

Teachers' Perception Towards Transfer of School Heads and Its Effect on Students' Performance in Public Secondary Schools in Nyeri County, Kenya

^{1*}Petronilla Namaemba Wekesa, ²Daniel Mange Mbirithi (PhD) & ³Daniel Oketch Otieno (PhD)

¹²³Department of Educational Management, Policy and Curriculum Studies, Kenyatta University

*Corresponding author's e-mail: petronillawekesa@gmail.com

How to cite this article: Wekesa, P. N., Mbirithi, D. M., & Otieno, D. O. (2022). Teachers' Perception Towards Transfer of School Heads and Its Effect on Students' Performance in Public Secondary Schools in Nyeri County, Kenya. *Journal of Education*, 2(1),1-13

Abstract

Transfer of school heads has been one of the major concerns in the educational sector whereby the concerned authority always formulates and implements policies that will ensure students meet the set standards for quality education. The purpose of the study was to establish teachers' perceptions towards the transfer of school heads and their effects on students' performance. The study is guided by expected utility theory and adopted a descriptive survey design. The target population was 2995 teachers, where a sample of 121 teachers was selected using a simple random sampling technique. The findings of the study reveal that teachers' perception towards the transfer of school heads had a positive and significant effect on student performance. The study recommends that the Teachers service commission should develop a program aimed at creating awareness to teachers on the importance of transfer of school heads. The program should focus on changing teachers' perceptions towards school heads transfer, which was found to significantly influence student academic performance.

Keywords: *Teachers' Perception, Transfer of School Heads, New school, Students' Performance, Public Secondary Schools*

1.0 Introduction

The education sector is one of the most dynamic areas in the functions of every government. Different countries explore possible ways of improving the standards and quality of education to meet the increasing demand for all-rounded personnel in the market. One of the possible ways to improve the standards and quality of education has been transferring of school heads from time to time. Transfer of school heads is a global and a current ongoing practice that is affecting the lives of teachers and students. A study by Aragon and Workman (2015) on emerging state turnaround strategy in Denver, indicates that programs such as School Improvement Grants have been put in place to ensure that school heads are rotated in all public schools to ensure sufficient saturation of ideas to bring quality in education; this program is a staffing strategy that is essential in standardizing most schools in the United States. Keigher (2010) studied Teacher Attrition and mobility in Washington DC and find out that a school head has to manage a school for five years, after the completion of the term, it can be renewed

when the authority deems fit. The researcher added by saying that the renewal of the term is made after adequate considerations of the performance of the school head as per the set standards which include tremendous improvement of the academic performance of the school.

In many developing countries, Wijayatunga (2018) noted that there are no clear guidelines on school head transfer, but the transfer of administrative leadership in public schools occurs when it is necessary and is based on personal interests, political interferences, and other indirect factors that have no purpose of improving the academic performance of the school. The author added by saying that transfers on an involuntary basis can be stressful to the transferred school head leading to possible poor managing and teaching performance hence affecting the academic performance of the school. Grissom, Loeb, and Nakashima (2013) proposed that authority should strategically transfer school heads to any school even if it's against the will of the teacher because the policy improves both overall school quality and streamline standards in educational institutions, hence improving academic performance.

The investigation by various researchers shows that school heads request transfers for various reasons, Kolawole (2019) states that school heads may choose to be transferred for a variety of reasons which include; the desire to be with family or spouse, security reasons, change of a certain environment for health reasons or just want to be near a home close to social amenities which may be scarce in the current school. Onsomu (2014) in his study also found out that about 30% of school heads in Nyamira County request early transfer due to a subvariety of reasons; school size, security, and age are among the major reasons for transfer requests. On the side of school size, Ariko and Simatwa (2011) stated that research in the United State of America indicated that reducing schools to make them smaller improves the teaching environment ease the management and make more high-quality head remain in that school. The authors also noted the increased cooperation and involvement in educational reform processes among teachers in small-sized schools, this improved academic achievement of most schools in the United States. Ariko and Simatwa (2011) agreed that transfer requests are high amongst younger school heads, the authors also noted that teachers' feelings of unsafe in schools is also a source of their dissatisfaction and said that it is vital for school heads to feel safe in schools so that can stay in a particular school for long, the safety of the schools depends on students' discipline and the culture of the sounding community.

Wei, Zhou, and Liu (2020) found out that school heads whose initial placements were not in their home towns were more likely to switch schools for family reasons, they suggested that localized recruitment and deployment of school heads can be valuable for reducing transfer requests rate and retaining them in hard-to-staff areas. Ingersoll (2001) also stated that successful minimization of transfer requests is enabled by the provision of retention bonuses which involved rewarding teachers who complete a bonding policy period of service in a hardship area in which they are first designated, the author added by saying that high rate of the transfer request and exits among school heads result in low academic performance of the institutions, more so, transfer requests and exits raise questions about the professional satisfaction of school heads which in turn have potential implications for school overall performance. In Kenya, a school head can request for transfer on medical grounds, after a study leave, on an agreeable and tenable sloop request to TSC, or when working conditions are hostile and may jeopardize the school head's well-being and security (TSC, 2020).

Each school head is different from the other in terms of perception, personality, attitudes, qualifications of specific skills, requisite experience to carry out the role and dedication to the profession, Kolawole (2019) says that all these differences become difficult to handle if all school heads are to head different schools in the different locality with different culture but all

are expected to perform excellently. Barasa, Poipoi, and Wamocha (2017) studied principals' succession on academic performance in Trans-Nzoia and found out that changing school heads to the new environment may make school heads experience conflicts in attempts to bridge personal leadership styles with that of the new school, while teachers and students attempt to adjust to new principals' values and leadership perceptions. A study by Chumba (2014) reveal that the coming of the new school head in a new school tends to make teachers more cooperative and supportive to create a good relationship with the new principal, the author also revealed that this association improved teachers' morale which in turn improved academic performance. Barasa et al (2017) said that school heads may be challenged to think about the kind of leader has replaced, achievements, unfinished business left behind or fallen short of, recognized legacies that have to be honoured and improve on what they have met and think of sustaining those that are yet to initiate after their transfer, such changes and adjustments have a potential impact on students' academic performance.

In Kenya, transfers of school heads are currently carried out on delocalization policy which was instituted by TSC in early 2018 on an involuntary basis with the aims of enhancing the management of educational institutions, fostering social cohesion and integration, reducing incidences of students indiscipline, curb corruption in schools, bring in new ideas to streamline standards in educational institutions and prevent school heads from getting comfortable in their home counties (Tum, 2020). Barasa, Poipoi, and Wamocha (2017) reported that the Teachers Service Commission came up with guidelines on identifying, selecting, appointing, deploying, and redeploying school heads to a new locality, the guidelines state the minimum requirements for a teacher who wants to be promoted to administrative grades and headship, which according to the authors included; academic and professional qualifications, special merit on work performance and performance of students in national examinations and special achievements in co-curricular activities. Tum (2020) continued by saying that the policy resulted in a massive transfer of school heads in the whole country which was effected in April, August, and December 2018, whereby over 1000 school heads moved to other schools in other counties and regions, the author added by saying that TSC can also exercise its mandate by digressing from the policy and authorize the transfer of school heads on the grounds of promotion, redeployment, personal security or health, pressure from the surrounding community, longevity, and performance.

Nyeri County was among the counties that were affected by the new transfer policy, especially Mukurweini Sub-County where almost all Public secondary schools experienced a transfer of school head, the highest number of transfers were recorded within the same period compared to other sub-counties in Nyeri County as indicated in table 3.1, and consequently, there was notable improvement KCSE performance in the preceding year. In a nutshell, there have been numerous studies that aim at connecting the performance of students to school head transfer, few researchers show that there is a connection between school head's transfer and students' performance in KCSE, but still, others show that school heads might not be having any significant effect on students' performance. As long as these conflicting claims in the academic arena exist, there will always be issues that surround transfers of school heads as far as education is concerned.

1.1 Statement of the Problem

School head transfer is a process of change that can affect students' performance positively or negatively, for example, can lead to an increase in performance from the previous years or a reduction in performance from the previous years of former principal's regime. Change of a school head can be beneficial if the new school head introduces new ideas especially to those

schools that have stagnated for long in terms of performance in national examinations, or it is a change that can be disruptive to a school's daily normal operations which can lead to dropping on performance in the preceding year. The concern of this study is to establish teachers' perception towards the transfer of school heads and its effect on students' academic performance.

2.0 Theoretical Framework

This study is guided by Expected Utility Theory; which was posited by Daniel Bernoulli who was first published in August 2014 and reviewed in April 2019, the author used the theory as a tool to solve the St. Petersburg paradox which looked like a game of chance in which a coin is tossed at in each play with the unexpected outcome which can be ahead or a tail, School head's transfer on students' academic performance, is a public policy decision of expected utility that involves uncertain outcome. It is a decision that involves a change of school management which can affect the entire functioning of an institution, according to Heller (2004), a change of the school head is always felt because the school head represents the face and the culture of a school.

TSC is vested with the authority to come up with policies that are destined for educational quality and standard for every institution to achieve its goals in this case is the academic performance of every public school. Grissom, Loeb, and Nakashima (2014) state that transfer is done to improve academic performance. Changing school heads may lead to improvement or failure as far as academic performance is concerned, which is in accordance with expected utility decisions that involve uncertain outcome. When the authority moves school heads from one school to another across the country, they expect improvement in the academic performance of those schools, but this expectation is not always guaranteed, which means the decision is based on the trial-and-error metrics. In their research on strategic involuntary teacher transfer and performance, Grissom et al. (2014) found that the local unions and the central bargaining agency prevent Districts from engaging in strategic involuntary transfers in situations in which school results declines due to loss of teaching positions, these are the key reasons for lower performance among schools.

School heads are supposed to be transferred from one school to another for them to learn and grow as they experience a new environment. Wilson (1995) states that teachers are supposed to move to cut off monotony and boredom because both of them lead to stagnation, the author added by saying that the fundamental element in all aspects of change is getting people to do something differently without modifying every aspect of their performance. School heads need to do something differently to transform the institution in the direction of success. Authorities need to target school heads' efforts so that the desired conditions are realized after the decision of transfer has been implemented.

Chem (2021) says that the expected utility theory is observed choices and behaviours that show the choices an individual makes to maximize and satisfy their interests. In his two studies, Feng (2009, 2014) examined working conditions and teacher transfer and states that when a teacher is presented with a variety of job options, will choose the option that offers maximum utility. The author argues that school heads' motivations (utilities) come from various factors ranging from monetary benefits to the working conditions benefits, and those preferences vary from one individual to another. According to Expected utility theory, school heads can maximize their utility either through remaining at their current station, moving to another station in the same county, moving to another station in another county or leaving the teaching profession altogether.

Hanushek, Kain and Revkin (2002) model expected utility in institutional headship as a function of incentive (salary), housing subsidy, school accessibility, family ties, health, students' discipline, available opportunities, professional support and opportunity costs associated with changing schools. He continued by saying that, changes can occur when new opportunities become available or not available as a result of changing personnel needs. Wei, Zhous and Liu (2020) in their study of the draw of home found out that non-locals whose initial placement were not in their home towns were likely to switch schools for family reasons.

The expected utility has been criticized despite its popularity, for example, Palmer (2008) agreed that expected utility theory has been the subject of criticism, and pointed out that humans' cognitive limitations make precise calculations of expected utility unnecessary. March and Simon (1958, as cited in Chem, 2021) pointed out that to precisely calculate expected utilities, a person need not fear a complex understanding of the actions and effects, possible outcomes and the values of those outcomes and the choosing of the best action is much more demanding than choosing an activity that is merely good enough. In addition, the author also cited McGee (1991) who argued that maximizing expected utility is mathematically impossible even with an ideal and limitless memory computer, therefore people should have to reject any outcome with false statements in the language of arithmetic and accept any outcome given following the available action basing on the truths of arithmetic to maximize expected utility. There are also policy decisions criticism related to expected utility theory, Palmer (2008) focused on how researchers measure utility and argued that it is not appropriate to value certain outcomes because the scales that are being used to measure are not the same, for example, when governments place monetary values on nonmonetary outcomes like death rates or damage to the environment, the moral aspects of these outcomes are lost. Blume and Easley (2007) contents that the expected utility theory makes faulty predictions about people's decisions in many real-life choice situations because maximizing expected utility is irrational and it is not necessary and sufficient for rationality. However, the theory does not settle on whether people should make decisions based on based on expected utility considerations.

This theory has been used to analyze a change that can be realised in students' academic performance when the school head is transferred, which can either be a decrease or an increase. Expected utility theory has been picked because it is used to analyse decisions that involve uncertain outcome. Transfer of school heads is a policy decision of change that can affect students' academic performance positively or negatively.

2.1 Empirical Review

The movement of school heads from one public institution to another in any society creates a disturbance in the complex bonding that has been created between school headship, staff and students, that is why Barasa, Poipoi and Wamocha (2017) pointed out the changes that are likely to occur during a succession of principals, like; the school culture, staff, and students' morale and efficacy, students' discipline and change in the school academic performance. Britton (2018) in his study established that school heads are creators of the school culture and that teachers are the primary implementers and influencers in students' achievements and successes; therefore, school head sets a tone and direction for both teachers and students, Barasa, Poipoi and Wamocha (2017) noted that during administrative succession there is the likelihood of unrest and shifts in a school culture where the normal daily activities and functions of the schools are disrupted, the interruption affects the stability in these schools, thus interfering with their academic achievement. Teachers play an important role in students' academic achievement through their efficacy beliefs and expectations in school heads,

therefore, teachers' perception towards school leadership affects school culture that is created by school head (Britton, 2018).

Multiple studies seek to identify the underlying effect in regards to teachers' perceptions towards school head's transfer on students' academic performance. A study by Robert and Margarita (2016) established that most school heads have a long-term plan for their schools, the process of transfers breaks the visions and thus the headteacher moves to other schools while frustrated, this makes the new school head to be less considerate on the long-term plans of the institution; (Plecki, Elfers, Loeb, Zahir & Knapp, 2005) said that failing to plan well can lead to failure to achieve academic goals a school head had formulated. In this case, the school head will not put more pressure and effort on teachers on the academic work of the students because is afraid of a similar process that might result in shattering dreams of a school head the second time. A transferred school head will take time to adapt to the environments and systems of the new school instead of focusing on the achievements of the school (Plecki et al., 2005). Therefore, chances of establishing policies that will ensure the academic excellence of the school by the principal in the shortest time possible are minimal.

Transfer breaks the tie that exists between the existing principal and teachers. The tie is a result of common goals, shared vision, and an urge to succeed from the school in general (Onsumu, 2014). In this scenario, the school head always shares with the teachers some of the ways to succeed, and these results in excellence in academics. When school heads are made to move from the school to unfamiliar institutions, there is a likelihood of loss of direction in matters academics in their former and present schools.

Barasa, Poipoi and Wamocha (2017) studied principals' succession on academic performance and found out that changing school heads to the new environment may make school heads experience conflicts in attempts to bridge personal leadership styles with that of the new school, while teachers and students attempt to adjust to new principals' values and leadership perceptions. Upon the coming of a principal in the school, Chumba (2018) in his study found out that teachers were more cooperative and supportive to the new school head so that to create a good relationship with the new principal, this improved teachers' morale and efficacy leading to improvement of school performance.

3.0 Research Methodology

The study adopted a descriptive survey design. The target population involved 2995 teachers. Mukurweini sub-county was chosen purposively because of the highest number of delocalized school heads recorded between 2018 and 2019 compared to other Sub-counties, almost all public secondary schools in Mukurweini experienced a transfer of the Head within the period. The study used simple random sampling whereby 121 teachers were sampled. Questionnaires were used to collect data. Descriptive statistical method was used to analyse quantitative data, content analysis was used to analyse qualitative data while linear regression was used to measure the relationship between variables.

4.0 Results and Discussion

The study sought to determine teachers' perception towards the transfer of school heads and its effect on students' academic performance.

4.1 Descriptive Analysis

Teachers Opinions towards School Heads Transfer

Teachers were asked to respond to statements relating to teachers' opinions, attitudes and preferences towards school heads transfer. Results are shown in Table 1.

Table 1: Descriptive statistics; Teachers' perception towards transfer of school heads

	Strongly Agree f (%)	Agree f (%)	Undecided f (%)	Disagree f (%)	Strongly disagree f (%)	Mean	Std. dev
I prefer working under male-gendered-school head	55(45.1)	66(54.1)	0	1(0.8)	0	1.6	0.5
I prefer working under female-gendered-school head	0	1(0.8)	11(9)	87(71.3)	23(18.9)	4.1	0.6
I prefer school head be transferred within a short period of time after serving in the current school	4(3.3)	43(35.2)	36(29.5)	38(31.1)	1(0.8)	2.9	0.9
I prefer school head be transferred after serving a school for a longer period	0	39(32)	30(24.6)	53(43.4)	0	3.1	0.9
I like my school head way of leadership	10(8.2)	70(57.4)	27(22.1)	15(12.3)	0	2.4	0.8
I don't want my school head be changed	0	30(24.6)	80(65.6)	8(6.6)	4(3.3)	2.9	0.7
I like the way my school head approaches issues affecting the school	6(4.9)	69(56.6)	43(35.2)	4(3.3)	0	2.4	0.6
I like the way my school head approaches issues affecting teachers	0	79(64.8)	43(35.2)	0	0	2.4	0.5
Aggregate score						2.7	0.7

The findings in Table 1 on teachers' perception towards the transfer of school heads, most of the teachers (99.2%) agreed that they prefer working under the male-gendered-school head, they like school headway of leadership (65.6%), they like the way school head approaches issues affecting the school (61.5%) and they like the way school head approaches issues affecting teachers (64.8%). On the other hand, 43.4% of teachers disagreed that they prefer school head be transferred after serving a school for a longer period. The findings implied that most of the teachers appreciated the role of school heads in terms of leadership they provide in approaching important issues relating to school, students, and teachers.

Further, teachers were asked to give reasons why they would prefer a particular gender of a school head over the other. The teachers gave the following reasons for preferring male headteachers:

- ✓ More sober in dealing with issues affecting teachers.
- ✓ Accommodative in opinion differences
- ✓ The very objective in decision making
- ✓ Have good leadership skills with an open-minded approach
- ✓ Energetic and able to listen to other people views
- ✓ Spent more time in school because have few commitments to family issues
- ✓ Good listeners and very reasonable
- ✓ Do not take matters affecting the institution personally
- ✓ Male school heads are not malicious

- ✓ Are more consistent and do not settle personal scores

The teachers gave reasons of a school being purely girls require female-gendered head and that female gender are more human compared to the male gender, for preferring female headteachers. The teachers further gave the following reasons for preferring either gender as school head:

- ✓ So long as the school head is trained in managerial skills
- ✓ Leadership is about competence and expertise, not gender
- ✓ There is no correlation between gender and school performance
- ✓ So long as the school head has the school interests at heart
- ✓ So long as the school head remain committed to his/her duties
- ✓ So long as teachers in the school take the changes that come with the new head positively.

Teachers' Opinions on how School Heads Transfer Affects Students' Performance

Teachers were also asked their opinions on how school heads' transfer affects students' performance, the responses were as indicated in table 2.

Table 2: Descriptive statistics; Teachers' opinions on transfer and performance

	Strongly Agree f (%)	Agree f (%)	Undecided f (%)	Disagree f (%)	Strongly disagree f (%)	Mean	Std dev
There has been an improvement in KCSE performance since the current school head came	56(45.9)	65(53.3)	0	1(0.8)	0	1.6	0.5
KCSE performance of this school remained the same even after the current school head came	0	1(0.8)	0	91(74.6)	30(24.6)	4.2	0.5
KCSE performance of the school improved because the current school head improved on the facilities in the school	0	117(95.9)	1(0.8)	4(3.3)	0	2.1	0.4
KCSE performance of the school improved because the change students' attitudes towards education by the current school head	4(3.3)	116(95.1)	1(0.8)	1(0.8)	0	2.0	0.3
School head's transfer positively affects students' academic performance	3(2.5)	116(95.1)	3(2.5)	0	0	2.0	0.2
School head's transfer negatively affects students' academic performance	0	0	9(7.4)	113(92.6)	0	3.9	0.3
KCSE performance improved because students improved in their discipline	1(0.8)	65(53.3)	3(2.5)	53(43.4)	0	2.9	1.0
Aggregate score						2.7	0.4

Table 2 show that the majority (99.2%) agreed that there has been an improvement in KCSE performance since the current school head came, KCSE performance of the school improved

because the current school head improved on the facilities in the school (95.9%), KCSE performance of the school improved because the change students' attitudes towards education by the current school head (98.4%), and school head's transfer positively affects students' academic performance (97.6%). On the other hand, 99.2% of the teachers disagreed that KCSE performance of the school remained the same even after the current school head came and school head's transfer negatively affects students' academic performance (92.6%). This implied that most of the teachers acknowledged and supported the transfer of school heads. According to the teachers, the transfer of school heads has improved school performance in terms of good grades and infrastructure. This finding is in agreement with that of Chumba (2014) who indicated that the new school head also had effective and clear visions, and thought of how the available resources and priorities will engage other key players in achieving academic excellence.

The teachers were further asked to outline the impact of the changes the current school head came up with that led to current KCSE performance. The following themes were notable:

- ✓ Students were more committed to their studies than before
- ✓ There was more cooperation between school head, teachers, and students
- ✓ Students hold group discussions on their own

Students' Academic Performance

The schools' performance in terms of mean grades from the year 2016-2020 is provided in Table 3.

Table 3: Descriptive statistics; students' academic performance

Year	Mean grade	Frequency	Percent
2016	D-	1	6.7
	D	6	40
	D+	3	20
	C-	3	20
	C	1	6.7
	C+	1	6.7
	Total	15	100
2017	D-	1	6.7
	D	8	53.3
	D+	4	26.7
	C-	1	6.7
	C+	1	6.7
	Total	15	100
2018	D-	1	6.7
	D	6	40
	D+	5	33.3
	C-	1	6.7
	C	1	6.7
	C+	1	6.7

	Total	15	100
2019	D-	1	6.7
	D	5	33.3
	D+	4	26.7
	C-	3	20
	C+	2	13.3
	Total	15	100
2020	D	6	40
	D+	5	33.3
	C-	1	6.7
	C	1	6.7
	C+	1	6.7
	B-	1	6.7
	Total	15	100

Table 3 shows that in 2016 40% of the schools had a mean grade of D with only 6.7% of the schools scoring a mean grade of C+. In 2017, 53.3% of the schools had a mean grade of D, with only 6.7% of the schools scoring a mean grade of C+. In 2018, 40% of the schools had a mean grade of D, with only 6.7% of the schools scoring a mean grade of C+. In 2019, 33.3% of the schools had a mean grade of D, with only 13.3% of the schools scoring a mean grade of C+. In 2020, 40% of the schools had a mean grade of D, with only 6.7% of the schools scoring a mean grade of C+. The findings noted some improvement in the year 2019 when a majority of school heads were posted in their current station. Therefore, transfer affected academic performance positively, the findings are contrary to the findings of Barasa, Poipoi and Wamocha (2017) who established that there is no significant relationship between leadership succession and academic performance.

4.2 Linear Regression Analysis

Linear regression analysis on the relationship between teachers' perception towards the transfer of school heads and students' academic performance.

Model Summary

The study sought to determine the relationship between teachers' perception towards the transfer of school heads and students' academic performance. The model summary of linear regression analysis was carried out to establish the relationship between variables. See table 4.

Table 4: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.182a	0.033	0.025	0.1828

a Predictors: (Constant), Teachers' perceptions

The model summary results in Table 4 indicate that teachers' perception towards transfer of school heads explained 3.3% ($R^2=0.033$) of changes in students' academic performance. This

implied that other factors determine students' academic performance but were not included in this model. The study by Barasa, Poipoi and Wamocha (2017) pointed out likely shifts that happen during the succession process like; school culture, teacher morale and efficacy, students' discipline and academic performance whenever the head of an institution is changed, and how these shifts affect students' academic performance.

ANOVA

Table 5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.137	1	0.137	4.11	.045
	Residual	4.01	12	0.033	2	b
	Total	4.147	13			

a Dependent Variable: Students' academic performance

b Predictors: (Constant), Teachers' perceptions

The ANOVA results in Table 5 reveal an F statistic of 4.112 and a p-value of 0.045. The p value is less than the critical value ($p=0.045 < 0.05$), denoted that the proposed model was statistically significant (good fit) in predicting the dependent variable. These results implied that teachers' perception towards the transfer of school heads was statistically significant in explaining students' academic performance. The study by Chumba (2014) revealed that the coming of the new principal in the new school tend to change teachers' perceptions, that teachers become more cooperative and very supportive to each other which are evidenced by less supervision just to win the trust of the new principal and rapport hence improving their morale.

Regression Coefficient

Table 6: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	2.225	0.218		10.196	0.000
	Teachers' perceptions	0.163	0.08	0.182	2.028	0.045

a Dependent Variable: Students' performance

The regression of coefficient results in Table 6 indicates that teachers' perception towards the transfer of school heads had a positive and significant effect on students' academic performance ($\beta = 0.163$, $p = 0.045 < 0.05$). This implied that a change in teachers' perception towards the transfer of school heads by one unit would increase students' academic performance by 0.163 units. More support and cooperation among teachers in the presence of

the new principal improve their morale and efficacy hence leading to the improvement of students' academic performance (Chumba, 2014).

5.0 Conclusion

The study concluded that teachers' perception towards the transfer of school heads had a positive and significant effect on students' academic performance. This implies that improvement in teachers' perception towards the transfer of school heads would result in improvement in students' academic performance.

6.0 Recommendations

1. The study recommends that TSC should consider family issues before transferring a school head to a particular place, to minimise transfer requests for the same reasons.
2. The government through the ministry of education should ensure that school heads are comfortable in their new station.
3. The TSC and the Ministry of education should ensure that there is adequate facilitation of school heads transfers in terms of remuneration, housing, and security.
4. The study recommends that TSC should develop a program aimed at creating awareness to teachers on the importance of transfer of school heads. The program should focus on changing teachers' perceptions towards school heads transfer, which was found to significantly influence student academic performance.

References

- Aragon, S. & Workman, E. (2015). *Emerging state turnaround strategies* (p. 10). Denver, CO: Education Commission of the States.
- Ariko, C.O, and Simatwa, E.M. W, (2011). Factors influencing secondary school teacher Transfer requests in Suba District; Kenya. Maseno university
- Barasa, J., Poipoi, M. and Wamocha, J. (2017). *The succession of principals and its Influence on Secondary Schools academic performance* in trans-Nzoia County Kenya.
- Blume L & Easley D, (2007). *Rationality*. Santa Fe, NM: The Santa Fe Institute.
- Britton, E. M, (2018). Influence of school principals on teachers' perceptions of school Culture. Walden University: <https://scholarworks.walden.edu/dissertation>
- Chem, J. (2 January 2021). Expected Utility investopedia. Com/terms/e/expectedutility.asp
- Chumba, S.K. (2014). Principals' mobility in Kenya: causes and its effects on teachers' efficacy. Moi University: Kenya.
- Feng, L. (2009). *Opportunity wages, classroom characteristics, and teacher mobility*. Southern Economic Journal, 75, 1165–1190.
- Feng, L. (2014). *Teacher placement, mobility, and occupational choices after teaching*. Education Economics, 22, 24–47.
- Grissom, J.A., Loeb, S., & Nakashima, N. (2013). *Strategic involuntary teacher transfer and teacher performance: examining equity and efficiency*; Massachusetts Avenue Cambridge. National Bureau of economic r research.
- Hanushek, E.A.,Kain, J.F. &Revkin S.G. (2002). The impacts of charter schools on academic achievement
- Heller (2004). *Attracting and retaining good teachers*. USA

- Ingersoll, R. (2001). *Teacher turnover and teacher Shortage: an organizational analysis*. University of Pennsylvania.
- Keigher, A. (2010). *Teacher Attrition and Mobility: Results from the 2008-09 Teacher Follow Up Survey* (No. NCES 2010-353). Washington, D.C.: National Center for Education Statistics: U.S. Department of Education. Retrieved from <http://nces.ed.gov/pubs2010/2010353.pdf>
- Kolawole W. S. (2019). Effects of teachers transfers on students' academic performance in senior secondary schools, Nigeria
- Onsomu, W. M. (2014). *Influence of Teachers Transfers on Students' Academic Performance in Public Secondary Schools in Kenya*. University of Nairobi. Kenya.
- Palmer, S. (2008). *The practice model of coaching: towards a solution-focused approach*. City University. London U.K
- Plecki, M. L., Elfers, A. M., Loeb, H., Zahir, A., & Knapp, M. S. (2005). *Teacher retention and mobility: A look inside and across districts and schools in Washington State*. Seattle: University of Washington.
- Robert, V. & Margarita, P. (2016): "*Theorizing teacher mobility*": A critical review of literature, *Teachers and Teaching*, DOI: 10.1080/13540602.2016.1219714
- Tum, P.K. (2020). "Delocalization": A case for or against in the context of educational institutions in Nandi, Uasin-Gishu and Transzoia Counties in Kenya. University of Nairobi: Kenya.
- Wei Y., Zhou S., & Liu Y. (2020). *The draw of home*; How do teachers initial job placement relate to teacher mobility in rural china
- Wijayatunga A. R., (2018) *overstay teacher transfers in public secondary schools in Sri-Lanka; impact on school management and performance*. TIIKM. ISSN 2424-6700. <https://doi.org/10.17501/icedu.2018.4105>
- Wilson, T.D. (1995). *Information behaviour: an interdisciplinary perspective*. University of Shelffield. U.K.