



**THE EFFECT OF TRANSFERS ON TEACHER PERFORMANCE IN  
GOVERNMENT AIDED SECONDARY SCHOOLS IN WAKISO  
DISTRICT**

By

**Mugisha Moses**

**14/MMSPAM/34/029**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF CIVIL SERVICE IN  
PARTIAL FULFILMENT FOR THE AWARD OF MASTERS DEGREE IN  
MANAGEMENT STUDIES (PUBLIC ADMINISTRATION AND MANAGEMENT)  
OF THE UGANDA MANAGEMENT INSTITUTE**

**FEBRUARY, 2018**



## **DECLARATION**

I, Mugisha Moses, do declare that this dissertation entitled, the effect of transfer on teachers' performance in government aided secondary schools in Wakiso District Uganda is my original piece of work and has not been presented to any Institution or University in pursuit of an academic award.

## APPROVAL

This work has been done under our supervision and is now submitted for examination with our approval.

Signed.....

Date.....

Dr.Karim Ssesanga

Uganda Management Institute

Signed.....

Date.....

Ms. Juliet Atwebembeire

Uganda Management Institute

## **DEDICATION**

I dedicate this piece of work to my beloved wife Flora Mugisha and my children.

## **ACKNOWLEDGEMENT**

Every struggle has never been an effort of an individual but series of support rendered by people. I would like to offer special thanks to my supervisors Dr. Karim Ssesanga and Ms. Juliet Atwebembeire for their professional guidance throughout the process of this research project. Sincerely your efforts can only be rewarded by God.

I am in a special way thankful to the head teachers and teachers of Government Secondary Schools in Wakiso District for their participation as key informants during data collection. Your contribution enhanced greatly the collection of credible information that enriched the study. I am equally indebted by the support from my family members especially my beloved wife Mrs. Mugisha Flora and all my children for their support and patience during all this period of my absence while on course. It is important that I appreciate all the consultants of Uganda Management Institute for the professional facilitation during the research workshops that provided me with insight of how to progress with the project.

I cannot forget to express my sincere thanks to my course mates whose peer support provided good environment to prosperous academic achievement.

Finally, I wish to state that it may not be possible to list all those who contributed to the success of this research project but I do equally recognize all your contributions.

I thank them.

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	ix
LIST OF FIGURES.....	x
LIST OF ABBREVIATIONS/ACRONYMS .....	xi
ABSTRACT.....	xii
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.2.1 Historical Background .....	1
1.2.2 Theoretical Background.....	4
1.2.3 Conceptual Background.....	5
1.2.4 Contextual Background .....	6
1.3 Statement of the Problem.....	7
1.4 General Objective of the Study.....	8
1.4.1 Specific objectives of the Study.....	8
1.5 Research Questions .....	9
1.6 Hypotheses of the Study .....	9
1.7 Conceptual Framework.....	10
1.8 Significance of the Study .....	11
1.9 Justification of the Study .....	11
1.10 Scope of the Study .....	12
1.10.1 Geographical Scope .....	12
1.10.2 Time Scope .....	12
1.10.3 Content Scope .....	12
1.11 Operational Definitions of Terms and Concepts .....	13

<b>CHAPTER TWO.....</b>	<b>15</b>
<b>REVIEW OF RELATED LITERATURE.....</b>	<b>15</b>
2.0 Introduction.....	15
2.1 Theoretical Review .....	15
2.3 Actual Literature Review .....	16
2.3.1 Voluntary Transfers and Teachers’ Performance .....	16
2.3.2: Routine Transfer and Teachers’ Performance. ....	18
2.3.3: Forced Transfer and Teachers’ Performance.....	20
2.4 Summary of Literature Review.....	23
<b>CHAPTER THREE .....</b>	<b>25</b>
<b>METHODOLOGY.....</b>	<b>25</b>
3.1 Introduction .....	25
3.2 Research design .....	25
3.3 Study Population.....	26
3.4 Determination of Sample Size .....	26
3.5 Sampling Techniques and Procedure.....	28
3.6 Data Collection Methods .....	29
3.6.1. Questionnaire Survey Method .....	29
3.6.2 Interview Method.....	29
3.6.3 Documentary Review.....	30
3.7 Data Collection Instruments .....	30
3.7.1 Questionnaire .....	30
3.7.2 Interview Guide .....	31
3.6.3 Document Review Check List .....	31
3.8 Validity and Reliability of Research Instruments.....	31
3.8.1 Validity .....	31
3.8.2 Reliability.....	32
3.9 Data Collection Procedures.....	34
3.10Data Analysis Procedure .....	34
3.11 Measurement of Variables .....	34
3.12 Ethical Considerations .....	35



<b>CHAPTER FOUR .....</b>	<b>36</b>
<b>PRESENTATION, ANALYSIS AND INTEPRETATION OF FINDINGS.....</b>	<b>36</b>
4.0 Introduction.....	36
4.1. Response Rate.....	36
4.2 Characteristics of Respondents.....	37
4.2.1. Age of Respondents .....	37
4.2.2. Sex of Respondents .....	38
4.2.3. Education Level of the Respondents.....	38
4.2.4. Number of Years in Service .....	39
4.2.5 Number of Years spent in the previous school .....	40
4.2.6. Number of Transfers .....	41
4.2.7. Number of Years spent in the current school.....	41
4.3 Presentation of Results.....	42
4.3.1 Findings on Teacher Performance.....	42
4.3.2 Voluntary Transfers and Teacher Performance in Wakiso District.....	47
4.3.3 Routine Transfers and Teachers’ Performance.....	50
4.3.4. Forced Transfers and Teacher Performance .....	54
4.4 Verification of the of Hypothesis.....	59
4.4.1 Voluntary Transfers and Teachers’ Performance .....	59
4.4.1.1 Correlation Matrix for Voluntary Transfers and Teachers Performance.....	60
4.4.1.2 Regression Analysis for Voluntary Transfers and Teachers’ Performance.....	60
4.4.1.3 Correlation Matrix for Routine Transfers and Teachers’ Performance.....	62
4.4.1.4 Regression Analysis for Routine Transfers and Teachers’ Performance .....	62
4.4.1.5 Forced Transfers and Teachers’ Performance .....	63
4.4.1.6 Correlation Matrix for Forced Transfers and Teachers Performance.....	64
4.4.2Regression Analysis for Forced Transfers and Teachers’ Performance.....	64
<b>CHAPTER FIVE.....</b>	<b>66</b>
<b>SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>66</b>
5.0 Introduction.....	66
5.1 Summary of the Study Findings .....	66
5.1.1 Voluntary Transfers and Teachers’ Performance .....	66

5.1.2 Routine Transfers and Teachers’ Performance .....	67
5.1.3 Forced Transfers and Teachers’ Performance .....	68
5.2 Discussion of the Findings.....	68
5.2.1 Voluntary Transfers and Teachers’ Performance .....	68
5.2.2 Routine Transfers and Teachers’ Performance.....	69
5.2.3 Forced Transfers and Teachers’ Performance .....	69
5.3 Conclusions.....	71
5.3.1 Voluntary Transfers and Teachers’ Performance .....	71
5.3.2 Routine Transfers and Teachers’ Performance.....	71
5.3.3 Forced Transfers and Teachers’ Performance .....	72
5.4 Recommendations.....	72
5.4.1 Voluntary Transfers and Teachers’ Performance .....	72
5.4.2 Routine Transfers and Teachers’ Performance.....	72
5.4.3 Forced Transfers and Teachers’ Performance .....	73
5.5 Areas for Further Research .....	73
<b>REFERENCES .....</b>	<b>74</b>
<b>APPENDICES.....</b>	<b>i</b>
Appendix I: Questionnaire for teachers .....	i
Appendix II: Interview guide for Ministry of Education Officials and head teachers.....	i
Appendix III: Document Review Check List.....	i
Appendix IV: Schools in Wakiso District.....	i
Appendix V: Krejcie and Morgan Determinant of Sample Size.....	i
Appendix VI: Introductory letter.....	i
Appendix VIII: Anti-Plagiarism Report.....	i

## LIST OF TABLES

Table 3. 1: Table: Study Sample Distribution .....	27
Table 3.2: Content Validity Index Results.....	32
Table 3. 3: Reliability Index on the Questionnaire .....	33
Table 4.1:Response rate .....	36
Table 4.2: Age of respondents .....	37
Table 4.3: Sex of respondents .....	38
Table 4.4: Education level of respondents .....	39
Table 4.5: Number of years in service .....	39
Table 4.6: Number of years spent in the previous school.....	40
Table 4.7: Number of transfers .....	41
Table 4.8: Number of years spent in the current school .....	41
Table 4.9: Teacher performance .....	43
Table 4.10: Voluntary transfers .....	47
Table 4. 11: Routine transfer .....	51
Table 4.12: Forced transfers .....	55
Table 4.13: Correlation matrix for voluntary transfers and teachers performance.....	60
Table 4.14: Model Summary .....	60
Table 4. 15: Correlation matrix for routine transfers and teachers performance.....	62
Table 4.16: Model Summary .....	62
Table 4. 17: Correlation matrix for forced transfers and teachers performance.....	64
Table 4.18: Model Summary .....	64

## LIST OF FIGURES

Figure 1. 1: Conceptual framework showing relationship between Teacher Transfers and teacher Performance.....	10
--	----

## **LIST OF ABBREVIATIONS/ACRONYMS**

D V	Dependent Variables
DES	Directorate of Educational Standards
I V	Independent Variables
MDGs	Millennium Development Goals
MOES	Ministry of Education and Sports
SDGs	Sustainability Development Goals
SS	Secondary School
UMI	Uganda Management Institute
UNATU	Uganda National Teachers ‘Union
UNEB	Uganda National Examination Board
UNESCO	United Nation Education Scientific Cultural Organisation
UNICEF	United Nations International Children Education Fund
UPC	Uganda People’s Congress
USE	Universal Secondary Education

## ABSTRACT

This study set out to examine the relationship between transfers and teachers' performance in government aided secondary schools in Wakiso District. The main concern of the study was that even with well thought out forms of transfers, performance of teachers in secondary schools in Wakiso remained poor. The specific objectives of the study were; to establish the effects of voluntary transfers on teachers' performance, to establish the effects of routine transfers on teachers' performance and to establish the effects of forced transfers on teachers' performance in Wakiso District, Uganda. A descriptive cross-sectional survey design was used with application of quantitative and qualitative study approaches. A population of 311 respondents comprising of Headteachers and teachers were sampled. However 286 members of the sampled population from eight out of 22 government's USE and non-USE schools participated in the study. The study established a weak positive relationship between voluntary transfers and performance of teachers( $r = -0.238$ ,  $p = 0.000 < 0.000$ ). Study also revealed a weak negative relationship between routine transfers and performance of teachers( $r = -0.127$ ,  $p = 0.000 < 0.005$ ). Equally, the study indicated a significant negative relationship between forced transfers and performance of teachers( $r = -0.189$ ,  $p = 0.000 < 0.005$ ). The study concluded that; voluntary transfers enhance innovativeness of teachers as well as their performance, routine transfers equally enhance teachers' innovativeness but it does not necessarily improve their performance. Forced transfers do not provide teachers motivation to innovation and improved performance, therefore should be discouraged or avoided where possible. The study recommended that; voluntary transfers should be used to enhance innovativeness of teachers for better performance. Routine transfer of teachers is generally a good policy in terms of performance and that the MOES is justified to transfer overstayed teachers. Forced transfers do not enhance innovativeness of teachers, as well as their performance and as such MOES should desist from applying it where possible.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The need to improve education service delivery has been a major undertaking of Government of Uganda (Kajubi, 1989 and Government of Uganda, 1992). This led the government to embrace several reforms in the education sector over the years. These include reform in human resource practices especially transfer of teachers. (Ministry of Public Service, 2010). This study sought to examine the extent to which transfers affect teachers' performance in Universal Secondary Schools with specific reference to Wakiso District. The quest to improved teachers performance remains a phenomenon event in the history and present times (Masaazi, 1982).

In this study, a transfer was the Independent Variable (IV) and teachers' performance was the Dependent Variable (DV). Transfers were indicated that included; Voluntary, routine and forced transfers. Teachers' performance is measured by; improved instruction methods, commitment in completing tasks, effective class attendance.

This chapter presents the background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, research hypotheses, scope of the study, definition of terms and concepts and conceptual frame work.

#### **1.2 Background to the Study**

The subsection presented a historical, theoretical, conceptual and contextual background.

##### **1.2.1 Historical Background**

The need to have a committed work force especially in the education sector has been a global factor of concern (Armstrong, 2012). The Jomtiem World Education Conference (1990) and the

Dakar- Senegal Declaration (2000) were the key pointers of such concerns with specific reference to teachers in capacities to deliver education services in their various educational Institutions (UNESCO, 2015). Bategeka and Okurut (2004) note that there are several factors to education failures including placement of teachers in various schools. The existence of education factor in the United Nations' Development Goals (MDGS) was an effort towards supporting education practices including teacher initiatives across nations of the world to improve their performance. However UNESCO (2014) reports fear of failure for nations to meet the spelt conditions to achieve the MDGs education agenda at the end of 2015. It is however known that different nations approach education agenda implementation differently especially with the shift from MDGs to Sustainable Development Goals (SDGs) by 2015.

In the Sub-Saharan Africa efforts towards attaining quality education especially in secondary schools was focus on improving teacher management. The Dakar declaration alluded to the fact the teacher input was significant in attaining quality education though this was not being met across nations (UNESCO, 2015). The call to nations to ensure effective delivery of education services was emphasized. In Kenya for instance the efforts towards increased teachers' performance was strengthened with the establishment of independent teaching service board responsible for welfare, placement and discipline of the teachers. The responsibility is the board is stretched to posting and transfer of teachers in various schools.

It is a strong historical fact that formal education in Uganda was pioneered by religious groups(Ssekamwa,1997). This meant that choice of teachers was based on religious inclination and any form of administrative or personal decisions on teachers' placement fell suit of the same arrangement. Ssekamwa (1997) further notes that numerous education commissions before and after Independence called on government to strengthen the management and administration of



teachers in different institutions. Key of such commissions were the Phelps Stokes (1924) and the Castle Committee (1963). In fact the missionaries then did not consider any good reason to admit or post a teacher to a school rather than religious loyalty. The post independent era was not any different as schools became dominated with teachers inclined to a particular faith. Ssekamwa (1997) notes that religious and political orientations influenced teacher transfers even if there are strong hands of government in the administration of education affairs. That means transfers were not at will or administratively motivated.

According to Kangire (1982), the advent of the military regime of President Idi Amin worsened the state of social services including education. The collapse of education could have been attributed to human resource factors especially the teachers whose stability remained at stake due to the military hard hands of the regime. In fact the teachers' movement was more voluntary than formal though strict adherence to formal transfers was being emphasized by education authorities then (Kangire,1982). In other words most teachers would not wait to be transferred as they would relocate due to fear of brutality of the regime. This did not favour performance of teachers in any way as they were interrupted in most of the times. By1980, following the over throw of Idi Amin's Government the practice of teachers' transfers became a formal administrative function of the Central Government (Ssekamwa, 1997). The focus then was to ensure school establishment are provided with teachers as fulfilment of the content of the ruling Uganda People's Congress (UPC) 1980 election manifesto. However UPC government established many secondary schools in the rural settings and posted or transferred teachers to those facilities (Kangire, 1982). The conditions did not embrace increase performance of teachers as reflected in there preparation, teaching and attendance.

Education Policy Review Commission (1989) presents a case of performance among secondary school teachers as a factor of concern agitating for meritocracy and as such roles would be decentralised to districts. Government of Uganda (1992) places the role of secondary teachers' transfers and performance to the central ministry of education. The administration of transfer since then have been done in order to fulfil the needs for teachers who had earned promotions, discipline cases who in most case influenced by headteachers on post and minimally those who may be affected as routine practices. However Masaazi (1982) asserts that performance of teachers in terms of their practices remains unchanged. Teachers' commitment to duties, teaching skills and attendance part from some who gained promotion are constant even at their new duty stations (Masaazi, 1982).

In 2009 a total of 316 teachers were transferred from schools in Wakiso District to other districts to boost performance of rural based schools (Ministry of Education and Sports, 2009). Majority of education stakeholders including foundation bodies and religious leaders resisted the government move which paralysed most schools (New Vision, 1<sup>st</sup> February, 2009). What could have caused such responses yet education official thought it was one of the measures to improved teachers' performance. This was one of the very many questions that this study set out to respond to.

### **1.2.2 Theoretical Background**

The study was guided by the Expectancy Theory advanced by Vroom in 1964; Vroom developed the Expectancy Theory through his study of the motivation behind decision-making. This theory proposes that an individual behaves or acts in a certain way because they are motivated to select a specific behaviour over other behaviours anticipating the outcome of that behaviour. In essence, the motivation for selecting behaviour is determined by the desirability of the outcome.

Oliver (1974) asserts that expectancy is the probability that the individual assigns to work effort being followed by a given level of achieved task performance.

The theory was significant to this study in the following ways. The execution of transfers in different forms would unleash different reaction from those affected teachers. The teachers transferred forcefully would either resist or reluctantly accept the transfers or quickly move to the new station because transfer could have saved him or her from a situation and this may influence their level of performance as they react to transfer decisions. More over those individual teachers who could have requested or voluntary offered to transfer would positively react to transfer decision and move to take his or her role in the new station with a lot of interest to perform. Equally teachers who got transferred as a result of routine administrative arrangements would either have negative or positive feelings. If the transfer is as result of promotion it may be received with joy whereas in situation where the transfer is out of the need to re organise staff, the affected person may react either negatively or positively.

### **1.2.3 Conceptual Background**

The key concepts in the study were transfer and teachers' performance. According to Ahuja (1992) the concept of transfer is the process of shifting an employee from one job or station to another. It can also be a change of jobs where the new job is equal to the old in terms of pay, status, and responsibilities (Ahuja 1992; Edwin 1984). In this study transfer was considered as part of a series of procedural and managerial changes and part of Uganda's overall planning and development strategies in the education sector that affect the location of a teacher from one school to another.

Aunga and Obadia (2007) assert that teachers' performance refers to the ability of an individual teacher to portray good teaching skills, teach according to learners' abilities and being able to

provide good management skills for the good of the learners. It is the standard that a teacher provides as a model for effective teaching and establishment upon which all aspects of teacher development can be aligned (Mc Collkennedy and Anderson, 2005). The study defined the concept teachers' performance as the competence within individual teachers to ensure effectiveness in preparation, select and use appropriate instructional methods, effectively participate and to all school programmes.

#### **1.2.4 Contextual Background**

This study was conducted in Wakiso District located in the Central Region of Uganda, bordering with Nakaseke District and Luweero District to the north, Mukono District to the east, Kalangala District in Lake Victoria to the south, Mpigi District to the southwest and Mityana District to the northwest. The District is approximately 20 kilometers (12 miles), northwest of Kampala, the capital city of Uganda (Kato et al, 2007). Wakiso District is comprised of urban, peri-urban and schools.

Wakiso District has twenty eight government aided secondary schools out of which twenty two are USE and six Non USE schools. In Uganda, Ministry of Education and Sports is mandated by Government to transfer teachers across secondary schools. Transfer activities have mainly been conducted at the end of school year calendar with few cases at any period of the year. Teachers transfers to and within Wakiso has always been done to ensure to increase teacher efficiency and effectiveness in terms of; methods of instructions, punctuality, tasks accomplishment and regularity at school. Various forms of transfers have been conducted on the teachers coming in or getting out of Wakiso District. Some teachers got transferred as routine administrative processes that included promotions, rationalization and years spent in a school. In some cases teachers

were transferred on personal request while others were forced on transfer as means to settle disciplinary issues.

It should however be made known that transfer of secondary school teachers in Wakiso District has been very challenging to both the Ministry of Education and Sports(MOES) staff and the headteachers in these schools. Whereas there are so many teachers requesting to transfer to schools in Wakiso District from within and other districts, the number of those requesting to leave Wakiso District is not proportionately big and even there is controversy on transfers within the district itself. Forced transfers as well as routine transfers have continuously been resisted. Such categories of teachers have always taken time to settle either in their old or new schools. More over those teachers who placed their request to be considered for transfer were either rejected or transferred to schools not of their preference. In 2015 out of twenty three teachers who were transferred from various schools within and outside Wakiso Districts. It was reported that eighteen appeal were made against the transfer and three transfer cases reported to their new stations in reference to the two schools respectively (MOES Annual Report 2015). Ministry of Education and Sports (2015) notes that in USE schools of Wakiso district teachers' effectiveness in preparation and use of appropriate methods of instructions is at 45%, attendance to duty 38%, accomplishment of teaching tasks in terms of syllabus coverage at 56% and punctuality at work at 43%. The question the study raises is whether it is transfers of teachers that are influencing teachers' performance or other related factors.

### **1.3 Statement of the Problem**

The Government of Uganda over the years put in place measures to improve teachers' performance in Secondary. Transfer was one of such measures adopted by government and the processes are well laid in the Public Service Standing Orders (2010).The Ministry of Education

Sports an agency of Government basing on the provisions in the Standing Orders has conducted voluntary, routine and forced transfers as means of enhancing teachers' performance.

However, it is puzzling to note that over the years, teachers' performance in Wakiso District secondary schools remains poor even with equitable allocation of teachers in terms of transfers based on the standardized criterion. In USE schools of Wakiso District, teachers' effectiveness in preparation and use of appropriate methods of instructions is at 45%, attendance to duty 38%, accomplishment of teaching tasks in terms of syllabus coverage at 56% and punctuality at work at 43% (MOES Report, 2015).

This is not a good trend of occurrence for Wakiso District and Uganda as a whole since teachers roles influence performance of the children who must come out and deliver services to their individual communities. This means if no intervention is done to find the cause and solutions to teachers under performance, government investment in secondary education will be wasted and Wakiso District in particular will remain undeveloped as compared to other parts of the country with current development status.

It is against this background this that study explored the effect of transfers on teacher performance in government and government aided secondary schools in Wakiso District.

#### **1.4 General Objective of the Study**

The general objective of the study was to examine the effect of transfer on teacher performance in government-aided secondary schools in Wakiso District.

##### **1.4.1 Specific objectives of the Study**

The study sought to achieve the following specific objectives;

1. To establish the effect of voluntary transfers on teacher performance in Government Aided secondary schools.
2. To establish the effect of routine transfers on teacher performance in Government Aided secondary schools.
3. To establish the effect of forced transfers on teacher performance in Government Aided secondary schools.

### **1.5 Research Questions**

The study sought to answer the following research questions;

1. What is the effect of voluntary transfers on teacher' performance in Government Aided secondary schools?
2. What is the effect of routine transfers on teachers' performance in Government Aided secondary schools?
3. What is the effect of forced transfers on teachers' performance in Government Aided secondary schools?

### **1.6 Hypotheses of the Study**

The study tested the following hypotheses;

1. Voluntary teacher transfer has a significant positive effect on teacher performance in Government Aided secondary schools.
2. Routine teacher transfer has a significant positive effect on teacher performance in Government Aided secondary schools.
3. Forced teacher transfer has a significant positive effect on teacher performance in government in Government Aided secondary schools.

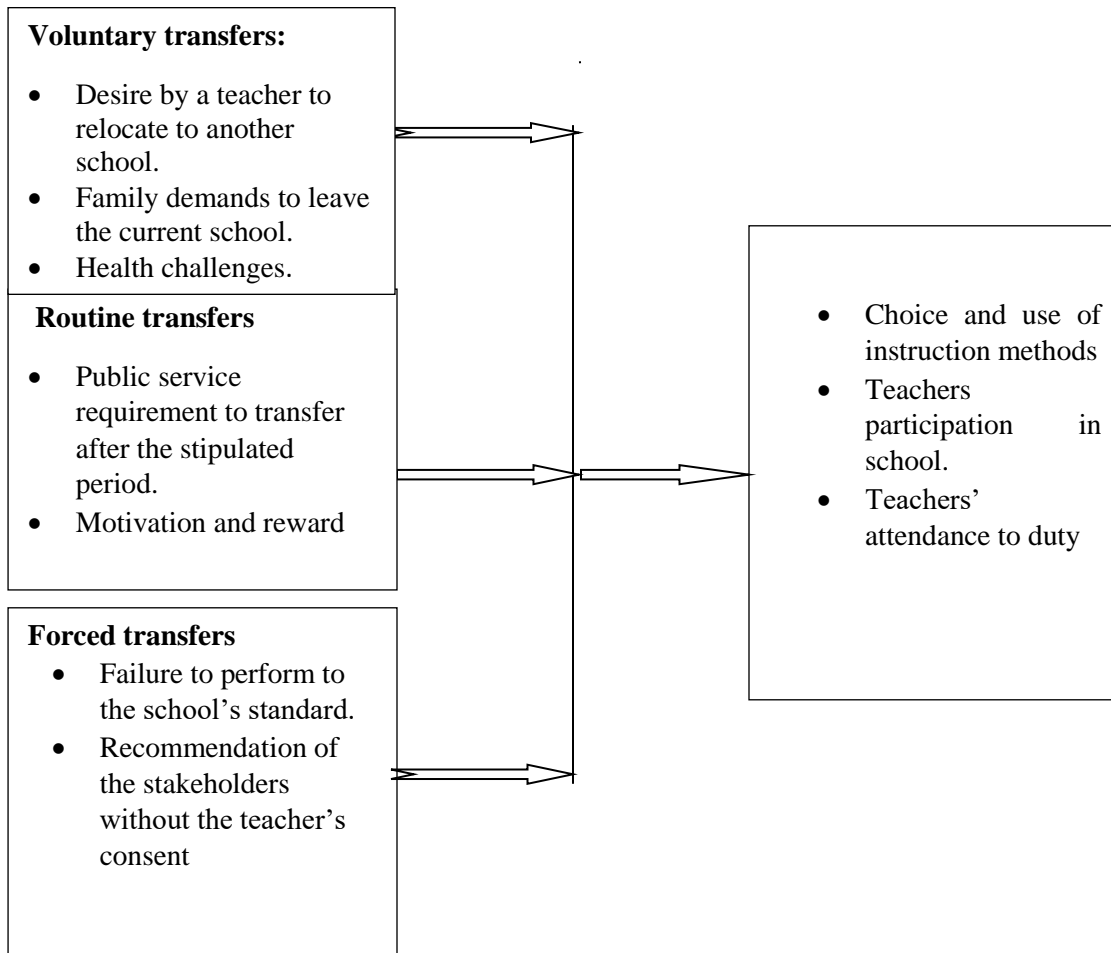
## 1.7 Conceptual Framework

### INDEPENDENT VARIABLE

### DEPENDENT VARIABLE

#### Teacher Transfers (IV)

#### Teacher Performance (DV)



**Source:** *Adopted from Ministry of Education and Sports (2015)*

### Figure 1. 1: Conceptual framework showing relationship between Teacher Transfers and teacher Performance

The conceptual framework shows how any form of transfers (IV) affects the teacher's performance (DV). Transfers sub dimensions in the framework is indicated by; Voluntary transfers, routine transfers and forced transfers. In the framework voluntary transfer is indicated by; desire by a teacher to relocate, family demands and health related challenges. Routine



transfer is indicated by interest by the education authorities to fulfilment Public Service requirement. Routine transfers may also be instituted as motivation or reward for excellent teacher performance. Teachers' performance is indicated by; choice and use of instruction methods, participation to school programmes and attendance to duty.

### **1.8 Significance of the Study**

The findings of the study may be of value to the following.

Ministry of Education and Sports officials may use the information from the study to design worthwhile teacher transfer policies and effectively manage administrative concerns related to teachers

Education stake holders at the district especially education officers, head teachers and board of governors of various schools may use the information from the report professionally deal with teachers issues at school level.

The findings of the study may be used as a source of literature reference for those who may be interested in academic engagement especially in higher institution of learning.

### **1.9 Justification of the Study**

Teacher performance is a very critical issue in Uganda's education system. If the teacher's performance is poor, it is likely that the students he or she is handling will also end up with poor performance. Teacher performance is said to be greatly influenced among other factors by transfers. If the teacher is interested in the transfer, chances are that he will perform better after the transfer, and the reverse is true. Prior studies have been conducted regarding transfer and performance such as; effects of transfer on teacher performance in selected secondary schools in

Kampala District (Nabachwa;2012), and Equity . However, there has not been a similar study conducted in Wakiso District despite of available literature to support the need for study.

### **1.10 Scope of the Study**

The study limited its self to geographical, time and content scope as presented below;

#### **1.10.1 Geographical Scope**

Wakiso District has 28 government and government-aided secondary schools located. There are 22 USE and six non-USE schools .The study will focus on eight government schools in Wakiso District.

#### **1.10.2 Time Scope**

This study focused on teachers transferred between 2008 and 2015. This reason for choice of the period was that during this time, the MOES is said to have transferred a big number of teachers within Wakiso District and central region as a whole. It was also a period known to have registered a number of low performances among teachers (MOES Annual Report 2010).

#### **1.10.3 Content Scope**

This study investigated the effect of transfers on teachers' performance in government-aided secondary schools in Wakiso District. It was restricted to effects arising out of different transfers only. These included voluntary, routine and forced transfers. The researcher considered the five parameters of measuring teacher performance (DV) as methods of instruction, punctuality on duty, accomplishing tasks in time, teacher's participation in school programmes and attendance to class.

## **1.11 Operational Definitions of Terms and Concepts**

The following are some of the key concepts and their definitions as used in the study.

### **1. Teacher transfer**

In this study, it will refer to the periodic movement of teachers from one school to another. These transfers can be voluntary or involuntary in nature. Voluntary transfer is the kind of relocation, which teachers request for themselves. Involuntary transfer is the kind of relocation, which is considered as being necessitated by requirements of efficiency within the organization. An example of this can be transfers implemented if a teacher has over stayed in a particular school.

### **2. Teacher performance**

Refers to the competence within individual teachers to ensure effectiveness in preparation, select and use appropriate instructional methods, effectively participate and to all school programmes (Anderson, 2005).

### **3. Voluntary transfers**

Voluntary transfers are those transfers where a teacher initiates or requests for a transfer because of the personal need to shift from one school to another. This may arise out of a teacher's need to work near his family or because of medical reasons, or personal urge to change station due to prolonged stay in one station.

### **4. Forced transfers**

Forced transfer is that form of transfer where a teacher is required to transfer to another school even if he has not requested to transfer. Forced transfers occur when a teacher is promoted or when the teaching load has fallen below the required number or when the community rejects the teacher.

## **5. Routine transfer**

Routine transfer is that form of transfer, which is stipulated in the Public Standing Orders that any public servant have a chance of being transferred at any time after serving a minimum of three years in a given station. One may or may not request for a transfer but may be transferred by the transferring authority at any time.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

In this chapter, there is presentation of related literature regarding the relationship between transfers and teachers performance. The chapter specifically presents the theoretical, conceptual review and the actual literature based on the study objectives. These include; forced transfer and teacher performance, routine transfer and teacher performance, voluntary transfer and teacher performance and summary of literature review.

#### **2.1 Theoretical Review**

According to Armstrong (2013) Valency Vroom (1964) developed the Expectancy Theory through his study of the motivation behind decision-making. Vroom argues that an individual behaves or acts in a certain way because they are motivated to select a specific behaviour over other behaviours anticipating the outcome of that behaviour. In essence, the motivation for selecting behaviour is determined by the desirability of the outcome. Authors like Oliver (1974) and Armstrong (2009) contend that expectancy is the probability that the individual assigns to work effort being followed by a given level of achieved task performance.

The Expectancy Theory is about the mental processes a person undergoes to make choices (Block and Manning,2007). The central aspect of the theory is the cognitive process of how a person treats the different motivational elements, before making the ultimate choice. The individual makes choices based on estimates of how well the expected results of a given behaviour will correspond and eventually lead to the desired results (Block and Manning, 2007) This theory emphasizes the need for organizations to relate rewards directly to performance

(Schmidt 2013) and to ensure that they provide rewards those recipients deserve and want (Montana and Bruce 2008). Valued outcomes in the workplace include, pay increases and bonuses, promotions, time off, new assignments and recognitions. If management can effectively determine what their employee values, this will allow the manager to motivate employees to get the highest result and effectiveness out of the workplace (Schmidt 2013).

However, Armstrong (2012) citing Lawler (1971) proposes a modification to the Expectancy Theory based on four considerations. He asserts that whenever there is more than one outcome of a particular action, an individual is likely to grade the outcomes in order of preference. Secondly, the individual is likely to take the actions they believe will bring the outcomes they desire. Thirdly, the individual will appreciate and adopt the behaviour they believe generated the desired outcomes. In the end, the individual will be satisfied if the outcomes match the expectations they had as they took actions. Lawler further argues that a worker's performance is not determined completely by the rewards derived in turn, except if the rewards are commensurate with their expectations, and meet their immediate needs.

## **2.3 Actual Literature Review**

### **2.3.1 Voluntary Transfers and Teachers' Performance**

According to Geis (2000) voluntary transfer has often been associated with upward mobility. According to Ezeu (1989) an individual relocates as a result of attainment of a new status in a position of responsibility. A teacher after serving in less desirable situation teachers carried overtime the privilege of moving into classrooms populated by students perceived to be bright or cooperative. Abernath (2001) notes that a teacher may choose to be transferred for a variety of reasons including but not limited to the desire to work closer to home also called a hardship transfer, personal conflicts with administration or other staff member this make it difficult to be

evaluated by different administrator or avoiding involuntary transfer to another school. Ministry of Education and Sports annual reports (2013; 2014 and 2015) the rates of performance of teachers transferred showed some significant improvement especially in the areas of regular duty attendance.

There are notable factors to teachers request for transfer (Sifunna, 2003). Accordingly Alun and Akinfolarm (2012) in a study on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State Nigeria established a strong relationship between teachers' checking pupils' notes and academic performance in English. Positive effects in this study were established in classes of the new transferred teachers.

In Uganda, Education Act, 2008 and Public Service Standing Order, 2010 do not out rightly empower teachers too unconditionally to transfer their services to other schools as they would deem necessary. When a teacher requests for transfer because of overstaying in one school, it should coincide with the need for the same teacher in the next school to which he intends to transfer, (Ministry of Education and Sports, 2015). Such circumstances in one way or the other have cause frustration to the affected teachers and as such withdrew their efforts (Geis, 2000). Yet Sifuna. (2003) links learners' performance to teacher commitment to teach; that teachers' feeling of preparedness may provide insight into the extent to which opportunities for continued learning.

In fact classroom management has been identified as a major influence on teacher performance as it eventually impacts on the learners' achievement (UNICEF, 2011). According to Brixiova (1998) teachers are an important source of feedback for poor or fair transfer processes which is translated in the outcome of their work in the classrooms. Moor et'al (2012) argue that teachers'

requested transfers give insight to the extent to which the educational design has been implemented successfully since teachers are transferred willingly. Masaazi (1982) notes that teacher initiated transfer is meant to give direction to successful implementation of teaching and learning aspects.

Langeth (1995) considers transfers because of the need for one job or department is reduced or increased. Whenever the teaching load for a particular teacher reduces in a given school, there is need for this teacher to relocate to another school where there is a guarantee of enough load. This calls for a teacher's request for a transfer at that particular time. There is a possibility that the transferee will not have a settled mind in the new school because this will have disrupted his way of life though it may improve his performance. The held views confirm the study findings that indicated a negative relationship between voluntary transfers and teacher performance.

### **2.3.2: Routine Transfer and Teachers' Performance.**

Teachers with good performance and leadership qualities are promoted always to the next rank of leadership (Government of Uganda, 2010). Transfer on promotion helps the promoted teacher to assert their enhanced status, away from his or her juniors and subordinates who comparatively know them (Smylie et al. 1994). Promotion is an incentive and teachers are motivated whenever promoted. Again, some teachers do not admire promotions because of the related consequences such as transfers, which they do not like. Many teachers believe this especially if the transfer is to be done very far from one's home (Leithwood and Menzies 1998).

Moor, Ishaque, Memon and Lodhi (2012) think that frequently change of teachers during a given teaching session or term is harmful to academia and that situation becomes more acute when a teacher is transferred during academic session. The replacement of such a teacher takes long time. Abernath (1999) asserts that it not always necessary that the new teacher has the same



philosophy as the previous one. In public schools such transfers sometime make the affected schools face situation of dilemma whether the transfer was an initiated action by the administration or not (Geis, 2010).

Essentially, the practices of routine transfers have been associated to the implementation of the contents of any public service policies, (Government of Uganda, 2010). Ideally teacher transfer must balance the interest of the administrators and the teacher is the intention is to make the teacher effectively perform, (Masaazi 1982). However Ministry of Education and Sports (2015) holds that it is not possible to go by the interest of the teachers because of the unique conditions in schools a balance must be made to transfer teachers routinely. The Ministry of Education and Sports (2015) thinks such actions would enable measure performance of teachers across schools equally.

Education Policy Review Commission (1989) and Government of Uganda (1992) contend that participation of government in teacher transfer is a move towards quality assurance and control. Government is a position to take strategic decisions that would enable a teacher transferred to perform as expected. Ssekamwa (1997) notes the strengths of schools begun to be noticed as government begun controlling teachers' issues including transfers. The move necessitated government to establish secular schools and posted teachers without assumptions of denominations. It was assumed that religious dogma influenced teacher performance that required overhaul of responsibilities including teacher transfers. (Nkata 2005).

Abernath (2001) citing staff management practices in Nigerian schools asserts that the principal or headteacher has direct responsibility of managing staff to ensure that they deliver services expected of them. However the Ministries of Education, the public service commission, state

boards and state voluntary agencies are involved in a number of issues like promotion, transfer and staff development. This means transfer remains a central government responsibility and yet performance monitoring is directly under the headteacher at school level.

Ministry of Education and sports (2012) and Education Act 2008 provide condition that necessitate individual teacher to be transferred on a routine basis though this should be in consultation with the school boards. The Ministry thinks it is measure to teachers' performance improvement. The literature provided evidence that supported such form of transfer has very minimal positive effect if any on teachers' performance.

### **2.3.3: Forced Transfer and Teachers' Performance**

Grisson and Nakashima (2014) notes that despite claims that schools in the Districts need flexibility in teacher assignment in order to allocate teacher more equitably for better performance, teachers have not demonstrated the reality to this effect. Bategeka and Okurut (2004) complements a similar perspective indicating that involuntary transfers of teachers to different schools remain hotly contested in many areas because of the potential for teachers to be treated arbitrarily and unfairly. Yet Clotfelter (2006) argues that there are combination of management practices including staff development programmes but not limited to transfer that positively relate with student's performance. Motivation of teachers on one hand result to teacher effectiveness (Downes,2003).Atsenga (2002) agrees that effective teaching methods as presented by a motivated teacher impacts positively on learning. Ghost (1985) argues that overstay transfer is always necessitated by enhancement of efficiency in an organization's performance and need for labour in this situation.

A study Musungu and Nasongo (2008) conducted in Florida established that schools that utilised forced transfer policy served the larger populations of low income and African American

students and were also lower performing indicated in scores on Florida's accountability system. Such teachers also tended to have experience and tenure profiles more similar to that of staying teachers than voluntary excitors (Wanjuga, 2011). This suggest that schools used transfer policy to remove less productive teachers who were unlikely to leave otherwise (Jepsen, 2005).

According to Vogel and Lampkin (2007) schools and education authorities argue that having flexibility in assigning teachers to schools in necessary for improving both overall school quality and equity among schools. In most cases, collective bargaining agreements constraints flexibility by restricting authorities to transfer teachers involuntarily particularly more senior teachers (Stank and Grisson, 2010). However Moe (2009) argues that such restrictions are a key reason for low performance among schools governed by mere collective bargaining agreements.

The restrictions may further harm disadvantaged students in particular because they rob institutions of a tool for encountering the vogues of voluntary spotting of better teachers towards higher income, higher achieving students(Lenlford, Loeb and Wyckoff,2002).

Armstrong (2012) considers promotion as one way of enabling management to provide an opportunity to an institution to fill more senior positions and advance careers within the same institution. A promotion may lead to transfers or lateral moves; demotions are downward moves and layoffs move employees out (Armstrong, 2012). All these changes bring about shifts in status, and often in pay, of the employees involved. Promoted employees may face challenges as they cope with their new job positions, which may in turn adversely affect their morale.

When a teacher is transferred without prior consultation, to work alongside another teacher on the pretext of a promotion, it may be conceived to be from a reward to a punishment. Wohlstetter and Odden (1992) assert that giving an unsolicited promotion is like awarding a more difficult

job to someone on promotion. Employees acquire experience up the promotional ladder provided they stay long enough and openings develop in the system. Employees should be in position to opt not to accept an opportunity for promotion if it negatively affects the teacher's performance.

UWEZO (2015) in a survey on quality of primary education in East African Country Schools established that even teachers who got promoted when tested with contents of primary six class could equally like learners not competently comprehend the expected knowledge and skills.

Moreover Levin, Mulhern and Schunck (2005) think that greater personnel assignment flexibility would encourage teachers to feel comfortable with involuntary transfers. Staub (2004) asserts that there are few cases where poorly functioning workers may perform better after they are transferred to new work places because the previous job bored them. But this is short lived (Abel, 1999).

Ministry of Education and Sports Uganda (2013) agrees that teachers from urban schools after getting promoted have over the years moved to rural schools with worse conditions of facilities. Most of them feel wanting to test the value of the new position not the place of posting. Such arrangement increases chances of fairness of distributing teaching quality and overall school performance (Grison, Loeb and Nakashima, 2014). There are numerous ways that forced transfers impact on teachers average performance(UNESCO,2012).If transfer helps match teachers to schools where their particular skills will make a more positive impact, then the expectation would be that the transfer to be efficiency enhancing(UNATU,2012).

Moreover, Keigher (2010) thinks there are factors beyond policies that would necessitate teachers transfer without his or her wish. A survey in Rwanda schools in 2009 revealed that only eleven percent of teachers who changed schools did so because their contract had expired and

was not renewed (Grison, Loeb and Nakashima,2014). Vogel and Lampkin (2007) assert that such involuntary transfers sometimes occur to reduction in force while taking into consideration the policy of collective bargaining that require consideration of seniority first when moving teachers. Those transferred to new stations may perform better in new stations especially if other factors, which may affect their performance, are catered for (Keigher,2010). In this regard, it would be prudent for the MOES, which transfers teachers, to inform teachers of their contract period at a given school (Bret et al. 1992).

In Uganda, transferring overstayed teachers is meant to boost performance in schools, which would otherwise be lacking teachers of such calibre (Ministry of Education and Sports, 2012). However, it should be noted that some teachers view this as forced transfer in some situations (UNATU, 2012). Uganda Public Service Standing Orders (2010) allows a teacher to apply for a transfer or the ministry can carry out a transfer unconditionally if a teacher has overstayed in a school (Government of Uganda, 2010). Uganda National Examination Board (UNEB) over years noted in its reports raises concern of falling examination performance citing among other factors lack of teachers commitment in delivering relevant content (UNEB,2014 and 2015). The literature confirms the study finding that forced transfers negatively affect teachers' performance.

#### **2.4 Summary of Literature Review**

The study on the effects of transfer on teachers' performance in secondary schools as presented in the literature indicates that any form of transfer affects teacher performance. Yet Clotfelter (2006) argues that there are combinations of management practices including staff development programmes but not limited to transfer that positively relate with student's performance. Transfer in its essence affects individual teacher differently. Ssekamwa (1997) indicates that involuntary

transfers of teachers to different schools remain hotly contested in many areas because of the potential for teachers to be treated arbitrarily and unfairly. This implies that such transfers may not yield the expected performance results. However in cases of resolving unprecedented disciplinary situation then forced transfer remains a useful means for school managers (Armstrong, 2012).

Essentially, the practice of routine transfers has been associated to the implementation of the contents of any public service policies (Government of Uganda, 2010). Ideally teacher transfer must balance the interest of the administrators and the teacher. The intention is to make the teacher effectively perform (Masaazi, 1982). However Ministry of Education and Sports (2015) holds that it is not possible to go by the interest of the teachers because of the unique conditions in schools so a balance must be made to transfer teachers routinely. Essentially, the practice of routine transfers has been associated to the implementation of the contents of any public service policies (Government of Uganda, 2010).

Voluntary transfer equally affects performance as relates to particular reasons for execution. Abernath (2001) notes that a teacher may choose to be transferred for a variety of reasons including but not limited to the desire to work closer to home also called a hardship transfer, personal conflicts with administration or other staff member. Such transfers in most cases do not only affect those who requested but a section of other teachers and the school administration as well (Masaazi, 1982).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the study methodology that was used in the study and provides a study frame work for this research. A detailed presentation of research design, study population, sample and sampling procedures, description of research instruments, validity and reliability of instruments, data analysis techniques and ethical considerations during the study have been presented.

#### **3.2 Research design**

A research design is the conceptual structure within which a research is conducted and constitutes the blue print for measurement of the variables, collection and analysis of data (Creswell, 2009).

A descriptive cross-sectional survey design was used in which data was be collected from a representative sample at one point in time to make inferences about the target population (Borg & Gall 1989). The design was very useful in gathering information or data on attitudes and preferences, beliefs, behaviour, and experiences of respondents as they naturally occur (Cohen, Manion & Morrison 2007). The design also helped in saving time as it proved easy, quick and cheap to administer (Cohen, Manion and Morrison 2007). Detailed information was easy to collect from various categories of pre-determined target population in a short time and at a less cost (Neuman 2011). The design facilitates the collection and analysis of data using both quantitative and qualitative methods with the purpose of providing a better understanding of the

research problem and question (Creswell 2009). More over the design provided opportunity for equal representation of views among the respondents (Creswell, 2014).

### **3.3 Study Population**

A population refers to any group of institutions people or objects that have common characteristics (Creswell 2009). Wakiso District has 28 government and government aided secondary schools with a total number of 974 teachers and 28 Head teachers on government payroll (Ministry Public Service Pay Roll 2016). Out of the 28 secondary schools, six (06 schools are non-USE while 22 are USE schools). The target population for this study constituted of secondary Headteachers, teachers. The choice of the teachers was based on the fact that they are the primary target of any form of transfers. The Headteachers were selected as the immediate supervisors and accountable specifically for teachers' performance as well as advisor to the ministry on issue of teachers' transfers. The officials from Ministry of Education and Sports were selected as they are the ones responsible in executing transfers.

### **3.4 Determination of Sample Size**

According to Amin (2005) a sample is defined as a collection of elements of a population. A sample is a smaller group obtained from accessible population. A sample saves a lot of time, cost and personnel required to allocate all the members (Creswell, 2009). The sample size shall be determined using the tables provided by Krejcie and Morgan (1970) as indicated below;

A total of six non- USE schools out of 08 USE schools out of 22 were selected for the study. A total of 286 participants were sampled from a total population of 311. The selected schools were coded using alphabetical instead of actual individual school their names this was meant to avoids bias during data collection.



**Table 3. 1: Table: Study Sample Distribution**

School	Population size	Sample size	Sampling method
A	55	48	Simple random sampling
B	24	24	Simple random sampling
C	38	36	Simple random sampling
D	34	28	Simple random sampling
E	28	24	Simple random sampling
F	25	24	Simple random sampling
G	54	48	Simple random sampling
H	53	46	Simple random sampling
Head teachers	08	08	Purposive sampling
MOEs Officials	02	02	Purposive sampling
	<b>321</b>	<b>288</b>	

*Source: Ministry of Education and Sports (2015)*

The sample size for the population presented above was determined using Krejcie and Morgan (1970) table. Krejcie and Morgan constructed the table using the below formula:

$$S = \frac{X^2 NP}{d^2 (N - 1) + X^2 P (1 - P)}$$

S = required sample size

$X^2$  = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.

841)

N= the population size

P= the population proportion (assumed to be 50 since would provide the maximum sample size)

d= the degree of accuracy expressed as a proportion 005

Table 3.1 above further indicates that the study used a sample of 276 teachers randomly selected from eight government secondary schools, eight head teachers of those schools two MOES

Officials in charge of teachers' transfers. There are 311 teachers and eight head teachers on government payroll in the eight schools selected for the study. The basis of choice was that those teachers by policy of being in Government School they would be factors to any form of transfers as deemed necessary. There it was easy to measure the effects of transfer on their individual performance.

### **3.5 Sampling Techniques and Procedure**

According to Amin (2005), a sample technique is a plan for obtaining a sample from a given population in such a way that the sample elements selected represent the population. The researcher employed both probability and non-probability sampling technique to select a sample size. Purposive sampling is non-probability sampling design in which the required information is gathered from specific targets (Sekaran 2005). Purposive sampling was used to get views from Head teachers on the effects of transfer on teachers' performance. Simple random sampling is probability sampling where every element in the population has a known and equal chance of being selected as a subject (Sekaran 2003). This technique was used to select teachers who participated in the study. It was therefore, possible to select the teachers without bias (Mugenda and Mugenda 2003). According to Kothari (2004) this method was economical in terms of time and cost as earlier observed by Kothari (2004). Wakiso District has widely scattered geographical distribution couple with large number of government-aided secondary schools. Consequently a two-stage sampling approach was used to select schools from which a sample of teachers was obtained. This approach became appropriate given the time and resources that are available for the study, the schools were selected using simple random sampling. Meanwhile a random sample of teachers was done to select teachers from earlier sampled government aided

secondary schools. Purposive sampling was used to select the Headteachers given their unique roles in managing secondary schools.

### **3.6 Data Collection Methods**

Qualitative and quantitative methods were used to collect data for a better understanding of teacher transfer and performance of government aided (Creswell 2009). Hence the study used varieties of methods during data collection as presented below;

#### **3.6.1. Questionnaire Survey Method**

The survey method was used to collect data on the characteristics of respondents, attitudes, perceptions on teacher transfer and performance of government aided secondary schools. The method was found appropriate for collection of information from the large number of teachers who could read, write, and interpret questions. The method was also much more efficient than any other methods because it permitted collection of data from a large number of teachers across the district in a shorter period. The method eased the process of analysing and interpretation of data collected.

#### **3.6.2 Interview Method**

According to (Kenneth and Bruce 2007) interview is an oral questionnaire where investigator gathers data through direct verbal interaction with participants. The method involved the presentation of oral, verbal stimuli and reply in terms of responses. This method was used to collect data from the head teachers of the selected schools. Head teachers will be interviewed to solicit views on a wide range of issues concerning teacher transfer and performance of government aided secondary schools. Analysis of interview data from head teachers helped to substantiate some of the teachers' responses given in questionnaires and enriched information

collected using other data collection methods. The interviews enabled further probing for information, the methods gave the respondents an opportunity to elaborate and clarify responses. The method enabled the researcher to pursue of in-depth information on teacher transfer and performance of government aided secondary schools.

### **3.6.3 Documentary Review**

Documentary review was carried to get supplementary information. Personal documents and official documents were reviewed to establish whether issues of transfer presented in the conceptual framework do affect performance of teachers in both USE and Non USE schools. Two forms of documents were studied namely; primary and secondary documents. Primary documents refer to eye-witness accounts by people who experienced the particular event. On the other hand secondary documents are produced by people who are not present at the scene but who received eye-witness account (Amin 2005).The method allowed easy access to vast amount of information with minimal costs. The documents reviewed included; policy standing instructions, individual school teacher performance records, school board of governors' and staff meeting minutes and Ministry of education sports transfer plans.

## **3.7 Data Collection Instruments**

### **3.7.1 Questionnaire**

Self-administered questionnaire were used as data collection instruments of getting information from head teachers and teachers. According to Amin (2005), this instrument was appropriate because both head teachers, teachers could easily read, and write. The instrument consisted of pre formulated written set of questions, which were both open and closed, to which respondents responded and their answers were recorded .

### **3.7.2 Interview Guide**

According to Kahn and Connell (1957), in Marshall (1995), interviews are a conversation with a purpose and therefore data is collected easily. Interview guides were used to enable the interviewer to remain focused on the needed deeper information during probing time. Face to face, interviews helped the researcher obtain accurate and well-directed information from head teachers since they are work place supervisors of teachers. The MOES Officials were also subjected to interview as those who execute teachers' transfers

### **3.6.3 Document Review Check List**

Documentary review was done to provide the qualitative data such as opinion on the effects of transfers on teacher's performance and quantitative statistical data were generated from the statistics records and files because they provided information on the study variables. Key on the documents reviewed included; teachers' performance appraisal records, transfer records and teachers' preparation files or books.

## **3.8 Validity and Reliability of Research Instruments**

### **3.8.1 Validity**

According to Creswell (2009) validity refers to the degree to which evidence and theory support the interpretation of the test scores entailed by use of tests. The validity of instruments is the extent to which it does measure what is supposed to measure. Validity is the accuracy and meaningfulness of inference, which are based on the research results. It is the degree to which results obtained from analysis of a data validated in terms of content. The content related techniques measures, the degree to which the questions items reflected the specific areas covered. After the research tools were developed, the researcher did pretest the tools in order to ascertain its validity and later on the lessons learnt while pretesting were in

Content validity index (cvi)

$CVI = \frac{\text{Number of items declared valid by judges}}{\text{Total number of items}} = \frac{n}{N}$

Total number of items

Where n=items that are rated relevant

N= total number of items

cooperated in to the tools. The formula used to calculate the validity in the study as suggested by Creswell (2009) was as below;

**Table 3.2: Content Validity Index Results**

<b>Variables</b>	<b>Items rated as valid</b>	<b>Content Validity (CVI)</b>
Voluntary transfer	07	0.9
Routine transfer	08	0.9
Forced transfer	06	0.8
Teacher performance	10	0.8

Cresswell (2009) notes that if the instrument has an average index of 0.7 or above it is accepted as valid. In this case the CVI for each section was greater than 0.7 meaning that the instrument was valid for the study. This assisted in correcting errors identified prior to the study.

### **3.8.2 Reliability**

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trails. If a researcher administers a test to a subject twice and gets the same score on the second administration at the first test then, there is reliability of instrument (Mugenda and Mugenda 2005). Consequently, reliability test for the questionnaire was run in SPSS to establish whether the instruments used were stable and consistence in measuring particular concepts that were to be measured. Cronbachs Alpha coefficient was used to determine stability and

consistency of the research instruments. The Cronbachs Alpha-a test (min=0.6) measured the scale reliability for the internal consistency of the items.

Alpha Coefficient was applied as below;

$$a = \frac{N}{N-t} \left( \frac{\text{total Variance} - \text{sum of individual variance}}{\text{Total variance}} \right)$$

The  $\delta$  range of 0.7 and above indicates reliability of research instruments as asserted by Amin (2005). Below are the alpha Cronbach's coefficients computed using SPSS

**Table 3. 3: Reliability Index on the Questionnaire**

Variable	Number of Items	Cronbach Alpha
Voluntary transfer	07	0.743
Routine transfer	08	0.813
Forced transfer	06	0.775
Teacher performance	10	0.705
Total	31	0.772

**Source:** Primary data

The table above shows a Cronbach alpha of 0.743 for Voluntary transfer with 7 items, 0.813 for Routine transfer with 8 items, 0.775 for Forced transfer with 6 items, 0.705 for Teacher performance with 10 items, 0.772 for all the variables under study totaling 31 items. The tool therefore passed the test of reliability for each of the variables and for all the variables since they were all greater than 0.7, given that the level of Cronbach that is adequate is any value equal to or greater than 0.7 (Amin, 2005). The instruments were therefore suitable for data collection.

### **3.9 Data Collection Procedures**

The researcher obtained a letter of introduction from the Uganda Management Institute (UMI), the researcher fixed appointments with the respondents prior to data collection. A pre-test of data collection instruments was conducted in the area of study was to confirm validity and reliability of the instruments. The researcher then proceeded to respondents to administer the questionnaires and conducting interviews.

### **3.10 Data Analysis Procedure**

Both quantitative and qualitative approaches were used for data analysis. The coding of the quantitative data from the questionnaires was done. This was then entered into the computer for computation of descriptive statistics'. The Statistical Package for Social Scientists (SPSS Version 21) was used to run descriptive statistics such as frequencies and percentages so as to present the quantitative data inform of tables and graphs based on the major research questions. The qualitative data generated from open ended questions were categorized into themes in accordance with the research objectives and reported in narrative form along with quantitative presentation. The qualitative data was used to reinforce the quantitative data.

### **3.11 Measurement of Variables**

The effects of transfers on teachers' performance in Government aided secondary schools categorical data was measured using the five points like scale. Options of 1 to 4 which represent answers such as strongly disagree, disagree and strongly agree. In addition, ordinal measurement was applied as nominal scale on background information Mean while non-categorical data were obtained in a narrative form based on the study objectives. The study used the non-categorical data obtained through interviews, focus group discussion and documentary review methods



which was descriptive to establish the relationship of transfers on teachers' performance in government secondary schools.

### **3.12 Ethical Considerations**

Mugenda and Mugenda (2003) define fraud as an act where a researcher fakes data he has not actually collected and presents it in methodologies and results in research. Creswell (2009) asserts that ethical issues arise in discussions about codes of professional conduct for a researcher.

This study carried out pretest of the Instruments prior to the actual study this was to establish trust and respect of the participants especially those who would have felt marginalized. The researcher considered confidentiality issues as the outcome/report didn't bear the credentials of any individual respondent but purely for academic research and knowledge seeking purpose only.

The study discouraged forgery or falsification and inventing findings to satisfy personal vendettas either for the researcher or his audience.

The findings from the data collected were kept anonymous in that the subjects were told not to write or give their names as they respond to question and this evident especially on the questionnaires where there were no names on them.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

The purpose of the study was to examine the effect of transfer on teacher performance in government-aided secondary schools in Wakiso District. In this chapter, the researcher presents, analyses and interprets the study findings arising from data collected from the respondents using both questionnaire and interview guide. The subsection presents the response rate, background information on respondents and analysis of the study findings in relation to specific objectives.

#### 4.1. Response Rate

**Table 4.1: Response rate**

School	Sample size	Actual no. of respondents	Response rate
A	48	42	87.5
B	24	16	66.7
C	36	36	100.0
D	28	28	100.0
E	24	24	100.0
F	24	17	70.8
G	48	39	81.3
H	46	36	78.3
<b>Sub-total</b>	<b>278</b>	<b>238</b>	<b>83.2</b>
MOES Officials	2	2	100
Head teachers	8	7	90
<b>Total</b>	<b>288</b>	<b>247</b>	<b>84.1</b>

**Source:** Primary data

The summary of the response rate for the study in Table 4.1 above indicates that data was collected from a sufficient number of respondents and therefore the collected data and the findings from it can be relied on. According to Mugenda and Mugenda (2009) a response rate of 50 per cent is adequate for analysis and reporting; a rate of 60 per cent is good and a response rate of 70 per cent and above is excellent. A total of 278 questionnaires were planned and distributed. However, 238 questionnaire were correctly filled and returned, while 10 key informant interviewees were planned and nine of those were successfully interviewed . The response rate for the questionnaires were therefore 83.2% while that of interview was 90% giving overall response rate of 85.1%.. This implied that the data collected were adequate to support the outcome of the study as a representation of the surveyed population.

## **4.2 Characteristics of Respondents**

In this section, the study presents the background characteristics of the 238 respondents that answered the questionnaire.

### **4.2.1. Age of Respondents**

Respondents were requested to indicate their age groups to find out their distribution by age and the findings are presented in table 4.2 below

**Table 4.2: Age of respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
Below 30 years	11	4
30 - 39 years	78	32
40 - 49 years	97	42
50 - 59 years	52	22
Total	238	100.0

**Source:** Primary Data

Table 4.2 shows that out of the 238 respondents that provided their age, the highest number of respondents measured at above 74% were between ages 30 to 49 years. This means that the respondents were capable of providing credible information given their tender ages that would provide them good memory of facts. Implied that the responses provided were from an able group of people that could be relied upon during data processing and reporting.

#### 4.2.2. Sex of Respondents

Respondents were requested to indicate their sex, so as to establish whether both sexes were well represented in the research study. The findings are presented in table 4.3 below.

**Table 4.3: Respondents by Sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	124	52.1
Female	114	47.9
Total	238	100.0

**Source:** Primary Data

Table 4.3 shows that both male and female respondents participated in the study, with the males constituting the majority, 124 (52.1%). This means that slightly more males are engaged in the teaching service. The implication is that the information gathered regarding transfer and performance of teachers were representative views of the relationship transfer and teachers' performance.

#### 4.2.3. Education Level of the Respondents

Respondents were also requested to indicate their highest levels of education. The aim was to establish their distribution by education levels and the findings are presented in table 4.4 below.

**Table 4.4: Education Level of Respondents**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	27	11.3
Bachelors	167	70.2
Post graduate Diploma	14	5.9
Masters	30	12.6
Total	238	100.0

**Source:** Primary Data

Table 4.4 shows that the majority of the respondents, 82% were above Bachelor's degree level of education. This means that they possess relevant qualifications required to perform their duties and understand issues related to the study variables. This implied that the information provided were credible and professional individuals that could be relied on during data processing.

#### **4.2.4. Number of Years in Service**

The data on the number of years each respondent spent in service collected and the findings are presented in table 4.5 below.

**Table 4.5: Number of Years in service**

<b>Number of years in service</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	7	3.0
5 - 9 years	50	19.5
10 - 19 years	85	36.0
20 - 29 years	78	33.1
30 years and above	21	8.5
Total	238	100.0

**Source:** Primary Data

Table 4.5 shows that out of the 238 respondents that answered this question, the highest number of respondents, 163 (69.1%) spent between ten to twenty nine years in service. This means that the respondents were of high professional experiences which qualified that the information they provided was credible enough to be relied on. The implication is that their individual participation in the study enhanced the process of data collection from those whose performance had been affected by transfer.

#### 4.2.5 Number of Years spent in the previous school

The data on number of years each respondent had spent in the previous school collected and the findings are presented in table 4.6 below.

**Table 4.6: Number of years spent in the previous school**

Number of years spent in the previous school	Frequency	Percent
Less than 5 years	112	48.9
5 - 9 years	54	22.4
10 - 19 years	49	20.6
20 - 29 years	23	8.1
Total	238	100.0

**Source:** Primary Data

Table 4.6 shows that out of the 238 respondents that answered this question, the highest number of respondents, 109 (48.9%) had spent less than five years. This means that teachers' rate of transfer is high within a very few years. The implication is that for those who could have been forced or offered routine transfer may either not feel good then demotivated or otherwise on their performance. Moreover teaching effectiveness sometimes depends on adequate preparation that can be ably done if a teacher is settled in a school for some reasonable years.

#### 4.2.6. Number of Transfers

Data on whether number of transfers of the respondents affected them was collected and the findings are presented in table 4.7 below.

**Table 4.7: Number of transfers**

<b>Number of transfers, so far</b>	<b>Frequency</b>	<b>Percent</b>
Never been transferred	60	25.2
Once	93	39.1
2 - 4 times	83	34.9
5 times or more	2	.8
Total	238	100.0

**Source:** Primary Data

Table 4.7 shows that the highest number of transfers 176 (74%) were between one to four times. This means that teachers are regularly transferred from one school to another. This implied that when rating performance of teachers basing on transfer then each of them would perform in a similar range.

#### 4.2.7. Number of Years spent in the current school

The data on the number of years each respondent has spent in the current school was also collected and the findings are presented in table 4.8 below;

**Table 4.8: Number of years spent in the current school**

<b>Number of years spent in the current school</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 years	83	36.6
5 - 9 years	77	33.9
10 - 19 years	51	22.5
20 - 29 years	16	7.0
Total	227	100.0

**Source:** Primary Data

Table 4.8 shows that out of the 227 respondents that answered this question, the highest number of respondents, 70.5% indicated that they had spent between 0 to 9 years in their current schools. This means that the longest period a teacher would spend is nine years before being transferred. It further implies that most of the transfers executed are directed by routine processes. The implication is that teachers would undertake their tasks within a school well aware that they would be transferred within a scope of time. This may affect performance of teachers in that those who may wish to be promoted out of their good performance would work hard to achieve such aspirations. This may be the opposite for those who do not appreciate any reason for transfer.

### **4.3 Presentation of Results**

#### **4.3.1 Findings on Teacher Performance**

Teachers performance which is the dependent variable was measured in the questionnaire using 10 statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table 4.3 below. Qualitative findings from interview guide were used to validate the quantitative findings.



**Table 4.9: Teacher Performance**

<b>Statements measuring teacher performance</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
I am familiar and competent with the teacher centred method of instruction	58 (24)	116 (49)	16 (7)	31 (13)	16 (7)
I am familiar and competent with the students centred method of instruction	85 (36)	137 (58)	10 (4)	4 (2)	2 (1)
I am experienced in whatever method to adapt depending on the class situation	100 (42)	126 (53)	6 (3)	4 (2)	2 (1)
I sometimes change the method of instruction depending on the feedback I get from my students in the process of instruction.	116 (49)	122 (51)	-	-	-
I teach in different classes basing on subject allocation.	132 (55)	102 (43)	2 (1)	2 (1)	-
I always go an extra mile to ensure my students understand the subjects I teach	143 (60)	95 (40)	-	-	-
I participate fully in co-curricular activities	55 (23)	159 (67)	14 (6)	8 (3)	2 (1)
I usually hit deadlines on all my school assignments.	55 (23)	155 (65)	8 (3)	20 (8)	-
I always want to participate in whatever school programs are available.	63 (27)	149 (63)	16 (7)	10 (4)	-
I am a team player in running the school.	83 (35)	153 (64)	2 (1)	-	-

**Source:** Primary data

**Key:** SA-Strongly Agree, A – Agree, NS – Not Sure, D – Disagree, SD – Strongly Disagree.

Table 4.9 shows that 73% of respondents agreed that they are familiar and competent with the teacher centred method of instruction. This means that their level of familiarity and competence with the teacher centred method of instruction would make them to perform their teaching tasks effectively. The implication is that the mode of delivery or instruction would be perfect in schools and specifically classrooms occupied by such competent teachers.

On the issue of whether teachers were familiar and competent with the student centred method of instruction, 94% agreed. This means that the teachers are familiar and competent with the student centred method of instruction as compared to other methods of instruction. The implication is that teachers would most of the time utilise such democratic methods to enhance learners participation in the classroom learning processes. This would eventually results to a desired students' academic performance.

*A review of record of performance plans at least twenty teachers plans confirmed that almost all the teachers knowledgeable of students' centred methods and endeavoured to utilise them*

On whether teachers are experienced in whatever method to adapt depending on the class situation,95% agreed. This means that teachers choice of methods largely depend on the classroom situation. The implication is that if those experiences in forms of methods are applied the expected performance results from the teachers would be realised.

When asked whether they sometimes change the method of instruction depending on the feedback they get from their students as they teach,100% agreed. This means that feedback from students is necessary in determining teaching strategies or methods of instruction that teacher would use to teach. This implies that the absence of feedback from students would it make difficult for a teacher to choose and apply a method that is worthwhile yet may not appeal to all student.

An interviewee noted that;

*the best instruction method was the one in-between teacher-centred and student centred.*

*A review of teachers performance assessment plan equally indicated the teachers for most of the time plan for the use of students centred methods.*

This means that the choice of methods should be guided by the preference of the teacher and the learner. The consent of the two individual would foster positive relationship to enhance participation as result there will be effective instruction.

On whether they like teaching the classes allocated to them basing on their teaching subject, the majority 98% agreed. This means that teachers perform their duties basing on the classes and their teaching subject. This further implied that if the teachers are kept for some times in their assigned classes their motivation would increase in terms of application of relevant teaching methods, they would regularly attend to their duties and consistently deliver their lesson as required.

When a key informant was asked whether there are some challenges in allocating workload and other responsibilities to newly transferred teachers and noted that;

*Some teachers hardly master both their teaching subjects and when allocated load in a subject they have not taught for long, the school may experience performance gaps*

Another key informant independently noted;

*When decisions on transfers are being made they are not based on how much a teacher knows about the subject rather his or her qualifications to teach the subject.*

This means that transfers may cause knowledge gaps in teachers as they may be compelled to endorse teaching subjects or classes that they have for long not been familiar with. The implication is that such teachers would waste time in trying to get organised and as such they would not be in a position to accomplish the teaching tasks in a prescribed period of time.

On the issue of whether they always go an extra mile to ensure their students understand the subjects they teach, 100% agreed. This means that all the respondents were of the view that they always go an extra mile to ensure their students understand the subjects they teach. The implication of devoting extra effort is a sign of commitment to accomplishment of tasks and effectiveness to duty attendance on the part of the individual teachers.

When the respondents were asked whether they participate fully in co-curricular activities 90% agreed. This means that teachers devote their available time to instruct the implementation of co-curricular activities. It implies that teachers attach value to such activities as complementary to subjects learnt in the classrooms.

Asked whether they usually hit deadlines on all their school assignments, 88% agreed. This means that the teachers fully understand their assignment and commit themselves to timely execution. The implication is that the outcome of teachers' commitment in meeting deadlines would be improved performance measured in terms of services they offer.

On whether teachers always want to participate in whatever available school programs available, 90% agreed. This means that teachers are willing and always want to participate in whatever available school programs. This implied increase efficiency in handling tasks and completion of such tasks in time by the teachers.

Furthermore on whether they are team players in running the school, 99% of the respondents agreed. This means that the teachers have always worked together as a common cause to achieving their school desire. The implication is that achievement of schools tasks would efficiently and effectively be realised as every teachers contribution count.

### 4.3.2 Voluntary Transfers and Teacher Performance in Wakiso District

In order to understand the views of the respondents on voluntary transfer, so as to find out whether they have an effect on teacher performance, the study used six statements on the questionnaire to which the respondents were required to show their level of agreement or disagreement. Qualitative findings from interview guide were used to validate the quantitative findings. The quantitative findings from the 238 respondents that answered the questionnaires are presented in table 4.10 below.

**Table 4.10: Voluntary transfers**

<b>Statements measuring voluntary transfer</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Teachers are free to apply for transfer to other schools	142 (60)	86 (36)	2 (1)	6 (2)	2 (1)
Ministry of Education and Sports allows teachers to transfer to other schools whenever they request.	73 (31)	119 (50)	10 (4)	32 (13)	4 (2)
Ministry of Education and Sports is considerate whenever there are family demands for teachers to leave their current schools	61 (26)	123 (52)	24 (10)	24 (10)	6 (2)
Ministry of Education and Sports is considerate whenever there are health related challenges that may require a teacher to transfer to another school.	95 (40)	97 (41)	21 (9)	19 (8)	6 (2)
Voluntary transfers enhance innovativeness of teachers.	65 (27)	130 (55)	15 (6)	24 (10)	4 (2)
Voluntary transfers improve on the performance of teachers	87 (37)	115 (48)	16 (7)	16 (7)	4 (2)

**Source:** Primary data

Table 4.10 shows that the respondents were asked whether teachers are free to apply for transfer to other schools, 96% agreed. This means that teachers are free to apply for transfer to other schools. The implication of non-restriction to the application and the ministry exercises liberal position not to disadvantage any teacher to express his or her need to be transferred. This however may not provide leverage to automatic transfers rather transfers on an independent ministry's based decisions.

Asked further whether MOES allows teachers to transfer to other schools whenever teachers' requests, 50% of the respondents agreed.

A review of transfer records in schools revealed rear response to request of teachers whenever they sought to transfer their services.

A respondent, during an interview noted that;

*At times it is not easy to be transferred to a school of your choice because the payroll in the district where the school is located might be full or the school preference may not be willing to receive the transferee due to logistical reason.*

The above view was also confirmed by another key informant that;

*As a person directly in charge of teachers' transfers we look at balancing staff in all schools. This sometimes forces us not to accept all the transfer request from the teachers.*

This means that there is flexibility in the system which allows teachers to be transferred to other schools whenever they request. The essence of transfer to schools of choice or not depends on the assessment of needs in the schools not purely the applicant.

On whether MOES is considerate whenever there are family demands for teachers to leave their current schools, a reasonable number strongly agreed. This means that the factor of family demands is largely considered as priority when taking transfer decisions. Implying that teachers request for transfers is given consideration as means to performance motivation.

A key informant explained as thus;

*Although the MOES is considerate when family demands for teachers to leave their current schools, it is a difficult situation. It should always be the teachers to be at the centre of taking transfers and plan for the family.*

This means that MOES is considerate whenever there are family demands for teachers to leave their current schools. The implying that Ministry of Education is conscious that if a teacher is settled in terms of family he or she will be committed to his or her professional roles.

Furthermore on whether MOES is considerate whenever there are health related challenges that may require a teacher to transfer to another school, 81% of the respondents agreed a considerable number strongly agreed, whereas an equally considerable number agreed. This means that the MOES is conscious and considerate of personal health related challenges when making transfer decisions. The implication is that a teachers' personal health if not considered is a huge hindrance to individual teachers' performance.

When the respondents were asked whether voluntary transfers enhance innovativeness of teachers, 82% agreed. This means that voluntary transfers enhance innovativeness of teachers. This implication is that such teachers if granted transfer will feel comfortable to work with intentions to higher achievement.

The review of teachers' attendance and level of records of work covered indicated that over 80% of such teachers were in full attendance to their duties, There were equally evidence that they were regular in their teaching.

Furthermore on whether voluntary transfers improve on the performance of teachers, 85% agreed. This means that those voluntary transfers improve on the performance of teachers. The implication of these views is that the individual could have got relieved from the factors that was interfering with his or her previous school hence gets committed to perform in the new school.

#### **4.3.3 Routine Transfers and Teachers' Performance**

In order to understand the views of the respondents on routine transfer, so as to find out whether they have effects on teacher performance, the study used eight statements on the questionnaire to which the respondents were required to show their level of agreement or disagreement. Qualitative findings from interview guide were used to validate the quantitative findings. The quantitative findings from the 238 respondents that answered the questionnaires are presented in table 4.11 below;



**Table 4. 11: Routine Transfer**

Statements measuring routine transfer	SA	A	N	D	SD
The policy to transfer teachers after staying in a school for five years is good for their performance.	18 (8)	93 (39)	6 (3)	74 (31)	47 (20)
The 5-year period for automatic transfer of teachers is appropriate.	10(4.2)	77(32.3)	8 (3.4)	98 (41)	45(19)
Routine transfer of teachers is generally a good policy in terms of performance.	28 (12)	115 (48)	18 (8)	48 (20)	18 (12)
I am always prepared to transfer whenever I spend 5 years in a school	14 (6)	80 (34)	25 (10)	72 (30)	47 (20)
The MOES is justified to transfer overstayed teachers	55 (23)	138 (58)	15 (6)	22 (9)	8 (3)
Routine transfer should be preceded with at least one term's notice	86 (36)	116 (49)	14 (6)	17 (7)	5 (2)
Routine transfers enhance innovativeness of teachers	16 (7)	125 (52)	18 (8)	48 (20)	31 (13)
Routine transfers improve on the performance of teachers	16 (7)	102 (43)	35 (15)	56 (24)	29 (12)

**Source:** Primary data

Table 4.11 shows that when the respondents were asked whether the policy to transfer teachers after staying in a school for five years is good for their performance, 51% agreed.

Similarly, an interviewee in agreement with the routine transfer policy noted that;

*The policy to transfer teachers after staying in a school for five years is good for their performance. If they were given a class at senior one, five years would have enabled them to evaluate themselves at external examinations performance. And if they were given a class at Advanced Level, they would have assessed their performance at least twice at external examinations. So five years is a good period to be transferred to another school”*

This means that the practice of transfer after years may not be good if the sole intention is to improve teachers' performance. The implication is that short period of stay in a school would interrupt planning as different school environment are unique and therefore approaching teaching would also vary. So teachers on frequent transfers cannot easily cope with such demands.

On whether the 5-year period for automatic transfer of teachers is appropriate, 60% disagreed

A key informant during an interview believed that the 5-year period for automatic transfer of teachers is appropriate.

*Ministry finds it deem that a teacher who overstays in a school may lose focus and becomes non innovative. Effective transfers are necessary for performance compliance.*

This means that the 5-year period for automatic transfer of teachers is inappropriate. The implication is that if a teacher is transferred within five years from a school such a teacher will have not prepared to settle at the new station. More over the plans which such teacher had for his or her class will have been interrupted.

On whether routine transfer of teachers is generally a good policy in terms of performance, 60% agreed. A key informant during an interview consented that;

*With management, five years are few given that the first two years are for learning the system. But for teachers five years are very appropriate*

This means that that routine transfer of teachers is generally a good policy in terms of performance. This implied that the adherence to such policies would be supported by the teachers if popularised. The teachers would work knowing that after five years he or she ought to be transferred hence gets prepared for the transfer.

Asked whether they are always prepared to transfer whenever they spend 5 years in a school, 50% agreed. This means that average number of teachers is not always prepared to transfer whenever they spend 5 years in a school. The implication is that teachers who are just caught up by transfers are likely not taking up the transfer or if they do take the transfer then they may take time to adjust to the condition in their new station. These entire situations would have impact on their performance.

On whether the MOES is justified to transfer teachers who have overstayed in a school 81%. This implication is that there would be a balance in meeting staffing needs in schools across the country and that the transfer will have been determined basing on technical assessment.

When asked whether routine transfer should be preceded with at least one term's notice, 85% agreed. This means that prior knowledge to transfer would make the teacher have adequate preparation to move to the new station. The implication is that such preparation would be one factor to motivate the teacher to adjust and perform in the new station.

Asked about how long the notice of intention to transfer should be, an interviewee noted that;

*“Let teachers be given notice of at least six months so that they plan for example for their families or career development or winding up properly in the school they are currently serving:.”*

This means that routine transfer should be preceded with at least one term's notice. The implication of these views is that the period exceeding one term would be adequate for one to be affected to prepare prior to transfer. This would make him or her have the confidence to take the transfer which has been made known earlier.

On the issue of whether routine transfers enhance innovativeness of teachers, 59% agreed. This means that routine transfers to some extent enhance innovativeness of teachers. The implication is that teachers if transfer is conducted correctly and consciously teachers' skills would be effectively and efficiently be utilised.

Furthermore when asked whether routine transfers improve on the performance of teachers 50% agreed. This means that half that routine transfers in a way improve performance of teachers. The implication of the views is that there are circumstances that routine transfers would influence teacher practices positively. This may be in situation where teachers' capacities are not balanced and transfer is used to ensure such is done to ensure equity in schools.

#### **4.3.4. Forced Transfers and Teacher Performance**

In order to understand the views of the respondents on forced transfer, so as to determine whether they have an effect on teacher performance, the study used seven statements on the questionnaire to which the respondents were required to show their level of agreement or disagreement. Qualitative findings from interview guide were used to validate the quantitative findings. The quantitative findings from the 238 respondents that answered the questionnaires are presented in table 4.12 below;

**Table 4.12: Forced transfers**

<b>Statements measuring forced transfer</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Teachers who don't perform to the school standards should be transferred	34 (14)	98 (41)	15 (6)	59 (25)	32 (13)
Teachers with unbecoming behaviour should be transferred	46 (19)	103 (43)	8 (3)	53 (22)	28 (12)
The MOES should transfer teachers when she deems it necessary	31 (13)	119 (50)	12 (5)	44 (19)	32 (13)
School Boards should recommend for the transfer of teachers whenever they feel it is in the interest of the school	20 (8)	108 (45)	9 (4)	60 (25)	41 (17)
The PTA should recommend for the transfer of teachers whenever they feel it is in the interest of the school	12 (5)	107 (45)	15 (6)	57 (24)	47 (20)
Forced transfers enhance innovativeness of teachers.	20 (8)	60 (25)	11 (5)	62 (26)	85 (36)
Forced transfers improve on the performance of teachers	8 (3)	68 (28)	14 (6)	76 (32)	72 (30)

**Source:** Primary data

Table 4.12 shows that when the respondents were asked whether teachers who don't perform to the school standards should be transferred, 55% strongly agreed. This means that transfer some times is used as measures to improve teachers' performance levels. The implication is that those teachers in more comfortable schools may struggle to do their best to avoid transfers. The teachers who feel not interested in a school may on the other hand cause situation that would warrant their transfers.

When an interviewee was asked whether teachers who don't perform to the school standards should be transferred, she explained why they fail to perform and therefore the need for the forced transfer;

“The school system might be too heavy for the teacher to perform, for example extra duty required in boarding schools, co-curricular, etc. The school culture might be demotivating the teachers, for example value system or family ties versus distance from home to school. In such situations the school administration may initiate a forced transfer for the teacher”.

This means that if the authorities have found inevitable grounds that would not warrant such a teacher to stay in a given school such teacher ought to be transferred. This implied that whether the teacher does not agree with the transfer he or she would be forced to shift to the new station.

Asked whether teachers with unbecoming behaviour should be transferred 62% agreed. This means that teachers with unprecedented discipline should be transferred from their current schools. The implication of the movement of such teachers would be deterrent measures to their unbecoming behaviours. The new school would provide new environment that may force such teachers to abandon unwanted behaviours from the previous schools.

When an interviewee was asked whether teachers with unbecoming behaviour should be transferred he noted that:

*Such teachers should be disciplined first by the school where they are, so as to assess change in performance. Many of such teachers will change for the better. However when the factors leading to misbehaviour is arising from school e.g. peer pressure or when misbehaviour borders to moral authority of teachers then they must be forced to transfer. In most cases such transfer awaken the teachers and they improve on their performance*

In another development, a key informant noted that’

*Teacher discipline is a policy issue that has specific guideline, MOES does not in any way encourage transfer to be used to sort out indiscipline. The ministry has structured system that separately deals with cases related to teacher discipline.*

This means that transfer should not wholly be used as a tool of managing discipline. There are discipline issues that can be settled without necessarily executing transfer. The implication is that such teachers affected by transfer may take time to change and in any case may shift with such behaviours to their new stations or abandoned work.

Furthermore on whether the MOES should transfer teachers when she deems it necessary, 63 % agreed.

Similarly, an interviewee noted that;

*With public service, transfers are inevitable, so the teachers should just be sensitized about these routine transfers in order to be effective in service delivery and performance*

This means that transfer can be circumstantial that must be undertaken as administrative measure. This implied that there are situations that would force the ministry of education officials to transfer teachers.

On whether school boards should recommend for the transfer of teachers whenever they feel it is in the interest of the school, 53% agreed. This means that the board as an authority responsible for school management has obligation to recommend teachers to work or be transferred to their schools. This implied that school board of governor would have comfort to work with those teachers they recommended in delivering teaching services.

Asked whether the PTA should recommend for the transfer of teachers whenever they feel it is in the interest of the school, 50% of the respondents agreed.

Similarly an interviewee explained as thus;

*Teachers must first be disciplined by the schools where they are deployed. The boards or PTAs should only come in when a teacher has failed to improve on his performance. However, when a teacher's moral authority is questionable then the board or PTAs should shiftily recommend the transfer of such a teacher*

Another key informant noted that;

*If PTA members are to be given such powers then their core mandate of mobilisation of resources would be compromised. However PTA has a lot to do in order to ensure parents and teacher participation.*

This means that the role of recommending teachers for transfer may or may not be wholly a PTA tasks. The implication is that the teachers' placement in a school can be done through a will of whoever is in authority based on the assessment of teachers' needs. Further implication is that PTA is a big body of parents whom students are drawn from and they indeed support school initiatives including teachers welfare therefore their stake on teachers posting is key. PTA recommendation for the categories of teachers to be transferred to their schools would enhance their voluntary school development participation.

On whether forced transfers enhance innovativeness of teachers, 62% disagreed

Similarly, a key informant was of the view that forced transfers of teachers enhance innovativeness and performance



*Forced transfers can enhance innovativeness and performance if the teachers have learnt a lesson with the reason that led them to forced transfer*

However, another key informant had contrary views;

*Forced transfers do not enhance innovativeness and performance if the teachers think the transfer was subjectively decided on.*

This means that unless the teachers understand and appreciate transfer actions their reaction to such transfers may not be positive. The implication is that if teachers are not happy with the execution of transfer their motivation to work would not elicit their level of innovativeness.

Furthermore on whether forced transfers improve on the performance of teachers 62% disagreed. This means that forced transfers is not a good measures to be taken to improve on the performance of teachers. This implies that if education authorities would want to improve teachers performances other strategies ought to be put in place and avoid forced transfer.

#### **4.4 Verification of the of Hypothesis**

##### **4.4.1 Voluntary Transfers and Teachers' Performance**

The study finally, proceeded to establish the direction and the degree of the effect voluntary transfer on the performance of teachers, a correlation analysis was conducted. Results of the analysis are presented in the table below;

#### 4.4.1.1 Correlation Matrix for Voluntary Transfers and Teachers Performance

**Table 4.13: Correlation matrix for voluntary transfers and teachers performance**

Variables		Voluntary transfers	Teacher performance
Voluntary transfers	Pearson Correlation	1	.233*
	Sig. (2-tailed)		.000
	N	238	238
Teacher performance	Pearson Correlation	.233*	1
	Sig. (2-tailed)	.000	
	N	238	238

\*. Correlation is significant at the 0.05 level (2-tailed).

Results in the table 4.13 above indicate a weak negative relationship between voluntary transfers and performance of teachers ( $r = -0.238, p = 0.000 < 0.000$ ). The results suggest that voluntary transfers negatively correspond with teacher performance. That is the more teachers are Voluntarily transferred the lower their performance. Similarly declined voluntary transfers the increase in their performance. This further implies that there other factors that influence teachers' performance.

#### 4.4.1.2 Regression Analysis for Voluntary Transfers and Teachers' Performance

Regression analysis was done to test the Null hypothesis. The results are presented in table 4.12 below.

**Table 4.14: Model Summary**

Model	R	R Square	Adjusted R Square
Performance of teachers	.233 <sup>a</sup>	.054	.050

a. Predictors: (Constant), Voluntary transfer

Table 4:14 shows that the coefficient of determination (Adjusted R Square) is 0.012.

The above findings are in line with the views of a key informant when was asked about how voluntary transfers affect teachers' performance, he said;

*Voluntary transfers in most cases may have personal benefit to both the individual teacher. Gaps created by such transfers may not easily be filled, It may only be possible If the school which the teacher is leaving is informed in time to be able to plan. And because the teachers concerned have been part of the decision making, their performance is likely to improve.*

This means that Voluntary transfers account for insignificant 5.0% of the variance in teachers' performance in Wakiso District. This means that though voluntary transfers has been used as means to increase performance it has insignificant effects on teachers' performance This implies that other factors other than voluntary transfers that affect teachers' performance in Wakiso District to a greater percentage. Therefore, the Null hypothesis which stated that voluntary teacher transfer has a significant positive effect on teacher performance in Government Aided secondary schools was rejected and alternative hypothesis that voluntary transfers have no significant positive effect was affirmed.

#### 4.4.1.3 Correlation Matrix for Routine Transfers and Teachers' Performance

**Table 4. 15: Correlation matrix for routine transfers and teachers' performance**

Variables		Routine transfer	Teacher performance
Routine transfer	Pearson Correlation	1	-.127*
	Sig. (2-tailed)		0.005
	N	238	238
Teacher performance	Pearson Correlation	-.127*	1
	Sig. (2-tailed)	0.005	
	N	238	238

\*. Correlation is significant at the 0.05 level (2-tailed).

Results in the table 4.15 indicate a weak negative relationship between routine transfers and performance of teachers ( $r = -0.127, p = 0.000 < 0.005$ ). The results suggest that routine transfers negatively correspond with teacher performance. This implied that routine transfers contribute minimally to teachers' performance.

#### 4.4.1.4 Regression Analysis for Routine Transfers and Teachers' Performance

Regression analysis was done to test the Null hypothesis. The results are presented in table 4.15 below.

**Table 4.16: Model Summary**

Model	R	R Square	Adjusted R Square
Performance of teachers	-.127 <sup>a</sup>	.016	.012

a. Predictors: (Constant), Routine transfer

Table 4.15 shows that the coefficient of determination (Adjusted R Square) is 0.012. The above findings are in line with the views of a key informant when was asked about how routine transfers affect teachers' performance and said;

*Although the MOES intention of routine transfers is for improved performance of the teachers, it is never the case because the majority of teachers are never happy with their new posting. Besides that like all human beings, there is a tendency to get used to an environment. So most of the routine transfers are viewed as punishment and therefore negatively affect the teachers' performance. Teachers affected by such transfers need a lot of support and counseling from the receiving schools for them to perform well.*

This means that routine transfers only account for 1.2% of the variance in teachers' performance in Wakiso District. This implied that there are therefore other factors other than routine transfers that affect teachers' performance in Wakiso District to a greater percentage. The Null hypothesis which stated that routine teacher transfer has a significant positive effect on teacher performance in Government Aided secondary schools was rejected and alternative hypothesis that routine transfers have no significant effect was affirmed.

#### **4.4.1.5 Forced Transfers and Teachers' Performance**

The study set out to establish the direction and the degree of the effect forced transfer on the performance of teachers, a correlation analysis was conducted. Results of the analysis are presented in table 4.16 below:

#### 4.4.1.6 Correlation Matrix for Forced Transfers and Teachers Performance

**Table 4.17: Correlation matrix for forced transfers and teachers performance**

+Variables		Forced transfer	Teacher performance
Forced transfer	Pearson Correlation	1	-0.189*
	Sig. (2-tailed)		.003
	N	238	238
Teacher performance	Pearson Correlation	-0.189*	1
	Sig. (2-tailed)	0.003	
	N	238	238

\*. Correlation is significant at the 0.01 level (2-tailed).

Results in the table 4.16 indicate a significant negative relationship between forced transfers and performance of teachers ( $r = -0.189, p = 0.000 < 0.005$ ). The results suggest that forced transfers negatively correspond with teacher performance. That is the more teachers are forcefully transferred the more their efficiencies decrease.

#### 4.4.2 Regression Analysis for Forced Transfers and Teachers' Performance

Regression analysis was done to test the Null hypothesis. The results are presented in table 4.17 below.

**Table 4.18: Model Summary**

Model	R	R Square	Adjusted R Square
teacher performance	.189 <sup>a</sup>	.036	0.032

a. Predictors: (Constant), Forced transfer

The results in the table show that forced transfers explain 3.2% of the variation in performance of teachers in secondary schools in Wakiso District. This also means that 96.8% variation in the

performance of the teachers in secondary schools in Wakiso District is explained other factors other than forced transfers. Therefore the Null hypothesis which stated that forced transfer does not have any significant effect on the performance of teachers was rejected and alternative hypothesis that forced transfers have a significant effect was affirmed.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter the study presents the summary, discussions, conclusions and recommendations got from the research findings guided by the research general objective and specific objectives. The specific objectives were as follows: to determine the effect of forced transfers on teacher performance in Wakiso District; to find out the effect of voluntary transfers on teacher performance in Wakiso District; to find out the effect of routine transfers on teacher performance in Wakiso District;

#### **5.1 Summary of the Study Findings**

The purpose of the study was to investigate the effect of transfer on teacher performance in government-aided secondary schools in Wakiso District. There were three independent variables, namely; voluntary transfers, routine transfers and forced transfers, while teachers' performance was the dependent variable. Data was analyzed by use of frequencies (both absolute values and percentages) to describe and summarize the findings, and Pearson's product moment correlation coefficient and regression analysis to test the hypotheses and findings from the study indicated that;

##### **5.1.1 Voluntary Transfers and Teachers' Performance**

The study findings from descriptive statistics revealed that teachers are free to apply for transfer to other schools and that MOES allows them to transfer to other schools whenever they request. The finding confirms the view by the MOES that when a teacher requests for transfer because of overstaying in one school, it should coincide with the need for the same teacher in the next school to which he intends to transfer (Ministry of Education and Sports, 2015). Furthermore, the



study findings established that MOES is considerate whenever there are family demands or health related challenges that may require a teacher to transfer to another school. Furthermore the study finding established that voluntary transfers enhance innovativeness of teachers as well as their performance. The study finding confirms the shared view of Moor et'al (2012) who argues that teachers' requested transfers give insight to the extent to which the educational design has been implemented successfully since teachers are transferred willingly. In fact no teacher can be innovative if his or her feelings have disrupted by practices that seem unfair.

In addition the study findings from inferential statistics revealed that there is a weak positive relationship between voluntary transfers and teachers' performance and that voluntary transfers have insignificant positive effect on teachers' performance. Qualitative findings from key informants were generally in agreement with the above quantitative findings. The study finding is a justification of Brixiova (1998) view that teachers are an important source of feedback for poor or fair transfer processes which is translated in the outcome of their work in the classrooms.

### **5.1.2 Routine Transfers and Teachers' Performance**

The study findings from descriptive statistics revealed that the policy to transfer of teachers after staying in a school for five years is not good for their performance and that the 5-year period for automatic transfer of teachers is inappropriate. However it was found out that routine transfer of teachers is generally a good policy though it does not wholly improve performance. Furthermore the study findings established that, routine transfers may enhance innovativeness of teachers but does not generally improve on their individual performance. Moreover the study findings from inferential statistics revealed a weak negative relationship between routine transfers and teachers' performance. Qualitative study findings from key informants were generally in agreement with the above quantitative findings.

### **5.1.3 Forced Transfers and Teachers' Performance**

The study findings from descriptive statistics revealed that teachers who do not perform to the school standards and those with unbecoming behaviour should be transferred. Furthermore, the study findings established that MOES should transfer teachers when she deems it necessary. In addition the study findings noted that school boards should recommend for the transfer of teachers whenever they feel it is in the interest of the school. However, the study found out that that forced transfers do not enhance teachers' innovativeness and performance.

## **5.2 Discussion of the Findings**

### **5.2.1 Voluntary Transfers and Teachers' Performance**

The study findings from inferential statistics revealed that there is a weak positive relationship between voluntary transfers and teachers' performance. The study findings were in agreement with Brixiova 1998 who asserts that requested transfers give insight to the extent to which the educational design has been implemented successfully since teachers are transferred willingly. There should be consideration for job satisfaction whenever a transfer of a teacher is to be implemented. This was further in agreement with Langeth (1995) who says that exposing teachers to more transfers and job rotations has an advantage of alleviating boredom, which is associated with being in one school for a long time. However, in some situations, morale can suffer when transfers require teachers to relocate to areas which are not of their choice. This would be avoided if transfers are associated with a pay raise so that teachers know that for every transfer from one school to another, there would be financial benefits. The view is similarly shared by Alun and Akinfolarm (2012) in a study on the impact of instructional supervision on students' academic performance in senior secondary schools in Ondo State Nigeria established a strong relationship between teachers' checking pupils' notes and academic performance in

English. Alun and Akinfolarm (2012) specifically noted that negative effects in this study were established in classes of the newly transferred teachers after personal request. This means that it is not the action of transfers that improve teacher practices rather than other factors like planning effect.

### **5.2.2 Routine Transfers and Teachers' Performance**

The study findings from inferential statistics revealed that there is a weak negative relationship between routine transfers and teachers' performance and that routine transfers have a significant negative effect on teachers' performance. The findings are in correlation with Leithwood and Menzies 1998 who says that some teachers do not admire promotions because of the related consequences such as transfers, which they do not like. Many teachers believe this especially if the transfer is to be done very far from one's home. Further Wohlstetter and Odden (1992) asserts that giving an unsolicited promotion is like awarding a more difficult job to someone on promotion. Employees acquire experience up the promotional ladder provided they stay long enough and openings develop in the system. Employees should be in position to opt not to accept an opportunity for promotion if it negatively affects the teacher's performance. This view is also supported by Smylie et al (1994) noting that transfer on promotion helps the promoted teacher to assert their enhanced status, away from his or her juniors and subordinates who comparatively know them. Promotion is an incentive and teachers are motivated whenever promoted to work in any school (Smylie et al. 1994). This however does not translate to increased or improved individual teacher performance.

### **5.2.3 Forced Transfers and Teachers' Performance**

The study findings from inferential statistics revealed that there is a weak negative relationship between forced transfers and teachers' performance and that forced transfers have a significant

negative effect on teachers' performance. This confirms the views held by Grisson and Nakashima (2014) in study conducted in Rwanda that despite claims that schools in the Districts need flexibility in teacher assignment in order to allocate teacher more equitably for better performance, however teachers have not demonstrated the reality to that effect . This is supported by Prosser and Trigwell (1997) who noted that if a teacher stays in a station for a long time, he or she gets an opportunity to build strong relationship with his or her students and promote the school's ethos and culture. Ethos and cultures of any given school are either built or inherited by both teaching and non-teaching staff of that particular school. Removal of one party can easily jeopardize the process.

Further Leithwood and Menzies (1998) argue that transfers encourage employees to view the organization, in this case a school, as one offering them career growth. Poor and unfair transfer policies may adversely affect employee's hopes for advancement and the productivity of their workforce and Staub 2004 further argues that it can be a mistake to assume wholesomely that superior performance in one job will always translate into equivalent success after one has been transferred forcefully to a new school. In few cases, poorly functioning workers may perform better after they are transferred to new work places because the previous job bored them. However substantial argument for forced transfer is that such transfers are only beneficial to the administration who would wish to uphold the existing policy.

This view is supported by Keigher (2010) who asserts that factors beyond policies that would necessitate teachers transfer without his or her wish. A survey in Rwanda schools in 2009 also revealed that only eleven percent of teachers who changed schools did so because their contract had expired and was not renewed (Grisson, Loeb and Nakashima,2014). Similarly Vogel and

Lampkin (2007) affirmed that such involuntary transfers sometimes occur to reduction in force while taking into consideration the policy of collective bargaining that require consideration of seniority first when moving teachers. Those transferred to new stations may not equally perform better in new stations especially if other factors, which may affect their performance are not addressed (Keigher,2010).

### **5.3 Conclusions**

Based on the study findings several were made as presented below;

#### **5.3.1 Voluntary Transfers and Teachers' Performance**

From the study the following lessons were learnt from the responses; teachers are free to apply for transfer to other schools and that MOES allows them to transfer to other schools whenever they request. Further it was established that MOES is considerate whenever there are family demands or health related challenges that may require a teacher to transfer to another school. Furthermore, voluntary transfers may enhance innovativeness of teachers though it does not necessarily improve individual teachers' performance.

#### **5.3.2 Routine Transfers and Teachers' Performance**

The following lessons were learnt from the study responses; that the policy to transfer of teachers after staying in a school for five years is not good for their performance and that the 5-year period for automatic transfer of teachers is inappropriate. However it was found out that routine transfer of teachers is generally a good policy and that the MOES is justified to transfer overstayed teachers, although such routine transfers should be preceded with at least one term's notice Furthermore it was established that routine transfers enhance innovativeness of teachers but does not specifically improve teachers' performance.

### **5.3.3 Forced Transfers and Teachers' Performance**

From the study the following lessons were learnt from the responses; that teachers who do not perform to the school standards and those with unbecoming behaviour should be transferred. MOES should transfer teachers when she deems it necessary and that school boards should recommend for the transfer of teachers whenever they feel it is in the interest of the school. However it was concluded that forced transfers do not enhance innovativeness of teachers, as well as their performance.

## **5.4 Recommendations**

The study came up with the following recommendations based on the findings and conclusions above;

### **5.4.1 Voluntary Transfers and Teachers' Performance**

It is recommended from the study that teachers should freely apply for transfer to other schools and that MOES should allow them to transfer to other schools whenever they request. There should be consideration of family demands or health related challenges that may require a teacher to transfer to another school. Voluntary transfers should be used enhance innovativeness of teachers.

### **5.4.2 Routine Transfers and Teachers' Performance**

The study recommends that routine transfer of teachers is generally a good policy but not be a complete means to improve teachers' performance. Ministry of Education and Sports should adopt other teacher motivation strategies not this form of transfer as means to improve teachers' performance.

### **5.4.3 Forced Transfers and Teachers' Performance**

MOES should transfer teachers when she deems it necessary and that school boards should recommend for the transfer of teachers whenever they feel it is in the interest of the school. However forced transfers should not be used as a strategy to teacher discipline management but school managers should find alternative means to deal with cases of indiscipline,

### **5.5 Areas for Further Research**

This study focused on transfers and performance of teachers in Government secondary schools.

Further research should be carried in the following areas;

Promotion and teacher performance

Pay system and teacher performance

Career development and teacher performance

## REFERENCES

- Abrami, P. C. Paulson, C. & Chambers, B. (2004). *Teacher motivation to implement an educational innovation: Factors differentiating users and non-users of cooperative learning. Educational Psychology*, 24(2), 201-216.
- Ahamad, E, Brosio, G, 2006. "Uganda: Managing More Effective Decentralization" (IMF Working Paper.
- Ahikire, J, 2006. "Decentralization in Uganda Today: Institutions and Possible Outcomes in the Context of Human Rights", A Presentation of the International Council on Human Rights Policy Decentralization, Local Government and Human Rights.
- Ahuja, (1989). *Personnel Management*, New Delhi: Kalyani Publishers; Third Revised Edition.
- Amin, M. E. (2005). *Social Science research conception, methodology and analysis*, University of Younde, Cameroon and Makerere University, Kampala
- Armstrong M(2012) *A Handbook of Personnel Management Practice*. London Ed.10<sup>th</sup> Kogan Page Limited.
- Armstrong, M. (1989). *A Handbook of Personnel Management Practice*. London: Kogan Page Limited.
- Bategeka,L and Okurut. N (2004), *Financing Education for all Uganda* Institute for Development Studies and the University of Sussesx Kampala
- Boyd, D., Lankford, H., Loeb, S and Wyckoff, J. (2005). *Explaining the short careers of high-achieving teachers in schools with low-performing students*. *American Economic Review*, 95, 166–171.
- Braskamp, Larry A.; Brandenburg, Dale C and Ory, J C. (1984). *Evaluating teaching effectiveness: A practical guide*. Beverly Hills, CA: Sage
- Brixiova, Z. (1998), *Public Service Reform, Uganda: Selected Issues and Statistical Appendix, Ahamad et al, staff country report no. 98/61*.
- Creswell,W (2009) *Research Design Qualitative and Mixed methods Approaches* New Dehli SAGE Publications
- Government of Uganda (1989) *Education Policy Review Commission*. Government Printery, Kampala



- Government of Uganda (1992) *Government White Paper on Education Policy Review Commission of 1989*, Uganda Government Printery Kampala,
- Guarino, C. Santibañez, L. & Daley, G. (2006). *Teacher recruitment and retention: A review of the recent empirical literature. Review of Educational Research, 36, 63-87.*
- Langseth P (1995), *Civil Service Reforms in Uganda: Lessons Learned*. Public Administration and Development, Vol.15, No.4 Page 365-90.
- Masaazi J (1982) *The theory and practice of educational administration*, Mamillan Education Limited London
- Matovu I (2001), *Influence of social amenities on teachers Job satisfaction in secondary schools in Mukono*, Unpublished Master of Education Thesis, Makerere University.
- McLeod, S.A. (2014). *Attitudes and Behavior*. Retrieved from [www.simplypsychology.org/attitudes.html](http://www.simplypsychology.org/attitudes.html)
- Ministry of Education and Sports (2015) *Education abstract*, Education Planning Department Kampala
- Ministry of Education and Sports(2014), *Annual Performance Report Education Planning Department* Kampala
- Ministry of Education and Sports Uganda,( 2001), *The Development of Education in Uganda in the last ten years, Report on the Development of Education for the 46th Session of (ice) 5<sup>th</sup> Geneva.*
- Montana, Pand Bruce,C (2008) “*Management*” [www.abebooks.com](http://www.abebooks.com) - search
- Muyingo M, (2010) *Effects of forms of transfer on administrative performance of Headteachers in Government Aided Secondary schools in Uganda, a case study of Mukono District.* ”Unpublished Master of Education Thesis, Makerere University.
- Nassal R. (2000), “*Conflict Management and Resolutions in Educational Organizations.*” *A paper prepared for a seminar on Management of Educational Organizations.* Kampala, Makerere University.
- Neuman (2011) *Social research methods, qualitative and quantitative Approaches (6<sup>th</sup>Ed.)* Pearson Education Inc.
- Prosser, M. and Trig well, K. (1997).*Relations between perceptions of the teaching environment and approaches to teaching. British Journal of Educational Psychology, 67, 25-35.*

- Sifana D (2007) The challenge of increasing access and improving quality; an analysis of Universal Primary Education interventions in Kenya, Tanzania since 1970 *International Review of Education* 53;687-699
- Simplicio, J. S. (2004). *Today's teachers struggle to educate a generation of students unlike any that has ever been before. Journal of Instructional Psychology, 31(1) 71-75.*
- Staub, F.C. (2004). *Transforming educational theory into usable knowledge: A case of constructing tools for lesson design and reflection.* In B. Ralle & I. Elks (Eds.), *Quality in practice- oriented research in science education* (page 41-52). Aachen, Germany: Shaker.
- Stoner J. A. F; Freeman R. E. (1989). *Management.* (8<sup>th</sup> Ed.), New York; Prentice Hall International, Inc.
- Ssekamwa, J(1997) *History and Development of Education in Uganda*, Fountain Publishers Kampala.
- Government of Uganda (2010) *The Public Service Standing Orders*(January 2010)..Ministry of Public Service Kampala
- UNATU (2012) *The voice of teachers*(Magazine Vol.2) UNATU Secretariat Kampala
- UNEB (2014) *National Assessment Progress Report on Education* UNEB Kampala
- UNEB (2015) *National Assessment Progress Report on Education* UNEB Kampala
- UNESCO (2012) *Global Education for All meetings; Sub Saharan Africa 2012. EFA Report* UNESCO Paris
- UWEZO (2012) *Are our children learning? Annual Learning Assessment Report* Taweza Kampala
- Wohlstetter P. and Odden, A. (1992), “*Rethinking school- based management policy and research*”, *Educational Administration Quarterly, Vol.28, page 529-49.*
- World Bank 2002, “*Achieving Universal Primary Education in Uganda: The Big Bang Approach*” (<http://siteresources.worldbank.org/EDUCATION/Resources/Education>)

## APPENDICES

### Appendix I: Questionnaire for teachers

I am Mugisha Moses a student of Uganda Management Institute pursuing a course leading to the award of Masters Degree in management studies (Public Administration and Management) option. I am undertaking a research study in partial fulfilment for the course, Therefore you have been identified as key person in providing required information regarding the above topic under study. I kindly request you to respond to the questions. I further confirm that your responses will be treated with confidentiality and as such do not have write you name in this questionnaire

Date of interview:
Respondent number:
Interviewer:

<b>SECTION A: BACKGROUND INFORMATION</b>	
Age:	Sex:
Highest Qualifications:	
School:	
Sub county:	
Current post held:	
Number of years spent in service:	
Number of years spent in previous school:	
Number of times transferred since joining service:	
Number of years spent in current school:	
<b>SECTION B: FORMS OF TRANSFER</b>	
This section is divided into four subsections. These are according to the stated variables i.e. forced transfer, voluntary transfer and routine transfers while the fourth sub section will talk about teacher performance. The first three sub sections will give the respondent's view on the type of transfer while the fourth sub section will solicit for the respondent' will solicit on the performance parameters.	

<b>SECTION B 1: FORCED TRANSFER</b>					
Using the key given, choose and tick the option you consider the most appropriate to you.					
<b>SA= Strongly Agree, A= Agree, N = Not Sure, D= Disagree, SD= Strongly Disagree</b>					
<b>Statements measuring forced transfer</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. Teachers who don't perform to the school standards should be transferred.					
2. Teachers with unbecoming behaviour should be transferred					
3. The MOES should transfer teachers when she deems it necessary					
4. School Boards should recommend for the transfer of teachers whenever they feel it is in the interest of the school					
5. The PTA should recommend for the transfer of teachers whenever they feel it is in the interest of the school					
7. Forced transfers enhance innovativeness of teachers.					
8. Forced transfers improve on the performance of teachers					
<b>SECTION B 2: ROUTINE TRANSFERS</b>					
<b>Statements measuring routine transfer</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. The policy to transfer teachers after staying in a school for five years is good for their performance.					
2. The 5-year period for automatic transfer of teachers is appropriate.					
3. Routine transfer of teachers is generally a good policy in terms of performance.					
4. I am always prepared to transfer whenever I spend 5 years in a school					
5. The MOES is justified to transfer overstayed teachers					
6. Routine transfer should be preceded with at least one term's notice					
7. Routine transfers enhance innovativeness of teachers.					
8. Routine transfers improve on the performance of teachers					
<b>SECTION B 3: VOLUNTARY TRANSFER</b>					
<b>Statements measuring voluntary transfer</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. Teachers are free to apply for transfer to other schools					
2. MOES allows teachers to transfer to other schools whenever they request.					

3. MOES is considerate whenever there are family demands for teachers to leave their current schools					
4. MOES is considerate whenever there are health related challenges that may require a teacher to transfer to another school.					
5. Voluntary transfers enhance innovativeness of teachers.					
6. Voluntary transfers improve on the performance of teachers					

**SECTION B 4: TEACHER PERFORMANCE**

Statements measuring teacher performance	SA	A	N	D	SD
1. I am familiar and competent with the teacher centred method of instruction					
2. I am familiar and competent with the students centred method of instruction					
3. I am experienced in whatever method to adapt depending on the class situation					
4. I sometimes change the method of instruction depending on the feedback I get from my students as I teach.					
5. I like teaching the classes allocated to me basing on my teaching subject					
6. I always go an extra mile to ensure my students understand the subjects I teach					
7. I participate fully in co-curricular activities					
8. I usually hit deadlines on all my school assignments.					
9. I always want to participate in whatever school programs are available.					
10. I am a team player in running the school.					

a. Make some comments on forced transfers \_\_\_\_\_

---



---

b. Make some comments on routine transfers \_\_\_\_\_

---



---

c. Make some comments on voluntary transfers \_\_\_\_\_

- 
- 
- a) If there was an opportunity to change the 5 year period automatic transfer, what would you recommend as the most appropriate?\_\_\_\_\_
- b) What duration would you suggest as advance notice before a teacher transfer is effected?\_\_\_\_\_

## **Appendix II: Interview guide for Ministry of Education Officials and head teachers**

I am Mugisha Moses a student of Uganda Management Institute pursuing a course leading to the award of Masters degree in management studies (Public Administration and Management) option. I am undertaking a research study in partial fulfilment for the course, Therefore you have been identified as key person in providing required information regarding the above topic under study. I kindly request you to respond to the questions. I further confirm that your responses will be purely for academic purpose and as such will be treated with confidentiality.

:

Date of interview:
Respondent number:
Interviewer:

### **1. BACKGROUND INFORMATION**

Age	
Highest Qualifications	
School	
Number of years in service	
Number of years spent as a head teacher	
Number of years spent in school	
Number of times transferred as a head teacher	

**Force transfer:**

1. Should teachers who don't perform to the school standards be transferred? Y/N. Why?
2. Should teachers with unbecoming behaviour be transferred? Y/N. Why?
3. What is your view regarding the MOES's transfer of teachers?
4. Should School Boards recommend for the transfer of teachers? Y/N. Why?
5. Should the PTA recommend for the transfer of teachers? Y/N. Why?
6. Do forced transfers of teachers enhance innovativeness and performance? Y/N. Why?

**Routine transfers**

1. Is the policy to transfer teachers after staying in a school for five years good for their performance? Y/N. Why?
2. Is the 5-year period for automatic transfer of teachers is appropriate? Y/N. Why?.
3. Are you always prepared for transfer whenever you spend 5 years in a school? Y/N. Why?
6. How much time should teachers be notified before a transfer is effected? ____ What is the justification?
7. Do routine transfers enhance innovativeness and performance of teachers? Y/N. Why?



## **Voluntary transfers**

1. While teachers are free to apply for transfer to other schools, how is easy it for them to actually be transferred by the MOES?
2. What are the challenges encountered by teachers when their families demands to leave their current schools? (e.g. spouses or parents)
3. What are major challenges teachers face when they health related issues that may require them to transfer to another school?
4. Do voluntary transfers of teachers enhance innovativeness and performance?

## Teacher Performance

1. What is the most used method of instruction used in secondary schools and why?
2. Are there some challenges in allocating workloads and other responsibilities to newly transferred teachers? Y/N. Which are these?
3. How best should teachers' transfer be handled and effected so that they enhance on the performance of the teachers?  <b>Forced transfer:</b>   <b>Routine transfer:</b>   <b>Voluntary transfer:</b>

### **Appendix III: Document Review Check List**

1. Teachers' Appraisal Records
  - Frequency of administration of appraisal
  - Use of appraisal information
2. Teachers' transfer records
  - Record of teachers' transferred by routine processes
  - Record of teachers' transferred by Voluntary processes
  - Record of teachers' transferred by Voluntary processes
3. Teachers' preparation Records
  - Frequency of preparation
  - Quality of preparation
  - Utility of prepared contents

### Appendix IV: Schools in Wakiso District

	School	Number of teachers		
1	Jjungo SS	11		
2	Kitende SS	55	A1	
3	King's College Buddo (M)	62	NON	
4	Trinity College Nabbingo (G)	55	NON	
5	St. Mary's College Kisubi (B)	54	NON	
6	Masuliita SS	23		
7	Nampunge SS	35		
8	Mmanze SS	23		
9	Balibaseka SS	31		
10	Nagulu Seed	24	B2	
11	Bussi SS	21		
12	Kitala SS	34		
13	St. Edward Col Galamba	23		
14	LubugumuJamia HS	29		
15	Kirinya COU SS	35		
16	Buwambo Seed SS	19		
17	Kiira SS	30		
18	Aggrey Memorial SS	38	C3	
19	Sam Iga SS	34	D4	

20	Gayaza High School (G	53	NON	
21	Our Lady of Good Counsel SS (G	45	NON	
22	WampeewoNtakke SS (M	52	NON	
23	Nsangi SS	47		
24	MendeKalemaMem SS	28	E5	
25	Kasengejje SS	32		
26	Mwererwe SS	38		
27	Wakiso School for the Deaf	25	F6	
28	Mwererwe SS	38		
		<b>974</b>		

**Appendix V: Krejcie and Morgan Determinant of Sample Size**

$N^*$	$S^\dagger$	$N$	$S$	$N$	$S$	$N$	$S$	$N$	$S$
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

\*N is the population

†S is the sample size

*Source: Kerjce and Morgan 1970*

## **Appendix VI: Introductory letter**

## **Appendix VIII: Anti-Plagiarism Report**