

**INFLUENCE OF TEACHERS' TRANSFER ON
STUDENT ACADEMIC PERFORMANCE IN PUBLIC
SECONDARY SCHOOLS IN KENYA**

WILFRED MAGETO ONSOMU

UNIVERSITY OF NAIROBI

SCHOOL OF EDUCATION

PSYCHOLOGY DEPARTMENT

2014

This Research project is submitted in partial fulfilment of the requirements of the award of the degree of masters of education in measurement and evaluation

©

Copy right

All rights reserved. No part of this work may be reproduced, stored in a retrieval system or transmitted in any form or means whether electronic, photocopy, recording or otherwise without prior permission of the author or University of Nairobi

DECLARATION

This research project report is my original work and has not been presented for award of degree in any other University.

Signature Date.....

Wilfred MagetoOnsomu

E/58/71862/2011

This research project report has been submitted for examination with my approval as the university supervisor

Signature Date.....

Professor Patrick O .O. Digolo

DEDICATION

This project is in loving memory of my late parents Joseph and Mellen Onsomu for their inspiration. My dear wife Jane, our beloved children Asnath, Melody, Brian and Joy for their patience, support and encouragement during my studies. My brother Dan for providing a leaning shoulder throughout the study period.

ACKNOWLEDGEMNT

I am greatly indebted to the course coordinator Dr. Karen Odhiambo for her constant encouragement and guidance, my supervisor, Professor Patrick Digolo for the scholarly guidance and assistance he accorded me throughout this study. The university of Nairobi lecturers in the Department of Psychology: Dr Isaiah, A. Nyandege, Dr Luke Odiemo, Dr Origa, Dr Levi and Mrs Ogonda.who successfully took us through the course.

I also wish to appreciate the principals and teachers in, Nyamira County for their support and cooperation during data collection. Last, but not least Pamela for patiently typing this work.

TABLE OF CONTENT

DECLARATION.....	III
DEDICATION.....	IV
ACKNOWLEDGEMNT	V
LIST OF FIGURES	X
LIST OF ABBREVIATIONS AND ACRONYMS	XI
ABSTRACT.....	XII
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background To The Study	1
1.2 Statement Of The Problem.....	4
1.3 Purpose Of The Study	5
1.4 Research Questions	5
1.5 Significance Of The Study	5
1.6 Limitations Of The Study	6
1.7 Delimitations Of The Study	7
1.9 Operational Definition Of Terms.....	7
1.10 Organization Of The Study	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 Teacher Mobility.....	9
2.3 The Teacher Transfer Situation In Public Secondary Schools	11
2.3.1teacher Transfer Challenges In The Provision Of Quality Education	14
2.3.2. The Attitudes, Opinions And Perceptions Held About Teachers ‘Transfer	15

2.4 The Extent To Which Teacher Transfer Influence The Provision Of Quality Education	16
2.5 Theoretical Framework.....	17
Students Especially In Terms Of Their Academic Achievement.....	17
2.5.1 The Human Capital Theory	18
2.6 Conceptual Framework.....	20
CHAPTER THREE.....	22
RESEARCH METHODOLOGY	22
3.1 Introduction.....	22
3.2 Research Design.....	22
3.3 Target Population.....	23
3.4 Sample Size And The Sampling Procedure	23
3.4.1 Sample Size Determination.....	24
3.5 Research Instruments.....	25
3.5.1 Pretesting.....	26
3.5.2 Validity Of The Data Collection Instruments.....	26
3.5.3 Reliability Of The Data Collection Instruments	26
3.6 Data Collection Procedure	27
3.7 Data Analysis	27
3.8 Ethical Considerations	28
CHAPTER FOUR.....	29
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS OF FINDINGS.....	29
4.1.1 Response Rate.....	29
4.2 Descriptive Statistics.....	30
4.2.1 Demographic Characteristics Of The Respondents	30
4.2.3 Underlying Reasons For Teacher Transfer Requests In Secondary Schools.....	35

4.2.4 The Extent To Which Teachers Transfers Influence The Provision Of Quality Education	38
4.3 Inferential Statistics	40
4.3.1 Correlation Analysis	40
4.3.2 Regression Analysis.....	42
4.3.3 Anova Results	44
CHAPTER FIVE	46
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	46
5.1 Introduction.....	46
5.2 Summary Of The Findings.....	46
5.3 Conclusions.....	50
5.4 Recommendations.....	51
5.5 suggestions For Further Study	52
References.....	53
Appendices.....	57
Appendix i: Letter Of Transmittal.....	57
Appendix ii.....	58
Questionnaire For Head Teachers.....	58
Appendix iii	63
Questionnaire For Teachers	63
Appendix iv.....	67
Appendix v.....	68

LIST OF TABLES

Table 2.1: The Performance Of The Five Public Secondary Schools Nyamira County For The Last Three Years	13
Table 2.2: The Performance Of Manga Sub – County In Kcse Between 2008-2012.....	14
Table 4.3: Teacher Transfer Characteristics In Secondary Schools	33
Table 4.4: Underlying Reasons For Teacher Transfer Requests In Secondary Schools	36
Table 4.5: Individual Teachers’ Motivations For Relocating To Other Schools.....	37
Table 4.7: Summary Of Correlations.....	40
Table 4.8: Multiple Linear Regression Analysis Model Summary	43
Table 4.9: Multiple Linear Regression Results.....	43
Table 4.10: Summary Of Anova–Based On Performance Of Students In Schools.....	44

LIST OF FIGURES

Figure 2.1 Conceptual Framework On Effects Of Teacher Transfer On Performance Outcomes	21
---	----

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
B.O.M	Board of Management
K.C.P.E	Kenya Certificate of Primary Education
K.C.S.E	Kenya Certificate of Secondary Education
M.D.G	Millennium Development Goal
M.O.E.S.T	Ministry Of Education Science and Technology
N.C.E.S	National Centre on Education Statistics
T.S.C	Teachers Service Commission
SPSS	Statistical Package for Social Sciences

ABSTRACT

Globally teaching is considered a relatively large occupation. It has been observed that teaching is increasingly an “occupation” with relatively high flows in, through, and out of School. The high rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. The consequence of these unfavourable transfers has been an inequitable teacher distribution in schools and regions. Hence, the Purpose of the study was to establish how teacher transfer influences performance in public Secondary schools in Nyamira County. In particular, it sought; to describe the teacher transfer characteristics; to determine the underlying reasons for teacher transfer requests and to determine the extent to which teacher’s transfers influence the provision of quality Education.

The Human Capital Theory guided the study. Survey design was adopted targeting 91 teachers and head teachers drawn from Manga Sub County in Nyamira County using both systematic random sampling technique and purposive sampling. Data was collected using questionnaires and analyzed using both descriptive and inferential statistical methods. The findings revealed that teacher mobility in the area was mainly of the transfer type, hence, the area was not actually losing its teachers to other professions, but that teacher movement was from one school to the next in the county. Members of the teaching staff did not experience much conflict amongst themselves while at work as much as they did with the school management. This emerged as the greatest motivator for teacher transfer. However, poor staff motivation was also contributing to the desire to move to other schools together with increasing workload especially experienced when a teacher left the school. Teacher transfers increased the Workload for the remaining staff as replacements were not done immediately and when they did eventually come, their suitability was in doubt. This compromised the quality of education and at times prompted the students to complain to the management when they found it hard to cope with the replacement.

It was therefore recommended that; the education office in the area needs to be considerate during teacher placement so as to suitably place teachers where they can be most productive and settled to avoid transfers; the schools management approaches to staff- management conflicts need to be improved to check growing teacher

frustrations and desire to leave the Schools; there is need for more information sharing among the stakeholders on the developments in teacher retention and transfer requests by schools so that the suitable can be made in good time. It is further recommended that more research should be done on; the impact of devolved government's policies on teacher mobility and; the effect of School Management Committee structure on provision of quality education in secondary schools

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally teaching is considered a relatively large occupation. Teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. However, it has been observed that teaching is increasingly an “occupation” with relatively high flows in, through, and out of school. The high rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching (Feng and Sass, 2008). Teacher mobility characteristically involves teacher transfers or job change with the latter being strongly associated with teacher attrition in schools (Kreig, 2006). For example, if high quality teachers possess transferable skills that are valued in other occupations, then attrition will tend to erode average teacher quality. Given that this is a global phenomenon, governments all over the world are setting up measures to contain the situation using several incentives and policies (Mulkeen, 2005).

In the United States, teachers double the number of registered nurses and five times more than lawyers (Statistical Abstract, 1998). However, the rate of turnover in the teaching profession appears to be higher than in many other occupations. Consequently, teacher turnover has emerged as a significant problem affecting school performance and student achievement. Schools and staffing survey from the National Center on Education Statistics (2000) provided sufficient evidence indicating that

approximately a third of America's new teachers leave teaching during their first three years of teaching and one half leave during the first five years. In China, Buchmann and Hannum (2001) noted the rising concerns about acute teacher retention problem. With the opening up of labor markets, alternative career paths are increasingly open to current and potential teachers. At the same time that jobs increasingly vary in their compensation, good teachers have greater flexibility to move to better jobs within the school system. Schools serving poor rural communities face barriers to retaining qualified teachers (Buchmann and Hannum, 2001).

In the western countries particularly the United States, reduction in school size to improve the learning environment is being used together with other incentives (Feng, 2005). African countries are also employing different incentives to increase teacher retention; Mozambique for example employs a system of financial bonuses for teachers who locate in rural areas and teachers who teach two shifts; in Lesotho, a flat bonus is paid per month to teachers who locate in the mountainous hardship zones; similarly, in Uganda a hardship allowance of 20% of basic salary is given to teachers working in 'hard-to-reach' areas (Mulkeen, 2005). Hedges (2002) study reveals that in Ghana, a policy of posting newly qualified teachers in pairs is beginning to bear fruit as well as the strategy of linking rural deployment with a teacher education outreach program, with the aim of helping female teachers to feel safe and have a greater sense of control over their deployment (Hedges, 2000). In Malawi a strong association between the availability of housing in an area and the retention of teachers in schools and more so female teachers has been reported (Mulkeen, 2005). In addition to some of the incentives mentioned above, a bonding policy which restricts

newly recruited teachers from transferring before the end of five years has also been put in place in Kenya since 2001 (Republic of Kenya, 2003a).

Despite the efforts to enhance teacher retention, teacher mobility is still prevalent in many areas in Kenya especially in the rural areas. Transfer requests by teachers particularly in the western part of the country still remain way above the national average of 5% (Ariko and Simatwa, 2011). It is observed that at the policy level from where these incentives are designed it is difficult to envision micromanagement of schools as policies are more inclined to tackle national and regional issues. Presently, there is a shortage of 80,000 teachers in both primary and secondary schools in Kenya (TSC, 2013). In secondary schools the shortage currently stands at 20,000. To bridge this gap, the school boards of governors have resorted to hiring of B.O.M teachers.

Education is the cornerstone for socio-economic development. This objective cannot be achieved in an environment of poor performance. In fact education is the key for the attainment of Kenya's vision 2030 and the Millennium Development Goals (MDGs) by 2015. It has been observed in the current research that education standards in secondary schools Nyamira County are gradually deteriorating. This state of affairs has led to the education stakeholders in the area citing several possible factors as responsible for the declining performance of the schools. Among these is the issue of teacher transfer. Queries have been raised around teacher transfer in the area such as, is there any relation between teachers transfer and school performance? If yes, how does the transfer of the teachers impact the performance of school? What motivates the teacher transfers from schools in the area? And how do these transfers impact the provision of quality education? Determining these questions through research will be

instrumental in understanding and solving one of the significant educational challenges facing Nyamira County and other areas in the country facing similar challenges.

1.2 Statement of the problem

Personnel transfer, intra-system transfer and promotion, without replacement causes understaffing in an organization (Okumbe, 2001). It is now becoming common knowledge that teachers seek to transfer from one school to another school or from one region to another region that is of relative advantage in terms of working conditions. The consequence of these unfavourable transfers has been an inequitable teacher distribution in schools and regions. The Ministry of Education in Kenya has been rationalizing distribution of teachers from overstaffed schools to understaffed schools. Accordingly, teachers' transfers and deployments are caused by various reasons with some being valid while others are not (Mwiti, 2007). For instance, in December 2006, 363 transfers out of 1183 requests across the country were granted while 493 were also transferred within the same year on balancing and needy cases creating a shortfall in some schools (Ng'eno, 2007). Teacher transfer in secondary schools in Nyamira County has been quite significant between the year 2007 and 2011. These transfers were occasioned by among other factors, the political temperature in the country then. Consequently, the performance in KCSE Examinations in that period kept on fluctuating. Studies done on education standards in secondary schools in this area and the neighbouring areas have placed little focus on the impact of staff deficiency occasioned by teacher transfer on the performance of the schools.

1.3 Purpose of the study

The purpose of the study was to establish how teacher transfer influences performance in public secondary schools in Nyamira County. In particular, it sought;

- i. To describe the teacher transfer characteristics in secondary schools in Nyamira County.
- ii. To find out the underlying reasons for teacher transfer requests in secondary schools in Nyamira County.
- iii. To determine the extent to which teachers transfers influence the provision of quality education.

1.4 Research Questions

The study was anchored on the following research questions.

- i. What are the teacher transfer characteristics in secondary schools in Nyamira County?
- ii. What are the underlying reasons for teacher transfer requests in secondary schools in Nyamira County?
- iii. How do teacher's transfers influence the provision of quality education in secondary schools in Nyamira County?

1.5 Significance of the study

The study sought to discover the existing phenomenon of quality of education in the context of teacher transfers and its effects on the school system and student performance and achievement . It will inform county and area education officers on various causes of transfer and possible remedies to curb the same .

The study will provide useful insights in the management of available human resources and ways of retaining staff at District level with a view to promote quality education and provide continuity in the instructional process.

The county education officers and the county Quality Assurance officers might get useful information on various teacher issues that if not well handled can influence teacher retention and quality education.

The policy makers at the Ministry of Education will get useful insight on issue of transfer and perhaps get data on other ways of promoting teachers. Recommendations put in place, the teachers will be motivated or remain in the profession so that the students learning is not interrupted .

Findings and recommendations may prove useful to BOM and head teachers as they can get new trends in minimizing exit of available teachers and management strategies of their teachers with a view of minimizing shortage of teachers which in turn will reduce heavy workloads for available teachers. This will motivate them to stay.

1.6 Limitations of the study

The findings were limited by the fact that most of the primary data to be collected were based on self-reporting and some of the respondents were likely to be untruthful in their responses. Also the survey design adopted may impose some limitations as to the depth of the findings especially given that it is being done over a wide area in a short time. However, the study overcame some of these limitations by use of appropriate sampling techniques and good instrument design.

1.7 Delimitations of the study

The study was conducted in public secondary schools in Nyamira County only. The findings of this study were limited to public secondary schools in the area and were not necessarily generalizable to private secondary schools or other secondary schools in the country since the management systems in those institutions are significantly different. The findings may not necessarily reflect what goes on in other countries since their context with respect to teacher transfer may also be significantly different from the one in the Kenya. The study was conducted over a six months period. The target population for the study that comprised the teachers and the school heads is accessible during most of the days of the school term.

1.9 Operational Definition of terms

Performance: Academic performance: is the final grade awarded to a student after doing an examination or a test on a course of study i.e. an outcome of Education. It is the extent to which a student has achieved their educational goals and objectives as measured by examinations or continuous assessments.

Public secondary schools: there are two categories of secondary schools in Kenya's public and private. Public secondary schools are funded by the government or communities and are managed through board of governors and parent-teacher Associations. The private schools on the other hand are, established and managed by private individuals or organizations including missionaries.

Secondary school teachers: Secondary school teachers in this study refer to professional teacher holding diploma or degree certificate from diploma teacher

training colleges and education faculties of university. The teachers are employed and supervised by TSC.

Teacher transfer: A teacher transfer is an agile alteration in assignment within the district, province or from one school to another (Farzane et, al, 2012).

1.10 Organization of the Study

The study is organized into five chapters. Chapter one consists of background to the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study assumptions of the study, definition of significant terms and organization of the study. Chapter two deals with literature review, theoretical framework and conceptual frame work of the study. Chapter three covered the methodology; research design, target population, sample size and sampling procedures, research instruments, validity and reliability of research instruments, data collection procedures and data analysis. Chapter four dealt with the actual analysis, interpretation and reporting of the results. Finally, Chapter five presented a summary of the study, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, various studies done on the extent of teacher transfer situation in secondary schools, the extent to teacher transfer influences the provision of education, and to establish that can be instituted to address rates will be discussed.

2.2 Teacher mobility

Occupational mobility is for an employee to change jobs and / or grade in the same occupational field or another. It has also been defined as the ability of the individual to change jobs after the acquisition of a new skill. It should not be confused with the geographic mobility that these two concepts are often linked. The term "mobility" can cover various types of job changes: change of position within the same organization; transfers to a similar organization while still retaining one's profession; or transition from one organization to another to take up a different profession altogether (Bachman and Hannum , 2001). The patterns of job mobility primarily described as occupational and geographic mobility provides opportunities for career development and social advancement. In some cases it is for the employee protection against loss of employment especially due to redundancy.

Occupational mobility may be an employee choice, wanting to get better pay, better working conditions or a new position. It can also be given if required by the employer, for example: on promotion conditional acceptance to change workplace; or

during a relocation or restructuring of the company (merger, consolidation activities). Geographical mobility on the other hand is the physical movement of the employee to another location where there are perceived better development prospects either for the employee alone or his and that of his family (Tirop, 2011). This form of mobility is also informed by social mobility where workers do not necessarily change jobs but move to areas of relative affluence where they can work together with their peers (Ingersoll, 2001). For instance in the US teacher mobility trends are influenced by among other things the students racial composition and poverty ratings and as such many white teachers tend to move away from the inner city towards the more affluent suburbs or rural areas if they are to continue with the profession (Feng and Sass, 2008). In the developing world Kenya included, the trend is reversed as teachers tend to gravitate towards urban areas which they perceive as more developed and relatively affluent a situation that has prompted some African governments to use incentives such as pairing of teachers during recruitment and also providing monetary incentives for teachers willing to work in rural or remote areas (Hedges, 2002).

Most of the studies have been done separately in the area of school leadership and teacher mobility and have yielded important information regarding such issues like gender (Sperandio and Kagoda, 2009) and socioeconomic conditions in the school areas (Feng and Sass, 2008). Ariko and Simatwa (2011) however, attempted to link the two but their scope was limited as other factors were also being considered, hence, they could not dwell on the specific aspects of the leadership styles and their effect on teacher mobility. This section highlights some of the school leadership styles and the challenges they face in teacher retention.

Teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. Given the central role of teacher quality in determining student achievement (Feng and Sass, 2008), there is growing concern over the impact of teacher job change on both the overall level of teacher quality and the distribution of teacher quality across schools. The effects of teacher labor market decisions on teacher quality and student achievement are ambiguous, *apriori*. For instance, if high quality teachers possess transferable skills that are valued in other occupations, then attrition will tend to erode average teacher quality (Aaronson, 2007). However, attrition may have a positive effect on the average quality of teachers if relatively less-effective teachers receive little job satisfaction, voluntarily leave the profession and are replaced by more able teachers. Likewise, the effect of teacher movement across schools on the distribution of teacher quality across schools is not clear *ex-ante*. Inter-school mobility of teachers could exacerbate the divergence in education quality across schools if schools serving disadvantaged populations lose their best teachers to schools serving more advantaged students. However, it is also possible that switching of schools by teachers has no effect on the distribution of teacher quality across schools and simply enhances the utility of the teachers that move.

2.3 The teacher transfer situation in public secondary schools

High rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. Therefore, the Kenya government has been committed to staffing all public schools with teachers and reducing teacher transfers by offering enhanced salaries and allowances. In addition, a bonding policy which restricts newly recruited teachers from transferring before the end of five years

has also been put in place since 2001. Despite these measures, teacher transfer requests are still high at an estimated at 10.9%. The socioeconomic and environmental factors linked to teacher transfer requests include accessibility, location of schools, availability of opportunities for further studies, electricity as well as housing. Teacher-related factors include teachers' family ties, teachers' background, and teachers' age while factors associated with students included students' rural catchment area, class sizes and students' socio-economic backgrounds. Management factors encompass availability of opportunities for teacher promotion due to less professional contact and support, opportunities for teacher recognition, collegial treatment and availability of induction or mentoring programs (Republic of Kenya, 2009 b).

Personnel transfer (intra-system transfer and promotion) without replacement cause severe staff deficiency in an organization (Okumbe, 2001). Transfers of teachers by TSC are caused by the following reasons (Mwiti, 2007). on promotion or redeployment, on grounds of personal security, on illness and health, pressure from the local community to transfer a teacher due to socio cultural differences. A teacher can be transferred to pursue some personal interest or for non conducive working environment or hardships. A teacher can run away from responsibility and perceived frustrations or the need for married couples to be closer to their spouses. In Malawi, there is a great deal of teacher movement. In 2004 over 4000 teachers, or 10% of teacher's population transferred to another school.

Teachers leave their current schools for various reasons. Scholars like Chabari (2010) and Smollin (2011) outline the causes of teacher transfer in schools to include: poor working conditions, testing pressure in an attempt to raise the students' scores which causes teachers to experience more stress and less job satisfaction; low wages that cannot sustain the teacher and meet other basic needs; job insecurity or threats of layoffs which contribute to teachers anxiety, pursuit of greener pastures and burn out. The situation is not different in Kenya, and The above factors had contributed to most transfers that were done every year (Mwiti, 2007). In December 2006, for instance, 363 transfers out of 1183 requests across the country were granted while 493 were also transferred within the same year on balancing exercise and needy cases creating a shortfall in some schools (Ng'eno, 2007).

Table 2.1: The performance of the five public secondary schools Nyamira County for the last three years

School	2010	2011	2012
Nyambaria Boys	7.791	7.871	8.414
Tombe Girls	4.828	5.418	5.518
Geke Mixed	5.169	5.539	5.721
Nyaikuro Mixed	6.632	5.909	4.783
St Mary's Ekerubo	3.697	3.333	3.023

The Table above shows the performance of the five public secondary schools Nyamira County for the last five years.

Source: Nyamira County Education Office (2013)

Table 2.2: The performance of Manga Sub – County in KCSE between 2008-2012

Year	2008	2009	2010	2011	2012
Mean	3.7910	3.9268	3.7332	5.69	4.8672

2.3.1 Teacher transfer challenges in the provision of quality education

Nzuve (2007) says that the major concern for an organization should be the cost associated with filling in the vacant positions. These costs include recruitment and selection, training and development, interruption of ongoing group work and possible demoralization of the remaining members. Unplanned and unexpected exits in an organization for administrators or employers necessitates an expenditure during replacement exercise, the time interval between exit and replacement means that students will not be taught which affects their academic performance. The expenditure incurred during replacement would be used in acquiring teaching and learning facilities. Griffin (1996) contends that Kenyan teachers on seeing a chance of earning more money can and quite frequently do quit their teaching positions with no notice at all.

In Kenya, the objectives of teacher's transfer are provided in the Teachers Service Commission code of regulation for teachers. The objectives include serving the teacher's interest. Teachers request to be transferred from one school to another. Transfers are used to promote teachers. They are also used to punish teachers that are transferred on demotion as a result of disciplinary action by the commission, (republic of Kenya, 1986) Teacher transfers are as well supposed to be used to distribute teachers to the public schools in the republic as provided in the laws of Kenya, TSC Act section 4 (Republic of Kenya, 1968).

2.3.2. The attitudes, opinions and perceptions held about teachers ‘transfer

The opinions, attitudes and perceptions will be discussed in light of various theories of motivation. According to Herzburg (1959) hygiene factors cannot motivate employees but they can minimize dissatisfaction if handled properly. Hygiene factors include organizational policies, supervision, salary, interpersonal relations and working conditions. Motivators are defined as those factors that create satisfaction by fulfilling individual’s needs for meaningful personal growth. They include factors like achievement, recognition, the work itself, responsibility and advancement. Herzbug (1959) says that once the hygiene factors are addressed, motivators will promote job satisfaction and encourage productivity.

Motivation can be intrinsic or extrinsic. Intrinsic is that which comes from within the individual, team, group or organization. Its execution brings about production and self actualization. Extrinsic motivation is that which originates outside of the individual or organization under scrutiny. The fulfillment of external motivation results in what Lawler (1973) called social rewards. Dyer (2002) defines three areas affected by motivation: A change in the amount, quality or direction of performance. Motivation of teachers is important as a motivated workforce has been shown to be more productive and therefore more beneficial to the organization.

Ndegwa (1971) noted, among other things the need to improve efficiency and economy in the administration of the teaching force. In spite of the government’s commitment to improving the terms and conditions of the teaching force, our learning institutions have been faced with increased cases of teacher shortage and low morale among the existing teachers. There is therefore need for school managers to seek ways of motivating teachers in order to retain them in their schools and

ensure that they perform to the best of their capacity. George (2010) cites Lumadi (2008) who argues that employees feel motivated to continue working for an organization where collegiability, supportive supervision, administrative support and encouragement. Shem (1997) and Quartz (2008) points out that social support of teachers, lack of respect from education officers have been some of the reasons why teacher attrition occur.

2.4 The extent to which teacher transfer influence the provision of quality education

The ministry of education has been rationalizing distribution of teachers by transferring teachers from overstaffed to understaffed schools. Ingersoll (2001) and Feng (2005), contend that since teacher transfers do not contribute loss in the total supply of public school teachers in the country, empirical research has assumed that it is less significant. On the other hand Cailled (1989) maintains that because the art of teaching is a developmental process, it involves a complex set of skills many of which can only be well polished on uninterrupted job experience, makes the impact of a teacher transfer on learning process to be the same as attrition. In Kenya, weaknesses in planning have affected training, employment and deployment of teachers and thus distorted their distribution and utilization. Consequently, there exists an unbalanced distribution of teachers, teacher shortages, teacher surplus and inefficient utilization of teachers (MOEST, 2006).

A teacher transfer has a direct influence on the quality of education offered in schools. In case of shortages, the available resources (teachers and finances) spread thinly in effort to fill the gap. It forces schools to hire part time teachers instead of

acquiring learning materials Large classes reduce individual learner contact which is essential for effective learning Nkanatha (2010) cites Huebler (2008) who asserts that high pupil teacher ratio contributes to poor performance as the teacher will be greatly challenged to offer individualized attention. Otieno (2006) cites poor students teacher ratio as one of the factors that influence student performance. study by Musau(2005) on the factors influencing performance in Kenya certificate of Education(KCPE) in Makueni district in Kenya, found out that one of the key factors that influence performance is the number of staff in a school. While it is normal for employee to join and leave an organization, high or low staff turnover is costly to an organization. Ingersoll (2001), contend that high levels of employees or desire transfers or desire to leave are both cause and effect of a dysfunction and low performance in organizations. Oduro and Macbeth (2003), asserts that newly qualified teachers refuse to accept postings to some areas because of an unavailability of social amenities. Therefore the provision f these facilities may address the challenges

2.5 Theoretical framework

The study will be guided by the Human Capital Theory which seeks to examine the transfer of teachers from the schools in the study area as flow of human capital. In this sense, it seeks to underpin the effect of the teachers transfers has on the development of the students especially in terms of their academic achievement.

2.5.1 The Human Capital Theory

Human capital is the stock of competencies, knowledge, social and personality attributes, including creativity, cognitive abilities, embodied in the ability to perform labour so as to produce economic value. It is an aggregate economic view of the human being acting within economies, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact in explicit and/or economic transactions. Many theories explicitly connect investment in human capital development to education, and the role of human capital in economic development, productivity growth, and innovation has frequently been cited as a justification for government subsidies for education and job skills training Psacharopoulos and Woodhall (1985). This sub-section reviews and extends the literature on the social returns to accumulation of human capital, with particular emphasis on the social returns to education. Here and in what follows “social returns” are defined as the sum of the private and external marginal benefits of a unit of human capital. In other words, the focus is on the study the problem of human capital externalities—does an individual’s private decision to accumulate human capital confer external benefits or costs on others?

Economists and others in related fields have generally had little success in estimating the social effects of different investments, and, unfortunately, education is no exception (Becker, 1975). There are three main strands to the literature on human capital externalities, each of which touches on externalities created by the accumulation of education. First, in a formalization of ideas that go back at least as far as Marshall (1890) recent theories of economic growth emphasize human capital accumulation as an engine of growth. Following Lucas (1988), who built on earlier

work by Uzawa (1965) and others, growth theorists have emphasized interactions amongst agents that may cause the social returns to human capital to exceed the private ones. Persons with greater skill may raise the productivity of others with whom they interact, so accumulation of human capital may increase total factor productivity in an economy.

In contrast to the growth literature—where education is alleged to produce positive externalities—models of the signalling value of education raise the possibility that some component of schooling is a social waste. In the extreme form first formulated by Spence (1974) schooling acts as a signal of private information about individual productivities, for which employers are willing to pay, though it does not raise anyone's productivity. In the model's equilibrium it is privately optimal to invest in schooling—education has a private return because it transfers wealth from less to more skilled individuals—but the social return is negative since schooling does not raise individuals' productivities and it reduces social output by using valuable resources.

A third strand of literature emphasizes possible external benefits of education that do not apply directly to the production process. They are not reflected in factor payments, and so they are often less amenable to empirical research. Such external benefits might arise because education reduces criminal behaviour (Lochner and Moretti, 2004), because education enables individuals to participate more efficiently in the political process (Friedman 1963), or because education carries direct consumption externalities. If knowledge of Shakespeare or Astronomy makes one more interesting, then investment in education raises the welfare of others through a

form of network externality borne of social interactions. Study of say, accounting, might have the opposite effect. This raises welfare without any discernable impact on wages or productivity. With rare exceptions—crime is the only one that we can think of—these putative social benefits of education are unmeasured.

This theory could be instrumental in providing insight in this study on how the stakeholders in the education system perceive secondary education and how much they are willing to invest in it. In particular, does the school management take the initiative to understand and stem the flow of teachers from their schools to other schools? Do students perceive the importance of this stage of education which considerably defines their success rates later in life? According to Kinyanjui (2010) secondary education is one of the most defining stages in an individual’s life as it is at this stage that one develops some crucial networks that will influence his future life in addition to being a vital link in education progression.

2.6 Conceptual framework

A conceptual framework according to Orodho (2009) is a type of a model that illustrates the nature of relationships between independent and dependent variables in the study. The conceptual framework in

Figure 2.1

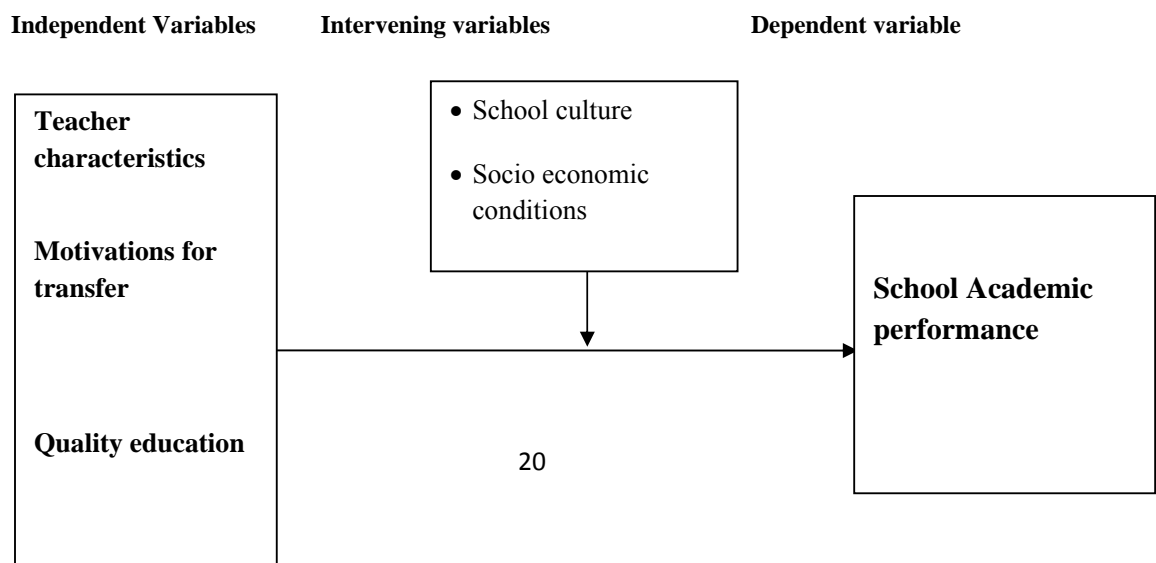


Figure 2.1 Conceptual Framework on effects of teacher transfer on performance outcomes

The conceptual framework in Figure 1 hypothesizes the relationships between teacher transfers and academic performance in public secondary schools in Nyamira County.

Stable staffed schools are schools with 75% and above teachers not transferred in the last three years Unstable staffed schools are schools with 25% and below teachers transferred for the last three years

Adapted from Oldham, P.T (1996).teachers Efficiency: A motivational paradigm for effective teacher education, journal of teacher education, 35 (5), 28-32.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter generally outlines the selected methods and technical aspects of the study. It covers the research design, target population, sample design, data collection instruments, data analysis, data presentation and ethical consideration.

3.2 Research design

The study used a survey research design on how teachers transfer influence students academic performance in Public Secondary Schools. Scult (1996) defines survey as the method used in obtaining information through responses that a sample of individuals give to questions presented. Coolican (1994) describes a survey as a method that enables one to gather information from a relatively large number of cases at a particular time. It therefore consists of asking people information concerning them and adopting the use of structured questionnaires with answers open or closed and procedures that are fully standardized.

The survey design in this study adopted the descriptive research model, which aimed at describing factors that explain the level of teacher transfer as well as its effects on the learning process. Best and Kahn (1992) states that descriptive research seeks to establish factors associated with certain occurrence, outcomes, conditions or types of behaviour. This research attempted to determine the degree in which factors exist and try to discover the links or relationships that exist between them. This study sought to uncover the role of teacher transfer in the learning process and establish whether it has any advantages.

3.3 Target population

Target population refers to the population to which a researcher wants to generalize results of a study (Mugenda and Mugenda, 2003). Nyamira county comprises five sub counties; Manga, Borabu, Masaba South, Nyamira and Ekerenyio. The County has 150 public secondary schools of which 27 are located in Manga Sub County. According to data from the Nyamira County Education office, there have been notable performance gaps academically in the schools in the area especially in Manga Sub County where there has been a marked decline in academic performance and more teacher transfer requests than the other sub counties. Moreover, the County Education office reports indicate that it has received about 27% of the total transfer requests from teachers in Manga Sub County. Therefore, the study population comprised of the teachers and head teachers from Manga Sub County. These comprised of 27 principals and 496 teachers of the public secondary schools.

3.4 Sample size and the sampling procedure

The teachers were selected using systematic random sampling technique and head teachers by purposive sampling. Purposive sampling is ideal for the present study because specific persons were involved in the planning, executions and management of the teacher transfers. These are key informants and can give more accurate and reliable information on the status of the teacher transfers and the schools academic performance. On the other hand, systematic random sampling has the characteristic of providing each member of the target population an equal chance of being included in the study while at the same time keeping the size manageable. The main factor that will be considered in determining sample size is the need to keep it manageable while being representative enough of the entire population under study. The use of the two

sampling methods as opposed to other sampling designs was informed by the need for respondent specificity and also the need for introducing randomness.

3.4.1 Sample Size Determination

This research employs probability sampling which practically gives every member an equal chance of being included in the study (Kombo and Tromp 2006). To determine the sample size for the target population, the study adopted a the formula proposed by Mugenda and Mugenda (2003)

$$n = \frac{z^2 p q}{d^2} \dots\dots\dots (i)$$

n is the sample size (if the target population is greater than 10,000)

z is the standard normal deviate at the required confidence level

p is the proportion or percentage of the target population estimated to have the characteristics being measured.

q is equal to 1 – p

d is the level of statistical significance set.

Setting p at 15% i.e. 0.15, and the confidence level at 95% where the z-statistic equals 1.96, and the desired level of statistical significance set at 0.05, then the sample size is

$$n = \frac{(1.96)^2 (.27) (.73)}{0.05^2} \dots\dots\dots (ii)$$

$$= \underline{303}$$

After obtaining a sample size of 303, this sample size is less than 10,000. Therefore alternative formula is used to calculate the actual sample size required for the study.

$$n_f = \frac{n}{1 + \frac{n}{N}}$$

Where

$$n = 303$$

and $N = 134$ (27% of the teachers seeking transfers from the schools)

$$n_f = 303/3.26$$

$$n_f = 93$$

The actual sample size of the teachers intended to be used was 93 and these were added to the 27 head teachers to make the total sample size to 120 respondents.

3.5 Research instruments

The study used both primary and secondary data. Primary data was collected directly from the respondents using the research instruments while secondary data was collected in form of records from the schools management and the County Education office.

The study used researcher-administered questionnaires (see Appendix II and III) as data collecting instruments. Both closed and open ended items were used in the questionnaire. The selection of these tools has been guided by the nature of data to be collected, time available and the objectives of the study. It has quite a number of advantages which include: confidentiality; time saving; and reduced interviewer bias.

Questionnaires also have the advantages of low cost, easy access, physical touch to

widely dispersed samples (Fowler, 1993) and also the fact that the results are quantifiable. However, the use of questionnaires requires careful preparation as it could easily confuse the respondents, or discourage them, or simply fail to capture important information needed in the study (Mugenda and Mugenda, 2003). This enabled the researcher to reduce both researcher and respondent biases.

3.5.1 Pretesting

This study used questionnaires after pilot testing them for correctness and accuracy on 20 non-participatory respondent sample. Piloting was done in Gatembe division in Kisii County because similar gaps have been noted as found in the regional Education report.

3.5.2 Validity of the data collection instruments

The study adopted content validity which was used to show whether the test items represented the content that the test was designed to measure (Mugenda&Mugenda, 1999). In order to ensure that all the items used in the questionnaires are consistent and valid, the instruments were subjected to scrutiny and review by experts in Nairobi University. The items were rephrased and modified to avoid ambiguity before being used for data collection.

3.5.3 Reliability of the data collection instruments

The researcher used the internal consistency to check the reliability of the research instruments. This was done by calculating the Cronbach's alpha coefficient for all the sections of the questionnaire from the results of the pilot study. A Cronbach's alpha coefficient of 0.771 was obtained for the instruments used in this study. This was way

above the 0.7 value recommended by Cronbach & Azuma (1962), thus, indicating that the instrument was indeed reliable.

3.6 Data collection procedure

Both for legal and ethical considerations, the researcher obtained a permit before embarking on the study. Care was taken to ensure that the data is scored correctly, and systematic observations made. Primary data was collected mainly utilizing quantitative and qualitative methods to obtain in depth information of the study variables. Every respondent was approached through the management separately, interviewed and appropriate responses filled in the questionnaire by the researcher and his assistants. The use of closed and open ended questions and also focus group discussions generated both quantitative and qualitative data respectively.

3.7 Data Analysis

Data obtained from the questionnaires were first cleaned and edited before being coded and subjected to further analysis. The Likert scales in closed ended questions in the questionnaires were converted to numerical codes and scored on 1-5 point scale in order of magnitude of the construct being measured, then be entered into the Statistical Package for Social Sciences (SPSS) version 21.0 computer program.

Descriptive statistical analysis was done using frequencies and percentages to describe the basic characteristics of the data. Inferential data analysis was done using the Pearson's Product-Moment Correlation Coefficient and multiple linear regressions. In addition, the open ended items were qualitatively analyzed and used to provide narratives to the quantitative data. The results were presented in APA tables.

3.8 Ethical considerations

The study investigated the effects of teacher transfers in academic performance of secondary schools, Nyamira, county Kenya. It was important to think about ethical aspects in every stage of preparations to carry out an enquiry. Ethical issues considered were: privacy, confidentiality and sensitivity to cultural differences, gender and anonymity (Kitchin and Kate, 2000).research does not harm; it gains informed consent from respondents and respects their rights. The researcher disclosed the real purpose of the research and gave all the relevant facts about the research so that subjects were able to make an informed decision about participating in the study.

The researcher sought permission from the ministry of education Science and technology and the County education officer. The schools involved were informed through their principals in advance. Other respondents were also informed through the researcher's introductory visits. Appointment date was fixed for interview with each principal. The researcher gave a brief explanation to clarify the intention of the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The data collected was analysed using descriptive and inferential statistical methods for each variable and the findings presented in tabular summaries, and their implications discussed.

4.1.1 Response Rate

Table 4.1 shows the response rate of the questionnaires.

Table 4.1: Response Rate

No. of questionnaires		
Returned	Target No. of respondents	Response Rate (%)
91	120	76

The high questionnaire response rate (76%) shown in Table 4.1 resulted from the method of administration of the instrument, which was in this case researcher administered. This was acceptable according to Mugenda and Mugenda (2003). This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias in the process. Eight out of the one hundred and twenty questionnaires were found to be unusable for the study; hence, their results were not included in the findings.

4.2 Descriptive Statistics

This section presents the results of the descriptive statistical analyses of the data and their interpretations. The descriptive statistics used are frequencies and percentages. The descriptive statistics helped to develop the basic features of the study and form the basis of virtually every quantitative analysis of the data. The results were presented in terms of the study objectives.

4.2.1 Demographic Characteristics of the Respondents

The study sought to determine the demographic characteristics of the respondents as they are considered as categorical variables which give some basic insight about the respondents. The characteristics considered in the study were; range of ages of the respondents; gender and highest level of education attained by them and work experience. The findings on these are summarized in Table 4.2

Table 4.2(a): Gender Characteristics by Age of the Respondents

How many years have you served within the same school as a head teacher					
How many years have you served as a teacher	6-10	Frequency (%)	9(43.0)	0(0.0)	9(43.0)
	11-20	Frequency (%)	8(38.0)	0(0.0)	8(38.0)
	Above 21	Frequency (%)	3(14.0)	1(5.0)	4(19.0)
	Total	Frequency (%)	20(95.0)	1(5.0)	21(100.0)
Chi- Square	0.107				
d.f	2				
p-value	0.01				

The findings in Table 4.2(a) suggest that majority (45%) of the respondents were young persons aged between 25 and 35 years. The findings also show that there were more males (57%) than females (43%) in the schools. However, this could be due to the fact that there were proportionately more male head teachers in the area than females. In this study gender was significant to age according to the computed Chi-square values. This mirrors the government report on gender in the public service (2011) that put the Teachers Service Commission among the leading in terms of gender parity in their hiring. The study also sought to compare the gender characteristics and the education levels of the respondents. The findings on this are summarized in Table 4.2(b)

Table 4.2(b): Gender Characteristics by Education level of the Respondents

Gender by Education level					
Gender		Diploma	Bachelors	Masters	Total
Female	Frequency(%)	4(4.0)	19(21.0)	16(18.0)	39(43.0)
Male	Frequency (%)	10 (11.0)	33 (36.0)	9 (10.0)	52(57.0)
Total	Frequency(%)	14(15.0)	52(57.0)	25(28.0)	91(100.0)
Chi-square		0.037			
d.f		2			
P-value		0.01			

The results in Table 4.2(b) reveal that majority (57%) of the respondents had undergraduate (bachelors) degrees. The findings also reveal that more than one

quarter (28%) of the respondents were in possession of post graduate qualifications. These findings imply that education qualifications had some bearing to the career advancement prospects of the teachers such as promotion to school management in the schools. Hence, the teachers were actively pursuing post graduate qualifications. It was also salutary to establish the promotion prospects based on experience as a teacher as in the teaching profession as it is practiced is largely bureaucratic as teachers traditionally progress through the ranks of leadership and responsibility by promotion which may be necessarily based on experience and it may take considerable time before one is promoted. The findings are summarized in table 4.2

(c)

Table 4.2(c): Years served as a teacher on duration served as head teacher

		How many years have you served within the present school as a head teacher?			
		Less than one			Total
		year	2 - 3 years		
How many	6 - 10 years	Frequency(%)	9(43.0)	0(0.0)	9(43.0)
years have					
you served	11 -20 years	Frequency (%)	8(38.0)	(0.0)	8 (38.0)
as a					
teacher?	Above 21 years	Frequency (%)	3 (14.0)	1(5.0)	4(19.0)
	Total	Frequency (%)	20 (95.0)	1(5.0)	21(100.0)
	Chi-square	0.107			
	d.f	2			
	P-value	0.01			

The findings in Table 4.2 (c) suggest that majority (95%) of the head teachers had served in their current schools for less than one year. This could be attributed to several factors such as lateral mobility, the establishment of new schools, transfers among others. The findings also indicate that majority (43%) of the school heads had served between six and ten years prior to being promoted to become school heads. This finding suggests that there was challenge in obtaining and retaining secondary school teachers in the area and, hence, early promotions were being done to encourage other members of the teaching staff to stay on.

Table 4.3: Teacher transfer characteristics in secondary schools

	SA	A	N	D	SD
	Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)
Has your school been experiencing high rates of teacher transfers in the last five years?	9(9.9)	26(28.6)	25(27.5)	23(25.3)	8(8.8)
Do you receive a high number of teacher transfer requests from your school?	14(15.4)	32(35.2)	24(26.4)	13(14.3)	8(8.8)
And what about transfer requests to your school?	53(58.2)	28(30.8)	8(8.8)	2(2.2)	0
Of the transfer requests made by teacher from your school, how many are successful on a yearly	39(42.9)	39(42.9)	9(9.9)	4(4.4)	0

basis?

Do you get suitable replacements

immediately for the vacancies left 8(11.4) 11(15.7) 31(44.3) 9(12.9) 11(15.7)
by the transferring teachers?

If you were to change schools,

would you consider moving out of 4(5.7) 11(15.7) 26(37.1) 18(25.7) 11(15.7)
Nyamira County?

4.2.2 Teacher transfer characteristics in secondary schools in Nyamira County

The first objective of the study was to describe the teacher transfer characteristics in secondary schools in Nyamira County. This objective was realized by asking the school principals and teachers in the area several questions pertaining to teacher transfer characteristics in terms of; teachers requesting to leave their schools, teachers requesting to join their schools, the success rates of the transfer applications and the possibilities of obtaining suitable replacements. The status of the teachers transfer characteristics was rated on a 5 point Likert scale ranging from; 1 = strongly agree to 5 = strongly disagree. The results on this are summarized in Table 4.3.

The results in Table 4.3 indicate that most (28.6%) of the schools in the area been experiencing high rates of teacher transfers in the last five years. This was supported by the finding that indicated that most (35.2%) of the schools reportedly receive a high number of teacher transfer requests from teachers intending to leave their schools every year. However, the findings also indicate that the schools received comparably fewer applications by teachers wanting to join them. This meant that there was a net

flow of teachers out of the area when the transfers become successful as indicated by the finding that majority (42.9%) of the teacher transfer requests for those seeking to leave their current schools in the area was successful. The suitability of the replacements for the departed teachers was uncertain as expressed by majority (44.3%) of the respondents. This could perhaps serve as a pointer to the performance gap in the students in the national exams. The respondents (teachers alone) were also asked whether if they were to change schools would they consider moving out of Nyamira County. The results indicate that majority (37.1%) were quite uncertain about the viability of that move and would prefer remaining in the county. These findings generally imply that teacher mobility in the area was mainly of the transfer type, hence, the area was not actually losing its teachers to other professions, but that teacher movement was from one school to the next within the county. However, the change of schools even within the county was enough to interrupt the flow of learning in the schools.

4.2.3 Underlying reasons for teacher transfer requests in secondary schools

Determining how the underlying reasons for teacher transfer requests in secondary schools in Nyamira County was the second objective of this study. In order to achieve this objective, the respondents were asked to respond to various questions describing the underlying reasons for teacher transfer requests. The responses of this variable were rated on a 5 point Likert scale ranging from; 1 = strongly agree to 5 = strongly disagree. These results are presented in Table 4.4

Table 4.4: Underlying reasons for teacher transfer requests in secondary schools

	SA	A	N	D	SD
	Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)
Does your staff experience much conflict amongst themselves?	0	3(14.2)	9(42.9)	9(42.9)	0
And what about conflict with the school management?	10(47.6)	9(42.9)	0	2(9.5)	0
Is the school community secure enough to guarantee teacher security?	1(4.8)	2(9.5)	7(33.3)	6(28.6)	5(23.8)

The results in Table 4.4 suggest that most (42.9%) of the staff did not experience much conflict amongst themselves while at work but interestingly had much conflict with the school management as indicated by majority (47.6%) of the respondents. The issue of school security was also investigated and the findings revealed that most (33.3%) of the respondents were uncertain about the status of the security of their schools. The issues of security have a greater bearing on the willingness of the teachers to continue working in the area since they can easily become easy targets for criminals especially if they are still new to the area.

Further, the study sought to determine from the individual teachers their motivations for relocating to other schools. The responses to these were also rated on a 5 point Likert scale ranging from; 1 = strongly agree to 5 = strongly disagree. These results are presented in Table 4.5.

Table 4.5: Individual teachers' motivations for relocating to other schools

	SA	A	N	D	SD
	Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)
Security	17(24.3)	20(28.6)	7(10)	13(18.6)	13(18.6)
Conflict with colleagues	13(18.6)	20(28.6)	17(24.3)	5(7.1)	15(21.4)
Conflict with management	24(34.3)	16(22.9)	16(22.9)	11(15.7)	3(4.3)
Poor relations with students	1(1.4)	7(10)	22(31.4)	14(20)	26(37.1)
Poor staff motivation	16(22.9)	24(34.3)	15(21.4)	11(15.7)	4(5.7)
Workload	13(18.6)	20(28.6)	12(17.1)	14(20)	11(15.7)
Marital status	9(12.9)	33(47.1)	9(12.9)	8(11.4)	11(15.7)
Social amenities	15(21.4)	21(30)	15(21.4)	10(14.3)	9(12.9)
Career development opportunities	18(25.7)	30(42.9)	14(20)	4(5.7)	4(5.7)
Stagnation in one job for long	11(15.7)	22(31.4)	15(21.4)	13(18.6)	9(12.9)
Chronic sickness	9(12.9)	9(12.9)	16(17.6)	15(16.5)	21(23.1)
Demotion in place of work	7(10)	15(21.4)	12(17.1)	20(28.6)	16(22.9)
Interdiction	8(11.4)	11(15.7)	22(31.4)	16(22.9)	13(18.6)
Overstaying in one school	25(35.7)	17(24.3)	14(20)	8(11.4)	6(8.6)
Religion	18(25.7)	16(22.9)	11(15.7)	10(14.3)	15(21.4)

Looking at the results in Table 4.5, it is evident that security concerns (28.6%) played a big role in motivating teacher transfers same as conflict with colleagues (28.6%). The teachers' conflicts with the schools managements emerged as the greatest motivator for teacher transfer (34.3%). However, it emerges from the study that poor relations with students was not a motivator as majority (37.1%) of the respondents felt

that they did not have issues with the students. It also emerged that poor staff motivation (34.3%) was also contributing to the desire to move to other schools together with increasing workload especially experienced when a teacher left the school. For most (47.1%) teachers, their marital status largely determined their desire to stay on in the same school. This was especially so among female teachers most of whom opted to join their husbands in other areas. The provision of social amenities (30%) also served as a motivator for teachers to leave certain schools and also other teachers moved to other areas where there were considerable career development opportunities (42.9%) through availability of learning facilities or where they could be easily promoted.

Other reasons cited as leading to teacher transfers included stagnation in one type of job for long (31.4%), overstaying in the school (35.7%) and religious affiliation (25.7%). However, chronic sickness, demotion in the place of work and interdiction did not appear to motivate the teachers to seek transfers to other schools. These findings imply that the schools management needed to rethink staff management practices and make them more inclusive and open to communication so as to avoid conflicts with staff.

4.2.4 The extent to which teachers transfers influence the provision of quality education

The third objective of the study was to determine the extent to which teachers transfers influence the provision of quality education. This objective was measured by asking the respondents to react to various statements describing the effect of teacher transfers on the provision of quality education. The status of this variable was rated on

a 5 point Likert scale ranging from; 1 = strongly agree to 5 = strongly disagree. These results are presented in Table 4.6.

Table 4.6: Teachers transfers influence the provision of quality education

	SA	A	N	D	SD
	Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)
Do you think that staff deployment in all departments in your school is good?	14(15.4)	30(33)	34(37.4)	9(9.9)	4(4.4)
Do the teacher transfers increase the workload for the remaining staff?	73(80.2)	17(19.8)	0(0.0)	0(0.0)	0(0.0)
Do you receive complaints from the students about lack of teachers replacements?	52(57.1)	30(33)	5(5.5)	19(1.1)	3(3.3)
Do the students complain about the suitability of the replacements?	31(34.1)	23(25.3)	11(12.1)	17(18.7)	9(9.9)

The results in Table 4.6 suggest that there was average staff deployment in all departments in the schools according to most (37.4%) of the respondents. In most cases, language and science subjects were most affected by teacher transfers. There was also a general agreement that teacher transfers increased the workload for the remaining staff as replacements were not done immediately (57.1%). and when they did eventually come, the students at times found it hard to adjust to them and hence complained to the management (34.1%). These findings point to the growing need to

take measures to obtain suitable teachers and to replace the departing teachers. More importantly there was need to stem the flow of teachers from their respective schools.

4.3 Inferential Statistics

To evaluate the relationships between the dependent and independent variables, correlation and multiple regression analysis was done and the findings presented in the following subsections. The schools performance data over a five year period was obtained by the researcher and aggregated them, an index calculated and later converted into indices. This formed the dependent variable from which all other independent variables were compared in the study.

4.3.1 Correlation Analysis

In this subsection a summary of the correlation and regression analyses is presented. It seeks to first determine the degree of interdependence of the independent variables and also show the degree of their association with the dependent variable separately. These results are summarized in Table 4.7

Table 4.7: Summary of Correlations

			Reasons for transfer characteristics	Provision of quality education	Overall school performance
Transfer characteristics	Pearson's Correlation	1			
Reasons for transfer	Pearson's Correlation	0.159	1		

Provision of quality education	Pearson's Correlation	0.082	-0.129	1	
Overall school performance	Pearson's Correlation	0.504	0.338	0.427	1

Correlation significant at the 0.05 level (2-tailed)

The correlation summary shown in Table 4.7 indicates that the associations between the independent variables were significant at the 95% confidence level. This means that the inter-variable correlations between the independent variables were not strong enough to affect the relationship with the dependent variable.

A correlation analysis to determine whether the transfer characteristics had influence on school performance in Nyamira County shows a relationship exists ($r = 0.504$, $\alpha = 0.05$). The Karl Pearson's product moment coefficient of correlation $r = 0.504$ is high and suggests that a strong relationship existed between the two variables. This suggests that there is need to stem the flow of teacher from their schools. However, it is imperative that the schools engage the teachers in a more approachable way and also find other mechanisms of dealing with conflict between them and staff.

The correlation analysis to determine whether the underlying reasons for teacher transfer requests had a significant influence on school performance in Nyamira County shows a significant relationship exists ($r = 0.338$, $\alpha = 0.05$). The Karl Pearson's product moment coefficient of correlation $r = 0.338$ is low and suggests a moderate relationship between the two variables. This rather sends a strong message that a lot needs to be done on the underlying reasons for teacher transfer requests in

the area as taking them for granted adversely affects their schools performance by motivating teacher transfers.

Finally, the correlation analysis to determine whether there was a significant association between the influence teachers transfers in provision of quality education and the performance of schools in Nyamira County shows that a relationship exists ($r = 0.427$, $\alpha = 0.05$). The Karl Pearson's product moment coefficient of correlation $r = 0.427$ is high and suggests a strong relationship exists between the variables. These findings imply that more emphasis needed to be put on addressing teacher transfers especially when the best performing teachers were involved since their replacements were difficult.

Hence, it can be concluded that all the variables were significant to the study problem although the degrees of influence varied.

4.3.2 Regression Analysis

Multivariate regression analysis was used to determine the significance of the relationship between the dependent variable and all the independent variables pooled together. The value obtained for R, which is the model correlation coefficient = 0.564 which was higher than any zero order value in Table 4.8. This indicates that the model improved when more variables were incorporated when trying to analyse the effects of teachers' transfers on the academic performance of students in secondary schools in Nyamira County. Also on the basis of the coefficient of determination R-square, it can be concluded that the model accounted for 32% of the variations in the performance of students in secondary schools.

Table 4.8: Multiple Linear Regression Analysis Model Summary

Model	R	Adjusted R		Std. Error of the Estimate
		R Square	Square	
1	0.564 ^a	0.318	0.296	2.35195

a. Predictors: (Constant), Performance of students in secondary schools

b. Predictors: (Constant), Transfer characteristics, Reasons for transfer, Provision of quality education

Table 4.9 provides a summary of the multiple linear regression analysis correlation coefficients.

Table 4.9: Multiple linear regression results

	Unstandardized		Standardized	t	Sig.	Collinearity	
	Coefficients		Coefficients			Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.235	1.126		2.874	0.005		
Transfer characteristics	0.255	0.06	0.347	4.27	0	0.806	1.241
Reasons for transfer	0.116	0.095	0.095	1.223	0.224	0.875	1.143
Provision of quality education	0.193	0.054	0.285	3.546	0.001	0.824	1.213

a. Dependent Variable: Performance of students in secondary schools

The beta value was used to determine which independent variable was more important in the performance of students in secondary schools in the study area. It can be deduced from the findings in Table 4.9 that the most important factor in the performance of students in secondary schools was transfer characteristics ($\beta = 0.347$), Provision of quality education ($\beta = 0.285$) and Reasons for transfers ($\beta = 0.095$) in that order respectively indicate that the dependent variable, performance of students in secondary schools in the area, would change by a corresponding number of standard deviations when the respective independent variables change by one standard deviation.

4.3.3 ANOVA Results

The results of the ANOVA performed on the independent and dependent variables are summarized in Table 4.10.

Table 4.10: Summary of ANOVA–Based on Performance of students in schools

Source of difference	Sum of squares	Df	Mean square	F _o	Sig.
Between groups	329.467	3	82.367	14.890	0.000 ^a
Within groups	708.052	87	5.532		
Total	1037.519	90			

The results of Table 4.10 indicate that there is a significant difference between means of the effects of teachers' transfers on the performance of students in secondary

schools. ($F_o = 14.890 > F_c = 2.37$; $\alpha < 0.05$; $df = 3, 90$; $p = 0.000$). This finding confirms the finding suggested by Table 4.10. The study therefore establishes that Transfer characteristics, Reasons for transfer, Provision of quality education were all factors affecting the performance of students in secondary schools in the area. This means that all these factors made a notable difference in the performance of students in secondary schools in the area and could not be ignored.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and concludes on the research findings as carried out. It presents the summary of the findings and the conclusions drawn from them, and lastly the recommendations. The implications of the research are discussed and suggestions made on areas of further study. Some useful recommendations for all the stakeholders are proposed by this study at the end of the chapter to enlighten and enable them to craft viable solutions with regard to the problem statement based on the research findings. The overall objective of this study was to establish how teacher transfer influences performance in public secondary schools in Nyamira County. In particular, it sought to; describe the teacher transfer characteristics; determine how the underlying reasons for teacher transfer requests and; determine the extent to which teachers transfers influence the provision of quality education.

5.2 Summary of the Findings

This section presents the summary of the findings in terms of the objectives, the types of analysis and the major findings of the research.

The findings revealed that most of the schools in the area have been experiencing high rates of teacher transfers in the last five years with most of the schools receiving a high number of teacher transfer requests from teachers intending to leave their schools than those wanting to join them. This meant that there was a net flow of teachers out of the area when the transfers become successful as indicated by the finding that majority of the teacher transfer requests seeking to leave their current schools in the

area were successful. The suitability of the replacements for the departed teachers was uncertain as expressed by majority of the respondents. This could perhaps serve as a pointer to the performance gap in the students in the national exams. These findings corroborate other findings such as Mwitwa (2007), Feng and Sass (2008) and Ariko and Simatwa (2011) which link teacher transfer requests to socioeconomic and environmental factors such as, accessibility, location of schools, availability of opportunities for further studies, electricity as well as housing. Transfer requests by teachers particularly in the western part of Kenya still remain way above the national average of 5%. This is contributing to teacher shortages in the areas especially in cases where replacements are difficult to get. As a result, to bridge this gap, the school boards of management have resorted to hiring of B.O.M teachers. High rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching.

In most cases, language and science subjects were most affected by teacher transfers. There was also a general agreement that teacher transfers increased the workload for the remaining staff as replacements were not done immediately and when they did eventually come, the students at times found it hard to adjust to them and hence complained to the management. These findings point to the growing need to take measures to obtain suitable teachers and to replace the departing teachers or more importantly to stem the flow of teachers from their respective schools. These findings agree with the views of Feng and Sass (2008) who observed that teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. Given the central role of teacher quality in determining student achievement, there is growing concern over the impact

of teacher job change on both the overall level of teacher quality and the distribution of teacher quality across schools. While it is normal for employee to join and leave an organization, high or low staff turnover is costly to an organization. Ingersoll (2001), contend that high levels of employees transfers or desire to leave are both cause and effect of a dysfunction and low performance in organizations. Otieno (2006) cited poor students' teacher ratio as one of the factors that influence student performance. Similarly, a study by Musau (2005) on the factors influencing performance in Kenya certificate of Primary Education (KCPE) in Makueni district in Kenya, found out that one of the key factors that influence performance is the number of staff in a school.

It was also revealed that most of the staff did not experience much conflict amongst themselves while at work as much as they did with the school management. This emerged as the greatest motivator for teacher transfer. Most of the respondents were uncertain about the status of the security of their schools. The issues of security have a greater bearing on the willingness of the teachers to continue working in the area since they can easily become easy targets for criminals especially if they are still new to the area. However, poor relations with students were not a motivator as seemed to have good relationships with the students. Poor staff motivation was also contributing to the desire to move to other schools together with increasing workload especially experienced when a teacher left the school. For most teachers, their marital status largely determined their desire to stay on in the same school. This was especially so among female teachers most of whom opted to join their husbands in other areas. These findings show that teacher transfers requests out of the schools were borne out of a combination of hygiene and motivational factors. They also support the findings of Chabari (2010) and Smollin (2011) who in outlining the causes of teacher transfer

in schools to included: poor working conditions, testing pressure in an attempt to raise the students' scores which causes teachers to experience more stress and less job satisfaction; low wages that cannot sustain the teacher and meet other basic needs; job insecurity or threats of layoffs which contribute to teachers anxiety, pursuit of greener pastures and burn out. Mwiti (2007) also pointed out that a teacher can seek to be transferred to pursue some personal interest or for non conducive working environment or hardships. A teacher can also run away from responsibility and perceived frustrations or the need for married couples to be closer to their spouses. George (2010) who argued that employees feel motivated to continue working for an organization where there is collegiability, supportive supervision, administrative support and encouragement. Shem (1997) and Quartz (2008) also pointed out that social support of teachers, lack of respect from education officers have been some of the reasons why teacher attrition occur.

Lastly, there was average staff deployment in all departments in the schools. In most cases, language and science subjects were most affected by teacher transfers. There was also a general agreement that teacher transfers increased the workload for the remaining staff as replacements were not done immediately and when they did eventually come, the students at times found it hard to adjust to them and hence complained to the management. These findings point to the growing need to take measures to obtain suitable teachers and to replace the departing teachers or more importantly to stem the flow of teachers from their respective schools. These findings agree with the views of Feng and Sass (2008) who observed that teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. Given the central role of teacher

quality in determining student achievement, there is growing concern over the impact of teacher job change on both the overall level of teacher quality and the distribution of teacher quality across schools. While it is normal for employee to join and leave an organization, high or low staff turnover is costly to an organization. Ingersoll (2001), contend that high levels of employees or desire transfers or desire to leave are both cause and effect of a dysfunction and low performance in organizations. Otieno (2006) cited poor students' teacher ratio as one of the factors that influence student performance. Similarly, a study by Musau(2005) on the factors influencing performance in Kenya certificate of Education(KCPE) in Makueni district in Kenya, found out that one of the key factors that influence performance is the number of staff in a school.

5.3 Conclusions

Based on the results of the study, it can be concluded that teacher mobility in the area was mainly of the transfer type, hence, the area was not actually losing its teachers to other professions, but that teacher movement was from one school to the next in and out of the county. However, the change of schools even within the county was enough to interrupt the flow of learning in the schools. Member of the teaching staff did not experience much conflict amongst themselves while at work as much as they did with the school management. This emerged as the greatest motivator for teacher transfer. However, poor staff motivation was also contributing to the desire to move to other schools together with increasing workload especially experienced when a teacher left the school. Teacher transfers increased the workload for the remaining staff as replacements were not done immediately and when they did eventually come the suitability of the replacement was uncertain, this compromised the quality of

education and at times prompted the students to complain to the management when they found it hard to cope with the replacement. Hence, all the variables were indeed significant to the original research problem and were actually factors influencing it.

5.4 Recommendations

The following recommendations are drawn with regard to the study findings.

The TSC secretariat in the area needs to be considerate during teacher placement so as to suitably place teachers where they can be most productive and settled to avoid transfers. In line with this, the various school managements need to explore ways of motivating the teachers to commit to the schools in the area.

A lot needs to be done on the schools management approaches especially with regard to staff- management conflicts as this was inordinately high and could lead to teacher frustrations and desire to leave the schools. In this regard the schools sponsors need to consider the managerial capabilities of the prospective school heads as this was important in ensuring staff cooperation. The managements of the schools in the area should also commit to making adequate security arrangements for the teaching staff so that they do not fall prey to criminals in the area. In particular during induction of new teachers, they should be advised on which areas are safe around the schools. The schools should also provide social amenities for the teaching staff such as good schools for their children, good housing, access to health and recreational facilities.

The issue of teacher replacement proved to be very instrumental in the provision of quality education in the area. Hence, there is need for more information sharing among the stakeholders on the developments in teacher retention and transfer requests by schools so that the suitable replacements can be made in good time. Most of the

schools were also recessed in the rural areas where there were no adequate facilities for learning; this served as poor motivation for both teachers and students, hence, the stakeholders needed to improve the status of the school facilities in such areas.

5.5 Suggestions for further study

The following areas are recommended for further research;

More studies should be done in the following areas;

1. The impact of devolved governments policies on teacher mobility
2. The effect of School Management Committee structure on provision of quality education in secondary schools.

REFERENCES

- Aaronson D., Barrow L., and Sander W. (2007). "Teachers and Student Achievement in the Chicago Public High Schools," *Journal of Labor Economics* 25: 95–135.
- Aldag, R. (2001) *Organizational Behaviour and Management. Integrated Skills Approach*. USA: South western Press.
- Ariko C. O. and Simatwa E. M.W. (2011). Factors Influencing Secondary School Teacher Transfer Requests in Suba District, Kenya: Analytical Assessment. *International Research Journal*. Pp 1-5
- Bell, J. P Bush, T (2003). Educational management and Administration. *Journal of The British educational leadership management and Administration society*. Vol 31
- Berthoud, R. (2002) *Introduction to the dynamics of social change*. Bristol Policy Press.
- Caillods, F. (1989). The prospects for educational planning. A workshop organized by HEP on the occasion of its XXVth anniversary. Paris: Unesco-IIEP
- Craig, H.S., Kraft, R.J., and Plessis, J.(1998). Teacher development making an Impact. Washington DC. Agency for international Development and the World Bank.
- Dunbar C. (2004) *Best Practices in Classroom Management*. Michigan State University
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived Organizational Support. *Journal of Applied Psychology*, 71: 500 –507
- Feng, L. (2005). Hire Today, Gone Tomorrow: The determinants of attrition among Public School Teachers. Tallahassee: Department of economic 288 Bellamy Buildings, Florida State University
- Feng, Li (2007). "Opportunity Wages, Classroom Characteristics and Teacher Mobility." Unpublished. Fredonia, NY: SUNY – Fredonia.
- Foster, D.E. (2002). "A Method of Comparing Follower Satisfaction with the

- Authoritarian, Democratic, and Laissez-faire Styles of Leadership.”
Communication Teacher 16 (2): 4–6.
- Hedges J (2002). The Importance of Posting and Interaction with Education
Bureaucracy in becoming a teacher in Ghana. *Int. J.Educ.Dev.*, 22(3-4):353-
366.
- Henke R (2000). Progress through the Teacher Pipeline: 1992-93 College Graduates
and Elementary/ Secondary School Teaching as of 1997. Washington, DC
National Centre for Education Statistics
- Hofstede G.(1977). Culture and Organizations: Software of the Mind. New
York. McGraw-Hill
- Imazeki J. (2005). “Teacher Salaries and Teacher Attrition,” *Economics of Education
Review* 24(4):431-449.
- Ingersoll R. M. (2001). “Teacher Turnover and Teacher Shortages: An Organizational
Analysis,” *American Educational Research Journal* 38(3):499–534.
- Kenya Institute of Management (2009) Fundamentals of Management Research
Methods. Macmillan Publishers. Nairobi
- Kombo, D.K & Tromp D.L.A (2006) Project and Thesis Writing: An Introduction.
Pauline Publications Africa.
- Kothari C.R. (2000) Research Methodology: Methods and Techniques. 2nd Revised
Edition. New Age Publishers
- Lewin K.I, Lippit R and White R.K (1939).Patterns of Aggressive Behavior in
Experimentally Controlled Social Climates.*Journal of Psychology*. 10.270-301
- Liden, R. C.; Sparrowe, R. T.and Wayne, S. J. (1997). "Leader-member exchange
Theory: The past and potential for the future". *Research in Personnel and
Human Resources
Management* 15: 47–119.
- Martindale, N (2011). "Leadership Styles: How to handle the different personas".
Strategic Communication Management 15 (8): 32–35.
- Mbugua, C.W (1987). A survey of the activities and problems Associated with
Administration task of school community. Relations in Thika municipality,
Unpublished Thesis, Kenyatta University.
- Mugenda, O.M. &Mugenda A.G. (2003), Research Methods: quantitative and
Qualitative approaches. ACTS Press, Nairobi.

- Mulinsa, T (1990) Evaluating research for Beginners.A practical study. Bonn:
 "Deut stifling for international Entwicklung".
- Mulkeen A (2005). Teachers for Rural Schools: A challenge for Africa. African
 Region World Bank Working Document. Addis Ababa: World Bank
- Mwalala, D.(2008) the influence of headteacher leadership styles on K.C.E
 Performance in public secondary schools in Taitadistrict. Un published M.Ed
 project, University of Nairobi.
- NewstromJ.. W. and Keith D. (1993) OrganizationalBehavior. Human Behavior at
 Work. New York. McGraw-Hill
- Nyamira County Education Report (2012)
- Ogula, OP. A (1998). A hard book on Educational research Nairobi. New kemit
 publishes
- Orodho, J.A (2008). Elements of education and social sciences: research methods:
 parents news (online) 5 (5)
- Republic of Kenya (2003a). Ministry of Education: Report of the Sector Review and
 Development. Nairobi: Government Printer.
- Republic of Kenya (2009b). Teachers Service Commission: Code of Regulation for
 Teachers. Nairobi: Government Printer.
- Sargeant T.C (2003) who will Teach the poor and the remote Teacher distribution and
 Job satisfaction in Rural China. Unpublished Thesis, university of
 Pennsylvania
- Sass, T. R. (2006).“Charter Schools and Student Achievement in Florida.” Education
 Finance and Policy 1(1):91-122.
- Schriesheim C. A. (1982). The Great Consideration: High Initiating Structure
 Leadership
- Myth Evidence on its Generalizability.The Journal of Social Psychology. April
 1982. 116 pp221-228
- Sogomo B (2002).Staffing in Schools. Unpublished Paper Presented during National
 Heads Conference in Kisumu.

- Sperandio, J. and Kagoda, A. (2009). Ugandan women: Moving beyond historical and Cultural understandings of educational leadership. In H. Sobehart (Ed.), Women leading education across the continents (pp.49-57). New York, NY: Rowland and Littlefield Education.
- UNESCO (2005). "Special Intergovernmental Conference on recommendation concerning the status of teachers." Paris: doc.unesco.org/0011/0014048e
- Woods, A.P. (2010). "Democratic leadership: drawing distinctions with distributed leadership". *International Journal of Leadership in Education* 7 (1): 3–36.

APPENDICES

APPENDEX i: Letter of Transmittal

Wilfred MagetoOnsomu
P.O. Box 11, 40200
Kisii

The Headteacher
.....Secondary School
Dear Sir/Madam,

RE: PARTICIPATION IN AN EDUCATIONAL RESEARCH

I am a postgraduate student at the University of Nairobi- Registration No: E58/71862/2011 and I am required to carry out a research as part of my academic requirement. The research topic focuses on *The Influence of Teacher Transfer on Student's Academic Performance in Secondary Schools Manga Sub County, Nyamira County.*

The study involves administration of questionnaires to head teachers and teachers of selected schools. I request you and your teaching staff to kindly fill the attached questionnaires as sincerely as possible. Your kind facilitation towards the success of this noble exercise will be highly appreciated. All the information given will be treated with utmost confidence.

Thank you very much for your cooperation

Yours sincerely,

Wilfred Mageto Onsomu

Appendix ii

QUESTIONNAIRE FOR HEAD TEACHERS

The aim of this study is to examine *The Influence of Teacher Transfer on Student's Academic Performance in Secondary Schools Manga Sub County, Nyamira County*. Your opinions as captured in this questionnaire will form the basis of this study and will be held in confidentiality. Therefore you are requested to fill this questionnaire in the most free and honest way possible.

Please tick the appropriate answers in the boxes provided and also write down the appropriate answers in the spaces provided. Do not write your name on the questionnaire. Thank you in advance for your time and cooperation.

SECTION A: Background Information

1. Gender Male () Female ()
2. Kindly indicate your age bracket
 25 – 35 yrs () 36 – 40 yrs ()
 41 – 45 yrs () 46 – 50 yrs ()
3. What is your highest academic level attained?
 Diploma () Bachelors () Masters ()
 Others (specify) _____
4. How many years have you served as a teacher?
 Less than 5 yrs () 6 – 10 yrs () 11 – 20 yrs ()
 30 yrs and Above ()
5. How many years have you served within the present school as a head teacher?
 Less than 1 year () 2 – 3 years () 4 – 5 years ()
 Over 5 years ()
6. Please indicate the location of your school.
 Rural () Peri-urban () Urban ()

SECTION B: Teacher transfer characteristics in secondary schools in Nyamira County

7. Has your school been experiencing high rates of teacher transfers in the last five years?

Strongly agree agree neutral disagree
Strongly disagree

8. Do you receive a high number of teacher transfer requests from your school?

Very much Much Average Not much
Rarely

9. And what about transfer requests to your school?

Very much Much Average Not much
Rarely

10. Of the transfer requests made by teacher from your school, how many are successful on a yearly basis?

All of them Most of them Only a Few
None goes through Not Sure

11. Do you get suitable replacements immediately for the vacancies left by the transferring teachers?

Strongly agree agree neutral disagree
Strongly disagree

12. Can you please furnish the study with records describing the teachers making transfer requests in terms of gender, marital status, age and work experience?

SECTION C: Underlying reasons for teacher transfer requests in secondary schools in Nyamira County

13. What do most teachers seeking to transfer from your school cite as the reasons for making their requests?

.....
.....

14. Do you have motivational programs for your teachers in your school?

Very much Much Sometimes Not much

Rarely

15. Does your staff experience much conflict amongst themselves?

Very much Much Not sure Not much

Rarely

16. And what about conflict with the school management?

Very much Much Not sure Not much

Rarely

17. What kinds of social amenities does the school provide for the teaching staff?

.....
.....

18. Is the school community secure enough to guarantee teacher security?

Strongly agree agree not sure disagree

Strongly disagree

SECTION D: The extent to which teachers transfers influence the provision of quality education

19. How would you rate the status of staff deployment in all departments in your school?

Excellent Good Average Not so good Poor

20. Does your school experience particular staff deficiencies in some departments as a result of teachers transfers?

Yes No

21. If your answer in 20 above is yes, which subjects are most affected by teacher transfers?

.....
.....

22. Do the teacher transfers increase the workload for the remaining staff?

Strongly agree agree not sure disagree
Strongly disagree

23. How long does it take to find suitable replacements for the teachers?

.....
.....

24. Do you receive complaints from the students about lack of teachers replacements?

Very much Much Not sure Not much
Rarely

25. Do the students complain about the suitability of the replacements?

Very much Much Not sure Not much
Rarely

26. What do you do to ensure staff balance in all the departments?

.....
.....
.....

SECTION E: School Academic Performance

27. Please furnish the study with KCSE data on the following.

Subject	Academic Year					Mean Score
	2009	2010	2011	2012	2013	
Mathematics						
English						
Kiswahili						
Physics						
Chemistry						
Biology						
History						
Geography						
Religious Education						
Business Education						
Agriculture						
Technical Education						
Mean Score						

Appendix iii

QUESTIONNAIRE FOR TEACHERS

The aim of this study is to examine *The Influence of Teacher Transfer on Student's Academic Performance in Secondary Schools Manga Sub County, Nyamira County*. Your opinions as captured in this questionnaire will form the basis of this study and will be held in confidentiality. Therefore you are requested to fill this questionnaire in the most free and honest way possible.

Please tick the appropriate answers in the boxes provided and also write down the appropriate answers in the spaces provided. Do not write your name on the questionnaire. Thank you in advance for your time and cooperation.

SECTION A: Background Information

1. Gender Male () Female ()
2. Kindly indicate your age bracket
 25 – 35 yrs () 36 – 40 yrs ()
 41 – 45 yrs () 46 – 50 yrs ()
3. What is your highest academic level attained?
 Diploma () Bachelors () Masters ()
 Others (specify) _____
4. How many years have you served as a teacher?
 Less than 5 yrs () 6 – 10 yrs () 11 – 20 yrs ()
 30 yrs and Above ()
5. Please indicate the location of your school.
 Rural () Peri-urban () Urban ()

SECTION B: Teacher transfer characteristics in secondary schools in Nyamira County

6. Has your school been experiencing high rates of teacher transfers in the last five years?

Strongly agree agree neutral disagree
Strongly disagree

7. Do you receive a high number of teacher transfer requests from your school?

Very much Much Average Not much
Rarely

8. And what about transfer requests to your school?

Very much Much Average Not much
Rarely

9. Is your current school also your first posting as a teacher?

Yes No

10. If your answer is No, did you transfer to your current school from another school within Manga Sub County?

Yes No

11. If you were to change schools, would you consider moving out of Manga Sub County?

Strongly agree agree not sure disagree
Strongly disagree

12. Do you get suitable replacements immediately for the vacancies left by the transferring teachers?

Strongly agree agree neutral disagree
Strongly disagree

SECTION C: Underlying reasons for teacher transfer requests in secondary schools in Nyamira County

14. Please rate how the following reasons motivate the transfer requests among your colleagues. Please tick (√) where appropriate to indicate your level of agreement with the statements.

SA=strongly agree (1), A= agree (2), D= disagree (3), SD= strongly disagree (4)
DK = Don't Know (5)

	Statement	SA	A	UD	D	SD
i.	Security					
ii.	Conflict with colleagues					
iii.	Conflict with management					
iv.	Poor relations with students					
v.	Staff motivation					
vi.	Workload					
vii.	Marital status					
viii.	Social amenities					
ix.	Career development opportunities					

SECTION D: The extent to which teachers transfers influence the provision of quality education

15. Which subject (s) do you teach in your current school?

.....

16. How would you rate the status of staff deployment in all departments in your school?

Excellent Good Average Not so good Poor

17. Do you experience particular staff deficiencies in your department as a result of teachers transfers?

Yes No

18. If your answer in ,,,,,, above is yes, does the teacher transfers increase the workload for the remaining staff?

Strongly agree agree not sure disagree
Strongly disagree

19. Is it easy to find suitable replacements for the vacancies left by the departing teachers in your department?

.....
.....

20. Do the students complaints about lack of teachers replacements in your department?

Very much Much Not sure Not much
Rarely

21. Do the students complain about the suitability of the replacements?

Very much Much Not sure Not much
Rarely

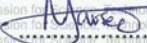
22. What do you do to ensure staff balance in all the departments?


.....
.....
.....

Appendix iv Research permit

THIS IS TO CERTIFY THAT:
MR. WILFRED MAGETO ONSOMU
of UNIVERSITY OF NAIROBI, 11-40200
kisii, has been permitted to conduct
research in Nyamira County
on the topic: INFLUENCE OF TEACHER
TRANSFER ON STUDENT ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN MANGA
SUB-COUNTY, NYAMIRA COUNTY
for the period ending:
31st December, 2014


Permit No. : NACOSTI/P/14/0198/3691
Date Of Issue : 21st November, 2014
Fee Received : Ksh 1,000


Applicant's Signature


Secretary
National Commission for Science, Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA
National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No. A 3683
CONDITIONS: see back page

Appendix v
Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/14/0198/3691

21st November, 2014

Wilfred Mageto Onsomu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of teacher transfer on student academic performance in public secondary schools in Manga Sub County, Nyamira County,”* I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyamira County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Nyamira County.

The County Director of Education
Nyamira County.