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**TSC POLICY ON TEACHER TRANSFERS IN PUBLIC
SECONDARY SCHOOLS IN KENYA: IMPACT ON SCHOOL
MANAGEMENT AND ACADEMIC PERFORMANCE****Joyce Wacuka Kanyiri***

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The Government of Kenya recognizes investment in quality education as a critical factor in the supply of skilled manpower to support development across all sectors of the economy. Teacher management in Kenya is a mandate executed by the Teachers Service Commission (TSC). The Teachers Service Commission (TSC) was first established by an Act of Parliament in 1967. It operated as a statutory Semi-Autonomous Government Agency (SAGA) under the Ministry of Education until 2010. Article 237 of the Constitution (2010) established the Commission as an independent entity with a redefined mandate to regulate the teaching profession and manage teachers under the employment of government. Recent reports and statistics in Kenya have shown that many schools are experiencing high attrition rates especially of secondary school heads. High rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching thereby causing low student performance (Collins, O & Lucas. A, 2012). Despite claims that schools need flexibility in teacher assignment to allocate teachers more equitably across schools and improve performance, involuntary transfer of teachers across schools is contested. In many developing countries, there is no clear policy on teacher transfers in the public sector. Teacher transfers tend to be ad-hoc and based on personal interests, political interferences and other indirect factors with no regard to improving quality of education. In Kenya, teachers in public schools are transferred after 8 years of continuous service in a given school. Studies in different countries show, transfers can cause stress in teachers leading to possible poor management and teaching performance of the transferees. However, it is admitted that

transfers also help to increase the efficiency and effectiveness of teachers. This study examined how involuntary transfers impact on performance of teachers and management in public schools. The study was based on a survey conducted through a questionnaire and direct interviews in twenty selected schools in Nakuru County representing urban and suburban areas. A random sample of teachers and the Principals of all twenty schools took part in the research. The study concluded that teachers are generally not affected in personal life due to overstay transfers. The only visible impact due to housing can be mitigated with appropriate measures. Also overstay transfers do not have an adverse impact on the management and performance in the new or the old school. Well-coordinated transfers are beneficial to schools and can be used as an opportunity to implement measures to improve academic performance and management.

Keywords: *Mandatory Transfers, Impact, Performance, management*

INTRODUCTION

In workplaces all over the world, transfers are a tool for resource mobilization and fair distribution. Done properly and strictly within guidelines the tool could yield great benefits to the organization. However, in many of the developing countries there is a lack of clear policy relating to teacher transfers. In many cases, the policies are ad-hoc and based on factors such as personal interests, political interferences and other indirect factors rather than policies that would improve the quality of education. In certain cases, the stated policies of teacher transfer have not been developed giving due consideration to its impact on the quality of education. This study examines the effects of teacher transfers on the management and academic performance in public secondary schools in Kenya.

The Government of Kenya recognizes investment in quality education as a critical factor in the supply of skilled manpower r to support development across all sectors of the economy Teacher management in Kenya is a mandate executed by the teacher's service commission (TSC).

The Teachers Service Commission (TSC) was first established by an Act of Parliament in 1967. It operated as a statutory Semi-Autonomous Government Agency (SAGA) under the Ministry of Education until 2010. Article 237 of the Constitution (2010) established the Commission as an independent entity with a redefined mandate to regulate the teaching profession and manage teachers under the employment of government.

Teacher transfers in public schools in Kenya

The Constitution of Kenya (2010) is the main focal point of the legal framework and addresses a number of regulatory concerns in regard to education. The Constitution guarantees a right to education for every person. Provides that every child has a right to free and compulsory basic education. Further the constitution addresses the distribution of functions between the national and county governments. It a responsibility of the national government to formulate educational policies, set standards, develop curricula, oversee examinations and grant charters for universities. The constitution further entrusts the national government with responsibility over education related public amenities such as libraries, sports, and cultural activities. Teachers constitute the core of the Education system and their importance in students/pupil's performance has been widely confirmed by many studies (Rirkin, Stephen and John, 2000). In Kenya, the ministry of Education bonding policy restricts newly appointed teachers from transferring before the end of five years.

Teacher deployment in Kenya is guided by staffing norms provided by the Commission from time to time in order to achieve equitable distribution and optimal utilization of teachers. This is achieved through transfers, teacher balancing, posting and deployment of newly recruited teachers to schools with significant teacher shortage. (TSC annual report,2018-2019). The objectives of teacher's transfer are provided in the Teachers Service Commission

code of regulation for teachers. These 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).

In public secondary schools, Principal and Deputy Principals act as the senior managers in the schools. Departmental Heads, Subject Heads are the middle level managers. Many teachers become middle managers in 6 to 7 years, in a given school, depending on their experience and performance. Teachers employed in public schools are served with a mandatory transfer after completion of eight years of service in a given school. Such transfers are known as 'mandatory transfers' teacher transfer policy was introduced to public schools under Educational Reforms in 2007.

In Kenya, the teachers service commission (TSC) has among its mandate the hiring, deployment and transfer of teachers. In their employment agreement, the teachers sign a document agreeing to work in any station and take duties as might be assigned by an agent of the commission. In 2018, the TSC started delocalization process, which has resulted to head teachers and principals of secondary schools being moved from their Home Counties or regions to other counties and regions. All this in an attempt to curb corruption in schools, reduce incidences of indiscipline and bring about a more national outlook in the management of the learning institutions. The other objective of mandatory transfers was to ensure fair distribution of talented and qualified teachers among schools and to increase the productivity of every public school. In 2018-2019, one thousand, three hundred and sixty-four (1,364) newly recruited teachers from well-staffed counties were deployed to understaffed counties as a deliberate effort to reduce shortages in primary schools and three hundred and thirty-three (333) teachers were transferred from primary and post-primary institutions to attain rationalization and regional balance (TSC annual report , 2018-2019).

Despite of the good intentions there have been complaints that mandatory transfers significantly affect the management and academic performance of both transferring and receiving schools. Some teachers extensively involved in implementing the strategic plans in school, are transferred before completing them. Others are transferred to schools where their area of expertise is not required. Some others who have been involved in middle management level tasks may become Assistant Teachers in the new school. Coleman (2007) observed that many of the teachers prefer working in one place rather than being transferred to another. All these factors will affect the performance of such teachers in their new schools while creating issues for the management of the previous school. This has led to the Teachers Service Commission regularly receiving requests from teachers and Principals of respective schools to cancel the transfers.

This study was conducted through a survey in twenty selected schools in Nakuru county. A random sample of 25% of the teachers representing a cross section of each of the schools was selected for the survey. The survey was based on a questionnaire for the teachers and interviews with Principals of the respective schools. The study aimed to achieve the specific objective of identifying the effects of mandatory teacher transfers on the management of public schools.

Research Questions

- i. How does the mandatory teacher transfer affect the performance of teachers in schools?
- ii. What factors hinder the good intentions of teacher transfers in relation to managing of the school?
- iii. What recommendations can be made to make transfer policy effective to improve the quality of service delivery?
- iv. What alternative measures can TSC introduce to ensure fair distribution of teachers and improve productivity in public schools?

Literature Review

The teachers' role is very critical in the management of schools. This is clear from the definition of management. "Management" can be defined as 'the organizational process that includes strategic planning, setting objectives, acquiring resources, managing resources, deploying the human and financial assets needed to achieve the predetermined educational objectives, and measuring results'. Management functions are not limited to managers and supervisors. Every member of educational organization has some management and administrative functions as part of their job. Okumbe (1998) states function of educational management as the assurance that sound policies, goals and objectives are formulated in a given school and that methods are determined for the achievement of those objectives.

Is mandatory transfer necessary?

Most teachers get into the profession of teaching because of their desire to impart knowledge and gain an opportunity to offer good mentoring and add value to the lives of the younger generation. Employment stability, opportunities for professional development, job security, and attractive wages are some of the key incentives for them to continue in the profession and these become the key factors contributing to job satisfaction.

Ghost (1985) argues that the mandatory transfers are necessary for the efficiency and effectiveness of an organization. The teachers may become less effective arising from the fact that they have stayed in particular posts for a long period of time. Those transferred to new stations may perform better in those places especially if other factors, such as personal barriers, which affect their performance, are tackled. This not only contributes to effective service delivery but also to efficiency in the education system. In this argument, it is perceived that a teacher who changes his or her working environment quite often may perform better than someone who works in the same environment for an long period of time. Changes to working environment need not necessarily come through transfers. It can be introduced through other means for example changes in management style in the school and regularly rotating the co-curricular activities within the school among the teachers.

If professional development is considered, teachers need regular opportunities to experience new situations, gain perspective and rethink present assumptions (Harris 1980 and Howey 1981). Ricken (1983) and Weller (1984) in their contributions on the emotional aspect of many transfer situations, concludes that "adequate preparation and adjustment time is a key facilitating condition in mandatory transfer situations." This can help the transferee for her/his "readiness to transfer psychologically". It is argued that with proper support, transfers can be an effective source of teacher renewal in schools. One of the ways of providing such preparatory time and adjustment may be through a well- thought of and publicized policy on transfers which lays down the benefits/ incentives provided during such transfers.

Factors affecting the good intentions of mandatory transfers

Teacher population in Kenya is 322,467 (TSC Annual report,2019) For female teachers, working in one place rather than relocating to another becomes a preference especially due to family constraints. If such teachers are transferred her performance gets adversely affected in the new school at least during the initial period.

"Job transfer represents a frequent, an expensive and a potentially disruptive human resource issue" (Brett 1984). Employees appear to be increasingly reluctant to accept job transfers because of potential disruptions to their families or general quality of life (Bret te and Reilly 1988). It will be very difficult for an employee to accept a transfer at a time when his or her family needs to be together. Education of the transferee's own children, health issues of family members or of themselves may not provide favorable conditions for a transfer to a new working place. Considering that 71% of the teachers in Kenya are women, the teaching profession can be identified more as

a career designated for ladies. One of the main reasons for attracting ladies to teaching profession is that, the designated working hours end in the early afternoon in most schools and working duration is limited to 6 hours. Furthermore, the schools enjoy three formal vacations after each term of three months during which the teachers are hardly expected to provide any services. In the Kenyan culture women tend to pay more attention to the family matters than the men do. By engaging in a career like teaching, they believe they have adequate time to attend to family matters. In most cases transfer to another school in which she will have to spend more time on transportation and other matters will affect her daily routine life. This in return may not create a good environment in her new working place. Reed and Paznokas (1983) in a field study of teacher transfer and job satisfaction argued that teachers' willingness to transfer was a key factor in subsequent job satisfaction. Further, attitude towards moving significantly correlated with the willingness to relocate and predicted the subsequent decision to relocate (Brett & Reilly, 1988).

The Educational reform report-2012, explain that by enforcing mandatory transfers the Ministry of Education was attempting to improve the performance of less privileged schools in the country. One way to do so is to transfer well performing teachers to such schools. However, considering the many factors that affect the performance of teachers it is not wise to assume that prior performance in one school will always translate into equivalent success in another, especially if the transfer is not voluntary. Slocum and Cron (1985) stated that; "the number of transfers (mobility frequency), years of tenure (relative stability) and the attitude towards relocation (transfer) varied depending on stage of career. An employee in a very early career stage, whose primary objective is to maximize knowledge on organization and job in particular, can be expected to react differently to an involuntary transfer than one with many years of experience".

Working in one place for a long time builds relationships with the students and colleagues and results in a feeling of belonging. This facilitates the ethos of any school. Prosser & Trig Well (1997) argue that ethos of a school is either inherited or formed by the existing members of staff, and can only be sustained in a stable environment where both teaching and non-teaching staff have a role to play. "Transfer of any one party could jeopardize the entire process". Therefore, it is important to find ways to minimize such impacts during mandatory teacher transfer.

From the literature it was revealed that mandatory transfers can cause stress for the teachers, which will hinder the teaching performance in the transferees in the new schools. Furthermore, transfers are needed to increase the efficiency and effectiveness of the teachers.

Methodology

This section presents the methodology that was used for the study, research design, study population, sample size, sampling methods, data collection methods and instruments, validity and reliability and limitations.

The study was carried out based on the survey in twenty public secondary schools in Nakuru County. The survey included the responses from the Principals and a sample of teachers. The responding teachers from each of the schools were selected randomly and it was expected that they had the knowledge of how overstay teacher transfers would affect the management of the public secondary schools in Kenya. The twenty schools included both urban and rural schools and this sample was expected to cover many of the common issues relating to the teacher transfers and how these issues have impacted the management of schools. The twenty schools were selected as a purposive sample considering ease of access and type of the school.

Almost all of the teachers in these schools have experienced transfers in their career at different stages. Such transfers include those from rural areas to urban and vice versa. The total sample size of the study was 220, out of which 200 were teachers in the twenty different schools and the remaining 20 were Principals of respective schools.

Approximately 25% out of total teacher population in each of the schools was selected randomly to form the entire sample.

Sampling Techniques

Purposive sampling is a form of non-probability sampling. With this type, the sample is "hand-picked" for the research since they were the only ones of their kind. The study adopted purposive sampling method for selection of Principals in the survey. These respondents were specifically identified and picked because their technical knowledge on the subject and the specific nature of their involvement in the management of schools. Also, simple random sampling was employed to select teachers since they were many and to avoid biasness of the responses. Simple Random sampling was adopted by writing the names on pieces of papers and picking 10 names at random from each school.

Data Collection Methods and Research Procedure

This research used Questionnaire and Interview as data collection methods. The study involved primary data collected through a questionnaire and face-to-face interviews by interview guides.

The researcher's association with the teaching staff showed that the teachers would be more comfortable and reliable in expressing qualitative responses to the questions (eg. Agree, Disagree) than responding on a quantitative scale. Therefore, a questionnaire, using a Likert scale, was used with the teachers. A five-point scale with a neutral point was chosen to allow responses from wide range of personalities including those who are indifferent to the questions. The questionnaire sought to establish how mandatory transfer influences the performance of teachers in public schools and how it becomes an issue for administrative performance in schools. The questionnaire was constructed strategically to capture all the necessary information from all categories of respondents. It was designed with simple straight forward questions which could be easily answered without any ambiguity. The background information such as the age, educational qualifications and years of service was sought to establish whether there was any sign of correlation between such information and the responses.

Personal interviews with the help of an interview guide were administered to obtain responses from the Principals. The interviews questions were framed to cover the research questions and to capture the main issues identified in the literature such as (i) level of awareness on mandatory transfers which provides an indication of the respondents preparedness for such transfers (ii) how such transfers impact on the personal life of the respondents which in turn impacts on management and (iii) how respondents see overstay transfers helping performance in the present and new schools.

The researcher administered completing the questionnaire. The respondents were informed in advance and they were knowledgeable about the study. This process ensured the reliability and consistency of the responses. Also, to ensure validity of instruments the researcher consulted colleagues who have conducted similar research before. Interview questions for the school Principals were prepared to obtain the management perspective towards mandatory teacher transfers and how such transfers become an issue for the management. Interviews were conducted at the respective schools with prior appointments. Researcher noted down the responses and read back to the interviewee after completing the interview.

Limitations

The survey sample size was limited to 20 schools and 220 respondents due to two certain limitations beyond the control of the researcher. They are (i) limited availability of human resources and time to conduct the survey (ii) limited time available for the respondents at the end of second term due to the requirement for timely completion

of the lessons and end of term examinations. The literature relating to the subject addressed in the research is very limited and no similar attempts could be found in the context of Kenya. Therefore, while the contribution of this research is pioneering in its nature, the researcher could gather very little or no lessons from the experiences and outcomes on such research in Kenya in the past. However, the researcher has utilized limited work found in the literature and adopted the available work to address the issues relating to Kenya to minimize her own biases towards the subject matter.

Presentation and Analysis

Section 4 presents the findings of the study, which are presented according to the objectives. As the teacher sample was small (200), the final analysis takes the total sample as a single group without separating it by school. The response rate of the sample was 100%.

Background Information

Table 1: Background information of the teachers

	Percentage
Gender	Male 40%
	Female 60%
Age Group	Less than 35 Years. 5%
	36-45 Years. 55%
	Above 45 Years. 40%
Marital Status	Single 5%
	Married 85%
	Widowed 10%
Academic Qualification	Diploma in Education 15%
	Bachelor's Degree 55%
	Postgraduate Diploma or Master's Degree 30%
Period of service	Less than 15 years 10%
	16-20years 20%
	21-25years 40%
	More than 25years 30%

Table 1 shows that the overall sample is heavily dominated by female teachers (60%), above the national proportion of female teachers. The age group of the sample is skewed towards the over 35 years of age (95%). These lead to the obvious observation in the context of Kenya that 95% of the respondents are either married or widowed. A proportion of 70% of the teachers have over 20 years of service. The academic qualifications are evenly spread with 85% of the teachers having degree qualifications.

Responses of the teachers

The response of the teachers to the research questions were sought on a qualitative scale. It was noticed during the survey that the teachers could not really differentiate between “Agree” and “Strongly Agree”. Similarly, it was difficult for the respondents to distinguish between “Disagree” and “Strongly Disagree”. Considering these the final presentation and analysis were confined to “Agree” combining responses of “Agree” and “Strongly Agree”. “Disagree” combined the responses of “Disagree” and “Strongly Disagree”. The summary of responses is in Table 2.

It was observed that 25% of the teachers are unaware of the mandatory teacher transfer scheme. Of the total 80% of the respondents were willing to accept a transfer after serving 10 years in a given school. Reed and Paznokas (1983) argued that teachers’ willingness to transfer was a key factor in subsequent job satisfaction. The opinion on the impact of such involuntary transfers on the social life of the transferee and hence performance in the new school was equally split. Those who responded that such transfers impact negatively on social life thought it was more to do with difficulties relating to housing. Socio-economic profile of the students in the new school determining the negative impact was found to be minimal.

A majority of the respondents believed that their creativity and the quality of work will not be affected by any involuntary transfers but there was a significant proportion (40%) who believed otherwise. One major reason for those who believed in negative impact was the independence they enjoy under the present management. Also, respondents believe that the present student population responds positively to creative approaches to teaching and quality improvements and it may not be the case in the new school. However, this conclusion may not hold true if the new school can provide the same independent working environment and offer similar subjects for teaching. As for the quality of the student population, it is up to the teacher to employ appropriate approaches to teaching where his or her creativity and quality improvement efforts can still be utilized to be of benefit to the new school. It was evident from the response to the direct question on whether the teaching performance in the new school would be affected. 65% of respondents believed that it would not be so.

Most of the respondents (75%) thought that working a longer period of time in a given school would develop a strong personal attachment to the school. Such personal attachment would lead to a development of a sense of duty to contribute to the advancement of the school. This aspect will be substantially negated by involuntary transfers. Only a few believed that such personal attachment is based on opportunities for career advancement.

The great majority of the respondents (70%) indicated that a long stay in one school results in developing an attachment to the school affecting its management negatively. They tend to dominate over newly joined staff and become a barrier for the new staff to graduate into middle management. Also, the management is likely to favour such long serving staff. These observations further enhance the justification for mandatory transfers of certain teachers both from the school management and quality of teacher contribution point of view. However, a majority of the respondents believed that the overstay transfers will impact negatively on the school management due to sudden change of the quality of staff in the context of implementing the academic work plan and various extracurricular activities. This means it is useful to provide exceptions to regular mandatory transfer scheme under special circumstances if the present school is seriously affected by transfer of some teachers.

Principals' Responses

When interviewing the Principals, the researcher used pre-determined questions and obtained qualitative data. The summary of the responses is presented under each factor that were listed in the interview plan and what the Principals pointed out.

Frequent change of middle managers

In school X, Y and Z frequent change of middle managers has been a great issue. deputy Principals, Heads of departments and subject Heads are selected among efficient and experienced teachers. The deputy Principals are selected through the School Principals' appraisal and appointed by the Teachers Service Commission.

The Principal of the School X, pointed out that; "When we give positions, we cannot exclude the senior teachers even if we know that they will be transferred. We select the most deserving and some teachers can hardly be replaced. What we need in a school are efficient teachers. Those who have leadership qualities are handful and when they are taken away it will not be the same again."

Schools Y and W have less than 1000 students. The deputy principals are also selected from the teaching staff itself. Hence, transferring teachers directly affects the management of these two schools.

Change of teachers in charge of extracurricular work

Schools achieve popularity and fame due to their academic performance and extracurricular activities. The most dedicated and efficient teachers are selected as teachers-in-charge for each sport or club or association. When they are transferred extracurricular activities are negatively affected.

The Principal of school Z stated that; "The teacher in charge of the swimming club was transferred two years ago. The new teachers refused to take the responsibility. The teacher-In-charge has to bring the children to a swimming pool, 1km away since we don't have the facility right now. But we could not find a replacement and we had to close down the Swimming Club".

Replacements not arriving in time

Serving in one school for more than 10 years is considered as overstay. But some teachers stay on and suddenly get a transfer and the replacements do not arrive in time. This has created a situation where long term plans are difficult to be implemented. Normally every school makes the work plan for 5 years. Those set plans are frequently affected by teacher transfers. Specially, in small schools like school V, where there are only 24 teachers, the majority of them need to be involved in management tasks. Any transfer of teachers performing these management tasks will seriously impact the management of the school.

Number of teachers transferred in a year

It is evident that the larger the teacher population, the higher number of teachers get transferred. In school X, 4 teachers have been transferred in year 2016, 3 teachers in 2018. The principal of School X pointed out; "Within 2 years my school lose 7 teachers. It amounts to almost 10% of the staff. The number of teachers that can be transferred in a year should be limited. Otherwise it will create chaos in management of school affairs".

This response goes along with the argument (Prosser & Trig Well, 1997) that ethos of the school significantly depends on the existing staff and can be sustained in stable environment which can be disrupted through overstay transfers. Therefore, we need to find measures to minimize such disruption.

Quality of replacement may not be as effective

All schools agreed that the replacement may not be as efficient and dedicated as the transferee and the new comers need time to adjust. The attachment comes with experience in the place. Such attachment leads to teachers working more towards the development of the school.

Parent–Teacher Associations

In suburban areas with fewer facilities, good quality teachers are handful. Therefore, when transfers occur in such schools' parents want to interfere, causing disruption to the academic work.

All Principals agreed that mandatory transfers disrupt the stability of the school since it takes time for new teachers to adjust to the new environment affecting their performance. Further they had observed that the teachers lose morale to participate in the whole academic and management process of the present school when they are given involuntary transfers.

Discussion

The analysis show that the mandatory transfers adversely affect the teacher performance due to (i) impact on personal life relating to family and housing (ii) lack of independence in the new school (iii) possible poor responsiveness of the students to new approaches to teaching in the new school and (iv) discontinuation of sense of duty to the present school developed during a long stay. This confirms the argument (Brette and Reilly 1988) that disruptions in personal life affect the performance of transferees. However, the removal of the dominance of long-stay teachers over new staff through the transfer scheme positively impact teacher performance in the present school.

The management of the new school is negatively impacted by teacher performance described earlier. Similarly, the management of the present school is negatively affected when implementing the academic work plan, due to the sudden change in the composition of the well performing teaching staff. This confirms the findings of Prosser & Trig Well (1997) that ethos of a school is largely contributed by the staff and can only be sustained in a stable environment. As argued by Hollingsworth (1981), Ricken (1983) and Weller (1984) the negative impact can be minimized with adequate preparation and adjustment time. Also, the slow arrival of replacement and replacing middle management level teachers with less experienced one's impact teaching and the management significantly. If the housing issues of the transferees can be addressed, a major barrier to overstay transfers in the context of transferees' personal life can be overcome. As argued by Ghost (1985) if such personal barriers can be overcome those transferred to new schools may perform better. The new school can provide the same independent working environment and offer similar subjects for teaching. Any barrier for performance due to poor quality of the student population can be overcome by employing appropriate adjustment to teaching methods where his or her creativity and quality improvement efforts can still be utilized to be benefit of the new school. By staggering and limiting the number of transfers at a given time and synchronizing the replacements well with the transfers the negative impact on the schools can be minimized.

Improving the performance of less privileged schools in the country is a key objective of overstay transfers (Educational reform report-2012). To achieve this objective the mandatory transfers can still be made more effective by taking certain measures to overcome barriers as mentioned above. Further, by placing high quality new recruits in the schools where quality of teaching and management needs improvement, for a mandatory period a fair distribution of teachers can be gradually achieved.

Conclusion and Recommendations

The study attempted to address (i) Impact on mandatory teacher transfer on teacher performance (ii) factors hindering the good intentions of teacher transfers in school management (iii) suggestions to make transfer policy effective to improve the quality of service delivery and (iv) alternative measures for fair distribution of teachers and to improve productivity.

Conclusions

In response to the research questions (i) and (ii), it is concluded that the teachers are unlikely to get seriously affected in personal life due to mandatory transfers which is accepted as a fact in teaching profession. The only visible impact due to family and housing issues can be mitigated with appropriate measures. Also, mandatory transfers will not have a significant adverse impact on the management and academic performance in the new school. Further, the mandatory transfer scheme is a useful tool to remove certain long-serving teachers dominating over school activities, negatively, thus becoming beneficial to the school.

It is also concluded that the mandatory teacher transfers negatively affect the teacher performance and management of the schools when such transfers are sudden and in greater numbers at a given time. Further, teacher performance can be negatively impacted if the new school is incapable of providing adequate independence and not receptive to creative approaches to teaching by new staff.

Recommendations

In response to the research questions (iii) and (iv) the following recommendations can be made:

1. Stagger mandatory transfers so that a majority of those significantly contributing to management and other school activities are not transferred at the same time.
2. Provide Exceptions to exclude transfer of teachers extensively contributing to the academic activities and management to extend their stay for some time until the impact can be made minimal.
3. Synchronize mandatory transfers to ensure that the replacements arrive within a reasonable time so that the school activities and the management are not affected adversely.
4. Train the school management to provide room for independence and creativity for the teachers.
5. Encourage new comers to take over the positions of teachers-in-charge, under the guidance of experienced teachers to minimize the negative impact of mandatory transfers on extracurricular activities.
6. Along with the implementation of the mandatory transfer's scheme, develop and implement an incentive scheme to encourage teachers to work in schools among urban poor and the rural regions to improve academic and management performance.

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