

**TEACHER TRANSFER POLICY IMPLEMENTATION AND SERVICE DELIVERY IN
SELECTED GOVERNMENT AIDED SECONDARY SCHOOLS IN MBALE DISTRICT
IN UGANDA**

BY

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**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
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DECEMBER, 2016

DECLARATION

I OMUNYOKOL JOHN STEPHEN do declare that this research report is my original work and it has never been submitted to this university or any other institution of learning in part or whole for academic purposes or otherwise.

SIGNED

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DATE

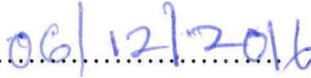
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APPROVAL

This is to approve that the dissertation titled “**Teacher transfer policy Implementation and service delivery in selected Government aided secondary schools in Mbale District, Uganda**” is the originated and individual work of Mr. Omonyokol John Stephen. This has been written under our supervision and is ready for submission for the examination.

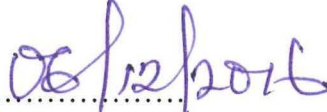
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DEDICATION

I dedicate this work to my beloved wife Stella and our children; Daniel, Dean and Denise.

ACRONYMS /ABBREVIATION

ASC	Annual School Census
DV	Dependent Variable
EV	Extraneous Variable
CBM	Classrooms and Behavioral Management
CVI	Content Validity Index
HR	Human Resource
IV	Independent Variable
MMEB	Mbale Municipal Education Board
MDLG	Mbale District Local Government
EMIS	Education Management Information Systems
ESSP	Education Sector Strategic Plan
NDP	National Development Program
MoES	Ministry of Education and Sports
EFA	Education For All
USE	Universal Secondary Education

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ABSTRACT

The purpose of the study was to establish the effect of teacher transfer policy implementation on service delivery in selected government aided schools. The study was guided by the following objectives; to indentify the effects of teacher transfer policy implementation on the delivery of academic curricular, co-curricular and the management of students discipline in Mbale district. The study sample was selected through simple random and purposive sampling techniques. The sample size comprised of sixteen head teachers, four educational officers and one hundred eighty one teachers. Data was collected through questionnaires, interviews and document analysis. The study used both quantitative and qualitative data analysis techniques. The researcher established that transfers in government aided secondary schools give over stay transfers to those who do not deserve it. The findings also reveal that there is a significant relationship between overstay transfer affect the output of the transferee and transfers affect the quality of tasks performed by the teacher at 0.01 level (1-tailed). The findings further revealed on the effect of teacher transfer implementation on co-curricular activities that majority of the respondents disagreed that the transferred teachers are very active in co-curricular. The findings also revealed that there is significant relationship between teacher transfer in order to meet new changes and transferred teacher cover the syllabus in time at 0.05 level (1-tailed). On management of students discipline the findings reveal no relationship between teachers given transfers in order to meet new changes and transferred teacher are very active in instilling discipline. In conclusion transferred teachers are not always active in syllabus coverage, co-curricular activities and in management of students' discipline. The study therefore recommended that ministry of education enacts policy on notifying in advance teachers who are supposed to be transferred so as to prepare them in time for next appointment. Furthermore time of transfer should not be within the academic calendar to avoid interruptions in the system.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study focused on teacher transfer policy implementation and service delivery in selected Government aided secondary schools in Mbale district. This chapter explored the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of study, justification, significance of the study and definition of terms and concepts.

1.1 Background of the study

Historical perspective

Teacher is one of the most significant person in education system (Farzana, Muhammad & Adeel, 2012). The teacher presence assures the accomplishment of the curriculum, Co-curriculum and student discipline. The researcher concurs with Farzana et al (2012) that nothing affects school achievement more than the quality of their teachers. However, it is important to note that each teacher is different in terms of personality, attitude, skills and in their commitment with their profession and cause. Some teachers have initial knowledge of their profession others have extensive one. Some of them may be holders of advanced degrees and others may possess minimum of basics of the teaching profession. Some teachers prefer to use the top down approach in their teaching while others would like to follow bottom up approach in the classroom.

Farzana et al (2012), points out that frequent change of teachers during the session is harmful to the instructional process. Besides, the situation becomes more acute when a teacher is transferred during the academic session and his replacement takes long to be filled in future. During the last

decade, many initiatives to modernize education and to optimize student learning have been taken into considerations in most schools in the world (Koning, Gruwel & Merrienboer, 2005). Principles of cognitive psychology and constructivism are the basis for such innovations which should eventually lead on the way to “powerful learning environment” where teachers are transferred from one school to the other to the benefit of education system, such learning environments are aimed to reach the main goals of modern education in regards to acquisition of high quality knowledge; problem solving skills, self directed learning and directed learning skills and transferability of knowledge and skills.

The researcher concurs with Konings et al (2005) that gradual transfer of responsibility especially among teachers who are transferred from one school to another several characteristics of designs of learning environment and tasks are acquired. Besides, education is seen as a key factor for the achievement of the National Development Program (NDP) Objectives. Uganda’s education policies stem from the government white paper on education (1992) and the education sector strategic plan (ESSP) 2004. Enrollment of secondary teachers has greatly increased over the decade, for example, the enrollment increased from 16,696 in 1997 to 30, 425 in 2001 and 41,235 by 2008. Therefore, efforts to improve on the administration of secondary schools in Uganda through different relevant bodies have been under taken, though with a significant number of challenges.

On assuming power towards the end of 1986, the National resistance movement under president Museveni, considered reforming the education system of Uganda by putting most of the aspects in appropriate policy streamline. For instance, various bodies to handle the education process which would ensure that there is effective transfer of teachers to where such educationists would effectively perform. Moreover, effective schools emphasize the importance of a quality teaching

force in improving educational outcomes for students (Susanna & Demetra, 2013). Quality teachers are one of the most important school-related factors found to facilitate student learning (Susanna et al, 2013). However, it is imperative to note that, not all schools are able to attract and retain the same caliber of teachers.

Theoretical perspective

The study was guided by two theories that is, attitude and human capital theories which seek to examine the transfer of teachers from the schools in the study area. In this perspective the theories seek to underpin the effect of the teacher transfers on the development of the students especially in terms of their curricular, co-curricular and students' discipline.

Attitude theory perspective: An attitude is an expression of favor or disfavor towards a person, place, thing or event (Jones 1996:25) attitude is formed by the excitation of need in the individual. The need may arise within the individual or be triggered by relevant cue in the environment (transfer). Attitude theory perspective, Brett and Reilly (1988), asserts that attitude towards moving (transfer) significantly correlated with the "willingness to relocate" and predicated the subsequent decision to relocate.

Veiga (1983) highlighted the career stage of an individual and moderated the relationships between these antecedents and stability. Slocum and Cron (1985) concurs with Viega that number of transfers and the attitude towards relocation (transfer) varied by career stage. For example, the employee in the early career stage, whose primary objective is to maximize job and organizational knowledge, might be expected to react very differently to transfer than an individual in the late career stage, whose objective may be to disengage from the institution. Institutional transfers are most often driven by need to improve service delivery, making the emotional elements frequently considered unimportant. However, the result of neglecting

employees and the role they play in the success of transfer processes is cited by managers reflecting on transfer program, as one of the significant reasons for failure (Callan, 1993).

The education system in developing countries is challenged by a significant number of weaknesses including policy and implementation of which recruitment and retention of personnel remains an intricate issue. The situation has been made more complex with the introduction of education for all. EFA encompasses primary, secondary and adult education. It is a multi-faceted challenge requiring simultaneous attention to access, equity, quality and relevance. Quite often, however, some of these facets may conflict (for example, it is common that when access to school improves, quality declines (United Nations, 1948, Article 26). Before leaving this attitude theory perspective, it must be noted that there is need to improve the attitude of employees towards transfer through dialogue so as to improve service delivery. This perspective has been advocated by the human relation movement, which stresses the importance of groups in acquiring organizational change.

The human capital theory perspective, in the 1970s and the 1980s view of education as a “public good” was given impetus by the evolution of human capital theory. Human capital is the stock of competencies, knowledge, social and personality attributes, including creativity, cognitive abilities embodied in the ability to perform labour so as to produce economic value (McIntyre 2001). Economics of education, studies by the likes of Gary Schultz and George Psacharopoulos (1964) purported to have established a positive relationship between schooling and economic growth. They argued that both the individual (teacher) and the society (learners and parents) benefited from an educated populace. For example, that investing in education had both private and social rates of return. Many theories explicitly connect investment in human capital development to education and the role of human capital in economic development, productivity

growth and innovation has frequently been cited as a justification for government subsidies for education and job skills training (Psacharopoulos and Wood hall, 1985). This theory could be instrumental in providing insight in this study on how the stakeholders in education system perceive secondary education and how they are willing to invest in it. In particular, does the school management take the initiative to understand and stem the flow of teachers from their schools to other schools?

Conceptual perspective

Teacher transfer is the agile alteration of a teacher within the district, province and from one school to another. Changing a position within the school is considered repositioning, rather than a transfer. Often, teachers who transferred either voluntarily or involuntarily receive priority for vacant positions over new applicants. The transfer of personnel from one institution to another at request, merit or order from superiors, this happens in public service context and other organizations that have multi units in different geographical areas. It may also refer to appointments on employees request or straight posting arrangements by the organization whereby an individual is asked to work in another organization at the latter's request in order to improve performance in area of placement (MoES, 2013)

Ideally, teacher transfer policies balance the interest and the needs of both teachers and administrators. A staff that works together collaboratively and shares common goals performs better, and teachers who are professionally qualified tend to stay in the profession longer. It is stipulated within the public service standing orders that the effective date of appointment on transfer will be the date officer leaves his/ her place of engagement to take up his or her duties. However, the teaching service, which is part of the general public service, transfers have been

dominated by misgiving which at the end might negatively impact teachers' performance and subsequently school performance.

In Uganda, overstay transfer is the form of transfer given to a teacher who have over stayed at a particular school for more than the recommended seven years by the Ministry of Education and Sports. Request transfer (Compassionate) is the type of transfer which is given to teachers who apply for transfer before the period stipulated by the ministry for the transfer expires, this can be done on medical grounds or proximity of the families or other reason acceptable to the ministry (Nassali, 2000). Meanwhile, the promotional transfer is given to teachers who have reached a certain level of education and therefore warrant promotion to another level. This kind of transfer is only awarded when one has passed the education service commission interviews (Nassali, 2000). The researcher concurs with Nassali (2000) that teacher transfer characteristics such as teacher requesting to leave their schools, motivation for transfer by requesting to join another school, the success rates of the transfer applications and the possibility of obtaining suitable replacement are main reasons encouraging transfers.

Le chen, Janice and Kumar (2014), points out that service delivery is a component of business that defines the interaction between providers and the clients where the provider offers a service, whether that be information or a task and the client either finds value or loses value as a result good service delivery provides clients with an increase in value. Parents may perceive service delivery in the way pupils behave at home through good moral behavior; the quality of learning and teaching determines the perception of everyone who is interested in the quality of the school and its achieved through adequate delivery of academic curricular, co-curricular and student discipline, transfer result into employees being placed in positions which they can be most

productive, gives chances of successful results in the organization. This again comes to the issue of correctly analyzing staff abilities before transfer.

Ahuja (1989) asserts that 'it should be the aim of any company to change the position of employees as soon as their capacities increase and opportunities warrant'. In this case job change provides an opportunity for job transfer to develop skills and competency for future promotions, personal satisfaction and prestige. Teacher in educational institution is such a person that directs the education and learning of students and draws on many subjects but not limited to; reading, writing, mathematics, science and history. The role of the teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. Armstrong (2009) points out that employees turnover is necessary basing on the promise of production. But the people transferred always face problems when transferred and are filled with fear of change. Armstrong (2009) contends that these fears can affect production and so they should be addressed and where possible eliminated by increased pay, more security, better working conditions, and more opportunity to develop skills.

Contextual perspective

In the case of the education service commission in Uganda, a transfer is an order and teachers are bound to obey all orders and where necessary complain latter (MoES, 2001) but this may not be in line with good production principles because the output amidst those fears discussed is obviously bound to be poor. Secondly attrition rates have increased, teacher attrition refers to the fact of quitting the teaching profession. Teacher's attrition in Uganda is at about 5% in secondary (EMIS report, 2013). While collecting data on attrition, transferred cases and resignation systems, (EMIS) depicted 15% and 21% respectively for both cases. Administrators consider

transfers as a corrective procedure for service delivery. They believe that transfers should be done when there is good reason to believe the person will succeed and transfer can be affected to achieve corrective purpose. This calls for critical analysis of one's performance, which can only be achieved through consultation with the supervisors about abilities of particular staff members and about their potentialities.

In a situation where an employee has got motivational problems at his/her present job and is known to be relevant factor, Armstrong (2009) points out that providing an opportunity to earn more money in return for effective job is an appropriate solution. The researcher concurs with Armstrong (2009) that systems of rewarding have proved valuable in reducing absenteeism. Where transfer is also given financial reward this would reduce fears of transfer and result into improved service delivery where there is resistance to transfer. Unfortunately, in Uganda teaching service, a system of analyzing motivational levels of teachers is lacking which has branded teacher transfer more of a burden than a form of improving service delivery.

Moreover, education is the cornerstone for socio-economic development. This objective cannot be achieved in an environment of poor service delivery regarding academic curricular, co-curricular and student's discipline. In fact, it is widely acknowledged that quality education is the key for the attainment of Uganda's vision 2040 and sustained millennium development goals achievements (EMIS, 2013). It has been observed in the current research that education standards in government aided secondary schools Mbale district are gradually deteriorating. This state of affairs has led to the education stakeholders in the area citing several possible factors as responsible for the declining service delivery. Among these is the issue of teacher transfer. Queries have been raised around teacher transfer and service delivery? As such, there is need to

get insights into relationship between the transfer of teachers and service delivery in secondary schools in Mbale district.

It is worth noting that parental contribution to school maintenance (including partial support to teacher's salaries) accounted for 50%- 75% of all the school financial requirements. P.T.A dues resulted into poor parents not being able to enroll all (or any) of their children in school. This however was exacerbated by poor transfer policies that hardly conformed to employees expectations and views and this greatly compromised the teacher effectiveness of most schools in most aspects (Brixiova, 1998). The education act 2008 explains the importance of education on the improvement on the moral, intellectual, ideological, cultural and socio-economic spheres which must be captured and controlled administratively. In this aspect teachers and other stakeholders play a vital role in the process but the transfer system always affect their effectiveness since they are hardly consulted prior to their transfer. When teachers are transferred to areas with such constraints, they adversely affect the conditions of work making their life unbearable in particular areas of the country. One of the resultant effects is that teachers resist transfers to certain areas of the country in fear of unbearable conditions in terms of poor or non-existent facilities, poor or lack of instructional materials or both. Yet, the standing orders obliged them, as part of their conditions of service to accept the transfer to any part of the country (Ministry of Education and Sports, 2001)

Transfer as personnel function serves various purposes. Stoner and freeman (1989) explain that transfers can be used to give people broader experiences as part of their development and to fill the vacancies as they occur. Different jobs have different work environment and when favorable can lead to effective delivery of services and reduction in absenteeism, bad time keeping, labor turn over and their indicators of low morale. However, if administrative transfer is poorly

managed significantly leads to poor results since transferred persons could lead to psychological alterations that could have adverse effects on human health and general job performance. In another aspect, most ministries do transfers basing on the fact that relocation of employees helps to scatter experience to such areas of disadvantage thereby improving the performance of such work places. Vacancies in education service may be created either through resignation, retirement or death and where transfer is used to fill a vacancy, this can be considered as internal re-organization. The researcher concurs with Geoff and Granting (1984) that teachers being prepared to take over positions of greater responsibility also require being equipped with experience hence ensuring effective performance.

In Uganda it is the policy of the ministry of education and sports to transfer its employees, especially teacher from one position to another and from one place to another. This is done to effect efficiency and effectiveness in service delivery within the ministry. Despite this, transfers have been marred by favoritism as well as nepotism (Nassali, 2000). With corruption in the education service commission and those with connections to higher authority in the education ministry remain confident to be transferred to the places of their choice at appropriate time. As the result of poor transfer practices in Mbale district witnessed high rejections and resignations of teachers. Therefore, this creates an imbalance in school management in the secondary school sub-sector in Mbale district.

1.2 Statement of the Problem

Most of the secondary schools in Mbale district in the recent years have consistently been performing poorly when it comes to "O" and "A" Level National Examinations (e.g. see minutes of the Board meeting held on 12/10/2013 by Mbale municipal education Board). In addition, there are complaints regarding most secondary schools in Mbale district failure to effectively

provide co-curricular activities to students. Leave alone, complaints about students' indiscipline in most secondary schools in Mbale district, which has culminated into a number of student strikes (e.g. see minutes of staff meeting by Nabumali HS, Mbale SS on 12/08/2012). There are a number of factors that could be responsible for the aforementioned problems in most secondary schools in Mbale district. However, one of the most notable one, could be ineffective teacher transfer. The ministry of education has a policy of transferring teachers every five years since the policy came into effect in 2007. The policy aims at effecting efficiency and effectiveness in service delivery in secondary schools in Uganda. However, the policy is sometimes followed strictly and some cases not. The ministry of Education Science Technology and Sports census form: ASC – FAQ-2010 -2012, revealed the turnover rate of 12% in 2010, 14% in 2011 and 17% in 2013 respectively. It is now becoming common that teachers seek to transfer from one school to another or from one region to another that is of relative advantage in terms of working conditions. Moreover, it is important to note that its implementation has both positive and negative effects on service delivery in secondary schools in the country. Such transfers come at a time when some teachers are amidst completion of academic curricula, schools administration strategic plans and are transferred before accomplishing them. As such there is need for an empirical study to be conducted to ascertain the extent of teacher transfer policy implementations on service delivery in secondary schools in Uganda using Mbale district as a case.

1.3 Purpose of the Study

The purpose of the study was to establish the effect of teacher transfer policy implementation on service delivery in government aided secondary schools in Mbale district in Uganda.

1.4 Objectives of the Study

The study was guided by the following specific objectives;

- i. To identify the effect of teacher transfer policy implementation on the delivery of academic curricula in Mbale district.
- ii. To establish the effect of teacher transfer policy implementation on the delivery of co-curricular in Mbale district.
- iii. To establish the effect of teacher transfer policy implementation on the management of student discipline in secondary schools in Mbale district.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the effect of teacher transfer policy implementation on the delivery of academic curricular in Mbale district?
- ii. What is the effect of teacher transfer policy implementation on the delivery of co-curricular in Mbale district?
- iii. What is the effect of teacher transfer policy implementation on the management of students discipline in secondary schools in Mbale district?

1.6 Significance of the Study

It is hoped that the findings and recommendations of the study will be useful in the following ways:

1. The study will provide useful insights in the management of available human resources and ways of retaining staff at the district level with the view to promote quality education and provide continuity in the instructional process.
2. The policy makers at the Ministry of Education and Sports, individuals charged with formulating policies, their understanding of teacher transfer remains very vital in education

management process, findings of this study may help them in formulating better strategic policies to have better ways teachers can be transferred without affecting their effectiveness.

3. Findings and recommendations may prove useful to head teachers as they can get new trends in minimizing exit of available teachers and management strategies of their teachers with a view of minimizing shortage of teachers which in turn reduce heavy workload for the available teachers. This is likely to motivate them to stay.
4. It will inform district and area education officers on various causes of transfer and possible remedies to curb the same. Recommendations put in place; the teachers will be motivated or remain in profession so that the student learning is not interrupted.
5. The study is expected to help parents understand the teacher transfer policy that is carried out by the ministry and in case they read this book, they may propose to have only transfers that do not affect service delivery at various levels. Parents may be enlightened to become partners in development and get involved in the management of schools and help stream lining the transfer process.
6. To the researchers, the issues raised in this study are likely to lead to the involvement of various researchers in generating more knowledge from various perspectives. The findings of this study could form a basis for further research to those interested in assessing the impact of transfer of teachers among secondary schools in Uganda and beyond.

1.7 Scope of the Study

Geographical scope

The study was carried out in Mbale district in the selected government aided schools. These are; Mbale S.S, Nakaloke S.S, Mbale H S, Nkoma S.S, Nabumali H.S, Nabumali S.S, Bungokho S.S, Busiu S.S, Nyondo S.S, Busano S.S Wanale S.S Bukonde S.S Mulasi S.S, Musese S.S, Bufumbo S.S, Mahai S.S and these are school that have regular transfers of teachers.

Content scope

The study was to investigate the impact of teacher transfer policy implementation on service delivery in selected government aided schools. The study looked at the teacher characteristics like education level and experience, work incentives, motivation for transfer in influencing the delivery of academic curricular, co-curricular, and management of student discipline.

Time Scope

The study covered a period of five years from 2011-2015 since during this period the ministry became more effective in transferring teachers from one school to another.

1.8 Definition of operation terms

Service delivery- is a component of business that defines the interaction between providers and clients where the provider offers a service, whether that be information or a task and the client either finds value or loses value as a result. Good service delivery provides clients with an increase in value. This regarding teacher delivery of academic curricular, co-curricular and students discipline measured through good moral behavior of students at home, quality of learning and teaching by excellent performance during final examinations.

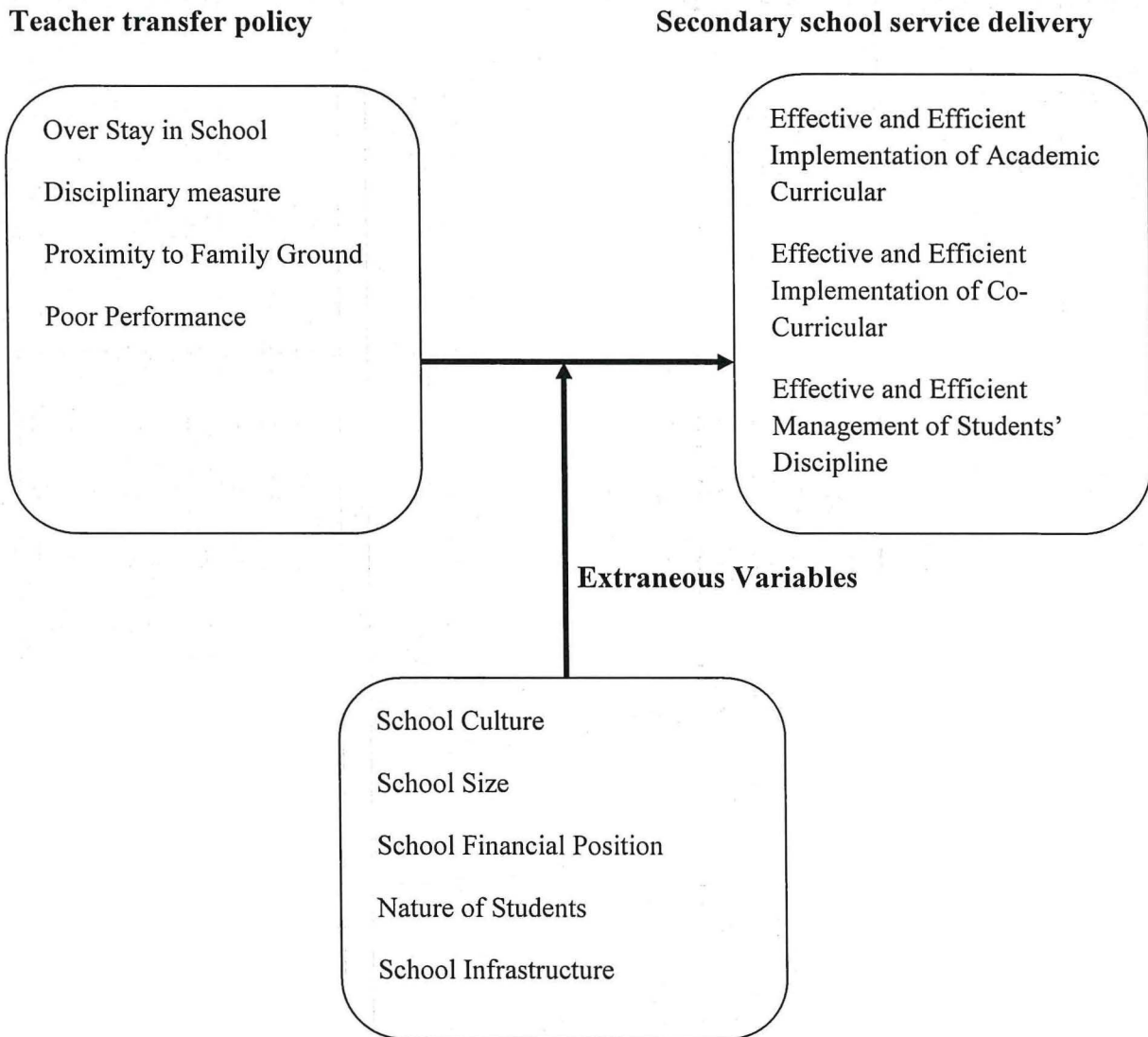
Government aided schools- are those schools where government commits some of its resources in partnership with other stakeholders like religious bodies, communities and are managed through board of governors and parent-teacher associations.

Secondary school teachers- secondary school teacher in this study refers to the professional teacher holding a diploma or degree certificate from diploma teacher training colleges and education faculties of university. The teachers who are employed and supervised by Education Service Commission.

Teacher transfer- a teacher transfer is an agile alteration in assignment within the district, province or from one school to another.

1.9 Conceptual Framework

Figure 1: Conceptual framework showing the relationship between teacher transfer policy implementation and service delivery in secondary schools



In the study the independent variable is conceptualized as teacher transfer policy, which is looked in regard teacher transfer on overstay in school grounds, on discipline grounds, on proximity to family grounds and on poor performance grounds. The dependent variable is conceptualized as secondary school service delivery in regard to effective and efficient

implementation of academic curricular, effective and efficient implementation of co-curricular and effective and efficient management of students' discipline.

The conceptual framework explains that teacher transfers are given following teacher transfer characteristics like; over stay in school, on discipline grounds, proximity to family grounds and poor performance grounds without following proper procedures and therefore affecting school service delivery in the new area of placement. It is not only transfer policy that affect service delivery but also other factors like; school culture, school size, school financial position, nature of the students and school infrastructure do influence service delivery in government aided secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses literature related to teacher transfer policy implementation and how these affects service delivery at various levels in the process of running the education system. In particular, it looks at the effect that teacher Transfer implementation has on the delivery of academic curricular, co-curricular and management of student's discipline.

2.1 Theoretical Review

The theories that underpin this study are human capital theory and attitude theory, the attitude theory was complemented by vroom (1964) of expectancy theory and other motivational theories such as Fredrick Hertzberg's two-factor theory; McGregor's theory X and theory Y.

The human capital theory and teacher's transfer

Human capital is the stock of competencies, knowledge, social and personality attributes, including creativity, Cognitive abilities embodied in the ability to perform labour so as to produce economic value (McIntyre, 2001). It is an aggregate economic view of human beings acting within economies. Armstrong (2009) states that human capital is generally understood to consist of the individual capabilities, knowledge, skill, attitude and experience of the company's employees and managers as they are relevant to the task at hand as well as the capacity to add to this reservoir of knowledge, skills and experience through individual learning. Human capital is perceived to be a fundamental driver of stocks and flows of intellectual capital. Intellectual capital refers to the total knowledge resources that an organization can use to create sustainable value. Human capital theory therefore looks at employees as a resource and stresses the fact that only organization specific human capital is likely to generate value; since it is those assets that

are likely to be inimitable and rare (Galunic and Anderson, 2000). Individual expertise and its associated Human capital may or may not stay within organization and can change depending on the hiring, mobility and turnover of employees (Hatch and Dyer, 2004).

Galunic and Anderson (2000) proposed that there is need for more worthwhile generalized investment on human capital so as to improve on employee morale and commitment which in turn improves their performance. This proposes that sustainable competitive advantage is attained when the firm (Institution) has human resource pool that cannot be imitated or substituted by its rivals. The implication of human capital resource theory to this study is that, just as in the context of work, there are some teachers that do not want to be disturbed by the burden of transfers as it is costly and interferes with their strategic plans among others. On the other hand, there are some teachers that yearn to be transferred to reduce boredom and to be acquainted with new work environment. This theory could be instrumental in providing insight in this study on how the stakeholders in education system perceive secondary education and how much they are willing to invest in it.

Attitude Theory and Teacher Transfer

An attitude is an expression of favor or disfavor towards a person, place, thing or event (Jones, 1996:25) in general terms an attitude is formed by the excitation of need in the individual. This need may arise within the individual or be triggered by a relevant cue in the environment (transfers). Attitude change or opinion change may occur when the change agent exercises social influence. Applying attitude theory, Brett and Reilly (1998) showed that “attitude towards moving” (transfers) significantly correlated with the “willingness to relocate” and the subsequent decision to relocate. From the career literature, Veiga (1983) identified barriers to moving; career path factors and motives for moving as three classes of antecedents that related to the individuals

intra institutional stability. Slocum and Cron (1985) found that the number of transfers (mobility frequency), years of tenure (relative stability) and the attitude towards relocation (transfer) varied by career stage. For example, the employee in the very early career stage whose primary objective is to maximize job and organizational knowledge, might be expected to react very differently to the transfer than an individual in the late career stage, whose objective may be to disengage from the institution. Institutional transfers are most often driven by the need to improve service delivery, making the emotional elements frequently considered unimportant.

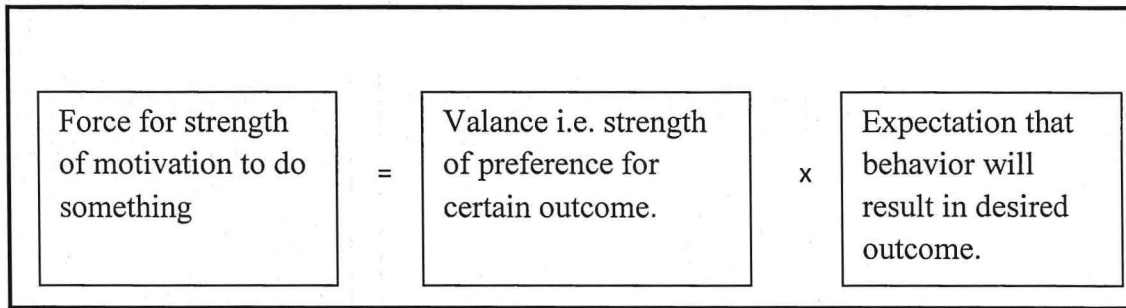
This theory could be instrumental in providing insight in this study on how the stakeholders in education look at employees (teachers) and how much they are willing to invest in human resource in order to improve service delivery.

Vroom's Expectancy theory and teacher transfer

Expectancy theory states that the strength of an individual's motivation to do something will depend on the extent to which he expects the results of his efforts to contribute towards his personal needs or goals; to reward him or punish him. In other words, expectancy theory asserts that people decide how much they are going to put into their work or aspirations depending on the value or benefits they are likely to get from such endeavors (Oliver, 1974).

In simple form, the expectancy theory can be presented in an equation (see fig.2)

Figure 2: Vroom's Expectancy equation



Source: Vroom (1964) as presented by Hersey, Blanchard and Johnson (2001). Management of organizational behavior: Leading human resources P.30.

According to Hersey, Blanchard and Johnson (2001:15) the expectancy theory states that behavior is generally motivated by the desire to attain some specific results. As applied to this study, the Expectancy theory holds that the more teachers are transferred without proper planning from the stakeholders in education, the poor service delivery will be offered in terms of academic curricular, co-curricular and management of student's discipline and vice versa.

Hertzberg's Two-factor theory and teacher transfer

The motivation –hygiene theory resulted from the analysis of an initial study by Hertzberg and his colleagues in the 1950s at the psychological service of Pittsburg. This study involved extensive interviews with some 200 Engineers and Accountants from 11 industries in the Pittsburg areas. These were interviewed about what kind of things on their jobs made them unhappy or dissatisfied and what things made them happy or satisfied. In analyzing the data from these interviews, Hertzberg concluded that people have two different categories of needs, which he called Hygiene factors and motivators. He found out that when people felt dissatisfied with their jobs, they were concerned about the environment in which they were working. On the other hand, when people felt good about their jobs, this feeling had to do with the work itself.

Hertzberg called the first category of needs hygiene or maintenance factors. This was because they described people's environment and serve the primary function of preventing job dissatisfaction. The rationale for calling them maintenance was based on the notion that they are never completely satisfied they have to continue to be maintained. Hertzberg called the second category of needs motivators because they seemed to be effective in motivating people to superior performance. The implication of Hertzberg's two-factor theory to this study is that, teacher transfer would motivate service delivery if the stakeholders in education provide good environment in which the teachers work through good transfer policies and work environment in general.

McGregor's Theory X and Theory Y and teacher transfer

Many management theorists believe that the work of Elton Mayo in the 1920s and the early 1930s may have paved the way for the development of the now classic Theory X and Theory Y by Douglas McGregor (1966). Theory X assumes that most people prefer to be directed, are not interested in assuming responsibility and wants safety above all. Accompanying this philosophy is the belief that money, fringe benefits, and the threat of punishment motivate people. In contrast, Theory Y assumes that people are not by nature lazy and unreliable. It suggests that people can be basically self directed and creative at work. If properly motivated (see table A for summary of theory X and Theory Y). Managers who accept theory X assumptions attempt to structure control and closely supervise their workers. These managers feel that external control is clearly appropriate for dealing with unreliable and irresponsible staff. On the other hand, managers who accept theory Y assumptions attempt to support and facilitate workers so that they direct their own efforts towards accomplishing organizational goals. The impression that one might get from the discussion of theory X and Y is that managers who accept theory X

assumptions about human nature usually direct, control and closely supervise people whereas theory Y managers are supportive and facilitating. However, as Kasule (2007) suggests, this could lead into a trap of thinking that theory X is “bad” and theory Y is “good”. In contemporary people management practices there is need to incorporate both theory X and theory Y assumptions depending on the prevailing circumstances.

Table A: Assumptions about human nature that underlie McGregor’s theory X and theory Y.

THEORY X	THEORY Y
1. Work is inherently distasteful to most people.	1. Work is as natural as play, if the conditions are favorable.
2. Most people are not ambitious, have little desire for responsibility and prefer to be directed.	2. Self control is often indispensable in achieving the organizational goals.
3. Most people have little capacity for creativity in solving organizational problems.	3. The capacity of creativity in solving organizational problems is widely distributed in individuals.
4. Motivation occurs only at the physiological and security levels.	4. Motivation occurs at the social, esteem and self actualization levels, as well as at the physiological and security levels.
5. Most people must be controlled and often coerced to achieve organizational objectives.	5. People can be self directed and creative at work if properly motivated.

Source: McGregor (1966) as presented by Hersey, Blanchard and Johnson (2001). Management of organizational behavior: Leading human resources. P.60.

The implication of McGregor’s theory X and theory Y to this study is that, just as in context of work, there are some teachers that do not want to be disturbed by the burden of transfers as it

affects them economically, socially and psychologically. On the other hand, there are some teachers who yearn to be transferred, provided the environment is conducive and funds are available. The researcher concurs with McGregor's assertions hereto, as some teachers have been transferred and opt not to. At the same time some teachers have been transferred and willingly complied despite all sorts of odds.

2.1.1 Teacher Transfer And Delivery of Academic Curricular

The high rate of teachers transfer and low service delivery are two important issues that threaten the education of Uganda's children-our greatest resource (Farzana et al, 2012). Nationally, the practical core of schools is to provide quality education to produce literate generations to function in our global society. The researcher concurs with Farzana et al (2012), that if Uganda is to equip its young people with the problem-solving and communication skills that are essential in the new economy to achieve it, it is important to provide them high quality teachers. Our mission is hindered by two issues; recruitment of qualified teacher and his retention in the school where he/she is needed. Olibie and Eyiuche (2013), highlight curriculum as everything learners experience in school. It involves all the actions of the school, which are aimed at getting the child to begin a course and at the same time attain educational goals.

Tanner (2007:121), cited from Dewey's definition of curriculum as "that reconstruction of knowledge and experience that enable the learner to grow in exercising intelligent control of subsequent knowledge and experience. According to Henderson and Hawthorne (1995), it is pointed out that for effective learning of academic curricula; there should be interaction between teachers and learners, between learners and learners, between learners and curriculum content. Miles (2002) identified learning curve loss of student learning at schools that result from having new teachers each year. Transfer policy was developed in the light of the philosophy of the

system and institution as the teacher needs transfer, principle for guideline for transfer and rules for transfer were also devised to make it useful for the education system as well as to facilitate those interested in teacher transfer (Farzana, 2012). High rate of transfer impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. Therefore, the Uganda government has been committed to staffing all public schools with teachers and reducing teacher transfer by offering enhanced salaries especially in hard to reach parts of the country (see e.g. MOESTS,2013 Secondary sub-sector report). In addition, a bonding policy which restricts newly recruited teachers from transferring before the end of five years has also been put in place since 2001.

Despite these measures, teacher transfer requests are still high. The socio- economic and environmental factors linked to teacher transfer requests include accessibility, location of schools and availability of opportunities for further studies, electricity as well as housing. Teacher – related factors include teacher family ties, teacher background and teacher age. While factors associated with students, include student rural catchment area, class sizes and students’ socio-economic backgrounds. Head of the school is more responsible to run the school smoothly to achieve its real purpose. His best skills and professional knowledge requires team to perform the assigned task effectively. Teacher is a key member to the progress of teaching learning process among the entire school staff. Okumbe (2001), points that personnel transfer without replacement cause severe staff deficiency in an institution. This has a direct bearing to academic curricular coverage. In Uganda, in the 2009 transfers it was explained that in enforcing transfer the ministry was trying to boost the performance of schools in the rural areas and one of the ways to do this was by transferring good teachers to the rural schools. It should however be noted that some teachers are subjected to forced transfer because they do not have adequate “load” to teach

in their current schools. Despite the benefit of transferring teachers sometimes the disadvantages outweigh the advantages of process.

2.1.2 Teacher transfer and delivery of co-curricular

The ministry of education has been rationalizing distribution of teachers by transferring teachers from over staffed schools. Cailled (1989) maintains that co-curricular is an art this is because the art of teaching is a developmental process. It involves a complex set of skills many of which can only be well polished on uninterrupted job experience, makes the impact of a teacher transfer on learning process to be the same attrition.

Perso, Nutton, Fraser, Silburn, and Tait (2011) points that Arts in schools typically focuses on student learning of aesthetic understanding and arts practice developed through the art forms of music, visual art, dance, drama, sports and media which can be experienced either singly or in combinations. The arts provide a range of media for students to express themselves in creative ways and to develop a critical appreciation of their own works and those of others. (ACARA, 2010; Western Australian Curriculum Frame work). Perso et al (2011) points out that Education Systems and schools have a number of ways of including Arts in their curricula. This generally depends on who is available to deliver arts programs in schools locally and at national level. Programs are usually delivered one or various combinations of Arts educators (teachers in schools with expertise and training in the Arts) and generalist teachers (teachers in schools with no specific qualification in Arts).

In Uganda, weaknesses in planning have affected training, employment and deployment of teachers and thus distorted their distribution and utilization; consequently, there exists an unbalanced distribution of teachers, and inefficient utilization of teachers (MoESTS 2013,

Teacher issues in Uganda). As such, it can be hypothesized that inappropriate teacher transfer in one way or the other has a direct influence on the quality of education offered in schools. Armstrong (1989) considers promotion as one way of enabling management to obtain the best talent available with the company (institution) to fill more posts and also provide the opportunity to advance their careers with the institution in accordance with the opportunities available and their own abilities.

Lang (1995) considers transfers as being effected when the need for people in one job or department is reduced or increased, if the workload reduced: employees would want to relocate to other area where they can perform. In the teaching service sorting out of transfers is done by identifying teachers who have over stayed in the school so that they can be taken to other schools according to demand. The transferee will not have a settled mind in the new school because the change had disrupted a way of life he/she has been used to for many years, but in terms of work, he/she is meeting new people, is unlikely to be compromised so his or her performance is bound to improve.

2.1.3 Teacher transfer and the management of students' discipline

Transfers and job rotation are forms of enlargement entailing movement from one job to another of comparable responsibility (Farzana et al, 2012). Transfers usually last for longer term while job rotation may imply several short term job changes. In addition, some rotations are cyclical and involve going through the same set of jobs over and over. Besides, alleviating possible boredom, transfers and job rotations expose workers to more tasks. When an absence or turnover occurs, it helps to have other knowledgeable employees who can perform the vacated job. Neill and Stephenson (2011) assert that the ability of a teacher to establish and maintain a productive

learning environment through effective classroom management is viewed by experienced teachers, school administrators and community alike as an essential skill.

Nakpodia (2010) points out that in attempt to achieve an organized and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of educational organization. Student's discipline is prerequisite to almost everything a school has to offer students (Selfert & Vornberg 2002).

Selfert et al (2002) further links discipline with both the culture and climate of the school thus; "in order for a satisfactory climate to exist within a school, certain level of discipline must exist".

Troublesome students can sometimes make teachers react emotionally to extent of using punishment. This situation has been a major concern to parents and those in school community who suggests that disciplinary strategies be applied by teachers and that rapport be created between students and teacher as systematic way to solve the problems.

In the school system discipline is necessary for the effective management, if the goals of the school are to be accomplished. There are alleged cases of teachers being threatened by students in the course of discharging their lawful duties (Selfert et al 2002). In some cases, the attack has been violent. In the midst of these problems, there is a growing debate over declining standards of education due to incessant students' unrest.

Bogdan (2004) further points out that apart from imparting knowledge and facilitating students learning, teachers are expected to maintain security and order in their classrooms. Thus the issue of students conduct is factor in their job satisfaction and they can resign from the profession if student's misbehavior is unbearable (McIntyre 2001).

That said, Classroom and Behavior Management (CBM) is key in ensuring effective and efficient management of students' discipline. CBM is perceived as the decisive, proactive, preventative teacher behavior that minimizes students' misbehaviors and promote student engagement and strategic, respectful, action that eliminate or minimize disruption when it arises to restore the learning environment (Brophy, 1988). The connection between effective teacher behaviors and student achievement is well established with classroom management found to be an important variable in student achievement and engagement. Jones (2006) states that classroom behavior management is an important skill set that teachers should have. Ajowi and Omboto (2013) highlights that discipline of students is critical for the proper running of a school. Changer (1983) points that order is necessary for discipline to prevail, order is based on external control and fear while discipline is internal and comes from the individual because they understand the need for it. According to Ajowi et al (2013) indiscipline manifest itself in form of noise making, fighting, incomplete home work, sneaking and defiance of school rules and regulations. To address rapid cases of indiscipline the institute ought to have competent personnel. Unfortunately, personnel transfer without replacement cause severe staff deficiency in an institute (Okumbe, 2001), when such scenario occurs management of student discipline becomes problematic.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the methodology that the researcher used during the study; it presents the description of research design, study population, sample size, sampling methods, data collection methods and instruments, procedure for data collection, validity and reliability, data management and Analysis and measurement of variables. The researcher was optimistic that the adopted methodology would be convenient to delve into the effect of teacher transfer policy and service delivery in government aided secondary schools in Mbale District, Uganda.

3.1 Research Design

The study used cross sectional survey design with both qualitative and quantitative techniques for data collection and data analysis. The method was considered appropriate for the study owing to the fact that it is used to gather data from a sample of population at a particular time in order to obtain information about the concerns or interest of the group of people; as noted by Amin (2005). Cross sectional survey design refers to the selection of relatively large sample of people from a pre-determined population (the population of interest; this is the wider group of people in whom the researcher is interested in a particular study) followed by the collection of relatively small amount of data from those individuals. The researcher therefore used information from a sample of individuals to make some inference about a wider population. The method was able to provide a quantitative and numerical description of the effect between teacher transfer and service delivery.

3.2 Study population

The study was carried out in Mbale district in the counties of Bungokho south, Bungokho north and Mbale municipality. The study was carried out among 16 head teachers, 340 teachers and 4 educational officers. These respondents were involved in the study because of the knowledge they have on teacher transfer policy and the effect it has on service delivery. Sixteen schools were involved in this study (Mbale S.S, Nakaloke SS, Mbale H.S, Nkoma S.S, Nabumali H.S, Nabumali S.S , Bungokho S.S , Busiu S.S , Nyondo S.S , Busano S.S, Wanale S.S , Bukonde S.S , Mulasi S.S , Musese S.S , Bufumbo S.S , Mahai S.S).

3.3 Study sample

The total sample size of the study is 201 selected using Krejcie and Morgan's (1970) sample determining criterion as shown in the table below.

Table B: number of participants per category.

Category	Population	Sample size	Technique
Head teachers	16	16	Purposive sampling
Teachers	340	181	Simple random sampling
Education officers	4	4	Purposive sampling
Total	360	201	

Source: Primary source- school staff lists.

3.4 Sampling techniques

The study adopted purposive sampling method for selection of key informants who are head teachers and district education officers. Purposive sampling is a form of non-probability sampling (Polit and Hunglar, 1999). The aforementioned respondents were specifically picked

because of the technical knowledge they had on the variables under investigation. Meanwhile, simple random sampling was employed to select teachers since they are many and in order to accord each teacher a chance to participate in the study. It is also an effective way of avoiding personal biases by the researcher (Sekarani, 2001).

3.5 Data collection methods and Instruments

The study collected primary data using questionnaire method and face to face interviews. The study involved primary data, which was gathered using questionnaires and interviews. Secondary data was obtained by reading policy documents, circulars, memos and any other written material pertaining to teacher transfer in secondary schools in Uganda, particularly, Mbale District.

3.5.1 Questionnaire

The study adopted the use of a five Likert scale questionnaire which sought to establish how teacher transfer policy influences service delivery in government aided secondary schools in Mbale District. The study had one set of questionnaire that was constructed strategically to capture all the necessary information from all categories of respondents. Questionnaires were administered to teachers who had experienced transfer during their years of service. The instrument was closed-ended, likert type scale of rating involving: 1= strongly disagree (meaning disagreeing with no doubt at all); 2= disagree (meaning disagreeing with some doubt); 3= uncertain (meaning that the situation is moderate); 4=agree (meaning agreeing with some doubt); 5= strongly agree (meaning agreeing with no doubt at all) and this was done by ticking (marking) one of the choices outlined above (Creswell, 2003).

3.5.2 Interview guide

Interviews were carried out with key informants who head teachers, district education officers, The nature of questions for interviews were open-ended as well as semi structured, the

interviews were conducted face to face such that detailed and diversified information was obtained about teacher transfer policy implementation and service delivery in government aided secondary schools was obtained.

The researcher had to seek permission from schools that were involved through their head teachers in advance. Other respondents were also informed about the researcher's introductory visits. Appointment dates were fixed for interviews with the head teachers, District Education Officers. On the appointed date interview lasted for 20 minutes for each interviewee. Interviews were considered appropriate data collection tool because the participants are able to express their views as well as making it possible for the researcher to explain and clarify the questions being asked.

3.5.3 Documentation

Policy documents, circulars, memos and any other written material pertaining to teacher transfer in secondary schools in Uganda was reviewed and analyzed so as to get clear insights regarding the possible effect of teacher transfer policy on service delivery in government aided secondary schools.

3.6 Data collection Procedures

The researcher obtained a letter of introduction from Kyambogo University as an introductory letter to those who will be involved in the research exercise. The researcher then carried out pilot study of the data collection instruments in the area of study to get their validity and reliability. The researcher then proceeded to seek permission from the concerned ministry of education and sports, district, and school authorities who provided a list of teachers that exist in their schools. With the help of research assistants, sampling was done through purposive and simple random sampling techniques while considering the fact that each teacher had equal chance of

participating in the exercise. During data gathering, self administered questionnaires (SAQs) were administered to respondents with the help of research assistants and after filling in, the researcher collected the instruments on spot.

3.7 Validity and Reliability

Validity of the instruments: this was measured using content validity index (CVI) where 10 teachers from sampled schools in Mbale district were utilized as inter-judges to vet the content in questionnaire.

The formula for finding the CVI, was according to Amin (2005: 288)

$$\text{The formula for CVI} = \frac{\text{No.of items declared valid}}{\text{Total no.of items in the instrument}}$$

In this study, a validity of the questionnaire items was established by computing the CVI and was found to be 0.88. Thus the researcher declared the instrument has been valid. Since according to Amin (2005) an instrument which has average index of 0.7 or above is accepted as being valid. (See appendix III)

Reliability

To ensure reliability, the researcher calculated the Cronbach's Alpha coefficient for all the sections of questionnaire from the result of the pilot study. The formula as presented by Amin

$$(2005:302) \text{ is } C_r = \frac{k}{k-1} \left(1 - \frac{\sum \sigma^2 k}{\sigma^2} \right)$$

Where $\sum \sigma^2 k$ the sum of the variances of the K parts i.e. items of the instruments

σ = Standard deviation of the items of the instrument

K = number of items in the questionnaire.

In this study, the reliability of the questionnaire was computed from the results of the 10 respondents involved in the pilot study and was found to be 0.86 (see the appendix I) thus the researcher declared the instruments as being valid.

3.8 Data management and Analysis

The data was collected edited for incompleteness and inconsistency to ensure correctness of the information given by the respondents. Variables were coded and statistical package for social scientists (SPSS) was used for data entry and analysis, this helped to summarize the coded data and facilitate quick interpretation. From interviews, an objective coding scheme was applied to data in the process commonly known as content analysis. Potential themes, categories and patterns were closely examined to see how they actually emerge from the data in relation to objectives of the study. Qualitative data analysis utilized words to make narrative statements on how categories or themes of data are related. Once the themes, categories and patterns were established, data was evaluated and analyzed to determine the adequacy, credibility, usefulness and consistency of the information. From questionnaires, quantitative data analyzed using descriptive statistics and Pearson Product-Moment Coefficient Test Statistics.

3.9 Measurement of Variables

Measurements of variables were done to show how each category of questions in the instruments was used to come up with necessary information. This was done basing on background information of the respondents (categorical data). Independent and dependent variables in their Likert form and the non categorical information that was obtained from the interviews. The categorical variables were measured using the nominal scale. With numbers being assigned to each category only to identify similar objects within a category from elements in another

category that was different. The non-categorical was studied and the narrative made so as to fit in the objectives of the study. This was done to establish how teacher transfer policy implementation influence service delivery in government aided secondary schools using specific descriptive variables.

3.10 Ethical Considerations

The study investigated the effects of teacher transfer policy implementation on service delivery in government aided Secondary schools in Mbale district. It was important to think about ethical aspects in every stage of preparation to carry out an enquiry. Ethical issues to be considered include; privacy, confidentiality and sensitivity to cultural differences, gender and anonymity (Kitchin and Kate 2000). Research does not harm and therefore it was important to gain informed consent from respondents and respect their rights. The researcher disclosed the real purpose of the research and gave all the relevant facts about the research so that subjects will be able to make an informed decision about participating in the study. The researcher had to seek permission from schools that were involved through their head teachers in advance. Other respondents were also informed through the researcher's introductory visits. Appointment dates were fixed for interview with the head teachers, District Education Officers and commissioners.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study intended to establish the effect of teacher transfer policy implementation on service delivery in selected government aided secondary schools in Mbale district Eastern Uganda. The central focus was on the effect of teacher transfer implementation on the delivery of academic curricular, co-curricular and the management of students discipline in secondary schools. Data collected was presented by tables, percentage distributions and graphs.

The researcher used Pearson correlation coefficient in order to establish the relationship between teacher transfer policy implementation and academic curricular, co-curricular and management of students' discipline.

4.1 Background characteristics of Respondents

This section was organized according to the general characteristics of respondents based on gender, age, and marital status, highest level of education and years of teaching experience. The purpose was to determine if there are significant characteristics that influence service delivery.

4.1.1 Gender of Respondents

Respondents were requested to indicate their gender, the researcher analyzed

Table 1: Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	113	62.4	62.4	62.4
female	67	37.0	37.0	99.4
Total	180			

Source: Primary Data (2016)

The table 1 above indicates that both male and females were considered for the study though the majority of respondents 113 (62.4%) were male while 67(37%) were female.

The results in table 1 indicate that the majority of teachers in government aided schools in Mbale district are males and exited often than their counterparts, implying that males are more ambitious than females thus need for strong attraction and retention strategies to keep them longer in school. Secondly there was gender imbalance in recruitment process. The researcher therefore suggests that the ministry of education, science technology and sports to embrace affirmative action policy when it comes to recruiting female teachers. If this is done, it will reduce the gap between male and female teachers. This will motivate the female students in education systems to admire and work hard like their female teacher as role model.

Age bracket of respondents

The age of respondents was determined under the age brackets of 21-30, 31-40, 41-50 and 51

Table 2: Age Bracket of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30 yrs	10	5.5	5.5	5.5
31-40yrs	106	58.6	58.6	64.1
41-50 yrs	58	32.0	32.0	96.1
51 years and above	4	2.2	2.2	98.3
Total	178			

Source: Primary Data (2016)

Table 2 above shows that out of the 178 teachers sampled, 10(5.5%) fall within the range of 21-30years, 106(58.6%) was within the range of 31-40 years, 58(32.0%) fall within 41-50 years while 4(2.2%) was within the range 51 and above. The results indicate that the majority of the teachers were within the range of 31-40 years which is the indicator that the majority of the teachers have less teaching experience. And at the same time this is the age when people are analytical about their quality of life, energetic and full of knowledge and skills to exploit to the glory of their respective schools.

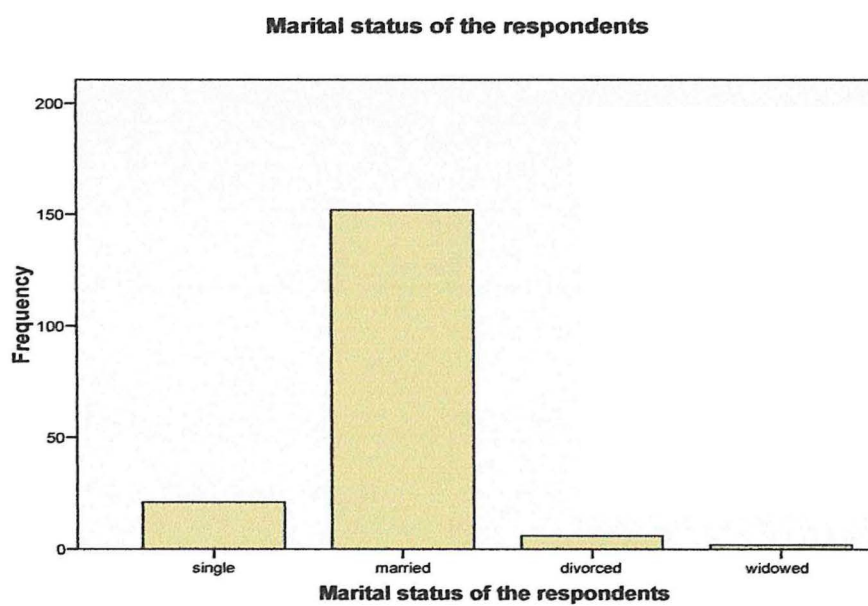
Table 3: Marital status of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	21	11.6	11.6	11.6
	Married	152	84.0	84.0	95.6
	Divorced	6	3.3	3.3	98.9
	Widowed	2	1.1	1.1	100.0
	Total	181	100.0	100.0	

Source: Primary Data (2016).

Table 3 shows that out of the sampled 181 teacher, 21(11.6%) are single, 152 (84.0%) are married, 6(3.3%) is divorced, and 2. (1.1%) are widowed. The result clearly in tables 3 indicate that the majority of the teachers are married and therefore have responsibility to perform other than teaching and that may have an influence on service delivery. This is summarized with the graph below.

Figure 1: Marital status of the respondents



4.1.2 Highest academic Qualification of the Respondents

The researcher established that the level of education of the respondents were of significance in respect to the teacher transfer implementation and service delivery in schools as may be reflected in table 4.

Table 4: Highest Academic Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	39	21.5	21.5	21.5
Bachelors degree	100	55.2	55.2	76.8
Post Graduate Diploma	33	18.2	18.2	95.0
Masters degree	9	5.0	5.0	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016).

Table 4 shows that out of 181 teachers, 39(21.5%) were diploma holders, 100(55.2%) were bachelors degree holders while 33(18.2%) were post graduate Diploma and 9(5.0%) were master degree holders. The results clearly indicate that the majority of the teachers in secondary schools were Bachelors degree holders which is the minimum Qualification to be appointed as a Graduate teacher. At the same time, the results indicate that 39(21.5%) are Diploma holders thus need to be assisted to upgrade to higher academic Qualification. The master's degree holder was the smallest percentage. This therefore suggests that there is need to find out the factors that might be responsible for the very low percentage of teachers with a master's degree Qualification.

Table 5: Years of teaching experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5yrs	13	7.2	7.2	7.2
6-10yrs	57	31.5	31.5	38.7
11-15yrs	80	44.2	44.2	82.9
16 years and above	30	16.6	16.6	99.4
Total	180			

Source: Primary Data (2016).

Table 5 shows that 13(7.2%) had spent 1-5 years in teaching profession, 57(31.5%) 6-10years, 80(44.2%) had spent 11-15 years and lastly 30(16.6%) had spent 16 years above and this implies that respondents were experienced in positions to inform the study objective in an experienced manner.

4.2 Transfer on overstays ground in school.

A number of questions were asked to the respondents in relation to transfers due to overstay, below were the responses.

Table 6: The school has been experiencing high rates of transfer in the last five years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	76	42.0	42.0	42.0
Disagree	38	21.0	21.0	63.0
not sure	29	16.0	16.0	79.0
Agree	35	19.3	19.3	98.3
strongly agree	2	1.1	1.1	99.4
Total	180			

Source: Primary Data (2016).

Table 6 shows that out of 180 teacher, 76(42.0%) strongly disagree that the school has been experiencing high rates of transfer in the last five years. 38(21.0%) disagree that their school has been experiencing high rates of transfer 29 (16.0%) were not sure whether their school has been experiencing high rate of transfers. However 35(19.3%) agree that the school has been experiencing high rates of transfers in the last five years. 2(1.1%) strongly agree that their school has been experiencing high rates of transfer in the last five years.

From the results in the table above despite disagree with the high rates of transfer in their school, there is also substantive numbers of those who agree and the government must regulate in order to improve service delivery.

Table 7: Government Schools Give Overstays Transfer to those who deserve it

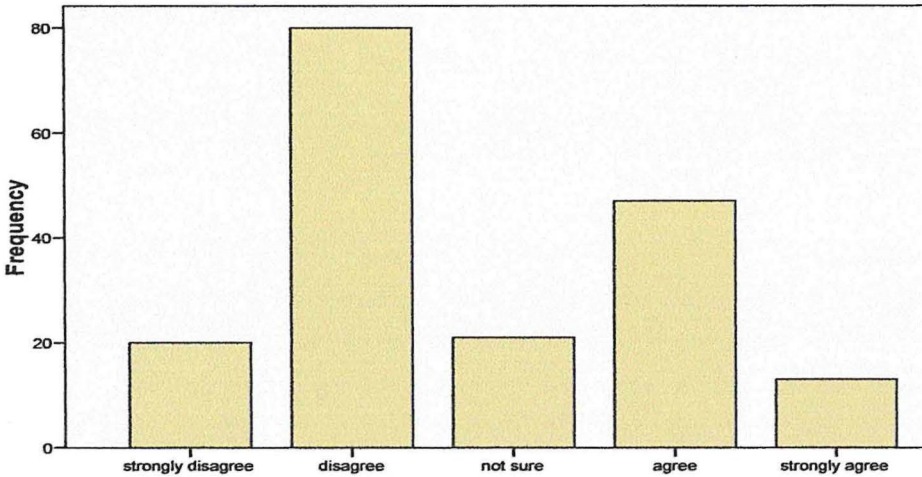
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	20	11.0	11.0	11.0
Disagree	80	44.2	44.2	55.2
not sure	21	11.6	11.6	66.9
Agree	47	26.0	26.0	92.8
strongly agree	13	7.2	7.2	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 7 shows that out of 181 teachers 20(11.0%) strongly disagree that government schools give overstay transfer to those who deserve it; 80(44.2%) disagree that government schools give overstay to those who deserve it ; 21(11.6%) were not sure that government schools give overstay transfer to those who deserve it, 47(26.0% agree that government schools give over stay transfer to those who deserve it. 13(7.2%) strongly agree that in government schools give overstay transfer to those who deserve it.

From the above results, the researcher deduced that in government schools most overstay transfers are given to those who do not deserve it. This is summarized by the graph below.

Figure 2: In government Schools Overstay Transfer is fairly given to those who deserve it.



Source: Primary Data (2016)

Table 8: Overstays Transfer Disorganizes Teachers Social Life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	12	6.6	6.6	6.6
	Disagree	25	13.8	13.8	20.4
	not sure	16	8.8	8.8	29.3
	Agree	48	26.5	26.5	55.8
	strongly agree	79	43.6	43.6	99.4
	Total	180			

Source: Primary Data (2016)

Table 8 shows that out of 180 teachers, 12(6.6%) strongly disagree that overstay transfer disorganizes teachers social life, 25 (13.8%) disagree that overstay transfer disorganizes the teachers social life, 16(8.8%) were not sure whether overstay transfer disorganizes teacher social

life, 48(26.5%) agree that overstay transfer disorganizes teachers social life, 79(43.6%) strongly agree that overstay transfer disorganizes teachers social life.

From the results in the table above, it can fairly be agreed that over stay transfer disorganizes the teachers' social life and there is need to improve transfer procedures.

Table 9: Overstay Transfer Affects the Output of the Transfer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	13	7.2	7.2	7.2
Disagree	44	24.3	24.3	31.5
not sure	24	13.3	13.3	44.8
Agree	70	38.7	38.7	83.4
strongly agree	29	16.0	16.0	99.4
Total	180			

Source: Primary Data (2016)

Table 9 shows that out of 180 teachers, 13(7.2%) strongly disagree that overstay transfers affects the output of the transfer, 44(24.3%) disagree that overstay transfer affects the output of the transfer, 24(13.3%) were not sure that overstay transfer affects the output of the transfer, 70(38.7%) agree that overstay transfer affects the output of the transfer, 29(16.0%) strongly agree that overstay affects the output of the transfer.

From the above results the researcher deduced that overstay transfer affect the output of the transfer.

Table 10: Mean of the Overstay Transfer Implementation on Service Delivery (N-181)

	N	Mean	Std. Deviation
Your school has been experiencing high rates of transfer in the last five years	181	2.33	2.65
Is overstay transfer given to those who serve in the same school for more than five years?	181	3.55	3.00
In government schools overstay transfer is fairly given to those who deserve it	181	2.74	1.17
You were transferred due to overstay grounds	181	2.64	1.13
Teachers appreciate overstay transfers	181	2.37	1.47
Teachers cope when given overstay transfer	181	3.08	1.21
Over stay transfer disorganizes teachers social life	181	4.14	3.94
Over stay transfer affects the output of the transfer	181	3.41	1.78

Source: Primary Data (2016)

Findings in table 10 reveal different reactions in the question that were asked in relation to overstay transfer implementation on service delivery from the questionnaire.

The researcher notices that the mean showing that overstay transfer disorganizes teachers social life (4.14) has the highest mean, followed by overstay transfer is given those who serve the same school for more than five years (3.55) and overstay transfers affects the output of the transfers (3.41). However the mean differences for the rest of the items are not significantly different from each other as they all fall within the same range.

Table 11: Correlation of over stay transfer affects the output of the transferee and how transfers affect the quality of tasks performed by teachers.

		Over stay transfer affects the output of the transfer	Transfers affect the quality of task performed by the teachers
Over stay transfer affects the output of the transfer	Pearson Correlation	1	.715(**)
	Sig. (1-tailed)		.000
	N	181	181
Transfers affect the quality of task performed by the teachers	Pearson Correlation	.715(**)	1
	Sig. (1-tailed)	.000	
	N	181	181

** Correlation is significant at the 0.01 level (1-tailed).

In view of the results in Table 11, the researcher concluded that there is a significant relationship between transfers which are given due to over stay that affect the output and the way transfers affect the quality of the task performed by the teachers.

Table 11 portrays that the correlation of .715 is significant at the 0.01 level (1-tailed). The researcher thus concludes that over stay transfer affects the output of the transfer significantly influences the quality of tasks performed by teachers.

4.3 Transfer on Disciplinary Measure

A number of question were asked to the respondents in relation to the above whether teacher transfer was used as a disciplinary measure. Below were responses.

Table 12: Teacher are given transfers in order to meet new changes

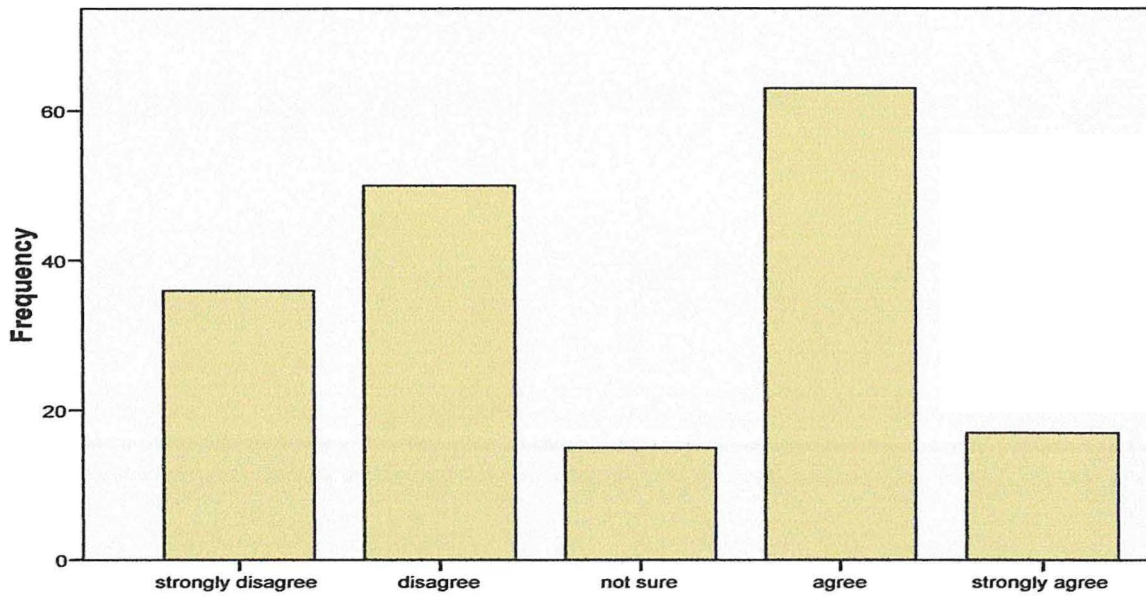
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	36	19.9	19.9	19.9
Disagree	50	27.6	27.6	47.5
not sure	15	8.3	8.3	55.8
Agree	63	34.8	34.8	90.6
strongly agree	17	9.4	9.4	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 12 shows that out of 181 teachers, 36(19.9%) strongly disagree that teachers are given transfers in order for them to meet new changes, 50(27.6%) disagree that teacher are given transfer in order for them to meet new changes, 15(8.3%) were not sure that teacher are given transfers in order for them to meet new changes, 63(34.8%) agree that teacher are given transfer in order for them to meet new changes, 17(9.4%) strongly agree that teachers are given transfer in order for them to meet new changes. The results clearly indicate that the majority of respondents agree those teachers are given transfers in order for them to meet new changes.

From the results in the a table above, it can fairly be inferred that ministry of education and sports (MoES) must promote teacher transfers to allow them meet new changes which has positive influence in their social life. This summarized with the graph 3 below.

Figure 3: Teachers are given transfers in order to meet new changes.



Source: Primary Data (2016)

Table 13: Overstay is given as Disciplinary Measure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	20	11.0	11.0	11.0
Disagree	80	44.2	44.2	55.2
not sure	19	10.5	10.5	65.7
Agree	42	23.2	23.2	89.0
strongly agree	20	11.0	11.0	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 13 shows that out of 181 teacher 20(11.0%) strongly disagree that over stay transfer is given as a disciplinary measure to errant teacher, 80(44.2%) disagree that overstay transfer is given as disciplinary measure to errant teachers 19(10.5%) were not sure whether over stay transfer is given as a disciplinary measure to errant teachers, 20(11.0%) strongly agree that overstay transfer is given as a disciplinary measure to errant teachers. The results clearly indicate that the majority of the respondents disagree that overstay transfer is given as disciplinary measure to errant teachers.

From the results in the table above, the ministry of education should promote overstay transfer in order for the teachers to have positive influence in their social life

Table 14: Teachers are informed in Time before they are given Transfers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	29	16.0	16.0	16.0
Disagree	66	36.5	36.5	52.5
not sure	22	12.2	12.2	64.6
Agree	48	26.5	26.5	91.2
strongly agree	16	8.8	8.8	100.0
Total	181	100.0	100.0	

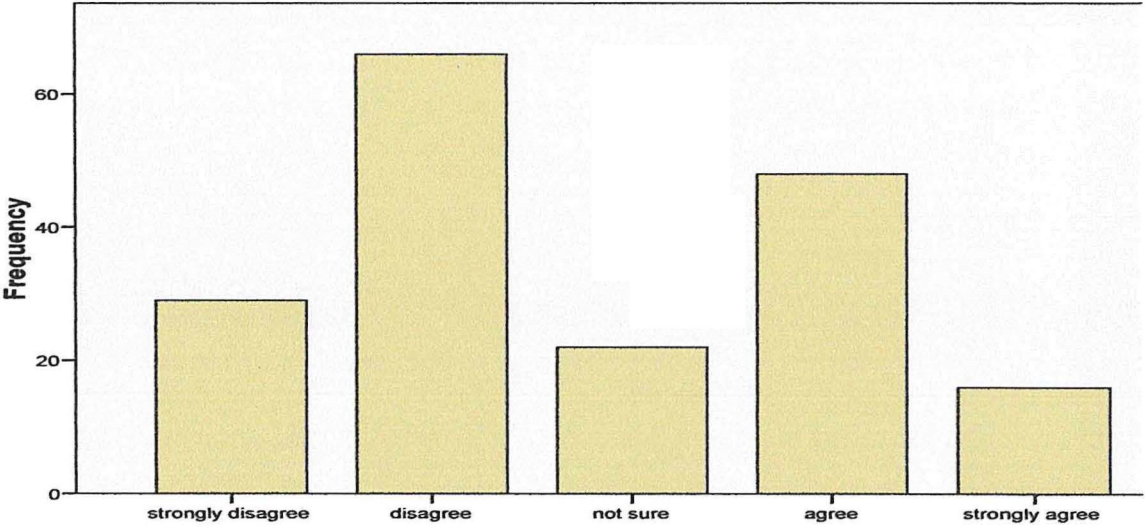
Source: Primary Data (2016)

Table 14 shows that out of 181 teachers, 29(16%) strongly disagree that teachers are informed in time before they are given transfers, 66(36.5%) disagree that teachers are informed in time before they are given transfers, 22(12.2%) were not sure whether teachers are informed in time before they are given transfers 48(26.5%) agree that teachers are informed in time before they

are given transfers, 16(8.8) strongly disagree that teachers are informed in time before they are given transfers. The results clearly indicate that the majority of respondents disagree that teachers are informed in time before they are given transfers.

From the results in the table above, it can clearly be stated that the ministry of Education and Sports (MoES) should always inform the teachers in time to allow them prepare themselves for effective service delivery. This is summarized from graph 4. Below

Figure 4: Teachers are informed in time before they given transfers



Source: Primary Data (2016)

Table 15: Most teachers Resent to Transfers which comes as an Order

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	10	5.5	5.5	5.5
Disagree	38	21.0	21.0	26.5
not sure	34	18.8	18.8	45.3
Agree	78	43.1	43.1	88.4
strongly agree	20	11.0	11.0	99.4
Total	180			

Source: Primary Data (2016)

Table 15 shows that out of 180 teachers, 10(5.5%) strongly disagree that most teachers resent to overstay transfer which comes in as an order, 38(21%) disagree that most teacher resent to overstay transfers which comes as an order 34(18.8%) where not sure whether most teachers resent to overstay transfer which comes in as an order, 78(48.1%) agree that most teachers resent to overstay transfer which comes in as an order, 20(11%) strongly agree that most teachers resent to overstay transfer which comes in as an order.

The result clearly indicates that the majority of the respondents agree that most teachers resent overstaying transfer which comes in as an order.

From the results in the table above, teachers should be transferred with their consent from one school to another so as to improve on service delivery.

Table 16: Teacher Transferred are Identified by Head Teachers

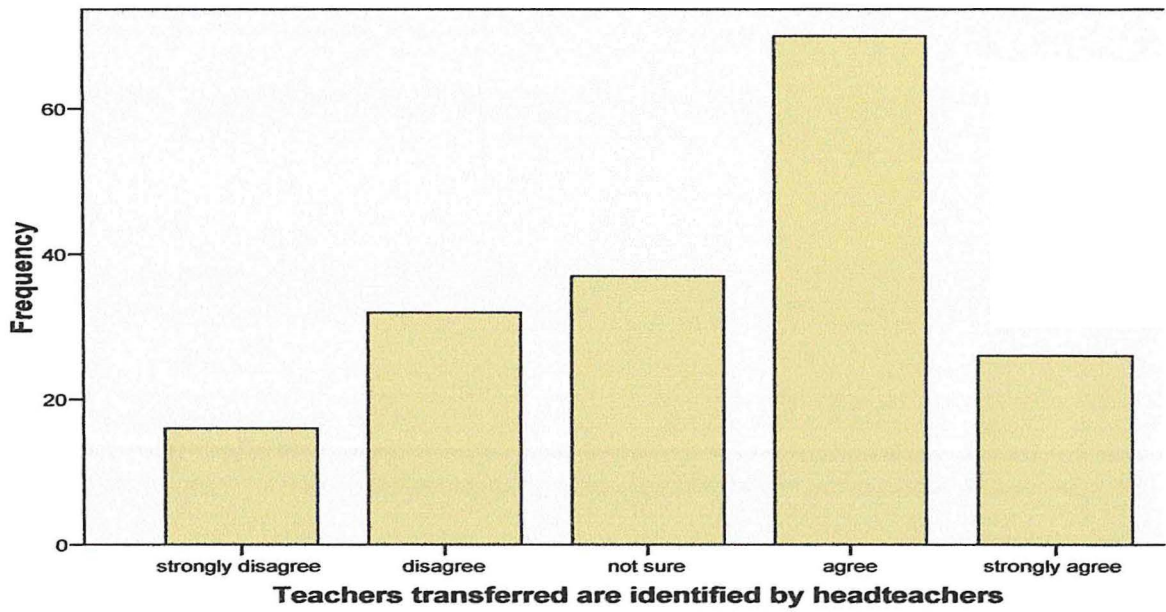
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	16	8.8	8.8	8.8
Disagree	32	17.7	17.7	26.5
not sure	37	20.4	20.4	47.0
Agree	70	38.7	38.7	85.6
strongly agree	26	14.4	14.4	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 16 shows that out of 181 teachers, 16(8.8%) strongly disagree that teachers transferred are identified by head teachers, 32(17.7%) disagree that teachers transferred are identified by head teachers, 37(20.4%) were not sure whether teachers transferred are identified by head teachers, 70(38.7%) agree that teachers to be transferred are identified by head teachers, 26(14.4%) strongly agree that teacher to be transferred are identified by head teachers.

The results clearly indicate that the majority of the respondents agree that teachers to be transferred are identified by head teacher. From the results in the table above, it can fairly be concluded that teachers to be transferred should be on the teachers' free will not to the digression of head teachers. The summary of the analysis can be simplified with the help of the graph 5 below.

Figure 5: Transferred teachers identified by head teachers



Source: Primary Data (2016)

Table 17: Mean of teacher transfer policy as a disciplinary measure (N=181)

	N	Mean	Std. Deviation
Teachers are given transfers in order to meet new changes	181	2.86	1.33
Overstay is given as a disciplinary measure	181	2.79	1.23
Teachers are informed in time before they are given transfers	181	2.75	1.25
Most teachers resent to overstay which comes in as an order	181	3.56	3.28
Teachers transferred are identified by head teachers	181	3.32	1.18

Source: Primary Data (2016)

Findings in table 17 reveal different reactions in the questions that were asked in relation to teacher transfer as disciplinary measure.

The researcher notices that the mean showing that most teachers resent to overstay transfer which comes in as an order (3.56) has the highest mean, followed by teachers transferred are indentified by head teachers (3.32). However the mean differences for the rest of the items are not significantly different from each other as they all fall within the same range.

4.4 Proximity to Family

A number of questions were asked to the respondents related to the above whether most teachers request to be transferred proximity to family. Below were the responses.

Table 18: Number of teacher transfer requests in your school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	16	8.8	8.8	8.8
Disagree	64	35.4	35.4	44.2
not sure	30	16.6	16.6	60.8
Agree	51	28.2	28.2	89.0
strongly agree	18	9.9	9.9	98.9
Total	179			

Source: Primary Data (2016)

Table 18 shows out of 179 teachers, 16(8.8%) strongly disagree that their schools receive a high number of teachers transfer requests, 64(35.14%) disagree that their schools receive a high number of teacher transfers requests, 30(16.6%) were not sure whether their schools received a

high number of teacher transfers requests, 51(28.2%) agree that their school received a high number of teacher transfers requests 18(9.9%) strongly agree that their school received high number of teachers transfer requests. The result of clearly indicate that the majority of the respondents disagree that their school did not receive high number of teachers transfer requests.

From the results in the table above it can be inferred that teachers should always try to request for transfer so as to avoid surprises of overstay transfer.

Table 19: Would you consider moving out of Mbale

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	19	10.5	10.6	10.6
disagree	35	19.3	19.4	29.8
not sure	18	9.9	10.0	39.7
Agree	63	34.8	35.0	74.5
strongly agree	45	24.9	25.0	99.4
Total	180			

Source: Primary Data (2016)

Table 19 shows out of 180 teachers, 19(10.5%) strongly disagree moving out of Mbale district, 35(19.3%) disagree moving out of Mbale, 18(9.9%) were not sure moving out of Mbale, 63(34.8%) agree moving out of Mbale district, 45(24.9%) strongly agree moving out of Mbale district. The results clearly indicate that the majority of the respondents agree that they would consider moving out of Mbale district. From the results in the table above, it is clear that most teachers were willing to relocate to other districts so as to improve their social life.

Table 20: Were you transferred due to desire to be near Home

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	22	12.2	12.2	12.2
Disagree	31	17.1	17.1	29.3
not sure	21	11.6	11.6	40.9
Agree	68	37.6	37.6	78.5
strongly agree	39	21.5	21.5	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 20 shows that out of 181 teachers, 22(12.2%) strongly disagree that they were not transferred due to the desire to be near home, 31(17.1%) disagree that they were transferred due to the desire to be near home, 21(11.6%) were not sure whether their transfer was due to the desire to be near home, 68(37.7%) agree that they were transferred due to the desire to be near home, 39(21.0%) strongly agree that they were transferred due to desire to be near home. The result clearly indicates that the majority for the respondents agree that they were transferred due to the desire to be near home. From the results in the table above it is clear most teachers were married and therefore had others obligations to perform other than teaching.

Table 21: Teachers prefer to work near their families

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	20	11.0	11.0	11.0
Disagree	24	13.3	13.3	24.3
not sure	12	6.6	6.6	30.9
Agree	61	33.7	33.7	64.6
strongly agree	63	34.8	34.8	99.4
Total	180			

Source: Primary Data (2016)

Table 21 shows that out of 180 teachers, 20 (11%) strongly disagree that teachers prefer to work near their families, 24(13.3%) disagree that teachers prefer to work near their families, 12(6.6%) were not sure whether teachers prefer to work near their families, 61 (33.7%) agree that teachers prefer to work near their families, 63(34.8%) strongly agree that teacher prefer to work near their families. The results clearly indicate that the majority of the respondents strongly agree to work near their families. From the results in the table above, it is clear that most teachers were married and therefore had others responsibilities to perform rather than teaching.

Table 22: Mean of teachers transfers to proximity to family

	N	Mean	Std. Deviation
Number of teacher transfer requests in your school	181	3.29	3.65
Would you consider moving out of Mbale	180	3.44	1.33
Were you transferred due to desire to be near home	181	3.39	1.32
Teachers prefer to work near their families	181	3.79	2.03

Source: Primary Data (2016)

According to table 22, the researcher notices that the mean showing that teachers prefers to work near their families has the highest mean compared to the rest. However it is imperative to note that the mean differences for the rest of the items are not significantly different from each other as they fall within the same range.

4.5 Poor performance

A number of questions were asked to the respondents related to the above whether their transfer was due to poor performance

Table 23: Teachers are transferred due to poor performance of works

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	30	16.6	16.6	16.6
Disagree	46	25.4	25.4	42.0
not sure	17	9.4	9.4	51.4
Agree	42	23.2	23.2	74.6
strongly agree	46	25.4	25.4	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 23 shows that out of 181 teachers, 30(16.6%) strongly disagree that teachers are transferred due to poor performance of work, 46 (25.4) disagree that teacher are transferred due to poor performance of work, 17(9.4%) were not sure whether teachers are transferred due to poor performance of work, 46(25.4%) strongly agree that teachers are transferred due to poor performance of work. The result clearly indicates that the majority of the respondents strongly agree that teachers are transferred due to poor performance of work.

From the results in the table above, it can fairly be argued that teacher should strive to do good work in order to avoid to be transferred due to performance.

Table 24: Transfer influence productivity of teachers in new area of placement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	28	15.5	15.5	15.5
Disagree	41	22.7	22.7	38.1
not sure	24	13.3	13.3	51.4
Agree	60	33.1	33.1	84.5
strongly agree	28	15.5	15.5	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 24 shows that out of 181 teachers, 28(15.5%) strongly disagree that teacher transfers influences productivity of teachers in new area of placement, 41(22.7%) disagree that transfers influences productivity of teachers in new areas of placement, 24(13.3%) where not sure that transfers influence productivity of teachers in new area of placement; 60(33.1%) agree that transfers influence productivity of teachers in new area of placement, 28(5.5%) strongly agree that transfer influence productivity of teachers in new area of placement.

The results clearly indicate that the majority of the respondents agree that transfer influence productivity of the teachers in new area of placement. From the results in the table above, there is need to improve transfers methods so as to improve productivity of teachers in new areas of placement.

Table 25: Were you transferred due to poor performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	59	32.6	32.6	32.6
disagree	46	25.4	25.4	58.0
not sure	17	9.4	9.4	67.4
Agree	33	18.2	18.2	85.6
strongly agree	25	13.8	13.8	99.4
Total	180			

Source: Primary Data (2016)

Table 25 shows that out of 180 teachers, 59(32.6%) strongly disagree that they were not transferred due to poor performance, 46(25.4%) disagree that they were not transferred due to poor performance, 17(9.4%) are not sure that were transferred due to poor performance, 33(18.2%) agree that they were transferred due to poor performance, 25 (13.8%) strongly agree that they were transferred due to poor performance. the results clearly indicate that the majority of the respondents strongly disagree that they were not transferred due to poor performance. From the results in the table above, it is clear that teachers are transferred not due to poor performance, but to deliver service.

Table 26: Do Students complain suitability of replacement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	42	23.2	23.3	23.3
disagree	39	21.5	21.7	45.0
not sure	29	16.0	16.1	61.1
Agree	38	21.0	21.1	82.2
strongly agree	29	16.0	16.1	98.3
Total	177			

Source: Primary Data (2016)

Table 26 shows that out of 177 teachers, 42(23.2%) strongly disagree that students were not complaining about the suitability of the replacement, 39(21.5%) disagree that students were not complaining about the suitability of the replacement, 29(16%) were not sure whether students complain the suitability of the replacement, 38(21%) agree that student do complain the suitability of replacement, 29(16%) strongly agree that student do complain the suitability of the replacement. The results clearly indicate that the majority of the respondents strongly disagree that student do complain the suitability of replacement.

From results in the table above, it is clear that teachers should always strive to maintain high standard to avoid complaining of students about suitability of replacement.

Table 27: Complain about lack of teachers by students in department

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	35	19.3	19.3	19.3
Disagree	37	20.4	20.4	39.8
not sure	28	15.5	15.5	55.2
Agree	44	24.3	24.3	79.6
strongly agree	37	20.4	20.4	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 27 shows that out of 181 teachers, 35(19.3%) strongly disagree that students complain about lack of teachers in the department, 37(20.4%) disagree that students complain about lack of teachers in department 28(15.5%) were not sure whether students complain about lack of teachers in the department, 44(24.3%) agree that students complain about lack of teacher in the department, 37(20.4%) strongly agree that student complain about lack of teachers in the department. The results clearly indicate that the majority of the respondents agree that students complain about lack of teachers in the department.

From the results in the table above, it can clearly be argued that the ministry of education should recruit and deploy adequate number of teachers so as to avoid students' complaints about lack of teachers in the departments.

Table 28: Transfers affects the quality of task performed by the teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	32	17.7	17.7	17.7
Disagree	34	18.8	18.8	36.5
not sure	29	16.0	16.0	52.5
Agree	39	21.5	21.5	74.0
strongly agree	46	25.4	25.4	99.4
Total	180			

Source: Primary Data (2016)

Table 28 shows that out of 180 teachers, 32 (17.7%) strongly disagree that transfers affect the quality of task performed by the teachers, 34 (18.8%) disagree that transfers affect the quality of task performed by the teachers, 29(16%) were not sure whether transfers affect the quality of tasks performed by the teachers, 39 (21.5%) agree that transfers affect the quality of task performed by the teachers, 46(25.4%) strongly agree that transfers affect the quality of task performed by teachers. The results clearly indicate that the majority of the respondents strongly agree that transfers affect the quality of task performed by the teachers.

From the results in the table above, it can be inferred that there is need for ministry of education, science technology and sports to improve transfers procedures so as not to affect the quality of task performed by the teachers.

Table 29: Suitable replacement for vacancies left by transferring teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	45	24.9	24.9	24.9
Disagree	46	25.4	25.4	50.3
not sure	21	11.6	11.6	61.9
Agree	33	18.2	18.2	80.1
strongly agree	35	19.3	19.3	99.4
Total	180			

Source: Primary Data (2016)

Table 29 shows that out of 180 teachers, 45(24.9%) strongly disagree that it is easy to get suitable replacement for the vacancies left by the transferring teachers, 46(25.4%) disagree that it is easy to get suitable replacement for the vacancies left by the transferring teachers, 21(11.6%) were not sure whether it is easy to get suitable replacement for the vacancies left by the transferring teachers, 33(18.2%) agree that it is easy to get suitable replacement for the vacancies left by the transferring teachers. The results clearly indicate that the majority of the respondents strongly disagree that it is easy to get suitable replacement for the vacancies left by the transferring teachers.

From the results in the table above, it can be easily urged that vacancies left by the transferring teachers can be easily filled by the ministry of education charged with the responsibility of teachers in the country.

Table 30: Department experiences staff deficiencies due to transfers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	47	26.0	26.0	26.0
Disagree	49	27.1	27.1	53.0
not sure	12	6.6	6.6	59.7
Agree	47	26.0	26.0	85.6
strongly agree	25	13.8	13.8	99.4
Total	180			

Source: Primary Data (2016)

Table 30 shows that out of 180 teachers, 47(26%) strongly disagree that department experience staff deficiencies due to transfers, 49(27.1%) disagree that departments experience staff deficiencies due to transfers, 12(6.6%) were not sure whether department experience staff deficiencies due to transfers, 47(26%) agree that department experience staff deficiencies due to transfers, 25(13%) strongly agree that department experience staff deficiencies due to transfers. The results clearly indicate that the majority of the respondents disagree that department experience staff deficiencies due to transfers.

From the results in the table above, it is clear that the ministry of education and the responsible school heads always fill the department left by the transferring teachers.

Table 31: Mean of the Influence of Performance on Service Delivery (N= 181)

	N	Mean	Std. Deviation
Teachers are transferred due to poor performance of work	181	3.15	1.46
Transfers influence productivity of teachers in new area of placement	181	3.10	1.33
Were you transferred due to poor performance	181	2.65	1.99
Students complain the suitability of the replacement	180	2.99	1.88
Complain about lack of teachers by students in department	181	3.06	1.43
Transfers affect the quality of task performed by the teachers	181	3.46	4.04
Suitable replacement is go immediately for vacancies left	181	3.08	3.94
Department experience staff deficiencies due to transfers	181	2.86	2.13

Source: Primary Data (2016)

Findings in the table 31 reveal different reactions in the questions that were asked in relation to performance on service delivery. The researcher notices that the mean for teachers transferred due to poor performance, transfers influences productivity, students complain lack of teachers and transfers affect the quality of task performed by the teachers, replacement of the vacancies left by the transferring teachers had comparatively highest mean while the rest had substantially lower mean differences from each other as they fall within the same range.

Table 32 : Correlation of teacher transfers in order to meet new changes and transferred teachers cover syllabus in time.

		Teachers are given transfers in order to meet new changes	Transferred teachers cover syllabus in time
Teachers are given transfers in order to meet new changes	Pearson Correlation	1	.134(*)
	Sig. (1-tailed)		.036
	N	181	181
Transferred teachers cover syllabus in time	Pearson Correlation	.134(*)	1
	Sig. (1-tailed)	.036	
	N	181	181

* Correlation is significant at the 0.05 level (1-tailed)

In view of the results in Table 32, the researcher concludes that there is a significant relationship between teacher transfers in order to meet new changes and transferred teachers covering syllabus in time.

The table above portrays that the correlation of .134 is significant at the 0.05 level (1-tailed). The researcher thus concludes that teachers are given transfers in order to meet new changes significantly influences transferred teachers covering syllabus in time.

4.6.0 Teachers Transfers policy Implementation on Service Delivery

A number of questions were asked to the respondents related to teacher transfers policy implementation on service delivery. Below were the responses.

Table 33: Transferred teachers cover syllabus in time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	45	24.9	24.9	24.9
disagree	53	29.3	29.3	54.1
not sure	26	14.4	14.4	68.5
agree	42	23.2	23.2	91.7
strongly agree	15	8.3	8.3	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 33 shows that out of 181 teachers, 45 (24.9%) strongly disagree that teachers transferred cover the syllabus in time, 53(29.3%) disagree that teachers transferred, cover the syllabus in time, 26 (14.4%) were not sure whether the teachers transferred cover the syllabus in time, 42(23.2%) agree that teachers transferred cover syllabus in time, 15(8.3%) strongly agree that teachers transferred cover the syllabus in time. The results clearly indicate that the majority of the respondents disagree that teachers transferred cover the syllabus in time.

From the results in the table above, it is clear that teacher's transfers when not properly managed will lead to poor service delivery in terms of poor syllabus coverage.

Table 34: Transferred teachers are very active in co-curricular activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	43	23.8	23.8	23.8
disagree	48	26.5	26.5	50.3
not sure	38	21.0	21.0	71.3
agree	38	21.0	21.0	92.3
strongly agree	12	6.6	6.6	98.9
Total	179			

Source: Primary Data (2016)

Table 34 shows that out of 179 teachers, 43 (23.8%) strongly disagree that transferred teachers are very active in co-curricular activities, 48(26.5%) disagree that transferred teachers are very active in co-curricular activities, 38(21%) were not sure whether transferred teachers are very active in co-curricular activities, 38(21%) agreed that transferred teacher are very active in co-curricular activities, 12(6.6%) strongly agree that transferred teachers are very active in co-curricular activities. From the results in table above, it is clear that teacher transfers when not properly managed will lead to poor service delivery in terms of co-curricular activities at school.

Table 35: Transferred teachers are active in instilling discipline in new school

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	37	20.4	20.4	20.4
disagree	54	29.8	29.8	50.3
not sure	28	15.5	15.5	65.7
agree	38	21.0	21.0	86.7
strongly agree	22	12.2	12.2	98.9
Total	179			

Source: Primary Data (2016)

Table 35 shows that out 179 teachers, 37(20.4%) strongly disagree that transferred teachers are active in instilling discipline in new school, 54(29.8%) disagree that transferred teachers are active in instilling discipline in the new school, 28(15.5%) were not sure whether transferred teachers are active in instilling discipline in new school, 38(21%) agree that transferred teacher are active in instilling discipline in new school, 22(12.2%) strongly agree that transferred teachers are active in instilling discipline in new school. The results clearly indicate that the majority of respondents disagree that transferred teachers are active in discipline in new school.

From the results n the table above, it is clear that teacher transfer when not properly managed will lead to poor service delivery in terms of regulating discipline of students at school.

Table 36: Transferees ensure that students are Punctual

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	47	26.0	26.0	26.0
disagree	49	27.1	27.1	53.0
not sure	32	17.7	17.7	70.7
agree	35	19.3	19.3	90.1
strongly agree	18	9.9	9.9	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 36 shows that out 181 teachers, 47(26%) strongly disagree that transferees ensure that students are punctual, 49(27.1%) disagree that the transferees ensure that students are punctual, 32(17.7%) were not sure whether the transferees ensure that students are punctual, 35(19.3%) agree that transferees ensure that students are punctual, 18(9.9%) strongly agree that the transferees. The results clearly indicate that the majority of the respondents disagree that the transferees ensure that students are punctual. From the results in the table above, it is clear that teacher transfers when not properly managed will lead to poor service delivery in the management of students' time.

Table 37: Transferee is always strict with class attendance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	55	30.4	30.4	30.4
disagree	49	27.1	27.1	57.5
not sure	16	8.8	8.8	66.3
agree	32	17.7	17.7	84.0
strongly agree	29	16.0	16.0	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 37 shows that out of 181 teachers, 55 (30.4%) strongly disagree that transferee is always strict with class attendance, 49(27.1%) disagree that transferee is always strict with class attendance, 16(8.8%) were not sure whether the transferee is always strict with class attendance, 32(17.7%) agree that transferee is always strict with class attendance 29(16%) strongly agree that transferee is always strict with class attendance.

The results clearly indicate that the majority of the respondents strongly disagree that transferee is always strict with class attendance. From the results in the table above, teachers transfer should always be managed so as to help improve class discipline.

Table 38: Transferees ensure that school Activities respect Time Table

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	52	28.7	28.7	28.7
disagree	53	29.3	29.3	58.0
not sure	22	12.2	12.2	70.2
agree	31	17.1	17.1	87.3
strongly agree	22	12.2	12.2	99.4
Total	180			

Source: Primary Data (2016)

Table 38: shows that out of 180 teachers, 52(28.7%) strongly disagree that transferees ensure that schools activities respect time table, 53(29.3%) disagree that transferees ensures that school activities respect time table, 22(12.2%) were not sure whether transferees ensures that school activities respect time table, 31(17.1%) agree that transferees ensures that school activities respect time table, 22(12.2%) strongly agree that transferees ensures that school activities respect time table. The results clearly indicate that the majority of the respondents disagree that transferees ensures that school activities respect timetable. From the results in the table above, it can fairly be inferred that school administration should plan school activities in line with school timetable so as to allow transferees man school activities accordingly.

Table 39: teacher transfers increase the work load of remaining staff

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	52	28.7	28.7	28.7
disagree	48	26.5	26.5	55.2
not sure	17	9.4	9.4	64.6
agree	33	18.2	18.2	82.9
strongly agree	31	17.1	17.1	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 39 shows that out of 181 teachers, 52(28.7%) strongly disagree that teacher transfer increase the work load of the remaining staff, 48(26.5%) disagree that teacher transfer increase the work load of remaining staff, 17(9.4%) were not sure that teacher transfer increase the work load of remaining staff, 33(18.2%) agree that teacher transfer increase the work load of remaining staff; 31(17.1%) strongly agree that teacher transfer increase the work load of remaining staff. The results clearly indicate that the majority of the respondents strongly disagree that teacher transfer increase the workload of remaining staff. From the results in the table above, teacher transfers helps to improve load allocation from school of bigger loads to less loads hence helps in improving service delivery.

Table 40: Replacement for vacancies left by the departing teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	72	39.8	39.8	39.8
disagree	45	24.9	24.9	64.6
not sure	18	9.9	9.9	74.6
agree	17	9.4	9.4	84.0
strongly agree	29	16.0	16.0	100.0
Total	181	100.0	100.0	

Source: Primary Data (2016)

Table 40 shows that out of 181 teachers, 72(39.8%) strongly disagree that it is easy to find suitable replacement for the vacancies left by the departing teachers in the department, 45(234.9%) disagree that it is easily to find suitable replacement for the vacancies left by the departing teachers in the department, 18(9.9%) were not sure whether it is easily to find suitable replacement for the vacancies left by the departing teachers in the department, 17(9.4%) agree that it is easily to find suitable replacement for the vacancies left by the departing teachers in the department, 17(9.4%) agree that it is easy to find suitable replacement for the vacancies left by the departing teachers in the department, 29(16.0%) strongly agree that it is easily to find suitable replacement for the vacancies left by the departing teachers in the department.

The results of clearly indicate that the majority of the respondents strongly disagree that is easily to find suitable replacement for the vacancies left by the departing teachers in the department. From the results in table above, it can be inferred that the ministry of education should improve

the transfer procedures in order to reduce on the vacancies left by the departing teachers in the department.

Table 41: Mean of teacher transfer implementation on service delivery (N=181)

	N	Mean	Std. Deviation
Transferred teachers cover syllabus in time	181	2.60	1.30
Transferred teachers are very active in co-curricular activities	181	3.14	5.37
Transferred teachers are active in instilling discipline in new school	181	3.07	3.50
Transferees ensure that students are punctual	181	2.60	1.32
Transferees ensures that school activities respect timetable	181	2.61	1.66
Transferee is always stick with class attendance	181	2.61	1.47
Teacher transfer increase the work load of remaining staff	181	2.68	1.48
Replacement for vacancies left by the departing teachers	181	2.37	1.47

Source: Primary Data (2016)

Findings in table 41 reveal different reactions in the questions that were asked in relation to teacher transfer implementation on service delivery. The researcher notices that the mean

showing transferred teachers are very active in co-curricular activities (3.14) followed by transferred teachers are active in installing in the new school (3.07), has the highest mean compared to the rest. However it is imperative to note that the mean differences for the rest of the items are not significantly different from each other as they fall within same range.

Table 42: Correlation of teachers given transfers in order to meet new changes and transferred teachers are active in instilling discipline in new schools.

		Teachers are given transfers in order to meet new changes	Trasferred teachers are active in instilling discipline in new school
Teachers are given transfers in order to meet new changes	Pearson Correlation	1	.116
	Sig. (2-tailed)		.120
	N	181	181
Trasferred teachers are active in instilling discipline in new school	Pearson Correlation	.116	1
	Sig. (2-tailed)	.120	
	N	181	181

In view of the results in Table 42, the researcher concluded that there was no significant relationship between teachers are given transfers in order to meet new changes and transferred teachers are active in instilling discipline in new schools. This means that teachers who transferred to meet new changes had no influence on making transferred teachers active in instilling discipline in new schools. Therefore, the researcher deduced that there are other factors that influence instilling discipline in new schools other than teachers who are given transfers in order to meet new changes.

4.7 Results from the structured interviews

The questions in the structured interview (see appendix II) were constructed in line with the research objectives.

Overstay Transfer on Service Delivery

As per the hierarchical order of school administration head teachers, education officers were purposively selected to respond to the questions in the interview and their responses reveal the following.

In the overstay transfer no prior warning is given before one is taken to a new area of placement and this affects the teachers performance especially in the new age of placement, in fact one head teacher lamented that “.....*you wake up to see yourself in news papers that you have been transferred to the school which you least expected and then you start planning how to get used and cope in such a place and this completely disorganizes the teachers way of working*” this implies that those over stay transfers, disorganizes the teacher’s way of planning for those who become victims of the type of transfer thereby affecting service delivery. Abrupt transfer disorganizes teachers since its takes time for them to adjust to the new environment. The type of transfer is forced transfer which causes psychological upsets since teachers are forced to relocate to others areas leaving their families behind.

Overstayed teachers can hardly think of working in other areas and when they are transferred their chances of performing poorly remains high hence affecting service delivery.

Transfers as disciplinary measure and service delivery

The majority of head teachers, education officers interviewed indicated that some teachers transferred on disciplinary ground take as a witch limit by head teacher and taken in bad faith.

These teachers who are victims of the same are usually non performers and uncooperative with the school administration, they miss lessons and any other school activities one head teacher remarked “to service delivery transferring of teachers on discipline is a blessing in disguise”

Transfer to proximity to family and service delivery

The majority of the respondents interviewed indicated that sometimes teachers request to be transferred near their families and when the request is granted, it promotes effective service delivery since this is personnel initiative, the transferee wants move to a place where they feel comfortable to meet the expected job productivity output levels.

This type of transfers there is a lot of influence peddling and a lot of corruption comes in. When a teacher is not granted request transfers to proximity to family it leads to loss of interest in the school and well as service delivery. This is because by the time the teacher tenders in their request transfer, it implies that they can hardly perform well. If such transfer is granted, it implies that the transferee works very hard to bring about change in the new area of placement, therefore the mode in which request transfer is handled significantly contributes to service delivery in government schools.

Transfer due to poor performance and service delivery

The majority of the respondent interviewed indicated that poor performance will be seen in the mode of delivery. One head teacher remarked “No administration would like to work with non performing teacher” most times such a transfer is taken in bad faith by the affected persons. It is a forced type of transfers which is not welcomed by any teacher. To relate this to service delivery it is blessing in disguise since schools administration will have to look for competent person as a replacement.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The study analyzed the effect of teacher transfer policy implementation and service delivery in selected government aided secondary schools in Mbale district.

The study was conducted through a sample survey using cross section of teachers and head teachers from selected schools and this chapter therefore draws the discussions, conclusions and recommendations from the study findings in relation to research objectives. It will also suggest areas for further research.

5.1 The effect of teacher transfer policy implementation on the delivery of academic of curricula

Question 7. The questionnaires (see appendix I) was constructed to find out whether government schools give over stay transfer to those who deserve it. The responses were put on percentages and indicated that 20(11%) strongly disagree, 80(44.2%) disagree that government schools give transfer to these who deserve it. Therefore there is need to explore the factors that might be responsible for the high rate of transfers without following education transfers policies which states that for a teacher to be considered to have stayed in a school, he /she should have spent 5 years in the same institution. 21(11.6%) were not sure, 47(26%) agree that government schools give over stay transfer to those who deserve it. The results of the study were in consonance with Nassali (2000) which indicate that transfers have been marred with favoritism as well as nepotism. To those connected to higher authority in the ministry of education remain confident to be transferred to places of their choice at an

appropriate time. The effective delivery of academic curricular depends on the available good transfer policy implementation.

The findings are in line with Farzana et al (2012) who said that frequent change of teachers during the session is harmful to the instructional process. Besides the situation become more acute when a teacher is transferred during the academic session and his replacement takes long to be filled in future. Similarly the findings also agree with Brett

and Reilly (1988) who assert that attitude towards moving (transfer) significantly correlates with the “willingness to relocate” and predicated the subsequent decision to relocate.

The findings also revealed that 35(19.3%) disagree that students complain about lack of teachers in the department 37(20.4%) disagree that students complain about lack of teachers in the department 28(15.5%) were not sure and 44(24.3%) agree that students complain about lack of teachers in the department. The findings are in line with Henderson and Hawthorne (1995), who points that for effective learning of academic curricular, there should be interaction between teachers and learners, between learners and curriculum content.

The findings also revealed that it was not possible to find replacement for the vacancies left by the departing teacher (see appendix I) the responses were put on percentage and indicated that 72 (39.8%) strongly disagree, that it was easy to find replacement for vacancies left by the departing teachers, 45(24.9%) disagree that it was easy to find replacement for the vacancies left by the departing teachers , 18(9.9%) were not sure that it was easy to find replacement for the variance left by departing teachers, 17(9.4%) agree that it was easy to find replacement for the vacancies left by the departing teachers 29(16%) strongly agree that it

was easy to find replacement for the vacancies left by the departing teachers. The results of the study are in consonance with Miles (2000) which indicate learning curve loss of student learning at school that results from having new teachers each year.

According to Okumbe (2001), personnel transfers without replacement cause severe staff deficiency in an institution, this has direct Bearing to academic curricula coverage. In line with this study, MoES (2013) secondary section sub sector report put in place a bonding policy which restricts newly recruited teachers from transferring before the end of five years. Secondly enhanced salaries especially in hard to reach parts of the country is implemented.

5.2 The effect of teacher transfer policy Implementation on the delivery of co-curricular

Question 32 in the questionnaire (see appendix I) was constructed to find out whether transferred teachers are very active in co-curricular activities . The responses were put on percentages and indicated that 48(26.5%) of the teachers disagree that transferred teachers are very active in co-curricular activities. The findings clearly indicated that the majority of the teachers disagree that transferred teachers are very active in co-curricular activities. This is supported by Cailled (1989) who contends that co-curricular is an art this is because the art of teaching is developmental process, it involves a complex set of skills many of which can only be polished on an interrupted job experience.

In a similar vein the study conducted by Perso et al (2011) found out that Art in school typically focuses on student learning of aesthetic understanding and art practice developed through the art forms of music, visual art, dance and drama, sports and media which can be expressed either singly or in combinations.

The researcher infers with the aforementioned author that policies of teacher transfers should be in line with planning for future arts in schools, systematic development and evaluation of the delivery of arts programs .

Furthermore, the findings agree with lang (1995) who recommended that the transfers should always be effected when the need for people in one job or department is reduced or increased, if workload is reduced, employed would want to relocate to other areas where they can perform.

5.3 The effect of teacher transfer policy implementation on the management of students discipline in secondary schools

Question 33 in the questionnaire (see appendix I) was constructed to find out whether transferred teachers are active in instilling discipline in new school.

The responses were put on percentages and indicated that 54(29.8%) disagree that teachers transferred are active in instilling discipline in the new school. The majority of the teachers disagreed that transferred teachers are active in instilling discipline in the new school of placement, this is in consonance with Neill and Stephenson (2011) who asserts that the ability of a teacher to establish and maintain a productive learning environment through effective classrooms management is viewed by experienced teachers, school administrator and community alike as essential skills .

Furthermore , the findings reveal that the majority of the teachers disagree that transferees ensure that student are punctual at school (see table 34) where 49(27.1%) teacher disagreed that the transfers ensure that students are punctual. This is in line with the findings of a

Ajowi and Omboto (2013) which contends that discipline of students is critical for the proper running of the school.

The findings Concur with Changer (1983), who states that is necessary for disciplines to prevail, order is based on external control and fear while discipline is internal and comes from the individual because they understand the need for it.

On the same note question in the questionnaires highlighted by table 35, that transferees is always strict with class attendance and was analyzed and responses were put on percentages and indicated that 49(27.1%) disagree that transferee is always strict with class attendance. The findings indicated that the majority of the teachers disagreed that transferee is always strict with class attendance.

The findings are in consonance with Ajowi et al 2013, who contends that indiscipline manifest its self in form of noise making, fighting, incomplete home work , sneaking and defiance of school rules and regulations.

The findings of this study further revealed that 53 (29.3%) of the teachers disagreed that transferees ensure that school activities respect time table (see table 36) the results disagreed that transferees ensure that school activities respect timetable

The researcher infers with the aforementioned authors that to address rapid cases of indiscipline the institute ought to have competent personnel.

In the same vein the findings of Okumbe (2001) contends that personal transfers without replacement causes severe staff deficiency in the institution and when such scenario occurs, management of students disciplines becomes problematic.

5.4 Conclusions

The purpose of the study was to establish the effect of teacher transfer policy implementation and service delivery in selected government aided secondary schools. The findings and discussions presented indicate that 20(11%) strongly disagree that government schools give transfers to those who deserve it, 80(44.2%) disagree that government schools give transfers to those who deserve it, 21(11.6%) were not sure, 47(26%) agree that government schools give overstay transfer to those who deserve it. The findings revealed that the majority of respondents disagree that government schools give overstay transfer to those who do not deserve it. However, the Pearson product moment correlation index test indicated that there was a significant relationship between overstay transfer affects the output of the transferee and how transfers affect the quality of tasks performed by the teacher.

On the other hand, the findings of effect of teacher transfer policy implementation on the delivery of co-curricular revealed that 43(23.8%) of the teachers strongly disagree that transferred teachers are active in co-curricular activities, 48(26.5%) disagree that transferred teacher are very active in co-curricular activities, 38(21%) were not sure whether transferred teachers were very active in co-curricular activities. The findings revealed that the majority of the respondents disagreed that transferred teachers are active in co-curricular activities. However, the Pearson product moment correlation index test indicated there was significant relationship between teacher transfers in order to meet new changes and transferred cover syllabus in time.

Concerning the effect of teacher transfer policy implementation on management of students discipline in secondary schools, the findings revealed 37(20.4%) strongly disagree that transferred teacher are active in instilling discipline in a new school, 54(29.8%) disagree that

transferred teachers are active in instilling discipline in new school, 28(5.5%) were not sure whether transferred teachers are active in instilling discipline in new school, 38(21%) agree that transferred teachers are active in instilling discipline in new school, 22(12.2%) strongly agree that transferred teacher are active in instilling discipline in new school. The findings revealed that the majority of the respondents disagreed that transferred teacher are very active in instilling discipline in new school. However, the Pearson Product Moment correlation index test indicated that there is no significant relationship between teacher are given transfers in order to meet new changes and transferred teachers are active in instilling discipline in new school . The researcher deduced that there are other factors that influence instilling discipline in new school other than teachers who are given transfers in order to meet new changes.

5.5 Recommendations

- i. In line with findings and conclusions of this research, the researcher recommended that ministry of education enacts a policy of notifying in advance those teachers who are supposed to be transferred such that they can prepare themselves in time for the next appointment.
- ii. The ministry of education should have standardized system of transferring teachers to avoid influence peddling in the transfer process.
- iii. Time of transfers should not be within the academic calendar, this would help reduce interruptions within the system.
- iv. There should be fair and equal allocation of schools because it was found out that some teachers are permanent in “first world schools” and others in “third world”.

5.6 Areas for further Research

The researcher suggested that further research should be conducted on;

- i. The effect of school location on student's academic performance.
- ii. The effect of school management committee structure on the provision of quality education in secondary schools.
- iii. The school organizational culture towards students' academic performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

Greetings

I am a master candidate of Kyambogo University and part of the requirements for the award is a dissertation. My study is entitled “Teacher transfer policy implementation and service delivery in selected Government aided secondary schools in Mbale district”.

You have been selected to be one of the respondents in the study. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes.

Thank you very much for your cooperation.

SECTION A: Background information (Please tick the right information)

1. Gender (1) Male (2) Female

2. Age group of the respondents
(1) 21 – 30 yrs (2) 31 – 40 yrs 41 – 50 yrs 51+ yrs

3. Marital status
(1) Single (2) Married (3) Divorced (4) Widowed

4. Highest Academic Qualification obtained
(i) Diploma (ii) Degree (iii) Post graduate
(iv) Master (v) PhD

5. Period in service
(i) 1 – 5 yrs (ii) 6 – 10 yrs (iii) 11- 15 yrs
(iv) 16 and above

SECTION B: Teacher transfer policy implementation by MOES

Please tick the appropriate box: Strongly disagree = 1 Disagree = 2

Not sure = 3 Agree = 4 Strongly Agree = 5

(a) Transfer on overstay ground in school.

S/N		1	2	3	4	5
1.	Has your school been experiencing high rates of teacher transfer in the last five years?					
2.	Over stay transfer is given to those who serve the same schools for more than five years.					
3.	In government schools, overstay transfer is fairly given to those who deserve it.					
4.	Where you transferred due to overstay grounds?					
5.	Teachers appreciate to be given overstay transfer to other areas.					
6.	Teachers quickly cope with the situation when they are given over stay transfer.					
7.	Over stay transfer disorganizes teachers' social life (leaving their family behind) which affects their performance.					
8	Overstay transfer affects the output of the transfer.					

(b) Transfer on disciplinary measure

S/N		1	2	3	4	5
1.	Teachers are given transfer in order for them to meet new changes.					
2.	Overstay transfer is given as a disciplinary measure to errant teachers.					
3.	Teachers are informed in time before they are given transfers.					
4.	Most teachers resent to overstay comes in as an order					
5.	Teachers to be transferred are identified by head teachers					

(c) Proximity to family

S/N		1	2	3	4	5
1.	Do you receive a high number of teacher transfer request from your school?					
2.	If you were to change school, would you consider moving out of Mbale district?					
3.	Where you transferred due to the desire to be near home (family)					
4.	Teachers prefer to work near to their families.					

(d) Poor performance

S/N		1	2	3	4	5
1.	Teachers are transferred due to poor performance at their place of work.					
2.	Transfers influence the productivity of teachers in their new areas of placement.					
3.	Where you transferred due to poor performance?					
4.	Do the students complain about the suitability of the replacement?					
5.	Do the students complaints about lack of teachers' replacement in your department.					
6.	Transfers affect the quality of tasks; teachers perform in their new areas of placement.					
7.	Do you get suitable replacement immediately for the vacancies left by the transferring teachers?					
8.	Does your department experience staff deficiencies transfers?					

**APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS, DISTRICT
EDUCATION OFFICERS, COMMISSIONERS AND ASSISTANT COMMISSIONER.**

Dear respondent,

I am requesting you to participate in this interview, which is aimed at collecting data on the effect of teacher transfer policy implementation on service delivery in selected government aided secondary schools in Mbale district. You have been selected to be one of our respondents in the study. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes.

Thank you very much for your cooperation.

SECTION A

Gender (1) Male (2) Female

Age group of the respondents

(2) 20 – 30 yrs (2) 30 – 40 yrs 40 – 50 yrs 50+ yrs

Marital status

(2) Single (2) Married (3) Divorced

(4) Widowed

Highest Academic Qualification obtained

(ii) Diploma (ii) Degree (iii) Post graduate

(iv) Master (v) PhD

SECTION B: Teacher transfer policy implementation by MOES.

(a) Transfer on overstay grounds in school.

Are there teachers transferred in your school basing on the over stay grounds?

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

If yes, how do the teachers take it?

.....
.....

And does this kind of teacher transfer significantly affect service delivery in your school?.....

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

(b) Transfer on disciplinary measure

Are there teachers transferred in your school basing on disciplinary measure?

.....
.....

If yes, how do the teachers take it?.....

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

And does this kind of teacher transfer significantly affect service delivery in your school?.....

.....

.....

(c) Proximity to family

Do you receive high number of teacher transfer requests from your school due to the desire to be near home / family?.....

.....

.....

If yes, how does the school administration take it ?.....

.....

.....

.....

And does this kind of teacher transfer request significantly affect service delivery in the school?

.....

.....

.....

.....

(d) Teacher transfer due to poor performance

Has your school transferred teachers due to poor performance?.....

.....

.....

APPENDIX III

Content validity index (CVI) for questionnaire as vetted by 10 teachers from the sampled schools in Mbale District.

Item on the independent, dependent and extraneous variables.	Inter-judge Coefficient of validity score
Question 6	0.8
Question 7	0.8
Question 8	1.0
Question 9	0.8
Question 10	0.8
Question 11	1.0
Question 12	0.8
Question 13	1.0
Question 14	0.8
Question 15	1.0

Key

1.0 means that all the 10 teachers passed the item as valid

0.8 means 9 of the 10 teachers passed the item as valid

$$\text{Therefore content validity index (CVI)} = \frac{0.8+0.8+1.0+0.8+0.8+1.0+0.8+1.0+0.8+1.0}{10}$$

$$= \frac{8.8}{10}$$

$$\underline{\text{VCI} = 0.88}$$