely iterative process for me; one that kept changing over time. According to Connelly and Clandinin (1990), this was to be expected, as the research as a whole is conceived as development of a narrative. The authors suggest the ideal goal as narrators and me as the researcher was being able to arrive at a joint inter-subjective understanding of the narratives that occur during the research process (Connelly & Clandinin, 1990).

Jointly developing narratives with my participants and re-telling was a difficult and time-consuming task. After the data collection and member-checking stage was passed and I had to return back to New Zealand to complete the other stages of research, I was doubtful whether all my participants would keep in touch with me. I am grateful they responded to my e-mails and we were able to continue the process remotely.

After the data was collected and synopses of the content given to the participants, I compared and contrasted the member-checked data in order to comb for themes and compose their stories. As I was the narrator at the re-telling stage, I was aware that I had to take responsibility for and at the same time critique the view of inter-subject reality presented at each stage and as a whole (Webster & Mertova, 2007). Hence, it was another struggle for me to ensure that I was not in fact, drawing conclusions that I wanted.

There were several times that I would pull out on a thread emerging from the theme and then go back to the data and the comparisons I had made to see if I was sailing in the right direction. Being able to contact participants and asking for clarifications or elaborations was what kept me on track. I quite agree with Richardson's (1997) statement that writing stories sensitizes us to the potential consequences of all our writing. As I drew my conclusions, I became aware of causing unwanted waves as a potential consequence of the way I wrote about the transfer. Hence a lot of rephrasing and editing was done to present the stories the way teachers and managers experienced them as well as not to betray the trust they had in me by including information they shared off the record.

As the themes emerged through my writing, I manually coded them and was able to draw out important features that had not been included in my literature before, such as the significance of communication when implementing change. Hence I became more thorough with literature on educational change as I examined them for relevance to my findings. This was an intellectually stimulating and challenging exercise that I enjoyed and one I hope would be fruitful to those who use my findings.

Though I was able to make sense out of my data and compose stories, at the drafting stages, I found that I had been so careful that my voice was completely missing. It was apparent that I had hesitated to describe my emotional reactions to the findings. This was partially due to my personality in not being used to expressing my emotions openly. As I was aiming this narrative to be of use to educators and policy-makers, especially at the local context, I found it hard to write about my own emotions and feelings. Hence, this was another type of struggle for me. Once again, this took a lot of time, a lot of critical feedback from my supervisors and plenty of re-drafting for me to balance the narrative while remaining true to the methodology.

My goal was to 'fairly' represent all my participants. But as I wrote, it became quite apparent that my representations would not appear fair to others as the managers were having a smaller role in this research. However, their roles within the process were quite different as well, as they were used to partially corroborate the teachers' stories on how the transfer was implemented. Hence this is a limitation further discussed in the Conclusions chapter.

A blind spot I discovered as I sifted through the data was the absence of an important link that could have contributed to the richness of my data. The missing link was the leading teachers. Their crucial role in the transfer process leapt into focus when I uncovered problems teachers were having in adjusting their sails in new waters that pointed to conflicts and lack of support from leading teachers. This was a running theme in teachers' stories that were partially corroborated with the managers' interviews. However, as I had completely left the leading teachers out of the picture, I could not clearly demonstrate whether these conflicts were due to teachers' personalities and perceptions, or due to their attitudes as the managers said. Hence, I note this as another limitation that I became aware of through my writing.

Another way writing helped to make meaning of the data was how I became aware of the role of various individual interpretations of the same phenomena. This was a fascinating discovery for me, one that made me realize the objective and subjective ways of perceiving an event. This led me to reflect on certain personal episodes of my life in a different light as I discovered that people's realities can greatly differ. Indeed, "what we see depends on our angle of repose" (Richardson, 1997, p. 92) as perceptions and individual personalities can enhance the impact of a change for some while it can be managed, if not contained by others. What was important for the three teacher participants in this change differed, in that one was looking for professional development while the other was focused on student achievement in relation to her personal fulfilment. For the third teacher, her family time was the most important. So, it was amazing for me to find out that participants had measured the impact of teacher transfer against their personal scales of what most mattered to them.

Therefore, writing has not only helped make meaning of the phenomenon, but was also therapeutic for me.

2.2. RESEARCH METHODS & TECHNIQUES

2.2.1. Selection of school site:

As an experienced teacher who has undergone transfers during my career, I was aware of the potential for bias in selecting a school and participants for this research. Hence, the school site for this research was selected through a research advisory group comprised of people who have had long careers in school management and possessed knowledge and experience of teacher transfers but are currently working in other sectors of the education system in the Maldives. I chose people with these criteria in my attempt to maintain confidentiality and anonymity of participants while also seeking counsel in objectively selecting a school site for the research. Their function as the advisory group was to brainstorm on how they would go about identifying at least two secondary schools that had recently implemented a teacher transfer process, and recommend them for the study.

At the meeting, their functions as the advisory group were highlighted once more (*See Appendix: A. Information sheets for advisory group*). I also made my role in that meeting clear to them: that I as the researcher would act as the facilitator and take field notes; and based on their recommendations would later select a school out of the two recommended for the study.

What followed was a stimulated discussion about teacher transfers and schools involved. Listening deepened my understanding of the research topic. I learned that several teacher transfers had occurred during the past year alone and these were associated with educational reform such as introducing new methodologies and grade levels to schools, or influenced by political reform such as privatization of schools. Hence, apart from being able to select two potential sites for the study, from the advisory group I was able to gain additional insights into the teacher transfer policies currently in effect.

2.2.2. Setting:

The advisory group recommended two schools that had implemented a transfer recently. Out of the two, I selected Harbour View School¹ (a pseudonym, as are all

¹ This is a pseudonym as are all names in this study for the anonymity of participants

names of research site and participants in this study) a recently-opened secondary school situated in the Republic of Maldives. I decided to select Harbour View School for my study as firstly, because almost all the teachers that work there were those who voluntarily transferred or transferred from other schools. Hence the school would yield a relevant sample and enable me to explore the phenomenon of teacher transfer. Secondly, Harbour View School is also among one of the participating groups of schools that implements the holistic, 'all-round education' approach in teaching; a new Government directive in educational reform. I was also interested in gaining insight into what this could mean for the transferred teachers in terms of new experiences and change. Therefore, I wanted to conduct the research within this context.

2.2.3. Recruitment of participants

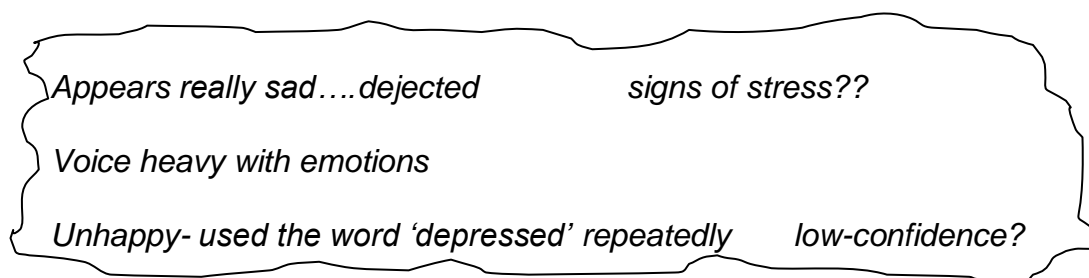
All participants for this study were selected by seeking volunteers from within a selected group. Potential participants were selected from a list of transferred teachers at Harbour View School which I obtained from the Ministry. To select potential teacher participants, I ruled out all expatriate teachers and ranked local transferred teachers on their number of years of experience, from most number of years in service to the least. From the ranked list, I selected six potential participants; two each from the top, middle and bottom.

Next I gave them a call identifying myself and asking them if they would like to meet me to talk about my research and see whether they would like to participate. I had four interested teachers, two of whom I knew through my professional network. The next step was negotiating a convenient time for them to meet me individually outside the school setting. I thought that meeting my participants in a neutral zone would help me get to know my participants better and this would help me cultivate a relationship of friendship and trust between us. I met each of my participants individually, at a venue of their preference to discuss my research. All the meetings took place in quiet settings outside the school, at their convenience.

In the initial meeting I took some time to ask them about their lives, profession and any future plans they might have. This helped put them at ease and facilitated a more open discussion of their experiences in relation to my research. As participants perceived me as having multiple roles, talking about my role as the researcher helped

both me and my participants set boundaries such as them volunteering information, answering questions or elaborating on themes they were comfortable in sharing with me. Reciprocity was also practised to a limit in that I shared some of my thoughts relevant to the topics and issues that came up in the initial meetings but did not express my opinion on others. The topics on which I avoided voicing my thoughts were those related to how the transfer was managed by the Ministry and the leadership shortcomings of the new management that teachers pointed out. Instead, I tried to practise non-judgmental listening while my research diary was used to keep note of my own emotional responses to what the participants shared with me in each of these conversations.

For example, when at the first meeting, the Surfer (pseudonym used for participant two) talked about how disappointed she was about the way the new school's management were handling things, I noted her emotional reactions such as her facial expressions and tone of voice as she narrated. Beside it I wrote my thoughts and questions that came up in my mind regarding those issues.



Moreover, I was careful not to give the sense that I was seeking particular type of information. The research questions and the information sheets which were written in plain language (*See Appendix A for information sheets*) were particularly useful in these situations as they outlined the objectives of my research quite clearly, which I always reminded the participants of before their interviews.

The forms clearly explained the participants' rights and addressed issues in securing anonymity and confidentiality. They also informed the teachers that the interviews will be conducted outside the school, individually, so that all participants could remain anonymous; and that pseudonyms would be used in the presentation of the research to limit the chances of them being identified personally.

Next, they were given time to ask me any questions or clarify any issues they had. Participants' queries mainly revolved around queries regarding confidentiality. After their queries were answered, a hard copy of the consent form (*See Appendix B*) was provided with the invitation to contact me. Before I concluded the meeting, we exchanged e-mail addresses and other contact details with the understanding that once they submit their consent form, they will be informed if selected.

Out of four transferred teachers who consented to the research, I ranked the participants according to the number of years they had worked as teachers, selected three participants and informed them that they had been selected.

In seeking people who managed the transfer, I came to know through the Ministry that two managers were involved in implementing the transfer at the school level. Therefore, I contacted two managers from Harbour View School. As these were the people who actually managed the transfer, I was grateful that both readily agreed to participate in my research. After an initial meeting to discuss my research, I followed the same procedure in providing the plain language statement, discussing research objectives and participants' rights. After providing the opportunity to clarify any issues they had, we exchanged e-mail addresses and other contact details with an invitation to contact me.

2.3. PROCEDURE

2.3.1. Sampling:

At first I planned to inform the principal of the school that the Harbour View School was recommended by an independent advisory group as a suitable site for my study. However, this issue was raised during my ethics applications as one that could compromise the anonymity of the participants. Hence, I resolved to conduct recruitment by approaching potential candidates individually without approaching them through the school's management.

As this is a qualitative inquiry seeking to understand the meaning of a phenomenon from the perspectives of the participants, it is important to select a sample from which the most can be learned. Maximum variation sampling was selected for this study as it involves identifying and seeking out those who represent the widest possible range of characteristics of interest for the study (Merriam, 1998).

I was looking for three local secondary teachers who had experienced a transfer and two managers who have managed the transfer (within the past three to nine months). I selected local teachers for this study as expatriate teachers do not remain in service at one place for long in the Maldives and work on contract basis, which means that they are expected to be mobile. Managers were chosen to add their perspective of the transfer to create a more holistic picture.

As the teacher transfer had happened at the same time for all the participants, the final sample of three teachers out of the four who submitted the consent forms were selected by ranking the teachers according to their experience; from the most to the least, and selecting the one at the top of the list, the one at the bottom and one from the two remaining teachers randomly by drawing lots. The two managers who oversaw the transfer were contacted individually and as both volunteered, preliminary meetings were held, individually, in mutually agreed locations such as the participants' homes and their offices after work hours. After this information sheets were shared to impart information on the research and outline their role in it, followed by opportunities given for them to raise any issues they needed clarifying. The interview dates were negotiated only after the consent forms were signed.

2.3.2. Data collection:

After selecting three teachers and two managers for my research, I negotiated with each via e-mail and phone calls and set up a time for their interviews. Once again I gave priority to have the meeting at the convenience of the participants. I also took great care in ensuring anonymity, meeting each participant individually in participant's homes or a mutually agreed location such as a café where we could have privacy. Priority was given to meet participants outside the school.

The data collection methods selected for this study are one 50-minute semi-structured interview with each participant and analysis of transfer documents including policy documents, advertisements, memos, faxes and other correspondence used by the school and the Ministry. Therefore, I asked all participants to bring to the interviews any policy documents and correspondence provided by the Ministry or school that was used to communicate the transfer to them. These documents were important as they would provide me additional insight into the transfer policy and procedure that was used

by the school and the Ministry, while also acting as a means to partially corroborate data gathered from participants.

After the stories were written by collaborating with participants through e-mails, the participants were met in person and findings shared for individual member-checks.

2.3.3. Interviews

The participants related their experiences of teacher transfer in a 50 minute, semi-structured, one-to-one interview (*See Appendix: C, Interview questions for transferred teachers and transfer managers*). Semi-structured interviews were used as in social research, these can elicit in-depth, diverse and biographical details (Wengraf, 2001). Most interviews lasted 50 minutes, but some exceeded by 15-20 minutes. This was because some participants gave a flowing uninterrupted recount while with others, I had to use more probes and therefore consisted of more dialogical transitions.

In the interviews I adopted an open and flexible attitude while at the same time adhering to interview protocol. Maybe it was due to this encouraging approach that participants shared additional information before and after the interviews, which were entered with their permission into my research diary. Information shared by teachers included emotionally charged recounts of how they were not receiving support on matters related to disciplining students, and their opinions of leading teachers. Information shared by the managers also highlighted some of these issues but also expressed their concern regarding the lack of resources and Ministry related matters in managing the school. However, most of this information was shared in confidence and hence could not be used by me in my research.

Two interviews were recorded digitally, on a digital tape recorder, with consent, and transcribed later. All other interviews were recorded in the form of field notes. In all the interviews, participants were given the choice to answer in English or the local language Dhivehi. All participants except one chose to give the interview in English. In case a participant may opt to do the interview in Dhivehi, I had prepared by translating the questions I wanted to ask to Dhivehi, prior to the interview. This choice was given to accommodate those who did not feel confident enough to speak in English. During all the interviews I wrote down my thoughts and reflections as they helped me contain my emotions and also because they would give me additional details that could aid me in

making interpretations during the analysis. Hence, my reflections, observations and additional pieces of information shared by them were recorded in my research diary. The instant impression gained from the participants was noted as well as phrases and words that gave me a glimpse into their personalities. For example, during a recorded interview of a teacher, I made the following notes and observations:

Agitated when talking about LTs..... serious clashes? role-conflict??

“We are more experienced than them” – this attitude could have sparked conflict.

However, as I represented to them a professional who has worked in the education field for a long period, during and after the interviews, the participants asked my professional opinion of various school-related matters. I was careful in forming my responses to such queries in order to keep our relationship balanced. I also did not want to be deeply involved in their school matters as this could influence the interpretations I draw from the data and what they might disclose.

But when a manager requested that I visit the school, I decided to return her professional favour in participating in my research. Therefore, as per their request, I took the opportunity to visit the school as an outside observer within school hours. During this visit, I was careful to act as a visitor and not as the researcher. I was shown around the school by the managers and other staff I knew professionally and had the opportunity of meeting the principal as well as getting a fair idea of what facilities were available and what daily routine was set for staff. In addition I was careful not to approach any participant during this visit or talk to the management about my research in detail.

Synopses of the interviews were prepared after each interview, which was entered into my research diary, along with the notes, thoughts and reflections from my field-note book. Soon after, a verbal synopsis was given to each participant. This was done verbally due to time constraints. I did not have time to transcribe all data or field notes, as I had to depart at the end of the week and needed some form of member-checking to take place before that. I also took this as an opportunity to have one final meeting with

each participant and thank them. This was also a necessary and important step as I would need their co-operation in collaborating with me as the research unfolded and themes emerged from the data.

Data collected by audio recording were transferred to a password-protected computer (my personal laptop, which when not in use, is stored in a locked cabinet in a locked room) right after the interviews and erased from the original recording device. The research field note book and the research diary were also kept confidential and accessible only to me. After the conclusion of the research, all audio recordings were electronically wiped after creating password protected backup files as no participant requested them.

Once the interviews were transcribed (and those in Dhivehi, translated into English and transcribed) the transcripts were e-mailed to the participants to give them the opportunity to be validated through member-checking before the data were processed. All participants responded to these e-mails quite promptly with slight or no alterations to what they had originally said at the interviews (*See example in Analysis section*). Subsequent analysis and core stories were also composed in collaboration with participants via e-mail.

2.3.4. Documents:

To aid analysis and partially corroborate the stories of the participants, the transfer documents, which were in the form of official letters, were collected. These were written in Dhivehi, the local language of Maldives. I have subsequently translated the letters into English (*See Appendix: D*). As teacher and manager participants confirmed, the notices and announcements about the transfer had mostly taken place internally in Blue Water Secondary in the form of notices on teachers' noticeboards, circulars sent for teachers to sign, and by word-of-mouth in various meetings. As teachers or Harbour View School's management did not have any other document except the letters, I only collected these.

2.4. ANALYSIS

In analyzing the gathered data to create a core story from the interviews, I used the guidance provided by Polkinghorne (1988). Polkinghorne draws clear distinction between *analysis of narratives* and *narrative analysis*. Analysis of narratives seeks to analyse data which consist of narratives to produce categories. Narrative analysis is about data which comprises of actions, events and happenings which are analysed to produce stories (Polkinghorne, 1988). I chose to interpret data through narrative analysis as it was stories that I wanted to create in the end.

The narratives gathered from the interviews, after being transcribed, were e-mailed to the participants for their approval. Participants went through their transcripts and suggested slight alterations, often to do with the choice of words they had used in the interview. For example, the Drifter made only two changes to her transcript.

1- In the last page please cut out the term 'hot' as following;

[when we have 2 pray inside the school, inside a small XXX mosque...]

2. last page, paragraph before the last... add (only a few percent) as follows:

[we work long hours for the same pay as other teachers, and we don't get over-time (only few percent)]

After the initial member check was over, the data was read several times within an extended timeframe (over several weeks) to grasp its content. Next, all interviewer questions and comments were deleted from the full interview text. Again, the remaining texts were read for sense, moving back and forth until I was satisfied that all key ideas were retained and extraneous content such as unrelated utterances eliminated, returning to the full text as often as necessary for re-checking.

After this I identified the fragments of constituent themes (subplots) from the ideas within the text, grouping these together to create a coherent series of core stories: one for each teacher-participant and a combined story for the two managers as they had a lesser and different role in my research. I brought in reflections from my research journal such as the difference of perceptions of the phenomena as having impacted on

various participants, and also information from transfer documents to strengthen the participants' stories.

For example, the Drifter's (*pseudonym for participant three*) transfer was not completely voluntary. She did not request the transfer but was brought for an interview by Blue Water's management, and according to her, persuaded to agree to the transfer. Hence, she said, due to this she did not have any transfer documents similar to those produced by the other two teachers. The managers confirmed this by stating that those who did not volunteer for transfer would not have written documents requesting transfer or a letter from the school which confirmed the transfer. Thus, various sources of information helped me construct the partial snapshots of this transfer which, when arranged together, formed a bigger picture of the phenomenon.

To compose the core story, all the codes that arose from the stories were entered into a table related to the three key research questions. I categorized the codes from participants' responses on question one (How and in what ways is teacher transfer implemented and managed?), added those from question two (What emotions and feelings do teachers experience during the process?) into the second column and finally entered the responses related to the third question (How and in what ways is teacher transfer perceived to affect the professional lives of participants?) into the remaining column. After this I entered chunks of raw narrative from each participant's story which revolved around each theme. Hence, by adopting this procedure, I combed the data and concentrated in such a way that key meanings were retained while also highlighting the similarities and contrasting features of the experience.

Seeing all the themes that arose from participants' stories on one sheet enabled me to form a fuller picture and sequence the events, composing the core story by building in the three-dimensional inquiry space as proposed by Clandinin and Connelly (2000).

Leiblich, Tuval-Maschiah and Zilber (1998) state that while traditional research methods provide research with systematic inferential processes based on statistics, narrative work requires self-awareness and self-discipline: this should be practised in the ongoing examination of text against interpretation and vice-versa. Following this advice, I found myself visiting and re-visiting the data during and after the analysis in forming the core story and drawing interpretations. This process was highly time-consuming but one I found necessary in order to draw fair conclusions.

I also continued the collaborative process and wrote to my participants if I required further clarifications or explanations for the theme that arose during my analysis. For example, I asked the Surfer why she had not applied for a leading teacher's post when she had the opportunity, when she believed herself to be more experienced than most teachers and leading teachers at the new school. Her e-mailed reply was:

About why I did not apply for the post of a leading teacher is that I felt that it would be easier to bring the changes in teaching by being a teacher and I wanted to help students in school as I saw lot of foreigners who were in this field for the income they get from tuitions and I thought I would be better if we could help students with in the school and I felt I could only achieve this by being a teacher not a leading teacher and never thought that being a teacher could be a drawback for my higher studies. I don't regret it, I still feel I could only be a help to the children this way but I do feel sad that the system is immature.

After the analysis was done and findings chapter completed, the findings were taken back to the participants for a final member-check. As this was done in person, face-to-face, I was able to observe their reactions to my findings. Overall, all participants agreed with the findings. However, the managers were not happy with some of the points raised by teachers such as conflicts with leading teachers. Hence, they offered explanations as to why teachers might have arrived at such conclusions. However, as I had not included leading teachers as participants, the reasons for such conflict were never fully uncovered through this research.

2.4.1. Trustworthiness of findings

In positivist research, 'validity' refers to the goal of getting close as possible to the essence of reality whereas in narrative inquiry, the focus is on portraying a person's or community's understanding of (their) reality rather than capturing or reflecting the exact record of what has taken place (Lincoln & Guba, 1985). Validity is thus replaced with credibility as a test of plausibility of argumentation (Lincoln & Guba, 1985) which is ensured through the extensive documentation of findings and conclusions. Richardson (1997) argues that validity carries the assumption that there is a fixed point or an object

that can be triangulated. She therefore proposes 'crystallization' in place of validity (p. 92). "Crystallization provides us with a deepened, complex, thoroughly partial understanding of the topic. Paradoxically, we know more and we doubt what we know" (Richardson, 1997, p. 92). Hence, according to Richardson (1997), the experiences are crystals; prisms that reflect externalities and refract within themselves giving rise to different colours with arrays casting off to different directions. Therefore, "what we see depends on our angle of repose" (Richardson, 1997, p. 92).

This was quite evident in the way the three teachers each perceived the transfer as having impacted on their emotions and professional lives, and differences between the way teachers and managers regarded a particular issue. Thus, I was able to draw out commonalities and differences by comparing and contrasting these various angles at the same time becoming aware of the depth and meanings these issues held for individuals. How the differences in perceptions enhanced or minimized the negative impact of this teacher transfer are discussed in depth in the findings chapter.

In analyzing and drawing conclusions, I considered the stance that the most important features of narrative are those relating to human centeredness which illuminates the real life experiences. As Polkinghorne (1988) contends, validity of narratives are closely associated with meaningful analysis. Thus I have been extremely rigorous in analysing the data through reflexivity and by consciously reflecting on interpretations I drew from them. Moreover, 'member checking', a validation technique used by qualitative researchers was adopted to further enhance trustworthiness of findings.

In member checks, the researcher solicits the research subject's view of the credibility of the findings and interpretations (Miles & Huberman, 1994), and this technique can be considered "the most critical technique for establishing credibility" (Lincoln & Guba, 1985, p. 314). Creswell (2005) defines member checking as a process in which the researcher asks one or more participants in the study to check the accuracy of the account. Participants' stories were member-checked at three stages. Firstly, a verbal synopsis was given after the interviews were recorded. Soon after, the interviews were transcribed and e-mailed to participants for member-checking. The stories were then written in collaboration and in the end, the findings were taken back for participants to consider the different aspects of the study; whether the descriptions of

their personal narratives were realistic and comprehensive, and if the interpretations I had drawn were accurate.

When composing the core story, I therefore included descriptions to portray the participants, the events which shaped their lives and the emotional reactions they experienced during this change in their professional lives. This was important as in narrative research it is presumed that the narratives will change from telling to re-telling because they are heavily context dependent: sensitive to place, time, and even participation in the telling (Riessman, 2002). However, as this was not an in-depth inquiry, only certain aspects such as effects of teacher transfer have been examined. Nevertheless, detailed descriptions have been included wherever possible and by backing up claims with unprocessed 'raw' data, I hope to establish that I was deeply familiar with the research site and the participants. However, methodological limitations do exist and these will be discussed in the limitations section (Conclusion chapter) of this study.

CHAPTER THREE: PARTICIPANTS' STORIES

This chapter presents the findings of the study. The stories of the three secondary teachers (Racer, Surfer and Drifter) who experienced the teacher transfer are brought separately, using their voices. Brief accounts of the transfer managers' stories are also presented in order to construct the core story. The main themes identified are discussed in detail in section four.

3.1. PARTICIPANT ONE: THE RACER

3.1.1. Introducing the Racer

Participant One, the Racer began her career fresh out of school, as an assistant teacher in a secondary school. Her passion for teaching grew over the years and she sought training and higher education. Now in her mid-twenties, the Racer has since worked in three leading schools and holds a teaching certificate and a bachelor's degree. She has established a track record of perseverance and has moved up the career ladder with experience and hard work. Moreover, she has held leadership positions both at different levels in schools and in her subject area.

Upon sighting the notice at Blue Water Secondary School's noticeboard seeking for volunteers to transfer to Harbour View School, The Racer, with her sense of pioneering spirit, was prompt to apply for this change. It was her hope that the transfer would lead her on a challenging voyage of discovery and personal growth.

Participant One is characterized as a Racer because I perceived her as one who always navigates towards a fixed point, with speed and challenge as her motivators. She adjusts the rudder and the sail and stays on course, braving the winds and facing the challenges, with the focus on arriving at the destination, which in this experience, was personal and professional growth in her new environment.

3.1.2. THE RACER'S STORY:

The Racer had heard of Harbour View School being opened and was excited at the prospect of change and the development it would bring to her. There was a buzz of

excitement among the teachers of Blue Water Secondary School as the notice officially asking for volunteers was finally put up on the teachers' noticeboard.

The Racer was among the first to write a letter volunteering for transfer to Harbour View School. However, she did not get an answer regarding the transfer until the end of that semester.

We were told to write a letter if we are going to volunteer for the transfer and those who wanted the transfer wrote a letter; but we were not told; we were not given confirmation whether we were going to be transferred or not. And we went on asking the leading teachers if we are going to be transferred or not and they said that if you had written a letter then you would be transferred. But it was just on Thursday that we knew that we were going to be transferred, and on this was just before the semester break.

Elaborating on how the transfer was communicated to her, the Racer said that right before schools closed for the first semester break, a meeting was held at Blue Water Secondary School for the transferred teachers and the parents of the students of Harbour View.

On that night parents were told about the uniforms and the transferred teachers were introduced to them. They also discussed Harbour View School's uniform.

Though she did not receive the information she was hoping for, the Racer expressed her appreciation of the management being professional about teachers who had volunteered for the transfer. She reported the principal as having said that:

..she considered the teachers who were transferring as part of Blue Water Secondary School, and she was really sad to let them go.

However, the Racer was again left without any certain information about how she should proceed. Her wait came to an end when Harbour View School contacted her just a few days before the semester break was over, when she was asked to report there for the orientation. So far there had been no mention of the work schedules and how the work times were set in at Harbour View, where the teachers were transferring to.

At the orientation, the transferred teachers were met by the management of Harbour View and discovered that some of the information they had assumed to be

correct turned out to be wrong. Though no official information had been given on the formal working hours, teachers were disappointed that they were longer than they had expected. The Racer described the first meeting held during semester break, at Harbour View School.

This was the first time we came into the building; and we were just shown our classes, the building and the staff. After that they held a meeting... when school was to begin the following day. Activities were planned for the first week of that semester on that day.

The Racer expressed dissatisfaction and disappointment at the lack of preparedness and guidance from the new management. Efficient and reliable by nature, the Racer was appalled at the overall lack of planning on the new school's side.

It was a bit difficult for us to print the papers and to print the worksheets because we had to find instant materials from text books and the copies that were made were not good.

In addition, she said that the leading teachers who were there to guide and supervise them lacked ample experience of working in a secondary school. She believes that they lacked the knowledge of guiding teachers who were coaching students for the IGCSE and GCE O/Level syllabus, which created friction between them. She indicated that there had been clashes between teachers and leading teachers due to differences on pedagogical issues. The first time a difference in opinion arose between the Racer and the leading teachers were over the head of department's decision on what to teach the students.

Schemes were not there and it was after one week later only that we were told to make the scheme. So till it was made, the head of department at that time who told us to make the students learn register and grammar which we didn't like at all

At the time, the Racer refrained from expressing her feelings and went along with the department head's decision. Conflict rose again when the management told the teachers to use the previous school's lesson plan book because Harbour View did not have any ready.

When we asked about the lesson plans, we were told to write the lesson plans on the lesson plan books that was given by Blue Water. We thought it was very unprofessional of the management. So we disregarded the request and typed the lesson plans and got them printed on our own.

The Racer gave the impression of one who deeply admires and appreciates professional behaviour. Hence she found herself disliking some decisions that the leading teachers took, which made her do things she did not believe in as a teacher and a professional. It was also her opinion that too much work was required from teachers to get things moving in the new school. She found herself trying to cope with the disappointment with the long working hours, while adjusting to the fact that this meant less time with her family.

The teachers felt that it was a lot of work from our side. Sometimes after planning things we got to go home by 4.00 or 5.00pm and this was a disappointment for us because we had a lot of things to do at home as well. In Blue Water School we were able to go home by 1.00 or 2.00pm by latest and this.... since we didn't get enough time to spend with our family, it was an added stress to our lives.

However, the workload was heavy and being deep-ended created a challenge that appealed to her personality. The Racer believes this made her more responsible, independent and innovative.

If I look into the positive aspects, the transfer had made me more independent. It has made us more responsible as teachers and it had made us think more about what we are teaching and how it is going to benefit the students; but I felt that it was a lot of work from our side. Lots of time was consumed doing these things and we felt that this is not the work we as teachers had to do but it was the work of the Leading teachers.

But from the beginning, she says she experienced a lack of support. She surmised that this was because of the confusion that existed as to the role of the leading teachers and what was required from the teachers. This made her question herself as to who she really was professionally. Furthermore, she was convinced that the leading teachers regarded her as a threat rather than an asset.

In a way I am among the most experienced people as they would say, and because of this there were lots and lots of conflicts.

Lack of appreciation and acknowledgement of her work was another source of demotivation. She believed that the management treated her unfairly: her hard work went unnoticed while they pointed out if she was not able to do something in time. This frustrated her further.

But when something is not done and when we were not able to finish in something in time because of the heavy load on us, because of the work we had to do, it was pointed out and it was all round school which made us very disappointed and... in a way this didn't boost our self confidence but it made our self-confidence to be very low and we hated the profession.

She went on to compare Harbour View School to her former school in the type of professional guidance and support she received.

In Blue Water Secondary we had an experienced head of department to guide us and leading teachers to assist us. But in this school it was just us and our friends who helped us a lot and we did whatever was appropriate at that time; whatever we felt was good for the students and easy for us to do at that time.

She also mentioned that the management, instead of supporting teachers, were pointing out what the teachers lacked and labelling them:

They were kind of labelling the teacher. It was the teacher's job. The teacher had to do everything.

Talking about the emotional impact of the transfer, she said that even though she had wanted this transfer, the Racer hated leaving her students in the middle of the year. She said that her students also had been very emotional about it. Hence, after the transfer, she claims she needed a lot of time to adjust and establish a connection with the new students.

At the very start when this whole change was being made, I felt very sad to leave my students at Blue Water Secondary because this was just in the middle of the year. They were also very emotional about it and it was strange for me to teach a

new batch of students like that. It took a lot of time for me to understand them and to build the teacher-student relationship.

The Racer's main concern revolved around the lack of professional development she had experienced after the transfer. It was a big disappointment for her.

I thought that the new school would bring in more opportunities for me. No it didn't, not even in any aspect. What I felt was in Blue Water Secondary School, we would be informed us of the workshops that were conducted for teachers, but in Harbour View School we didn't even know if anything was being conducted. Even if they were, teachers were not told but it was the leading teachers who attended them.

She pointed out that so far there had been one professional development session held for all staff en masse once each year. She further stated that in her opinion, the sessions need to be targeted in areas that the teachers truly needed development in and had suggested this to the management.

We have been talking to the management about training the new teachers and these are the things they should do, like having a marking session, like making them more aware of the syllabus, making them more aware of the IGSCCE paper..but this..none of this has been organized; because they don't think that the advice that we give are useful. They don't think that whatever we told was useful

She went on to talk about how rarely classroom observations were done by the leading teachers and commented on how unprofessional they were about it. Furthermore, she alleged that hidden agendas exist behind such observations. She recounted the rather unpleasant manner a classroom observation had been conducted.

As for observation, last year no one went to my classes to observe and this year, during the revision week we were told our classrooms will be observed but no one was observed. They waited until the last period of the last day during the revision time to observe my class. I told the observer that this is not good time to observe the students but she said this lesson would be observed as a revision session.

Having the leading teacher drop in like that without a pre-conference at such a stressful time was a very unsettling experience for her.

I felt that I had to cover a lot of things. So what I did was, I just did revision with them. I didn't consider what the things they would be looking to assess in an observation. And I felt very bad about this because these kinds of observations should have been done beforehand and not at the end of the semester.

The post-conference was not helpful either as she did not receive any productive feedback, but rather, was an assessment of her performance on that observation. Unhappy with the way she was appraised, she strongly believed that she has been discriminated against due to her opinionated behaviour.

This observation was supposed to be assessed and it would go into teacher appraisal as well. But the funny thing is, only from the department, from the teachers of that grade, only I was observed. The other teachers were not observed and this was not very professional on their part, I would consider.

She expressed she had been further de-motivated when she was passed up to attend a symposium after she had made it evident that she wanted to attend it. She felt that teachers like her should have been chosen for it, not the leading teachers and other managers.

According to her, the management, sensing the disappointment and resentment of teachers, later sent a notice asking for names of those interested in attending professional development sessions outside the school's already long session hours. The Racer was further upset about this.

Outside...,that means after school hours and we felt that after-school hours was for home and not to be dedicated for professional development and teaching.

In her opinion, the transfer would have been a much better experience for the teachers if it had been planned ahead. She blamed the management for not having anticipated the problems the transfer would create for the teachers.

The whole thing should have been planned and they should have known the difficulty that we would face. They should have planned everything in advance.

The management of a school should know their students beforehand and they should also be aware of the emotional changes that teachers face.

Moreover, the overall lack of information of the transfer had created a lot of stress for everyone involved. She also alleged that teachers had been purposefully misled about the session times at Harbour View. The Racer stated that transferred teachers had been promised that once regular session hours were over, they could return home and would not have to come back the same day for any extra co-curricular activities. Once transferred, the Racer found that after putting in a longer session than most schools, she went home only to return back to finish off the workload.

Furthermore, she strongly stressed that the behaviour of students need to be monitored by the management and proper guidance and support provided for teachers to deal with misconduct.

The management should be aware of the abuse that we have to go through in the classroom, the verbal abuse that we have to go through in the classrooms, and they should have been prepared for these things and planned the whole transfer in a better way.

The Racer was also concerned with the lack of resources when such an immense transfer was carried out.

I feel that the management could have planned this much better. Schemes should have been ready even from the start. Similarly, they should have recruited more experienced leading teachers than new teachers: experienced leading teachers who were able to handle the department in, they should be more experienced in dealing with people and teachers.

She summed up her experience of this tempestuous journey which, for her, has been a great disappointment.

At first I was thrilled excited and very happy about the transfer thinking that this would bring in a, lot of new opportunities and I would be more able to help the students. But at the end I was disappointed because of the workload and because there was not an experienced person to guide us. Instead we were only shown our faults. There were very ready to pick on us, on minute things that they found.

3.1.3. CONCLUSION:

EVENTS/INCIDENTS	AS A PROFESSIONAL	NEGATIVE & POSITIVE EMOTIONS
Announcement of transfer from Blue Water (BW) to Harbour View (HV) following which she volunteered.	Expected professional development (PD)	Excited, optimistic, and had high expectations
Lack of information	Could not prepare beforehand	Stress due to uncertainty
Leaving BW	Expected professional growth and more opportunities	Sad to leave BW students
Lack of preparedness of HV management	Had to instantly prepare work	Frustrated and stressed
Clashes with leading teachers (LTs) on pedagogical issues	Had to do things she did not believe in	Disappointed, stressed, angry
Heavy workload	Found it challenging, made her responsible, independent and innovative	Sense of autonomy and ownership. Less time with family, later caused stress and frustration
Role conflicts	Lack of support, professional identity was in question	Disappointed because she felt she was a threat, not an asset
Unfair treatment (labelling)	Hated profession	Low self-confidence, felt humiliated, frustrated, angry
Lack of support	Relied on friends for professional support	Found it hard to cope at times and relied on friends for emotional support

EVENTS/INCIDENTS	AS A PROFESSIONAL	NEGATIVE & POSITIVE EMOTIONS
Lack of professional development (PD)	No developmental observations, monitoring or	Low morale. Experienced frustration, disappointment, anger

Table 1: Events and incidents of the teacher transfer as experienced by Racer

THE RACER’S EXPERIENCE OF TEACHER TRANSFER:

IMPACT ON PROFESSION	IMPACT ON EMOTIONS
Lack of PD and the chance to attend any or access information regarding them has her de-motivated	Leaving BW students resulted in a sense of loss and therefore needed time to connect with new students at HV
Feels that LTs are not qualified to deal with people professionally and conflicts to deal with people professionally and conflicts have blocked effective communication and resolution of teaching and learning issues	Feels that LTs have hidden agendas in appraising her; resulting in low confidence
Her suggestions on what to include in PD sessions were not taken up by the management	Unsettled and stressed when she was unfairly appraised
Lesson observations are rare and they do not seek to develop teachers; rather are done as performance appraisals	

Only one PD session which is held annually en masse has her frustrated	Unhappy with the lack of productive feedback and support
She has been unfairly appraised and her work not acknowledged; management picks on things she cannot do in time (labelling); this had caused her to hate the profession.	Being passed up for PD has her demotivated and stressed as if she wanted development, she had to opt for outside school hours which meant she would get less time with her family.
Feels that she is doing work LTs should do, making her question her professional identity	

Table 2: Positive and negative impact of the transfer as experienced by Racer

Racer's advice for transfer managers:

- Plan ahead
- Anticipate problems
- Learn more about the students who are going to come in
- Be prepared for teachers' emotional changes
- Provide correct and detailed information
- Provide support for teachers in handling student discipline problems
- Recruit experienced teachers
- Recruit leading teachers who are experienced in handling departments and in dealing with people
- Provide resources and teaching materials that are necessary for the school to run smoothly.

3.2. PARTICIPANT TWO: THE SURFER

3.2.1. Introducing the Surfer

Participant two, the Surfer has been a teacher since 1999. Enthusiastic and passionate about teaching, she studied during her career to earn a teaching diploma and later, a bachelor's degree. Since she began teaching, she has worked in several schools, teaching the two specialist subjects. Now in her late thirties, her record shows that she has steadily served while seeking further training or studies to move ahead to teach higher levels. She is hard working and has made valuable contributions to the schools she has served. In the third year of working in Blue Water Secondary School, she learned about the Harbour View School seeking volunteers and applied for a transfer thinking that *'things would be better'*.

She is characterized as a Surfer as the thrill of riding the big wave is her biggest motivator. She is keen on looking for new things and determined to face challenges. She is always scanning the horizon for the next big thing, which was why this change appealed to her, prompting her to apply for a transfer.

3.2.2. THE SURFER'S STORY

Forever on the lookout for excitement and change The Surfer was quick to get on board with others who wanted to sail off into the horizon. The destination was clear: Harbour View School. However, the departure date and float plan was unclear. Nonetheless, this did not stop the Surfer from wanting to be a passenger.

There was a notice on the noticeboard of Blue Water Secondary School asking for those who would like to transfer to Harbour View School to request for transfer in writing. So I gave a letter. I wrote it on the spot.

Harbour View as a newly opened school was appealing to the Surfer in terms of the new opportunities it represented. Though Blue Water was soon to be changed to a school functioning under the new government 'Holistic Approach' initiative like Harbour View, she wanted to experience this in an entirely new environment, with new managers and students.

After applying for the transfer, the Surfer had to wait till the end of the semester to find out whether she was indeed going to be on board. When all the volunteered

teachers were notified that they would be signing from the beginning of the second semester at Harbour View School, the Surfer thought her dream had come true.

It was finally time to say goodbye to everyone at Blue Water.

The Principal of Blue Water Secondary met all the teachers who volunteered for the transfer and said that there were no grudges on their part for us volunteering for the transfer. I think this was very professional of her.

Though she admires the way the transfer was handled by her former school, she hinted that all had not been above board in this transfer.

But she did separately meet the teachers she didn't want to leave. I was met by her and she asked me why I wanted to go and that one of the members of the senior management of Harbour View didn't want me there. But I said I would prefer to be in Harbour View School.

Apart from trying to dissuade volunteers from transferring, the Surfer implied that there may have been cases in which transfer was imposed on teachers who did not want to leave.

Those who didn't give their names for transfer, but who Blue Water Secondary wanted transferred to the new school were sent to the superintendent of the zone. They were not given any choice. It was either accept the transfer or leave the profession

Moreover, information regarding the transfer was not disseminated in the way she had expected.

A meeting was held at Blue Water Secondary to show the uniform of Harbour View and inform dates to the parents of the students who were being transferred to Harbour View. Other than that there were no meetings for those who volunteered to transfer

Though she knew that she was now embarking on the journey, she spent eight out of the ten days of semester break in uncertainty. There had been no official job confirmation letter given and she had not received a transfer chit from the Ministry of Education, which made her doubtful whether things were in place for the transfer.

Two days before the second semester was to commence, she got a call from Harbour View School informing her to sign in at the school by 9.00am the next day, for orientation about her classes and the students. Without knowing her fellow passengers, support crew or the chartered path, the Surfer finally set off. The orientation was the first

time the management of Harbour View met all transferred teachers collectively to give basic information about their duties.

At the orientation teachers were informed about the students' uniform code, classes and the management outlined responsibilities of teachers. This was when teachers learned about the working hours and received their timetables.

The sudden realization of how much different working in Harbour View would be was brought home when she received her timetable just one day short of the first day of school.

We got the actual picture when the timetable was given to us at the orientation.

The first thing that struck her was the amount of time she had to spend at work. Though this was clearly an issue, she was determined to brave the tide. It was the unpreparedness on the part of the school that had her disappointed.

We wrote in the lesson-plan book of the former school for weeks. We prepared our own schemes from that day to work. No library periods were included in our English periods because the new school did not have a librarian. The workload was heavy and we had to work for longer hours. We came to terms with it then.

Trying to cope with the sudden workload increase and settle in at the new school, the Surfer was faced with another, more stressful challenge: student behaviour was seriously preventing her from reaching her goals. Moreover, she found her students below the expected standard. Dejected, she claimed that she was being assigned low-achievers in all schools she has worked in.

I'm subjected to academically low classes with discipline problems every time.

It was her belief that it had been the case in her former school too. However, there she claims to have received ample guidance and support from the management to make it work, hinting at the hidden storm that was brewing between her and the current management.

There I got to teach some students who were capable of doing something. And in the management, discussions don't turn into conflicts. At Harbour View they do. They cannot accept that someone else might know something.

Elaborating on the types of conflicts she was having with the management, she explained that differences arose between her and the leading teachers regarding pedagogical issues and these turned into conflicts because the leading teachers were

less experienced and did not want to acknowledge her contributions and ideas. Furthermore, they lacked important skills in dealing with people.

When I asked her to describe the feelings and emotions she experienced during the transfer, her response indicated that she regretted having volunteered for the transfer.

I feel very depressed. I'm getting less time with my family. I think it would have been better for me to have stayed there.

The Surfer went on to explain that she did not believe that the management had anything against her; she just felt things were not very professional at the management level. One example she gave was about the leading teachers being quick to point their fingers and label teachers as inefficient instead of providing much needed support in issues regarding students' discipline.

Some are seen, others are not. It's always said this teacher's class is like this or that. They are not professional in dealing with disciplinary matters.

Therefore, she feels that teachers were not being treated fairly or respectfully enough.

Some students have displayed threatening behaviours towards teachers but no action has been taken. When something similar happened to a leading teacher, the student got suspended.

In addition, the top management's lack of concern in addressing this issue was a major source of her frustration.

When teachers go to leading teachers for help in these matters, they say they will look into it or talk to the parent. But no action has been taken.

Commenting on how she perceived the transfer to have affected her professional life she gloomily replied that she did not find any positives in the transfer.

I thought there would be (a positive impact) but I didn't find any. The workload is heavy. It's difficult to know who is responsible for what. For something they are responsible for I am held responsible.

The Surfer says that she has been doing her best to thrive in the face of challenges. But problems with timetable and students' behavioural issues made her task more complicated. Apart from the management failing to provide support in battling with the plunging academic performance of the students, her answers suggested that many important concerns of the teachers went on unaddressed.

I have to work very hard to bring out a result with this academically low group of students. They expect a 60% pass. But I am not able to get the expected results.

There is a lot of absenteeism also. We feel that the one-hour break for lunch is a waste of time. Last year they gave a form in which we had to write down our issues. We indicated that we wanted to start early and for a shorter lunch period.

The issues have gone unaddressed and we got no response for it.

Moreover, the Surfer's efforts were not acknowledged because she had not been able to bring her students up to the expected standard, which has made her bitter about the change.

I thought this transfer would be positive change for me but it's a drawback. I thought it would be a change with more opportunities. A lot of work is being done but there is no appreciation.

Furthermore, her hopes of the transfer contributing to professional development were also dashed on the rocks.

So far we have not been observed. They don't know what we are doing in the class.

Her main concern was that she was unable to boost student performance. She remarked that the most important thing for her as a teacher were her students' results. Hence, she stressed the importance of the management observing her lessons and providing her with critical and productive feedback.

If I'm not observed and given feedback on improving my teaching, the person who is my leading teacher won't know me or my students. They won't know how the children are doing academically and they won't know about the behavioural problems that occur.

Though she tried to adjust her sails, the journey has been quite lonely for the Surfer. Conflicts with the management and the constant struggle in raising student performance have her becalmed.

It was as if you are on your own here, if not for your friends. A lot of questions went unanswered and we got frustrated about the timings.

If she were to go ahead, she needed support in keeping her afloat. She summarized the situation and how she was feeling towards her profession.

I'm teaching one of the weakest batches. This batch is really disturbing. I don't like it and I feel very depressed. There is a lack of motivation It's not good.

Contemplating my question about what advice she would give to transfer managers in order to make the experience better for teachers, she said that the managers

of this change should have been more aware of its impact on teachers and students and could have been more organized. A key factor she outlined was that the transfer managers should understand the teachers' feelings and the management that teachers are working under must be people-oriented and knowledgeable. The need for a supportive environment was also apparent.

Another thing is that they should help teachers psychologically. When they transfer us in the middle of the year, in June, it is a very big change for us. They have not provided any support on the transfer.

Talking about her students and the general atmosphere of the school, she stressed the importance of teachers needing support and adjustment time from the management; the lack of which seemed to have overwhelmed her.

There are students in my class who do not want to learn. So teachers need support. I feel depressed when I'm marking their term papers. In this profession you need someone to talk to. Last year's leading teacher was not supportive. This time the leading teacher is supposedly the Principal, who does not have enough time for this.

For the Surfer, the transfer seems to have been a very bitter experience, one that has her overworked, frustrated and emotionally and physically exhausted. The de-motivation and stress was so much that she seemed about to stray off course.

I thought this transfer would be positive change for me but it's a drawback. I thought it would be a change with more opportunities. Last year I was okay, but now at the moment, it's not good. By the end of the term I'm not sure I'll be there. I'm thinking of quitting.

3.2.3. CONCLUSION:

The Surfer's experience of teacher transfer is summarized below.

EVENTS/INCIDENTS	AS A PROFESSIONAL	NEGATIVE & POSITIVE EMOTIONS
Announcement of transfer from Blue Water (BW) to Harbour View (HV), following which she volunteered	Expected new opportunities, better students	Excited and optimistic, at new opportunities
Lack of information	Could not prepare beforehand	Stressed due to uncertainty
Leaving BW	Expected more opportunities to show her potential as a professional	Optimistic about the change
Lack of preparedness of HV management	Difficulty in getting all the work done in time due to lack of resources	Disappointed, frustrated, stressed
Student behaviour	Combined with workload, difficulty in coping	Exhausted due to stressful and challenging environment
Clashes with leading teachers (LTs) on pedagogical issues	Took a firm stand for what she believed in	Angry, de-motivated
Heavy workload	Finding a balance between professional and personal obligations	Less time with family caused stress and frustration. Regret at having volunteered

Unable to reach set standard	Feels she had failed as a teacher	Humiliated, sad, depressed
Role conflicts	Feels her professional opinions aren't respected	Unhappy, bitter
Unfair treatment (labelling)	Hated profession	Affected self-confidence, felt humiliated, frustrated and angry
Lack of support	Relied on friends for professional support	Depressed, relied on friends for emotional support

Table 3: Events and incidents of the teacher transfer as experienced by Surfer

THE SURFER'S EXPERIENCE OF TEACHER TRANSFER:

IMPACT ON PROFESSION	IMPACT ON EMOTIONS
Stressful situation was caused to due heavy workload, student disciplinary problems and the lack of support in dealing with these.	Lack of adjustment time and support has her de-motivated and even depressed.
Finding a balance between longer working hours and family life was adding to her problems	Unhappy with LTs; understands LTs don't have any personal grudges against her; but lacks the professionalism to deal with teachers effectively.
Feels that her professional opinions weren't being respected and discussions always turned into conflicts.	Unsettled and stressed due to clashes with LTs.

IMPACT ON PROFESSION	IMPACT ON EMOTIONS
Feels that she was not gaining professional growth due to lack of professional support, monitoring and feedback.	Unhappy with the lack of monitoring, feedback and support
Leading teachers lack the ability to offer guidance, accept professional views or deal with people.	Feels dejected and suffers from low self- esteem due to her inability to bring students up to the expected standard.
Did not get support in dealing with student disciplinary problems & boosting student performance.	Feels humiliated that she wasn't able to improve student outcomes.
Feels she has failed as her work as a professional went unacknowledged because she wasn't able to raise student performance.	Feels bitter and angry that she was assigned low-achievers and did not receive support to resolve issues she had raised regarding performance and discipline.
	Emotional and physical exhaustion; constantly thinking of resigning

Table 4: Positive and negative impact of the transfer as experienced by Surfer

Surfer's advice for transfer managers:

- Be more aware of impact of teacher transfer on students and teachers
- Organize the transfer well
- Understand teachers' feelings when implementing transfers
- Management should be people-oriented and knowledgeable
- The school environment should be a supportive one; understand that such a big change would affect teachers psychologically

- Teachers need time to adjust to the change
- Teachers need emotional support; people to talk to
- Allocate leading teachers who have time for teachers

3.3. PARTICIPANT THREE: THE DRIFTER

3.3.1. Introducing the Drifter

Participant three, the Drifter, joined Blue Water Secondary School as a teacher following completion of a diploma in her specialized subject. Not being a trained teacher, she has occupied the same position in the same secondary school for the past ten years. During her long tenure at Blue Water Secondary, she has not sought further professional development, held any leadership positions or made any significant career changes.

The Drifter was content being the way she was and did not request transfer. Being loyal and submissive in nature, when she was asked to attend the interview for transfer, she felt obligated to agree to the transfer as it was what the management wished.

Participant three is categorized as a Drifter because she likes to go with the flow and does not want to make waves. She does not have a particular direction or purpose that she wants to seek and was comfortable in her safe zone before the transfer. However, the currents of change swept her along and she is struggling not to let the tides control her speed and direction. The Drifter's story reveals how she is trying to adjust her sail to float along quietly on a course set by others.

3.3.2. THE DRIFTER'S STORY

The Drifter had no intention of applying for a transfer. She liked where she was and did not want a change. When a notice inviting teachers who wanted to transfer, to apply in writing was put up on the noticeboard of Blue Water Secondary, the Drifter did not apply.

The first she heard she was being transferred was when some teachers mentioned that her name was on a list the management had of teachers who were

going to Harbour View. However, she did not know whether this was true or not. Since she did not request a transfer, she was worried and confused as to why she should be made to leave the school she had loyally served for a decade.

Yet, not wanting to make waves, she waited till she was called for the interview to let those in charge know that she had not requested transfer.

When I was brought for the interview I said "I didn't volunteer but you have brought me for the interview". They said, "Is that so?" and I said yes and asked them what I should do.

The Drifter believes that one must serve the country with unquestioning obedience. At the interview, the management appealed to her sense of loyalty in order to gain her agreement to the transfer.

So they said to me "Do you want to go? Many are objecting and this has now become a very big problem". So I told them I didn't want to complain.

"You hired me and gave me this job in the first place, so wherever you tell me to go, I will". That's how I answered.

Though the Drifter was unhappy with being made to transfer to Harbour View, she saw it as her duty to oblige.

I am not someone who volunteered for this transfer but since few applied, I understand that some people had to be made to go there. So the school picked me as one and I said I didn't mind. That's how I got transferred.

The Drifter waited anxiously to hear whether she would be a reluctant passenger on this new and uncertain voyage. However, no information was forthcoming. Still, because of the way things had happened, she was sure that from the moment she agreed for the transfer, there was no going back.

I didn't apply for this change but I wasn't given any choice in the matter. I had to go because I was interviewed. I felt obliged to go because I didn't want to make up excuses in front of those in authority. With the interview we knew that we would be transferred and we were given a farewell, a send-off from our old school. So that was that.

The Drifter waited anxiously for more information about her new and unknown journey.

Then before semester break, we were told to report to the new school starting from the next term, which was after ten days. The new school opened and our

names were on the list and we had to sign from the first day of the second semester as teachers of Harbour View School.

Talking about how she received confirmation of the transfer, she remarked on the lack of documents and other official correspondence.

They still have not informed me through any writing. I don't think any transferred teacher got any documents. But the school management would have a list of all who changed. They would have the names of people from which departments and subjects transferred to the new school and all that, I haven't been informed through any written documents from any school so far. I saw it on a notice, that I was among those who changed to the new school and therefore I knew I now belong to Harbour View School.

As she had not received a transfer chit or any document confirming her transfer, I asked her at which point she realized that her job was confirmed at Harbour View.

At the orientation Harbour View School confirmed that we are staff of that school. From the moment we transferred and started signing there, we got our salaries from Harbour View. I don't know about those who changed from other schools; they faced a lot of problems. But all of us who came from Blue Water Secondary, I think our job transfer was finalized by the Ministry.

Though a reluctant passenger, The Drifter was now afloat. Used to others setting the course for her, she was fearful and hesitant in exploring what the new waters promised. When Harbour View School gave her a call inviting her to work with some other teachers in getting things ready for the second semester, The Drifter readily gave away her semester break to help out.

During the break we went there every day, all teachers who were in the island during the break went to work with the management and get everything done in preparation for the coming term, which would be the first term of the new school.

Though she contributed her services to help the management prepare everything in time, she realized that things would be harder for her in the new school as a lot of facilities and resources were not in place, and also that it would take a very long time for things to get moving. This was an additional disappointment for her.

When we came here, nothing was done. There was just a building. During only five days of break, how can we arrange everything? We were given the task of

getting everything done in time. So it was very hard for all of us, for students and staff alike. A new school should have been completed with everything before students and staffs were moved there. Still at Harbour View, things are not settled.

However, she found that working together for a common goal was a positive and exhilarating experience. It created a sense of belonging and camaraderie among the teachers and the Drifter felt thrilled to be a part of this.

At Harbour View School everyone worked together, all staff... even labourers, all of us did our part to get things done in time.

When asked whether she regarded the experience as one that had positive impact on her emotions and profession, the Drifter replied that she did not consider the transfer as career advancement.

I don't think it's an advancement but it is a new experience. The bitter side of it is that we transferred to a new school in the middle of an academic year.

For her, the emotional impact of it was quite deep as she had been working in the same school her entire career. Moreover, she was upset at the unfairness of the way her transfer was handled.

When we change like this, staff and students are psychologically affected. We are not settled or content. For example, I didn't volunteer for the transfer to begin with, and there were people who did request for the transfer and were not brought to the new school. They didn't change. Others who were kind of forced for this transfer, we had to. I admit that the new school needs staff and some of us would have to go. But because it happened this way, I'm not happy with it.

The main complaint of the Drifter in her new work environment was that teachers who worked under the same system were not being treated fairly due to the different teaching approaches adopted by the schools.

We have been changed to a holistic education system school. Some schools are operated under this system, others are not. So in other schools you find teachers, in the same job, same pay, who take the session for 5-6 hours. But because our school is operating under the Holistic school system we have to put in eight straight hours. This kind of pressure is what makes it hard for me.

She also believed that the problem lay with the Ministry and not particularly with the school's management.

The school has done its part. The other part needs to be done by the government, the Ministry, but things are very slow from their end. I know how it would be. What I'm saying is before everything is completed, this transfer should not have happened.

The Drifter was also doubtful whether she would find any career development due to the transfer.

There is no way to advance my career. Before this system was made nationwide, we were moved, so I think to come like this with a lot of things still unfinished, and uncertain, that is really bad.

She thinks that this change has been supervised very poorly. Hence, she was doubtful whether things would improve in the future, which was making her feel very stressed and de-motivated.

Now this year has started, so some other schools have Holistic approach, but even those who operate under the same approach have various session timings. The Ministry should make all timings and everything the same, supervise this change well. I don't think they are managing this. Others who work, other staff of other schools, from what they say I know it's different for us.

When asked what advice she had for those managing a transfer, she replied that first and foremost, necessary resources needed to be in place before teachers are transferred. She argued that people go along with a change expecting things to be better and can get disappointed when things remain the same or has changed for the worse.

For example, now what we complain the most about the new school is that nothing was organized when we joined there. There weren't enough resources. Previous school also had blackboards and here also we have blackboards, still we don't have any whiteboards. These things have not been changed. Maybe due to budget problems. Computers and other resources are used but these are few in comparison.

Similarly, the school should have enough personnel so that teachers can focus more on their jobs and function efficiently.

Sometimes things are not managed well, I think because of the shortage of staff. For example, we have to do a lot of administrative works ourselves. For printing also there is only one person, office staff are also very few. So many problems are there.

She summarized her thoughts about the transfer, making it plain that she and many of her colleagues were finding this transfer quite stressful.

Mainly facilities should be there, completed before the school was opened. That's a major need. Then another thing with the holistic approach is that we spend a lot of time inside the school. Some may find it easy, some difficult. As an experienced teacher I got the general impression from other teachers even students found it hard.

Both the students and teachers found the school session times very different from what they were used to. Hence, the Drifter and many of her colleagues found this a problem. She wishes that she had been given more information regarding the transfer, which would have lessened the stress a bit.

We knew we were coming to a new school with the Holistic approach. We didn't know about the length of the breaks and timings, but the school management would have known. They didn't tell us. So after we were transferred, and told to report to the new school during the break, that was when the school management and Education gave us the information.

The Drifter spoke about the issues that were making her unhappy.

Now there is a 15 minute short break and a longer one of 45 minutes. That's the hottest time, 12 noon to 12.45. After eating and playing and noon prayers, at this hot time the students enter the class and since it's the last two periods, it is very difficult. They are unsettled, and because it is the last two periods, students also say they cannot concentrate on studies. They don't like to study. For us also it is very hard to manage the students during these two periods.

She further indicated that teachers were not receiving enough help and support in managing the students and that these issues were not being taken seriously by the management.

We discussed why such a big break is given, we cannot manage the students, but they said duties will be allocated for teachers and so that can be managed. But we are entering the class, not the management.

Apart from problems with managing students, the work of teachers was hindered by the lack of resources and technical staff to help the teachers resolve problems they encounter.

If there is a problem then we have to deal with it on our own. The school management of Harbour View School doesn't manage these resources well. The budget is very tight and many times we are faced with these types of problems.

The Drifter cannot help reminiscing about how things were in her former school and making comparisons. Trying hard to stay afloat in a turbulent sea has her feeling bitter.

From what students say and from my colleagues we all are faced with these difficulties. It is not easy for us teachers to be totally absorbed in work for such long hours. In our former school, we can go home and come back for school activities. That, I feel is much better.

Commenting upon how she perceived this transfer, the Drifter said that she did not regard the transfer as a positive change. The main problem was the difference in working hours.

I would say that in the Maldivian education system, this type of Holistic education, with long hours without any break for the teacher, is not a good thing. In the former school, we start at 7 am in the morning and we finish by 12.45 or 1.00pm and we are able to go home.

Then around 3.00 or 4.00-6.00pm we return to the school for various extra co-curricular activities. So I think the earlier school and that system is much better.

Having been used to the same routine the past ten years, the Drifter was struggling to adjust her sails to fit in and survive. However, having to work a longer shift than teachers at other schools meant that her children finished school two or three hours ahead of her. As she had to take a journey home by ferry every day, she had to arrange someone to care for them till she can finally pick them up and go home after work.

This daily routine has her really stressed. She feels that teachers at the same level should be treated the same regardless of the school they worked in.

We have to work long hours for the same pay as other teachers, and we get a very small percentage for overtime. So because there is a difference in the way the government treats us and teachers of other schools, it is very frustrating. Those teachers also have the same qualifications as us.

She further indicated that the transfer was also causing her to suffer financially.

And now because of the transfer I have to work long hours and cannot work part-time also while other teachers of other schools can.

The journey hadn't been one she wanted to embark on, yet, she had gone along with the flow.

I didn't apply for this change but I wasn't given any choice in the matter. I had to go because I was interviewed. I felt obliged to go because I didn't want to make up excuses in front of the authority figures.

So far she had found it unrewarding and stressful. All this was too much for her. Now she could almost feel the currents pulling her under.

I feel that this is a change in my career and I'm very de-motivated due to the way this has happened. The session ends very late and sometimes I think of resigning.

3.3.3. CONCLUSION:

The Drifter's experience of teacher transfer is summarized below.

EVENTS/INCIDENTS	AS A PROFESSIONAL	NEGATIVE & POSITIVE EMOTIONS
Announcement of transfer from Blue Water (BW) to Harbour View (HV) and rumours that she was on the list	Not interested in applying; felt comfortable and wasn't looking for a change	Worried and confused
Being interviewed and convinced to agree to the transfer	Believed it would be a big change	Fearful, hesitant
Lack of information, transfer documents	Job security threatened	Anxious and stressed due to uncertainty
Leaving BW	Sense of loss	Felt coerced, betrayed

Contacted by HV to report to school; invited to work during break	Confident as a professional; felt valued and useful	Sense of belonging; thrilled and optimistic
Lack of resources and technical staff	Attending to administrative work added to workload	Stressed, overwhelmed
Student behaviour	Combined with workload, difficulty in coping, managing students	Exhausted due to stressful and challenging work atmosphere
Lack of preparedness from management	Monotonous long hours, no professional development or career advancement	Frustrated, demotivated
Heavy workload	Finding a balance between professional and personal obligations	Less time with family caused stress and frustration. Bitter at having been transferred
Longer working hours	No professional support received; teachers' issues not addressed	Depressed; financial difficulties causing stress
Lack of support	Trying to cope on her own	Emotionally drained

Table 5: Events and incidents of the teacher transfer as experienced by Drifter.

THE DRIFTER'S EXPERIENCE OF TEACHER TRANSFER

IMPACT ON PROFESSION	IMPACT ON EMOTIONS
Unsettled and stressed due to the way transfer happened; lack of documents caused undue stress and threatened job security	Being transferred involuntarily has her de-motivated
Found working as a team for school's opening refreshing, created sense of belonging and promoted collegiality	At first she was happy to be part of a team and this gave her hope and made her optimistic about the change
Due to the lack of resources and the school's inability to function well, doubts if she would get career advancement	Being coerced into transfer, she found it depressing that it meant longer hours for same pay.
Finding a balance between longer working hours and family life was adding to her problems.	Finding daily routine demanding, challenging & stressful; she feels trapped and helpless
Lack of technical support and attending to administrative work takes up time she needs to concentrate on pedagogical issues	Unhappy with the lack of resources and emotional and technical support
Engaging in longer working hours has created too much pressure for her; felt it was too demanding for her	Disappointed that the change wasn't a positive experience; doubtful whether the situation would improve or if she would gain career advancement
Did not get support in dealing with student disciplinary problems; issues	Felt dejected, bitter and angry she was involuntarily transferred and

<p>raised have not been addressed by management</p>	<p>made to work longer hours; for being treated unequally compared to other teachers who worked in other schools who operate in the system.</p>
---	---

Table 6: Positive and negative impact of the transfer as experienced by Drifter

Drifter’s advice for transfer managers:

- Resources and technical support needs to be provided when transfers are implemented.
- The change need to be supervised better in terms of communication and imparting information.
- Managers need to be aware if the psychological impact of such a change in teachers.
- Teachers need to be supported in the new environment; their concerns should be addressed.
- All teachers working under the same system need to be treated fairly.
- The transfer should present opportunities for growth.

3.4. THE TRANSFER MANAGERS

3.4.1. Introducing the supporting characters: the Skipper and the Instructor

The Skipper and the Instructor managed the transfers and initially charted the courses of the Racer, the Surfer and the Drifter. Having themselves transferred and offered the chance to helm a new vessel on its maiden voyage, the managers took up the challenge of working for two months with the Ministry of Education and Blue Water Secondary School to make the teacher transfer a smooth process.

The Skipper has been a teacher since 1985 and with ten years' experience serving the same school she was promoted to a management position. Deeply committed to her job, she took time off to gain more knowledge; and three years later, with a management degree, she gained a senior management position within the same school.

Though it meant leaving the place to which she had devoted her entire career, the transfer was important for the Skipper as it came with a promotion. Hence, she accepted the offer. As a weathered skipper, she was confident that she could maintain the fleet and set a successful course for them. The forty-year-old manager with a lifetime of teaching and managing enthusiastically negotiated with the Ministry and Blue Water Secondary to get things ship-shape and moving in a matter of months.

The Instructor began her career as a specialist-subject primary teacher in 1991. She taught middle-school level before moving on to teaching at secondary level. She studied further to achieve a Diploma and later, a Bachelor's Degree, following which she took up a management position in one of the leading schools. Possessing the knowledge, experience and well-honed school management skills, the Instructor accepted the transfer to Harbour View School as it came with promotion.

Now in her late thirties, priding herself as a mentor, she was confident that she could help the teachers adjust their sails and guide them on this challenging journey to arrive at a safe harbour.

3.4.2. MANAGING THE TRANSFER: The Skipper & the Instructor

Both the Skipper and the Instructor's recount of how the transfer was communicated and managed agreed with the teachers' versions to a degree. The Skipper gave me details of how the teacher transfer was announced.

The Ministry announced that the school will be opened by the end of that year. Mostly the teachers of Blue Water Secondary were given the opportunity to transfer, if they were willing. It was open so if the teachers liked to transfer they were told to write a letter to say that they wanted it. That sort of arrangement was made.

The Skipper further explained that Ministry had been working on Harbour View School's opening arrangements for two months prior to the announcement, during which time the senior management of the school was formed. The Instructor, once on board, also worked in the top management as a team with the others for two weeks before the teacher transfer took place.

The Skipper and Instructor told me that when teachers volunteered, the management of Blue Water Secondary compiled a list of those who were volunteering and those they were selecting for the transfer. The Skipper stated that Blue Water Secondary had a list which specified which teachers would be transferred, which was confirmed in a meeting held between the management of Harbour View, The Ministry and Blue Water Secondary School.

The Instructor managed the lists.

I was working on both sides. However, because of the way this was done, there was a lack of experienced teachers for different subjects and for some subjects we did not have any teachers.

Hence, to maintain the balance of experienced and novice teachers they got in this transfer, Harbour View negotiated with Blue Water Secondary School through the Ministry. The Instructor hinted that this may have been the reason why the Ministry imposed transfer on teachers who had not volunteered or applied initially for the transfer..

After negotiating, we got teachers who were experienced. They talked to some more teachers and asked them to transfer to the Harbour View.

The next step was confirming the transfer for those who volunteered and those who were made to transfer. Skipper explained how this was communicated by the management of Blue Water Secondary School.

After this, a meeting was held at Blue Water, in which the management met teachers and also sent a general notice to all the teachers on the list to report to work at the beginning of the coming semester at Harbour View School. This was just before the school break. So they were to sign from 2nd semester onwards. They had 10 days to adjust.

Talking about the documents used in the transfer the Instructor said that they only discussed the issues in Ministry meetings and there were no documentary evidence of the communications that took place. Similarly, the Skipper confirmed that there had been very little official documentation used to communicate the change to the teachers:

Not many documents were used in this transfer. We held meetings with the Ministry. Blue Water Secondary informed teachers that we were looking for volunteers to transfer. This was done through a notice by that school's management, not from the Ministry or us. Then the ones who wanted to transfer here, wrote a letter to Blue Water's management requesting for transfer. So when we got a list of all those who wanted to transfer, our principal wrote to Blue Water's principal to see if they had any objections on the teacher transferring to this school. Then they gave a no objection letter. So we have those three types of letters.

The Skipper and the Instructor confirmed that transferred teachers were first contacted during the semester break. In the orientation meeting at Harbour View School, the teachers were informed of arrangements made by the school, such as staffroom and classroom allocations. They were also given their timetables. It was also during the break that transferred teachers were told to make the schemes and other necessary materials in preparation for the next term's teaching. As a lot of important

academic resources such as library and resource books were still not in place, teachers were selected to search for library books to establish the new library.

The Instructor acknowledged that this created a lot of work for the teachers who were fairly new to take on such tasks without proper guidance.

Some really had to struggle as they did not have enough experience. Some were fairly new with just one-and a half year's experience. Another reason was that they did not have enough materials to refer to. Only the textbooks were there; the library hadn't been established and there was no internet connection. As they didn't have much experience, things were more difficult.

In addition to assigning work and holding academic co-ordination meetings, she said that they organized social events to create an atmosphere of collegiality.

The first week we had a social gathering to get the staff to familiarize with each other. So they knew each other through these gatherings.

The Skipper said that despite these gatherings, she understood that teachers would still feel very new towards each other. Even though most teachers had been transferred from the same school, they now worked within a new team, with unfamiliar first mates and skippers. However, she got the general impression that everyone was happy to be working at Harbour View.

Commenting on the positive aspect of this transfer the Skipper claimed that because of the 'flat' management style they have adopted, the transferred teachers developed a close relationship with the management. It was her belief that due to this the teachers were working in a welcoming environment.

So I think the positive impact is that teachers enjoy working with the new management. Some by moving here got positions and promotions. During the period of transfer, when this school was to be opened, posts were announced and they applied and some got selected. So this was also a good change for the transferred teachers.

The Instructor also agreed that the teachers may have found the transfer quite beneficial.

In their former school some teachers did not have the opportunity to show their colours. They had to work in departments headed by department heads. So they didn't have much of a voice there. So for those who had the drive and the motivation, this transfer was a chance to show how much they can do.

Contemplating how teachers may have perceived the transfer as having negatively affected them, the Skipper speculated the central source of this to be rumours about the students.

One of the ways teachers might have been negatively affected by this transfer is that there were a lot of rumours. They heard that a lot of weak students were changed to Harbour View School. But this was not true. This made the teachers de-motivated so we addressed the issue in the social gatherings and in the staff meetings as well. We said that we would not compete with other schools or compare our students with theirs. We would work to raise the performance by 65%.

She said that while some teachers felt that they could not produce the expected result, most teachers tackled the issue with determination. When asked to relate how she thought the teachers felt about the transfer, the Skipper's prompt reply was:

Nobody was forced to come to this school. They did on their own. I think they would find this transfer experience a very good one.

Talking about the how teachers adjusted to the new environment, the Skipper pointed out that most seemed to have fared well even though a heavy workload had been assigned. The Instructor believes that the teachers would have more job satisfaction working in Harbour View.

They are much happier at the new school. Harbour View is a more 'flat management' type of place. The management is approachable, we are open for teachers to come and talk with us. We have very few staffs, and we have lots of get-togethers for everybody to get acquainted. So there is a sense of unity among teachers, a feeling of 'we want to make it work'. The determination is there to show people that we can do it, and we did.

Furthermore, she was adamant that the transferring teachers knew that Harbour View's system would be different in terms of working hours and timetables of other schools. Though no written information or direct communication regarding the issue had taken place, both managers say teachers knew it was going to be different. My

reflection regarding this is that teachers may have unofficially heard of the change in session hours, but then it was confirmed once they saw it on paper.

The Instructor thinks that while most teachers would find this change positive, those transferred involuntarily could regard the change as a negative experience.

Those who were asked to come may experience this transfer as negative, both emotionally and professionally. They objected to long hours of work and have been complaining about it.

When asked what she would do differently if she were to facilitate such a transfer again, the Instructor said that the problem with the transfer was that it was done in a hurry, and had happened in the middle of an academic year. Certain delays with the building and infrastructure contributed to the mid-year school opening.

The transfer could have been more organized with more time for teachers to adjust. I feel that a school shouldn't be opened in the middle of the year. Because by that time teachers have other commitments; personal obligations as well as tuitions they want to take.

Though the Instructor at first said that things were ready enough for teachers to begin working in their new environment, she later remarked that more pre-planning was also needed before such a transfer. She stressed that communication between all parties should be more open. The Skipper also felt that they could have improved on communication.

We need to give teachers a chance to talk about the transfer process and give more time and opportunity for teachers to mix with the other staff. I think we should have held more meetings with the teachers, even with the parents and other staff, so that we can get them more involved in the school process.

Another observation she noted was that things had not been ready in time for the transfer, which enhanced the transfer's challenges for the teachers. Lack of resources and technical staff were also perceived to be an issue. Both managers confirmed that Internet, library books and support staff were missing when the transfer took place. They also believed that teachers could have been given more time to adjust to the change.

3.5. CONCLUSION

The findings from the data suggest that all three teachers were finding the teacher transfer stressful at the time of these interviews. The reasons for this varied for the three teacher participants. The Racer and the Surfer volunteered for the transfer from Blue Water Secondary School to Harbour View School while the Drifter was made to transfer involuntarily. The three teachers at first experienced uncertainty and stress due to the lack of communication about the transfer and as enough information was not available. The Racer and Surfer also indicated that information they had received was not correct, prompting them to make allegations of purposefully being misled. All three teachers complained about procedural issues such as how important information like timetables and session times were not discussed with them prior to the transfer.

The managers indicated that that once the transfer was finalized, the procedure had been swift, which did not give the management or the teachers much time to consider the change. They also pointed out that communication could have facilitated the change much better.

The findings also suggest that the impact of the transfer was perceived by the participants differently due to their emotional reactions to the change, their personalities and attitudes about the transfer and the subsequent experiences. The Racer's main focus was on seeking professional development and developing her career. Therefore she was unhappy about not being able to reach this goal. The Surfer's concerns revolved around her students' academic performance, which she felt unable to boost due to disciplinary issues. Thus, she was frustrated about not receiving cooperation and guidance from the management in dealing with these matters. The Drifter was dejected about having to work longer than she had to in her former school. She was also concerned that teachers working under the same system were treated differently but receive the same pay.

The three teachers also shared their feelings about how they wanted more support in the new environment. Their comments suggested that both pedagogic and emotional support would have been appreciated. Negative emotions such as stress, frustration and depression were dealt with by the teachers in their own manner in their daily routine. Similarly, they talked about leadership behaviours of the new management that were hindering their motivation and negatively impacting on their professional lives

and emotions. Unfair treatment and labelling were key terms that emerged from their recounts, as were discipline problems of students which went largely unaddressed by the management.

The managers in turn mentioned the lack of resources and support staff. However, it was their belief that that leading teachers were available to help teachers with their issues. In addition, they felt teachers were generally happy at Harbour View as they adopted a flat management style which made them approachable. However, teachers report they were unable to sort their issues as they felt dealing with leading teachers created conflict. The Surfer and Racer also said they had taken these issues up with the top management, who listened to the teachers' complaints and suggestions, but did not follow it up.

Lack of monitoring and professional development were also issues that came out. All three teachers claimed they did not feel as if they had or would get any opportunities for professional development. Moreover, regular monitoring and feedback were not part of the teaching and learning routine of Harbour View. Both managers also agree that they were not able to monitor teachers as much as they wanted to due to the shortage of staff.

Hence it can be concluded that though both the Racer and Drifter claimed a sense of renewal and experiencing professional collegiality at the onset of the transfer, all three teachers later became frustrated at the way things were going in their new environment. Contacted to report to the new school later than others, the Surfer seemed to have experienced less joy at the onset in comparison to others. She may have experienced joy as she expressed she had been very motivated and needed the change. However the memories of how she got overloaded with work while trying to adjust to her new surroundings could have made her focus more on the subsequent events that made the transfer stressful for her.

At the time of the interviews, all three teachers seemed to be caught in strong currents which were pulling them further away from their destinations. The Racer admitted to 'hating the profession' and the Surfer and Drifter were entertaining thoughts of resignation. The emotional highs and lows the teachers revealed are shown in Figure-1 below.

The experiences of the three teachers and the findings will be discussed in detail in the next chapter, with links drawn to relevant literature.

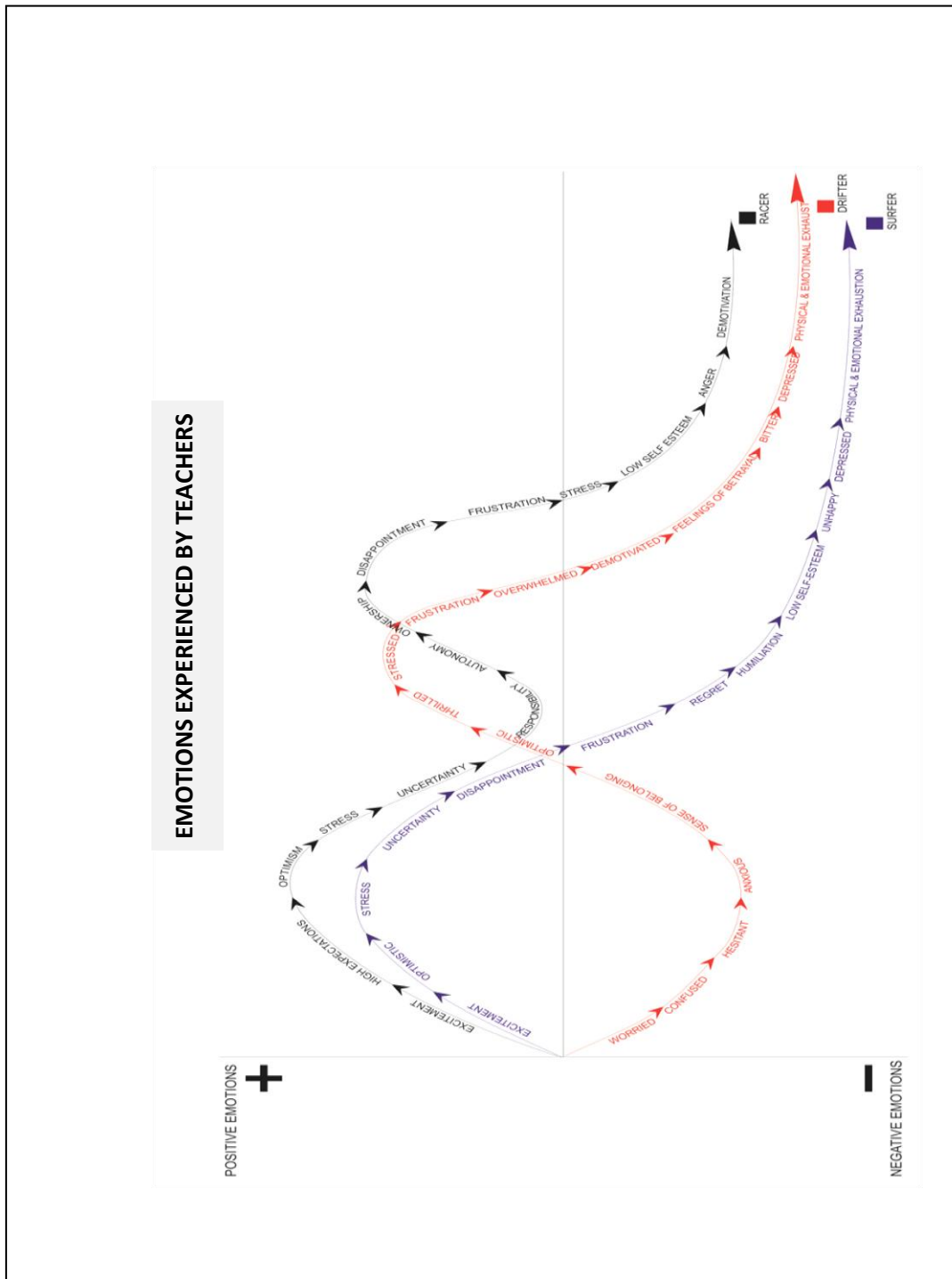


Fig:1 Emotional impact of the teacher transfer as experienced by teachers

CHAPTER: FOUR

THE VOYAGE

DISCUSSION

The experiences of the Racer, Surfer and Drifter are discussed in this chapter in relation to how they perceived the teacher transfer process as impacting on their emotions and professional lives. Emergent themes seem to revolve around three main factors; namely:

1. Communication before and after the transfer
2. Personal perceptions of the transfer
3. Leadership at Harbour View School

In this chapter, I will discuss findings in relation to these three themes, using participants' voices. In addition, my reflections and interpretations will be drawn from relevant literature. Excerpts from my research diary and information from the interviews with managers have also been used to draw meaningful connections, thereby supporting the accuracy of interpretations.

Limitations arise from the small sample. These will be discussed in depth in Chapter Five which also includes suggestions and recommendations for future research.

4.1. THE BEGINNING: SETTING SAIL

The Racer and Surfer explained to me that they had begun their journeys of teacher transfer accompanied by feelings of excitement, thrill and expectations of professional and personal discovery. Willing to set sail into unknown waters, they waited patiently for directions. For the Drifter, the journey was one she was little prepared for. However, outside forces had her pushed into the turbulent waters of teacher transfer; compelling her to choose between remaining afloat or sailing against the wind.

Whatever the reasons may have been, they all agreed to the transfer. Then came the waiting and the uncertainties associated with it. The Racer, Surfer and Drifter were certain that they were embarking on a journey; what they did not know was when. Though they were at the same time enticed by the idea of change and anxious about it, the lack of communication and information made the wait harder for the teachers. They were not aware of what lay ahead, what to be prepared for, what to expect or not

expect. Hence, there was a lot of doubt and stress even at the onset of the journey. According to the teachers' recounts, these feelings of stress and insecurity arose mainly from the lack of communication regarding the transfer.

This section is about setting sail, the beginning of the journey; what emotions and experiences the three teachers underwent from the moment the transfer was announced, till they found themselves in the unfamiliar waters of teacher transfer.

4.1.1. Lack of communication regarding the transfer:

According to the teachers, firstly, the transfer of teachers from Blue Water to Harbour View, a school which would function under the new Government directive of Holistic Education, was not discussed with the teachers by the management of the two schools involved. Similarly, the Ministry of Education did not hold any meetings with teachers regarding the issue before the transfer was put in place. Hence, these teachers explain that they were not given the opportunity to ask questions or think about the transfer from their various perspectives.

Secondly, after inviting teachers to apply for the transfer through a general notice, only one meeting was held before the transfer occurred. This meeting held by Blue Water's management was for the teachers and parents of students who were transferring to Harbour View, the main purpose of which was to impart information about student-related matters such as the school's uniform. Hence, the opportunity to ask questions or clarify issues teachers had regarding the transfer was missed.

Thirdly, the transferring teachers were not met separately or given official confirmation of the transfer. Schools closed for the first semester break without the teachers who applied for transfer receiving any indication of when the transfer would come into effect, or knowing their official working hours in the new school. The first indication that the transfer has gone through was when teachers were contacted by the management of Harbour View just a few days before schools began for the second semester.

In this transfer, the importance of communicating effectively is emphasized as that teachers were expected to adopt a shift in pedagogy as well as transplant their professional roots. The sense I got from the teachers' recounts was that they did not have an idea of what the change meant professionally for them. These teachers

explained to me that they did not understand the term 'holistic education' and were not sure what the implications of this were for their own teaching practices. These issues had not been discussed at any phase of the teacher transfer process. However, I believe the Racer had embraced the change and took this opportunity for learning although she did not seem to understand it; she found it challenging and professionally and personally motivating.

Preliminary information could have been delivered through the managements of the schools involved, through the Ministry or through school and Ministry websites. Specific information such as the pros and cons of lengthening the hours students spent at school could have been imparted via discussions and debates involving teachers before announcing the transfer, to give those interested a fair idea of what was involved. Furthermore, Blue Water's management had a key role in the transfer and hence could have facilitated the change by creating opportunities for teachers to ask questions. Unable to ask questions and resolve issues created stress for the transferring teachers leaving them guessing, anticipating and uncertain. Hence, in this section I focus on the communication issues that were present before the transfer, which affected the way teachers' perceived the change.

4.1.2. Communication Issues in Blue Water Secondary School:

A number of communication issues were found to have influenced the teachers' perceptions of the teacher transfer process, and the lack of communication seems to complicate matters for the Racer, Surfer and Drifter. From the teachers' stories, it was evident that lack of communication enhanced the negative impacts of the transfer, which subsequently affected their professional lives. This seemed to have increased anxiety, brought on frustrations and created confusions for the transferred teachers. Issues with communication were present in the events recounted by the teachers before and after the transfer. In this section, I will examine the communication issues which occurred before the transfer, in Blue Water Secondary School.

According to these teachers, the culture of Blue Water School was not conducive to teachers directly approaching school management without adhering to the management's hierarchy. The Surfer and Racer approached those at the supervisory level for information and confirmation about the transfer. However, they believed that

those they approached were not able to provide answers to their queries. Hence, the teachers reported that they had received only vague replies, which they perceived as evasive. These types of barriers were found to have prevented teachers from seeking much needed information regarding the transfer. Hierarchical barriers were perceived by the teachers which made the people with the information unapproachable, while those who *were* dealing with the teachers lacked the answers to the questions asked.

The Racer and Surfer were now precariously balanced on the edge of change. Since they had volunteered to change to another school, they did not want to ask too many questions that could give the impression they were eager to leave the harbour and head out to sea. They were therefore careful not to evoke hostility from the management of Blue Water. Yet the need for confirmation and date of transfer were vital in order for them to personally and professionally prepare for the challenges the transfer could bring on. Hence hierarchical barriers seemed to have acted as the first block for accessing information and sharing their feelings with the management of Blue Water which may also have affected how teachers communicated with the Harbour View School's management following the transfer.

Gorton, Alston and Snowden (2007) state that administrators need to create a feeling and atmosphere of trust and respect among their subordinates in order to encourage communication. This means that for the teachers to communicate well with management, the zone of communication must be comfortable enough to express the message they want to portray. If they feel threatened, important information may never be shared, which seemed to be the case in this instance.

Therefore, the impact of the transfer was amplified due to these barriers. Barriers to communication also meant, depending on participants' own personality and confidence, some found it much harder to seek information. For example, the Drifter who was being transferred involuntarily found the journey fearful as she had not served under any other management before. She had been serving the same school for a decade and did not understand why she was being transferred. When she heard that she may be put up for transfer, she was not sure whether she should inquire about it, or who to ask. She was also afraid that if she asked questions, the management would perceive her as challenging their decisions and she would earn their criticism for it. Hence, this was a major challenge to her that resulted in stress and which had negatively impacted on her emotions.

The Instructor as one who managed the change agreed that communication problems existed at the implementation level. While her task was finalizing the student lists and teachers' lists, she was not asked to play any role in delivering information. However, she said that she confirmed to those who inquired that teachers who had volunteered would be transferred. The problems could have been there because no specific person had been allocated by the Ministry to act as the mediator, providing information and taking teachers' queries to those who were at the planning level.

According to Parker (2003), change is never easy on people, and the more input they have into the change process, especially when educational issues are involved, the more likely they are to buy into the change when it happens. "Without discussing an issue, you take the chance of having people feel alienated and not part of the team" (Parker, 2003, p.130). Hence, given the complexity of emotions that accompany change, effective communication is vital. On a personal level, teachers also stated that sudden change had left them unprepared and insecure. Hence, if the barriers had been broken down, it could have made the teachers feel part of the change and resulted in them experiencing a sense of renewal.

4.1.3. Conclusion

Communication is regarded as a key issue in the successful implementation of change as it prepares people for change including the positive and negative effects of the impending change (Spike & Lesser, 1995). Similarly, Barrett (2002) stresses that effective employee communication is the glue that holds an organization together, and especially during the phase of change, the glue becomes even more critical.

The transferred teachers revealed that a lot of uncertainty existed due to the lack of information regarding the transfer and the existing communication barriers. As they did not know how to clarify the issues and queries they had in mind, it contributed to a lack of professional and emotional preparedness for the change, which subsequently gave rise to negative emotions.

Fullan (2000) stated that "Change is a double-edged sword" (p. 1), while Oplatka (2005), describes teacher transfer in similar terms. Both argue that depending on the way the change is managed, it can bring a sense of renewal or a sense of loss. Hence, this underscores the importance of effective communication in a period of change.

Moreover, a change of school can be a source of stress to teachers, which could impact unfavourably on their professional lives in several ways. For example, fear of evoking hostility prevented teachers from breaking down communication barriers by asking questions they needed answered. This in turn prevented teachers from receiving pedagogical information about the new school environment as well as transfer time and date, and access to important documentation such as job confirmation, commencement date, timetables and school calendar.

In addition, due to the barriers and lack of communication there existed the chance for messages to get distorted and information to get misinterpreted. Though the transfer managers were adamant that teachers knew the difference in the timetables and working hours, the three teachers all agreed that they did not know that their schools would have a big difference in session times; they only realized it after the transfer was enacted and they were given their detailed timetables. This bit of vital information had not been shared formally at any meeting or through documents of the transfer, which had given rise to miscommunication.

Therefore communication could have played a significant role in facilitating this teacher transfer in a positive way, especially if feedback loops to the managers had been established. In addition, teachers could be made aware of who to approach if they needed information or a listening ear. Hence, I feel that encouraging two-way communication could resolve a lot of communication problems and these will be discussed in detail in the next chapter of this thesis.

4.2. THE MIDDLE: ADJUSTING SAILS IN UNKNOWN WATERS

Adrift, without transfer documents, job confirmation letters, timetables or school calendars, the Racer, Surfer and Drifter waited for the first point of contact. It was the semester break but all three teachers were on edge, not knowing when the transfer would be finalized. A week before schools were to re-open for the second semester, the Drifter was contacted by Harbour View School, asking for her help in organizing things in the new school for its opening. Three days before re-opening, the Racer received a similar call. The Surfer however was asked to report to the school one day before the opening date for the orientation. All three were now in unknown waters. This section recounts the experiences they had in Harbour View School after the transfer and how these affected them.

The three themes that emerged from teacher' stories revolved around communication issues before after the transfer, personal perceptions of the transfer and leadership issues at Harbour View which will all be discussed in depth in the coming sections.

4.2.1. Communication Issues in Harbour View School:

The teachers were brought together at Harbour View in the orientation, which was the first meeting after the transfer and also the first meeting held exclusively for the teachers. This meeting or 'orientation' took place one day before the second semester began, not providing teachers sufficient time to familiarize themselves with their new environment. Even though the schools had orally informed teachers of the transfer, at the time the transfer had not been confirmed through any written documentation and the teachers had not received any transfer chits or job confirmation letters. In this meeting the management of the Harbour View was introduced to them and details including work schedules and timetables were handed out.

The Racer and Surfer both claim they were disappointed with the way the meeting went as enough information regarding the managements' expectations and teachers' duties were not imparted. "We were just told of our classes and timetables", said the Racer who had expected more at this initial meeting. Hence, she described her first impressions of the management as having been unprepared to address the transferred teachers.

However, the timetables gave them a more realistic picture of the work hours they had to put in, which caused the three teachers a great deal of distress. They knew that the work hours would be different than those at Blue Water. However, they claim that the difference in daily work hours was greater than they had expected and came as a shock. My reflections from the research journal in relation to these comments were that the teachers had probably realized the difference when they saw it on paper. Though the difference in daily work hours was a source for agitation, the Drifter expressed relief that the new management had confirmed that the transfer had been finalized and they all belonged to Harbour View.

The teachers still had a lot of questions but they were not provided an opportunity to ask them as a lot of work remained in preparing for the first day of school. This could also be because teachers had been used to the hierarchical barriers they perceived to

exist in their former environment and hence hesitated in approaching Harbour View's management for information. Whatever the reasons may have been, all three transferred teachers reported that they found it difficult to begin work right after they were transferred to Harbour View due to the lack of adjustment time and opportunity to clarify issues they had regarding the transfer.

Subsequent meetings were held by the management to give teachers more information. But according to the teachers, some information given at the beginning may not have been the actual truth. Both the Racer and the Surfer alleged that they were misled about the number of hours they have to be at work daily, saying that they were promised by the management at the initial meeting that they would not have to return back to school for any reason after their daily shift was done.

We thought our working hours were from 7.00am to 3.00pm. But most of the days we leave school barely by 5.00pm ..and still we have a lot of pending work of filing and printing..and so on.

Hence, they had to return back to work after already putting in a longer session than teachers of other schools. This issue of misinformation has compromised the trust teachers had in the management, which can significantly affect their performance (Tarter, Sabo & Hoy, 1995; Robinson, 1996), job satisfaction, organizational commitment and clarification of roles (Laschinger & Finegan, 2005). When distrust arises between employers and employees, it also increases the chance of employees' leaving their jobs (Robinson, 1996).

Another communication problem was found to exist between the teachers and their supervisors: the leading teachers of Harbour View. While all participants mentioned the presence of conflicts between these two parties, the Racer and Surfer claimed these arose from discussions on pedagogy and curriculum. Both managers also acknowledged that some teachers had problems with the leading teachers. While conflicts can produce negative outcomes, effectively managed conflicts can help identify previously undetected problems and attitudes, in addition, helping to clarify uncertainties and improve overall cooperation (Zikmann, 1992). Hence, I felt that facilitating discussions and acknowledging the professional viewpoints of teachers could have lessened the negative impact of the transfer for the teachers. Moreover, it could have boosted teachers' confidence and contributed to their professional growth.

One positive communicational aspect I discovered in Harbour View was that managers and even the principal were most of the time accessible for teachers. As the Instructor confirmed “Harbour View has a more flat management style” which allowed teachers to approach the management members in contrast to the hierarchical barriers that were found in Blue Water. The management could be met in their offices during school hours; they could be contacted on their mobiles and via e-mail.

However, as the teachers stated, their first line of support was the leading teachers, who they had to deal with every day. Hence problems and conflicts with the leading teachers affected teachers’ professional lives in major ways. For example, all three teachers reported being stressed and at times not being able to teach well due to discipline problems of students. During such times, they were not provided support for by the management. According to the Racer and Surfer, when they expressed their concerns regarding differences they had with leading teachers to the senior management members and to the principal, they ‘didn’t do anything’. Hence, though the senior management were approachable, some teachers were still unhappy in the way the senior management did not step in to resolve the issues they had with the leading teachers.

I believe these problems existed because there were no proper channels for communication between those who managed the change and those who were involved in it. Formal aspects of communication, especially downward communication such as job instructions, job rationales, information on procedures and practices, feedback and indoctrination (Fisher, 1999) seems to be lacking before and after the transfer, which prevented teachers from obtaining clear information regarding the change and communicating their needs and feelings to the managers.

4.2.2. PERSONAL PERCEPTIONS OF THE TRANSFER :

The three teacher participants reflected varied perceptions of the transfer experience. There were differences in the way they made meaning of the phenomenon and thus interpreted the change as having impacted on their emotions and professional lives. I found that the personal issues of the teachers played a key role in the way the waters were interpreted as treacherous by the Surfer and Drifter while the Racer was able to float on an even keel. The teachers’ self-confidence and self-concepts

influenced these interpretations, as did their perceptions of equity and justice. These issues are explored in relation to how they perceived the transfer.

4.2.2.1. Self-confidence and self-concept:

The teachers' own self confidence and self-concept appeared to influence and shape the way they perceived and managed this change.

After the transfer, The Racer took on a heavy load and was keen on taking the challenge of the duties that were placed on her. Being deep-ended appealed to her sense of autonomy and contributed to her professional growth. Taking pride in her work, she felt she was more experienced than the leading teachers and therefore, contributed a lot and even offered professional advice. Though resources were scarce and she did not agree with some pedagogical decisions made by leading teachers, she put in a lot of effort to develop her subject area and put in a quality performance. I came to this conclusion from her recounts from the interview as well as information she shared later (which I noted in my journal) of how she was always being assigned more work due to her diligence and efficiency.

Therefore, she projected herself as having a positive self-concept at the beginning in that she readily assumed responsibility and autonomy in her new environment. As her character indicated, she had goals she wanted to reach and was focused on how to achieve those. Some positive emotions associated with this were motivation, interest and happiness.

However, subsequent events curtailed her morale and affected her emotions and professional performance to an extent. When she spoke about conflicts with the management, she used words like '*de-motivation*', '*depression*', '*frustration*', '*disappointment*', '*shame*' and '*anger*'. She even stated that the Leading teachers' '*unprofessional behaviour*' had reduced her confidence and at times she '*hated the profession*'.

The Surfer measured her self-concept in her students' achievement. Thus, not being able to bring her students up to the mark was having a big impact on her professional life and emotions. Not being given time to adjust to the change, she was assigned responsibilities which she readily took on, but found stressful while trying to cope with student misconduct. Though it was student achievement that mainly affected her self-concept, clashes with the leading teachers also made her feel inadequate as a

professional. She indicated that many of the issues she raised went unresolved. Not being given emotional or professional support, the Surfer suffered and displayed signs of low self-esteem. She regarded herself as having failed because she was not able to bring students up to the mark the management had set. This was also partially due to the fact that her work as a professional and her efforts were never acknowledged because she was not able to raise student outcomes. She felt humiliated and depressed due to this.

Faced with student discipline problems and without professional or emotional support from the management, the Surfer felt that the task was too much for her. At breaking point, the Surfer's confidence had faded and she was ready to quit.

The Drifter displayed low confidence to begin with. When she was invited to the interview and informed that she was being transferred, she asked the interviewers what she should do, rather than protest or ask for an explanation. Worried about the change, fearful of what she would find, The Drifter reported for work at Harbour View, expecting some big changes. Fortunately for her, the first few days at Harbour View were a positive experience with teachers working together for a common goal. Being assigned a role to play in the new school boosted her self-confidence. She felt a sense of belonging and enjoyed the experience which also brought hope and optimism about what the transfer could bring to her.

However, the lack of resources coupled with long working hours exhausted her. The Drifter claimed that she did not view the transfer as a step up in her profession and spoke about how stressful a routine it was for her to be continuously engaged in the same type of work daily. Her work at Harbour View was different than in her former school in that she was expected to be more diligent and attend to details such as student monitoring duties and administrative work. It was evident from her recount that did not think she was doing anything remarkable and was very stressed from putting in too many hours and having to take a long journey home with her children at the end of a demanding day. Her low self- confidence and self-concept, combined with the pressure of these factors in the new position seem to have made her unhappy to the point of resigning.

Literature on teacher education indicates that events and experiences in personal lives of teachers are intimately linked to the performance of their professional roles (Acker, 1999; Goodson & Hargreaves, 1996). Not only are teacher identities

constructed from technical and emotional aspects of teaching, but also as an interaction between the personal experiences of teachers and the social, cultural and institutional environment in which they operate (Kelchtermans, 1999). Moreover, teacher identity has been shown to be affected by external (policy) and internal (organizational) factors, as well as personal experiences past and present and therefore is not always stable (Day, Kingston, Stobart & Sammons, 2006).

Kelchtermans (1993, 1999) contends that teachers filter the changes in working conditions through their personal ideologies and perspectives. They give meaning to these experiences through a 'personal interpretive framework' (p.444): a set of cognitions by which teachers perceive their job situation, interpret it and act in it (Kelchtermans, 1993, 1996). Within this framework are two interwoven domains: teachers' professional identity and the subjective educational theory (Kelchtermans, 1993, 1996). The professional self refers to one's professional identity and to beliefs about oneself while the subjective educational theory is the personal system of knowledge and beliefs on teaching. It comprises of teachers' practical knowledge that provides them with a course of action such as how to deal with a specific situation which arises in the job, as well as retrospectively analyzing why a specific decision appeared to be the best (Kelchtermans, 1993, 1996). Hence, the personal interpretive framework conceptualized by Kelchtermans (1993, 1996) filters teachers' experiences. It acts as a lens through which all demands and expectations are perceived, interpreted, valued and evaluated (Ballet, Kelchtermans & Loughran, 2006).

"In other words, teachers' personal beliefs mediate the impact of what happens in their jobs. Whereas some teachers may perceive a particular demand as a real 'attack' on their professional self, for others this same demand may be interpreted as a stimulus for professional development"

(p. 213)

Hence as the authors illustrate, teachers' responses to demands and expectations are complex and contradictory, which may explain why the Racer persevered in the face of challenging circumstances while the Surfer and Drifter became exhausted and demotivated to the point of giving up. This also displays how closely teachers' professional and personal selves are merged and hence create implications for how negative or positive emotions can consequently affect their professional lives.

4.2.2.2. Perceptions of Equity and Justice:

The issues of equity and justice were different for different participants and impacted their emotions and professional lives in different ways. However, these were common themes in all the interviews which affected the efficacy and morale of the transferred teachers.

Firstly, the three participants regarded the transfer as unfair and unjust because they were not made aware of the work schedules prior to the transfer; and after the transfer, they had to put in longer hours than other school teachers were required to. Most of the transferred teachers' emotions were linked to the fact that they were not well-informed or assisted to adjust to the change. However, there were other varying issues that teachers discussed that made the transfer unfair or unjust for them.

The Drifter's complaint was that some who volunteered for the transfer were made to stay while those who did not volunteer for the transfer (i.e.; teachers like the Drifter) were made to change. The Surfer, The Skipper and the Instructor also hinted that some experienced or innovative teachers who volunteered for the transfer were persuaded by the management of Blue Water Secondary to stay while teachers they regarded as dispensable were put up for the transfer. Hence, when the Drifter concluded that she had been coerced into transferring, it gave rise to feelings of resentment and betrayal. Moreover, after the transfer she also came to know that she had to work longer than she used to, for the same pay. She considered this a great injustice that teachers working under the same system were treated differently and paid the same. Hence her feelings of hostility were not aimed specifically at the management of Harbour View; rather they were aimed at the entire system, especially at the Ministry.

I found the Drifter's range of displayed emotions congruent with those that were found in other teacher transfer studies. As imposed transfers can bring about such negative emotions and could lead to burnout, support can be taken as an important factor when implementing teacher transfers. After an involuntary teacher transfer, such as that of the Drifter's, Hollingsworth (1981) suggests a programme be conducted by the new management to help transferred teachers to accept and deal with feelings of anger, security, and anxiety brought on by the transfer. Similar studies recommend ample adjustment time and support for all teachers involved in a transfer (Mager et al., 1986; Ricken, 1983; Oplatka, 2005). Hence, the Drifter could have been offered an

outlet for her emotions through an induction programme or mentoring. She could have been made aware of her feelings and helped deal with them which could have made the change easier for her to accept.

The other two transferred teachers also reported issues and personal concerns relating to perceptions of equity and justice. The Surfer found it a great discrimination that she was assigned classes that she perceived as containing students with severe discipline problems and low achievement. The Surfer expressed great concern for her students, who were not faring well academically. Her opinion for the reason for this was disciplinary problems. She described several ways students had challenged teachers and how these issues had not been followed up by the leading teachers. Hence, she felt that if she received the management's support, she could help to boost student performance. Without this support, the Surfer felt she has been placed in an unfair situation, with her taking a lot of stress and pressure from the management and parents for improving student outcomes; and bearing the shame and blame when she was unable to do so.

The Racer was meanwhile concerned more about not being provided with adequate professional development. She mentioned several times she wanted to attend workshops but had been passed over. She found it unfair and a great injustice that leading teachers were always being selected for these. She agreed that leading teachers also need professional development sessions; however, she argued that if they attend a session, they should in turn share what they learned with the teachers. She therefore blamed the management for not establishing any type of mechanism through which teachers could have access to professional development activities. Furthermore, the Racer claimed another injustice was that teachers were being labelled when they could not achieve a set target or perform to the expected standard.

There were times they, when something was not being done it was the fault of the teacher but when something was finished and made, the credit goes to the leading teacher and we felt that this was very...we felt bad about this because we did all the work and the credit always went to the leading teachers.

The Surfer also believed that the management gave preferential treatment to leading teachers, even though they were not supportive of teachers in pedagogic or student related matters. Surfer and Racer claim that conflicts existed between the leading teachers and themselves over issues that came up in subject co-ordination

meetings. Though she did acknowledge that according to the school's 'flat management style' the senior management were always approachable, she blamed the management for turning a blind eye to the storms that were brewing. According to her, they were quick to praise the Leading teachers while the teachers' efforts went unrecognized.

Hence, the teachers' concerns about establishing equity and fair treatment have given rise to discord and conflict. Moreover, I believe that as time passed without these issues being addressed by the management in a professional manner, it resulted in demotivating and frustrating the teachers. The managers' view of this was that generally teachers were happy with the management and that they did address the issues teachers raise. They also indicated that some teachers were unhappy, especially those who had been 'made to come', but that this unhappiness revolved around issues related to working hours rather than conflicts in the work environment. Hence, I could not get the teachers' stories corroborated fully. However, the issues of unfairness and injustice were specifically mentioned by teachers as having given rise to negative emotions such as de-motivation, shame, anger and stress.

Other issues I felt that were lurking below the surface were teachers' personal matters. For example, teachers' frustrations with spending more time at school revolved around not getting enough time with their families. There could be deeper reasons for them talking about leaving the profession. Similarly, the Drifter hinted that longer work hours also limited the possibility of her seeking an additional source of income. Hence, financial constraints on her part could also have acted as a powerful undercurrent.

4.2.3. LEADERSHIP ISSUES

For better or for worse, change arouses emotions, and when emotions intensify, leadership is key.

(Fullan, 2000, p.1)

A number of factors related to the management's leadership and support governed the experiences of the participants and made this transfer a difficult change for the participants. In this section, leadership issues have been discussed in relation to the teachers' experiences at Harbour View that I found through participants' stories. The issues raised were related to:

- 1) Lack of support in the new environment
- 2) Organizational culture
- 3) Professional development
- 4) Monitoring and feedback and
- 5) Role conflict between teachers and the leading teachers.

Each have been examined separately using evidence from teachers' and managers' stories.

4.2.3.1. Lack of support in the new environment:

One leadership issue I found was that the management of Harbour View School did not initially provide any form of induction to the newly transferred teachers. It was evident that teachers found the social gatherings held at the beginning enjoyable. However, teachers said that these occasions were very few and that this tradition was not kept up. Hence, opportunities for teachers to form a culture and collegial ties via induction programmes and social events could have proven beneficial in helping them adjust to the change.

Though they were not novice teachers, the transferred teachers were working under a new system, in a new work place and indicated that they would have welcomed this type of support from the new school's management. Hence, it can be taken that if the school's leadership had taken the initiative to conduct a program using support staff, this could have lessened the negative impact of the transfer for the teachers.

Weller, 1984, argues that transplanting one's professional roots, anxiety over teaching at another school; leaving old friends and colleagues, concern over availability of adequate materials; and the realization that unlike other professionals, teachers are expected to be effective from day one can be quite disconcerting for teachers. Interview analysis of the stories of the teacher participants of the study reflect such results as teachers displayed negative emotions due to these factors. The Racer mentioned feeling sad about leaving her students to move to the new school. The Surfer found it frustrating to deal with a high workload while trying to adjust to her new surroundings. The Drifter, who did not volunteer for the transfer was anxious about exploring new waters.

Hence, these tensions kept growing below the surface even as they went about their duties as teachers. The role of leadership becomes important here as with support, teachers can be helped to adjust their emotions and become more effective after the transfer. This support can come in the form of communication, preparations and provisions of resources. These can be helpful in lessening stress factors related to transfer (Weller, 1984).

The experiences of the participants also indicate that important resources were not in place when the transfer was put into effect. The teachers spoke of having difficulty in printing materials, lack of schemes and other teaching materials and not having access to internet. The managers referred to building and infrastructure issues, lack of office personnel, library resources and confirm the issue of not having adequate resources when the school began to function. Hence, the school's priority was in providing these resources and on staffing matters which may explain why a lot of teacher-related matters went unattended.

Though building and infrastructure issues may have existed, effective communication and the use of official documentations could have been implemented by the school's management in making the transfer process smoother for the teachers. Instead, the data indicated that teachers were transferred without having given vital information, while the school was still waiting for important functioning mechanisms to be put in place.

I discovered by interviewing the managers that despite not having critical resources, they felt that Harbour View was ready to function. The Instructor elaborated on how the transfer was managed by Harbour View: after an orientation during the break, teachers were assigned various tasks to prepare for the following semester. The Skipper and Instructor, (both themselves transferred) had a lot to attend to including logistical issues, recruitment of staff and student related matters. Hence, with the shortage of support staff, they claim they could not have brought teachers for orientation ahead. This was in line with what the teachers said about being informed of the orientation at Harbour View just a few days before reopening.

While these issues prevented the management from contacting teachers earlier, their view was that when teachers came there was enough in place for them to begin work.

When the teachers came... it was the transfer of half a school.. so a lot of documents had to be taken. The school didn't have to prepare much as it was the middle of an academic year.

Research on change management emphasizes the support of employees as central in determining whether change initiatives will succeed or fail (Cummins & Worley, 2001). In this instance, employee readiness to accept this change becomes paramount as Harbour View was functioning under a new (holistic) approach which meant teachers' responsibilities included introducing and implementing a new approach in teaching.

Readiness is defined as an employee's beliefs, thoughts, and behaviours to accept the needs and capability of an organization (Madsen, 2003), which functions as an indicator of behaviours of either resistance or support (Armenakis, Harris & Mossholder, 1993). While professional support in adjusting to the transfer seems to be missing, teachers' readiness to implement the new strategies was taken for granted as well. Weiner (2009) argues that implementation capability depends on knowing what course of action are necessary, what types of resources are available, how much time is needed and how activities can be sequenced. Hence, with the gap in formal communication, coupled with the scarcity of resources, teachers found it difficult to perform to the best of their abilities.

Therefore, the lack of necessary resources and the assumption that teachers were ready to take on the new responsibilities created a stressful situation for teachers following the transfer. The Racer described the amount of work teachers had to do in record time because enough materials were not there when teachers came in:

Well, to start with .., the scheme of work was not ready when we came and we were not told beforehand that we had to make a scheme of work. It was after one week that we started working in Harbour View that we were told to make a scheme of work. We had a meeting with the school management just before the semester began, and on the next day we were supposed to report into work. That was when we planned activities for what the students are going to study the next week.

The Instructor also responded similarly when I inquired about teaching resources:

.... some departments did not have the schemes as we couldn't get them from other schools in time. So the teachers did a lot of the work. Teachers had to make the schemes and notes in some subjects

Yet, she stressed that this had only occurred in 'few' subject areas and not in all. However, the important thing here was not whether many or few areas experienced the unavailability of resources. As the Racer and Surfer related, this had placed a lot of responsibility and stress on them. This factor combined with the heavy workload and the fact they had to put in a longer session resulted in mixed emotions. While the Racer enjoyed the autonomy and challenge, the Surfer found this a burden when added to dealing with the stress of student discipline problems. The Drifter also reported positive emotions at the beginning for being assigned work and working to meet a goal; this had her motivated and created a sense of belonging. However, having to work long hours with limited resources quickly had her fatigued. She expressed negative emotions for not being able to access internet and having to attend to printing and photocopying work on her own due to the lack of office staff.

Therefore, the managers' perceptions of the school being ready and their expectations of teachers to function effectively from the first day seemed to have affected teachers' perceptions of the management. Words such as *'ill-prepared'* and *'inefficient'* were used by the teacher participants in describing their managers and leading teachers. Negative emotions such as disappointment, frustration and stress were recurring themes in teachers' recounts. Therefore, I suggest that the managements' attitudes affected their leadership style and contributed to teachers being left without support and resources they needed. This led to teachers instantly being bombarded with a heavy workload while they were still trying to get accustomed to the fact that they had to work longer than other schools' teachers. All these factors appeared to subsequently impact negatively on teachers' professional lives and emotions.

Thus, it is important to note that the lack of preparedness and the availability of important resources was a major cause of stress and frustration among the teachers. Support and encouragement, even guidance from the leading teachers and the management could have prolonged the sense of belonging teachers felt initially. In the face of limited resources, teachers expressed the need for extra support. Hence these issues could have been discussed with teachers, with opportunities given for them to

express their feelings, the management opting to work collaboratively to reach workable solutions.

Another factor that the management seemed to lack focus was in offering guidance, support and mentoring to help teachers improve students' academic performance. The Surfer found the drop in her students' performance emotionally draining. She indicated that she was very stressed and de-motivated and that at times she needed someone to talk to. However, according to her, no support or practical measures in dealing with the issue have been offered so far. Rather, both Racer and Surfer assert that teachers who could not solve student related matters were labelled as having poor teaching or classroom management skills.

The Drifter observed:

Students were acting up and the management did not help teachers in dealing with this, which has lead to frustration. Teachers are finding it hard to cope due to severe discipline problems in students.

Hence, these factors created a lot of turbulence for the teachers. In the midst of uncharted waters, Racer, Surfer and Drifter struggled to stay afloat. The impact of it was exhausting to the participants because they were not receiving the help they needed. The Racer and the Surfer claimed to have found some support from caring colleagues.

However, the Drifter's journey was quite lonely as she was not confident enough to seek professional assistance from colleagues. It was especially hard for her as she had been transferred involuntarily. Hollingsworth (1981) suggest that in the case of involuntary assignment, emotions run high and teachers often feel betrayed. This was evident from her remarks about constantly thinking about leaving her profession. Hence, the Drifter could have adjusted better if she had been provided emotional support by leading teachers or counsellors.

Teachers' recounts indicate that their intrinsic as well as extrinsic needs had been compromised in this transfer. This has resulted in low motivation and lack of job satisfaction. Job satisfaction has been defined as how people feel about their job and the different aspects of it (Spector, 1997). It has been found to be enhanced by psychic rewards such as acknowledgement of teaching competence, meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, and opportunities to undertake challenging tasks and reach accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rozsenholtz, 1989). Lack

of support in the new environment, however, affected most aspects of the teachers' work, negatively impacting on their emotions and profession.

Overall, the teacher participants seemed to regard themselves as being trapped in a helpless situation with long working hours, lack of resources and stress related to dealing with student misconduct. Interventions by school management is important before teachers reach this, stage as these types of situations have been found to lead to hazardous outcomes such as burnout among teachers (Kottler & Zehn, 2000).

4.2.3.2. Organizational culture

A school's culture can immensely contribute to the overall success of the school and the job satisfaction of its employees. According to Schein (2010) culture is to a group what personality or character is to an individual. We can see the behaviour that results but we often cannot see the forces underneath that cause certain kinds of behaviour.

Hubbard (2004) defines culture as "the underlying values, beliefs and patterns of behaviour that affect how the operations of the organisation should be conducted – 'how we do things around here' (p. 281). Lundberg (1990) defines culture as the source and the vehicle of organisational meanings. Organisational culture is also understood as the basis for direction, order and coherence (Lundberg, 1990). Hoy and Miskel (2008) explain that culture includes the norms, shared beliefs, rituals, and assumptions of the organization. According to these scholars, schools with strong cultures will have effective leadership with exceptional student performance. Therefore, for teachers to work in harmony, school leadership must try to cultivate a positive school culture. However, findings indicate that the leadership team at Harbour View have not yet achieved this aim.

Initially, the management tried to involve teachers in decision making, which was a source of excitement and renewal for the three teachers. The Instructor explained how they tried to cultivate a sense of school ownership among the teachers:

We got teachers input in making the school's vision and mission statements. A group of teachers were selected for this and we chose from what they put together. We also consulted teachers and got their opinion in deciding important matters.

Hence, working for the common goal had the teachers motivated enough to keep the school functioning smoothly right after the transfer. This was the initial reaction observed by the managers, which gave them the feeling that the teachers had '*embraced the change*'. In addition, school managers mentioned social gatherings that were held at the beginning. According to the managers and the Drifter, this created collegiality among teachers. But this trend was not continued due to the busy schedule. Hence, the Surfer and Racer did not talk much about it in their interviews but only mentioned it in passing:

Racer: "A few social gatherings were held..two. One was a lunch"

But these factors underscore the effect a positive school culture can have on the teachers' efficacy and morale. Initially teachers were motivated, optimistic and enthusiastic about their work, which could be why the participants later felt unhappy when the school subsequently moved towards a culture of blame and unfair treatment. According to the transferred teachers, clashes often occurred between teachers and the leading teachers. Discussions at co-ordination meetings end in conflict and some teachers felt their professional opinions were not valued. They also mentioned how leading teachers were uncooperative in following up student discipline problems.

In addition to these, teachers also seemed to dislike leading teachers because they were held in high regard by the senior management. Teachers appeared bitter over not being given credit for their work while they accused the management of favouring the leading teachers. So a power struggle which is not eminent on the surface has also contributed to the complexities surrounding the transfer. Thus, acknowledging teachers' work and celebrating achievement are also communicational and cultural factors that the management can consider in order to promote job satisfaction and enhance commitment (Hoy & Miskel, 2008).

Another way Harbour View's culture seemed to have impacted the three transferred teachers negatively is that the school did not give priority in solving issues important for teachers. Student discipline issues, the teachers' unhappiness regarding the long session hours, low student performance, lack of adequate professional development, monitoring and feedback were all leadership issues related to the school's culture which were having an unpleasant effect on the three teachers. Teachers were unhappy because they were not receiving support in dealing with these matters.

However, these feelings may not have been clearly communicated to the management by the teachers as the managers appeared to believe teachers were happy in their new environment. While teachers spoke of conflict with leading teachers and how the top management turned a blind eye on it, managers seemed unaware of undercurrents such as role conflict which were hindering the professional performance and emotional well-being of teachers. Though they admitted to it to a certain degree, for the most part, they denied having knowledge of such tensions between teachers and leading teachers.

While the reasons are not clear, creating a positive school culture which encourages two-way communication and support for teachers are areas that consistently emerged as important factors in helping teachers adjust to the change. Therefore, schools leaders' roles in establishing a positive school culture is quite apparent, as a positive culture involving teachers can contribute to school ownership and sense of accomplishment, which can subsequently develop teachers' self-efficacy, self-fulfilment and contribute to their job satisfaction (Hoy & Miskel, 2008).

4.2.3.3. Professional development

A further lack of self-renewal and self-fulfilment were felt by the teachers due to the scarcity of professional development opportunities. Scholars stress that teachers need time to understand new concepts, learn new skills, develop new attitudes, research, discuss, reflect, assess, try new approaches and integrate them into their practice; and need to be provided with time to plan their own professional development (Cambone, 1995; Corcoran, 1995; Troen & Bolles, 1994; Watts & Castle, 1993; as cited in Abdal-Haqq, 1996). Jones (2009) states that as instructional leaders, school leaders should provide opportunities for teachers to work together on the basis of needs linked to what is observed by school leaders in classroom observations. She suggests study groups, learning clusters, and mentoring as some of the informal mechanisms for teachers to work together.

The three transferred teachers found it de-motivating to discover that their journeys did not include much opportunity for professional learning. When the Racer requested to attend a professional development session, she was passed up for it. According to her, instead of encouraging such behaviour and cultivating a love for inquiry and growth, teachers were told they can attend professional development

sessions if they scheduled after school hours. This gave rise to feelings of helpless frustration among teachers who were looking for development but were not prepared to sacrifice their family time for it. This highlights the emotional aspect of teaching as a profession as these are challenges teachers go through every day in trying to balance their professional and personal lives. In this case, teachers found it more of a problem because they were already working for longer hours than other schools and therefore did not want to sacrifice additional time for academic work.

Moreover, the Racer, being the keen one on seeking development, even offered the management advice on what sort of sessions to put together for teachers. She found it further depressing that her opinions were passed up many times, and her recommendations on teachers' professional development needs were disregarded.

It was her belief that the management ignored her suggestions "*because they were feeling inferior ...because we were doing all the work that they had to do*". Hence, the power struggles and role conflict once again seems to have given rise to a lot of negative which continued to influence teachers' professional lives.

With regard to teachers not given priority for professional development, it may have been an informed decision on the part of the management to provide developmental opportunities first to leading teachers rather than the teachers. However, the teachers would have benefitted if the leading teachers had been encouraged to disseminate information to their colleagues in professional sharing sessions and forums. This could in turn lead to the creation of a more conducive environment for academic and professional growth, and act as a great motivator for the teachers as well as for leading teachers.

In addition, the Surfer and the Racer both spoke of mentors they had in their former school. They recalled how they had been helped with curriculum and pedagogical issues. They claimed this support as missing in Harbour View. Mentoring can serve three main functions in professional, career and psychosocial development (Ackerman, Ventimiglia & Juchniewicz, 2002). In professional development, mentoring can enhance knowledge, skill, behaviours and values and role of leaders (Ackerman et al., 2002), while career development can help in promoting career satisfaction, awareness and advancement leaders (Ackerman et al., 2002). The psychosocial development function of mentoring additionally serves to develop personal and social well-being, as well as role expectations, conflict and clarification of identity and

resolution of role conflict (Ackerman et al., 2002). Hence, support and mentoring could have resolved most of the issues teachers had with the management and helped them adjust to their new environment.

In their interviews, both these teachers said that they relied on their colleagues and friends for professional and emotional support at Harbour View. Even though the school was adopting a more holistic approach in teaching students, teachers did not mention any form of change in pedagogy or discussions related to this. The main change was that extra-curricular activities were incorporated into the daily timetable which lengthened the school's session time and kept teachers fully occupied.

Though discipline problems related to students at Harbour View seem to be a great source of unhappiness for all three teachers, they claimed they had not received any assistance in handling these matters. The Skipper's take on this was that teachers were de-motivated mainly because they had come from an established school and hence could not boost up student performance to the level they had been used to. She said that the management had become aware of this and addressed the issue by setting the achievement bar a bit lower.

However, this did not explain what managers had done to help teachers with discipline problems. All the teachers mentioned this factor but the managers did not regard this as a huge problem. From the reflections I had entered into the journal, and from the other staff's comments during my visit to the school I believe that student behaviour was a stressful occurrence which existed at Harbour View.

Hence, it can be argued that the management needs to improve on this area by addressing this problem and investigating the root cause of indiscipline. Professional sessions on dealing with student misbehaviour or encouraging leading teachers or teachers to do action research in the context of the transfer to a new school could yield positive and beneficial results. Moreover, the management and leading teachers could have facilitated professional and personal growth by mentoring the transferred teachers or getting them to mentor other teachers (Knadle, 2006; Blalock, 2008), promoting a learning culture while also effectively creating opportunities for developing collegial relationships between teachers and leading teachers (Knadle, 2006; Andrea, 2010).

4.2.3.4. Monitoring and feedback

This aspect of leadership is quite important as teachers' evaluation of their own performance can have a very big effect on their professional lives. Taylor and Tashakkori (1995) found that teachers use descriptions of job satisfaction with regard to their performance with students. Teachers need to be provided with feedback on their teaching, as teacher evaluations can contribute to personal growth and accountability (Duke & Stiggins, 1990). In addition, evaluations and feedback on teacher performance can also be used by the management to convey expectations, assess current abilities, and plan professional development.

Ingham (1992) states that while most teachers welcome feedback from their supervisors, they rarely receive it. Instead, in most cases, supervisor feedback takes the form of one-dimensional rating scales or is seen as a tool in the hire-fire process (Dunkleberger, 1982). As classroom observations, feedback on performance and appraisals can contribute to job satisfaction and ultimately, to teacher retention (Taylor & Tashakkori, 1995), it is vital that the monitoring and feedback process for teachers include components such as peer-evaluation, flexibility and professional development (Kortner, 1993).

Student achievement is identified as a critical source of teacher satisfaction. The data gathered from the Surfer, who was at the point of leaving the profession due to low student performance and disciplinary problems further confirms this. This emphasizes that issues regarding student performance should receive top priority in the management. The management also needs to monitor the performance levels across grades, conducting investigations into the causes that are contributing to the falling performance level and helping teachers craft remedial programs to counteract this. This could help teachers cope with the very stressful issue of student discipline and not being able to bring students up the expected mark, in turn contributing to their growing dissatisfaction.

In addition, the participants pointed out the lack of developmental observations and the Racer claimed that when observations were done, they were not conducted in a systematic manner. In regard to the only time she had been observed that semester, the Racer said:

The observation was done on the last period of the last day of the semester, during revision, right before the exam.

Thus, the feedback which could have helped her improve her teaching was not given in a productive or continuous manner. Moreover, the Racer felt that she had been targeted as she was the only one who had been observed out of all the teachers of her grade that semester. Hence, inconsistent monitoring had an undesirable effect on the transferred teachers giving rise to feelings of hostility. The supervisor-teacher rapport, which is the most important element in the monitoring and feedback system (Kortner, 1993), seemed to be missing. The nature of the observations and the way feedback were provided has led to further deterioration of the relationship between the participants and the leading teachers and negatively impacted on teachers' emotions and professional lives. Co-operative and friendly, collegial relationships, open communication, and the free exchange of ideas could have acted as emotional and psychological support for teachers' work and promoted their professional development (Rozenholtz, 1991; Rowan, 1995; Smylie, 1988; Geijsel, Slegers, van den Berg & Kelchtermans, 2001).

The Surfer, who was looking for a lot of guidance in adjusting to the new environment, also stressed how important it was the leading teachers observe her classes. She needed them to help her monitor her students as well as assess their performance so that she would know how she was faring as a professional. Her need reinforces the role of feedback in promoting effective teaching. Feedback is regarded as an important communication strategy in the school culture, and research emphasizes the need for it to be accurate, descriptive and focused towards a few definite goals (Miles, 1989; Brinko, 1990). However, from the managements' side, the Instructor agreed the teachers were monitored but not as much as they wanted to, due to the shortage of staff.

Hence, the findings highlight the role leadership can play in devising fair and consistent means of monitoring teachers and providing feedback to help them overcome the hurdles they were experiencing at Harbour View. It also accentuates the need teachers have in receiving feedback from the management in order to perform well as professionals. I felt this need was more in the transferred teachers as they were starting anew in a new environment and facing new challenges. Therefore, continuous monitoring and feedback loops could have helped teachers adjust emotionally and as

professionals to their new setting (Rozenholtz, 1991; Rowan, 1995; Smylie, 1988; Geijssel et al., 2001;), while also increasing student performance (Lee & Smith, 1996; Louis & Marks, 1988; Supovitz, 2002; Bolam, McMahon, Stoll, Thomas, Wallace, Greenwood, Ingram, Atkinson & Smith, 2005;).

4.2.3.5. Role conflict

Organizational conflict is seen as sapping the strength of an enterprise and verbal conflict in everyday life is a sign that something has gone wrong (Mai & Akerson, 2003). In the interviews, the Racer and Surfer referred to conflicts between themselves and their immediate supervisors, the leading teachers. These conflicts seemed to revolve around role-identity and responsibilities.

The Racer remarked that she had to sometimes tell the leading teachers their job, while the Surfer said:

Something that they are responsible for, we might be held responsible.

Hence, this raises questions as to whether proper job descriptions and task allocations had been decided at management level and clearly communicated to the staff. Burton, Park and Zigli (1977) contend that problems in role clarity leads to stress, tension, anxiety, dissatisfaction, turnover, lack of job interest, contributing to overall unproductiveness. Role clarity needs vary for individuals and these are further determined by the experiences they had in former work environments (Burton, Park & Zigli, 1977). As the transferred teachers came from Blue Water, an established school, they could have measured the experiences at Harbour View against that of their former school. Such issues seemed to have further complicated matters for the teachers who, as a result, regarded the leading teachers at Harbour View as lacking the necessary knowledge, experience and people-skills to be dealing with teachers.

The Surfer expressed difficulty in getting along with her supervisors:

We have a hard time understanding the procedures of the school as it is difficult to work with other people from the department...they have this identity crisis which makes the environment hostile.

Conflict in the workplace has been described as having positive effects (Hellriegel, Slocum & Woodman, 1986) while poorly-managed conflict can result in unproductivity and hostility among employees (1997- 2008). Coleman (2000) points in addition to employees' reaction to change, power struggles also contribute in creating

conflict. Among possible sources of conflict outlined in relevant literature are shared resources, difference in goals, perceptions and values, and disagreement on role requirements (Plunkett & Attner, 1989), which I feel help explain the root causes for the discord between teachers and leading teachers at Harbour View.

Though the Drifter demonstrated a more compliant role and hence did not personally experience any clashes, she also confirmed that differences arose between teachers and leading teachers. Similarly, the Racer openly described several encounters she had had which resulted in feelings of anger, humiliation and emotional exhaustion.

One incident was the way leading teachers dealt with a disciplinary problem of a group of students. After following the school's procedure in dealing systematically with the students, and later, when a change in conduct was not evident, the Racer referred the case to a leading teacher. According to the Racer, the leading teacher said she would attend to it and never did. This made the students think that the Racer had a personal agenda with them because the management did not address this issue or ever get in touch with their parents regarding the matter. The Surfer also cited similar cases where she did not receive any support but also her decisions were not supported by the leading teachers.

In another case the Racer recounted, the leading teachers dismissed the case as the exam was near which resulted in the students informing the Racer that the management did not have any problems and had dismissed the case. Being informed of this through students undermined the authority she had upon them as a teacher. Such issues have thus frustrated the Racer and the Surfer. They believed that the leading teachers do not know their roles, were unprofessional and were having identity crises.

As leading teachers were not included as participants, I had no way of knowing the reasons behind their actions. A good source of information could have been job descriptions of leading teachers. However, when I asked the Instructor (as a member of the senior management) about job descriptions, she said that they have not provided management staff with these. So it was not clear whether leading teachers were not clear on their roles or lacked the capacity to provide professional support.

In trying to uncover the role of the managers, I came across the same problem. When asked to describe her own responsibilities as a manager, the Instructor found it difficult to do so, as it was not clear-cut at all.

This is a very hazy area. Actually we didn't get any job description, so it was anything and everything actually. However, I tried to concentrate a lot on the academic side of the school but at the same time was involved in the administrative side as well. Responsibilities were not assigned, rather we took up things and assumed responsibility to that!

Hence, job descriptions and clear allocation of roles could have made the sailing smoother for the passengers on this new journey. The issue of conflicts between teachers and leading teachers were major undercurrents that were directly and indirectly influencing the emotions and professional behaviour of teachers. This could hinder progress and prevent the school's targets from being reached. Thus, the management's role in resolving these issues as soon as possible is crucial. Strategic leadership could play a significant role in keeping things on course through compromise, collaboration and promotion of collegiality; providing the transferred teachers with much needed support (Mauriel, 1989).

4.3. THE END: STAYING AFLOAT

The overall findings of this study conclude that teachers found this transfer sudden, stressful and a source of de-motivation which has negatively impacted on their professional and emotional lives. The main causes for these unpleasant effects were issues to do with how the transfer was implemented, the communication problems encountered by teachers before and after the transfer, personal perceptions of the teachers and leadership issues of Harbour View School's management.

The role of communication in facilitating change and how messages can get misinterpreted have been discussed with suggestions on how breaking down barriers to open channels for teachers to seek information and make queries can be beneficial for teachers. In addition, how the transfer's impact varied on teachers due to their own perceptions, their self-confidence and self-concept have been explored, with suggestions on the role the management can play in providing more effective emotional and professional support. Leadership issues have also been discussed in relation to how the transfer could have been made a positive change through the creation of a positive organizational culture, promotion of professional development, mentoring, and providing development through monitoring and feedback and through resolution of role

conflict. Contextual factors such as lack of resources and personal factors that are not apparent above the surface also seem to have played a vital role in creating negative emotions, affecting teachers' job satisfaction.

A recurring theme in all the interviews was students' disciplinary issues. An interesting and unexpected finding was that neither the teachers nor the managers expressed any concern as to why students seem to be behaving in this manner. The issues raised in this section create implications for school leaders and policy makers which are discussed in detail the coming chapter. The chapter will also conclude the results of this inquiry by discussing its limitations and providing implications and applications which were derived from the findings. Directions for further study will also be provided.

CHAPTER FIVE

CONCLUSIONS

In this chapter I summarize the research findings and discuss the phenomenon with implications for providers of educators and key stakeholders. The applications and implications drawn from this study are included, with suggestions for policy makers in improving teacher transfers via policies to minimize the negative emotional and professional impacts which were observed as a result of the experiences reported. This section also marks the end of this journey and shares its main discoveries in relation to stakeholders. Since it is a small scale study, the limitations of this inquiry are also discussed before providing directions for further research.

5.1. LIMITATIONS

This study is limited in several ways. First of all, Connelly & Clandinin (2006) advice writers and readers of narrative inquiry research texts to consider the conceptual issues surrounding narrative inquiries. The readers need be reminded that narrative inquiry research texts are indeed 'grand contraptions' (Geertz, 1973, as cited in Connelly & Clandinin, 2006, p. 154), built on 'multiple, fluid foundations and formed into ambiguous

shapes that may ring more, or less, crisp and clear as one thing from one vantage point and another from another vantage point' (Connelly & Clandinin, 2006, p. 154)

Therefore, readers of this research text need to keep in mind that the issues highlighted here are participants' realities and their perceptions of the teacher transfer; and should not be taken as facts. Rather, the inquiry has attempted to portray the transfer experience from multiple perspectives which when put together, forms a bigger picture. These are my interpretations based on partial snapshots of teachers' experiences. Some are partial, inconclusive and even contradictory. Moreover, I encountered silences and tensions below the surface, the depths of which could not be reached. Hence, these are left open for interpretation.

Composing narratives necessitates ongoing reflection, and what authors of narrative inquiry advocate as 'wakefulness' (Connelly & Clandinin, 2006, p.184). I observed this by attempting to be reflexive through the analysis and writing phase and by keeping a research journal. However, teachers' stories are quite subjective as they are personal recounts. As Webster and Mertova (2007) assert, "subjectivity treated with appropriate care and respect is acceptable and does not belittle the integrity of the approach" (p. 20).

Similarly Leiblich, Tuval-Maschiah and Zilber (1998) state, in its most prevalent forms, narrative research does not require replicability of results as a criterion for its evaluation. They advise readers to rely more on the personal wisdom, skills and integrity of the researcher. However, this did not mean I took absolute freedom in drawing conclusions arising from speculation and intuition; rather, I have tried to justify my interpretations (Leiblich, Tuval-Maschiah & Zilber, 1998). In order to achieve this, I used participants' voices, drawing interpretations from raw narrative data. Though I have tried to lend the process integrity through rigour, I acknowledge the limitations of narrative methodology.

Secondly, limitations arise from sampling and sampling tools to the amount of data gathered. As this was a mini-project, I was unable to use more participants and collect extensive data. More participants' voices can highlight additional issues and pinpoint the positive as well as the negative aspects of teacher transfer. In addition, an important link I discovered missing from my research participants were leading teachers. Their views would have been very useful in unravelling some of the negative factors surrounding the transfer. In addition, the two managers who oversaw the

transfer have a lesser role in this study; they were interviewed for information on the managing side and also to corroborate teachers' stories to an extent. Teachers' stories therefore take centre stage whereas assigning equal importance to other key players of this transfer could have given a clearer picture.

Moreover 50 minute interviews obviously cannot capture extensive information even though the research journal and subsequent collaboration via e-mail and member-checking of findings contributed to the development of the research. Observations and questionnaires could also have been used if more time had been available and these in turn provided insight into issues such as conflict, which were the undercurrents that were influencing the transferred teachers' emotions and professional performance.

I also note that all participants of the study were female. Male teachers may perceive the transfer in a completely different manner, especially when analyzing the emotional impact of teacher transfer. They could have been more forthright in dealing with communication issues and conflict. Hence, this also limits the generalizability of this study.

Furthermore, the investigated transfer experience of teachers was to a newly established school in the middle of the year. Other contexts may yield different results. As the study was done over a short period of time, it does not include extensive information about any of the aspects of this transfer. Therefore, as this is a context-bound, small scale study, generalizations cannot be made (Maxwell, 1992). However, many of the findings consistent with literature on change can be quite useful for researchers of educational change. In addition, the findings related to the emotional aspect of change as well as how transfers impact on teachers' emotional and professional well-being contributes to the literature and provide insights and implications for transfer managers and policy makers.

5.2. APPLICATIONS AND IMPLICATIONS

The applications and implications from this study are as follows.

5.2.1. Acknowledging Teachers' Emotions:

The study's results indicate the importance for educational change and reform efforts and for leadership strategies to acknowledge and embrace the emotional dimensions of teaching and teacher development. Literature suggests that without

attention to the emotions, educational reform efforts and leadership strategies may ignore and even damage some of the most fundamental aspects of what teachers do (Hargreaves, 1998). Therefore, school leaders and policy makers need to acknowledge the importance of emotions in the teaching profession and the researcher suggests that emotional dimensions of teaching and learning be incorporated into educational reform.

No doubt, educational change is complex as it is inextricably linked to our emotions. Hence, this poses implications to managers and reformers before imposing changes. James and Connolly (2000) explain that imposed change can embed a range of emotions; anger at the imposition and the denial of personal autonomy, sorrow for the loss of old and anxiety at the uncertainties that the new will bring. This agrees with the present study's findings on the emotions of the Drifter, who underwent an imposed teacher transfer which has affected her emotional and professional well-being. Though the Racer and Surfer both volunteered for the transfer, they also spoke of needing more time to adjust to the new environment; the Racer furthermore expressed feelings of sadness at having to let her former students go. Hence, when implementing change such as teacher transfers, considering the role emotions can play could lessen its negative impact on teachers.

The findings of the study also highlight the importance of structuring school reform in such a way teachers and managers are not overburdened with day to day tasks to have discussions regarding the performance and behaviour of their students. This is because student behaviour and their performance are factors which evoke both positive and negative emotions in teachers. Hence, the researcher suggests effective leadership and the awareness of issues surrounding teacher motivation should be identified if schools are to develop conducive cultures.

Another factor to consider is the pace of change as rapid change can unsettle teachers when left without support and adjustment time (Weller, 1984). The time factor and support was a running theme in all the interviews. The managers also agreed with the teachers' views that the transfer was sudden and hence complicated matters for everyone involved. Time for planning and setting up important resources and time to disseminate information before and after the transfer could have reduced its impact on teachers' emotions. In addition, procedural matters such as providing job descriptions could have led to a smoother transfer and prevented a lot of conflicts that emerged later, which also gave rise to negative emotions in teachers.

When the findings of this study were taken back to the participants, the managers said that most of their time had been devoted in attending to the day to day tasks that were required from them to keep the school running. According to them, being short-staffed was a factor that had them further occupied and attending to multiple tasks. Job descriptions were still in the process of being formulated and staff appraisals had not been completed so far at Harbour View.

The study's results therefore report a lot of negative feelings related to the transfer. Teachers as well as the management appeared to be overtly stressed. While teaching as a profession involves a degree of stress, negative emotions such as stress can be detrimental to teachers' emotional wellbeing as well as having profound impact on their professional lives. Stress can affect teachers' job satisfaction and their effectiveness with pupils (Blase, 1986; Borg, Riding & Falzon, 1991; as cited in Abel & Sewell, 1999). Blase (1986) further contends that teachers often lower their level of time and energy in job involvement as a result of as a result of stress (as cited in Abel & Sewell, 1999). In addition, burnout is brought on by diminished job satisfaction, reduced teacher-pupil rapport and pupil motivation, and decreased teacher effectiveness in meeting educational goals. Hence, as these studies indicate, stress can lead to burnout, the symptoms of which were displayed by the Surfer and the Drifter while the Racer was trying hard to battle against it.

The Surfer displayed these symptoms more than the Drifter, with the Racer also referring to elements that contribute to burnout. Both the Racer and the Surfer were considering leaving the profession altogether and they displayed the same attitude when I approached them with the findings. This indicated that most things had still not been improved at Harbour View according to their expectations, and this has thus disillusioned them.

As teacher transfers themselves are stressful, managements could identify contextual factors that make it hard for teachers and facilitate outlets for these through discussions, seeking feedback and forming trust with teachers. Hence it could be argued that professional and emotional support could lead to teacher effectiveness and retention.

Hargreaves (1998) states that the power of positive emotions to transform student's and teachers' lives is often neutralized by negative emotions which are caused by 'political and administrative power-mongering which condemn teachers to feelings of

fear, anxiety, sadness, resignation or despair instead' (p. 329). Hence this poses a significant 'challenge for educational leadership in trying to combat such cultures of hopelessness and helplessness' (Hargreaves, 1998, p. 329) while highlighting the importance of policy makers and school leaders in acknowledging these emotions. This suggests that change should be structured in a way to lessen its impact on teachers. When changes are implemented, especially if it is imposed, the impact it can have on teachers should be evaluated, monitored and support offered. Otherwise, it could affect teachers negatively, prompting them to leave the profession.

This places a great burden on school leaders who themselves need continuous professional support and mentoring to manage their own emotions. While they provide support downward to teachers, teachers should in turn provide their support to the management through cooperation and understanding. Moreover, policy makers can also offer support for school heads and managers through mentoring, networking, professional development and by providing opportunities for sharing sessions on vulnerabilities and uncertainties in implementing change.

5.2.2. Teachers' Personal and Professional Identities

Several scholars discovered that the culture of the school, its internal dynamics and organization facilitates or constrains the achievement of satisfaction, commitment and motivation and impact upon teachers' constructions of their teacher identities (Beijaard, 1995; Gallloway et al., 1982; Mortimer et al., 1988; Nias, 1991; Pollard, 1985; Rutter et al., 1979 & Woods et al., 1997; as cited in Day et al., 2006). Beijaard argues that pupils' attitudes and behaviour may have profound effects upon teachers' personal identities as 'self' ('me') and their structural positions at the organizational level as an 'adult', 'parent' and 'teacher' (Beijaard, 1995; as cited in Day et al., 2006). Hence, the more personal and professional selves are integrated into teacher identity, the more this is influenced by pupils' positive or negative behaviours.

Literature on teacher education indicates that events and experiences in personal lives of teachers are intimately linked to the performance of their professional roles (Acker, 1999; Goodson & Hargreaves, 1996). Not only are teacher identities constructed from technical and emotional aspects of teaching, but also as an interaction between the personal experiences of teachers and the social, cultural and institutional environment in which they operate (Kelchtermans, 1999). Moreover, teacher identity

has been shown to be affected by external elements (policy) and internal elements (organizational) and personal experiences past and present and therefore is not always stable (Day et al., 2006).

In the themes that came up in this study, school culture and student behaviour seem to be having great impact on teachers' professional and personal identities. Teachers' narratives show that workplace relationships have been compromised and the lack of support appears to have given rise to negative emotions and negative perceptions of themselves as teachers. Lack of job descriptions and other important documents could be the cause of the resulting conflict as may the lack of professional knowledge. Another important factor is communication and the lack of assistance provided for teachers to handle matters important to their professional and personal well-being. Hence, teachers appear to be struggling with balancing their professional and personal identities in this emotional journey.

The Surfer's emotions were very much linked to her students' performance. As she couldn't help her students meet the expected standard, she regarded herself as having failed. She was having difficulty in dealing with students' misconduct and was not receiving any support from her leading teachers. Drawing on the studies of Sikes et al., (1991), Beijaard, discovered that teachers who experienced poor relationships with students tended to regard themselves as inadequate in their contributions to the school and that teachers' positive perceptions of their contributions were largely attributed to a positive school cultural environment, their involvement in extra-curricular activities of the school and in the development of school policy making (Beijaard, 1995, as cited in Day et al., 2006). Hence, improving the schools culture by creating a more supportive environment could lead to teachers forming positive self-concepts and identities.

Workplace relationships and collegiality are also important aspects that can affect teachers' professional and personal identities. Several studies show the significance of effective leadership in schools in constructing teachers' professional and personal identities (Stoll & Fink, 1996; Mortimore, Sammons, Stoll, Lewis & Ecob, 1988; as cited in Day, 2006). These studies further demonstrate that deteriorating relationships between head teachers and their staff can result in negatively affecting teachers' self and professional identity (Evans, Packwood, Neill & Campbell, 1994; Evans, 1998; as cited in Day, 2006). Therefore, it is important that conflicts and clashes be sorted to give way to a culture of cooperation, support and collegiality.

All three teachers highlighted elements of Harbour View's culture as having impacted on them emotionally and on their performances as professionals. Two of them described several conflicts that had occurred between leading teachers and themselves, though the Drifter did not elaborate on it. The Racer felt the criticism from leading teachers when she was not able to meet a deadline and the subsequent rumours that went around school labelling her as inefficient had affected her self-confidence and morale. She reported negative emotions such as shame and anger. Observations I had noted in my journal indicated the change in voice and facial expression she assumed when she recounted these experiences, supporting my belief that school culture was indeed having an undesirable impact on her personal and professional identities.

I observed similar expressions from both Surfer and Drifter as they related their experiences. When the Surfer spoke about students' disciplinary problems and her inability to raise their standards; she expressed negative emotions such as disappointment, shame and frustration. The impact of this on her professional performance was great too in that she regarded herself as having failed to reach the set target. Notes I had made regarding her remarks at the time reflected my impression that she was low in self-esteem at that point in time, disillusioned and de-motivated. When the Surfer mentioned that she was constantly thinking of 'quitting' I wondered if she had reached the burnout stage of her profession.

The Drifter was also affected by the discipline problems of students. She reported being stressed and unable to teach the last two periods before the session ended. My reflections regarding this were that she viewed herself as being caught in a monotonous and stressful routine. She claimed she did not see any new opportunities for career advancement. The words 'pressure' and 'depression' were used by her. A further hassle indicated by her was the scarcity of resources and having to attend to a lot of other things such as printing worksheets. Hence, she spoke of being de-motivated, stressed and frustrated at the system. She also spoke of constantly entertaining the thought of resigning which again may suggest burnout.

When discussing the findings of this study with the teachers, they still maintained that they were not receiving sufficient support, especially professionally or emotionally. Participants shared examples of events that had occurred over the years that contributed towards disappointment and frustration. Their workload was still heavy,

though now they could go home earlier than before. The managers acknowledged that the longer session hours and lack of resources had everybody drained and they had considered that aspect and done what they could to make it better for the teachers. However, in contrast to the teachers' feedback, I felt they were still down-playing students' discipline problems and conflicts between teachers and leading teachers. In their opinion, the leading teachers had been quite supportive of teachers and suggested that it was the attitude of 'certain' teachers that created conflict in the school.

Though these factors could not be fully corroborated, the presence of student discipline problems and conflicts between the teachers and leading teachers were issues teachers cited as sources of negative emotions. Hence, my findings from the narratives seem to be consistent with literature that maintain that the school culture, leadership and student behaviour does indeed have an impact on teachers' personal and professional identities. Though my aim was find out the impact the teacher transfer had on the emotions and professional lives of teachers, the contextual factors that did have an impact on teachers' emotions were linked to the formation of personal selves of teachers; and factors that influenced their professional lives seems to have affected their professional identity.

Therefore, leadership issues in establishing collegial relationships between teachers and leading teachers through facilitating communication, formation of a positive school culture and providing support for teachers to deal with student discipline matters were important factors that emerged; the lack of which were found to have negatively affected the professional and personal identities of the Racer, Surfer and Drifter.

5.3. IMPLICATIONS FOR SCHOOL LEADERS

The principal as the school's head has a lead role in teacher and student performance, as growing evidence suggests that principals' attitudes and behaviours play a large role in shaping how schools create a context in which students can effectively learn (Davis, Darling-Hammond, LaPointe & Meyerson, 2005). In addition, three aspects of the principal's job as highlighted by literature maintain that the principal should focus on developing a deep understanding of how to support teachers, manage the curriculum in ways to promote student learning and develop the ability to transform

schools into more effective organizations that foster powerful teaching and learning for all students (Davis, Darling-Hammond, LaPointe & Meyerson, 2005).

Jones (2009) argue that monitoring, assessing, and improving school culture is one of the roles of school leaders must assume pertinent to school improvement. As an instructional leader, the leader has to set high expectations for teaching and learning which requires the leader to engage in many facilitative roles in the context of the environment of the school (Jones, 2009). Moreover, successful school leaders can also influence student achievement in several important ways, both through their influence on other people or future of their organizations, and through their influence on school processes (Davis, Darling-Hammond, LaPointe & Meyerson, 2005).

The leadership issues that emerged from the study create implications for school leaders in the role they can play in facilitating teacher transfers in a more positive way. The role of leadership in enhancing communication and promoting a positive school culture are discussed below with implications for school leaders and managers highlighted with suggestions and recommendations.

5.3.1. Enhancing Communication

Communication is regarded as a key issue in the successful implementation of change as it prepares people for change including the positive and negative effects of the impending change (Spike & Lesser, 1995). Communication in schools may take a number of forms, including organized meetings, informal chats, noticeboard, memos and handbooks (Eden, 2001). De Nobile and McCormick, (2008) cite studies by Dwyer, (2002); Goldhaber, (1993); Pace and Faules, (1994) which explain that people in organizations experience communication in a number of ways: messages move upward and downward between hierarchical levels and horizontally among people at the same level.

An important aspect is that communication can occur through formal channels such as official meetings and even through informal channels such as grapevines (Goldhaber, 1993; Johnson, McCreery & Castelli, 1994; Rauschenberg, 1998; as cited in De Nobile & McCormick, 2008). The “grapevine” is the major informal communication medium in an organization which, according to Crampton, Hodge and Mishra (1998), is entwined throughout the organization with branches going in all directions. De Mare, (1989) claims that seventy percent of all organizational communications occur at the

grapevine level while Allport and Postman (1947), contend that the grapevine becomes active when issues that are perceived to be important result in ambiguity. Hence, when there is a lack of formal information, employees rely on the grapevine for information which has the potential for distortion.

The findings of this study show that the teacher participants have relied on grapevine information regarding such an important issue related to their profession. Hierarchical barriers and other communication issues seemed to have prevented the three teachers from accessing information about the transfer. This may have been the reason that they did not realize the differences in session times before the transfer took place. Therefore, this creates implications for school leaders and people at policy level to consider the important role communication can play while implementing change. Keeping those involved in the change informed of what it comprises can create trust and open channels through which teachers communicate their feelings upwards, leading to a healthy work environment.

After the transfer, teachers still encountered communication problems, which appear to have made the change a negative experience for them. De Nobile and McCormick (2008) posit a comprehensive schema of four functions of communication applicable to schools. They explain these functions as directive, supportive, cultural and democratic communication. Directive communication is messages that are focussed on influencing, controlling or persuading personnel. This type of communication has a control and maintenance element because they involve orders, instructions and directives (De Nobile & McCormick, 2008).

Supportive communication refers to the sharing of messages related to encouragement, raising of morale and affirmation (De Nobile & McCormick, 2008). Hence, praise, constructive criticism, positive feedback, showing interest in the welfare of staff members as well as showing trust can be used as forms of supportive communication. Cultural communication which comprises of transmission of cultural information can also be used by school leaders. Practices recommended include social occasions when stories about the past may be shared, or school achievements celebrated (De Nobile & McCormick, 2008). This can be a useful means to inform, socialize or acculturate new members of the organization into its culture as well as creating the motivation for teachers to maintain the school's culture. The fourth type of communication is democratic communication, which refers to interactions concerned

with participation in decision-making such as in team work (De Nobile & McCormick, 2008). As the authors contend, all four functions serve to increase teachers' job satisfaction, which is vital if schools are to retain teachers and increase their effectiveness and commitment.

According to the teachers, most of the time their work at Harbour View went unacknowledged. Though they were unhappy, the Racer and Surfer shared some of their achievements with me, such as co-ordinating their subjects and helping novice teachers with their work. However, they did not feel as if they were appreciated. Moreover, the teachers stated that feedback mechanisms were not in place for them to share their feelings. In meetings, teachers were informed of necessary tasks by the management and mostly did not involve teachers being given the opportunity to share their view points.

Therefore, managements need to be aware of the diverse roles communication can play and use these not only to keep staff informed and involved, but also as means to show the managements' support, encouragement and acknowledge their work. Other implications for principals and management staff are that they should adopt practices such as giving praise, encouragement and constructive feedback and have genuine concern for teachers' welfare. After changes such as teacher transfers, these functions become especially important as teachers themselves go through complex emotions and find the professional transplanting of their roots quite challenging. In such scenarios, regular contact with staff can be helpful. Similarly, providing opportunities for teachers to interact with each other and function as a team can help teachers gain confidence and increase their commitment. Social events can benefit teachers as this facilitates sharing of their concerns in an informal manner which can lead to improved collegiality and lessen their emotional burden.

These implications also relate to the staff as teachers themselves need to communicate support upwards for school leaders themselves to feel appreciated and as feel part of the team (De Nobile & McCormick, 2008). Therefore, teachers need to be encouraged to show support and attempt to communicate their feelings to the management, while also showing support in maintaining school culture.

5.3.2. Creating a Positive School Culture:

The implications for school leaders and managers for establishing a positive school culture is highlighted by the findings of this study. The culture of a school is a variable that is directly related to school empowerment and to the roles, skills, traits and perspectives of the leader. Hoy and Miskel (2008) suggest that culture includes the norms, shared beliefs, rituals, and assumptions of the organization. They argue that schools with strong cultures will have effective leadership with exceptional student performance.

The role of school leaders in promoting a positive school culture is emphasized in this study as teachers found the transfer to Harbour View a negative experience due to unpleasant factors present in their new environment. Initially, the school adopted a culture that promoted collegiality. A shared vision was communicated and teachers were involved in the preparation of school for its new academic year. Some staff gatherings were also held to socialize teachers. However, the workload kept increasing and teachers felt they were not being supported enough. Communication problems lead to conflicts. Teachers complained that instead of providing support, Leading teachers were quick to blame. Professional development opportunities were scarce, according to the interviewed teachers, and the monitoring of the teaching and learning process was also not carried out in a manner to promote professional development. Therefore, the three transferred teachers indicated that they found the environment stressful.

As school culture can have direct influences on both student achievement and job satisfaction of educators, it is important to strive to improve it. For example, Phillips and Wagner (2003) identifies thirteen possible characteristics for improvement in school culture such as improving teacher collegiality and enhancing efficacy through cultivation of the feeling of ownership or capacity to influence decisions. In addition, they highlight the importance of acknowledging excellence and celebrating improvement. According to Phillips and Wagner (2003) appreciation and recognition of improvement makes people feel special and act special.

In addition, experimentation and entrepreneurship needs to be encouraged through tangible support in order to build trust and confidence among staff. An important factor in ensuring these is open and honest communication; information must flow upwards and downwards throughout the organization in formal and informal channels.

Hence, by adopting a model such as Phillips and Wagner's (2003) model, school heads could work to improve the school culture. If a positive culture had been promoted by Harbour View's management, it could have reduced the stress teachers felt in coping with the transfer. Strong leadership is needed in increasing teacher and student performance, and this places great responsibility on the principal as the head of school in facilitating a conducive learning environment.

With regard to providing support, adopting a supportive communicative style and promoting collegiality through peer-coaching and mentoring programmes can be an effective way for teachers to find their bearings in new situations. This would also lead to a positive and collaborative school culture where everyone works for a common goal and where teachers are supported and encouraged to learn and grow as people and professionals. Zapeda (2003) stresses the importance of monitoring teachers and providing feedback for their professional development. On the basis of observations, school leaders can identify strength and weaknesses of teachers to work together, which can help identify teachers who can serve as mentors and those who are in need of mentoring. Opportunities should also be provided for formalized professional development and the result of the professional development, both formal and informal, should be evident in classrooms as school leaders continue the cyclic process of observing classrooms (Zapeda, 2003).

Therefore, as the findings indicate, school leaders have an important role in creating a school environment and culture that results in professional growth. A learning and supportive culture could have resulted in creating the transfer a positive one for teachers.

5.4. IMPLICATIONS FOR POLICY MAKERS:

The findings from the study also create implications for policy makers regarding acknowledging teachers' emotions and involving them in the change. There should be open and multiple opportunities given for educators and other key stakeholders to reflect and offer critical input before changes are brought to the education system.

In the case of teacher transfers, it is important for teachers to be made active participators in the designing and implementing stages. Their voice and opinions on what the transfer means for them, in terms of professional and personal development need to be heard, and their professional needs catered for. When implementing

changes that require a change in pedagogy, teachers' viewpoints must be sought through seminars and focus groups as well as on platforms of educational debates. This is because teachers would be the people to deliver the curriculum in the way determined by the policies. Hence, their role is important as they need to believe in what they are doing if they are to form positive professional identities which in turn influence their effectiveness.

Imposing change is also another aspect that needs to be considered. As this study's findings show, being involuntarily transferred to another school could result in feelings of betrayal and affect teachers' job satisfactions. Even with voluntary transfer, it would be useful for policy makers to chart the teachers' careers to see whether the effects of the change were beneficial or not. Moreover, school leaders need to be made aware of these situations and be provided with resources and means to tackle these issues.

Another implication is for policies to be considerate and just. The three teachers reported feeling unhappy with the length of session time in their new school. This was because other schools under the same system had less number of official working hours compared to them. Therefore, when changes are implemented, these need to be fair for all those who work under the same system. Otherwise, in a small nation like Maldives, it can create a lot of hostility and even rivalry among teachers when working hours differ for teachers with similar qualifications and pay. This can also create a lot of stress and pressure for the school managements; the brunt teachers' unhappiness consequently borne by students.

An equally important issue is providing professional development for teachers. Policy-makers need to rethink professional development strategies that are adopted now; school heads should be encouraged to move away from one-off professional development sessions to continuous staff development that involves teachers in networks that encourage reflective practice and promote learning. In addition, policy makers can consider the establishment of an environment of professional trust and facilitate communication in order to solve problems. Opportunities need to be created through the school and Ministry for networking and other informative practices. Policies also need to create and support conducive learning environments through meaningful, contemporary structures, after purposefully inquiring into the ways these can be productive in the local context.

It should also be noted that the findings of the study suggest student learning can be affected when changes are brought to educational environments. When teacher transfers happen, what it means for students and how students themselves perceive these changes should also be a matter of concern. As Harbour View students themselves were facing new situations with new teachers and a change in learning style, their performance and discipline should be a major concern for educators, managers and policy makers; the root cause of this requires further investigation. The most important implication for policy makers is that proper planning, communication and research needs to precede teacher transfers and after these are put in motion, they should be monitored and evaluated in order to ensure effective and beneficial change for teachers and other stakeholders.

5.5. Directions for Further Research

This small scale study can be improved in various ways. Firstly, in gathering data, semi-structured interviews were used to capture narrative data for this study. Interviews as the main source of data were effective as narratives but it was not helpful in covering multiple-aspects of the phenomena. As empirical and theoretical evidence directly link emotions to teachers, teaching and students (Sutton et al., 2003), further research into this area would be useful at many levels. In order to gain deeper understanding of the emotional aspect, observations, asking teachers to report emotional incidents (Erb, 2002, as cited in Sutton & Wheatley, 2003) and the use of 'emotion diaries' (Sutton et al., 2003) can be adopted by researchers.

Further investigations could also include more participants. If more teachers and managers in various school contexts had been interviewed, it would have produced richer evidence. In addition, the participants were all female. It would be interesting to find out whether male teachers who were involved in this transfer experienced the same types of emotions the female teachers did. If both genders are interviewed it would also provide a variety of interesting viewpoints of this phenomena.

As reported, there were issues to do with communication between teachers and leading teachers in their new work environment. The investigation also discovered conflict and possible rivalry among the teachers and leading teachers of the school. These factors were found to hinder teacher performance and communication within the school. Therefore, including leading teachers' perspectives would result in richer and useful data. Furthermore, the communication problems between teachers and leading teachers are an interesting issue which warrants further investigation.

Another important theme was students' discipline problems which had the teachers feeling stressed and de-motivated. Therefore, an investigation as to the root cause of this issue and what the management's and parents' perspective of this would be valuable. Similarly, a study presenting students' voices on the transfer experience will also be extremely useful for educators and key stakeholders.

This inquiry investigated a recently-opened school and one which was undergoing educational reform. Hence, examining the transfer experience of teachers who transferred to an established school might yield different and interesting data which can be compared with the results of this study for further insight. It would also be useful to chart the journeys of the participants of this study and record the long term impact of the transfer on their emotional and professional lives. Probing deeply into the root causes of tensions and silences could also help uncover why personal interpretations of the same phenomenon varied so much for the transferred teachers. Hence, a longitudinal study involving more participants can provide multiple perspectives on teacher transfer and contribute to our understanding of its impact on teachers.

However, this small scale study has been able to provide answers to my research questions by gaining insight into how the teacher transfer has impacted on the participants' emotions and professional lives. Furthermore, I discovered how unsettling sudden reform and educational change can be for teachers, when important factors like communication, time, workload and induction are not considered fully (Fullan, 1993; Sikes, 1992).

Though context-specific, a lot of emotions surrounding this transfer and the transfer's impact on teachers' professional lives seemed to agree with literature on educational change which argues that reform which excludes teachers' purposes, commitments and capacities to change can result in negatively impacting teachers' emotional and professional identities (Hargreaves, 1998). The findings were also consistent with the suggestion that with proper support, teacher transfers can be an effective source of teacher renewal (Hollingsworth, 1981; Oplatka, 2005; Ricken, 1983; Sikes, 1992).

CONCLUSION

In conclusion, I call for local researchers and policy makers to conduct investigations into issues surrounding educational change and its impact on teachers. I found that the Maldives had no literature on the personal, biographical and historical aspects of teaching. Similarly, there is a lack of literature which locates the teachers' lives within a wider contextual understanding. For overall improvement of teaching and learning, more analytical and systematic studies of teachers' lives are required. In an era of new reforms and attempts to re-structure schools and the educational system of the country, this literature becomes even more important.

Another reason is that Maldives is quick to emulate educational characteristics present in foreign cultures without evaluating how viable these actually are when applied to the local context (for example, the Holistic approach). In such times, educational studies which re-assert the importance of teachers' voice are particularly valuable in gaining insight and feedback in addition to the political and managerial views of schooling.

Therefore, in-depth studies in to teachers' lives in the local context may provide insight into many issues that influence teachers' effectiveness, yielding useful data for policy makers and educators to consider when implementing change.

REFERENCES

- Abdal-Haqq, I. (1996). Making time for teacher professional development. *ERIC Clearinghouse on Teaching and Teacher Education Washington*. Retrieved November 18, 2010, from <http://www.ericdigests.org/1997-2/time.htm>
- Abel, M. H., & Sewell, J. (1992). Stress and burnout in rural and urban secondary school teachers. *The Journal of Educational Research*, 92 (5), 287-293.
- Acker, S. (1999). *The realities of teachers' work: Never a dull moment*. London: Cassell.
- Ackerman, R., Ventimigliaan, L., & Juchniewicz, M. (2002). The meaning of mentoring: Notes on context for learning. *Second international handbook of educational leadership and administration*. Kreiger Publishing.
- Allport, G. W., & Postman, L. (1947). *The psychology of rumour*. New York.
- Andrea, P. (2010). The impact of mentoring pre-service teachers on the mentor teacher. Publication Number: AAT 3440988.
- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating readiness for organizational change. *Human Relations*. 46 (6), 681.
- Ballet, K., Kelchtermans, G., & Loughran, J. (2006). Beyond intensification towards a scholarship of practice: Analyzing changes in teachers' work lives. *Teachers and Teaching*, 12 (2), 209-229.
- Barrett, D. J. (2002). Change communication: Using strategic employee communication to facilitate major change. *Corporate Communications: An International Journal*, 7, 219-223.
- Blalock, G. (2008). The perceived impact of mentoring on teacher mentors within a university/school district teacher mentor partnership program. Ph.D.

dissertation. Publication Number: AAT 3329475.

- Boe, E. E., Cook, L. H., & Sunderland, R. J. (2008). Teacher turnover: Examining exit attrition, teaching area transfer, and school migration. *Exceptional Children, 75* (1), 7-31.
- Bolam, R., McMahon., Stoll, L., Thomas, S., Wallace, M., Greenwood, A. & Smith, M. (2005). Creating and sustaining effective professional learning communities. Research Report 637. London: DfES and University Of Bristol.
- Boyd, D., Lankford, S. L., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *American Economic Review, 95* (2), 166-17.
- Brinko, K. (1990). Optimal conditions for effective feedback. Paper presented at the annual meeting of the American Educational Research Association. ED. ED 326 155.
- Bruner, J. (1999). Postscript: Some reflections on educational research. In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in educational research: Problems and possibilities* (pp. 399-409). San Francisco : Jossey-Bass.
- Buckley, J., Schneider, M., & Yi, S. (2004). The effects of school facility quality on teacher retention in urban settings. *National Clearinghouse for Educational Facilities. Retrieved November 21, 2010, from www.edfacilities.org/pubs/teacherretention.pdf.*
- Burton, G. E., Prk, D. S. & Zigli, R. M. (1977). The effects of organizational communication on job satisfaction and motivation: Factors for management. *Journal of Management. 2* (92), 19-25.
- Carter, K. (1993). The place of story in the study of teaching and teacher

- education. *Educational Researcher*, 22 (1), 5-12.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Mahwah, NJ: Lawrence Erlbaum.
- Coleman, P. (2000). Intractable Conflict. In Morton Deutsch and Peter Coleman (Eds.), *The handbook of conflict resolution: Theory and practice* (p. 428). San Francisco: Jossey-Bass.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19 (5), 2 -14.
- Connelly, F. M., & Clandinin, D. J. (2006). Narrative inquiry. In J. Green, G. Camilli, & P. Elmore (Eds.), *Handbook of complementary methods in education research* (pp. 375–385). Mahwah, NJ: Lawrence Erlbaum.
- Creswell, J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (2nd ed.). NJ: Pearson Education.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Crampton, S. M., Hodge, J. W. & Mishra, J. M. (1998). The informal communication network: Factors influencing grapevine activity. *Public Personnel Management*, 27 (4). 569-584.
- Cummings, T. G., & Worley, C. G. (2001). *Organization development and change*. Cincinnati, OH: South-Western College Publishing.
- Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). *School leadership study: Developing successful principals (Review of Research)*. Stanford, CA: Stanford Educational Leadership Institute.

- Day, C. (2004). *A passion for teaching*. London: Falmer Press.
- Day, C., Kingston, A., Stobart, G. & Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, 32 (4), 601-616.
- De Mare, G. (1987). Communicating: The key to establishing good working relationships. *Price Waterhouse Review*, 33, 30-37.
- De Nobile, J. J. & McCormick, J. (2008). Organizational Communication and Job Satisfaction in Australian Catholic Primary Schools. *Educational Management Administration & Leadership*, 36, 101-122.
- Denzin, N. K. (1989). *The research act: A theoretical introduction to sociological Methods* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Dewey, J. (1938). *Experience and education*. New York: Collier Books.
- Dewey, J. (1981). The later works, 1925–1953: Vol. 1. In J. A. Boydston. (Ed.). *Experience and nature*. Carbondale: Southern Illinois University Press.
- Dinham, S. & Scott, C. (1996). *The Teacher 2000 Project: A study of teacher motivation and health*. Penrith: University of Western Sydney.
- Dinham, S. & Scott, C. (1997, March). Modelling teacher satisfaction: Findings from 892 teaching staff at 71 schools. *Paper presented to the American Educational Research Association Annual Meeting. Chicago*.
- Duke, D., & Stiggins, R. J. (1990). *Beyond minimum competence: Evaluation for professional development*. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers* (pp. 116-132). Newbury Park: Sage.
- Dunkleberger, G. (1982). Classroom: What should principals look for?. *NASSP Bulletin*, 66(458), 9-15.
- Eden, D. (2001). Who controls teachers? Overt and covert control in schools.

Educational Management and Administration, 29, 97-111.

Emmer, E. T. (1994, April). *Teacher emotions and classroom management*.

Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Firestone, W. A., & Pennel, J. R. (1993). Teacher commitment, working conditions and differential incentive policies. *Review of Educational Research*. 63 (4), 489-525.

Fisher, D. (1999). *Communication in Organizations*. West Publishing Co., St. Paul, MN.

Fullan, M. (1991). *The new meaning of educational change*. New York: Teachers' College Press.

Fullan, M. (1993). *Change forces*. London: The Falmer Press.

Fullan, M. (2000). The return of large-scale reform. *Journal of Educational Change*, 1 (1), 5-28.

Gallos, J. V. (2008). Charting a new course from the scholarship of management, teaching and learning: Future directions, powerful opportunities, a hopeful future. *Journal of Management Education*, 208 (32), 535-540.

Geijsel, F. P., Sleegers, P. J. C., van den Berg, R. M. & Klechtermans, G. (2001). Conditions fostering the implementation of large-scale innovations in schools: Teachers' perspectives. *Educational Administration*, 41, 229-256.

Goodson, I. F. (1995). Education as a practical matter: Some issues and concerns. *Cambridge Journal of Education*, 25 (2), 137-148.

Goodson, I. F. & Hargreaves, A. (1996). Teachers' professional lives: Aspirations and actualities. In I. F. Goodson & A. Hargreaves (Eds.). *Teachers' professional lives* (pp. 1-27). London: Falmer Press.

Gorton, R., Alston, J. A., & Snowden, P. (2007). *School leadership and*

- administration: Important concepts, case studies and simulations*. New York: McGraw Hill.
- Gough, N. (1997). *Horizons, images and experiences: The research stories collection*. Geelong, Vic: Deakin University.
- Grumet, M. (1996). *Bitter milk: Women and teaching*. Amherst, MA: University of Massachusetts.
- Hannay, L., & Chism, N. V. (1985). Involuntary Teacher Transfer: An Intervention Strategy for Professional Development. Final Report. Retrieved October 28, 2009, from <http://eric.ed.gov/ERICWebPortal/content/records/0=ED262470>.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. London, New York: Teachers' College Press and Toronto: University of Toronto Press.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14 (8), 835-854.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16 (8), 811-826.
- Hargreaves, A. (2001). *The emotional geography of teaching*. Teachers' College Records, Columbia University, 103 (6), 1056-1080.
- Hargreaves, A. (2002). Sustainability of educational change: The role of social geography. *Journal of Educational Change*, 3, 189-214.
- Hargreaves, A. (2004). Inclusive and exclusive educational change: Emotional responses of teachers and implications for leadership. *School Leadership and Management*, 24 (3), 287-309.
- Hellriegel, D., Slocum, J., Woodman, R. (1982). *Organizational behaviour*.

- Cincinnati, OH: South-Western Publishers Company.
- Hollingsworth, J. (1981). Helping teachers to help themselves: A program for reassigned personnel. *Phi Delta Kappan*, 63, 138.
- Hoy, W. & Miskel, C. (2008). *Educational Administration: Theory, research and Practice*. Boston: McGraw Hill Companies.
- Hubbard, G. (2004). *Strategic management: Thinking, analysis and action* (2nd ed.). Boston, MA: Prentice Hall.
- Ingham, P. and Greer, R. (1992). Changes in student and teacher responses in observed and generalized settings as a function of supervisor observations. *Journal of Applied Behavior Analysis*, 25 (1), 153-64.
- James, C. & Connolly, U. (2000). *Effective change in schools*. CUP, London: Routledge Falmer.
- Jiang, Y. (2005). The influencing and effective model of early childhood teachers' job satisfaction in China. *US-China Education review*, 2 (11), 65-74.
- Johnson, S.M. (1990). *Teachers at work*. New York: Basic Books
- Jones, L. (2009). *The importance of school culture for instructional leadership in the school-classroom culture*. Canada: Mitchel Press.
- Kelchtermans, G. (1993). Getting the story, understanding the lives: From career stories to teachers' professional development. *Teaching and Teacher Education*, 9 (5/6), 443-456.
- Kelchtermans, G. (1996). Teacher vulnerability: Understanding its moral and political roots. *Cambridge Journal of Education*, 26 (3), 307-323.
- Kelchtermans, G. (1999). The teaching career: between burnout and fading away? Reflections from a narrative and biographical perspective. In R. Vanderberghe, & M. Huberman (Eds.). *Understanding and preventing*

- teacher burnout: A sourcebook of international research and practice* (pp. 176-191). Cambridge: Cambridge University Press.
- Knadle, R.D. (2006). Mentors and mentoring in northeast Wisconsin middle schools. Ph.D. dissertation. Publication Number: AAT 3260032.
- Kortner, N. A. (1993). A communicative Approach to Observation and Feedback. Retrieved October 20, 2011, from <http://ericae.net/edu/ED364926.htm>.
- Koski, W.S. and Horng, E.L. (2007). Curbing or Facilitating Inequality? Law, collective bargaining, and teacher assignment among schools in California. Prepared for California school finance and governance project, *Getting down to facts: A research project to inform solutions to California's education problems*, October 2006.
- Kottler, J. A., & Zehn, S. J. (2000). *On being a teacher: The human dimension*. California: Corwin Press.
- Krei, M. S. (2000. April). *Teacher transfer policy and the implications for equity in urban school districts*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Lankford, H. Loeb, S. and Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Education Evaluation and Policy Analysis*, 24 (1), 37–62.
- Laschinger, H. K., & Finegan, J. (2005). Using empowerment to build trust and respect in the workplace: A strategy for addressing the nursing shortage. *Nursing Economics*, 23 (1), 6-13.
- Laskey, S. (2000). The cultural and emotional politics of teacher-parent interactions. *Teaching and Teacher Education*, 16, 843-860.
- Lee, V. E. & Smith, J. B. (1996). Collective responsibility for learning and its effects

- on gains in achievement for early secondary students. *American Journal of Education*, 104, 103-147.
- Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative research: Reading, analysis and interpretation*. Newbury Park, CA: Sage.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.
- Little, J. W. (1996). The emotional contours and career trajectories of (disappointed) reform enthusiasts. *Cambridge Journal of Education*, 26 (3), 345-360.
- Louis, K. S., & Marks, H. M. (1998). Does professional community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*, 107, 532-575.
- Lundberg, C. C. (1990). Surfacing organizational culture. *Journal of Management and Psychology*, 5, 19-26.
- Luttrell, W. (2000). "Good enough" methods for ethnographic research. *Harvard Educational Review*, 70 (4), 499-523.
- Madsen, S. R. (2003). Wellness in the workplace: Preparing employees for change. *Organization Development Journal*. 21 (1), 46.
- Mager, G. M., Myres, B., Maresca, N., Rupp, L. A., & Armstrong, L. (1986). Changes in teachers' work lives. *The Elementary School Journal*, 86 (3).
- Mai, R., & Akerson, A (2003). *The leader as communicator*. New York: AMACOM.
- Marris, R. (1974). *Loss and change*. London: Routledge Kegan Paul.
- Mauriel, J. J. (1989). *Strategic leadership for school: Creating and sustaining productive change*. San Fransico: Jossey-Bass.
- Maxwell, J. A. (1992). Understanding and validity in qualittitative research.

Harvard Educational Review, 62, 279-299.

McDonnell, M., Pascal, A. H. (1979). National Trends in Teacher Collective Bargaining. *Education and Urban Society*. 11,129.

McNamara, C. (1997-2008). Complete guide to ethics management: An ethics toolkit for managers. Retrieved October 22, 2011, from *Free Management Library*: <http://managementhelp.org/ethics/ethxgde.htm>.

Merriam, S. B. (1993). Learning from life experience: What makes it significant? *International Journal of Lifelong Education*, 12, 129-138.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Miles, Paul. L., (1989). A Communication based strategy to improve teaching : the continuous feedback technique.' Paper presented at the annual meeting of the speech communication association. ED 314 787.

Miller, B., & Paola, S. (2004). *Tell it slant: Writing and shaping creative nonfiction*. Boston, MA: McGraw-Hill.

Ministry of Education. (2008). *Holistic education policy*. Retrieved August 15, 2010, from <http://www.moe.gov.mv>.

Ministry of Education. (2009). *Statistical Report-2008*. Retrieved October 12, 2009, from <http://www.moe.gov.mv>.

Ministry of Education (2010). *School reform policy*. Retrieved August 18, 2010, from <http://www.moe.gov.mv>.

Ministry of Education (2010). *School reform action plan*. Retrieved September 20, 2010, from <http://www.moe.gov.mv>.

Moran D. (2000). *Introduction to Phenomenology*. Routledge: London & New

York.

Nias, J. (1989). *Primary Teachers Talking: a study of teaching as work*. London: Routledge.

Nias, J. (1991). Changing times, changing identities: grieving for a lost self. In R. G. Burgess (Ed.), *Educational research and evaluation: For policy and practice*. London: Falmer Press.

Nias, J. (1996). Thinking about feeling: the emotions in teaching. *Cambridge Journal of Education*, 3, 293- 306.

Oplatka, I., (2005). Imposed school change and women teachers' self-renewal: A new insight on successful implementation of changes in schools. *School Leadership and Management*, 25 (2), 171-190.

Parker, A. D. (2003). *Confident Communication: Speaking tips for educators*. Thousand Oaks, CA: Corwin Press, Inc.

Phillips, G., & Wagner, C. (2003). *School culture assessment: A manual for assessing and transforming school – classroom culture*. Canada: Mitchell Press.

Plunkett, W. R. & Attner, R. F. (1989). *Introduction to management*. Boston: PWs-Kent Publishing.

Polkinghorne, D. E. (1988). *Narrative knowing and the human sciences*. Albany: State University of New York Press.

Reed, D., & Paznokas, M. (1983). *Teacher transfer and job satisfaction: An exploratory study*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada. (ERIC Document Reproduction Service No: ED 233 438).

Richardson, L. (1997). Narrative knowing and sociological telling. In *Fields of play: Constructing an academic life* (pp. 26-35). New Brunswick, NJ:

Rutgers University Press.

Richardson, L. (2000). Writing: A method of inquiry. In N. Denzin & Y. Guba, (Eds.). *Handbook of qualitative research* (2nd ed. pp 923-948). Thousand Oaks, CA: Sage.

Ricken, R. (1983). Transfer: One method of teacher revitalization. *NAASP Bulletin*, 67, 117-118.

Riessman, C. K. (2002). Narrative analysis. In A. M. Huberman & M. B. Miles (Eds.). *The qualitative researcher's companion* (pp. 217-270). Thousand Oaks, CA: Sage.

Robinson, S.L. (1996). Trust and breach of the psychological contract. *Administrative Science Quarterly*, 41, 574-99.

Rosenholtz, S. J. (1991). *Teachers' Workplace: The social organizations of schools*. New York: Teachers College Press.

Rowan, B. (1995). The organizational design of schools. In S.B. Bacharach and B. Mundell (Eds.). *Images of schools: Structures and roles in organizational behaviour* (pp.11-42). Thousand Oaks, CA: Corwin Press.

Schein, E. H. (2010). *Organizational culture and leadership*. (4th ed.). SF: Jossey-Bass.

Sikes, P. J. (1992). Imposed change and the experienced teacher. In: M. Fullan & A. Hargreaves (Eds.), *Teacher Development and Educational Change* (pp. 36-55). London, The Falmer Press.

Smylie, M. A. (1988). The enhancement function of staff development: Organizational and psychological antecedents to individual teacher change. *American Educational Research Journal*, 25, 1-30.

Spector, P. E. (1997). *Job Satisfaction: Application assessment, causes and*

- consequences*. Sage, London.
- Spike, B. K. & Lesser, A. (1995). We have met the enemy. *Journal of Business Strategy*, 16, 17-23
- Supovitz, J. A. (2002). Developing communities of instructional practice. *Teachers College Record*, 104 (2), 127-146.
- Sutton, R. E., (2000). *Emotions and the practice of teaching: The experiences of middle-school teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15 (4), 327-357.
- Tarter, C. J., Sabo, D., & Hoy, W. K. (1995). Middle school climate, faculty trust and effectiveness: a path analysis. *Journal of Research and Development in Education*, 29 (1), 41-9.
- Taylor, D. L., & Tashakkori, A. (1995). Decision participation and school climate as predictors of job satisfaction and teacher's sense of efficacy. *Journal of Experimental Education*. 63 (3), 217-227.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. London: Routledge.
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation Science*, 2009. 4:67.
- Weller, L. (1984). Reducing the stress related to teacher reassignments. *NAASP Bulletin*, 68, 67-69.
- Wengraf, T. (2001). *Qualitative research interviewing biographic narrative and semi-structured methods*. London: Sage Publication.

Zapeda, S. (2003). *Instructional Supervision: Applying Tools and Concepts*. New York: Eye on Education.

Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching*, 9 (3), 213-238.

Zikmann, R. V. (1992). Successful Conflict Management. In P. Fenn and R. Gameson (Eds.). *Construction conflict, management and resolution*, FN Spon: London.

APPENDICES

APPENDIX A: Information for research Advisory Group

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wānanga o te Ūpoko o te Ika a Māui



Adjusting Sails: A Narrative Inquiry into the Transfer of Three Secondary School Teachers in the Maldives.

Information Sheet

Researcher: Aminath Nihan, M.Ed student at School of Educational Psychology and Pedagogy, Victoria University of Wellington

Project purpose:

I am a student completing Master of Education in the School of Educational Psychology and Pedagogy, Victoria University of Wellington. The research I'm undertaking is in partial fulfilment of the requirements for Master of Education.

My study aims to explore and capture three individuals' experience of teacher transfer in the Maldives, through a narrative inquiry with an interpretive approach in collecting data. I will be specifically seeking information on:

- How and in what ways is teacher transfer implemented and managed?
- What emotions and feelings do teachers experience during the process?
- How and in what ways is teacher transfer perceived to affect the professional lives of participants?

Therefore, this qualitative study into teacher transfer will contribute to the gap in the literature on the emotional impact of teacher transfer, as well as presenting a view of the transfer policies and procedures used in Asian regions such as the Maldives.

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee, New Zealand (SEPP/ 2010/30: RM 17580).

Participant Recruitment:

As you are a person with numerous years' experience in school management, I invite you to join an independent Advisory Group to help me identify a school site for this research. The Advisory Group will consist of 2-3 people who have had long careers in school management, and possess the knowledge and experience of teacher transfers but are currently working in other sectors of the education system in the Maldives. The Advisory Group is being chosen under these criteria to maintain confidentiality and anonymity of participants while also seeking counsel in objectively selecting a school site for the research.

Functions and Expectations:

The Advisory Group will meet at the time decided by the 2-3 participants. The venue will be a convenient, quiet setting outside your normal work place decided by the researcher.

The advisory Group will discuss the topic of Teacher Transfer and make recommendations based on the following criteria:

Two secondary schools in Maldives that, in your opinion, have recently implemented a teacher transfer process.

The researcher will act as the facilitator in this meeting. The discussions that take place will be kept strictly confidential and will not be audio-taped. The researcher will take notes by hand and these will be used in selecting a site for this research. The published results will not name the members of the Advisory Group.

Project contacts:

If you have any questions or would like to receive any further information, please contact:

Researcher:

Aminath Nihan

Contact number: 7676933

M.Ed student at School of Educational Psychology and Pedagogy.

Victoria University of Wellington

aminathnihan@vuw.ac.nz

SUPERVISORS:

Linda Hogg

Lecturer,

School of Educational Psychology and
Pedagogy

Victoria University of Wellington

Phone +64-4-463 9513

Email: linda.hogg@vuw.ac.nz

Dr Anne Hynds

Programme Director: Postgraduate

Faculty of Education,

Victoria University of Wellington

Phone +64-4-463 9558

Email: anne.hynds@vuw.ac.nz



Adjusting Sails: A Narrative Inquiry into the Transfer of Three Secondary School Teachers in the Maldives.

Participant Information Sheet for Teachers

Researcher:

Aminath Nihan, M.Ed student at School of Educational Psychology and Pedagogy, Victoria University of Wellington

Project purpose:

I am a student completing Master of Education in the School of Educational Psychology and Pedagogy, Victoria University of Wellington. The research I'm undertaking is in partial fulfilment of the requirements for Master of Education.

My study is aimed at exploring how teacher transfer from one school to the other has impacted on a group of teachers in a secondary school in the Maldives; and the perceived impact the transfer had on the teachers' emotions and professional lives. I will be specifically seeking information on:

- How and in what ways is teacher transfer implemented and managed?
- What emotions and feelings do teachers experience during the process?
- How and in what ways is teacher transfer perceived to affect the professional lives of participants?

This qualitative study into teacher transfer will contribute to the gap in the literature on the emotional impact of teacher transfer, as well as presenting a view of the transfer policies and procedures used in Asian regions such as the Maldives.

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee, New Zealand (SEPP/ 2010/30: RM 17580).

Participant Recruitment:

Participants for this study will be selected by seeking volunteers.

Three secondary teachers who experienced a teacher transfer will be selected from those who volunteer for the study.

All participants will remain anonymous to each other and the information they give held in confidence.

The potential participants will be provided of the research information sheet and the participants' consent forms explaining the participants' rights and guarantee confidentiality. Once the consent forms are submitted, the researcher would select 3 participants and will contact them individually. All interviews will be conducted outside the school, individually, so that participants remain anonymous to each other as well as to the school management.

Furthermore, pseudonyms will be used in the presentation of the research to limit the chances of the participants being identified personally.

I invite you to participate in this study as a teacher who has undergone a teacher transfer. You will be interviewed individually, in a setting outside the school.

Data Collection Procedures:

You will be asked to relate your experiences of teacher transfer in a 50 minute, semi-structured, one-to-one interview. The interview will be tape-recorded and transcribed. If you do not want your interview to be recorded, the researcher will take notes for analysis. The notes and transcriptions will be shown to you for validation before data is processed. You will also be given the opportunity to view the researcher's representation of your story as your experiences are retold, and comment on its accuracy. This will be done in a 20 minute follow-up meeting later on, also at your convenience.

You are invited to choose a time that suits you best for the interview. You will be provided with refreshments at the interview.

The recount of your experiences, together with those of two supervisors who managed the transfer, along with the policy and transfer documents will form the basis of this research project. In the presentation of the research, pseudonyms will be used to ensure that all participants have confidentiality, and to guarantee that it will not be possible for any participant to be identified personally.

All materials collected will be kept confidential and secure. It is intended that one or more articles will be submitted for publication in scholarly journals and results disseminated through conference presentations. Data collected by audio recording will be transferred to a password protected computer and erased from the original recording device. After the conclusion of the research, all audio recordings will be returned to the participants (who requested for it in their consent form) or electronically wiped after creating a pass-word protected back-up file. Responses will be destroyed at the end of the project.

Participant rights:

Should you feel the need to withdraw from the project, you do so without question at any time before the data is analysed. Just let me know at the time. You also have the right to:

- Decline to answer any particular questions
- Ask any questions about the study at any time
- Disagree or comment on my representations of your descriptions
- Have the tape recorder switched off at any time during the interview.

Project contacts:

If you have any questions or would like to receive any further information, please contact:

Researcher:

Aminath Nihan

M.Ed student at School of Educational Psychology and Pedagogy.

Victoria University of Wellington

Contact number: 7676933

Email- aminathnihan@vuw.ac.nz

SUPERVISORS:

Linda Hogg

Lecturer,

School of Educational Psychology and
Pedagogy

Victoria University of Wellington

Phone +64-4-463 9513

Email: linda.hogg@vuw.ac.nz

Dr Anne Hynds

Programme Director: Postgraduate

Faculty of Education,

Victoria University of Wellington

Phone +64-4-463 9558

Email: anne.hynds@vuw.ac.nz

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee, New Zealand. Ethics Approval no: SEPP/ 2010/30: RM 17580.



Adjusting Sails: A Narrative Inquiry into the Transfer of Three Secondary School Teachers in the Maldives.

Participant Information Sheet for transfer managers

Researcher:

Aminath Nihan, M.Ed student at School of Educational Psychology and Pedagogy, Victoria University of Wellington

Project purpose:

I am a student completing Master of Education in the School of Educational Psychology and Pedagogy, Victoria University of Wellington. The research I'm undertaking is for my thesis, in partial fulfilment of the requirements for Master of Education.

My study is aimed at exploring how teacher transfer from one school to the other has impacted on a group of teachers in a secondary school in the Maldives; and the perceived impact the transfer had on the teachers' emotions and professional lives. I will be specifically seeking information on:

- How and in what ways is teacher transfer implemented and managed?
- What emotions and feelings do teachers experience during the process?
- How and in what ways is teacher transfer perceived to affect the professional lives of participants?

This qualitative study into teacher transfer will contribute to the gap in the literature on the emotional impact of teacher transfer, as well as presenting a view of the transfer policies and procedures used in Asian regions such as the Maldives.

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee, New Zealand (SEPP/2010/30: RM 17580).

Participant Recruitment:

Participants for this study will be selected by seeking volunteers.

All participants will remain anonymous to each other and the information they give held in confidence.

The potential participants will be provided of the research information sheet and the participants' consent forms explaining the participants' rights and guarantee confidentiality. Once the consent forms are submitted, the researcher would select participants and will contact them individually. All interviews will be conducted outside the school, individually, so that participants remain anonymous to each other as well as to the school management.

Furthermore, pseudonyms will be used in the presentation of the research to limit the chances of the participants being identified personally.

I invite you to participate in this study as a manager who has managed a teacher transfer. You will be interviewed individually, in a setting outside the school.

Data Collection Procedures:

You will be asked to relate your experiences of managing the teacher transfer in a 50 minute, semi-structured, one-to-one interview. The interview will be tape-recorded and transcribed. If you do not want your interview to be recorded, the researcher will take notes for analysis. The notes and transcriptions will be shown to you for validation before data is processed.

You are invited to choose a time that suits you best for the interview. You will be provided with refreshments at the interview.

The recount of the teachers' experiences, together with those of yours (managers') in managing the transfer, and policy and transfer documents will form the basis of the research project. The data gathered through the interview of managers is important for the triangulation process as this would be used to draw accurate interpretations.

In the presentation of the research, pseudonyms will be used to ensure that all participants have confidentiality, and to guarantee that it will not be possible for any participant to be identified personally.

All materials collected will be kept confidential and secure. It is intended that one or more articles will be submitted for publication in scholarly journals and results disseminated through conference presentations. Data collected by audio recording will be transferred to a password protected computer and erased from the original recording device. After the conclusion of the research, all audio recordings will be returned to the participants (who requested for it in their consent form) or electronically wiped after creating a password-protected backup file. Responses will be destroyed at the end of the project.

Participant rights:

Should you feel the need to withdraw from the project, you do so without question at any time before the data is analysed. Just let me know at the time. You also have the right to:

- Decline to answer any particular questions
- Ask any questions about the study at any time
- Concur with my representations of your descriptions
- Have the tape recorder switched off at any time during the interview.

Project contacts:

If you have any questions or would like to receive any further information, please contact:

Researcher:

Aminath Nihan

M.Ed student at School of Educational Psychology and Pedagogy.

Victoria University of Wellington

Contact number: 7676933

Email- aminathnihan@vuw.ac.nz

SUPERVISORS:

Linda Hogg

Lecturer,

School of Educational Psychology and
Pedagogy

Victoria University of Wellington

Phone +64-4-463 9513

Email: linda.hogg@vuw.ac.nz>

Dr Anne Hynds

Programme Director: Postgraduate

Faculty of Education,

Victoria University of Wellington

Phone +64-4-463 9558

Email anne.hynds@vuw.ac.nz

APPENDIX B: Consent forms

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wānanga o te Ūpoko o te Ika a Māui



CONSENT FOR PARTICIPATION IN RESEARCH (Advisory Group)

Title of project: *Adjusting Sails: A Narrative Inquiry into the Transfer of Three Secondary School Teachers in the Maldives.*

Dear Advisor,

I am conducting a study to explore and capture three individuals' experience of teacher transfer in the Maldives, and portray its effect on their emotions and professional lives.

Please refer to the Information Sheet attached, which outlines much greater detail of the project.

As you are a person with numerous years' experience in school management, I invite you to join an independent Advisory group to help me identify a school site for this research.

I would greatly appreciate your participation in this research. This will involve attending one meeting to discuss the topic of teacher transfer in the Maldives and make recommendations on the selection of school site for my research, based on the following criteria:

Two or three secondary schools in Maldives that, in your opinion, have recently implemented a teacher transfer process.

Please read the following information. If you consent to participate, tick the following boxes below.

- I have been given and have understood an explanation of this research project.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself (or any information I have provided) from this project (before data collection and analysis is complete) without having to give reasons.
- I understand that any information I provide will be kept confidential to the researchers, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me.

I understand that the discussion that takes place will be strictly confidential and will not be audio-taped.

I understand that the information I provide is for the submission of a thesis and dissemination of results through conference presentations and journal articles.

I understand that the data I provide will not be used for any other purpose or released to others without my written consent.

I would like to receive a summary of the results of this research when it is completed.

Name: _____

Signature: _____

Date: _____

Researcher:

Aminath Nihan

M.Ed student at School of Educational Psychology and Pedagogy.

Victoria University of Wellington

Contact number: 7676933

Email- aminathnihan@vuw.ac.nz

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee, New Zealand. Ethics Approval no: SEPP/ 2010/30: RM 17580



CONSENT FOR PARTICIPATION IN RESEARCH (Teachers)

Title of project: *Adjusting Sails: A Narrative Inquiry into the Transfer of Three Secondary School Teachers in the Maldives.*

Dear Teacher,

I am conducting a study to explore and capture three individuals' experience of teacher transfer in the Maldives, and portray its effect on their emotions and professional lives.

Please refer to the Information Sheet attached, which outlines much greater detail of the project.

I would greatly appreciate your participation in this research. This will involve attending one or two interviews, and consenting to use the information you provide as well as transfer and policy documents that were used to communicate this transfer to you.

Please read the following information. If you consent to participate, tick the following boxes below.

- I have been given and have understood an explanation of this research project.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself (or any information I have provided) from this project (before data collection and analysis is complete) without having to give reasons.
- I understand that any information I provide will be kept confidential to the researchers, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me.
- I understand that a semi-structured interview will be used to gather data on my experience of teacher transfer, which will not be recorded with my permission.
- I understand that the researcher can use my direct quotes to support her findings. .
- I understand that I may be asked to provide any policy or transfer documents that the school and the Ministry have given me, to be used by the researcher as part of her analysis.

- I understand that I will have an opportunity to check the transcripts of the interview before the data is analyzed and published.
- I understand that the information I provide is for the submission of a thesis and dissemination of results through conference presentations and journal articles.
- I understand that the data I provide will not be used for any other purpose or released to others without my written consent.
- I would like to receive a summary of the results of this research when it is completed.
- I would like to receive the audio recording of my interview at the end of the project.

Name: _____

Signature: _____

Date: _____

Researcher:

Aminath Nihan

M.Ed student at School of Educational Psychology and Pedagogy.

Victoria University of Wellington

Contact number: 7676933

Email- aminathnihan@vuw.ac.nz

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee, New Zealand. Ethics Approval no: SEPP/ 2010/30: RM 17580



CONSENT FOR PARTICIPATION IN RESEARCH (Transfer Managers)

Title of project: *Adjusting Sails: A Narrative Inquiry into the Transfer of Three Secondary School Teachers in the Maldives.*

Dear Manager,

I am conducting a study to explore and capture three individuals' experience of teacher transfer in the Maldives, and portray its effect on their emotions and professional lives.

Please refer to the Information Sheet attached, which outlines much greater detail of the project.

I would greatly appreciate your participation in this research. This will involve attending one or two interviews, and consenting to use the information you provide as well as transfer and policy documents that were used to communicate this transfer to the teachers.

If you consent to participate please read and complete the following.

Please read the following information. If you consent to participate, tick the following boxes below.

- I have been given and have understood an explanation of this research project.
- I have had an opportunity to ask questions and have them answered to my satisfaction.
- I understand that I may withdraw myself (or any information I have provided) from this project (before data collection and analysis is complete) without having to give reasons.
- I understand that any information I provide will be kept confidential to the researchers, the published results will not use my name, and that no opinions will be attributed to me in any way that will identify me.
- I understand that a semi-structured interview will be used to gather data on my experience of managing a teacher transfer, which will not be recorded without my permission.
- I understand that I may be asked to provide any policy or transfer documents that the school and the Ministry utilized, to be used by the researcher as part of her analysis.

- I understand that I will have an opportunity to check the transcripts of the interview before the data is analyzed and published.
- I understand that the information I provide is for the submission of a thesis and dissemination of results through conference presentations and journal articles.
- I understand that the data I provide will not be used for any other purpose or released to others without my written consent.
- I would like to receive a summary of the results of this research when it is completed.
- I would like to receive the audio recording of my interview at the end of the project.

Name: _____

Signature: _____

Date: _____

Researcher:

Aminath Nihan

M.Ed student at School of Educational Psychology and Pedagogy.

Victoria University of Wellington

Contact number: 7676933

Email- aminathnihan@vuw.ac.nz

This research has been assessed and approved by Victoria University Faculty of Education Ethics Committee, New Zealand. Ethics Approval no: SEPP/ 2010/30: RM 17580

APPENDIX C: Interview Questions

FOR THE THREE TRANSFERRED SECONDARY TEACHERS:

- Please describe the process of your own transfer – How was your transfer process communicated to you?
- What have been the positive aspects of teacher transfer for you as a teaching professional?
- What have been the negative aspects of teacher transfer for you as a teaching professional?
- How have you felt about the process of your own transfer?
- What are your thoughts on how the transfer was managed?
- What advice would you give to 'principals', 'administrators' and other teachers to enhance the transfer process for teachers? Why are these issues important for you?

FOR THE TWO MANAGERS WHO MANAGED THE TRANSFER:

- Please describe the process of how teachers were transferred to the school – How was the transfer process communicated and managed?
- What positive impact do you think the transfer had on the teachers as teaching professionals?
- What negative impact do you think the transfer had on the teachers as teaching professionals?
- How do you think the teachers feel about the transfer?
- What advice would you give to teachers, other principals, or administrators to enhance the transfer process? Why are these issues important for you?

Appendix D: Transfer documents (translated from local language Dhivehi)

All official stamps, people's names and other identifiable characters have been left out the letters in this section in order to maintain confidentiality and anonymity of participants.

Teachers' letter to management of Blue Water Secondary School requesting for transfer to Harbour View School.

XXXXX

XXXX

Maldives

5th March XXXX

XXXXXXXXXX

The Deputy Principal of Blue Water Secondary School,

I request for a transfer from Blue Water Secondary School to the new secondary school which is going to be opened soon.

Warm regards,

Sincerely,

XXXX

Teachers' "No Objections" letter to management of Harbour View School.

XXXXX

XXXX

Maldives

5th July XXXX

XXXXXXXXXX

Principal of Harbour View School,

I have no objections to being transferred from Blue Water Secondary School to Harbour View School.

Warm regards,

Sincerely,

XXXX

Letter from the management of Harbour View School to the management of Blue Water Secondary School requesting for confirmation of their approval of transfer

XXXXX

XXXX

Maldives

7th July XXXX

XXXXXXXXXX

The Principal of Blue Water Secondary School,

We seek to confirm if you have any objections to XXXX for being transferred from Blue Water Secondary School to Harbour View School. If you do not object to this, please confirm this in writing and forward her personal file to Harbour View School.

Warm regards,

Sincerely,

XXXXXX

Principal

**“No Objections” letter provided by Blue Water Secondary School
approving transfer of teachers to Harbour View School**

XXXXXX

XXXX

Maldives

14th July XXXX

XXXXXXXXXX

The Principal of Harbour View School,

In reference to your letter number xx-x/XX/xxxx/xx, we confirm that we have no objections to secondary teacher XXXX (Record no: XXXX) to be transferred from Blue Water Secondary School to Harbour View School.

Warm regards,

Sincerely,

XXXXXX

Principal