

**EFFECT OF TEACHERS' TRANSFER ON PUPILS' ACADEMIC
PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN
TORORO DISTRICT UGANDA**

ODONGO PAUL


REG. NO. BU/UP/2022/1936

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD
OF A BACHELOR'S DEGREE IN EDUCATION PRIMARY
OF BUSITEMA UNIVERSITY**

JULY 2024

DECLARATION

I, ODONGO PAUL do declare that this research report is my original work and has never been previously submitted to any university for any award.

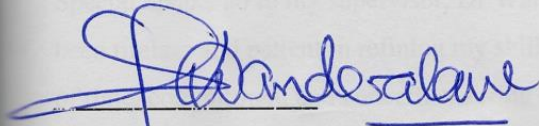
Signature 

Date 4/10/2024

ODONGO PAUL

APPROVAL

This research report has been under my supervision and it's ready for marking.



Mr. WANDERA ROBERT
SUPERVISOR

date:

04/10/24

ACKNOWLEDGEMENTS

I express my appreciation and gratitude to My God who granted me power, wisdom and patience to complete this Research report.

Special thanks go to my supervisor, Dr Wandera Robert for his critical guidance and patience. He has been tireless and patient in refining my skills. I also want to thank my friends for the immense amount of time, commitment and concern ensuring that we move to success as one.

I wish to thank my boss who supported me throughout this study by giving me room to study and as well encouraging me to persist and complete the course. Thanks to all the participants of the selected primary schools in Tororo District and most especially the district Government and management for allowing me conduct the study in their schools. For the respondents were supportive and tolerant during the interviews, for their time and willingness to share their experiences with me is acknowledged. They were very cooperative in providing valuable and reliable information concerning teachers' transfers and the effect to pupils' performance.

My wife and children, you have brought more to my life than I ever thought possible. You are the main reason I was motivated to complete this research project. And lastly to my mother, your love, understanding and the instillation of the importance of education in me has lead me this far.

It is truly impossible to thank all the people for their contribution towards the successful completion of this research project. But special thanks go to my research assistant. And to those whose names have not been mentioned are equally thanked.

Table of Contents

DECLARATION	Error! Bookmark not defined.
APPROVAL	Error! Bookmark not defined.
ACKNOWLEDGEMENTS	iii
LIST OF ABBREVIATIONS AND ACRONYMS	viii
ABSTRACT	ix
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 Statement of the problem.....	3
1.3 General Objective of the study	4
1.4 Specific Objectives	4
1.5 Research Questions	4
1.6 Significance of the study.....	4
1.7 Limitations of the study.....	5
1.8 Conceptual frame work.....	5
1.9 Operational Definition of terms	6
CHAPTER TWO.....	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Teacher mobility.....	8
2.3 The teacher transfer situation in public Selected Primary Schools in TORORO District.....	10
2.3.1 Teacher transfer challenges in the provision of quality education.....	11
2.3.2. The attitudes and perceptions held about teachers ‘transfer.....	12

2.4 The extent to which teacher transfer affect the quality of education.....	13
2.5 Theoretical framework	14
2.5.1 The Human Capital Theory.....	14
CHAPTER THREE.....	17
RESEARCH METHODOLOGY.....	17
3.1 Introduction	17
3.2 Research design.....	17
3.3 Target population	18
3.4 Sample size and the sampling procedure.....	18
3.4.1 Sample Size Determination.....	18
3.5 Research instruments.....	19
3.5.1 Validity of the data collection instruments	19
3.5.2 Reliability of the data collection instruments	20
3.6 Data collection procedure.....	20
3.7 Data Analysis	20
3.8 Ethical considerations.....	21
CHAPTER FOUR	22
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS OF FINDINGS	22
4.1 Introduction	22
4.1.1 Response Rate	22
4.2 Descriptive Statistics	23
4.2.1 Demographic Characteristics of the Respondents	23
4.2.2 Age of the Respondents.....	23
4.2.2 Number of years served	24
4.2. 4 Gender of the respondents.....	24
4.2.3 Education levels of the respondents.	24

Table 4.3: Teacher transfer characteristics in Selected Primary Schools in Tororo District.....	25
51.66	26
19.48	26
15.40	26
Table 4.5: Individual teachers’ motivations for relocating to other schools.....	28
4.2.5 The extent to which teachers transfers influence the provision of quality education.....	29
Table 4.6: Teachers transfers affects the quality education.....	29
4.3 Inferential Statistics	30
4.3.1 Correlation Analysis.....	31
Table 4.7: Summary of Correlations	31
4.3.2 Regression Analysis	33
Table 4.8: Multiple Linear Regression Analysis Model Summary	33
Table 4.9 provides a summary of the multiple linear regression analysis correlation coefficients.	33
CHAPTER FIVE.....	35
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	35
5.0 Introduction	35
5.1 Discussion of Findings	35
5.1.1 Discussion of how to describe the teacher transfer characteristics in Selected Primary Schools in Tororo District in Uganda.	35
5.1.2 Discussion of on the underlying reasons for teacher transfer requests in selected Primary Schools in Tororo District in Uganda.	36
5.1.3 Discussion of on how to determine the effect of teachers transfer on the quality of education in selected Primary Schools in Tororo District in Uganda.....	36
5.2 Conclusions	37
5.3 Recommendations	37
5.4 Suggestions for further study	38

REFERENCES	39
Appendix i: QUESTIONNAIRE	43

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
DSC	District Service Commission
M.D.G	Millennium Development Goal
M.O.E.S	Ministry Of Education and Sports
T.S.C	Teachers Service Commission
SPSS	Statistical Package for Social Sciences

ABSTRACT

Globally teaching is considered a relatively large occupation. The high rate of teacher mobility impacts negatively on school performance for it disrupts the stability and continuity of teaching. The consequence of these unfavorable transfers has been an inequitable teacher distribution in schools and regions which has direct effect on the performance of pupils in primary schools. The Purpose of this study was to establish the effect of teacher transfer on the performance of Selected Primary Schools in Tororo District in Uganda. The study 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 affects the quality of Education in Primary school.

The Human Capital Theory guided the study and a Survey design was adopted targeting 91 teachers and head teachers drawn from selected primary school in Tororo District 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 selected primary school in Tororo District was mainly of the transfer type, hence, implying the selected primary school in Tororo District were not losing teachers to other professions, but that teacher movement was from one school to the other with in the district. 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 for transfer. Increased workload experienced when a teacher left the school with delayed replacements were also great contributing factors for teacher transfers in selected primary school in Tororo District. This compromised the quality of education and at times prompted the Pupils' to complain to the management. 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 Selected Primary 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 Pupils' 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 rate transfer in 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, 2018). Teacher mobility characteristically involves teacher transfers or job change with the latter being strongly associated with teacher attrition in schools (Kreig, 2006). 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). However, the current situation about teacher transfer in TORORO district with no balanced replacement and consideration of areas of need still prevails and this has prompted the researcher to examine the effect teachers' transfer on pupils' academic performance in selected primary schools in TORORO District.

In the United States, teachers double the number of registered nurses and five times more than lawyers (Statistical report 2018). However, teacher turnover has emerged as a significant problem affecting school performance and Pupils' 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, there is teacher retention issues, 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 ~~stud~~ system. Schools serving poor rural communities face barriers to retaining qualified teachers (Buchmann & Hannum, 2001).

Reduction in school size to improve the learning environment is being used together with other incentives in the United States (Feng, 2005). Nevertheless, African countries are also employing different incentives to increase teacher retention; Mozambique employs a system of financial bonuses for teachers who locate in rural areas and teachers who teach two shifts while Lesotho, a flat bonus is paid per month to teachers who locate in the mountainous hardship zones; similar approach, in Uganda is used as a hard to approach with allowance of 20% of basic salary to teachers working in 'hard-to-reach' areas (Mulkeen, 2005). However, 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, a Uganda has a bonding policy which restricts newly recruited teachers from transferring before the end of one year from the date of deployment (MOEs 2019 report).

Despite the efforts to enhance teacher retention, teacher mobility is still prevalent in many areas in TORORO District especially in the rural areas (Ariko and Simatwa, 2011). It is observed that at the policy level decentralized systems which gave birth to Local Government gave powers to District Education officers with the approval of the Chief Administrative Officer to transfer teachers within the designated district. Presently, there is a shortage of teachers in Primary Schools in TORORO District (District Service Commission, 2021 report). In Selected Primary Schools the shortage currently contributes to teacher pupils ratio to be 1:100 in the classroom and it's overwhelmed with the rural areas having 1:200. Though that have been observed, there has been continuous miss-transfers with no replacements on time and no considerations on needs transfer.

Though Education is the cornerstone for socio-economic development, this objective cannot be achieved in an environment of poor performance triggered by poor transfer approach that has no needs transfer and rapid replacements. One of the key factors for the attainment of Uganda's vision 2040 and the

Millennium Development Goals (MDGs) is education but the transfer policy has great effect on the achievement of that vision. It has been observed in the current research that education standards in Selected Primary Schools TORORO District 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.

1.2 Statement of the problem

Employee transfer and promotion without replacement causes understaffing in an organization (Okumbe, 2011). It is now becoming common knowledge that teachers seek to transfer from one school to another that is of relative advantage in terms of working conditions. The consequence of these unfavorable transfers has been an inequitable teacher distribution in schools. The Ministry of Education in Uganda 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 2022, 212 transfers were granted however, this created a shortfall in some schools going understaffed (TORORO district School Inspector's 2022 report). Teacher transfer in Selected Primary Schools in TORORO District has been quite significant between the year 2007 and 2023. These transfers were occasioned by among other factors, the political temperature in the district as well as the influence of schools managers and transfer requests by individual teachers. Consequently, the performance in Final UNEB Examinations in that period kept on fluctuating. Studies done by Education Standards Agency and other stakeholders in Primary Schools in Uganda and TORORO district in particular have placed little focus on the teachers' transfer on pupils' academic performance in primary schools in Uganda. This has therefore prompted the researcher to conduct a research on effect of teachers' transfer on pupils' academic performance in selected primary schools in TORORO District Uganda.

1.3 General Objective of the study

To establish effect of teachers' transfer on pupils' academic performance in selected primary schools in TORORO District Uganda.

1.4 Specific Objectives

- i. To describe the teacher transfer characteristics in Selected Primary Schools in Tororo District.
- ii. To find out the underlying reasons for teacher transfer requests in Selected Primary Schools in Tororo District.
- iii. To determine the effect of teachers transfers on the quality of education in Selected Primary Schools in Tororo District.

1.5 Research Questions

The study was anchored on the following research questions.

- i. What are the teacher transfer characteristics in Selected Primary Schools in Tororo District?
- ii. What are the underlying reasons for teacher transfer requests in Selected Primary Schools in Tororo District?
- iii. How does teacher's transfers affect the quality of education in Selected Primary Schools in Tororo District?

1.6 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 Pupils' performance in primary schools in TORORO District. It will inform District Education Officers on various causes of transfer and possible remedies.

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 promote desirable pupil performance in their examinations.

The District Education 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. In this way, the teachers will be motivated or remain in the profession so that the Pupils' learning is not interrupted.

Findings and recommendations may prove useful to SMCs 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 and will reduce heavy workloads for available teachers. This will motivate them to stay.

1.7 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 imposed some limitations as to the depth of the findings especially given that it was 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 well design instrument.

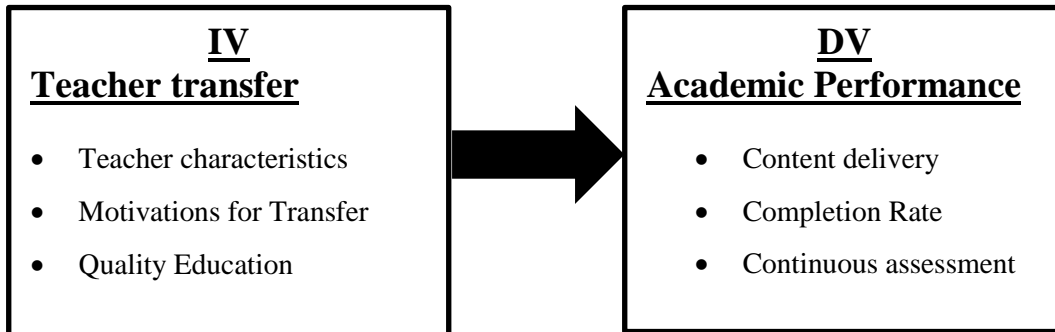
1.8 Conceptual frame work

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

The conceptual framework below shows the relationships between teacher transfers and academic

performance in public Selected Primary Schools in TORORO District.

Figure 1 Conceptual framework



Adopted from Orodho(2009) and modified by the researcher 2024

Figure 1 is a Conceptual framework showing the relationship between the Independent variable and dependent variable. From the conceptual frame work above, teacher Transfer is the Independent Variable (IV) and focus was put on the three basic elements; Teacher characteristics, Motivations for Transfer and Quality Education. Teacher transfer has effect on academic performance. Academic performance is the Dependent Variable (DV) with parameters such as: Completion Rate, Content delivery and Continuous assessment.

No school system can succeed without positive Teacher characteristics, Motivations for Transfer and Quality Education. Pupil Completion Rate, Content delivery and Continuous assessment are greatly affected by teacher transfers. Therefore, when we use one against many variable checks, we realize that teacher transfer has effect on pupils' academic performance in selected primary schools in TORORO in District Uganda.

1.9 Operational Definition of terms

Performance: Academic performance: is the final grade awarded to a Pupils' 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 Pupils' has achieved their educational goals and objectives as measured by examinations or continuous assessments.

Primary Schools: there are two categories of Primary Schools in TORORO District's public and private. Public Selected Primary 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.

School teachers: School teachers in this study refer to professional teacher holding diploma or degree certificate from Universities or Teacher training colleges.

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).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents definitions of key words, literature review on theoretical framework and study objectives; To describe the teacher transfer characteristics; find out the underlying reasons for teacher transfer requests and determine the effect of teachers transfers on the quality of education in Selected Primary Schools in TORORO District and the gap between variables.

2.2 Teacher mobility

Occupational mobility is for an employee to change jobs in the same 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 Pupils's 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 TORORO District 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 school input in the determination of Pupils' achievement given the central role the teacher plays in the education sector. Given the central role of teacher quality in determining Pupils' achievement (Feng and Sass, 2008), there is growing concern over the impact of teacher job change on the overall level of teacher quality and performance of pupils in schools. The effects of teacher labor market decisions on teacher quality and Pupils' achievement are unclear, a priority. For instance, if high quality teachers possess transferable skills that are valued in other occupations, then erosion 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 Pupils's. 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 Selected Primary Schools in TORORO District.

High rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. Therefore, the TORORO District Local Government has been committed to staffing all public schools with teachers and it their mandate to reduce teacher transfers by offering enhanced salaries and allowances in line with government policy. In addition, a bonding policy which restricts newly recruited teachers from transferring before the end of their first year of deployment. 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 and favorable working environment. Teacher-related factors include teachers' family ties, teachers' background, and teachers' age while factors associated with Pupils included Pupils' rural catchment area, class sizes and Pupils' 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 (MOES 2019 report).

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 Pupils' 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 TORORO District, and the above factors has contributed to most transfers that were done every year (Mwiti, 2017).

2.3.1 Teacher transfer challenges in the provision of quality education

Nzuve (2017) 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 Pupils will not be taught which affects their academic performance. The expenditure incurred during replacement would be used in acquiring teaching and learning facilities. Griffin (2016) contends that TORORO District teachers on seeing a chance of earning more money can quite their teaching positions with no notice at all.

In TORORO District, 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 service commission (Ministry of Service Public 2019 report to Parliament). 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 Uganda.

2.3.2. The attitudes and perceptions held about teachers 'transfer

The attitudes and perceptions was in light with various theories of motivation. According to Herzburg (1959) hygiene factors theory, hygiene cannot motivate employees but 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 (2022) defined 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 (2021) noted that, 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. Quartz (2018) 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 affect the quality of education

The ministry of education through the District Education Officers and the Chief Accounting Officers at district level has been conducting the distribution of teachers by transferring teachers from overstaffed to understaffed schools. Feng (2015), 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 Ingersoll (2011) cited Cailled (1989) who stated that 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 TORORO District, weaknesses in planning have affected training, employment and deployment of teachers and thus distort their distribution and utilization. Consequently, there exists an unbalanced distribution of teachers, teacher shortages, teacher surplus and inefficient utilization of teachers (MOES, 2021 report).

A teacher transfer has a direct influence on the quality of education offered in schools. Nkanatha (2021)

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 (2016) cites poor Pupils' teacher ratio as one of the factors that influence Pupils' performance. Study by Musau(2015) on the factors influencing performance in TORORO, 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 (2021), 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 & Macbeth (2023), asserts that newly qualified teachers refuse to accept postings to some areas because of an unavailability of social services. Therefore the provision for these facilities may address the challenges in selected primary schools in TORORO District.

2.5 Theoretical framework

The study was guided by the Human Capital Theory which seeks to examine the transfer of teachers from one schools to another with in TORORO District. In this sense, it seeks to underpin the effect of the teachers transfers on the Pupils' academic performance.

2.5.1 The Human Capital Theory

Human capital is the stock of competencies, knowledge, social and personality attributes, including creativity, cognitive abilities, in material form to perform a given task 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 Woodhall. P(2019).

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 signaling 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.

Emphasis is put on 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 open to empirical research. Such external benefits might arise because education reduces criminal behavior (Lochner & Moretti, 2014), 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.

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 Pupils's 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.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the study design, area of study, population of the study, sampling procedures, data collection methods and instruments, quality control measures, data processing and management, data analysis procedures, ethical considerations and limitation of the study.

3.2 Research design

The study used a survey research design on how teachers transfer influence Pupils' academic performance in Public Selected Primary 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 behavior. 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). The study population comprised of the teachers and head teachers from selected public primary schools. These comprised of 27 Head teachers and 496 teachers of the public Selected Primary 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 school's 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 were considered in determining sample size are 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)

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)

$$n.f = 303/3.26$$

$$Nf = 93$$

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 head teachers and District Education Office.

The study used researcher-administered questionnaires 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.

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 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.

3.5.2 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 Selected Primary Schools in TORORO District. Ethical aspects in every stage of preparations was key to carry out an inquiry. 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 Head teachers 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

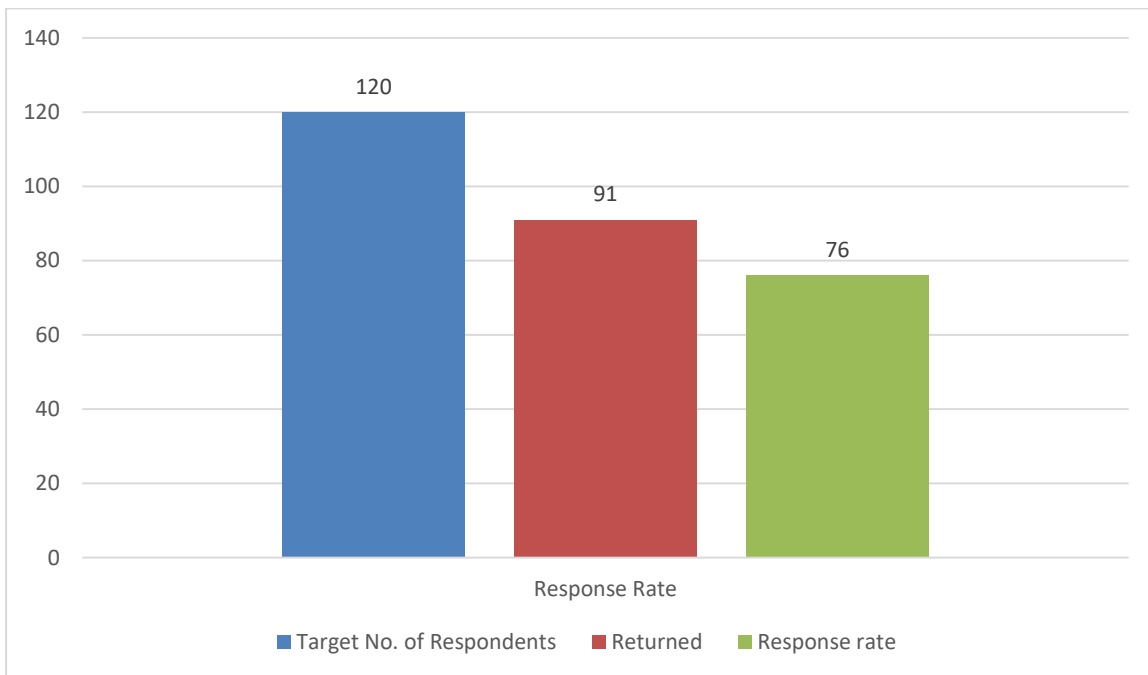
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The data collected was analyzed 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 1 Response rate of respondents over the distributed tool



There was a response rate of 76% as shown in Table 1 above. The researcher distributed questionnaires and returned 76% of them. And other respondents were interviewed, according to Mugenda and Mugenda (2003) this was acceptable to draw conclusions on the collected data with addition to other information gathered using other tools. 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

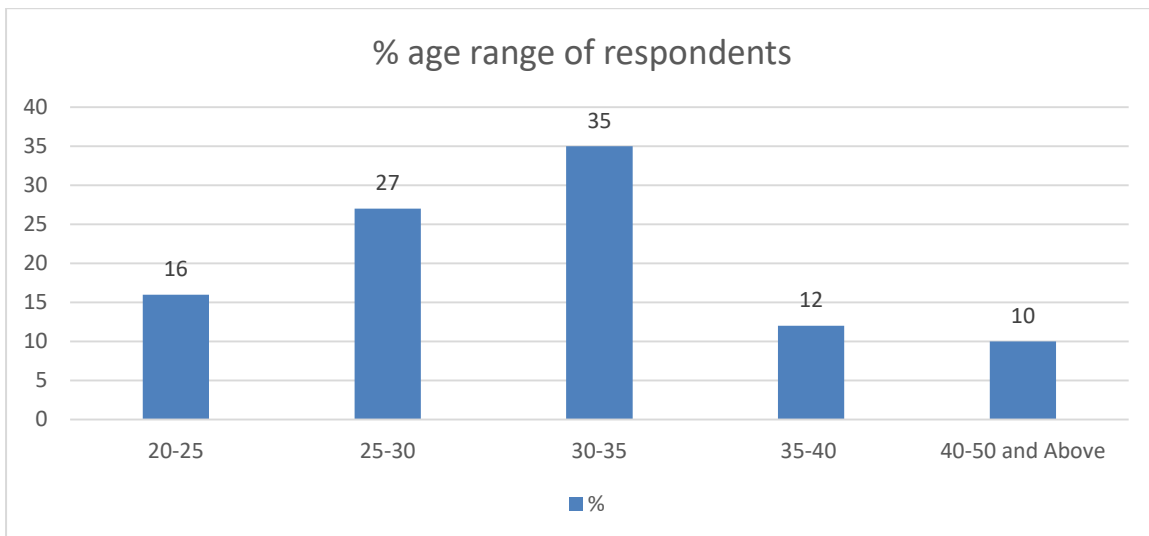
This section presents the results of the descriptive statistical analysis of the data and their interpretations. The descriptive statistics used are frequencies and percentages. The descriptive statistics helped to develop the basic features of the study and form the basis of virtually every quantitative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

4.2.1 Demographic Characteristics of the Respondents

Under the demographic characteristics, the study sought to determine the demographic characteristics of the respondents as they are considered as categorical variables which gave some basic insight about the respondents. The characteristics considered in the study were; range of ages of the respondents; gender, level of education attained by them and work experience. The findings are summarized below:

4.2.2 Age of the Respondents

Table 2: Age of the Respondents

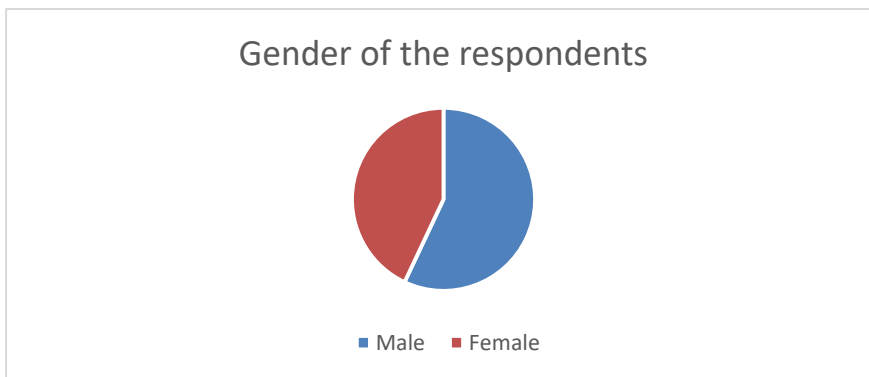


4.2.2 Number of years served

Table 3: Number of years served within the same school as a head teacher

How many years have you served within the same school as a head teacher?	Below 1 yr	5.0%
	1-10 yrs	43.0%
	11-20 yrs	38.0%
	Above 21 yrs	14.0%
	Total	95.0%

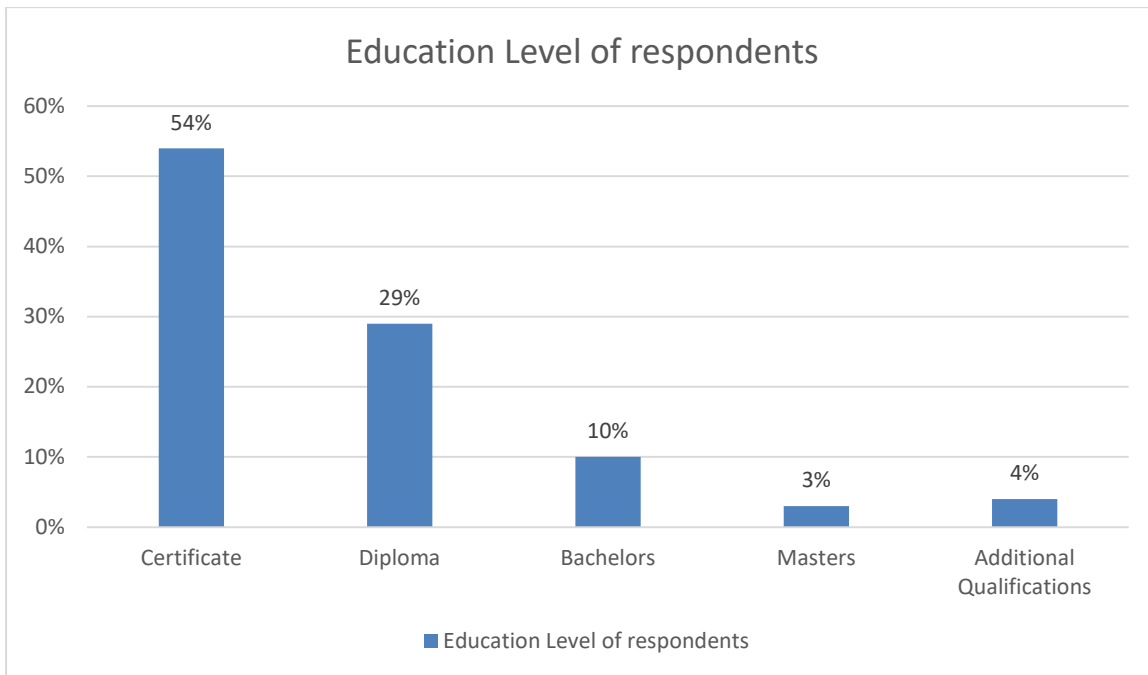
4.2.4 Gender of the respondents



The findings showed that majority (84%) of the respondents were mature persons aged between 25 and above years. The findings also show that there were more males (57%) than females (43%) teaching staff in the schools. When respondents were asked to tell the years served, the finding showed that a significant number of 52% had served for 10 years and more.

4.2.3 Education levels of the respondents.

Table 4 Education Qualifications of the respondents



The results in Table above revealed that certificate holders were 54%, diploma 29%, bachelors 10%, Masters 3% while 4% had additional qualifications. Majority 54% of the respondents had certificate as their highest qualification. However, a relevant number 46% had qualification of diploma and above. This implies that all the respondents were qualified and knowledgeable to enough to set a performance desired in primary schools. Nevertheless, the teacher transfers may be contributing to the undesirable pupils' performance in primary schools in Tororo District.

Table 4.3: Teacher transfer characteristics in Selected Primary Schools in Tororo District

To what extent do you agree with the following on Teacher transfer characteristics in Selected Primary Schools in Tororo District? Choose using a Likert scale of SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.											
	ITEM	SA		A		N		D		SD	
		FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1	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
2	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
3	Do you receive transfer requests to your school?	53	58.2	28	30.8	8	8.8	2	2.2	0	0

4	Of the transfer requests made by teacher from your school, how many are successful on a yearly basis?	39	42.9	39	42.9	9	9.9	4	4.4	0	0
5	Do you get suitable replacements immediately for the vacancies left by the transferring teachers?	8	8.8	11	15.7	31	44.3	9	12.9	11	15.7
6	Would you consider moving out of your current school to another school?	4	5.7	11	15.7	26	37.1	18	25.7	11	15.7
Percentage Mean		51.66				19.48		15.40			

4.2.3 Teacher transfer characteristics in Selected Primary Schools in Tororo District

The first objective of the study was to describe the teacher transfer characteristics in Selected Primary Schools in Tororo District. Under this objective, the researcher realized the following results:

The findings under item one showed that 38.5% agreed, 34.1% disagreed and 27.5% were neutral that their school has been experiencing high rates of teacher transfers in the last five years. This implies that Majority 38.5% agreed that their school has experiencing high rates of teacher transfers in the last five years. The higher rate of teacher transfer has effect on the pupils' performance in selected primary schools in Tororo district.

Findings under Item two showed that 50.6% agreed, 26.4 were neutral, while 23.1% disagreed that they receive a high number of teacher transfer requests in their schools. A significant number of 50.6% revealed that a high number of teacher transfer requests are always made by teachers to grant their mobility to other schools. This implies that there are transfers on request in primary schools teachers in Tororo district.

Under item three, the findings showed that, 89.0% agreed, 8.8% were neutral and 2.2% disagreed that they receive transfer requests in their schools. Majority (80%) of the respondents showed that they receive transfer requests in their schools. This implies that to a higher extent (80%) of transfers are on request by the teachers.

Under item four, the findings showed that, 85.5% agreed, 9.9% were neutral and 4.4% disagreed that of the transfer requests made by teacher Majority (85.5%) are successful on a yearly basis. This implies that there is annual teacher transfers in primary schools in Tororo District.

Findings under Item five showed that 28.6% disagreed, 24.5 agreed and 44.3 were neutral that it's not clear that they get suitable replacements immediately for the vacancies left by the transferring teachers. Given the neutral number and the disagreed number (72.9%) revealed that they don't get suitable replacements immediately for the vacancies left by the transferred teachers. This then showed that the

children’s performance in primary schools in Tororo is compromised with due to transfer without immediate replacement.

The last item of the check under this theme was to find out whether the respondent would consider moving out of current school to another school. The findings revealed that, 41.4% disagreed, 37.1% were neutral and 21.6 agreed. Majority of (78.5%) disagreed implying they were not willing to be transferred to new schools.

Given the percentage mean score of the respondent’s response under the theme above, there was a positive response with a 51.66% followed by 19.48% neutral and the disagreed response rate was 15.40%. This implies that, the Teacher transfer characteristics in Selected Primary Schools in Tororo District was positive indicating that there exists teacher transfers in primary schools. This is backed up by Majority (85.5%) who agreed that there are successful annual teacher transfers in primary schools in Tororo District.

4.2.4 Underlying reasons for teacher transfer requests in Selected Primary Schools

To what extent do you agree with the following on the Underlying reasons for teacher transfer requests in Selected Primary Schools in Tororo District? Choose using a Likert scale of SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.						
		SD	D	NS	A	SA
	ITEM	%	%	%	%	%
1	The existing staff conflicts amongst themselves lead to teacher transfers in Primary schools.	30	12.9	17.1	21.7	18.3
2	The existing conflicts amongst the school staff and management leads to teacher transfers.	18	23	12.4	27.6	20
3	The school community is secure enough to guarantee teacher security?	19	22	33.3	16.4	10.3

The results in above showed that (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.

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

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

Looking at the results in the table above, it is evident that security concerns 52.9% played a big role in motivating teacher transfers. The teachers' conflicts with the schools managements emerged as the positive motivator for teacher transfer with 57.2% agreed. Poor relationship with Pupils' was not a contributing factor for teacher transfers as it scored 57.1% disagree with the item check, poor staff motivation was 56.2% agree, while 60% agreed that marital status largely determined teachers' transfer. Social amenities have effect on the teachers' transfer as the respondents showed a 51.4% agreed, equally career development had 67.6% agree implying they contribute to teacher transfers, stagnation showed a 47.1% agree which is below average hence being not a contributing factor to teacher transfers, Demotion showed a 51.5% disagree implying demotion does not contribute to teacher transfer, however, overstay contributes to teacher transfer and this was revealed by 61% agree. However, conflicts with colleagues, work load, stagnation, chronic sickness, interdictions and religion has no contribution to teacher transfer in primary schools in Tororo District. Their findings showed scores below average and a number below average cannot be used to determine the conclusion positive.

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

Table 4.6: Teachers transfers affects the quality education

Item	SA	A	N	D	SD
	Freq(%)	Freq(%)	Freq(%)	Freq(%)	Freq(%)
1. 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)
2. 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)
3. Do you receive complaints from the Pupils' about lack of teachers' replacements?	52(57.1)	30(33)	5(5.5)	19(1.1)	3(3.3)
4. Do the Pupils' complain about the suitability of the replacements?	31(34.1)	23(25.3)	11(12.1)	17(18.7)	9(9.9)
Percentage Mean	74.47		13.75	11.82	

The third objective of the study was to determine the extent to which teachers transfers affect the quality education. The results in Table above showed the response the respondents gave and the findings were as below:

Under item one, 48.3% agreed, 37.4% neutral and 14.3% disagreed that staff deployment in all departments in the school was good. A number below average cannot be used to determine the results of the item check. This implies that the respondents had little no idea on whether, staff deployment in all departments in school s are good?

Under item two, the findings showed that 100% agree that teacher transfers increase the workload for the remaining staff. This implies that the remaining staff become inefficient and reduce on productivity hence the poor performance of pupils' in primary schools in Tororo District.

Under item three, the findings revealed that, 90.1% agreed, 5.5% disagreed while 4.4% disagreed that they receive complaints from the Pupils' about lack of teachers' replacements. This implies that there is a notification of teachers' gap due to transfers in primary schools by the pupils. Therefore, this demoralizes the learners and misconduct may emerge and lead perform poorly or drop out of school.

Item four wanted to check whether Pupils' complain about the suitability of the replacements. The response was 59.4% agreed, 28.6% disagreed and 12.1% were neutral that Pupils' complain about the suitability of the replacements. This means that there are visible gaps in the replacement of transferred teachers in 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	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	Pearson's				
Education	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 Tororo District 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 Tororo District 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 TORORO

District 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 analyze the effects of teachers' transfers on the academic performance of Pupils' in Selected Primary Schools in Tororo District. 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 Pupils' in Selected Primary Schools.

Table 4.8: Multiple Linear Regression Analysis Model Summary

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

a. Predictors: (Constant), Performance of Pupils's in Selected Primary 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 Pupils' in Selected Primary Schools

The beta value was used to determine which independent variable was more important in the performance of Pupils' in Selected Primary 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 Pupils' in Selected Primary 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 Pupils' in Selected Primary Schools in the area, would change by a corresponding number of standard deviations when the respective independent primary Schools in the area and could not be ignored.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 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. The discussion followed the specific objectives; to describe the teacher transfer characteristics, find out the underlying reasons for teacher transfer requests and determine the effect of teachers' transfers on the quality of education in Selected Primary Schools in Tororo District.

5.1 Discussion of Findings

5.1.1 Discussion of how to describe the teacher transfer characteristics in Selected Primary Schools in Tororo District in Uganda.

Objective one: To describe the teacher transfer characteristics in Selected Primary Schools in Tororo District in Uganda.

Research question one: What are the teacher transfer characteristics in Selected Primary Schools in Tororo District?

The researcher set out to describe the teacher transfer characteristics in Selected Primary Schools in Tororo District in Uganda. Several questions were posed that the respondents replied to. From the data that was provided, it showed a percentage mean of **51.66 agree, 19.48 Neutral and 15.40 disagree**. This reflects an average positive response that the teachers in selected primary schools in Tororo experience transfers. This was exhibited by the findings such which revealed that, 38.5% agreed that their school has experiencing high rates of teacher transfers in the last five years, 50.6% revealed that a high number of teacher transfer requests are always made by teachers to grant their mobility to other schools, 80% of the respondents accepted that they receive transfer requests in their schools, 85.5% are successful on a yearly basis, 72.9% revealed that they don't get suitable replacements

immediately for the vacancies left by the transferred teachers, 78.5% of the respondent wouldn't consider moving out of current school to another school. This gives a conclusion that there exists teacher transfers and on request though some are determined by the concerned officers in the education system. However, the most worrying point is that 72.9% revealed that they don't get suitable replacements immediately for the vacancies left by the transferred teachers. The delay and sometimes failure to replace the transferred teachers has now and again left gaps that have great effect on the performance of the pupils in Tororo district Primary schools. And this has been evident enough with the percentage mean score of 51.66 agree. Implying that truly there are gaps left without replacing the transferred teachers.

5.1.2 Discussion of on the underlying reasons for teacher transfer requests in selected Primary Schools in Tororo District in Uganda.

Objective two: To find out the underlying reasons for teacher transfer requests in Selected Primary Schools in Tororo District in Uganda.

Research question two: What are the teacher transfer characteristics in Selected Primary Schools in Tororo District?

Security concerns, teachers' conflicts with the schools managements, poor staff motivation, marital status, Social amenities, career development and overstay contributes to teachers' transfers in primary schools in Tororo District. These findings corroborate with other findings such as Mwiti (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. 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. Nevertheless, Ingersoll (2001), agreed that high levels of employees transfers or desire to leave cause a dysfunction and low performance in an organization. Otieno (2006) cited poor Pupils' teacher ratio as one of the factors that influence Pupils' poor performance.

5.1.3 Discussion of on how to determine the effect of teachers transfer on the quality of education in selected Primary Schools in Tororo District in Uganda.

Objective two: To determine the effect of teachers transfer on the quality of education in selected

Primary Schools in Tororo District in Uganda.

Research question two: How does teacher's transfers affect the quality of education in Selected Primary Schools in Tororo District.

The researcher sought to determine the effect of teachers transfer on the quality of education in selected Primary Schools in Tororo District in Uganda. Four questions were set and posed that the respondents replied to. And given the percentage mean results, **74.47 agreed, 13.75 Neutral and 11.82 disagree**. This reflects a significant average percentage score of 74.47 agree response, it implies that, teacher's transfers affect the quality of education in Primary Schools in Tororo District. It was also revealed that teacher transfers increase the workload for the remaining staff, there was also complaints from the Pupils' about lack of teachers' replacements, and Pupils' complain about the suitability of the replacements and it was also revealed that staff deployment in all departments schools is not good. These findings agree with the views of Feng and Sass (2008) who observed that undetermined gap filling for teacher transfers compromises with quality of education.

5.2 Conclusions

The conclusion from this study is that there is positive characteristics of teacher transfer in selected primary schools in Tororo District; Security concerns, teachers' conflicts with the schools managements, poor staff motivation, marital status, Social amenities, career development and overstay contributes to teachers' transfers in primary schools in Tororo District and teacher's transfers affect the quality of education in Primary Schools in Tororo District in Uganda.

5.3 Recommendations

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

The District Service Commission (DSC) in Tororo has to do needs assessment before recruitments to enable recruiting the right persons in the right positions.

Management practices and training has to be conducted 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.

The schools management should also commit to making adequate security arrangements for the teaching staff so that they do not fall prey to criminals in the area. This was due to the revealed reality that security is one major cause for Teacher transfers.

On time replacement and filling of the gaps created due to transfers. This will help reduce the work load and create efficiency at work.

5.4 Suggestions for further study

Recommended for further research;

- The contribution of School Management Committee structure on provision of quality education in Selected Primary Schools.

REFERENCES

- Aaronson D., Barrow L., and Sander W. (2007). "Teachers and Pupils' 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, TORORO District : 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.
- TORORO District 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, TORORO District tta 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 Selected Primary Schools in Taitadistrict. Un published
 M.Ed project, University of Nairobi.
- Newstrom J. W. and Keith D. (1993) Organizational Behavior. Human Behavior at
 Work. New York. McGraw-Hill
- TORORO District Education Report (2012)
- Ogula, O.P. 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 TORORO District (2003a). Ministry of Education: Report of the Sector
 Review and Development. Nairobi: Government Printer.
- Republic of TORORO District (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 Pupils' 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.

Appendix i: QUESTIONNAIRE

The topic under study is “EFFECT OF TEACHERS’ TRANSFER ON PUPILS’ ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN TORORO DISTRICT UGANDA” 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 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 Selected Primary Schools in Tororo District

7. Has your school been experiencing high rates of teacher transfers in the last five years? SA A N SD D

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

SA A N SD D

9. And what about transfer requests to your school?

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?

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 Selected Primary Schools in TORORO District

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.

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

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 Pupils's about lack of teachers replacements?

Very much Much Not sure Not much

Rarely

25. Do the Pupils's 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 C: Underlying reasons for teacher transfer requests in Selected

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

SECTION D: The extent to which teachers transfers affect the quality education

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

.....

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

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

Yes No

17. 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

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

.....
.....

19. Do the Pupils' complaints about lack of teachers' replacements in your department?

Very much Much Not sure Not much
rarely

20. Do the Pupils' complain about the suitability of the replacements?

Very much Much Not sure Not much
Rarely

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