

**CHALLENGES FACED BY TEACHERS SERVICE COMMISSION
IN TRANSFERRING TEACHERS ON DISCIPLINARY GROUNDS**

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**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN
PARTIAL FULFILMENT OF THE DEGREE OF MASTERS IN
BUSINESS ADMINISTRATION UNIVERSITY OF NAIROBI**

SEPTEMBER 2010

DECLARATION

This is my original work and has not been presented for a degree in any other university.

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D61/70281/2009

Signature Date

This project has been submitted for examination with my approval as University supervisor.

DUNCAN OCHORO

Signature Date

DEDICATION

I dedicate this work to my son Jonathan, through you, I found new meaning of life, I love you.

ACKNOWLEDGEMENTS

This study was greatly facilitated by senior management staff from staffing department, at the Teachers Service Commission for having provided the information used to carry out the research project. I am also indebted to Mr. Duncan Ochoro who assisted in supervising the study. The combined effort s greatly contributed to the completion of this study.

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ABSTRACT

The research in this study centered on the challenges faced by Teachers Service Commission in transferring teachers on disciplinary grounds and to recommend on ways on how to mitigate these challenges. Transfer of employees on disciplinary grounds is a common practice in government offices and Teachers Service Commission being a public service organization served a suitable case of study.

The primary data collection instrument used was a structured questionnaire consisting open-ended and closed-ended questions. Data was analyzed using both qualitative and quantitative methods. Descriptive statistics was used to analyze information on the respondents profile. Factor analysis was used to analyze the challenges faced in transferring teachers on disciplinary grounds. Content analysis was used to analyze qualitative data.

The findings of the study revealed that the key challenges identified were; disruption of teachers performance, demotion, personal growth and resignation of teachers from the service. It was apparent the respondents felt that transfers on disciplinary grounds were both effective and ineffective.

The study thus recommends that there should be well defined policy highlighting the procedures which should be taken to transfer teachers on disciplinary grounds. This will eliminate cases where authorities mis-use their powers to settle personal differences through disciplinary transfer. Teachers should also be sensitized to know that they would be held responsible for their actions and where necessary disciplinary transfer would be taken as a measure.

CHAPTER ONE: INTRODUCTION

1.0 Background of the study

Human capital is intangible and cannot be managed the way organizations manage jobs, products, and technologies. One of the reasons for this is that the employees not the organization, own their human capital (Snell & Bohlander, 2007). Therefore, if valued employees leave a company, they take their human capital with them, and any investment the company has made in training and developing those people is lost. The work force of today may be less mobile than that of twenty years ago. The lure of a new home, better job and higher salary has waned; instead the prospect of locating in a new city often brings the anticipation of higher house payments, real estate hassles and unhappy spouses who must find new jobs (Carrel, Elbert and Hatfield, 1995). In their view, employees dwindling desire to relocate, which began in 1970's continues to increase. The rise in the dual career couples many with children by previous marriages and the decrease in company loyalty are the primary reasons more employees refuse to relocate, even when given a promotion and a comprehensive assistance program.

Job transfer has been a common technique for staffing organization and cross training employees. Increasingly employees have become reluctant to accept job transfer because of the potential disruption to their personal and family lives (Brett & Relly, 1988). Many complex organizations routinely transfer employees between jobs. Since this sacrifice job-specific human capital the practice is puzzling. In business organizations, employees are shifted from one post to another or from one department to another or one unit/branch /plant of the company to the other. Such transfers are quite common in case of banks,

government departments manufacturing companies and other business organization (www.businesshub.com). Relocating employees to work as expatriates in overseas locations is competitive strategy adopted by many organizations. Developing high potential managers, enhancing a firms global perspective, controlling overseas subsidiaries, transferring technology and setting up new operation are some of the justification given for moving managers to international settings. Because the trend towards expatriate use is an expanding one(Black, Grege & MendenHall, 1992) mobile managers who are willing to move internationally and work as expatriates are major corporate assets (Brett, Stron & Relly 1993) such managers serve companies requirements for managers who can identify and relate to headquarters what is needed for successfully competing in the international arena (Tung & Miller, 1990).

1.0.1Transfers

Transfers can be described as: a reassignment of an employee to another job of similar pay, status and responsibility; the movement of an employee from one job to another on the same occupational level and on about the same level of wages or salary. No appreciable increase or decrease of duties and responsibilities is involved, although there may be a change in their specific nature and in working conditions; transferring an employee from the same organization level elsewhere in the organization without promoting him; shifting the employee from one job to another without special reference to changing responsibilities or compensation; a change in job where the new job is substantially equal in the old terms of pay, status and responsibility (Andrews, 1988)

Employers may transfer a worker to vacate a position where he or she is no longer needed to fill one where he or she is needed or more generally to find a better fit for the employee within the firm (Dessler, 2003). Personality clashes may also be a reason for a transfer (Grobble et al, 2006). Rather than risk losing a valued employee, the firm may agree to transfer employees who cannot get along with each other. A new strategic direction, growth, acquisition and downsizing all can be an occasion for transferring people (Miner & Crane, 1995). An example is where a company desires to staff a new business venture and draws upon talented people in similar positions within existing strategic business units to do so. According to Betts (2000) a transfer may have to be arranged if an employee has a health problem, personality clash, boredom or monotony for various reasons or a physical incapability and also if an organization problem arises through reorganization, redundancies or resignations. Singh and Nzuvu (1992) observes that transfers are also utilized to place employees in positions where they are likely to get greater job satisfaction.

It is important against the background of the Employment Equity Act to see that the staffs responsible for selecting employees for transfers to other jobs apply the selection criteria without unlawful discrimination (Grobble et al, 2006). Also all industry or company agreements and arrangements of custom and practice on job transfers should be examined and amended if they are found to contain requirements or conditions that appear to be indirectly discriminatory. The responsibility for effecting transfers is usually entrusted to an executive with power to prescribe the conditions under which requests for transfers are to be approved (Mamoria & Gankar, 1995). It is important that before any workers request for a transfer is approved, it should be analyzed in terms of the best interests of

both the organization and the individual (Grobbler et al, 2006). Flippo (1984) also notes that, it is important that company policy be formulated to govern the administration of all types of employees' transfers. Thus, rather than decide each case solely on the characteristics of the case, effective management needs to establish some uniformity of treatment.

Clearly the greatest barriers to transfers where relocation is necessary revolve around a spouse (Miner & Crane, 1995) this is true for both men and women, and it becomes especially troublesome when both are employed. Occasionally a company is in a position to offer employment for both marital partners in a new location, or is able to find appropriate employment for a spouse. More often, this is not the case. Reluctance to transfer and even outright refusal appear to be an increasing consequence of the dual-career marriage.

1.0.2 Disciplinary Action

Disciplinary action is the corrective action which is taken when the organizational discipline is found to have been significantly breached by one or more workers (Sokolik, 1970: 381). Disciplinary action is confined to the application of penalties that lead to an inhibition of undesired behavior (Flippo, 1984). Though the majority of employees do conform to orders, policies, and regulations, a minority still require the stimulus generated by practices. One of the most difficult tasks of a supervisor is the effective administration of negative disciplinary action.

A key issue in any disciplinary procedure is that of authority to act. In order to achieve fairness and consistency, individual managers and supervisors need to know what the

limits of their authority are when it comes to disciplinary action (Cole, 1997). Thus, the options available to organizations are: oral warning to the employee, first written warning, second or final written warning, suspension of employee with pay, suspension of employee without pay and finally, dismissal.

When a problem occurs, the manager/supervisor will have to determine the seriousness of the situation and the appropriate response (<http://freeonlineresearchpapers.com/corporate-disciplinary-actions>). In making this decision, the managers/supervisor needs to be fair towards the employee. If someone is genuinely ill and unable to work as a result, disciplinary action whether threatened or real is unlikely to bring about a return to work (Torrington, Hall & Taylor, 2008). It would not be desirable from the point of view of the employee or the employing organizations were this to be the case. There are, however, situations in which people are too ill to work have to be dismissed.

1.1 Overview of Teachers Service Commission

The history of Teachers Service Commission dates back to the colonial times when teachers were employed by different bodies namely; The Missionaries and the Government for primary school teachers, The African teachers and the government for both African and European secondary school teachers and The Kenya National Union of Teachers, established in 1957, an umbrella body of teachers found it necessary to have the decentralized system of handling teachers affairs. It therefore made it its priority to press for the employment of teachers by a central body which led to the establishment of the Teachers Service Commission (TSC) under an Act of parliament (Cap 212) of the laws of Kenya in 1967.

Effectively the commission is set up into various departments and divisions that carry out specific functions to implement the mandate of the commission as stipulated. TSC serves effectively all the 243,000 teachers who are geographically distributed all over the country serving in all over 17,000 primary schools and 3,000 secondary schools and related tertiary institutions. To serve them all, the commission has established units at the provincial and district levels as per the recommendations of the national committee on educational objectives and policies of 1976. The commission is mandated to assign and transfer teachers. The teachers are posted after study leave or after the determination of disciplinary cases to the primary schools, secondary schools and tertiary institutions. In addition the commission is mandated to transfers from one station to the other, subject to availability of vacancies and replacements. (www.tsc.go.ke)

A legitimate transfer is supposed to ensure optimal utilization of teachers and engender higher productivity. Although the Teachers Service Commission Code of Regulation for teachers stipulates in article 25 (2) that a teacher may not be considered for transfer until he or she has served in a school for a period of not less than three years, or on proven medical and special circumstances, many teachers manage to transfer from one school to another for frivolous reasons. This hastened to destabilize staff balancing and teacher turnover. There should be a clearly stated transfer policy, which spells out the conditions and the circumstances for teacher transfer (Okumbe, 1999).

There is an acute shortage of teachers in Kenya. This has been occasioned by the government ban on employment of additional teachers, coupled with retirement, deaths

and imbalancing in staffing as a result of irregular transfer of teachers by the T.S.C (Mulongo, 2001)

High teacher transfer has been found to affect academic performance at all levels. Teachers who stay in one school for a reasonably longer period of time are more efficient and more enthusiastic than those who have changed schools frequently (Demie,2002)The TSC will encourage teachers and their spouses to serve in the same station, in a major policy shift (the standard, 2004). At the same time transfers which would separate spouses will be discouraged as the TSC reviews its recruitment and transfer policies.

1.2 Statement of the problem

In organizations, employees can be transferred from one job to another or even from one shift to another (Nzuve, 1997). This is very common in the public service of Kenya and also in organizations which have operations spread across the nation. According to Dessler (2003), many firms today boost productivity by consolidating positions; therefore, transfers are a way to give employees who might have nowhere else to go but out a chance for another assignment

Employees are increasingly concerned with their quality of life and therefore less willing to relocate even if it means passing up a promotion (Carrel, Elbert and Halfield, 1995), therefore employee resistance to relocating has increased in recent years. Human resource managers must provide even greater assistance in relocation to persuade reluctant employees to move.

In Kenya, the desire to provide education for all has attracted the growing attention to the question of how to optimize the government's investment in teaching personnel, which

represents the largest share of the country's educational budget. Little research has been done on how to make the best possible use of teaching forces available, especially how to make sure that teachers are allocated places of work where they are most needed and their potential is tapped most (UNESCO, 1996).

Several studies have been carried out on Transfers, among them: Eguchi (2005); Job Transfer and Influence Activities. A study by Danguah (2010) on the impact of employees transfer on performance in the banking sector in Ashanti; Lee and Johnson (1994) studied reactions to job transfer by job type and career stage. Stassen (2003) studied job transfers in a federal government department undergoing major downsizing. Another study by Gerpott (1990) explored on the interaction effects of stressful intra-organizational transfer and collaborative interpersonal support and work-related outcomes in an R & D environment. Too and Katam (2005) have also studied primary school teachers perception of the effect of transfers on instruction in Nandi District.

From the studies reviewed above, none specifically touched on the challenges faced by Teachers Service Commission on transfer of teachers on disciplinary grounds; therefore, it is this gap in knowledge that has prompted the study. The study seeks to investigate the challenges faced by Teachers Service Commission in transferring teachers on disciplinary grounds.

1.3 Objective of the study

The study was guided by the following objectives;

- i. To determine the challenges faced by Teachers Service Commission in transferring teachers on disciplinary grounds
- ii. To recommend ways on how Teachers Service Commission can mitigate the challenges faced by transferring teachers on disciplinary grounds

1.4 Importance of the study

The research findings would give highlights on the challenges faced by Teachers Service Commission in transfer of teachers on disciplinary grounds. The study would therefore be of benefit to the management of T.S.C in order to make wise decisions in transferring teachers, especially on disciplinary grounds.

The Government, especially the Ministry of Education would benefit from the study for purposes of policy making. Other stakeholders, especially Kenya National Union of Teachers (KNUT) would also benefit from this study. Academically, the study would contribute to the body of knowledge in the area of transfer of employees on disciplinary grounds and challenges faced

CHAPTER TWO: LITERATURE REVIEW

2.0 The concept of transfer as human resource practice

To work with people effectively, we have to understand human behavior, and we have to be knowledgeable about the various systems and practices available to help us build a skilled and motivated workforce. At the same time, we have to be aware of economic, technological, social and legal issues that either facilitate or constrain our efforts to achieve our organizational goals (Snell & Bohlander, 2007). Because employee skills, knowledge, and abilities are among the most distinctive and renewable resources on which a company can draw, their strategic management is more important than ever.

Management of human resources is a formal functional area of management just like accounting, finance and marketing and it has both a line and staff management responsibility. Management of human resources requires an understanding of the way in which personnel activities are performed in ones particular organization (Nzuve, 1999). Therefore, every supervisor or manager must understand the basic principles of employee orientation. this is so because the key objectives of management of human resources are fundamental to all organizations and to all the people, in charge of employees at all levels.

Businesses are diverse. Prisons, restaurants, oil companies, corner shops, fire brigades, churches, hotel chains, hospitals, schools, newspapers, charities, professional sports teams, airlines, barristers chambers and universities are all businesses in the sense that they have overall corporate mission to deliver and these have to be achieved within

financial constraints (Torrington, Hall & Taylor, 2008). Thus, they all need to have their human resources managed, no matter how much some of the resourceful humans may resent aspects of the management process which limit their individual freedom of action.

A transfer is a horizontal or lateral movement of an employee from one job, section, department, shift, plant or position to another at the same or another place where his salary, status and responsibility are the same (Mamoria & Gankar, 2001). It therefore generally does not involve a promotion, demotion or change in job status other than movement from one job or place to another. According to Miner and Crane (1995), transfer occurs when a person moves to a new position at essentially the same grade and compensation level. Often the job itself is the same, but this need not be the case. There may or may not be a geographical relocation involved.

Graham and Bennet (1995) notes that to manage human resources in a constructive way, it is sometimes necessary to transfer employees to other jobs, sometimes of changed work requirements and sometimes because an employee is unhappy or dissatisfied in his present job. Armstrong (1999), observes that flexibility and redeployment in response to changing or seasonal demands for labor is a necessary feature of any large enterprise ; thus the clumsy handling of transfer by management however, can do as much long lasting harm to the climate of employee relations as ill-considered management actions in any other sphere of personnel practice.

According to Werther and Davis (1993) flexibility is often one key to organizational success, thus decision makers must be able to reallocate their human resources to meet internal and external challenges. Therefore, by moving people into jobs that are neither

promotion nor a demotion, managers may be able to improve the utilization of their human resources .Transferring an employee from one location to another, however, remains one of filling vacant position (Carrel, Elbert & Hatfield, 1995). In their view, the obvious advantage is that the employer is well aware of the employee's abilities and work records. In addition the newly transferred employee can quickly become productive on the new job with a minimum of training and orientation.

Management may be compelled to move people in the interest of production. But in making the move, managers should be aware of the fears of those affected in order that can be alleviated as much as possible (Armstrong, 1999). Grobbler et al (2006), add that organizations may also initiate a transfer to further the development of an employee, especially at management level. Because organizations are becoming leaner with fewer levels of management, promotions are becoming more difficult to obtain (Grobbler et al, 2006). As a result of this situation it is important that an organization finds opportunities for the promotion of their most capable managers. In order to keep primary promotion channels open, therefore the firm may decide to transfer employees who are unpromotable but productive at their present levels.

2.1 Transfer policy

Every organization should have a just and impartial transfer policy which should be known to each employee (Momoria & Gankar , 2001). For successful transfer policies, it is necessary to have proper job description and job analysis. Singh & Nzuvu (1992) add that excessive transfer can be reduced by incorporating adequate selection and placement procedures.

Company managements must frame a policy on transfers and apply it to all transfers instead of treating each transfer on its own merits. Such policy must be based on several principles of transfers:

Transfers should be made only when absolutely necessary. The frequency of transfers and the minimum period between transfers need to be decided clearly and made known to all employees. The basis of transfers should be properly decided. Large scale transfers, frequent transfers and transfers for the sake of transfers should be avoided by laying down adequate selection and placement procedures for the purpose. Responsibility for initiating and approving transfer decisions should be clearly defined and properly located. The authority to handle transfers should be decided clearly. The best course is to centralize the authority handling transfers and make the personnel/HR department responsible for all transfers.

Management should prepare a sound transfer policy for a long period. It should be given wide publicity for the information of employees. The interests of the organization should not be forgotten while framing a policy of transfers. An employee should be given an opportunity to appeal to an appropriate authority with full opportunity to an employee to express his views. And request for transfer by an employee on sound personal grounds (e.g. family problems, health, schooling of children, unsuitability of climate, etc.) Transfers should not be made as a punishment or as revenge on an employee or simply to trouble an employee and his family members. Transfers should be made after taking concerned employee in to confidence and after explaining how transfer is in the best interest of the organization and the employee. All transfers should be made in the best

interest of the organization. In addition, there should be sound justification in the case of all transfers made. The management should be able to prove its objectivity and impartiality as regards transfers made (<http://hrmba.blogspot.com>)

2.2 Transfer and disciplinary action

Discipline is a procedure that corrects or punishes a subordinate because a rule or procedure has been violated (Dessler, 2003). Therefore, the purpose of discipline is to encourage employees to behave sensibly at work. Torrington et al. (2005) notes that discipline is regulation of human activity to produce a controlled performance. It ranges from the guard's control of grapple to the accomplishment of lone individuals producing spectacular performance through self-discipline in the control of their own talents and resources.

Discipline is not only negative, in the sense of being punitive or preventative; it also makes a positive contribution to organizational performance (Price, 2007). An effective organization cannot survive if its members behave in an anarchic way. (Byars & Rue, 1993) note that discipline must be based on objective considerations. Discipline for subjective considerations such as appearance, should be avoided. Discipline must be thoroughly documented for all employees. The standards for determining disciplinary action must be the same for all employees. As with hiring practices, seemingly neutral standards may have an adverse effect on a particular group. For example, a discharge due to an employee's arrest might be considered.

Any disciplinary action must be undertaken with sensitivity and sound judgment on the supervisor's part. The supervisor must remember that the purpose of a disciplinary action

is not to punish or seek revenge but to improve the employees' future behavior. In other words, the primary purpose of a disciplinary action is to avoid similar infractions in the future (Haimann & Hilgert, 1982).

Disciplinary transfer is moving the employee to less attractive work, possibly carrying lower salary (Dessler, 2003), thus the seriousness of this is that it is public, as the employee's colleagues know the reasons. This form of disciplinary transfer is found on assembly lines where there are jobs that are more attractive and carry higher status than others, therefore, rule breakers may be pushed down the line until their contempt is purged and they are able to move back up.

To penalize the employee, transfers are also done, under which either a difficult trade union, activist or intriguer or sea lawyer may be transferred to a remote branch or office where he cannot continue his activities (Mamoria & Gankar , 2001). In government organizations, this practice is wide spread and is also preferred by the employee to the grim alternative of disciplinary action.

Transferring an employee to a job in another department involves no loss of pay or skills (Haimann and Hilgert ,1982) this disciplinary action is usually taken when an offending employee seems to be experiencing difficulty in working for a particular supervisor , in working at a current job, or in working with certain employees, thus, the transfer may bring about a marked improvement if the employee adjusts well to the new department and the new supervisor.

2.3 Challenges of Transfers

The broadening experience of a transfer may provide a person with new skills and a different perspective that makes him a better candidate for future promotion (Werther and Davis , 1993) . they argue that transfer may even improve an individual's motivation and satisfaction especially when a person finds little challenge in the old job, thus the new position although not a promotion may offer new technical and interpersonal challenges. Andrews (1988), adds that, greater work satisfaction can be ensured if a personnel member who has been incorrectly placed, is transferred to the correct position.

The basic fear will be of change itself- a fear of the unknown and the disruption of a well established situation: work, pay, environment, colleagues and workmates and travelling arrangements (Armstrong , 1999). He points out that there will be immediate fear that the new work will make additional and unpalatable demand for extra skill or effort, there will be concerns about loss of earnings because new jobs have to be tackled or because different pay scales or bonus systems, loss of overtime opportunities or the danger of shift or night work may also arouse concern. According to Milkovich and Boudreau (1988), advocates of rotation and transfer content that this approach broadens the manager's background , accelerates the promotion of highly competent individuals, introduces new ideas into the organization and increases organizational effectiveness. However, they argue that some research evidence questions the wisdom of rotation in that the organization may be moving employees before they have

experience d consequences of their decision without having to live with their results, trainees may be learning the wrong thing.

Transfer that involves geographic move increasingly affects dual career families (Werther and Davis, 1993) therefore, whether by a promotion, demotion or a lateral move, a placement decision that transfer the employee out of the local community involves more than the employee; the spouse is affected too. Miner and Crane (1995) observe that in the wave of downsizing and cutbacks that has in undated American business in the recent past, transfer has proved one of the best ways to retain talented people. Many firms have had policies of routinely transferring employees from locale to locale either to expose them to a wider range of jobs or to fill open positions with trained employees (Dessler, 2003) such easy-transfer policies have now fallen into disfavor. This partly because of the cost of relocating employees (paying moving expenses and buying back the employee's current home) and partly because firms assumed that frequent transfer had a damaging effects on transferees' family life.

Job transfers represent a frequent, an expensive and a potentially disruptive human resource issues (Brett, 1984). from a managerial perspective , job transfer has proven effective for staffing organizations and cross training employees. However employees appear to be increasingly reluctant to accept job transfer because of potential disruptions to their families or general quality of life (Brett and Relly , 1988). According to Milkovich and Boudreau (1988) there is a negative reaction to transfers. Some employees maintaining that IBM really means "I've Been Moved". thus changing social values and increase in dual career couples have combined with sky rocketing relocation

costs to make organizations consider transfers more thoroughly than they used to do. Nzuvé (1997) notes that there are times when transfer may be perceived by the employees or supervisors as a punishment or disciplinary action.

In some companies it is the custom for the least satisfactory employees to be transferred from one department to another with the result that a transfer is regarded as a discreditable, particularly if it occurs at short notice and without explanation (Graham and Bennet, 1995), an unhappy employee therefore, prefer to leave the company rather than seek a transfer. Although there certainly are transfers that are initiated by the individual, this does not appear to be the norm (Miner & Crane, 1995). How, then, do companies get people to accept transfers, especially those that involve relocation. For the ambitious, career opportunities may provide an incentive. When the alternatives are either transfer or termination of employment, many will accept the former.

According to Andrews (1988), the most important advantages of personnel transfer include; the utilization of personnel is increased, transfer is a method of advanced training, the horizons of personnel are expanded and expert knowledge and skills are ensured. Another advantage is that traditional exclusivity of departments or sections is broken because movement is ensured by transfers. Transfers boost employees' productivity, trims down employee's boredom or monotony, and prepare employees to meet up organizational urgent needs. Transfers also help to develop employees' skills and knowledge and correct interpersonal conflicts and mistaken misplacements (www.businesshub.com). Singh and Nzuvé (1992) note that there are several benefits of a

good transfer policy: it improves the productivity and effectiveness of the organization, improves the skills of the existing employees, provides greater job satisfaction to existing employees, helps stabilize fluctuating work requirements, remedies faulty placements, increases motivation and productivity through avoiding monotony, improves supervisor-employee relations and develops the employees for future promotion.

Transfers of employees do create some resentment from concerned employees. This is natural as transfers may create certain personal and family problems. Discrepancy transfers affect employee's self esteem, commitment, job satisfaction and contribution. Transfers also give rise to loss of man-days (www.businesshub.com). Transfers may lead in the lowering in the morale of personnel if their personal circumstances are not taken into account, disintegration or disruption of family life and inconvenience for example school going children who have to change schools. Other problems of transfers include; travel and subsistence costs, problem in the sale of an existing home and obtaining new accommodation (Andrews, 1988).

2.4 Reasons for transfers

The transfer of personnel is often necessitated by one or more of the following reasons; a personnel member cannot be trained or developed further in a specific position, and must therefore be transferred to another position to receive further training or to develop further (Andrews, 1988). A reduction in the workload of a specific department may result in some of the personnel being dismissed. However, if another department (branch or section) has a shortage of personnel, the personnel members concerned can be transferred instead of being dismissed.

Personnel members who lose interests in their jobs can be transferred in the hope that a change will stimulate new interest. A personnel member, who does not have sufficient experience to be promoted, can be transferred from one department (section) to another to obtain the necessary experience. Environmental factors which affect the performance of personnel member can be eliminated by a transfer. Greater work satisfaction can be ensured if a personnel member who has been incorrectly placed, is transferred to the correct position (Andrews, 1988). Transfers are necessary due to variation in the volume of work in the different department/section. Shortage of employees or increase in the workload in one department leads to transfer of employee (<http://hrmba.blogspot.com>).

Transfers are also made for providing opportunities to employee for training and development. Transfers are necessary for the rectification of poor placement made in the initial period. Similarly, transfers are necessary in order to utilize the services of an employee in the best possible manner. In order to satisfy the personal needs (personal difficulties) of the employee, transfers are necessary. They include family problem, sickness and education of children and soon, such transfer take place especially among female employees. Transfers are sometimes made in order to meet the mutual needs of employee. It is a type of mutual exchange and is usually accepted by the management. In meeting organizational needs, transfers are necessary. Organizational needs developed out of expansion programmes or fluctuation in work requirements or changes in the organizational structure or dropping of existing product lines. For example, experienced workers and supervisors are transferred to new plants/factories in order to manage the work smoothly. Transfers are sometimes made when the worker fail to perform his job

efficiently. He is transferred to a new place or post and is given an opportunity to improve his performance at a new place. Here transfer is treated as a deter alternative to outright dismissal.

Transfers are made of avoiding fatigue and monotony of work. The productivity of an employee may decline due to monotony of his or her job. To break his monotony, the employee is transferred. Removing poor personal relations between the workers and his supervisor may be smooth and cordial. This may affect the work of department. One method to solve the problem is to transfer the worker from that department. This transfer may be necessary for removal of the incompatibilities between the worker and his/her boss or between one worker and the other. Transfer may be made in order to give relief to employees who are overburdened or are working under heavy risk or tension over a long period. Similarly, transfers are made as a disciplinary action for serious mistakes on the part of employees. This practice is widespread in government offices and police department (<http://hrmba.blogspot.com>)

2.5 Types of Transfer

There are different types of transfer depending on the purpose for which the transfers are made.

Production transfer: these transfers are made from one department where the labor requirements are generally reduced to departments where labor needs are increasing or vacancies have occurred through separations. Such production transfers are made to prevent lay-offs. It is meaningless to have in the same organization lay-offs on one job and employees being needed in another department for a similar type of work.

(<http://hrmba.blogspot.com>) Thus, production transfers, at about the same occupational level, help to stabilize employment in an organization and therefore need some form of centralized control, say, through the personnel department. Sometimes production transfers may involve downgrading, that is, being transferred to less skilled jobs. Although it is called production transfers, similar situations can also exist in non-manufacturing enterprises or divisions where an employee is transferred from one department to another for similar reasons.

Replacement transfers are similar to production transfers as they also try to avoid layoffs. Replacement transfers are used, however, to replace a new employee with an employee who has been in the organization for a long period of time (Mamoria & Gankar, 2001). Remedial transfer: refers to rectification of wrong selection or placement of employees. If the employee can adjust himself in the given job he can be transferred to the job where he can use his skills and abilities accordingly. Versatility transfer: such transfers are done to increase the versatility in employees so that he can work different kind of jobs (<http://hrmba.blogspot.com>) this is done by transferring the employees to different jobs closely related in same department or process line. This is used as a training device it helps employees to develop and be equipped for the high responsibility jobs as he is having knowledge of the whole process.

Shift transfers : in many multi-shift jobs such as call centers, employees are transferred from one shift to another due to their personal reason like health problem or evening college for higher studies or any family problems. Helps employees work according to their convenience so far as timings are concerned (<http://hrmba.blogspot.com>). Plant

transfers: are made to adjust the work force of one plant with that of another –particularly when one is closed down for reasons beyond the control of the employer. Such transfers are generally affected on humanitarian grounds to ensure that persons who have been long in the services of an organization are not thrown out of employment

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined how the research study was carried out. It included the research design, data collection procedures & instruments, data analysis and reporting.

3.2 Research Design

The research problem posed could best be studied using a case study. Cooper and Schindler (2007) state that case studies place more emphasis on a full contextual analysis of few events or conditions and their interrelations. An emphasis on detail provides valuable insight (provides perceived causal inferences) for problem solving, evaluation and strategy. This detail is secured from multiple sources of information. It allows evidence to be verified and avoids missing data. Case studies have a significant scientific role. It is known that important scientific propositions have the form of universals, and a universal can be falsified by a single counter instance. The design sought to investigate the challenges in transfer of teachers on disciplinary grounds, a case of the Teachers Service Commission headquarters, Nairobi.

3.3 Data collection

The primary data collection instrument was a questionnaire. Primary data were obtained through a structured questionnaire, comprising of open-ended and closed questions. Respondents were the Commission Secretary (1), Commissioners (24), Senior Deputy Secretary staffing (1), Heads of Divisions & section staffing (3) and other senior management staff (50), from staffing department. In total there were 79 respondents. The

questionnaire was divided into two sections, 1 and 2. Section one was used to obtain general information on person and organization profile. Section two consisted of questions on challenges faced in transferring teachers on disciplinary grounds and ways of mitigating the challenges. The questionnaires was administered through “drop and pick later” method.

3.4 Data analysis

Both qualitative and quantitative methods were used to analyse the data. Quantitative method included descriptive statistics and factor analysis. Descriptive statistics was used to analyse information on the respondent profile. Factor analysis was used to analyse the challenges faced in transferring teachers on disciplinary grounds. Factor analysis is a method for decomposing information in a set of variables for meaningful factors that are underlying latent dimensions of the problem. The factors summarize the larger set of original variables /question variables into a smaller set of meaningful factors. General expression for the estimate of the j^{th} factor F_j was:

$$F_j = \sum W_{ij}X_i = W_{j1}X_1 + W_{j2}X_2 + \dots + W_{jp}X_p$$

Where W_{ij} 's are known as factor score coefficients, and p is the number of variables. Content analysis will be used to analyze the qualitative data. Content analysis examined the intensity with which certain words have been used and assisted in making inferences by systematically and objectively identifying specific messages and then relating them with their occurrence trends. The analyzed data were presented in pie charts and frequency distribution tables with percentages.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1: Introduction

The research objective were to determine the challenges faced by Teachers Service Commission in transferring teachers on disciplinary grounds and to recommend ways on how Teachers Service Commission can mitigate the challenges faced by transferring teachers on disciplinary grounds. This chapter presents the analysis and findings with regard to the objective and discussion of the same. The data was collected from the population of 79 respondents who were commission secretary, commissioners, senior deputy secretary, heads of divisions and sections and other senior managers at TSC. The findings are presented in pie charts, frequency distributions and narrations.

4.2: General information

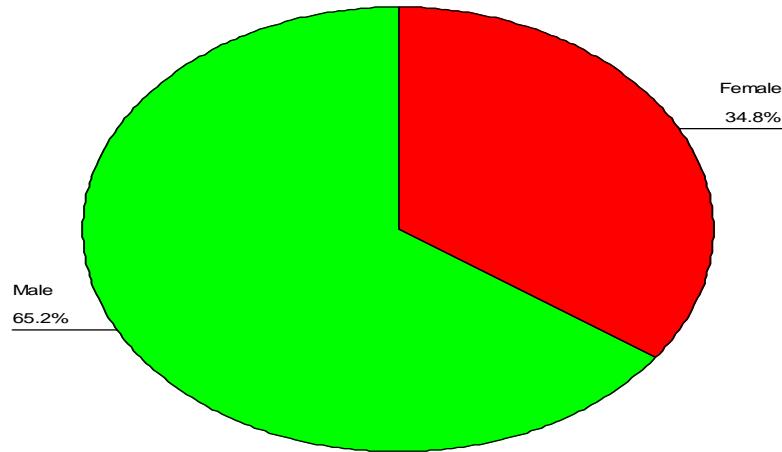
4.2.1: Response rate

A total of 79 questionnaires were issued out. The completed questionnaires were edited for completeness and consistency. Of the 79 questionnaires used in the sample, only 60 were returned. The remaining 19 were not returned. The returned questionnaires' represented a response rate of 75.9%, which the study considered adequate for analysis.

4.2.2: Distribution of respondents on gender

As can be observed, in Figure 1, the respondents were made up of 65.2 % male and 34.8% female.

Figure 1: Gender Composition



Source: Researcher 2010

4.2.3: Distribution of respondents by Age Bracket

The findings presented in table 4.2.1 show that, 15% of the respondents were of age below 30 years, 46.67% were between 30-40 years of age, 28.33% were between 41-50 years old and a few (10%) were of age above 50 years. On average the majority of the respondents were of age brackets of 30-40 years.

Table 4.2.1: Distribution of Respondents by Age

	Frequency	Percent	Cumulative Percent
Below 30 yrs	9	15.00	15.00
30-40 yrs	28	46.67	61.67
41-50 yrs	17	28.33	90.00
Above 50 yrs	6	10.00	100.00
Total	60	100.00	

Source: Researcher 2010

4.2.4: Distribution of respondents by Level of education

The results presented in table 4.2.2 shows that majority of the respondents (55%) had master's qualifications, followed by degree certificates at 35% and only 1.67% of the respondents had PhD qualifications.

Table 4.2.2: Distribution of respondents by Level of education

	Frequency	Percent	Cumulative Percent
Certificate	2	3.33	3.33
Diploma	3	5.00	8.33
Degree	21	35.00	43.33
Masters	33	55.00	98.33
PhD	1	1.67	100.00
Total	60	100.00	

Source: Researcher 2010

4.2.5: Distribution of respondents by length of Service with organization (years)

The results presented in table 4.2.3 shows that the number of years of service varies from a period of less than 5 years to over 16 years. 43.33% of the respondents had worked in their respective organizations for over 16 years, 36.67% had worked for a period of 11 to 15 years, 15.0% had worked for a period of 6 to 10 years and 5.0% had worked for less than 5 years. Majority of the respondents have worked for over 11 years, thus there is high level of understanding.

Table 4.2.3: Length of Service with organization (years)

Number of service years	Frequency	Percent	Cumulative Percent
Less than 5 years	3	5.00	5.00
6 - 10 years	9	15.00	20.00
11 - 15 years	22	36.67	56.67
Over 16 years	26	43.33	100.0
Total	60	100.0	

Source: Researcher 2010

4.2.6: Distribution of the respondents by job level

As shown in table 4.2.4, most of the respondents (83.33%) were senior managers, commissioners accounted for 11.67%, heads of divisions and sections accounted for 3.33% while senior deputy secretary accounted for only 1.67%. commissioners and heads of divisions and sections were away of official duties during the period of data collection.

Table 4.2.4: Position in the organization

	Frequency	Percent	Cumulative Percent
Commissioners	7	11.67	11.67
Senior deputy secretary	1	1.67	13.34
Heads of divisions and sections	2	3.33	16.67
Senior managers	50	83.33	100.00
Total	60	100.0	

Source: Researcher 2010

4.3 Factor analysis

Factor analysis was used in the analysis because of the concern of decomposing the information content in a set of variables into information about an inherent set of latent components/factors. This assisted in reducing a number of variables into fewer factors which are of similar characteristics.

Table 4.3.1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.298
Bartlett's Test of Sphericity	Approx. Chi-Square	1378.946
	df	136
	Sig.or the P-Value	.000

Source: Researcher 2010

In order to use factor analysis to analyse the challenges faced in transferring teachers on disciplinary grounds, it was important to test the significance of the technique (factor analysis technique). This P value of 0.000 in table 4.3.1 shows that the technique is significant at 5 percent, that is, P- value is less than the significance level.

Table 4.3.2: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.361	31.537	31.537	5.361	31.537	31.537
2	3.613	21.254	52.792	3.613	21.254	52.792
3	2.503	14.724	67.515	2.503	14.724	67.515
4	1.239	7.290	74.805	1.239	7.290	74.805
5	.978	5.751	80.557			
6	.864	5.082	85.639			
7	.753	4.431	90.070			
8	.573	3.373	93.443			
9	.405	2.384	95.827			
10	.314	1.849	97.676			
11	.167	.982	98.658			
12	.100	.588	99.246			
13	.066	.390	99.636			
14	.031	.183	99.819			
15	.023	.136	99.955			
16	.007	.038	99.993			
17	.001	.007	100.000			

Extraction Method: Principal Component Analysis.

Source: Researcher 2010

From the total variance explained table/Eigen values (a measures of the variance explained by factors), factor extraction have been done to determine the factors using Eigen values greater than 1. Factors with Eigen values less than 1.00 were not used because they account for less than the variation explained by a single variable.

The result indicates that 17 variables were reduced into 4 factors. The four factors explain 74.805% (Cumulative percentage) of the total variation, the remaining 13 factors together account for 25.195% of the variance. The explained variation 74.805% is greater than 70% and therefore, Factor Analysis can be used for further analysis. The model with four factors may be adequate to represent the data

Table 4.3.3 Rotated Component Matrix

Variables		Component			
		1	2	3	4
Transfer of teachers on disciplinary grounds is disruptive and most difficult issue to handle	X ₁	.878	.180	.043	-.114
Disciplinary transfers are always made when teacher fail to perform his/her duty efficiently	X ₂	.901	.009	-.091	.090
Teachers who have gone through disciplinary transfer perform poorly in their professions	X ₃	.680	.043	-.025	.535
Teachers are always reluctant to accept transfers especially when made on disciplinary grounds	X ₄	.889	-.009	.007	.109
Disciplinary transfers are totally unnecessary	X ₅	.726	-.022	-.107	.570
Most of the transfers at T.S.C are not objective	X ₆	.775	.061	.152	.283
In disciplinary transfer teachers are moved to less attractive work, possibly with lower salary	X ₇	.234	.656	.122	.342
Many teachers leave their profession due to disciplinary transfers	X ₈	.280	.466	.041	.685
I think teachers will prefer being transferred than face other grim alternatives of disciplinary action like suspension, dismissal & demotion	X ₉	.346	.711	.353	.077
Transfers on disciplinary grounds has been termed as violation of teachers rights	X ₁₀	-.389	.061	-.054	.037
I think disciplinary transfer is an expensive and time consuming process	X ₁₁	-.058	.803	.125	.226
I think growing dissatisfaction in teachers has been associated with disciplinary transfers	X ₁₂	-.062	.825	-.179	-.122
Teachers are transferred in the best interest of the organization	X ₁₃	-.202	.902	.133	-.039
disciplinary transfers have adverse effect on teachers performance	X ₁₄	.395	-.030	.722	-.421
Disciplinary transfers makes teaching profession even less attractive	X ₁₅	-.193	.067	.881	.152
Transfers on disciplinary grounds affects teachers self esteem commitment, job satisfaction and contribution.	X ₁₆	.120	.097	.748	-.339
Disciplinary transfers affect performance at all levels	X ₁₇	-.027	.201	.871	.363

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
 Rotation converged in 8 iterations.

Source: Researcher 2010

The rotated component matrix is to transform the complicated matrix (initial matrix into simpler one).The purpose of rotation is to achieve a simple structure i.e. we would like each factor to have non zero loading for only some of the variable so that we can easily interpret the factors.

A factor loading of 0.5 has been used to determine the variable belonging to each factor.

$$F_1 = 0.878X_1 + 0.901X_2 + 0.680X_3 + 0.889X_4 + 0.726X_5 + 0.775X_6$$

Factor one is made up of the following variables; Transfer of teachers on disciplinary grounds is disruptive and most difficult issue to handle, Disciplinary transfers are always made when teacher fail to perform his/her duty efficiently, Teachers who have gone through disciplinary transfer perform poorly in their professions, Teachers are always reluctant to accept transfers especially when made on disciplinary grounds, Disciplinary transfers are totally unnecessary and Most of the transfers at T.S.C are not objective. This factor represents the challenge known as disruption of teacher's performance

$$F_2 = 0.656X_7 + 0.711X_9 + 0.803X_{11} + 0.825X_{12} + 0.902X_{13}$$

Factor two is made up of the following variables; in disciplinary transfer teachers are moved to less attractive work, possibly with lower salary, I think teachers will prefer being transferred than face other grim alternatives of disciplinary action like suspension, dismissal & demotion, I think disciplinary transfer is an expensive and time consuming process, I think growing dissatisfaction in teachers has been associated with disciplinary transfers and Teachers are transferred in the best interest of the organization. This factor represents the challenge known as demotion

$$F_3 = 0.722X_{14} + 0.881X_{15} + 0.748X_{16} + 0.871X_{17}$$

Factor three is made up of the following variables; disciplinary transfers have adverse effect on teacher's performance, Disciplinary transfers makes teaching profession even less attractive, Transfers on disciplinary grounds affects teachers self esteem commitment, job satisfaction and contribution and Disciplinary transfers affect performance at all levels. This factor represents the challenge known as personal growth

$$F_4 = 0.685X_8$$

Factor four is made up of; many teachers leave their profession due to disciplinary transfers. This factor represents the challenge known as resignation

4.4 Managerial perspective of the effectiveness of transfers on disciplinary grounds

Respondents were of the opinion that transfers on disciplinary grounds were both effective and ineffective. Of those who felt that transfers on disciplinary grounds was effective had the following reasons; they mould teachers, teachers performance are improved for the fear of facing another disciplinary action, it streamline the conducts of teachers since it acts as checks mechanism, it encourages good conduct among teachers, a means of resolving conflicts among teachers, it gives the affected teachers a second chance to improve on their misconducts and different working environment hence better performance.

On the other hand of those who felt that transfers on disciplinary grounds was ineffective had the following reasons; reduction of teachers morale as at times teachers are not guilty, teachers feel demotivated/low self esteem and takes time to adopt in their new

work environment, head teachers and other teachers normally look down upon teachers transferred on disciplinary actions, this is like transferring a problem from one work station to another work station, at times involved teachers end up resigning/failure to take up the transfer by the affected teachers, non performers will still remain non performers irrespective of the transfers, time consuming process with no clear positive outcome, teachers are treated as if they are condemned, teachers compromise the process and change stations before they feel the impact of transfer in the new station, leads to disruption of teachers, shortages and staff imbalancing and teachers view it as a punishment tool.

4.5 Measures that can be undertaken to solve challenges

The following measures were proposed by the respondents to solve challenges faced by teachers as a result of transfers on disciplinary grounds; team building through organized meeting of members of staff on regular basis to bond and share their feelings, stress management committee to give guidance and counseling services to teachers who are undergoing stress due to transfers, better terms of services such as support in terms of transport and housing during the period of transfers, continues sensitization of teachers on possibilities of transfers on disciplinary grounds to prepare them psychologically when need be, allow the victims to defend themselves before being transferred on disciplinary actions, improve working conditions, transfer with a human face but with firmness, design self assessment for discipline prone teachers so that they are aware of the level at which they stand to be transferred on disciplinary grounds, retain the teachers in the same work station and be disciplined to encourage team work, develop implement

and monitor policies on transfers on disciplinary grounds, allow teachers to choose their own places of transfers, regular inspection by authority to monitor the performance of teachers so as to identify any sign of indiscipline at an earlier stage, tie promotions of teachers on their performance, head teachers should be empowered to handle disciplinary transfers, suspension of the teachers involved for a while so that the rest could learn from them and dismissal of the affected teachers and disciplinary transfers should be done on fair grounds just like any other normal transfers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1: SUMMARY

In summary, the study shows Majority of the respondents have worked in the organization over 6 years, thus there is high level of understanding of the organization and the information given could be relied on. It was further noted that the respondent's level of education varied from diploma holders to Ph.D holders.

The study used factor analysis to determine the challenges faced in transfer of teachers on disciplinary grounds. The predetermined 17 variables were reduced into 4 factors which explained 74.805% (Cumulative percentage) of the total variation. This was % is greater than 70% and therefore, Factor Analysis could be sufficiently be used in analyzing the challenges faced in transfer of teachers on disciplinary grounds

The key challenges identified by the study were; disruption of teacher's performance, demotion, personal growth and resignation of teachers from the service. It was apparent the respondents felt that transfers on disciplinary grounds were both effective and ineffective. Specifically transfers on disciplinary grounds was viewed as effective on the following grounds; teachers performance would improved for the fear of facing another disciplinary action, it would streamline the conducts of teachers since it acts as checks mechanism, it encourages good conduct among teachers and a means of resolving conflicts among teachers and it also gives the affected teachers a second chance to improve on their misconducts.

It was also noted that transfers on disciplinary grounds was in effective on the following grounds; head teachers and other teachers normally look down upon teachers transferred on disciplinary actions, non performers will still remain non performers irrespective of the transfers and transfer normally is a time consuming process with no clear positive outcome.

It was noted that specific ways on how solve challenges faced by teachers as a result of transfers on disciplinary grounds would include; team building through organized meeting of members of staff on regular basis to bond and share their feelings, coming up with stress management committee in each school to give guidance and counseling services to teachers who are undergoing stress due to transfers, continues sensitization of teachers on possibilities of transfers on disciplinary grounds to prepare them physiologically when need be, allow the victims to defend themselves before being transferred on disciplinary actions, retain the teachers in the same work station and be disciplined to encourage team work, develop and implement policies on transfers on disciplinary grounds, tie promotions of teachers on their performance and head teachers should be empowered to handle disciplinary transfers.

5.2: CONCLUSION

From the findings of the study, it can be concluded transfer of teachers on disciplinary grounds is both effective and ineffective. The key challenges identified by the study were; disruption of teacher's performance, demotion, personal growth and resignation of teachers from the service.

5.3: RECOMMENDATIONS

The following recommendations are given to both the policy makers and researchers;

5.3.1. Recommendations to policy makers

There should be a well defined policy highlighting the procedures which should be taken to transfer teachers on disciplinary ground. This will eliminate cases where head teachers on any body in authority mis use his/her powers to settle personal differences through disciplinary transfers. There is an urgent need for all stakeholders both the transferred teacher and the authority to recognize the negative effect this transfers causes in the learning system and come up with ways of monitoring and identification of any form of indiscipline cases at an earlier stage. Once the problem is identified stun action should be taken to avert the future occurrence.

Teachers should be sensitized to know that they would be held responsible for their actions and where necessary transfer teachers on disciplinary ground would be used.

5.3.2. Recommendations for Further Research

The study confined itself to TSC, more so public schools, a similar study should be conducted on private schools and the results be compared so as to establish whether there is consistency among the teachers in both public and private schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear respondent,

REQUEST FOR RESEARCH DATA

I am a postgraduate student currently pursuing an MBA degree at the School of Business, University of Nairobi. I am in my research year of my postgraduate studies focusing on.

“The challenges faced by T.S.C in transferring teachers on disciplinary grounds”.

Your organization has been selected for this study. The specific objective of the survey component of the research is to identify and document the management's findings on challenges in transfer of teachers on disciplinary grounds. If you are interested in the results from this study you are welcome to request a copy of the final report by supplying your name and email address. Any queries regarding the questionnaire or the overall study can be directed to the undersigned. Please be assured that this information is sought for research purposes only and your responses will be strictly confidential. No individual's responses will be identified as such and the identity of persons responding will not be published or released to anyone.

All information will be used for academic purposes only. Please assist me in gathering enough information to present a representative finding, by completing the attached questionnaire. Your participation is entirely voluntary and the questionnaire is completely anonymous. Thank you very much for helping with this important study.

Yours Sincerely,

Florence Yvonne lyne Tum(MBA Student)

University of Nairobi
P.O.Box 30197
Nairobi

Mr. Duncan Ochoro
(Supervisor)
University of Nairobi
P.O.Box 30197
Nairobi

Appendix II: Questionnaire

Please respond to the following information and tick in the appropriate box.

Section I: PERSONAL INFORMATION

1. Gender: male Female

2. Age:

Below 30 yrs

30-40 yrs

41-50 yrs

Above 50 yrs

3. Level of education:

Certificate

Diploma

Degree

Masters

Ph.D

4. Length of service at T.S.C:

Less than 5 yrs

6-10 yrs

11-15 yrs

Over 16 yrs

5. Indicate your job level:

Commission Secretary

Commissioner

Senior Deputy Secretary (staffing)

Heads of divisions and sections (staffing)

Various cadre of staff (staffing)

Section II:

(a) This section addresses the challenges faced in transferring teachers on disciplinary grounds

Please state your level of agreement with the statements indicated below. Where 5 indicate strongly agree and 1 indicates strongly disagree.

	Statement	1	2	3	4	5
7	Transfer of teachers on disciplinary grounds is disruptive and most difficult issue to handle					
8	Disciplinary transfers are always made when teacher fail to perform his/her duty efficiently					
9	Teachers who have gone through disciplinary transfer perform poorly in their professions					
10	Teachers are always reluctant to accept transfers especially when made on disciplinary grounds					
11	Disciplinary transfers are totally unnecessary					
12	Most of the transfers at T.S.C are not objective					
13	In disciplinary transfer teachers are moved to less attractive work, possibly with lower salary					
14	Many teachers leave their profession due to disciplinary transfers					
15	I think teachers will prefer being transferred than face other grim alternatives of disciplinary action like suspension, dismissal & demotion					
16	Transfers on disciplinary grounds has been termed as violation of teachers rights					
17	I think disciplinary transfer is an expensive and time consuming process					
18	I think growing dissatisfaction in teachers has been associated with disciplinary transfers					
19	Teachers are transferred in the best interest of the organization					
20	disciplinary transfers have adverse effect on teachers performance					
21	Disciplinary transfers makes teaching profession even less attractive					
22	Transfers on disciplinary grounds affects teachers self esteem commitment, job satisfaction and contribution.					
23	Disciplinary transfers affect performance at all levels					

24. From a managerial perspective, are transfers on disciplinary grounds effective? Give reasons

1.....

.....

2.....

.....

.....

3.....

.....

.....

4.....

.....

.....

Any other (s)

.....

.....

.....

25. Please suggest measures that can be undertaken to solve challenges stated above

1.....

2.....

3.....

Any other(s)

.....

.....

.....

THANK YOU FOR YOUR COOPERATION