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The Effects of Teacher Mobility on the Academic Success of Primary School Students*

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ABSTRACT

The main purpose of this study is to empirically reveal the effect of teacher mobility on the academic success of primary school students. The sample group of the study was stratified as schools with high socioeconomic level, middle and low neighborhoods in the central Haliliye, Eyyübiye, Karaköprü districts of Şanlıurfa province, and the study group of the research was formed with 3 schools and 6 classes by choosing one school from each neighborhood. The study was carried out with correlational research design. The research was conducted as a mixed method in which both qualitative and quantitative research approaches were used together. The qualitative aspect of the research includes the "Semi-Structured Interview Form" applied to the school principals and teachers who will take the students' classes, and the "Student Recognition Form" applied to the students; however, the quantitative aspect of the research includes the "Academic Achievement Test" applied to the students. Descriptive analysis method was used in the analysis of the collected qualitative data. The "Academic Achievement Test" data applied to the students were analysed by statistical analysis method. In the analysis of the quantitative data, the skewness and kurtosis coefficients were checked, and the non-parametric Mann Whitney U test was employed on the data that did not appear to have a normal distribution. At the end of the study, it was found that teacher mobility made a significant difference in the academic achievement of students and that teacher mobility at the 4th-grade level of schools with high, medium, and low SED (Socioeconomic Level) levels made a significant difference in academic achievement.

Keywords: Academic success, education problems, teacher mobility, primary student, teacher recruitment

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1. INTRODUCTION

The problem of teacher mobility is one of the most important problems faced in education. It is seen that teachers tend to move towards schools with better conditions than the ones they are in. Although the results of this situation seem positive for teachers, it does not have positive results for students and parents. It has negative effects on students' and parents' attitudes towards school, students' academic success, and school climate. When the regions where teacher mobility is intense are examined, it is found that schools generally have disadvantaged conditions there and teachers do not want to work in these regions for a long time (Lankford et al. al., 2002; Hanushek et al., 2004; Clotfelter et al., 2007; Alacacı and Erbaş, 2010); Feng, 2010; Goldhaber et al,. 2011). This situation causes mobility to be continuous in the regional schools which have low socioeconomic levels, the teachers with less experience to work in these regions and accordingly decrease in their academic success (Özoğlu, 2015; Aydın & Ahmetoğlu, 2020).

In the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the Ministry of National Education's 2019-2023 Strategic Plan (2019, p.48) on teacher mobility, one of the weaknesses of the Ministry of National Education is that *"Lack of incentive mechanisms to enable teachers to work longer in some regions."* In order to prevent teacher mobility, the Ministry of National Education stipulated that contracted teachers should work in the same school for 6 years in 2016, but this decision could not be stabilized, and this period was reduced to 4 years in 2018 (Tekingündüz, 2017). Although there is a compulsory work obligation, the problem of teacher shortage has not been fully resolved. All regions of Turkey are affected by teacher mobility at different levels. The distribution of teacher mobility by province is given in Figure 1 (Özoğlu, 2015).

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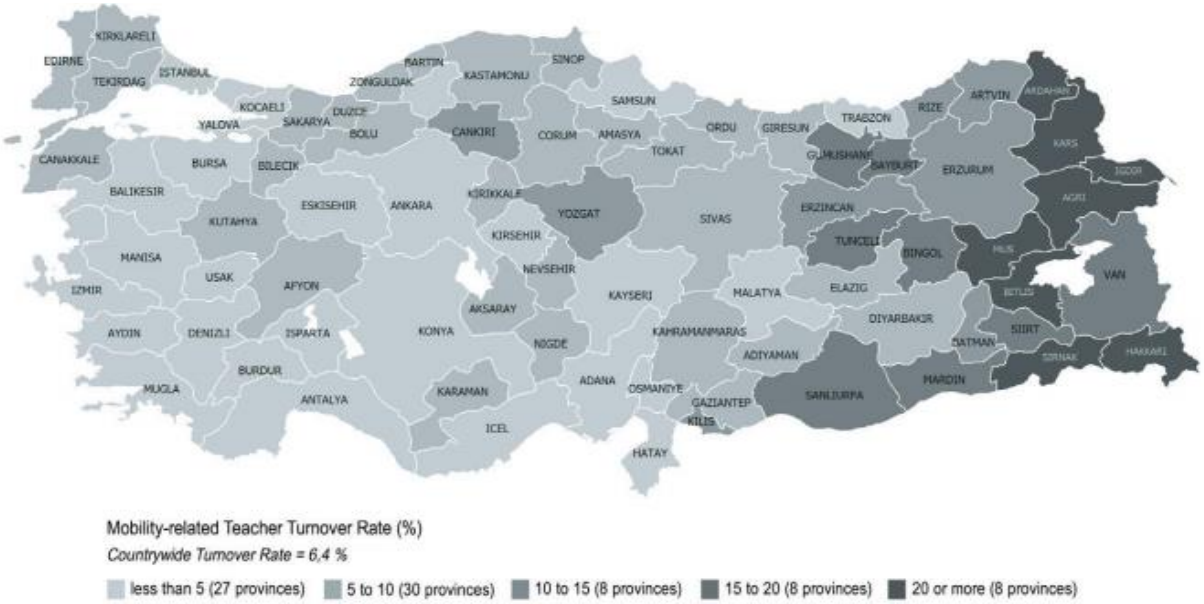

Figure 1. Distribution of teacher mobility rates (%) by province (Özoğlu, 2015).

When Figure 1 is examined, it is found that the average of teacher mobility in Turkey is 6.4%; and teacher mobility rates in the Mediterranean, Aegean and Central Anatolian Regions are lower than 5%, and teacher mobility rates in Southeastern Anatolia and Eastern Anatolia Regions have the highest teacher mobility rates. It is understood that the teacher mobility rate in Şanlıurfa, where the research was conducted, is between 15% and 20%. The data in the figure show that teacher mobility rates are not the same in all regions but are concentrated in the Eastern and Southeastern provinces. When we examine the reasons for this situation, unlike other provinces, it is difficult to keep teachers for a long time due to the region-specific features in the east of Turkey, the tensions experienced in the region, the approach and policies of the Ministry of National Education, the language problem, political reasons and the socioeconomic level of the region. Due to the high teacher mobility, teachers with less experience are appointed to these regions first, which affects the quality of education (Demir and Arı, 2013; Soydan, 2015; Taşkaya et al., 2015; Altun, 2019).

When the studies on teacher mobility in Turkey are examined, it has been determined that it is more intense in rural areas where low income, low academic achievement, and the number of minority students are high. It is seen that teachers with less experience work in these regions due to high mobility (Özoğlu, 2015; Atmaca et al., 2022; Kızıltaş, 2021; Karataş, 2018; Turhan, 2016; Baransel, 2020; Senemoğlu, 2019). In Teacher Mobility in the Education Reform Initiative (ERG) 2021 Report, it has been revealed that the absence of teachers for a long time in regions where the need for teachers is high in Turkey affects the success of students negatively (Düşkun, 2021).

When the studies on teacher mobility in the world are examined, it is understood that the teachers who apply to move to a different school negatively affect the success of the students. It has been determined that this situation has a greater effect on children in schools teaching especially disadvantaged students, which has led to differences among students. Schools with students from different ethnic origins and where education is relatively more difficult due to their conditions are adversely affected by teacher mobility. Teachers working in these schools are less experienced and less motivated. In addition, schools with high teacher mobility mostly serve disadvantaged and minority children with low socioeconomic status and low student achievement as well as high proportion of foreign students in schools. Teachers want to leave because of the difficulty of teaching in these schools and the social context of the school (Barbieri et al., 2010b; Useem & Farley, 2004; Barbieri et al., 2010a; Haycock, 1998; Barbieri et al., 2011; Clotfelter et.al., 2007; Lankford et al., 2002; Sass et al., 2012; Scafidi et al., 2007; Feng, 2010). Regarding teacher mobility in the literature; the problems of the Turkish education system (Yılmaz & Altınkurt, 2011; Demir & Arı, 2013; Gönülaçar, 2016), the choice of teachers' appointment location (Özoğlu, 2015; Türkmen, 2014; Türkmen et al., 2015), the reasons for the differences in success between schools (Sezgin. et al., 2016; Önder and Güçlü, 2014; Kültür, 2019) were mentioned as sub-titles in studies on the subject, but no mixed study was found that reveals the effects of teacher mobility, the relationship of teacher mobility with academic success, and the rate of negative effects of mobility.

In this study, it was tried to reveal the effects of teacher mobility on students' academic achievement, and its level of influence of students in schools with different socioeconomic levels according to the opinions of teachers and administrators and academic achievement test done by students. The most important output of this study will be to examine the issue of teacher mobility in depth, to analyse its effects on students' academic achievement and to offer suggestions to researchers and policy makers for the solution of negative situations. In this study, it was aimed to examine the effects of teacher mobility on the academic achievement of primary school students. For this purpose, answers were sought for the following sub-objectives.

1. Does teacher mobility in primary schools make a significant difference in students' academic achievement?
2. Does teacher mobility in the 4th-grade students in the school with high socioeconomic conditions determined by taking the Student Identification Form as a criterion make a significant difference in the academic achievement of the students?
3. Does teacher mobility in 4th-grades in schools with moderate socioeconomic conditions make a significant difference in the academic achievement of students?
4. Does teacher mobility in 4th-grades in schools with low socioeconomic conditions make a significant difference in the academic achievement of students?
5. Considered to support quantitative data;

a. Do you think that the intensity of teacher mobility in schools of different socioeconomic levels (high, middle, and low socioeconomic levels) is equal?
b. What kind of effects do you think the change in the density of teacher mobility according to the opportunities of the region where the school is located has in the context of opportunity and inequality of opportunity among students?
c. What effect do you think teacher mobility in urban and rural areas has on students' academic achievement? (positive, negative, no effect).
d. Do you think that 4th-grade students in schools with different socioeconomic levels (high, middle, and low socioeconomic levels) are affected by teacher mobility at the same level?
e. Do you think that there may be a difference between the academic achievements of two classes who change teachers in the same school and complete primary school without changing them?
f. Do you think that having the same teacher for many years in the same class influences the academic success of the students?
g. What are your views and suggestions for reducing teacher mobility?

2. METHODOLOGY

The research is in the empirical research group as a data collection technique, and it is an instant and non-experimental study based on primary data. In this study, relational research design was preferred in order to reveal the relationship between teacher mobility and students' academic achievement. With the relational research design, it is tried to find the level of relationship among concepts, facts, and situations. Scientific research is classified as quantitative research, qualitative research, and mixed research (Büyüköztürk et al., 2017, p.12-16). This research was conducted as a mixed method in which both qualitative and quantitative research approaches were used together. The mixed method, which has become more important in social sciences in recent years, refers to the combination and integration of qualitative and quantitative elements in a research (Schreier & Odag, 2020; Creswell, 1999). The quantitative dimension of the research was carried out in the relational research design in order to reveal the relationship between, teacher mobility and the academic achievement of students; in addition, the qualitative dimension was carried out using the phenomenology design. With the relational research design, the level of relationship among concepts, facts, and situations is tried to be found (Büyüköztürk et al., 2017, p.12-16). Phenomenology studies generally aim to reveal and interpret personal perceptions about a phenomenon (Yıldırım & Şimşek, 2008). The qualitative aspect of the research includes the "Semi-Structured Interview Form" applied to the school principals and teachers who will teach, and the "Student Recognition Form" applied to the students; however, the quantitative dimension is formed by the "Academic Achievement Test" administered to the students.

2.1. Participants

The research was carried out to reveal whether the academic achievements of students studying in the 4th-grade of primary school are affected by teacher mobility. Since it is thought that the level at which primary school success can be measured most accurately in the 4th-grade, and since 4th-grade represents a four-year educational background, and moreover it is thought that there will be a quantitative difference between the change of teachers in one year and the change in teachers in four years, the research was limited to the 4th grade students, who are the last grade of primary school; so 1st, 2nd and 3rd grades were excluded from this study. The 4th-graders, who are about to complete the primary school level in Şanlıurfa, formed the population of the research. Since it was thought that it would not be possible to reach the entire population due to labour and time constraints, it was decided to take a sample to represent the population. The research was carried out to cover the three central districts of Şanlıurfa; Eyyübiye, Karaköprü, and Haliliye. The working group of the research was formed by choosing a school from each stratum, stratified as neighbourhood with high socioeconomic level, middle socioeconomic level, and low socioeconomic level. While determining the schools, the criteria were the presence of two classes studying in the last semester of the 4th-grade, and the existence of two classes, one of which has never changed teachers and the other has changed teachers frequently. Accordingly, it is planned to carry out the study with a total of 3 schools and 6 classes by taking one school from each stratum and two classes from each school that comply with the criteria. Since the study covers primary school 4th-grade students, it is important for the validity and reliability of the data that the data gathered in the second semester of the 2020-2021 academic year. The stratified purposive sampling method, one of the purposive sampling methods, was used to determine the study group. Purposeful sampling is also referred to as purposive sampling or judgment sampling and focuses on rich situations that will shed light on the subject under investigation (Neuman, 2007; Patton, 2014). Stratified purposeful sampling strategy, on the other hand, is a strategy that enables to reveal the characteristics of certain subgroups and to make comparisons (Patton, 2002; Büyüköztürk et al., 2013).

2.2. Data Analysis

Research data were collected by researchers in the 2020-2021 academic year from students, teachers and school administrators in the three central districts of Şanlıurfa (Eyyübiye, Haliliye, Karaköprü) in the study group. The application was carried out in three different schools. Before the data collection process, Harran University Ethics Committee Approval (12.03.2021-18554) and research permission were obtained from the Şanlıurfa Provincial Directorate of National Education, and the data collection process was started. The research is designed as a mixed method in which both qualitative and quantitative research approaches are used together. The qualitative aspect of the research includes the "Semi-Structured Interview Form" applied to the school principals and teachers who will take the students' classes, and the "Student Recognition Form" applied to the students; however, the quantitative aspect of the research includes the "Academic Achievement Test" applied to the students. "Semi-structured Observation Form" applied to principals and teachers and "Student Identification Form" applied to students were carried out face-to-face. While conducting the "Semi-Structured Interview Form" analysis, in order to keep the names of the participants confidential, the teachers and administrators of the school with a high socioeconomic level were given O1.1, O1.2, O1.3, O1.4, O1.5, O1.6, O1.7; the teachers and administrators of the school with a middle socioeconomic level were given O2.1, O2.2, O2.3, O2.4, O2.5, O2.6, O2.7, O2.8; and the teachers and administrators of the school with a low socioeconomic level were given O3.1, O3.2, O3.3, O3.4, O3.5. The descriptive analysis method was used in the analysis of the collected qualitative data. The data collected in the descriptive analysis method are interpreted according to the predetermined themes or dimensions in the research results. Frequently, direct quotations are used, descriptions are explained, cause-effect relationships are examined, and some conclusions are reached (Yıldırım & Şimşek, 2006, p. 224). The "Academic Achievement Test" data applied to the students were analysed by statistical analysis method. In order to determine which tests will be used in the analysis of the scores obtained by the participants, normality tests were performed, and the skewness and kurtosis coefficients were examined. Non-parametric Mann-Whitney U test was used on the data that did not have a normal distribution.

2.2.1. AAT data analysis

A value of "1" for correct answers and "0" for incorrect answers were entered into the SPSS 26.00 statistical package program to perform item analysis for the construct validity of the AAT. Evaluation was made out of a total of 50 points. The total scores obtained by the students in AAT were ordered from the highest to the lowest, and in the distribution of the scores, the group was determined as 27% from the top and 27% from the bottom. Afterwards, the item difficulty and item discrimination indexes of the test and each question were calculated using the SPSS 26.00 statistical package program. It was observed that there was no item with an item difficulty index below 0.30 for AAT, and the item difficulty index range of the items was between 0.30 and 0.70. It was observed that the item discrimination index values of the items selected for the test for AAT were 0.30 and above, and it was observed that there was no item to be removed from the test. After the item analysis was completed, the KR-20 (Kuder-Richardson) internal reliability coefficient was calculated to determine the consistency of the items in the test with each other and the reliability of the measurement results. As a result of the calculation, the KR-20 reliability coefficient of the achievement test was found to be 0.80. It is recommended that the reliability coefficient calculated with the KR-20 be 0.70 or higher (Büyüköztürk et al., 2017; Fraenkel et al., 2011; Metin, 2015). Therefore, it can be said that the reliability coefficient of the test is at the desired level statistically. In multiple-choice tests, while the upper group is expected to choose the correct answer more, the lower group is expected to choose the distractors more. Therefore, it can be said that the distractors in ABT work well.

2.3. Data Collection Tools

Student Identification Form, Semi-Structured Interview Form, and Academic Achievement Scale were used to reach the data related to the sub-problems of the research, and all data collection tools were developed by the researchers.

2.3.1. Student recognition form

The form was developed in order to have information about the socio-economic conditions of the students included in the research. Student recognition form is divided into three parts as student information, parent information, and family information. In the student information section, there is information about gender, school, class and whether or not he received pre-school education; moreover, in the parent information section, there is information about the disability of the mother / father, the education level of the mother / father and the profession of the mother / father; and in the family information section, there is information about the number of siblings, the number of siblings who go to school, the people living with the family at home, and the monthly income of the family.

2.3.2. Semi-structured interview form

Semi-structured interview forms provide the interviewee with the opportunity to express himself (Büyüköztürk et al., 2017). The form was applied to the school administrators working in the schools included in the research in the 2020-2021 academic year and to the teachers who attended the 4th-grade classes within the scope of the research. With the semi-structured interview form, it was aimed to measure the views of administrators and teachers on teacher mobility. During the interview form development process, an item pool was created by conducting legislative research and literature review, weak items were

eliminated, and the items in the form were formed by taking comprehensive questions that serve the purpose. Word selection and spelling control of the interview items were done by a Turkish teacher. Necessary corrections were made in the interview form based on the feedback received by experts' opinions. Opinions were received from a school administrator and a teacher about the items in the form, and the form was made ready for application by deciding the suitability of the form. The form was revised with expert opinions and attention was paid to the validity and reliability of the interview form. The form is divided into three parts. In the first part, the participants were asked about their gender, age, job at school, branch, and tenure in the institution; and the second part was prepared for the teachers who took the class and included questions such as the class/branch where the study was conducted, the number of teachers the class had changed, and the duration of the class. The third part consists of questions asked about the effects of teacher mobility on students' academic achievement. Face-to-face interviews were conducted by the researchers by making an appointment with the school administrators and teachers determined within the scope of the research.

2.3.3. Academic achievement scale

In order to measure the academic achievement of the students, the "Academic Achievement Test (AAT)", which consists of 10 questions from each of the fields of Turkish, Mathematics, Science, Social Studies, and English, with a total of 50 questions and 4 options for each question, was applied. The test was applied to the students studying in the 4th-grade of the schools included in the research in the 2020-2021 academic year. With AAT, it is aimed to measure the academic success of students. For the AAT, which was developed to measure the success of 4th-grade students in Turkish, Mathematics, Social Studies, Science, and English courses, first of all, an item pool of 50 questions was created, expert opinions were taken for the content validity of the test, and the 4th-grade curriculum was examined. In this context, no extra-curricular questions were asked. Afterwards, validity and reliability analyses were made by making a pilot application and the test was finalized.

3. FINDINGS

In this section, the analysis of the data to answer the research questions is presented. Table 1 shows the demographic variables specified in the Student Identification Form of the participant students.

Table 1.
Demographic Variables

Variable	Category	F	%
Gender	Female	48	42.5
	Male	65	57.5
Teacher Change Status	Changed	55	48.2
	Unchanged	58	50.9
Classroom	4/A	26	23.0
	4/B	14	12.4
	4/C	12	10.6
	4/D	20	17.7
	4/F	25	22.1
	4/H	16	14.2
School	O1	36	31.9
	O2	51	45.1
	O3	26	23.0
Pre-school	Yes	49	43.4
	No	64	56.6
Maternal Disability Status	Yes	0	0
	No	113	100.0
Paternal Disability Status	Yes	6	5.3
	No	107	94.7
Mother Education Level	Non-student	37	32.7
	Primary	58	51.3
	High School	6	5.3
	University	12	10.6
Father Education Level	Non-student	19	16.8
	Primary	52	46.0
	High School	22	19.5
	University	20	17.7
Mother's Profession	Housewife	100	88.5
	Other	13	11.5
Father's Profession	Unemployed	11	9.7
	Officer	17	15.0
	Other	85	75.2

Number of Siblings	0-4	57	50.4
	5-8	50	44.3
	9-12	6	5.3
Number of Siblings Going to School	0-2	60	53.2
	3-5	51	45.1
	6 and over	2	1.8
Type of Family	Elementary	94	83.2
	Extended	19	16.8
Level of Income	0-2000 TL	36	31.9
	2001- 4000 TL	46	40.7
	4001 and over TL	31	27.4

When demographic variables are examined, it is seen that 48 (42.5%) female and 65 (57.5%) male students participated in the study. 26 (23%) participants are students from 4/A class, 14 (12.4%) participants are from 4/B class, 12 (10.6%) participants are from 4/C class, 20 (17.7%) participants are from 4/D class, 25 (22.1%) participants are from 4/F class, and 16 (14.2%) participants are from 4/H class. Given the schools participating in the study, it is seen that there are 36 (31.9%) participants from O1 school, 51 (45.1%) participants are from O2 school, and 26 (23.0%) participants are from O3 school. Considering whether the participant students went to pre-school, it is understood in the table that 49 (43.4%) students went pre-school and 64 (56.6%) students did not go pre-school. In the variable of maternal disability status, it is seen that there is (N=113, 100%) no maternal disability. When the paternal disability status is examined, it is found in the table that 6 (5.3%) students' fathers are disabled, and 107 (94.7%) students' fathers have no disabilities. It is seen that 37 (32.7%) mothers of students did not go to school, 58 (51.3%) mothers of students graduated from primary school, mothers of 6 (5.3%) students were high school graduates, and mothers of 12 (10.6%) students were university graduates. In case of father's education, 19 (16.8%) student fathers do not go to school, 52 (46.0%) student fathers are primary school graduates, 22 (19.5%) student fathers are high school graduates, and 20 (17.7%) student fathers are university graduates. When the professions of the mothers of the students were examined, it was stated that 100 (88.5%) mothers were housewives, and 13 (11.5%) mothers worked in other jobs. In fathers' occupations, 11 (9.7%) fathers are unemployed, 17 (15.0%) fathers are officers, and 85 (75.2%) fathers are working in other jobs. It is stated that 57 (50.4%) students have 0-4 siblings, 50 (44.3%) students have 5-8 siblings, and 6 (5.3%) students have 9-12 siblings. In the variable of the number of siblings going to school in the family, it is observed that 60 (53.2%) students have 0-2 siblings in their families, 51 (45.1%) students have 3-5 siblings, and 2 (1.8%) students have 6 or more siblings in their families. In the family type variable, 94 (83.2%) families are elementary families, and 19 (16.8%) families are extended families. Considering the income levels of families, 36 (31.9%) students have an income of 0-2000 TL, 46 (40.7%) students have an income between 2001-4000 TL, and 31 (27.4%) students have an income of 4001 TL and above.

In the study, it was aimed to determine the socioeconomic levels of the schools with the Student Identification Form applied to the students. It was thought that variables such as the pre-school education status of the students, the number of siblings, the disability of the parents, the education level of the parents, the profession of the parents, family type, and income level would be effective in determining the socioeconomic levels of the schools. Accordingly, as variables like parental disability, family type or the number of siblings increase, socioeconomic levels decrease; so, variables that decrease the socioeconomic level were scored using reverse scoring. However, the more variables like pre-school education status, parental education level, parental occupation, and income level increase, the more socioeconomic levels increase; so, these variables are used with their current scores, thus the average scores that are thought to reflect the socioeconomic level (SEL) of the schools have been reached. Since the data of the maternal disability variable did not differ among the students, it was not included in the scoring. In addition, considering that the variable of the number of siblings going to school would not have an effect on determining the socioeconomic levels, it was excluded from the scoring. The number of students by school (N), the total SEL scores of the schools, the average SEL scores and SEL are presented in Table 2.

Table 2.
Schools' SEL Scores Table

School Name	N	Total SEL Scores	Average SEL Scores	SEL
O1	36	434	12.05	High
O2	51	333	6.52	Medium
O3	26	149	5.73	Low

Considering Table 2, 36 students from O1 school, 51 students from O2 school, and 26 students from O3 school participated in the study. In terms of the SEL scores of the schools, it is found that O1 school has 434 points, O2 school has 333 points and O3 school has 149 points. When the average SEL scores and SEL are examined, it is found in the table that the O1 school has a 'high' SEL with an average SEL score of 12.05, the O2 school has a 'medium' SEL with an average SEL score of 6.52, and the O3 school has a 'low' SEL with an average SEL score of 5.73. Many studies have tried to explain that as the socioeconomic levels of students change, their academic achievement also changes (Aslanargun et al., 2016; Çiftçi and Çağlar, 2014; Yavuz et al., 2016). The AAT averages of the students according to their SEL levels are presented in Table 3.

Table 3.
Table of AAT Averages by SEL

SED Level	School Name	N	Teacher Unchanged Group AAT Mean Scores	Teacher Changed Group AAT Mean Scores	Total AAT Mean Scores
High	O1	26	42.05	34.33	38.19
Medium	O2	51	40.76	20.20	30.69
Low	O3	36	36.16	19.38	26.38

According to variables at Table 3, the AAT average of the group with high SEL who did not change their teacher was 42.05, while the AAT average of the group who changed teachers was 34.33. In addition, while the AAT average of the group with a medium SEL level who did not change teachers was 40.76, the AAT average of the group who changed teachers was 20.20. It is found that the AAT average of the group with low SEL who did not change teachers was 36.16, while the mean AAT of the group who changed teachers was 19.38. It was found that the total ABT average of students with high SEL (N=26) was 38.18; the total AAT average of students with medium SEL (N=51) was 30.69; and the total AAT average of the students with low SEL (N=36) was 26.38.

3.1. Findings Related to the First Sub-Problem

In order to determine whether teacher mobility has a significant difference in students' academic achievement, it was first examined whether the data were normally distributed. The kurtosis and skewness values of the distribution were analyzed using the Skewness-Kurtosis test. According to Fidell, S, Tabachnick, B, Mestre, V., and Fidell, L. (2013), if the "skewness" and "kurtosis" values of the data obtained from a scale are between ±1.5, it indicates that the data is normally distributed. When the findings were examined, the skewness value of the academic achievement test of the class that changed teachers was -1.948, and the kurtosis value was 4.861; moreover, the skewness value for the academic achievement test of the class that did not change teachers was found as .331, and kurtosis value was found as -.720. Accordingly, it was determined that the obtained data did not show normal distribution. Non-parametric tests were employed in the analyses related to AAT. In this context, the Mann-Whitney U test was used to determine whether teacher mobility has a significant difference in students' academic achievement. In the study, the p significance value was taken as 0.5. As a result of the Mann-Whitney U test, it was determined that teacher mobility created a statistically significant difference at $p<0.05$ level in favour of the group that did not change teachers on the academic achievement of students (U=322.000, Z=-7.318).

3.2. Findings Related to the Second Sub-Problem

In order to determine whether there is a difference between teacher mobility at the 4th-grade level of the school with a high SEL (O1) on academic achievement, first of all, the normality of the data was checked. The kurtosis and skewness values of the distribution depending on the SEL variable were analysed using the Skewness - Kurtosis test. According to the AAT results, when the findings of the skewness and kurtosis values of the classes that changed and did not change teachers in the school at the High SEL were examined, the skewness value of the academic achievement test of the class that changed the teacher was .429, and the kurtosis value was -1.462; moreover, the skewness value of the academic achievement test of the class that did not change teachers was found to be -1.934, and the kurtosis value was 4.947. According to the data, it was determined that the data did not show a normal distribution. Non-parametric tests were employed in the analysis. In this context, the Mann-Whitney U test was used to determine whether there is a difference in teacher mobility at the 4th-grade level of a school with a high SEL (O1) on academic achievement. In the study, the p significance value was taken as 0.5. According to the results of Mann-Whitney U Test, it is found that there is a statistically significant difference at $p<0.05$ level (U=57.000, Z=-3.287) in favour of the group that did not change teachers on the level of teacher mobility at the 4th-grade level of the school with a high SEL (O1).

3.3. Findings Related to the Third Sub-Problem

In order to determine whether there is a difference in the academic achievement of teacher mobility at the 4th-grade level of the school with a medium SEL (O2), at first, the normality of the data was checked. The kurtosis and skewness values of the distribution were analysed using the Skewness-Kurtosis test. According to the AAT results, when the findings of the "skewness" and "kurtosis" values of the classes that changed or did not change teachers at the middle SEL were examined, the skewness value of the academic achievement test of the class that changed teachers was .562, and the kurtosis value was -.724; in addition, the skewness value of the academic achievement test of the class that did not change teachers was found to be -2.110, and the kurtosis value was 4.957. According to the data, it was determined that the data did not show a normal distribution. Non-parametric tests were used in the analysis. In this context, the Mann-Whitney U test was employed to determine whether teacher mobility at the 4th-grade level of a school with a Medium SEL differs on academic achievement. In the study, the p significance value was taken as 0.5. According to the results of Mann-Whitney U test, it is found out that there is a statistically significant difference at $p<0.05$ level in favour of the group that did not change teachers on academic achievement at the 4th-grade level of the school with a Medium SES level (U=50.500, Z=-5.179).

3.4. Findings Related to the Fourth Sub-Problem

In order to determine whether there is a difference in the academic achievement of teacher mobility at the 4th grade level of the school with a low SEL (O3), first of all, the normality of the data was checked. The kurtosis and skewness values of the distribution were analysed using the Skewness-Kurtosis test. According to the AAT results, when the findings of the "skewness" and "kurtosis" values of the classes that changed and did not change teachers in the school with a low SEL were examined, the skewness value of the academic achievement test of the class that changed teachers was .142, and the kurtosis value was -1.032; moreover, the skewness value for the academic achievement test of the class that did not change teachers was found to be -1.401, and the kurtosis value was 2.210. According to the data, it was determined that the data did not show a normal distribution. Non-parametric tests were used in the analysis. In this context, the Mann-Whitney U test was employed to determine whether teacher mobility at the 4th-grade level of a school with a low SEL differs on academic achievement. In the study, the p significance value was taken as 0.5. According to the Mann-Whitney U test results, it is found that there is a statistically significant difference at $p<0.05$ level in favour of the group that did not change teachers on academic achievement at the 4th-grade level of the school with a low SEL ($U=8.500$, $Z=-3.889$).

3.5. Findings Related to Qualitative Data

A semi-structured interview form was applied to the teachers and administrators working in the schools where the data were collected, and the answers of the participants to the semi-structured interview form were discussed. When the answers given to the question *"Do you think that the intensity of teacher mobility in schools of different socioeconomic status (high, medium, and low socioeconomic level) is equal?"* are examined, it is found that all of the participants (N=20, 100%) stated that they were not at the same level. O1.1 said that "*Not equal. People in the village want to leave their posts, those in the city want to stay because they are comfortable.*" O1.3 stated that "*I do not think that teacher mobility in schools with different socioeconomic levels is at an equal level. While teacher mobility is less in schools located in socioeconomically better neighbourhoods, it is higher in other schools*." O1.4, O2.2, O2.4, O2.7, O3.1, O3.2, O3.3, O3.4, and O3.5 also used expressions supporting O1.3. O2.6 said that "*It is not at the same level. If there were, there wouldn't be 19 paid teachers in our school*." He underlined there is intense teacher mobility in his school and this situation increases the number of paid teachers.

To the question *"What kind of effects do you think the change in the intensity of teacher mobility according to the opportunities of the region where the school is located has in terms of opportunity and opportunity inequality among students?",* all of the participants (N=20, 100%) stated that the change in the intensity of teacher mobility according to the opportunities of the region where the school is located has a negative effect in terms of opportunity and opportunity inequality among students. O1.2 stated that "*The time a teacher spends with his students is directly proportional to the opportunity he gives them. Because of this situation, the more time the teacher spends with the student, the more academic and social opportunities he will offer them."* and he stated that "*Students living in the regions where there is less mobility have more academic and social opportunities."* O2.3 expressed that *"Continuity in education is essential, but unfortunately, it is inconsistent with our practice. I do not think that students receive an equal education."* and stated that *"Students do not have equal educational opportunities".*

For the question *"What effect do you think teacher mobility in urban and rural areas has on students' academic achievement? (positive, negative, no effect)",* all of the participants (N=20, 100%) stated that teacher mobility in urban and rural areas has a negative effect on students. O1.5, unlike the other participants, expressed his opinion *as "It mostly creates a negative effect, but sometimes it has a positive effect. If students are not with a qualified teacher, a teacher change can have a positive impact on students"*. O3.1 stated *"I think it is negative. Sometimes I think it can have a positive effect. A student who comes across a good teacher will move forward academically, but a student who doesn't come across a good teacher will go backwards. The important thing is the teacher.*" and supported O1.5's ideas.

For the question *"Do you think that 4th-grade students in schools with different socioeconomic levels (high, medium and low socioeconomic levels) are affected by teacher mobility at the same level?"* O1.3, O1.4, and O1.5 left this question unanswered, O1.2, O2.7, O3.,1 and O3.5 answered as *"being affected at the same level,"* and the other N=12 (60%) participants stated that *"they were not affected at the same level".* O1.2 stated it is the same level as *"Primary school children have a sense of attachment stemming from their developmental characteristics. This affects all primary school students at the same level, regardless of factors such as socioeconomic differences."*. O2.5 underlined students in the region with low socioeconomic conditions will be more affected and said *"Even though they have different socioeconomic levels, teacher mobility affects students at all levels. However, in places with low socioeconomic levels, they are more affected because parental support is also low."* For the question *"Do you think that there can be a difference between the academic achievements of two classes who change teachers in the same school and complete primary school without changing them?"* N=3 (15%) participants left the question unanswered, N=15 (75%) participants answered that there is definitely a difference. O2.1 stated *"I think it will affect the emotional attachment, that is, the student's acceptance of the teacher. This influence negatively affects academic achievement. I think it will affect it a little bit negatively."* O2.6 stated that *"There is a difference. I think the academic success of students who complete primary school without changing teachers will be higher than other classes."* O2.8 expressed his opinion as *"I think that academic levels will be different in disadvantaged regions because of the change of teachers from permanent to paid teachers and the emotional impact of the change of teachers on students"*. O3.1 and O3.2, unlike other participants; stated *"The important thing is the effect of the teacher on the student. It will be positive as long as it comes across good teachers."* and underlined that teacher change may have

positive/negative effects depending on the quality of the remaining or leaving teacher. The participants were asked as a question like *"Do you think that attending the same class for many years has an effect on the academic success of the students?"* and O1.3, O1.4 and O1.5 left the question unanswered, while the majority of the respondents (N=16, 80%) stated that the academic achievement of the students in the classroom without a teacher change would have a positive effect. On this issue, O2.8 said *"Yes. The teacher's knowing the student and arranging both the physical and psychological conditions of education according to the student have a positive effect on the students and affect their academic success in a positive way. Moreover, the student's getting used to the teacher and the emotional bond between them affect the academic success of the student.* He stated that there are many positive effects of the teacher's spending a long time with the student. However, O3.2 participant, unlike the other participants, said *"No. Change can be positive or negative. It totally depends on the outgoing and incoming teacher."* He underlined that the success depends on the incoming or outgoing teacher rather than the teacher change.

When the question *"What are your views and suggestions for reducing teacher mobility?"* asked about the opinions of teachers and school administrators on reducing teacher mobility, it was seen that N=4 (20%) participants did not express their opinion on this issue. It is striking that the suggestion to improve salary conditions in rural areas, which is thought to reduce teacher mobility, is the most stated suggestion (N=9). In this regard, O1.2 stated that *"This situation can be overcome by taking the practices in the Turkish Armed Forces and the Law Enforcement Agency as an example. For instance, it is practiced keeping soldiers and police officers in that region for a long time by providing different economic opportunities in their oriental duties. Similar practices can be implemented in the field of education, so that teachers can stay in disadvantaged areas longer."* O2.6 expressed his opinion as *"Personal rights of teachers working in priority development regions or compulsory service regions should be enhanced. Additional compensation should be given according to teachers in other regions. Additional compensation was applied until 1994."* They both argued that additional payments to teachers would reduce teacher mobility. The second recommendation among the suggestions to prevent teacher mobility is that positive discrimination should be made for disadvantaged regions. On this subject, O3.3 stated that *"Circumstances of schools which are in bad conditions can be improved in all aspects such as equipment materials, smart boards, etc. In such regions, more points can be given in terms of the annual score of teachers. Teacher appointments should be made more."* and added that *"Making different applications to schools and teachers in difficult conditions would reduce mobility."* There are also participants who stated that the continuation of contracted teaching practice reduces teacher mobility. O1.6 expressed "*I think that contract teaching practice is an appropriate practice to reduce teacher mobility."* He stated that the contracted teaching practice is an appropriate practice to reduce teacher mobility. Regarding reducing teacher mobility, O2.4 underlined the importance of school climate in teacher mobility and said that *"When teachers see their school as their second home, when the bell rings and they do not want to run, their mobility will decrease."* O3.2 stated *"Location opportunities can be increased in places far from the centre."* and stressed that teacher lodgings should be increased. O2.5 and O3.3 gave answers stating that an increase in teacher appointments would have a positive effect on the decrease in teacher mobility. They stated that rotation practice would have a positive effect on the decrease in teacher mobility and said *"As in the military profession, it is necessary to implement a rotation application in every four years that is compulsory for city or region changes, and it should cover everyone."*

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

In this study, it was aimed to examine the effects of teacher mobility on the academic achievement of primary school students. When the findings of the research question *"Does teacher mobility in 4th-grades make a significant difference in students' academic achievement?"* was examined, it was found that teacher mobility made a significant difference negatively on the academic achievement of students. Bruno and Neglete 1983 and Cochran-Smith in their 2004 studies revealed that academic achievement also decreased in regions where teacher mobility was intense, and they reached results in line with the research findings. Based on the survey results of London Primary School, Dolton and Newson (2003) concluded that the more intense the teacher mobility in a region, the slower the progress of students in that region; and Scafidi, Sjoquist, and Steinbrickner (2007) revealed in their studies that teacher mobility triggers low academic achievement. It can be concluded that these results are also in line with the research findings.

In the semi-structured interview form applied to teachers and school administrators, From the answers to the question *"Do you think that there can be a difference between the academic achievements of two classes who change teachers in the same school and complete primary school without changing them?"*, O3.3, O2.7, and O1.6 stated the class completing primary school without changing teachers would be more successful and so they gave answers in line with the research findings. In addition, to the question in the semi-structured interview form, *"Do you think that taking the same class for many years has an effect on the academic success of the students?"*, the majority of the participants (N=16, 80%) stated that the academic success of the students in the classroom without a teacher change would have a positive effect on the question.

When the findings of the research question *"Does teacher mobility at the 4th-grade level of a school with high socioeconomic conditions make a significant difference in the academic achievement of students?"* is examined, it is seen that there is a significant difference in teacher mobility at the 4th-grade level of the school with a high SEL (O1) on academic achievement. As Özer and Sarı (2009) mentioned in their studies, the idea that academic success depends on the reasons arising from the student has been replaced by many factors such as environmental opportunities, cultural situation, health conditions, economic opportunities, family income level, education level of parents as well as students in recent years. In this regard, teacher change can also be considered as an environmental factor that reduces student achievement (Tekışık, 2005). Unlike the findings of the study,

Türkmen (2014) revealed that even if a student is studying in a school with a high SEL, he will be affected by the change of teachers and his academic success will decrease. In addition, the semi-structured interview form applied to teachers and school administrators asked the question *"What effect do you think teacher mobility has on the academic success of students in cities and rural areas? (positive, negative, no effect)"*, all of the participants (N=20) answered that teacher mobility would have a negative impact on students' academic achievement, that this did not change according to SEL, and that overlapped with the research results.

When the findings of the research question *"Does teacher mobility at the 4th-grade level of a school with moderate socioeconomic conditions make a significant difference on the academic achievement of students?"* is examined, it is found that teacher mobility at the 4th-grade level of the school with a medium SEL makes a significant difference on academic achievement. Kültür (2019) revealed that factors such as the student's social, cultural, and family differences, the student's background and readiness, the academic load of the student, and the meeting of the students' safety and nutrition needs are effective on student success. In this regard, it can be said that the change of teachers of the 4th-grade students at the middle SEL will affect the student readiness and academic load and make a difference in the academic achievements of the students. To the question in the semi-structured interview form, "*Do you think that 4th grade students in schools with different socioeconomic levels (high, middle, and low socioeconomic levels) are affected by teacher mobility at the same level?",* O3.5 and O3.3 answered in line with the results of the research that students at all levels will be affected by teacher mobility. Moreover, to the question in the semi-structured interview form, *"Do you think that the density of teacher mobility in schools with different socioeconomic levels (high, medium and low socioeconomic levels) is equal?"*, O2.2 stated that more teacher mobility could be encountered in schools with low SEL.

When the findings of the research question *"Does teacher mobility in 4th-grades in schools with low socioeconomic levels make a significant difference on the academic achievement of students?"* is examined, it is found that there is a significant difference in the academic achievement of teacher mobility at the 4th-grade level of the school with a low SEL. In the studies of the World Bank (2011) and Önder and Güçlü (2014), it has been stated that early childhood education, which has a significant impact on increasing academic achievement, has great importance in preventing the transmission of poverty from generation to generation, increasing academic success and reducing the disadvantages among students. However, it is found that the students in the regions with the lowest SEL who need it most are not able to reach pre-school education. Barbieri et al., (2011); Clotfelter et al., (2007); Lankford et al., (2002); Sass et al., (2012); Scafidi et al., (2007); Scafidi et al., (2007); In the studies of Barbieri et al., (2011) and ACORN (2005) state in their studies that since teacher mobility is intense in schools where academic achievement is low, the number of minority students is high, and students with low SEL are intense, paid teaching practices are also experienced intensely. Hence, it is stated that this situation causes achievement differences in schools with different SEL and that teachers with less experience work in regions with low SEL. It has been observed that the studies in the literature have concluded that teacher mobility in schools with low socioeconomic conditions affects the academic achievement of students and it is in line with the research findings. Moreover, to the question in the semi-structured interview form, *"What kind of effects do you think the change in teacher mobility density according to the opportunities of the region where the school is located has in terms of opportunity and opportunity inequality among students?"*, O2.7 and O2.2 answered students in disadvantaged areas were more affected by mobility, their academic achievement was lower, and they supported that teacher mobility in 4th-grades with low SEL made a significant difference on students' academic achievement. According to the findings, it was concluded that teacher mobility increased from schools with high SEL to low SEL, and that the change of teachers created a significant difference between the academic achievements of all 4th-grade students and the academic achievement of 4th-grade students at high, medium and low SEL, and quantitative findings supported the qualitative data.

When the results of the study are evaluated, it is thought that the implementation of some policies to reduce teacher mobility by practitioners will contribute to the increase in student academic success. In order to reduce teacher mobility, the conditions of the schools should be improved, and the facilities of the schools should be brought closer to each other. In this context, emphasis should be placed on increasing school attractiveness and opportunities. If this is achieved, the mobility of teachers from schools in the low SEL region to the schools in the high SEL region can be diminished. The salaries of teachers working in regions with low SEL need to be improved, teacher housing should be provided in every rural school, and the residence problem should be resolved. Schools in difficult conditions can be improved physically (equipment materials, smart boards, etc.), and attractive educational environments can be offered for teachers. In order to improve the conditions of especially low SEL regional schools, more teachers should be appointed to these regions, and class sizes should be reduced.

Researchers may be advised to include only qualitative or only quantitative studies in their studies on the subject since this study is a mixed study. The research was limited to the three central districts of Şanlıurfa (Karaköprü, Haliliye, Eyyübiye). The same research can be extended to cover other districts of Şanlıurfa. This study includes a province of Turkey. Studies involving the whole of Turkey can be implemented. This study was conducted in a total of three schools, one from each of the regions with high, medium and low SEL. New studies can be carried out by increasing the number of schools. In order to determine the SEL of the students in the research; this study is limited by the variables such as gender, teacher change status, class, school, pre-school education status, maternal disability, paternal disability, mother's education level, father's education level, mother's profession, father's profession, number of siblings, number of siblings attending school, type of family, and level of income; however, a different study can be studied and deepened with different variables. Demographic variables in the semi-structured interview form applied to teachers and administrators are limited to variables such as school, gender, age, duty, branch, tenure

at school, and the study can be deepened with different variables. This type of research can also be employed by including the opinions of the parents.

Research and Publication Ethics Statement

This research was carried out with the permission of Harran University Social and Human Sciences Ethics Committee with the decision number 18554 dated 12/03/2021.

Contribution Rates of Authors to the Article

The authors contributed equally to the study.

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Statement of Interest

The authors declare that there is no conflict of interest.

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