RELATIONSHIP BETWEEN TEACHER WORK-PLACE CONDITIONS AND TEACHER TRANSFER INTENTION IN PUBLIC SECONDARY SCHOOLS IN MBITA AND SUBA SUB-COUNTIES, KENYA

BY

ANYANGO JANE IRENE DAWO

A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION

DEPARTMENT OF EDUCATION MANAGEMENT AND FOUNDATIONS

MASENO UNIVERSITY

©2016

ABSTRACT

Teacher transfer intention threatens staffing. In USA, between 2001 and 2013 teacher transfer requests were at an average of 13%, 19% in Lesotho and 3.1% in Kenya. In Mbita and Suba Sub-counties public secondary schools, average pending requests were 25.4% and 22% respectively above Homabay County's at 11.1% from 2009 to 2014. Given that 30.9% of requests were to intra-sub-county schools, over national intra-sub-county rating of 9.4%, transfer intention could be associated with unique work-place conditions. A baseline survey in 2015 revealed that 252(89.6%) teachers had transfer intention, 73(28.9%) preferring schools within the area. The purpose of this study was to determine relationship between teacher work-place conditions and teacher transfer intention. Objectives of the study were to: determine relationship between school workload management, leadership and facilitation, appreciation and orientation, and work-community- cooperation, and teacher work environment, and teacher transfer intention. The study was based on a conceptual framework drawn from Job Demands-Resources model. The study employed descriptive survey and correlational research designs. The study population consisted of one County Staffing Officer, 66 headteachers, and 252 teachers with and 29 teachers without transfer intention. Purposive sampling technique was used to select one County Staffing Officer, 66 headteachers, and 232 teachers with and 26 teachers without transfer intention. Questionnaire, interview schedules and document analysis was applied for data collection. Face and content validity of instruments was ascertained by experts in educational administration. Reliability of instruments were determined through test-re-test method. A Pearson-r of 0.72 for questionnaire at a p-value of 0.05 was considered acceptable. Quantitative data was analyzed using descriptive statistics while ANOVA, post hoc and regression analysis for inferential statistics. Qualitative data was analyzed thematically on an on-going process. The study findings were that at a p-value of 0.05 with 0.652 and 0.079 significance, school workload management and leadership and facilitation, respectively, had no significant relationship whereas with 0.036 and 0.000 significance, school leadership and facilitation and work-community-cooperation, respectively, had significant relationship with teacher transfer intention. Teacher work environment was associated with 40.2% variability in teacher transfer intention. From interview, transfer intention was due to insecurity and headteacher bias against some teachers. There is a moderate relationship between teacher work-place conditions and teacher transfer intention. School managements should entrench structured teacher motivational activities besides improving staff housing. The study may be useful to educational administrators in addressing teacher work-place conditions management deficiencies and malpractices for staff stability in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teacher transfer intention impedes professional motivation to exert optimum work effort towards school goals (Krishna & Singh, 2010). This is because employees who intend to move to areas perceived as more favourable, display a drop in excitement with regular work activities (Quick & Nelson, 2011). Besides increased incidence of absenteeism, those who intend to relocate to another job or to another work locale are often in conflict with workplace management, sometimes facing disciplinary action (Quick & Nelson, 2008; Jong & Gutteling, 2006). In this regard, teachers who have expressed the wish to transfer to another school tend to abuse teacher code of conduct and disrupt school routine (Lagat, 2013; SECTQ, 2009). They often incite workmates against the headteacher, are difficult to motivate hence low job input (Arriaran-Buono, 2011; Tooley, 2014).When leaving, such teachers are on average, much less effective than those who replace them (SECTQ, 2009). However, teacher transfer intention, a precursor to any transfer requests, is ignored since it does not result in net loss of teachers from schools (Krishna & Singh, 2010).

Whereas high performing schools are distinguished by the headteacher ability to maintain a stable staff for necessary continuity in teaching, teaching as an occupation, is characterized by high levels of transfer, more particularly in hardship areas (World Bank, 2005; OECD, 2011). In addition, such performing schools have a reservoir of old teachers with undoubted examination preparation skills (Hightower, Delgado, Lloyd, Wittenstein, Sellers & Swanson, 2011) though tired-time-servers (Denton, 2009). These schools exploit their young teachers' ambition vital for

in-depth curriculum dispensation (IPAR, 2008) for which old teachers have lost the vibrancy (OECD, 2011). Research reveals that many new recruits wish to transfer from schools within the first 3-5 years due to poor work environment (Horng, 2009; Denton, 2009). Actualization of such transfer intention, destabilizes staffing, and necessitates the beginning of yet another teacher recruitment exercise, and the cycle goes on like a 'revolving door' (UNESCO-IICBA, 2011).

Brown and Kidney (2009) in a study based on Mobley's employee turnover intention model (Mobley, 1977) that investigated teacher age, academic background and race as correlates of teacher transfer intention in inner London primary schools. They found that only academic background and race had a significant relationship with teacher transfer intention. They also found that teacher transfer intention was due to the fact that inner London was expensive for lowly paid teachers, mostly blacks, and schools had highly indisciplined children with uncooperative parents. They used a 4-point rating scale whereby transfer intention scores from 1.0 to 1.49 were considered latent, non-symptomatic hence classified as teachers without transfer intention whereas those who scored from 1.50 to 4.0 had apparent emotional inclination and hence were classified as teachers with transfer intention. These according to Mobley (1977) should concern employers considering employee evident loss in commitment and organizational identification.

In World Bank (2005) report, strategies used to minimize teacher desire to transfer from hard-to-staff zones include the following: free accommodation in remote sparsely populated areas in Denmark; annual stipend of EUR 1, 321 to teachers in remote schools in Ireland; high priority teacher supply allowance (HPTSA) of NZD 2,500 in New Zealand; consideration of teaching in a remote province as a perquisite for promotion in China and Korea; and provision

of hardship allowance of 30% of annual salary to cater for isolation in Chile. However, surveys in Peru and Bolivia (SECTQ, 2009) and in South Africa (Vandeberghe & Tremblag, 2009) revealed that teachers were most dissatisfied with their hardship allowances, hindering teacher retention. To minimize the number of teachers who transfer or quit, governments rely on school locale stakeholder efforts for improving the teaching-learning environment (UNESCO, 2005).

According to Arririan-Buono (2011), to overcome such demeaning working conditions, headteachers should manipulate work environment to minimize teacher transfer. This agrees with Rosenberg (2012a, b) who described teacher work-place conditions within the ambit of the headteacher that may control transfer to constitute: job structure and autonomy; leadership and facilitation; reward and orientation; and work-group cooperation. Unlike the foregoing, whose focus was on the headteacher role, this study considered teacher work-place conditions wholesomely to constitute school workload management, drawn from job structure and autonomy; and school leadership and facilitation. It also considered school appreciation and orientation, drawn from reward and orientation; and school work community cooperation, drawn from work-group cooperation. It was necessary to expand the scope of study since World Bank (2005) recommended a school-wide approach to effectively address school staffing challenges.

The study that is referred to, Rosenberg (2012b) was on the relationship between headteacher job involvement and teacher retention in Harlem slum pre-schools in New York City. It was based on theory of planned behaviour (Ajzen, 1991) which considered the four variables in question under attitude which shaped the teacher intention-to-stay hence retention. Pearson's -r was used

3

to establish relationships whereby at a set p-value of 0.05, there was a significant positive relationship in all the four respects considered. This differs from this study which applied Job Demand-Resources model (Bakker & Demerouti, 2006) and, regression analysis and post hoc analysis. The aim was to overcome weaknesses in Rosenberg (2012b) which concentrated only on how the headteacher manipulation of teacher attitude could determine teacher retention. In this respect, studies such as Chacha (2013) explained that headteachers themselves were facing challenges in the implementation of TSC policies such as those related to teacher transfer. The said four school-wide variables constitute job demands and resources which determined teacher transfer intention owing to degree of teacher adaptation to work environment. The inclusion of factors beyond the headteacher was not only due to World Bank (2005) idea, but also because UNESCO (2005) recommends the reliance upon school locale stakeholders (inclusive of headteachers, school managers, parents, teachers, pupils, school surrounding, well-wishers, school support staff, and county and Ministry of Education officials) to minimize teacher transfer desire.
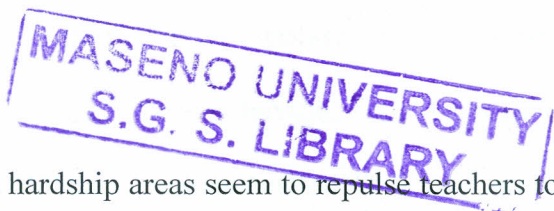
However, it is worth noting that some schools in hardship areas seem to repulse teachers to their neighbourhood (Jones & Volpe, 2010; Pitsoe & Machasia, 2012). Literature recommends that such disadvantaged schools embrace remedial strategic locally designed headteacher activities, such as through friendly workload management (Gomez, 2012; Horng, 2009; Heitin, 2012). This is in agreement with Ariko (2009) who identified headteacher workload management as a factor that influenced teacher transfer requests in Suba District (now Mbita and Suba Sub-counties). According to Benedict (2013), in Kitui West District, lazy teachers perennially complained about headteacher involvement in workload distribution. Just like Ariko (2009), Benedict (2013) was

4

also a qualitative study. They ignored other factors in workload management such lesson distribution and scheduling of duties, only associating it with the headteacher. Besides they did not establish the extent to which the headteacher involvement in workload management. In addition, this was not in agreement with OECD (2011) which proposes the implementation of school-wide policies which enhance management effectiveness in retaining teachers. This indicated that addressing teacher desire for transfer should involve more than simply targeting the headteacher as regards workload management. Based on this, the study sought to encompass institutions in totality by considering school workload management in establishing the relationship between this variable and teacher transfer intention.

A study on the effect of leadership behaviour on staff performance in Ekiti area secondary schools in Nigeria revealed a significant moderate positive relationship between school leader directive behaviour and teacher job performance (Oyedepo, 2013). It found that out of the 305 teachers, 67% preferred directive headteachers in matters of policy, 31% preferred the supportive and consultative, while 2% preferred laissez' faire behaviour. All the respondents agreed that headteacher behaviour influences teacher desire for transfer. This concurred with Rono (2011) in a study on teacher retention in Mt. Elgon District who recommended directive communication of TSC policies to staff. However, Oyedepo (2013) and Rono (2011) were both purely descriptive studies, both concentrating on headteacher leadership as a motivator for teacher behaviour in respect of teacher transfer. Unlike the present study which was both descriptive and inferential and concentrated on other components that complement headteacher leadership in a school set-up which are teacher supervision practices and composite provision of facilities and amenities to support teacher job performance.

Even though the aforementioned studies also agree that TSC and intra-school policy ambiguity led to both headteacher initiated disciplinary and voluntary teacher transfers, they disagree with Ladd (2011) who found an insignificant relationship between headteacher leadership behaviour and teacher planned movement in inner London schools. In addition, Rosenberg (2012b) found that appropriate headteacher leadership skills and resources facilitated school activities hence enhanced teacher retention. These included headteacher assertiveness and persuasiveness to achieve school goals. In this respect, teachers while at work interact with leadership beyond the person of the headteacher in relation to influencing their transfer desire. These include school heads of departments, class teachers and senior teachers who on behalf of the headteacher delegate, distribute and schedule duties to teachers and hence their leadership skills would contribute to resulting teacher job related attitude. Therefore, this study expanded its scope to the school in terms of headship coordination and physical support and focused on the relationship between school leadership and facilitation and teacher transfer intention.

Even though over 60% out of the 211 young-to-middle-age teachers in Oyedepo (2013) preferred consultation, teaching experience and age of teachers influenced teacher perceptions of the work environment. However, there was agreement that teachers who felt recognized by school managers were likely to display high involvement, identification, commitment, and voluntary compliance (Kukla-Acevedo, 2009; Betielle, Kalogrides & Loeb, 2011). This was similarly the case in Ladd (2011) whereby a positive significant relationship was realized between teacher salary structures and teacher planned movement. These studies focused on discrete variables such as age and salaries as moderators in teacher appreciation of their working conditions (Ladd, 2011; Oyedepo, 2013). In this respect, World Bank (2005) argues that teacher motivational

activities such as payment and allowances, and job skill re-engineering minimized teacher desire for transfer. It is worth noting that these activities which include teacher supervision and provision of facilities are not the preserve of a headteacher. Therefore, the current study focused beyond the headteacher as considered in Rosenberg (2012b) on teacher appreciation and orientation, a transient variable, from a school-wide perspective to determine its relationship with teacher transfer intention.

In Africa, over 70% of the schools are in rural areas (UNESCO, 2005). Ironically, most teachers in such areas were products of schools in urban locales or bore urban backgrounds and were prone to over-react to inadequacies which were otherwise bearable to the rural folk; secondary school teachers being four times more likely to leave than their primary school counterparts (Dessler & Varkey, 2011). Headteachers should therefore make effort to bridge their background-workplace variance (Reininger, 2012). This was in respect of the fact that teacher location preference was believed to influence their decision to seek transfer. However, a study on influence of school administrators on teacher retention decisions found that teachers were dissatisfied with management efforts towards improving school climate based on their own priorities (Boyd, et al. (2009).This was based on assertion by World Bank (2005) and Brown and Kidney (2009) that headteachers should manipulate teacher work-place conditions to make-up for work-place difficulties by enhancing teacher welfare given the resources within their means.

In relation to the forgoing argument, a study on factors influencing teacher transfer requests in Suba District, Ariko (2009) identified teacher factors as consisting of gender, age, academic background, teaching experience; management factors as consisting of management styles;

student factors as consisting of gender, class size, race and academic performance; besides school type, location of the school, electricity and socio-economic factors. The study established that teacher transfer request stood at 27(29.7%) for its 93 teachers from all its 13 schools according to the year 2008 PDE's records. At the time of this study (2003 to 2008), transfer requests of newly-recruited teachers within the 5-year bond was at an average of 29.5% in Suba District above the national average at 4.4%. This has since increased to 34.3% above the national average of 5.3% (TSC, 2015).

In this respect, Rosenberg (2012b) explained that headteacher engineered school team cohesiveness and workplace warmth enhanced teacher retention in hardship work environments. Unlike Ariko (2009) and Rosenberg (2012b) the said studies indicate that the headteacher controls inter-relationship between a teacher and both his human and non-human work environment. In terms of safety, security, student discipline, teacher welfare and interpersonal relations, this is unrealistic given that in a school set up there are other players such students, support staff and other teachers who contribute to school community cohesiveness and teacher workplace warmth. Therefore, this study focused on the school to establish the relationship between school work- community -cooperation and teacher transfer intention.

In the Kingdom of Lesotho, individual schools express the need for a teacher to Teachers Service Commission (TSC); Ministry of Education Science and Technology of Education grants teachers to schools in respect of population ratios, their needs and budget considerations; School Management Boards conduct interviews and select teachers; once identified, the candidates' testimonials and certificates are ratified by TSC for ultimate employment by the government (UNESCO, 2005). This system assumes that teachers apply to schools of their

choice. However, biting unemployment forced non-willing 'town-men' to apply for jobs in the rural areas (Noor, Sohai, Memon & Lodhi, 2012). Consequently, many teachers in Lesotho still sought transfers to schools in more facilitated quasi-rural-to-urban environments (UNESCO, 2005). According to Reininger (2012), teachers only sought job placement due to the desperate unemployment scenario devoid of considering locational preferences thereby leading to persistent search for new job localities right from the date of employment. He adds that headteacher persuasive management behaviour appropriately manipulates teacher work-place conditions to achieve desired school management goals, such as teacher retention.

Since 2001, Kenya has had a recruitment system similar to that of Lesotho. To ensure staff stability, it extends a five-year bonding (non-transfer-worthy) period (TSC, 2005) with the exception of certified medical grounds or some other circumstances determined by TSC (Republic of Kenya, 2008a). However, nationally, newly-recruited teacher transfer requests increased from 4.8% (TSC, 2004) to 5% (TSC, 2010) and 5.3% (TSC, 2015). This means the staff instability will not be solved simply by TSC recruiting teachers through school-based teacher recruitment, even with the 5-year bond. In sub-counties in Baringo County, both hardship and ASAL areas, teacher transfer requests were at an average of 11.1% below those in Kericho and Trans Nzoia Counties, both non-ASAL and non-hardship areas, with transfer requests average at 13.2% and 12.7% respectively (TSC, 2015). In this regard, evident policy bias that favour ASAL areas by involving benefactors in socio-economic hardship mitigation, has resulted in neglect of many educationally very needy non-ASAL areas, Suba District included (IPAR, 2008). This has sustained the unpleasant teacher work-place conditions in many schools in

remote areas, thereby contributing to teacher desire for transfer to schools with more stakeholder investment (KSSHA, 2013).

In respect of teacher transfer intention, 146 out of the 149 (98%) teacher respondents employed through school-based recruitment system in Suba District by 2010 indicated that they would not have turned down an offer of transfer on the day they reported to start working as TSC employees (Chacha, 2011). This implies that these public schools receive teachers who are psychologically on their way out. Hence, it is the prerogative of the headteacher, as TSC agent in a school, to strategically minimize teacher desire for transfer through manipulative leadership and resource management skills (Rono, et al., 2011). This gives credence to arguments that recommend the need for headteachers to optimize teacher work environment as a means of enhancing staff stability and teacher retention (Jones & Volpe, 2010; Rosenberg, 2012b; Reinenger, 2012; Waititu, 2013).These studies focused on the headteacher as sole determinant of teacher perception of the work environment. Even from with this perspective, headteachers still had challenges in school management. For instance, findings of a study by Chacha (2011) indicate that despite teacher transfer policy in place, headteachers still had challenges in management of teachers in this respect. Due to this, it was necessary to expand the scope of study beyond the headteacher to focus on all the components of teacher work environment. This study therefore focused on teacher work-place conditions to comprise; school workload management, school leadership and facilitation, school appreciation and orientation, school work community cooperation, and teacher work environment.

A factor that determines teacher placement is the TSC balancing policy. TSC exerts its authority to redistribute teachers (Republic of Kenya, 2008a). This is done through TSC County Staffing Officers under the guidance of TSC County Directors whose mandate includes induction of schools Board of Management; counselling and discipline of headteachers; and teacher management, which includes teacher discipline, distribution and redistribution (TSC, 2013). Should affected teachers report to rural schools in such "balancing" efforts, many of them troop back to towns or resign from the job altogether (Tooley, 2009; Noor et al., 2012). If they teach in the villages, there is a tendency to display an 'I don't care' worker attitude (Horng, 2009; Bukola & Alonge, 2011). This precipitates high transfer intention (Ackerman, 2010). This defeats government enticement effort through hardship allowance for teachers in schools in designated areas in Kenya (IPAR, 2008). This confirms the report by UNESCO-IICBA (2011) which indicates that poor work environment is a predominant predictor of teacher transfer intention.

However, in the perception of teachers, there are hardship areas in low poverty zones. In the Lake Region, these are Nyando, Muhoroni, Upper and Lower Nyakach, and Kuria East and West Sub-counties (IPAR, 2008). During teacher recruitment, schools in such areas receive an overwhelming number of applicants (Muindi, 2011). According to Pitsoe and Machasia (2012) and Ladd (2011), schools in highly endowed areas are likely to meet teacher expectations. In high poverty areas, there are many unmet professional, physical, and psycho-social needs despite relatively high teacher social status (SECTQ, 2009; Reininger, 2012). In the Lake Region, these high poverty areas are Mbita and Suba Sub-counties (IPAR, 2008). However, this assertion disagrees with Chepkemboi, Kirago and Iravo (2013) whereby teachers in West Pokot District, a

11

hardship area, left teaching for NGOs in the same area for status reasons, and for less monotonous work.

Chacha (2012) examined challenges faced by headteachers in the implementation of TSC teacher recruitment, transfer and disciplinary policies in schools in Suba District. The study revealed that from 2007-2011, of the 20 headteachers, only 4 (25%) of them had approved at least one teacher transfer request. Generally, 16 (80%) of them had denied approval of transfer requests whereby 13 (65%) of them had denied at least two transfer requests to schools within the district. To avert the effects of such suppression, they used appointment to positions of responsibility, and material and cash incentives to boost teacher morale. In addition, there had been continued increase in cases of chronic absenteeism and insubordination. Even though such indiscipline may be attributed to transfer intention (Quick & Nelson, 2008) given the number of suppressed transfer requests, headteachers were hesitant to take disciplinary measures. This was due to fear of losing teachers through interdiction given the serious understaffing, further demoralizing an already unmotivated teacher, and reappraisal from school locale stakeholders (Chacha, 2012).

Table 1.1 shows the population of teachers, the number of pending teacher transfer requests as a percentage of teacher population, and the weighted average percentage per sub-county in Homabay County for the period 2009-2014.

12

Table 1.1
Homa Bay County Pending Teacher Transfer Requests 2009-2014

Sub-counties in Homa Bay County	Number of Yet to be Granted Teacher Transfer Requests 2009-2013						Weighted Average
	2009	2010	2011	2012	2013	2014	
Homa Bay	18(5.3%)	17(4.9%)	8(2.2%)	23(5.9%)	33(8.1%)	23(5.3%)	5.3%
	*339	*346	*360	*387	*406	*431	
Ndhiwa	8(4.6%)	15(2.7%)	9(4.5%)	8(3.8%)	11(4.9%)	10(4.1%)	4.1%
	*174	*186	*199	*211	*226	*244	
Rachuonyo North	19(6.3%)	7(2.1%)	4(1.2%)	8(2.3%)	21(6%)	23(6.3%)	4.0%
	*302	*331	*339	*337	*349	*367	
Rachuonyo South	23(9.3%)	8(3.4%)	6(2.3%)	8(3.1%)	27(8.9%)	29(8.3%)	5.9%
	*247	*232	*275	*259	*304	*351	
Suba	14(31.1%)	21(20%)	27(18.1%)	19(14.7%)	35(23.8%)	41(24.4%)	22%
	*45	*105	*149	*129	*147	*168	
Mbita	15(34.8%)	9(15.8%)	17(30.3%)	24(19.2%)	27(21.3%)	47(31%)	25.4%
	*43	*57	*56	*125	*127	*151	
Overall Average	-	-	-	-	-	-	11.1%
% Intra Suba-Mbita	9(31%)	7(33.3%)	9(33.3%)	12(27.9%)	18(29%)	27(30.7%)	30.9%
Teacher Transfer	29**	21**	27**	43**	62**	88**	
Requests							

*Total Teacher population for the stated year in Homabay County
** Transfer Requests- Total number of requests yet to be granted in Mbita and Suba Sub-counties

NB. Rachuonyo North and South, and Mbita and Suba Sub-counties were classified as divisions while Homabay and Ndhiwa were districts up to the year 2012, now referred to as sub-counties.
Source: TSC annual reports (TSC, 2010; TSC, 2011; TSC, 2012; TSC, 2013; TSC, 2014; TSC, 2015)

Despite school-based teacher recruitment system that intended to mitigate teacher desire for transfer hence staff stability, Mbita and Suba Sub-counties face many teacher transfer requests. Table 1.1 reveals that, teacher transfer requests were a weighted average of 25.4% and 22% in Mbita and Suba respectively for the period 2009-2014. This was above the Homa Bay County average of 11.1%. It is also noteworthy that even though schools may be within the area, some schools seem repulsive while others attractive despite similar socio-geographical characteristics. This was evidenced by 30.9% intra-area teacher transfer requests for the same period. In relation

to this, Homa Bay TSC County Director released a circular dated 19/5/15 informing teachers that the office would not address any cases in respect of a transfer (TSC County Director, 2015), barring transfer requests. This seemed to be against TSC 5-year-bonding transfer policy which tolerates transfer requests. However, in May 2015, a preliminary baseline survey to ascertain the prevalence of teacher transfer intention among the 281 teachers revealed that 252(89.6%) had transfer intention, 73(28.9%) of the 252 preferring to relocate to schools within the two sub-counties should they be asked to request to be transferred (Appendix VIII & IX).This was quite high considering that staff instability alongside other negative consequences of learners' interaction with teachers with transfer intention hinders school achievements (Kukla-Acevedo, 2009; KSSHA, 2013).

In conclusion, teacher transfer intention is increasingly becoming a matter of concern, particularly in schools in high-need hard-to-staff areas mainly attributed to influences from work environment (Heitin, 2012). According to literature, if headteachers enhance work environment, schools in these areas may not suffer high teacher transfer intention which has negative consequences on teacher job input hence student learning (Boyd, 2011; Godwin, 2013; Waititu, 2013). However, studies such as Rosenberg (2012b) and Ladd (2011) have addressed headteacher influence leaving other school factors with which the teacher interacts, the gap this study sought to fill. Therefore, this study encompassed the school in totality and analyzed the relationship between teacher work-place conditions and teacher transfer intention.

1.2 Statement of the Problem

Teacher transfer intention threatens government effort through school-based teacher recruitment to mitigate teacher transfer for staff stability in schools. Official records at Homa Bay County staffing office reveal that the number of teacher transfer requests, being a documented indicator of teacher transfer intention, from specific secondary schools in Mbita and Suba Sub-counties was an average of 25.4% and 22% for Mbita and Suba respectively above the highest Homabay County average of 11.1% for the period 2009-2014. This is despite many of the teachers having applied for TSC placement in schools of choice since 2001. The scenario was ascertained by a preliminary baseline survey which applied an adaptation of Mobley's turnover intention model in May 2015 revealed that out of the 281 public secondary school teachers, 252(89%) had transfer intention, 73(28.9%) of them preferring schools within the sub-counties. However, this conflicted with Homa Bay TSC County Director's circular dated 19/5/15, seemingly negating TSC teacher transfer policy, meant to completely discourage pursuit of transfer intention. This indicates that the TSC county office acknowledges the existence of the problem of transfer intention but does not intend to address it. Therefore schools are faced with the challenge for which they must be strategic to overcome. Literature reveals that teachers with transfer intention have impeded motivation to teach and often abuse TSC Code of Conduct and Ethics hindering effective job performance. Learners under their care are therefore relatively disadvantaged.

Percentage teacher transfer requests to schools within the same area ranged from a high average of 30.9% in the period 2009- 2014. Such intra-area transfer requests indicate that some schools were repulsive. Due to this, teacher transfer intention could be associated with teacher work-place conditions which constitutes school workload management, school leadership and

facilitation, school appreciation and orientation, school work community cooperation, and teacher work environment in a specific school given the similarities in the area's socio-geographical characteristics. Therefore, this study sought to determine the relationship between teacher work-place conditions and teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties.

1.3 Purpose of the Study

The purpose of this study was to determine the relationship between teacher work-place conditions and teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties, Kenya.

1.4 Specific Objectives

The objectives of the study regarding public secondary schools in Mbita and Suba Sub-counties were to:

i. Determine the relationship between school workload management and teacher transfer intention.

ii. Establish the relationship between school leadership and facilitation and teacher transfer intention.

iii. Examine the relationship between school appreciation and orientation and teacher transfer intention.

iv. Determine the relationship between school work- community -cooperation and teacher transfer intention.

v. Determine the relationship between teacher work-environment and teacher transfer intention.

16

1.5 Hypothesis

The study on the relationship between teacher work-place conditions and teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties, Kenya was guided by the following hypothesis:

H_{01} There is no significant relationship between school workload management and teacher transfer intention.

H_{02} There is no significant relationship between school leadership and facilitation and teacher transfer intention.

H_{03} There is no significant relationship between school appreciation and orientation and teacher transfer intention.

H_{04} There is no significant relationship between school work- community -cooperation and teacher transfer intention.

H_{05} There is no significant relationship between teacher work environment and teacher transfer intention.

1.6 Conceptual Framework

The Conceptual Framework (Figure 1.1) is based on Job Demands-Resources Model (Bakker & Demerouti, 2006).

INDEPENDENT VARIABLES

1. **School Workload Management**
   - Delegation & distribution of duties
   - Scheduling of teacher duties
2. **School Leadership & Facilitation**
   - Teacher supervision practices
   - Provision of teaching facilities and amenities e.g. staff-room, classroom & books
3. **School Appreciation & Orientation**
   - Teacher reward, recognition & motivation
   - Teacher induction, coaching & mentorship
4. **School Work -Community -Cooperation**
   - Safety, security and student discipline
   - Teacher welfare and interpersonal relations

DEPENDENT VARIABLE

Teacher Transfer Intention

Degree of personal identification with school together with commitment to school

5. **Teacher Work Environment**

- Interaction among the variables: school workload management, school leadership & facilitation, school appreciation & orientation, & school work- community- cooperation

INTERVENING VARIABLES

- TSC teacher transfer policy
- Perceived ability to be granted transfer upon request
- Curriculum Based Establishment

Figure 1.1: A Conceptual Framework Showing Relationship between Teacher Work-place Conditions and Teacher Transfer Intention (Framework based on Job Demands-Resources Model (Bakker & Demerouti, 2006))

18

The model postulates that there is an indirect relationship between job demands and turnover intention thereby underlying the reasons why people choose to leave organizations. This is because job demands cause emotional exhaustion, the opposite of job engagement, which leads to employee turnover intentions. Individual employees have personalized job expectations, and the extent to which these are met determines whether an employee decides to continue working for an organization or not. It attributes employee well-being to the characteristics of work-place conditions whereby job demands predict negative job strain while job resources predict work engagement. In this study, turnover intention was considered, only, from the perspective on teacher transfer intention. Intervening variables comprised of the following; TSC teacher transfer policy, perceived ability to be transferred upon request, school teacher student ratio, perception about teachers seeking transfer, and reason for seeking TSC employment in the area.

Job Demands-Resources model was applied in investigating the interplay between job demands and job resources among 439 Italian teachers working in secondary schools. Through cluster analysis, it was realized that there were the resourceful, the wealthy and the stressed teachers. It was also found that job resources stimulated personal growth and allowed teachers to achieve work goals regardless of the level of job demands (Simbula, Panari, Guglielmi, & Fraccaroli, 2012). Hence with increased job resources, teachers were more likely to satisfy their job demands thereby also more likely to achieve school goals. In this study which relied on a likert scale, job demands considered were teacher workload, teacher emotional demands and organizational changes. This differs with the application of this model to the current study whereby job demands and resources were considered together to consist of school workload management, school leadership and facilitation, school appreciation and orientation, school work

19

-community -cooperation, and the teacher work environment which results from the interplay within variables in the study.

Job Demands-Resources model is adopted with the assumption that teaching has its job related stress arising out of physical, psychological, social or organizational aspects which can be classified into job demands which cause work strain such as work pressure, irregular working hours and unfavourable physical environment. Besides, it also has job resources which motivates teachers, which facilitate functionality to achieve work goals, reduce job demands and stimulate personal growth, learning, and development. These, altogether, alter attitude towards teacher work-place conditions and hence teacher transfer intention.

1.7 Significance of the Study

The findings may be useful to:

i) Headteachers and school managers in Mbita and Suba Sub-counties secondary schools in reducing teacher transfer intention hence enhanced teacher job performance.

ii) Headteachers in Mbita and Suba Sub-counties secondary schools in improving headteacher management characteristics to attract more teachers to seek recruitment, and retain those in the system hence reduced staff shortage.

iii) Policy makers in instituting framework for enhancing teacher retention.

iv) Future researchers as it may form a baseline data for studies in related fields.

1.8 Assumptions of the Study

The study was based on the following assumptions:

i) All teachers who had requested for transfer and were not granted were still in the school's system; had neither deserted duty nor resigned.

ii) All teachers began teaching in Mbita and Suba Sub-counties (with similar socio-geographical characteristics) with equal teacher transfer intention rating hence only intend to transfer subject to their experiences from interaction with teacher work-place conditions in a specific school.

iii) All teachers in Mbita and Suba Sub-counties' public secondary schools took up TSC teaching jobs by choice.

iv) Teaching in all schools has its job related physical, psychological, social or organizational aspects which can be classified into job demands and job resources.

1.9 Delimitations of the Study

The following were the delimitations of the study:

i) The study would rely on descriptive and correlation research design only.

ii) It would rely on questionnaire, interview schedule and document analysis to source data about the current situation.

1.10   Limitations of the Study

The following limitations of the study were encountered:

i. Bias may have arisen out of the choice of Mobley's turnover intention model (Mobley, 1977) which was adopted to establish teacher transfer intention as opposed to if other existing turnover intention models by other authorities would have been   used. This bias was minimized through reliance upon relevant documents and interview of relevant teachers.

ii. The fact that only secondary schools in Mbita and Suba Sub-counties were involved, given the uniqueness of the area as regards its being a hardship yet non-ASAL area but with very many transfer requests, limits the generalizability of the findings to the area of study only.

1.11 Operational Definition of Key Terms

The following definitions of operational terms as were used in this study:

Commitment to school: Congruence with organization that makes a teacher extend his effort to achieve school goals despite work environment hardships.

Identification with school: Sense of solidarity and loyalty hence behavioural support for school organization.

Hardship areas: Work locales, as designated by specific governments, that have difficulty in retaining staff; also referred to as hard-to-staff areas.

School appreciation and orientation: school management activities in respect of teacher reward, recognition, motivation, induction, coaching and mentorship

School leadership and facilitation: school management activities in respect of teacher supervision considered together with the facilities and amenities provided to support the requisite teacher job performance.

School management: Administrators comprising of school headteachers, deputy headteachers, heads of departments and class teachers.

School work-community -cooperation: interaction between stakeholders involved in day-to-day school operations e.g. students, teachers, heads of departments, headteacher, deputy headteacher and subordinate staff.

School workload management: delegation and distribution of duties considered together with scheduling of duties as reflected in school routines and teaching timetables

Teacher transfer intention: Teacher motivation to quit teaching in a specific school for a more desirable school within or outside Mbita and Suba Sub-counties realized in desire to request transfer or transfer request at the county office.

Teacher transfer request: Formal notice of a plan to migrate away from the current school of deployment to a school of preference, normally first presented to the headteacher then to the County Staffing Office, and to TSC national office for extra-county consideration.

Teacher work-place conditions: refers to the individual factors that constitute teacher work environment, that is school workload management, school leadership and facilitation, school appreciation and orientation, and school work-community -cooperation, as well as the interplay of all the factors considered wholesomely in the work environment.

Teacher work environment: Aggregate physical and psychosocial conditions, arising out of total work situation with which a teacher interacts, that is uniquely present in a given school which constitutes workload management, leadership and facilitation, appreciation and orientation, and work-community -cooperation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature related to analysis of relationship between teacher work-place conditions and teacher transfer intention in schools was reviewed under the following sub-headings: relationship between school workload management and teacher transfer intention; relationship between school leadership and facilitation and teacher transfer intention; relationship between school appreciation and orientation and teacher transfer intention; relationship between school work-community -cooperation and teacher transfer intention; and relationship between teacher work environment and teacher transfer intention.

2.2 Relationship between School Workload Management and Teacher Transfer Intention in Institutions

Teacher turnover presents in two forms. First, is transfer which refers to migration to other schools, and secondly attrition which involves leaving the teaching job altogether (Boe, Cook & Sunderland, 2008). According to Ingersoll and Merill (2012), either matters little to a school since the systemic impact is the same. For instance, there would be instructional costs due to pedagogical disturbance because of the replacement of an already ineffective teacher with an inexperienced teacher (SECTQ, 2009). There would also be costs incurred in recruitment, professional development and separation costs such as insurance and pension. In addition, costs would be incurred in staff cohesion activities (Boe, Cook & Sunderland, 2008). This study focused on teacher turnover intention from the perspective of teacher transfer intention.

Teacher turnover follows a U-shaped distribution (Rosenberg, 2012; Ingersoll and Merill, 2012; Ferguson, 2009). There is high attrition among the newly recruited, under 30s, tapering in mid-career years and shooting sharply probably due to attainment of retirement age, death, dismissal, and resignation among teachers over 40 years old (Brown & Wynn, 2009; Deal & Peterson, 2009). Most 'stayers' are male teachers and those from minority communities. In the USA, teacher preparation programmes churn out an estimated 150,000 graduates annually. However, as reported by AEE (2008) survey, between 2000-2001, only 456,000 of them replaced the 534,861 who left teaching. USA public employee annual attrition rate was 11% of the total workforce, out of which 84.7% were teachers. Therefore teacher supply was not at pace with attrition.

Schools in hard-to-staff areas are 10% less likely to recruit a headteacher at first attempt and six times less likely to recruit a willing teacher than in towns (Reininger, 2012). In such schools, headteachers work half-heartedly (Paton, 2010), hence fewer of their candidates progress for training for professions (CCSRI, 2007; Ladd, 2011). They have few homegrown candidates to choose from exposing them to external candidates who take up teaching positions for temporary convenience (Heitin, 2012). These soon seek to relocate to schools in towns (Arriaran-Buono, 2011; Rosenberg, 2012a; Myung & Leob, 2010). To mitigate shortfall, schools in high-poverty high-need areas employ many untrained teachers. For trained teachers in Sierra Leone, this makes teaching 'an ordinary job' lowering their self-esteem hence their transfer intention (Boe, et al., 2008). Therefore some steps to boost staff numbers actually further threatened staff stability.

In a study of the influence of school administrations on teacher retention decisions in outer London schools (Boyd, Grossman, Long, Lankford & Wyckoff ,2009), found that, teachers choose to leave schools with large concentrations of low performing pupils. If work environment were favourable, self-initiated voluntary teacher transfer requests reduced by over 77%. To mitigate the need for transfer, school principals facilitated curriculum implementation. On the contrary, measures such as clock-in-clock-out, and enhancing remedial rigour for slow learners made the teaching job burdensome in schools in low income London. Whereas Boyd, et al.(2009) identified aspects of workload management that led to teacher desire for transfer in an urban, low income dwelling, this study sought to determine the relationship between school workload management and teacher transfer intention in the rural set up for the selected study.

In addition, according to Lagat (2010), Chacha (2011), and Rono (2012), school administrators resolved some conflicts such as those arising out of non-lesson attendance, late submission of continuous assessment test results and poor performance in internal and external school examinations by transferring certain teachers. However, Lagat (2010), Chacha (2011) and Rono (2012) were conducted in rural set ups but were descriptive studies unlike this study which was both a descriptive and correlational study. They only identified teacher workload management strategies as one of the causes of conflicts in schools that leads to teacher transfer.

In a study by Rosenberg (2012b) positive principles regarding job structure and autonomy by headteacher allowed teacher freedom of expression and creativity in management of pre-school children activities. This enhanced teacher self-expression hence job enjoyment which controlled teacher desire for transfer. This underlies recommendation by Gomez (2012), Horng (2009) and

Heitin (2012) of embracing cautious headteacher activities, particularly in schools in hardship areas, to avoid repulsing teachers. Literature from Boyd, et al.(2009), Lagat (2010), Chacha (2011) and Rono (2012) indicate that workload management, either due to its burdensomeness or due to its resulting conflicts contributed both to voluntary transfer desire or to headteacher initiated transfers; both destabilizing staff. Based on OECD (2011) proposition that headteachers adopt a participatory approach to school management, implying involvement beyond the headteacher himself as had been considered by studies such as Lagat (2010), Chacha (2011), Rono (2012) and Rosenberg (2012b). Therefore this study will focus beyond the headteacher to establish the relationship between school workload management and teacher transfer intention.

2.3. Relationship between School Leadership and Facilitation and Teacher Transfer Intention in Institutions

Headteacher leadership influences teacher work-place conditions (Ariki & Ugborugbo, 2009; Ladd, 2011). However, organizations are shy to measure leadership input (Jha & Jha, 2013). For this study, School leadership and facilitation constitutes the following two dimensions: teacher supervision practices, and provision of teaching facilities and amenities (Figure 1.1). These are drawn from Koech, Tikoko and Chemwei (2014) who found that in Baringo District, institutional factors underlying teacher turnover were: old, dirty, leaky or unavailable classrooms, staffroom, teacher toilets and housing.

In respect of the two dimensions, there are various school leadership theories that may apply to teacher management. For instance, Bush and West -Burnham (1994) cited in Ratanssi (2010) describe five major theories which may serve as the basis to the school's administration work.

These approaches are bureaucratic, collegial, political, subjective and role ambiguity theories. However, these theories lack emphasis on guidelines necessary for headteacher effectiveness in schools (Boyd, et al., 2009). According to Grissom (2011), failing school principals rely on theory per se, later discovering that to succeed, they should draw leadership practices from theory to favourably manipulate their subordinates.

Leadership behaviour underpins achievement of organizational objectives (Armstrong, 2009; Ackerman, 2010). It positively enhances worker organizational identification (OI) (Kutilek, et al., 2010) and teacher perception of school tone (Grayson & Alvarez, 2008). In this regard, Patchen's (1970) OI theory identifies its three components: organizational feelings of solidarity; attitudinal and behavioral support; and perception of shared characteristics with other members. To achieve this, a headteacher may role model the ideal to be observed by subordinates, or may be the frame of alignment by interpreting their variations into a complementary congruency (Paton, 2010). The three OI tenets (Patchen, 1970) as argued by Schrodt (2009) may result from organizational communication.

A study in North Carolina found that more than 25% of the teachers perceived that the determined and facilitative involvement of school leadership in their work-life activities were main reasons for their intention to stay despite evident personal discomfort; a return for the good done to them (CCSRI, 2007). In this regard, despite criticism by US cabinet who thought that president Lincoln's office was too open for all and sundry, and himself too much of a listener to peoples' concerns, Godwin (2013) identifies such leadership accessibility as a strength which may be emulated for successful educational leadership.

"Lincoln knew that by making himself accessible not only to well-wishers but also to grumblers and complainers he made the constituents feel valued and connected to the political process…. Rather, Lincoln seemed much more like a leader in touch with his constituents, a leader who genuinely understood the concerns of those he governed…Educational leaders could learn from Lincoln's example. Giving time and a listening ear requires a sacrifice of both time and energy, certainly, but a leader who will make that sacrifice will find himself surrounded by stakeholders who are more likely to follow him. Accessibility is more of receptiveness than of mere presence. 'Saying your door is open does not mean accessibility, walk out to meet others!' "

Characteristics of schools in hardship areas include location in: troubled cities, high poverty communities and flood prone areas (World Bank, 2005; OECD, 2011). In this light, studies conducted in Suba District identified reasons for teacher transfer requests to include: feared contracting HIV/AIDS, to join family, lack of electricity and inadequate teaching facilities (Ariko & Othuon ,2012); feared night-runners, detached headteachers and lack of opportunities for paid tuition (Chacha, 2012). In West Pokot District, teachers fear cattle rustlers (Chepkemboi, et al., 2013). In Limuru District, a non-hardship area, teachers feared insecurity (Waititu, 2013). In Sierra Leone and Nepal, teacher retention challenges were due to wars of political insurgency (Boe, et al., 2008). These studies agree that headteacher leadership has a significant role in controlling teacher motivation to seek transfer. However, they did not address the relationship between school leadership and facilitation and teacher transfer intention, which was the focus of this study.

Deton (2009) in a study of teachers' perceptions of how leadership styles and practices of principals influence their job satisfaction and retention in USA explored the details of Fullan (2007) who proposes five leadership practices for effective school reform. He concluded the following: that educational leaders must be morally purposeful, must understand that change is a complex process that requires a variety of strategies; must invest in respectful and collaborative

relationships; and must appreciate the importance of knowledge building, its sharing by adopting coherence building. This study explored beyond the scope of Deton (2009) by examining the relationship between school leadership and facilitation, part of which there is headteacher leadership practices, and teacher transfer intention.

In many respects, the principal is the most influential individual in a school (KSSHA, 2013). For instance, Pitsoe and Machasia (2012) asserted that headteacher leadership shapes school climate. They cited a study in which teachers expressed desire for headteachers who were visible, supportive, positive in their interaction with teachers, and clear communicators. In this study, 59% of the teachers were dissatisfied. By the third year, 22% and by fourth year 67% of the subjects of study had moved away. This was a sign of increased turnover with increased stay. To the quitters, headteachers were arbitrary, abusive or unsupportive. Unlike the descriptive longitudinal study, this was a correlational and descriptive cross-sectional study.

Foregoing literature indicate that teacher retention, even in schools in hardship areas, may be associated with headteacher leadership styles and practices, and facilitation. This may be drawn from leadership theories and practices from Bush and West-Burhan (1994) and Fullan (2007) respectively. However, studies such as Pitsoe and Machasia (2012), Deton (2009), Ariko and Othuon (2012) and Boyd, et al.(2009) were descriptive studies. They differ from this study which relied on World Bank (2005) recommendation that school management enhances its involvement in school leadership. This alluded to a focus beyond the headteacher, to the school in totality, to control teacher transfer desire. Therefore, this study sought to determine the relationship between school leadership and facilitation and teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties.

2.4. Relationship between School Appreciation and Orientation and Teacher Transfer Intention in Institutions

School leadership needs to consciously manipulate teacher attitude to enhance student outcomes (Rosenberg, 2012; Tooley, 2014; Penfold, 2011). These authorities reveals that school leaders may use positive and negative reinforcement to motivate desired work characteristics. Such may include cash and material incentives. This is supported by Gareau, Monrad, Distefano, May, Price, Ishikawa and Mindrila (2009) in a study of the relationship between school climate and school performance which revealed that there was a strong positive relationship between school climate and school performance. He used questionnaire and interview to source information from learners, parents, and teachers about school surrounding, and community support for school learning. Similarly, this study was correlational hence applied regression technique in data analysis. However, unlike the focus on performance, this study analyzed the relationship between school appreciation and orientation, and teacher transfer intention.

In addition, Ladd (2011) evaluated teacher perceptions of their working conditions in relation to how predictive they were of teacher movement. It considered a combination of school-based and non-school-based influences inclusive of parental involvement, community and County Office support. Working conditions such as allowances, salaries and leaves are to a large extent what attracts a non-employee to seek employment and are therefore pre-existent and generally widespread across similar organizations. However, this study focused on school appreciation and orientation, which results from day-to-day interaction with school management structures in the course of teacher job performance. This was not addressed by Gareau, et al. (2009) and Ladd (2011).

32

Kipkubet (2010) in a study on OC (Organizational Commitment) and job satisfaction in higher education institutions in Kenya applied OC Questionnaire (Allen & Meyer, 1990) in universities in Kenya. Based on Likert scale, he found that OC determinants were role overload, school reward and orientation structures, supervisory support and job security. In addition, Schrodt (2009) conducted a study on the relationship between OI and organizational culture. He subdivided Cheney (1983) Likert scale into 6 factors namely teamwork, morale, information flow, involvement, supervision and meetings. He found a significant positive relationship between employee OI scores and intention-to-stay. Unlike the foregoing which considered organizational commitment and organization identification separately, this study combined Allen and Meyer's OC and Cheney's OI Questionnaire as used in Brown and Kidney (2009) based on Mobley's employee turnover intention model (Mobley, 1977; 1979) to establish teacher transfer intention.

In a related study, Jeswani and Dave (2012) analyzed the impact of organizational climate on turnover intention in the Faculty of Technical Education of India. It employed a Likert Turnover Intention scale. Cronbach's coefficient alpha to determine the scale internal consistency. Regression analysis revealed that only orientation and reward management of the five dimensions measured had a significant impact on turnover intention. The other dimensions were; surrounding community cooperation, college management involvement, student discipline, and collegial relations. Like Jeswani and Dave (2012), this study employed regression to determine the strength of relationships. Unlike 'turnover' which implied change from one employer to another, 'transfer' implies change of location managed by the same employer, TSC, as was used in this study.

Literature links reward, appreciation, motivation and orientation with headteacher activities. For instance, even with the expanded view of school climate by Gaureau et, al. (2009), the focus is still on headteacher manipulation. However, World Bank (2005) indicated that teacher motivational activities should enhance teacher loyalty, not to individual administrators, but to institutions. This is because institutions risk losing such person-centered misdirected loyalty upon relocation or transfer of individuals; given that administrators in public schools hold such responsibilities temporarily such loyalty would sustain staff instability. Given this position by World Bank (2005) which suggests the focus beyond headteacher as in Gaureau et al.(2009), this study determined the relationship between school appreciation and orientation and teacher transfer intention in secondary schools in Mbita and Suba Sub-counties.

2.5 Relationship between School Work- community -cooperation and Teacher Transfer Intention in Institutions

Controlling teacher transfer is quite a daunting task for educational managers (Rono, 2011; Chacha, 2012). This is more so, in the case of newly-recruited teachers whose hither-to ballooned pre-service ambition risks being deflated by teacher work and non-work related disappointments (OECD, 2011; Myung & Loeb, 2010). Research has revealed that stakeholders such as headteachers, County Education Officers, surrounding school communities, parents and the more experienced teachers have a part to play in minimizing transfer intentions of young teachers (Rosenberg, 2012b).The efforts to sustain positive work attitudes for teachers in schools in hard-to-staff zones should be rigorous (World Bank, 2005; Krishnan & Singh, 2010; Rosenberg, 2012a).

34

Different school stakeholders have varied values, including interactive work relations (Grayson & Alvarez, 2008; Penfold, 2011). This agrees with a study which investigated factors influencing teacher transfer requests in Suba District of Kenya which revealed that to mitigate transfers, teachers wished that these be prioritized for improvement: opportunities for further studies; electricity; security; housing; and institutional buildings. This differed from headteacher preferences: institutional buildings; electricity; and housing (Ariko & Othuon, 2012). Implementation of these priorities would mismatch teacher priorities hence would not effectively minimize transfer requests. Teachers were found to be biased towards their welfare which is a component of school work community cooperation, while headteachers were towards student welfare. According to Tikoko et al. (2014), discrimination by the headteacher which is an aspect of work relations, inspired teacher turnover. Unlike the aforementioned literature which suggested improvement of interactive work relations strategies for minimizing transfer requests, this study sought to determine the relationship between school work- community -cooperation and teacher transfer intention.

In addition, Shafa (2011) while examining the role of headteachers in managing forces emanating from the external world of schools in Gilgit-Baltistan in Pakistan found that non-local teachers complained of being treated like second class citizens by school managements and the surrounding community alike. This zone had suffered tribal and religious clashes. The study revealed that, according to management preferences, they initiated strategies unique to school locales which included; planning gatherings for interreligious discourse, school staff housing, the teaching of local languages, and appealing to the government for armed security. The study

revealed that, despite such efforts, over 75% of non-indigenous teachers still had transfer intentions.

Despite the studies cited, there is scanty literature on teacher transfer intention. Kutilek, Couklin and Gunderson (2010) agree that in organizations with optimum staff retention levels, managers are over 10% their time reducing work difficulties and over 30% of the time involved in making the work place seem pleasant (Dessler & Varkey, 2011; Handelsman, 2009). Literature also indicated that workers should be incooperated to improve their work-place comfort. This is because ones' perceptions about a situation can override actual occurrences (Jha & Jha, 2013). In this regard, Brown and Wynn (2009) agree with Bakar, et, al. (2010) that to have objective measurements, studies on leadership performance on matters such as those concerning staff welfare, and teacher insecurity (Tikoko, et al., 2014) should be approached from the perspective of subordinates. They also agree with Jones and Volpe (2010) and Lew (2011) that motivated workers exhibit high organizational commitment (OC) and high organizational identification (OI). These, considered together, are indicators of employee turnover intention (Mobley, 1977; 1979).

In this respect, studies by Lee (1971) and Patchen (1970) cited in Ackerman (2010) found that employees who perceived supervisory effectiveness had low propensity to leave the organization. This is because management accessibility is reciprocated through staff support (Ishak & Alam, 2009). On the same note, Bakar, et, al. (2010), conducted a study on the mediating role of supervisory communication practices on relations between LMX (Leader-Member-Exchange) and perceived employee commitment to the workgroup. It applied linear

36

regression in its analysis which revealed that the more positive the perception of leader communication practices, the lower the turnover intention. Unlike Bakar, et al. (2010) which focused on commitment to the workgroup as an outcome of LMX, this study determined the relationship between school work- community -cooperation and teacher transfer intention in secondary schools in Mbita and Suba Sub-counties.

The foregoing literature indicate that teachers should be involved in enhancing their own welfare. This according to Ariko and Othuon (2012), Tikoko, et, al.(2014) and Shaffa (2011), would minimize mismatches between headteacher prioritization and preferences for work environmental improvement thereby controlling teacher desire for transfer. All these qualitative studies associate such positive headteacher involvement with enhanced teacher intention-to-stay. However, it is also true that teacher work-place conditions does not only constitute the headteacher. Based on this, this study sought to establish the relationship between school work-community -cooperation and teacher transfer intention in Mbita and Suba Sub-counties public secondary schools. In addition to qualitative techniques used in study such as Ariko and Othuon (2012), Tikoko et al (2014) and Shaffa (2011) it applied correlation in data analysis.

2.6 Relationship between Teacher Work Environment and Teacher Transfer Intention in Institutions

Employee perception of their work environment determines a myriad of job outcomes (Noor, et al, 2009). However, mangers rarely give in-depth consideration as regards factors influencing employee job-related attitude. This eventually impedes job performance, increases worker indiscipline hence within staff conflicts thereby hindering overall organizational outcomes

(Krishan & Singh, 2010). In respect of teachers such impeded attitude, as reported in Hightower, et al, (2011), Brox (2012) and Oyedepo (2013), are realized in teacher behaviour, some of which are beyond the control of policy. According to findings by Chacha (2012) in a study of challenges faced in the implementation of TSC teacher recruitment, disciplinary and transfer policy in Suba District found that teachers who were denied transfers as they had requested displayed poor teacher etiquette. In this regard headteachers faced the challenge of either deciding on contain with indisciplined teachers due to the already high teacher-student ratio or together with school Board of Management recommending their interdiction and worsening teacher workload. The study also found that schools with headteachers who were perceived not to understand teacher plight in respect of the need for transfer perennially suffered.

According to Rosenberg (2012), headteacher determined teacher work environment constitutes job structure and autonomy; leadership and facilitation; reward and orientation; and work group cooperation. However, OECD (2011) indicated that headteacher contributory input compliments other school-wide aspects that constitute, teacher work environment in its totality. One of the outcomes of the interactions between elements of the resulting work environment is teacher need to transfer. It therefore recommends that school managers should come up with policies that enhance work environment friendliness for improved school outcomes. In addition, World Bank (2005) recommend that all facets of a given school should be engaged in controlling staffing challenges. Both OECD (2011) and World Bank (2005) therefore agree that concentrating on the headteacher does not effectively enhance teacher retention in schools.

38

According to Bakar, et al. (2010) in a study of the mediating role of supervisory communication practices on relations between leader-member exchange and perceived employee commitment to workgroup considered the ways in which organizational managers achieve desired work-related expectations through use of information. He classified communication practices in terms of whether they were direct or indirect and found that information passed through involving some subordinated as conduits was better received with subordinates more likely to comply than closed-longitudinal communication. Among the desired work-related expectations identified in the study were employee retention, sustained or improved job input, enhanced interaction between subordinates, and between subordinates and their bosses, receptiveness to organizational facilitation, a more positive perception by subordinates of their bosses, and deeper employee commitment to the organization. All the above formed employee work environment, highlighting some of the aspects of workload management, leadership and facilitation, appreciation and orientation, and work community cooperation, as had been classified in the study.

In respect of enhanced interaction between employees, and between employees and their bosses, Lagat (2013) explored conflict management methods used by secondary school headteachers in Nandi Central District and identified necessity for headteachers to enhance dialogue with class teachers, deputy headteachers, heads of departments and parents to enhance teacher job input . Lagat (2013) explained that enhanced dialogue avoided teacher-teacher and headteacher-teacher conflicts and resolved conflicts some of which had resulted in voluntary teacher transfer intention and in headteacher initiated teacher transfers. Such dialogue identified by Lagat (2013) occurred in areas such as in school workload management, school leadership and facilitation, school appreciation and orientation, school work- community -cooperation whose interaction

39

result in teacher work environment. However, unlike Lagat (2013) who only indicated that conflicts in schools in respect of areas of school management resulted in teacher transfer intention, this study established whether there existed an actual relationship between how school managements addresses these facets, which make up teacher work environment, and teacher transfer intention.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, description of area of study, study population, sample and sampling techniques, instruments of data collection, validity and reliability of the research instruments, ethical considerations, data collection procedures and methods of data analysis.

3.2 Research Design

This study used descriptive survey and correlational research designs. Descriptive survey research design involves collecting data in order to answer questions concerning the current status of the subject of the study (Gay, 2006). It was used to obtain information concerning the state of the phenomenon under study and to describe what exists in respect of variables or conditions in a situation (Fraenkel & Wallen, 2009) since teacher transfer intention is an on-going phenomenon.

3.3 Area of Study

The study was conducted in public secondary schools in Suba and Mbita Sub-counties which are classified as hardship areas (Republic of Kenya, 2008b). Mbita and Suba Sub-counties lie between $00^{0}20''S$ and $00^{0}50''S$ latitude and $34^{0}00''E$ and $34^{0}20''E$ longitude (Appendix XIV). They border Rarieda and Bondo Sub-counties in the North, Homabay and Rachuonyo in the East, Migori and Tanzania to the South, and Uganda to the West; 11.3% of the land is covered by Lake Victoria with Kibwogi, Rusinga, Mfangano and Takawiri islands, being the major ones among its 16 islands. It had a population of 203,917 as at 2009 census with a density of 198

persons per Km^2. It had a population of 52.2% below poverty level with poor educational facilities (Republic of Kenya, 2008b). The main economic activities are fishing, subsistence farming and small scale trade supported by poor road network. Mbita Sub-county, made up of Mfangano, Mbita and Lambwe Divisions, has 35 secondary schools out of which one is classified as national, 4 extra-county, 12 county and 18 sub-county schools, besides there are only 2 schools in townships, the other 30 within villages and 3 around the shores of Lake Victoria. Suba Sub-county, made up of Central and Gwassi Divisions has 31 secondary schools out of which 4 are classified as extra-county, 12 are county and 15 are sub-county schools; besides 3 schools are in townships, the remaining 28 being within farming village communities.
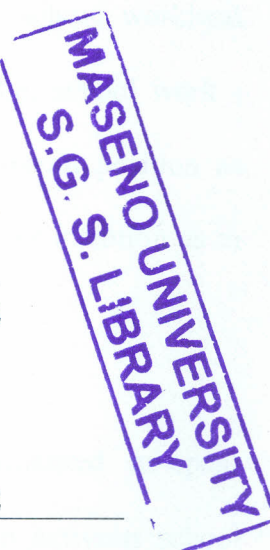
3.4 Study Population

The accessible study population comprised of one County Staffing Officer and 66 headteachers. It also comprised 252 teachers with transfer intention, and 29 teachers without transfer intention in the total 66 schools in the 2 sub-counties as had been established by the preliminary survey (Appendix IX & X) as shown in Table 3.1.

Table 3.1: Teachers, Headteachers and County Staffing Officer Study Population

Category of Respondents		Target Population	*Accessible Population
County Staffing Officer	Homabay	1	1
Sub-total		1	1
Headteachers	Mbita	35	33
	Suba	31	30
Sub-total		66	63
Teachers with transfer intention	Mbita	109	101
	Suba	143	131
Sub-total		252	232
Teachers without transfer intention	Mbita	11	10
	Suba	18	16
Sub-total		29	26
Grand-total		348	322

*Accessible population= target population – piloting sample population

3.5 Sample Size and Sampling Techniques

The study sample comprised of one Homa Bay County Staffing Officer and 66 headteachers and a total of 232 teachers with transfer intention, 101 in Mbita and 131 in Suba Sub-counties secondary schools; and 26 teachers without transfer intention were selected through purposive sampling technique. Purposive sampling technique was used to select members of the population with vital information relevant to the study (Ritchie, Lewis & Elam, 2003).

3.6 Instruments of Data Collection

Data collection instruments included questionnaire and semi-structured interview schedules. According to Cohen and Manion (2006), a combination of data collection instruments compensates for inadequacies an individual or specific instrument might have. Questionnaire helps to gather information fast over a wide area though it lacks in detail (Nkpa, 1997). Interview schedule elicits the detail in data that would be inaccessible by questionnaire whereas document analysis provides historical evidence to enrich findings (Ritchie, et al., 2003).

3.6.1 Teacher Questionnaire (TQ I)

The teacher questionnaire (TQ I) for teachers with transfer intention consisted of open-ended and closed-ended items seeking information on the relationship between school workload management, leadership and facilitation, school appreciation and orientation, school work - community -cooperation, and teacher work environment to establish the overall position as regards relationship between teacher workplace conditions and teacher transfer intention as in Appendix I.

3.6.2 Teacher Questionnaire (TQ II)

The teacher questionnaire (TQ II) for teachers without transfer intention consisted of open-ended and closed-ended items seeking information on the relationship between school workload management, leadership and facilitation, school appreciation and orientation, school work -community -cooperation, and teacher work environment to establish the overall position as regards relationship between teacher workplace conditions and teacher transfer intention as in Appendix II.

3.6.3 Headteacher Interview Schedule (HQ)

The headteacher interview schedule (HQ) consisted of open-ended and closed-ended items seeking information on the relationship between school workload management, leadership and facilitation, school appreciation and orientation, and school work -community -cooperation, and teacher work environment to establish the overall position as regards relationship between teacher workplace conditions and teacher transfer intention as in Appendix III.

3.6.4. Teacher Interview Schedule (TIS-I)

This interview schedule for teachers with transfer intention will consist interview schedule consisted of open-ended and closed-ended items seeking information on the relationship

between school workload management, leadership and facilitation, school appreciation and orientation, and school work -community -cooperation, and teacher work environment to establish the overall position as regards relationship between teacher workplace conditions and teacher transfer intention as in Appendix IV.

3.6.5 Teacher Interview Schedule (TIS- II)

This interview schedule for teachers without transfer intention will consist interview schedule consisted of open-ended and closed-ended items seeking information on the relationship between school workload management, leadership and facilitation, school appreciation and orientation, school work -community -cooperation, and teacher work environment to establish the overall position as regards relationship between teacher workplace conditions and teacher transfer intention as in Appendix V.

3.6.6. County Staffing Office Interview Schedule (CSO-IS)

This interview schedule consisted of structured items seeking information on the relationship between school workload management, school leadership and facilitation, school appreciation and orientation, school work community cooperation, and teacher work environment to establish the overall position as regards relationship between teacher workplace conditions and teacher transfer intention as in Appendix VI.

3.6.7 Document Analysis

Relevant teacher transfer requests documents (as an indicator of transfer intention) were sourced from County Staffing Office to examine the reasons for which teachers in Mbita and Suba Sub-

counties request for transfer to establish whether there was any relationship with teacher work-place conditions as in Appendix VII.

3.7 Validity and Reliability of Instruments

Validity

Validity is defined as the degree to which a test measures what it purports to measures (Fraenkel & Wallen, 2009). In this regard, Gay (2006) argues that the more the test items in an instrument, the more comprehensive it is hence the higher the likelihood of content validity. Content validity was ensured by considering that the questionnaire was structured with variety of questions related to specific objectives. Face validity of instruments of data collection was determined by subjecting them to scrutiny by Maseno University experts in educational administration. Their suggestions were used to revise the questionnaire and the interview schedule by removing ambiguities and making them more comprehensive in content.

Reliability

Table 3.2 shows percentage population pilot size for the study.

Table 3.2: Piloting Frame

Category of Respondents		Population	Pilot Size	Percentage Population
Headteachers	Mbita	33	2	5.7%
	Suba	30	1	3.3%
Subtotal		**63**	**3**	**4.8%**
Teachers with transfer intention	Mbita	109	8	7.3%
	Suba	143	12	8.4%
Sub-total		**252**	**20**	**9.1%**
Teachers without transfer intention	Mbita	11	1	9.1%
	Suba	18	2	11.1%
Sub-total		**29**	**3**	**10.3%**

Reliability is the measure of degree to which a research yields consistent result after repeated trials in both its qualitative and quantitative aspects (Gabarino & Holland, 2009). Reliability was ascertained by administering a test-re-test of the questionnaire within a two week interval on 20 (7.9%) teachers with transfer intention and 3(10.3%) teachers without and 3(10%) headteachers (Table 3.2). This was deemed sufficient based on Ritchie, et al. (2003) who recommends the use of 2-10% of the study population for populations of 10-300. Pearson's- r was used to determine reliability whereby a correlation of 0.72 at a p-value of 0.05 was considered reliable (Gay, 2006). In this regard, teacher with transfer intention questionnaire had a reliability index of 7.161 while teacher without transfer intention questionnaire had a reliability index of 7.213. Findings were used to adjust relevant test items so as to remove deficiencies, ambiguities and inconsistencies.

3.8 Data Collection Procedures

Letters notifying respective secondary school headteachers in Mbita and Suba Sub-counties of the intended research were dispatched two weeks in advance of the visit. Questionnaire were administered to 101 and 131 teachers with transfer intention and 23 teachers without transfer intention in secondary schools in Mbita and Suba Sub-counties. Appointment was made with 28 headteachers and 21 teachers for interview. This number is sufficient because as the interview progresses responses become repetitive (Ritchie, et al., 2003). Note taking was done progressively. Following an appointment, the County Staffing Officer was also interviewed. Appropriate documents were sourced for data from the County Staffing Office.

3.9 Methods of Data Analysis

The dependent variable in this study was teacher transfer intention. Therefore, Mobley's model of employee turnover intention (Mobley, 1977) was used in the preliminary survey to establish teacher transfer intention status. Mobley's model of employee turnover intention (Mobley, 1977) hypothesizes that thinking out quitting, looking for another job, intending to quit or to stay, and actually deciding to quit or stay is linked to employee satisfaction. If people find that the cost of quitting is high, they think less about quitting while displaying high incidence of inappropriate behavior. This is seen in high scores in person-to-organizational dis-identification and uncommitted rating. As reported in Mobley (1979), the model posits that the non-symptomatic stage (1-16.5%) of a rating scale gives way to the apparent stage (16.6-100%) where effects of employee turnover intentions manifest. It explains that, this may be altered due to adverse organizational-to-individual influences such as in the change in management personality. A 4-point rating scale whereby teacher transfer intention scores from 1.0 to 1.49 were considered latent hence classified as teachers without transfer intention whereas the scores from 1.5 to 4.0 were classified as teachers with transfer intention was used.

The independent variable for this study was teacher work-place conditions. Specific teacher work-place conditions elements of focus were school workload management, school leadership and facilitation, school appreciation and orientation, school work community cooperation, and teacher work environment which was the interaction between the four separate factors. To establish the work-place conditions rating for each of the variables, a Likert scale was formulated with relevant items. Scores from item responses were aggregated to establish overall variable mean score position for all the 222 teacher with transfer intention respondents. In addition, mean

48

scores for individual respondents were established. These 222 teachers were the principle respondents. Some 21 of these teachers with transfer intention responded to interview schedule in respect of possible reasons why teachers may want to go on transfer. However, information was also sought from 23(100%) teachers without transfer intention to corroborate information from teachers with transfer intention given that they operate under similar workplace conditions yet they hold an opposing position as regards teacher transfer intention. This will be based on the following regression model:

$$Y = a + X_1 + X_2 + X_3 + X_4 + X_5$$

Whereby: Y is the dependent variable (Teacher transfer intention)

a is the Y intercept

The predictor variable is teacher work-place conditions which is presented as X_1, X_2, X_3, X_4, and X_5.

X_1 is the predictor variable school workload management

X_2 is the predictor variable school leadership and facilitation

X_3 is the predictor variable school appreciation and orientation

X_4 is the predictor variable school work- community -cooperation

X_5 is the predictor variable teacher work environment

The proposed regression equation becomes:

$$Y = a + X_{1(school\ workload\ management)} + X_{2(school\ leadership\ and\ facilitation)} + X_{3(school\ appreciation\ and\ orientation)} + X_{4(school\ work\ community\ cooperation)} + X_{5(teacher\ work\ environment)}$$

Scores from quantitative data derived from the study was tallied then presented is frequency counts, means and percentages. Thereafter, it was analyzed by subjecting it to ANOVA to

establish whether there was a significant relationship between them and transfer intention. For the 3rd and 4th objective, that is school appreciation and orientation, and school work community cooperation, after subjecting the data to ANOVA, post hoc tests was applied to establish the contribution of the specific variable to teacher transfer intention. Finally, for the 5th variable, that is teacher work environment which is the interaction between the 1st to the 4th variables, ANOVA, post hoc test and regression analysis were used to determine the significance and strength of relationship between teacher work-place conditions and teacher transfer intention, to establish their contributory value and to establish a model of prediction. The foregoing led to establishing the relationship between teacher work-place conditions status and teacher transfer intention among teachers in public secondary schools in Mbita and Suba Sub-counties.

In respect of qualitative data was categorized according to themes and sub- themes in an on-going-process as they emerged. The themes were based on the variable of the study. For school workload management, these included, too many lessons and timetabling without consultation; for school leadership and facilitation, they were, dictatorial headteacher tendencies and inadequate facilities; for school appreciation and orientation, these included, bias headteachers and demeaning motivational procedures; and for school work community cooperation, these were, in and outside school compound insecurity and poor teacher-neighbourhood relations. Some of these responses were reported verbatim. Based on these themes and sub-themes, tallying was done to establish their frequency counts, percentages and means.

3.10 Ethical Considerations

Permission to conduct research was obtained from Maseno University Ethics Review Committee before proceeding to the field for actual data collection (Appendix XII). In this respect, Richie, et

al. (2003) relates ethics in research to questions about how the topic is formulated and clarified, research design; and how the researcher gains access to information, data collection, processing, storage, analysis, write up and presentation in a morally responsible manner. According to David and Resnik (2011) since research often involves a great deal of interaction between different people in different institutions, its aims should be attained without coercion of respondents, whether in direct or indirect form, and without infringement into the respondents privacy or comfort. The following were undertaken:

i. In respect of seeking informed consent, both verbal consent and written informed consent (Appendix XI) was sought from teachers, headteachers and county staffing officer participating in the study. In relation to this, through a brief introduction, the questionnaire requests potential respondents to voluntarily provide information on the stated study title. The researcher left questionnaire behind for one week so that respondents fill them in without his undue influence.

ii. In respect of confidentiality and anonymity, through a brief introduction, the questionnaire requests potential respondents to voluntarily provide information on the stated study title as required without personally identifying themselves by names. This was done by seeking information, whether from documents, questionnaire, observation, or interview, and storing it anonymously by use of case numbers for confidentiality of study participants.

iii. In respect of data storage and handling, all data was kept safe within restricted access of the researcher.

iv. In respect of risks and benefits of the study, sensitive information in this study was such as that which regards individual teacher transfer intention rating and that on individual

51

teacher rating of their work environment which, if leaked, may cause teacher-headteacher conflict in a school work environment to the disadvantage of the teacher. Such information was sourced indirectly by use of a scale that needed analysis for meaningful interpretation to be realized hence an assurance that undue persons would not access this data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussions of the findings of the study. They are presented thematically guided by the study objectives. The aim of the study was to determine the relationship between teacher work-place conditions and teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties in Kenya. The study research hypotheses were as follows:

H_{01} There is no significant relationship between school workload management and teacher transfer intention.

H_{02} There is no significant relationship between school leadership and facilitation and teacher transfer intention.

H_{03} There is no significant relationship between school appreciation and orientation and teacher transfer intention.

H_{04} There is no significant relationship between school work- community -cooperation and teacher transfer intention.

H_{05} There is no significant relationship between teacher work environment and teacher transfer intention.

The number of respondents as a percentage of targeted sample population for the study was as shown in Table 4.1.

Table 4.1: Number of Respondents as a Percentage of Targeted Sample Population

Respondent Category	Targeted Respondents	Actual Respondents	% Respondents
Teachers with TI	232	222	95.7%
Teachers without TI	26	23	88.5%
Headteachers	63	50	76%
County Staffing Officer	1	1	100%
Total	322	296	90.5%

The response rate is presented in Table 4.1 as 222(95.7%) for teachers with transfer intention, 23(88.5%) teachers without transfer intention, 50(76%) for headteachers and 1(100%) for County Staffing Officer. This is appropriate based on Ritchie, et al. (2003) who recommend that researchers should reach a minimum of 70% targeted respondents to be deemed valid.

4.2. Demographic Characteristics of Respondents

To have an overall picture of the characteristics of the respondents which would be necessary for understanding the outcomes of the study the following was done. Teacher with transfer intention and without transfer intention respondents for the study were required to indicate their gender, highest academic qualification, length of stay at the current school, area of specialization, and whether they were in that school as a first TSC posting or were on transfer in the questionnaire. Headteacher respondents and County Staffing Officer were expected to reveal their highest academic qualification.

54

4.2.1 Teacher Transfer Intention Index of Teacher Respondents

Considering the fluidity of transfer intention, it was necessary to establish whether the transfer intention rating was as had been realized in the preliminary survey by subjecting all the teacher respondents to a repeated scale. The finding was that individual teacher scores only oscillated within the various sub-categories hence validating the categorization into two namely, teacher with transfer intention, and teacher without transfer intention. This was established using a transfer intention scale which was drawn from Mobleys' model of turnover intention (Mobley, 1977).

This model hypothesizes that thinking about quitting, looking for another job, intending to quit or to stay, and actually deciding to quit or to stay is linked to employee satisfaction. If people find that the cost of quitting is high, they do less thinking about quitting while displaying high incidence of inappropriate behaviour; seen in low levels of organizational identification and commitment. To satisfy the components of this model (Mobley, 1977), a transfer intention scale was formulated by combining 6 items of organizational commitment questionnaire (Allen & Meyer, 1990) and the 6 tenets of organizational identification questionnaire (Cheney, 1983), both of which were appropriately adopted with modification for the study. A bi-polar approach of high versus low rating was adopted based on arguments by Quick and Nelson (2011) and Handelsman (2009) that employee social, emotional and physical characteristics tilt either away or towards the organizational objectives.

Each respondent was asked to rate 12 statements as displayed in Table 4.2 by indicating a value on a continuum from very low rating respondents (VL) which scored 1, low (L) which scored 2, high (H) which scored 3, and very high (VH) which scored 4. An average was arrived at across

the 12 items to give a single-score which ranged from a minimum of 1 to a maximum of 4. This represented an individual teacher respondent's transfer intention score. According to Mobley (1977), naturally, due to changing interests and work circumstances, employees desire to move out of their jobs after a period of time; normally cyclically accentuating in 5-year stratum. It is therefore the prominence of apparentness of the intention that is detrimental hence should concern employers. Based on the foregoing, scores as classified were interpreted in the following way:

i.   Very low rating: respondents' transfer intention score of 1.0-1.49 meant that the teacher had latent transfer intention and hence does not intend to transfer or intends to transfer in the unforeseen future (over 5 years) based on interpretation as set in Mobley's turnover intention model (1977). There were 23 respondent teachers without transfer intention.

ii. Low: respondent's transfer intention of 1.5- 2.49 score meant that the teacher intends to transfer in the near future (within 4-5 years); some 11(5%) respondents out of 222 had teacher with transfer intention.

iii. High: respondent's transfer intention of 2.5-3.49 score meant that the teacher intends to transfer in the very near future (within 2-3 years); some 115(51.8%) respondents out of 222 had teacher with transfer intention.

iv. Very high: respondent's transfer intention score of 3.5-4.0 meant that the teacher intends to transfer immediately (within the next 1 year); some 96(36.9%) respondents out of 222 had teacher with transfer intention.

These classification was then used to construct a wholesome presentation of the individual's teacher transfer intention rating. Responses were as summarized in Table 4.2.

Table 4.2 is a presentation of confirmatory teacher transfer intention scores of teachers in public secondary schools in Mbita and Suba Sub-counties.

Table 4.2 shows confirmatory teacher transfer intention rating scores for the study.

Table 4.2: Confirmatory Teacher Transfer Intention Rating Scores

Transfer Intention Mean Rating for Individual Teacher Respondents	Mean	No. Respondents	% Respondents
With very low transfer intention/ Without transfer intention; not intending to transfer in the foreseeable future	1.37	23	100%
Very low /Without transfer intention	**1.37**	**23**	**100%**
With low transfer intention; intending to transfer in the near future (wish to transfer within the next 4-5 years)	2.39	11	5%
With high transfer intention; intending to transfer in the very near future (wish to transfer within the next 2-3 years)	3.43	115	51.8
With very high transfer intention; intending to transfer in the immediate future (wish to transfer within the next 1 year)	3.78	96	43.2
Total With Transfer Intention	**3.2**	**222**	**100**

KEY: **1.0-1.49 Very Low/Without Transfer Intention;**

1.5-2.49 With Low Transfer Intention; 2.5-3.49 With High Transfer Intention;

3.5-4.0 With Very High Transfer Intention

The mean rate for the 222 teachers with transfer intention was 3.2 which was 'high' according to the scale applied in Table 4.2 based on Mobley's turnover intention scale. There were 23 teachers without transfer intention with a mean of 1.37. There were 23 teachers (16.6%)

classified as teachers without transfer intention made up of 16.6% teacher population while the remaining 222 (83.4%) were categorized as teachers with transfer intention.

4.2.3 Teaching Experience of Teachers in Current School

Table 4.3 shows teacher respondents' length of stay at current school in public secondary schools in Mbita and Suba Sub-counties as categorized according to whether they had transfer intention or without teacher transfer intention.

Table 4.3: Teacher Respondents' Length of Stay at Current School

Length of stay	Number of years	% Respondents
Teachers with Transfer Intention		
1-5 years teaching experience	86	38.7%
6-10 years teaching experience	105	47.2%
Over 10 years teaching experience	31	14.1%
Total	**222**	**100%**
Teachers without Transfer Intention		
1-5 years teaching experience	3	13%
6-10 years teaching experience	4	17.4%
Over 10 years teaching experience	16	69.6%
Total	**23**	**100%**

Table 4.3 out of 23 teachers without transfer intention, 69.9% had over 10 years experience having increased in number from 17.4% for those who had stayed for 6-10 years, and 13% for those who had stayed in their current school for 1-5 years. As regards teachers with transfer intention length of stay at current school, those who had been at current school for over 10 years were only 14.1% increasing to 47.2% for those who had been at current school for 6-10 years and then reducing to 38.7% for those with 1-5 years teaching experience. This fluctuating

percentages for the latter category are unlike the case for teachers without transfer intention where there seems to be a direct link between length of stay and number of teachers without transfer intention.

4.2.4 Academic Qualification of Respondents

Table 4.4 is a presentation of academic qualifications of teacher, headteacher and Homabay County Staffing Officer respondents.

Table 4.4: Academic Qualification of Respondents

Respondents	Qualification	Number of Respondents	Percentage Respondents
Teachers with TI	Master's Degree	64	28.8
	Bachelor's Degree	144	64.9
	Diploma	13	6.3
Sub-total	-	**222**	**100**
Teachers without TI	Master's Degree	3	13
	Bachelor's Degree	20	87
Sub-total	-	**23**	**100**
Headteachers	Master's Degree	45	71.4
	Bachelor's Degree	18	28.6
Sub-total	-	**63**	**100**
County Staffing Officer	Master's Degree	1	100

KEY: TI- Transfer intention

Table 4.4 reveals that out of the 222 teachers with transfer intention in Mbita and Suba Sub-counties, 64.9% are holders of bachelor's degree as compared to the 6.3% with diplomas and 28.8% with master's degree. It also reveals that 87% of teachers without transfer intention are bachelor's degree holders. This reveals that majority of teachers in Mbita and Suba Sub-counties public secondary schools are bachelor's degree holders unlike the case of headteachers whom out of 63, 71.4% are master's degree holders.

59

4.2.5 Teacher History of Employment

Out of the all the 222 teachers with transfer intention, 146(65.7%) were in their first school of employment since being posted by TSC while 76(34.3%) had been transferred from other schools to their current station of work. On the same note, out of all the 23 teachers without Transfer intention, 6(26.1%) were in their first school of employment since being posted by TSC while 17(73.9%) had been transferred from other schools to their current station of work.

4.3. Relationship between School Workload Management and Teacher Transfer Intention

Information was sought from 222 secondary school teachers with transfer intention and all the 23 teachers without transfer intention by use of questionnaire. All the 222 teachers with transfer intention were subjected to a rating scale whereby they were expected to rate as to whether the 8 statements regarding specified school workload management elements would be rated as very low, low, high, or very high in their schools. This gave the overall impression of the school workload management scenario in secondary schools in Mbita and Suba Sub-counties. Further to this, responses from every individual teacher with transfer intention mean averages were considered. The results were as shown in Table 4.5.

Table 4.5: Rating by Teachers with Transfer Intention as Regards School Workload Management in their Schools (N=222)

Elements of School Workload Management: "What is the rating of my school management in....?"	1	2	3	4	T	M
Delegation and distribution of duties						
Distributing teacher workload	181	31	10	0	273	1.2
Setting objective work deadlines	203	19	0	0	241	1.1
Appointing people based on interests and skills	94	107	21	0	371	1.7
Listening to complaints regarding the teaching of lessons	216	5	1	0	229	1.0
Sub-total Average	-	-	-	-	-	**1.3**
Scheduling of duties						
Reasonable number of teacher work hours	200	22	0	0	244	1.1
Appreciating the concept of 'personal time' for teachers	53	169	0	0	391	1.8
Timetabling evident of rapport between authorities and teachers	217	5	0	0	227	1.0
Balancing instructional and non-instructional teacher duties	158	60	4	0	290	1.3
Sub-total Average	-	-	-	-	-	**1.3**
Overall Mean						1.3

KEY:
1=1.0-1.49 Very Low rating (VL);   2=1.5- 2.49 Low rating (L);
3=2.5-3.49 High rating (H);   4=3.5-4.0 Very High rating (VH)
T= Total Sum

In this study, the variable school workload management was considered from 2 perspectives namely, delegation and distribution of duties, and scheduling of duties. As regards the delegation and distribution of duties, all the 222 teachers with transfer intention scored a mean of 1.3 interpreted as very low rating. This was drawn from the following item mean scores; distributing teacher workload had 1.2, setting of objective work deadlines had 1.1, appointing people based on interests and skills had 1.7, and listening to complaints regarding the teaching of lessons had 1.0. This aspect refers to the manner in which the total weight of the job meant to be performed in a school is shared among teachers. The score of 1.3 means that the scenario is unpleasant for the teacher with transfer intention. From the questionnaire, when asked to identify the aspect of

delegation and distribution of duties that may lead them to teacher transfer intention, 197(88.7%) teachers with transfer intention cited lack of consultation before allocation of duties to teachers, and forced responsibilities. The remaining 25(11.3%) cited too many lessons per teacher given the teacher shortage.

As regards the second aspect of school workload management, scheduling of duties the 222 teachers with transfer intention had scored an average of 1.3, interpreted as very low rating. This was drawn from the following mean scores; reasonable number of working hours an average of 1.1, appreciating the concept of 'personal time' for teachers an average of 1.8, timetabling evident of rapport between authorities and teachers an average of 1.0, and balancing instructional and non-instructional teacher duties an average of 1.3. This refers to the manner of timing of work as regards its appropriateness. The average score of 1.3 means that teachers find work scheduling unpleasant. From the questionnaire, they identified allocation of duties and having responsibilities on Saturdays, public holidays, school holidays, evenings and very early in the mornings as reason for seeking transfer. This is according to 29(13.1%) out of the 222 teachers with transfer intention. The remaining 193(86.9%) intend to transfer because they were not allowed personal work-life balance. According to Armstrong (2009) and Quick and Nelson (2011), employers should not underrate the influence of healthy organizational personal work-life balance initiatives on production. They identified the problem of teacher-headteacher conflict arising from missing duties due to challenges related to distance from nearby towns where there were markets/supermarkets, recreation, likely marriage partners, hospitals, and good schools, colleges and jobs for their children as a reason for which they needed to be transferred from schools.

To establish the significance of relationship between school workload management and teacher transfer intention for teachers with transfer intention in public secondary schools in Mbita and Suba Sub-counties ANOVA was applied. The findings were as displayed in Table 4.6.

Table 4.6: ANOVA for School Workload Management Scores Versus Teacher Transfer Intention Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	163.600	21	.039	.204	.652
Within Groups	42.798	200	.193		
Total	206.398	221			

The data provided in Table 4.6 shows the analysis of variance for school workload management scores versus teacher transfer intention scores for teachers with transfer intention. It reveals statistically insignificant evidence about there being a relationship between school workload management and teacher transfer intention. One way ANOVA reveals that F = 0.204, df = 221, with a significance level of 0.652 at a p-value of 0.05. Hence we fail to reject the hypothesis that there is no significant relationship between school workload management and teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties in Kenya.

To complement data from the 222 teachers with transfer intention, information was also sought from all the 23 teachers without transfer intention who were asked to indicate their opinion on an 'agreement' scale as regards whether school workload management rated 'high' in their schools by indicating Strongly Agree, Agree, Disagree or Strongly Disagree. This is shown in Table 4.7.

Table 4.7: Teacher Without Transfer Intention Rating of School Workload Management as "High" in their Schools (N=23).

"My school management rates high in…" the following elements of school workload management	1 SD	2 D	3 A	4 SA	T	Mean
Delegation and distribution of teacher duties						
Fair and equitable distribution of teacher workload	21	2	0	0	25	1.1
Setting reasonable objective work deadlines	16	5	2	0	28	1.2
Appointing people based on interests and skills	10	5	8	0	44	2.0
Listening to complaints regarding the teaching of lessons	11	9	3	0	38	1.7
Sub-total Average	-	-	-	-	-	1.5
Scheduling of teacher duties						
Ensuring reasonable number of teacher work hours	15	8	0	0	31	1.3
Appreciating the concept of 'personal time' for teachers	11	11	1	0	34	1.5
Time tabling evident of rapport between authorities and teachers	21	2	0	0	25	1.1
Balancing instructional and non-instructional teacher duties	10	3	10	0	46	2.0
Sub-total Average	-	-	-	-	-	1.5
Overall Mean	-	-	-	-	-	1.5

KEY: 1=1.0-1.49 Strongly Disagree (SD);   2=1.5- 2.49 Disagree (D);

3=2.5-3.49 Agree (A);   4=3.5-4.0 Strongly Agree (SA)

T= Total Sum

In regard to delegation and distribution of duties the 23 teachers without transfer intention scored a mean of 1.5 interpreted as 'disagree' (Table 4.7). This was drawn from the following item mean scores: distributing teacher workload had 1.2, setting objective work deadlines had 1.1, appointing people based on interests and skills had 1.7, and listening to complaints regarding the teaching of lessons had 1.0. This meant that the work situation as regards delegation and

distribution of duties was 'unpleasant'. When asked to identify the issues relating to delegation and distribution of duties that may lead to teacher transfer intention, 17(74%) teachers without transfer intention cited lack of consultation before allocation of duties to teachers, and forced responsibilities while the remaining 6(26%) indicated that they were allocated too many lessons per teacher. This seemed to be in line with the reasons given by the 193(86.9%) teachers with transfer intention who intended to transfer because of lack of personal work-life balance.

In terms of scheduling of duties, the 23 teachers without transfer intention scored an average of 1.5 (i.e. 'disagree'). This was drawn from the following test item mean scores: ensuring reasonable number of teacher work hours had 1.3, appreciating the concept of personal time for teachers had 1.5, timetabling evident of rapport between authorities and teachers had 1.1, and balancing instructional and non-instructional teacher duties had 2.0. This meant that the work situation as regards scheduling of duties was 'unpleasant'. They were in agreement with 29(13.1%) teachers with transfer intention by indicating that non-consultation and work during odd hours would drive teachers to express intention to transfer from current schools. However, 2(3.2%) headteacher respondents explained that this expected 'consultation with understanding' would slow down school operations. Similarly, all the 21 teachers with transfer intention interviewed, suggested that it was important to involve teachers in school workload management. This could be done by discussing the school teaching timetable and school routine in staff meetings before their implementation, and seeking feedback from teachers on workload management implementation during every end of term staff meetings.

In respect of 'too many lessons' which had also been identified by 6(26%) teachers without transfer intention as a reason for teachers to intend to transfer, all the 21 teachers with transfer intention interviewed identified some common factors which serve to worsen the school workload management scenario. These include TSC not posting more teachers to schools; headteacher failure to implore TSC to employ more teachers; headteachers over-enrollment; and school management not considering cash token for teachers in compensation for extra burden in large classes and/or extra hours of teaching. The County Staffing Officer and one headteacher interviewed were of the opinion that teaching is a job that demands a lot of sacrifice with understanding. To this end, the headteacher called for patience since understaffing was a national problem which was gradually being solved by the government. The County Staffing Officer believed that individual schools had come up with unspecified mechanisms to arrest the scenario.

As regards concerns that instigate teacher transfer intention under school workload management, one teacher with transfer intention interviewed suggested that headteachers should underscore the need for teachers to join their families. This would help to avoid being absent through leaves/offs; hence promote concentration in the performance of their duties at their new stations to enhance national effective curriculum implementation. In reference to TSC teacher transfer policy, all the 21 teachers with transfer intention interviewees held the view that headteachers should support the transfer of teachers who had outlived the five-year non-transfer bond period.

In this regard, this one teacher interviewed explained that in case the other spouse is a teacher, the headteacher of a specific school should facilitate, with consultation, cross-transfer between schools so that the couple stays together or nearby. According to the County Staffing Officer,

66

even though this was a rather genuine reason, teachers sought employment in Mbita and Suba Sub-counties in full knowledge that their families lived elsewhere. He also explained that it was not possible to grant transfers to newly married teachers given the serious teacher shortage, even if they had outlived the TSC policy of five-year bond to transfer. In addition, he said that even if the policy were to state so, it would not be adhered to just like the transfer policy for newly recruited teachers had been ignored for the greater benefit of learners in schools in Mbita and Suba Sub-counties.

Table 4.7 reveals that all the 23 teachers without transfer intention realized an overall mean score of 1.5 interpreted as 'low rating' in respect of school workload management. This meant that this work environment variable was generally 'unpleasant' and could therefore lead to teacher transfer intention. However, this lot of teachers did not intend to transfer despite this unpleasant scenario. In addition, when asked to indicate one aspect of school workload management that made them not to desire to go on transfer, all the 23 of them indicated 'Not Applicable'. This meant that school workload management in their schools did not influence their desire to stay. Since this category of teachers do not intend to go on transfer from their schools despite the low score as regards this variable, it may be deduced that low rating in school workload management does not result in teacher transfer intention. This goes against existing literature which associates teacher turnover with, aspects such as, overburdening school workload (SECTQ, 2009; Heitin, 2012; Bukola &Alonge, 2011). Rono, et al. (2011), in a study investigating opportunities and challenges for secondary school headteachers in respect of teacher retention in Mt Elgon District Secondary Schools, found that it was undercut by pressure for teachers with too many lessons which hindered teacher work-life balance. Such teachers tend to want to move away from

schools where there is a lot of work (Gomez, 2012; CCSRI, 2007 and Waititu, 2012). Myung and Loobb (2010), in discussing economic approaches to teacher retention, noted that too few lessons enhance teacher indiscipline which negatively influences job outcomes, besides associating teacher idleness with high teacher turnover intention.

All the 23 teachers without transfer intention interviewed revealed that one would intend to go on transfer due to bully non-consultative heads of departments and time-tablers who disregard teacher opinion in job allocation. Besides, 8(35%) of them indicated that one would intend to stay due to sympathetic situation of the school; too few teachers against too many students who would be further disadvantaged by decrease in numbers. This implied that they expected that school workload would be burdening as they applied for teaching posts in public secondary schools in Mbita and Suba Sub-counties. The remaining 15(65%) of them explained that they do not intend to transfer because the County Office would not process their transfer application forms, hence they were avoiding frustration due to expected disappointment.

The finding was that school workload management generally rated very low by teachers with transfer intention at a mean of 1.3 (Table 4.5) as well as by teachers without transfer intention who indicated 'disagree' at a mean of 1.5 when asked whether this variable would rate 'high' in their schools (Table 4.7). It meant that both teachers with transfer intention and those without realize the unpleasant school workload management scenario. This means that school workload management rating by teachers in public secondary schools in Mbita and Suba Sub-counties may not be a factor in determining teacher transfer intention.

Copies of a circular emanating from the Homa Bay TSC County Director's Office dated 19/5/15, that were conspicuously displayed on notice boards in the County Staffing office, informed teachers that the said office would not be attending to any cases of transfer (Homabay TSC County Director, 2015). There were no memo operational dates or time limits. This, the County Staffing Officer explained, was due to the biting shortage of teachers in almost all schools, among them those in Mbita and Suba Sub-counties. This had resulted in work overload, too many instructional and non-instructional responsibilities, for the few teachers. She added that though School Boards of Management could privately employ either trained or untrained teachers to mitigate the shortfall, the said sub-counties were in high poverty zones with poor school fee/levies payment records, making the caveat largely financially impracticable. In this respect, literature indicates that employing untrained teachers to bridge personnel gaps lowers public image of the profession, making it less prestigious for practicing trained teachers. In Sierra Leone, such lowered self-esteem enhanced teacher transfer intention thereby destabilizing the already understaffed schools (Boe, et al., 2008).

A headteacher said, "It is common knowledge that his is a hardship area and so all who come to teach here have to persevere with their choice." This was seemingly the opinion of the County Staffing Officer who was non-apologetic about the content of the circular (Homabay TSC County Director, 2015) because she believed that all young-to-middle-age teachers were employed in Mbita and Suba Sub-counties by choice given the school-based recruitment formula in operation since 2001. Hence the office could not entertain their transfer requests as expected. This circular was also posted on notice boards in school headteacher's office by some 7(11%) headteacher respondents, and in the staffroom as reported by 3(4.7(%) headteachers. All the 23

headteachers interviewed said that they had at least once referred to the circular at staff meetings to discourage teachers from considering transfer application. According to the headteachers, after such application, there were wasteful follow-up trips to the relevant TSC offices.

However, still, one teacher with transfer intention interviewed revealed that, in adherence to the circular, said, "I acknowledged my right to seek transfer after expiry of the five-year TSC bond. I had severally pursued my transfer from TSC national office unsuccessfully and I am now considering resignation as an option, hence I am already seeking job alternatives". This teacher's position revealed that even a circular emanating from a higher authority barring teachers from applying for transfer does not control transfer intention. Besides, the teacher had taken the option of finding an alternative job which if realized would not only destabilize teacher staffing in public secondary schools in Mbita and Suba Sub-counties but would also enhance national teacher shortage.

As regards this, another teacher with transfer intention interviewed proposed solutions to avert related workload management conflict which enhances the desire to be transferred among teachers. He said, "Headteachers to allow for the formulation of a time teaching schedule which allows free sessions (in the mornings, in the afternoons, free whole days) during the week for teachers to attend to other personal needs; and schools to organize transport to facilitate teacher movement to nearby market centers on market days or whenever necessary". In respect of the burdensome workload, two teachers with transfer intention interviewed suggested that they should be given extra money as pay for tuition for the extra burden since it appeared impossible to allocate free days. This would, however, be criminal based on TSC Code of Ethics and

Conduct which prohibits payment of tuition fees to teachers for offering professional services whether in or out of a school setting to their regular students.

Four headteachers, while seeming to empathize with the teachers' plight, indicated that it would be against TSC expectation to have 'free' days for teachers, more so because their schools had inadequate staffing. A headteacher being in agreement with the County Staffing Officer argued that school-based teacher recruitment formula envisages a pre-application physical visit to the school interacting with some of its environmental hardships. Based on this argument, they did not expect a teacher to react wildly to area's inherent difficulties. Some of those highlighted were poor road network, distance to towns for valued amenities, and poor housing.

Based on the foregoing argument, one headteacher, whose school is an island in Mbita Sub-county, stated that he had no apologies for insisting that duties must be performed according to policy guidelines, sometimes regardless of teacher personal interests. In this respect, he had made his staff aware that he would not endorse their transfer requests. Hence he further said he could not remember the last time a teacher presented a transfer form to his office for endorsement. It is worth noting that, even before the circular dated 19/5/2015 that effectively barred all teachers in Homa Bay County from seeking transfer (TSC County Director, 2015), this headteacher had already enforced a similar 'no-transfer' position in his school. According to Oyedepo (2013) and Krishan and Singh (2010), headteachers whose teachers are retained voluntarily through use of appropriate teacher management strategies, are likely to achieve school goals. This is as opposed to the involuntarily retained.

It can be realized from data from teacher respondents that school workload management aspect of teacher work-place conditions extends beyond the school management choreographed delegation and distribution of duties, and scheduling of duties. This is evident in teachers expecting school managements to address factors such as the prohibitive distance to nearby towns, poor road network, and ensuring that teachers join their families. This position is opposed to headteachers', who seem to be concentrating only on lesson distribution and allocation of responsibilities. However, according to teachers, even this aspect, considered from the perspective of headteachers, was addressed inadequately due to non-consultative practices. It is worth noting that as regards school workload management, teachers are more concerned with themselves as teachers in the unpleasant environment, than with the work itself in the same environment.

In a nutshell, findings of this study reveal that all the 222 teachers with transfer intention found school workload management unpleasant, evident in the 1.3 mean score (Table 4.5) interpreted as very low. This low score was associated with lack of consultation before allocation of duties, which spread into early mornings, late evenings, weekends and holidays. This was in addition to forcing them to take up responsibilities besides the burden of too many lessons due to teacher shortage in their schools. They felt deprived of their valuable time to care for their family with regard to child schooling and other personal concerns such as recreation and shopping which were accessed in distant town centres. These concerns are termed as employee personal work-life balance that is vital for organizational success (Armstrong, 2009; Quick & Nelson, 2011).

However, there seemed to be no recourse for the all the 222 teachers with transfer intention for a number of reasons. According to Republic of Kenya (2008b), Suba District (now Mbita and Suba

Sub-counties) is a high poverty zone and hence options that would apply elsewhere, with better economic endowments, such as by asking parents to pay additional levies to employ BoM teachers to ease workload would not be practicable. This was not only the opinion of the County Staffing Officer but also, it would go against Ministry of Education Science and Technology set school fee guidelines. In addition, the Homa Bay TSC County Director through a circular (Homa Bay TSC County Director, 2015) had decided to disregard TSC policy provision of allowing teachers who had served for 5-years in a station from exercising this right to transfer by barring them from seeking transfer. According to the County Staffing Officer who operationalizes TSC staffing policy and some headteachers who are of the opinion that teaching in Mbita and Suba Sub-counties was by choice, this illegal notice was part of TSC noble effort to suffice the interests of learners in schools in the region. The fact that fear of long periods of unemployment by young teacher graduates drives them to job seek in unpleasant areas for temporary convenience not withstanding (CCSRI, 2007; Heitin, 2012; Myung & Leobb, 2010).

The foregoing implies that all the 222 teachers were in schools in Mbita and Suba Sub-counties unwillingly. Based on literature, such teachers have impeded motivation to exert optimum work effort (Krishna & Sing, 2011), were likely to display teacher indiscipline (Jong & Gutteling, 2006), and were therefore less effective (SECTQ, 2009). In this regard, some headteachers agree with County Staffing Officer that such teachers did not genuinely intend to work in Mbita and Suba Sub-counties public secondary schools by alleging difficulties for which they had adequate pre-visit prior knowledge.

73

It is worth noting that the reasons given by the all the 23 teachers without transfer intention and therefore hold the opposite position as regards the dependent variable, the matter of transfer, were the same. These were; too many lessons, distance from nearby towns and centres or towns, non-consultative headteachers and bully heads of departments. With a score of 1.5 interpreted as 'disagree' and therefore also unpleasant just like had been the case for the all the 222 teachers with transfer intention indicates that their perception on school workload management had no significant association with their position as regards teacher transfer intention. This is based on ANOVA findings of significance of 0.652 alpha at 0.05. This finding is not in tandem with available literature which associates burdensome workload and its poor management with outcomes such as teacher anomie attitude, poor job performance and low teacher retention (Rosenberg, 2012b; World Bank, 2005).

The outcome as discussed here-to-fore the reasons that associate school workload management with teacher transfer intention include: distance from nearby town centres and the need for free whole days or half days to attend to personal concerns. School managements ought to focus even beyond just within the school precincts to address school workload management as to mitigate teacher transfer intention. This goes against literature which associates unpleasant employee workload management, as regards distribution, monitoring and evaluation, with employee turnover intention (Koech, et al., 2014; Jones & Volpe, 2010; Jeswani & Dave, 2012).

4.4. Relationship between School Leadership and Facilitation and Teacher Transfer Intention

All the 222 teachers with transfer intention were subjected to a rating scale whereby they were expected to rate as to whether the 8 statements regarding specified school leadership and

facilitation elements would be rated as very low, low, high, or very high in their schools. This gave the overall impression of the school leadership and facilitation scenario in secondary schools in Mbita and Suba Sub-counties. Further to this, responses from every individual of the all the 222 teachers with transfer intention mean averages were considered. The outcome was as presented in Table 4.8.

Table 4.8. shows the rating of teachers with transfer intention as regards school leadership and facilitation in their schools.

Table 4.8: **Rating of Teachers With Transfer Intention as Regards School Leadership and Facilitation in their Schools**

Elements of School Leadership and Facilitation "What is the rating of my school management in ....?"	1	2	3	4	T	M
Teacher supervision practices						
Consistency in giving performance feedback	175	40	7	0	276	**1.2**
Encouraging communication with teachers	209	13	0	0	235	**1.1**
Involving teachers in monitoring and evaluation of themselves	49	144	29	0	424	**1.9**
Leadership 'feed-forward' and feedback structures	77	93	52	0	419	**1.9**
Sub-total Average	-	-	-	-	-	**1.5**
Provision of teaching facilities and amenities						
Distribution of instructional resources	198	24	0	0	246	**1.1**
Encouraging use of diverse methods of teaching and learning	156	40	26	0	314	**1.4**
Maintenance of an inventory relevant to teacher instructional activities	202	19	1	0	243	**1.1**
Responding appropriately to teaching deficiencies	73	99	50	0	421	**1.9**
Sub-total Average	-	-	-	-	-	**1.4**
Overall Mean						**1.5**

KEY:
1=1.0-1.49 Very Low rating (VL); 2=1.5- 2.49 Low rating (L);
3=2.5-3.49 High rating (H); 4=3.5-4.0 Very High rating (VH)
T= Total Sum

In this study, the variable school leadership and facilitation was considered from two aspects: teacher supervision practices, and provision of teaching facilities and amenities. As regards teacher supervision practices, teachers with transfer intention scored a mean of 1.5 interpreted as low rating (Table 4.8). This was drawn from the following item mean scores; consistency in giving performance feedback had 1.2, encouraging communication with teachers had 1.1, involving teachers in monitoring and evaluation of themselves had 1.9, and leadership feed-forward and feedback structures had 1.9. This refers to general school coordination as regards personnel management. This meant that the school scenario as regards this variable was 'unpleasant'. When asked to identify the aspect of teacher supervision practices that may lead them to teacher transfer intention, 111(50%) teacher with transfer intention cited inconsistent, unfair feedback that is untimely and inappropriate to teachers. The remaining 111(50%) cited unclear or clogged communication channels.

In addition, poor headteacher management approaches was indicated by 13(61.9%) teachers with transfer intention interviewed as the reason for which they intended to transfer from their schools. These respondents indicated that areas that inspire teachers to intend to transfer include: use of students such as class prefects to monitor teacher job performance, for instance by signing an attendance register in the classroom; use of watchmen in monitoring the clock-in-clock-out records placed at the sentry-box; and having to report daily at the school office (office reception/deputy headteacher's office) to fill-in attendance records. In relation to this, a study on the role of headteacher supervision in staff development in Kitui West District revealed that lazy teachers were against checking of teachers professional tools (Benedict, 2013).

76

Some 8(38.1%) teachers with transfer intention interviewed complained about their headteachers not adopting participatory leadership approaches; and not organizing benchmark excursions with case studies of successful school leadership. This, they said, resulted in the use of archaic leadership methods. The County Staffing Officer said, "Some headteachers applied dictatorial styles that were no longer appreciated today." Other reasons were: false victimization according to 4(19%) respondents; no feedback according to 4(19%) respondents; and no action on feedback according to 15(62%) respondents. In this respect, in reference to Binns Report (1952) which recommended strict supervision for attainment of educational objectives, Benedict (2013) observed that principals in public secondary schools in Kitui West District, being a hardship area, needed specific competencies to succeed. These were conceptual skills, technical skills, human relation skills, evaluation skills, and communication skills.

As regards provision of facilities and amenities, teachers with transfer intention had scored an average of 1.5, interpreted as low. This was drawn from the following mean scores; equitable distribution of instructional resources had 1.5,encouraging use of diverse methods of teaching had 2.3, having an inventory relevant to teacher instructional activities had 1.3, and responding appropriately to teaching deficiencies had 2.0.This refers to availability of resources as would support the performance of the teaching job. This meant that the school scenario regarding this variable was 'unpleasant'. The use of pit-latrines and incomplete, old, or unavailable classrooms and staffrooms were identified by 114(51.4%), lack of electricity identified by 60(27%) and inadequate textbooks, laboratories, library, symposia and school bus as identified by 48(21.6%) teachers with transfer intention as reasons for their intention to transfer from their schools. Some two teachers with transfer intention interviewed indicated that their school managements

had performed below expectation in addressing school infrastructure. In this respect a headteachers said, "Headteachers should impress upon CDF, sponsors, well-wishers, parents and the BoM to raise funds to support school facilitation". According to the County Staffing Officer, poor planning by school managements that endorsed, concurrent and sometimes multiple, development projects overburdened parents against the Ministry of Education Science and Technology of Education Science set school levies policy. Considering the two aspects of teacher supervision practices, and provision of facilities and amenities, school leadership and facilitation had a mean rate of 1.4. This was is interpreted as low rating (Table 4.8) meaning that this work environment variable was generally 'unpleasant' and therefore could lead to teacher transfer intention. Information from interview further supported these findings, by highlighting aspects of school leadership and facilitation that led to their transfer intention.

To establish the significance of relationship between school workload management and teacher transfer intention for teachers with transfer intention in public secondary schools in Mbita and Suba Sub-counties ANOVA was applied. The following were the findings as displayed in Table 4.9.

Table 4.9 shows analysis of variance (ANOVA) output for school leadership and facilitation scores versus teacher transfer intention scores

Table 4.9: ANOVA for School Leadership and Facilitation Scores Versus Teacher Transfer Intention Scores

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.781	26	.592	3.108	.079
Within Groups	41.177	195	.190		
Total	44.958	221			

78

The data provides statistically insignificant evidence about there being a relationship between school leadership and facilitation and teacher transfer intention. One way ANOVA reveals that F=3.108, df =221, with a significance level of 0.079 at a p-value of 0.05, the hypothesis that there is no significant relationship between school leadership and facilitation and teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties is not rejected.

To complement data from the all the 222 teachers with transfer intention, information was also sought from all the 23 teachers without transfer intention respondents who were asked to indicate their opinion on an 'agreement' scale as regards whether school leadership and facilitation rated 'high' in their schools. All the 23 teachers without transfer intention were subjected to a scale whereby respondents were expected to indicate their opinion as regards whether specified school leadership and facilitation elements rated "High" by indicating Strongly Agree, Agree, Disagree and Strongly Disagree. The outcome was as displayed in Table 4.10.

Table 4.10. shows teacher without transfer intention perception on rating of school leadership and facilitation as "High" in their Schools.

Table 4.10: Teacher Without Transfer Intention Perception on Rating of School Leadership and Facilitation as "High" in their Schools (N=23)

"My school management rates high in…" the following elements of school leadership and facilitation	1	2	3	4	T	Mean
Teacher supervision practices						
Consistency in giving fair performance feedback	13	7	3	0	36	1.6
Encouraging open communication with teachers	15	7	0	1	33	1.4
Involving teachers in monitoring and evaluation of themselves	6	6	11	0	51	2.2
Leadership 'feed-forward' and feedback structures working	11	10	2	0	27	1.2
Sub-total Average	-	-	-	-	-	1.6
Provision of teaching facilities and amenities						
Equitable and fair distribution of instructional resources	16	3	4	0	34	1.5
Encouraging use of diverse methods of teaching and learning	5	7	10	1	53	2.3
Having an inventory relevant to teacher instructional activities	16	5	0	1	30	1.3
Responding appropriately to teaching deficiencies	7	11	6	0	47	2.0
Sub-total Average	-	-	-	-	-	1.8
Overall Mean	-	-	-	-	-	1.7

KEY:
1=1.0-1.49 Strongly Disagree (SD);   2=1.5- 2.49 Disagree (D);
3=2.5-3.49 Agree (A);   4=3.5-4.0 Strongly Agree (SA)
T= Total Sum

As regards teacher supervision practices, the all the 23 teachers without transfer intention scored a mean of 1.6 interpreted as low rating (Table 4.10). This was drawn from the following item mean scores; This was drawn from the following item mean scores; consistency in giving performance feedback had 1.2, encouraging communication with teachers had 1.1, involving teachers in monitoring and evaluation of themselves had 1.9, and leadership feed forward and feedback structures had 1.9. This meant that the work situation as regards teacher supervision practices, was 'unpleasant'. When asked to identify the issue relating to teacher supervision practices (for which they had an average of 1.6) that may lead to teacher transfer intention,

80

(39%) teachers without transfer intention cited dictatorial headteacher leadership tendencies such as shouting at teachers in the hearing of students, 7(20.4%) indicated, closed door policy of administration while the remaining 7(20.4%) indicated, the use of sub-ordinate staff to supervise teachers. With respect to such poor leadership tendencies, the County Staffing Officer explained that this had mainly been a problem for newly appointed headteachers, particularly those who had risen to this position without having served as deputy headteachers. This practice of appointment to headship position without deputyship, however, is nowadays avoided. This reveals that the teachers without transfer intention, expect to be involved in their own supervision.

Concerning the second aspect of school leadership and facilitation, provision of facilities and amenities, the 23 teachers without transfer intention had scored an average of 1.8 interpreted as 'disagree' (Table 4.10). This was drawn from the following test item mean scores; distribution of instructional resources had 1.1, encouraging use of diverse methods of teaching and learning had 1.4, maintenance of an inventory relevant to teacher instructional activities had 1.1, and responding appropriately to teaching deficiencies had 1.4. In this regard, 16(69.6%) teacher without transfer intention respondents indicated that biased involvement of teachers led to partisan purchases and distribution of resources such as textbooks and laboratory equipment hence some departments/ subjects, particularly those to which the headteacher was sympathetic, were over-facilitated at the expense of others could make some teachers to intend to transfer. In addition, 7(30.4%) respondents reported that there were too many stages through which an inadequacy was to be reported, spanning several meetings such as those of class teachers, subject teachers, heads of department and senior management committee. In the course of this, there

81

sometimes were conflicts between the affected teachers and those to whom they were reporting due to delay or due to incompatible personality and previous conflicts. Build-up of the resulting conflict led to teacher transfer intention.

In addition, the challenge of thuggery, theft and robbery was identified by 11(52.4%) teachers with transfer intention interviewed to drive them to seek transfers from their schools. This ,they thought, was engineered by both outsiders and 'some insiders' who organized to steal not only school property such as television, computers, textbooks, food reserves, but also attacked staff in school housing, sometimes injuring them and their dependants. In this respect, 10(47.6%) teachers with transfer intention interviewed proposed solutions to this to be: headteachers to involve local administrators in sensitizing school surrounding community on value of security; headteachers to engage the police in surveillance, and arrests where necessary; and headteachers to engage more, trained watchmen. According to a headteacher respondent, "Headteachers as lead school supervisors had not adequately involved local administrators in community security sensitization to the school's disadvantage thereby challenging staff stability".

According to all the 23 headteacher respondents and the County Staffing Officer, even though it was not pleasant to work with inadequate resources, teachers were expected to utilize what was available. This was against the background of high poverty levels in Mbita and Suba Sub-counties, hence insufficient resources to facilitate schools. This, should be understandable to teachers if they had honestly intended to teach in the said socio-geographical area. In this respect, 3(4.7%) headteachers suggested that TSC should extend teacher non-transfer bond from the present 5years to 10 years. This, they thought, would ensure that only applicants who

genuinely intended to teach in the specific Mbita and Suba Sub-counties secondary schools would seek jobs there with TSC. They explained that some newly-recruited teachers began seeking transfers from as early as the third year of service in the hope that by expiry of their bond, they would have followed up with the County Staffing Office adequately to be granted transfers. However, 11(5%) teachers with transfer intention were of the opinion that the bond should be reduced to 3 years.

Asked why some teachers sought transfers to schools within the same neighbourhood, the County Staffing Officer explained that he linked this to teacher motivation arising out of headteacher management style. This was because he had experienced cases of some schools with many teachers applying for transfers and spending many work hours following them up at the County Office. If these had been granted, school teaching activities would be destabilized due to many changes of teachers of some subjects, or further depressed due to lack of teachers to replace them. However, this trend gradually changed upon the change in headteachers by counseling them, transferring them or following headteacher management courses.

Table 4.8 reveals that all the 222 teachers with transfer intention score a mean of 1.5 which was a " low ' rating in respect of leadership and facilitation and hence one would deduce that this unpleasant scenario leads to transfer intention. On the contrary, the finding as indicated in Table 4.10 reveals that the 23 teacher without transfer intention respondents realize a mean score of 1.7 'disagree' in respect of school leadership and facilitation. Since this category of teachers do not intend to go on transfer from their schools despite the low score , which implies an unpleasant scenario, it may be deduced that low rating of school leadership and facilitation may not have

relationship with in teacher transfer intention. This finding disagrees with Grissom (2011) who propounds that school leadership is key to teacher retention. This is headteachers give directions and necessary support during work-related quagmire that may hinder achievement of school goals. He cites Mobley (1977) who postulates that under normal circumstances, all employees desire success, in whose absence, turnover desire is fuelled. Such turnover intention may be noticed in dwindling levels of employee commitment and identification with the organizations they serve. For this study, this assertion does not seem to hold.

The 23 teachers without transfer intention respondents as considered school leadership and facilitation to be of a mean rate of 1.7 (Table 4.10). This meant that this work environment variable was generally 'unpleasant' and could lead to teacher transfer intention. Information from teachers with transfer intention interviewed, headteachers, and County Staffing Officer further supported these results, by highlighting aspects of school leadership and facilitation that could lead to teacher transfer intention. Since this category of teachers do not intend to go on transfer from their schools despite the low score as regards this variable, it may be deduced that school leadership and facilitation rating cannot result in teacher transfer intention. This disagrees with Horng (2009) who identifies one of the conditions necessary for teacher retention as upholding quality school leadership. Pitsoe and Machasia (2012) asserted that high quality of school leadership shapes school climate resulting in school friendly teacher behaviour displayed by teacher intention to stay; and Ackerman (2010) and Armstrong (2009) related positive leadership driven organizational tone with lowered employee dissatisfaction and hence lowered turnover intention.

84

When asked to indicate one aspect of school leadership and facilitation that makes them not to desire to go on transfer, all the 23 teachers without transfer intention indicated Not Applicable. This means school leadership and facilitation in their schools does not influence their desire to stay. The study was therefore driven to infer that school leadership and facilitation rating by teachers in Mbita and Suba Sub-counties public secondary schools may not be a factor in determining teacher transfer intention. When asked to indicate reasons why a teacher may not intend to go on transfer, 13(57%) teacher without transfer intention interviewed alluded to the fact that one should sympathize with the headteacher who also finds himself in difficult scenario. The remaining 2(8%) teachers indicated the fact that either the headteacher will not endorse transfer request due to shortage and 8(35%) respondents indicated that the process would not be acceptable at the County Director's Office even if the headteacher endorsed it at school level. On the contrary 13(57%) respondents indicated that one would intend to transfer due to grossly inadequate resources hindering achievement of academic goals and 10(43%) of them due to dictatorial headteachers and their delegatees.

Besides being contrary to opinion that enhanced headteacher leadership activities motivates teachers to display job-friendly behaviour, among them employee intention-to-stay (Grissom, 2011; Grissom & Loebb, 2013; CCSRI, 2007), this finding indicated that school managements should focus elsewhere, such in the school surrounding community and road network, to minimize teacher transfer intention. It can be realized from data from teacher respondents that school leadership and facilitation aspect of teacher work-place conditions extends beyond the school management choreographed teacher supervision practices and provision of teaching facilities and amenities. This is evident in teachers expecting school managements to address the

85

challenge of thuggery, theft and robbery by sensitizing school surrounding community of the value of security. This position is opposed to that of headteachers, who seem to be concentrating only on ensuring that teachers attend as many allocated lessons as possible, and distribution of the limited school teaching-learning resources. It is worth noting that as regards school leadership and facilitation, teachers are more concerned with threats to themselves as teachers in the unpleasant environment, than with the work itself in the same environment.

In a nutshell, findings of this study reveal that all the 222 teachers with transfer intention found school leadership and facilitation unpleasant, evident in the 1.5 mean score (Table 4.8) interpreted as Low. This low score was associated with use of student and subordinate staff such as watchmen and secretary to supervise teachers besides use of written records of daily work attendance which were viewed as dictatorial by teachers. This was in agreement with findings by Benedict (2013) in a study of public secondary schools in Kitui West District who noted that lazy teachers were not comfortable with hands-on headteacher teacher supervision mechanisms. In this respect, the teachers in Mbita and Suba Sub-counties public secondary schools alleged false victimization and lack of feedback. This was probably meant to imply that the supervision mechanisms were ineffective and hence needed to be changed.

This was in addition to the challenge of thuggery, theft and robbery of school property which they believed occurred due to lack of headteacher showing leadership by involving the local administration and surrounding community in crime control. They associated this vice with anomie attitude of headteachers towards employees outside the classroom as the threat was not isolated to school property only. This signals lack of personal safety to an individual employee. Besides they lost vital work tools such as computers and textbooks making their work less

...fying in an inadequate work environment in terms of old dilapidated buildings, that was not ...ell supplied with electricity. Job dissatisfaction in a given institution has also been associated ...ith employee turnover intention (Mobley, 1977; 1979).

It is worth noting that the reasons given by all the 23 teachers without transfer intention and therefore hold the opposite position as regards the dependent variable, the matter of transfer, were the same. With a score of 1.7 interpreted as 'disagree' and therefore also unpleasant just like had been the case for the all the 222 teachers with transfer intention indicates that their perception on school leadership and facilitation had no association with their position as regards teacher transfer intention. This was as confirmed through ANOVA whereby there was realized an insignificant relationship (Table 4.9). This finding is not in tandem with available literature which associates school leadership that was unacceptable to teachers with outcomes such as teacher-headteacher conflicts, suspicion between ordinary members of staff and those favoured, in the kitchen cabinet, and headteacher initiated transfers, all leading to teacher transfer intention (Lagat, 2009; Rosenberg, 2012b; Heitin, 2009). In as much as teachers with transfer intention's opinion on school leadership and facilitation tended to point to this matter being the cause of transfer intention, those without transfer intention similarly indicated that it was unpleasant. This leads to the conclusion that this variable is not significant factor in teacher transfer intention. This was confirmed when the scores were subjected to analysis of variance which determined it as insignificant.

4.5 Relationship between School Appreciation and Orientation and Teacher Transfer Intention

Information was sought from secondary school all the 222 teachers with transfer intention and all the 23 teachers without transfer intention by use of questionnaire. All the 222 teachers with transfer intention were subjected to an rating scale whereby they were expected to rate as to whether the 8 statements regarding specified school appreciation and orientation elements would be rated as very low, low, high, or very high in their schools. The outcome that gives a general impression of school appreciation and orientation scenario in secondary schools in Mbita and Suba Sub-counties as per the views of the said teachers was as presented in Table 4.11.

Table 4.11 shows rating by teachers with transfer intention as regards school appreciation and orientation in their schools.

Table 4.11: Rating by Teachers with Transfer Intention as Regards School Appreciation and Orientation in their Schools

Elements of School Appreciation and Orientation "What is the rating of my school management in....?"	1	2	3	4	T	M
Teacher reward, recognition and motivation						
Helping teachers find work meaningful and important	92	97	33	0	352	**1.6**
Concerned with giving credit than taking it	91	100	31	0	384	**1.7**
Developing innovative solutions to school problems	33	185	4	0	415	**1.9**
Recognizing of teachers for their work	57	163	2	0	389	**1.8**
Sub-total Average						**1.8**
Teacher induction, coaching and mentorship						
Involving staff in new personal and professional ventures	194	13	5	0	230	**1.0**
Modeling a commitment to learning based on headteacher behaviour	16	85	91	30	579	**2.6**
Reminding teachers about TSC code of conduct and other policies	0	17	48	157	806	**3.6**
Allowing opportunities for relevant professional development	69	141	12	0	387	**1.7**
Sub-total Average	-	-	-	-	-	**2.1**
Overall Mean						**2.0**

KEY:
1=1.0-1.49 Very Low rating (VL);   2=1.5- 2.49 Low rating (L);
3=2.5-3.49 High rating (H);   4=3.5-4.0 Very High rating (VH)
T= Total Sum

In this study, the variable school appreciation and orientation was considered from two aspects: teacher reward, recognition and motivation; and teacher induction, coaching and mentorship. As regards teacher reward, recognition and motivation, all the 222 teachers with transfer intention scored a mean of 1.8 interpreted as low rating (Table 4.11). This was drawn from the following items mean scores ; helping others find work meaningful and important had 1.6, concerned with giving credit than taking it had 1.7, developing innovative solutions to school problems had 1.9,

and recognizing of teachers for their work had 1.8. This refers to the manner in which school management would boost teacher morale. This means that the scenario as regards teacher reward, recognition and motivation was 'unpleasant'. When asked to identify the aspect of teacher reward, recognition and motivation that may lead them to teacher.transfer intention, 73(32.8%) teacher with transfer intention cited bias reward, and no recognition or anomie attitude of school management. The remaining 149(67.2%) teacher with transfer intention respondents cited lack of respect for teachers by school management.

As regards the second aspect of school appreciation and orientation, teacher induction, coaching and mentorship all the 222 teachers with transfer intention had scored an average of 2.1 interpreted as 'low' (Table 4.11). This was drawn from the following items mean scores ; involving staff in new personal and professional ventures had 1.0, modelling a commitment to learning based on headteacher behaviour had 2.6, reminding teachers about TSC code of conduct and other policies had 3.6, and allowing opportunities for relevant professional development had 1.7. This refers to the manner in which school management would enhance teacher knowledge and skills for performing of the job. According to 91 (41%) respondents, headteachers were in the habit of hiding or with-holding invitation letters, only releasing them once it was too late for a teacher to attend seminars or workshops while 56(25%) of the respondents noted the appointing of teacher mentors from school 'kitchen cabinet' who were partisan and blind to management anomalies. The remaining 75(34%) indicated that based on headteacher bias, teacher induction programmes were organized without of adequate consultation of the target beneficiaries, namely the teachers.

90

To establish the significance of relationship between school appreciation and orientation and teacher transfer intention for teachers with transfer intention in public secondary schools in Mbita and Suba Sub-counties ANOVA was applied. The following were the findings as displayed in Table 4.12.

Table 4.12 shows analysis of variance ANOVA output for school appreciation and orientation scores versus teacher transfer intention scores.

Table 4.12: ANOVA for School Appreciation and Orientation Scores Versus Teacher Transfer Intention Scores

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.021	22	.846	4.471	.036
Within Groups	50.536	199	.189		
Total	55.557	221			

The data provides statistically insignificant evidence about there being a relationship between school appreciation and orientation and teacher transfer intention. One way ANOVA reveals that F=4.471, df =221, with a significance level of 0.036 at a p-value of 0.05, the hypothesis that there is no significant relationship is rejected. However, ANOVA only gives an indication that the variable had significant effect, hence it was necessary to establish the magnitude of contribution by the variable in the relationship with teacher transfer intention.

In this regard, the following Tukey's post hoc test was applied:

$$\omega^2 = \frac{SS_{Between} - (k-1)MS_{Within}}{SS_{Total} + MS_{Within}}$$

91

The magnitude of effect of teacher appreciation and orientation in its relationship with teacher transfer intention was 0.090. This shows that, overally, school appreciation and orientation as an individual variable contributed 9.0% variance in the teacher work-place conditions relationship with teacher transfer intention.

School appreciation and orientation was comprised of 2 parts, that is teacher reward, recognition and motivation, and teacher induction, coaching and mentorship. It was therefore necessary to establish the magnitude to which each one of them contributed to the overall school appreciation and orientation score. ANOVA was applied and the findings are as displayed in Table 4.13.

Table 4.13 shows analysis of variance (ANOVA) output for individual elements of school appreciation and orientation versus overall school appreciation and orientation score

Table 4.13: ANOVA for School Appreciation and Orientation Elements Scores Versus Overall School Appreciation and Orientation Score

		Sum of Squares	df	Mean Square	F	Sig.
Teacher reward, recognition and motivation	Between Groups	18.7643	20	.101	.521	.047
	Within Groups	13.6547	201	.111		
	Total	**32.419**	**221**			
Teacher induction, coaching and mentorship	Between Groups	28.4111	23	.047	1.098	.035
	Within Groups	40.0529	198	.099		
	Total	**68.464**	**221**			

As regards each of the 2 elements of school appreciation and orientation, the data in Table 4.13 provides statistically significant evidence about there being a relationship between teacher reward, recognition and motivation and teacher transfer intention. One way ANOVA reveals that F=0.521, df=221, with a significance level of 0.047 at a p-value of 0.05, the hypothesis that there

s no significant relationship is rejected. In addition, the data also provides statistically significant evidence about there being a relationship between teacher induction, coaching and mentorship and teacher transfer intention. One way ANOVA reveals that F=0.204, df=221, with a significance level of 0.035 at a p-value of 0.05, the hypothesis that there is no significant relationship is rejected. However, ANOVA only gives an indication that the variable has significant contribution to overall school appreciation and orientation score, hence it was necessary to establish the magnitude of contribution by each aspect of the variable to school appreciation and orientation's relationship with teacher transfer intention.

Using Tukey's post hoc test, the magnitude of effect of teacher reward, recognition and motivation to overall school appreciation and orientation score in its relationship with teacher transfer intention was 0.573. This showed that teacher reward, recognition and motivation as a part of overall school appreciation and orientation score contributed 57.3% to this variable in its relationship with teacher transfer intention. In addition, the magnitude of effect of teacher induction, coaching and mentorship to the overall school appreciation and orientation score in its relationship with teacher transfer intention was 0.412. This implied that teacher induction, coaching and mentorship as a part of overall school appreciation and orientation score contributed 41.2% to this variable in its relationship with teacher transfer intention. The sum of teacher reward, recognition and motivation, and teacher induction, coaching and mentorship through post hoc test revealed that the absolute content of the questionnaire reflected 98.5% of what the variable school appreciation and orientation score represented in its relationship with teacher transfer intention rating. The remaining 1.5% would be attributed to other aspects of

93

school appreciation and orientation not included in the questionnaire and errors due to measurement.

To complement data from the all the 222 teachers with transfer intention, information was also sought from all the 23 teachers without transfer intention respondents who were asked to indicate their opinion on an 'agreement' scale as regards whether school appreciation and orientation rated 'high' in their schools. In addition, all the 23 teachers without transfer intention were subjected to a scale whereby respondents were expected to indicate their opinion as regards whether specified school appreciation and orientation elements rated "High" by indicating Strongly Agree, Agree, Disagree and Strongly Disagree. The results were as displayed in Table 4.14.

Table 4.14 shows teacher without transfer intention perception on rating of school appreciation and orientation as "High" in their schools.

Table 4.14: Teacher Without Transfer Intention Perception on Rating of School Appreciation and Orientation as "High" in their Schools (N=23)

"My school management rates high in…" the following elements of school appreciation and orientation	1	2	3	4	T	Mean
Teacher reward, recognition and motivation						
Helping us find our work meaningful and important to us	10	6	7	0	41	**1.8**
Concern with giving credit than taking it	15	3	5	0	26	**1.1**
Encouraging us to develop innovative solutions to school problems	11	10	2	0	37	**1.6**
Recognizing us for our good work	14	7	0	2	36	**1.6**
Sub-total Average	-	-	-	-	-	**1.5**
Teacher induction, coaching and mentorship						
Participating with staff in new personal and professional ventures	8	12	2	1	42	**1.8**
Modeling a commitment to learning based on headteacher behaviour	0	2	9	12	79	**3.4**
Regularly reminding us about TSC code of conduct and other policies	0	0	0	23	92	**4.0**
Allowing opportunities for our relevant professional development	16	7	0	0	30	**1.3**
Sub-total Average	-	-	-	-	-	**2.6**
Overall Mean						**2.1**

KEY:
1=1.0-1.49 Strongly Disagree (SD);   2=1.5- 2.49   Disagree (D);
3=2.5-3.49 Agree (A);   4=3.5-4.0   Strongly Agree (SA)
T= Total Sum

As regards teacher reward, recognition and motivation, all the 23 teachers without transfer intention scored a mean of 1.5 interpreted as low rating (Table 4.14). This was drawn from the following test item mean scores; helping teachers find their work meaningful and important had 1.8, concerned with giving credit than taking it had 1.1, developing innovative solutions to school problems had 1.6, and recognizing of teachers for their work had 1.6. This meant that the work situation as regards this aspect was 'unpleasant'. When asked to identify the issue relating to teacher reward, recognition and motivation that may lead to teacher transfer intention, all the

23 teacher without transfer intention cited non-recognition as a matter that could lead teachers to intend to transfer. This was presented through people taking too long to be promoted according to 12(52.2%) teachers without transfer intention while 11(47.8%), cited inadequate teacher motivational activities through trips, gifts, certification and cash awards by school managements.

When interviewed, 5(23.8%) out of all the 21 teachers with transfer intention indicated the need for headteachers to be seen to be: appraising teachers and forwarding the outcomes to TSC offices for action; and issuing letters of recommendation and certificates for staff input and achievements. Besides, one interviewee opined that individual teachers may pursue promotions, by themselves, at the relevant offices. To this end, the said respondent added that headteachers needed to allow teachers with such interest leaves of absence without a grudge.

Similarly, poor prospects of being promoted soon or low chances for one to fill upcoming senior vacancies in individual schools was indicated by all the 21 teachers with transfer intention interviewed as the reason for which they intended to transfer from their schools. Personal benefits that arise, or are hoped for, out of long service in an organization may be attractive to the extent that they, alone, control employee turnover intention (Grissom, 2011). Such benefits may include appointment to prestigious managerial positions or promotion to higher salary scales. In the cases of secondary schools, these may be to headteacher, deputy headteacher and head of department positions. In this respect, for a teacher who aspires positions of responsibility and is therefore motivated by such, it would be unwise to relocate to other schools where chances of promotion may be more obscure.

As regards the second aspect of school appreciation and orientation, teacher induction, coaching and mentorship, all the 23 teachers without transfer intention had scored an average of 2.6 'agree' (Table 4.14). This was drawn from the following test item mean scores; participating with staff in new and professional ventures had 1.8, modelling a commitment to learning based on headteacher behaviour had 3.4, reminding teachers about TSC code of conduct and other policies had 4.0, allowing opportunities for relevant professional development had 1.3. This meant that the teacher induction, coaching and mentorship scenario was 'pleasant'. Some 15(65.2%) teachers without transfer intention indicated that headteachers used personal bias in organizing for teacher in-school induction programmes. These often did not match teacher induction needs. The remaining 8(34.8%) respondents reported that because of non-consultative management approaches, headteachers repeatedly exposed a section of the staff only, often members of the 'kitchen cabinet', to external workshops and seminars. This created rifts within the staff, the majority against the favoured, sometimes ending up in bitter verbal exchange, resulting in poor staff relations that inspired teacher transfer intention.

Literature associating good induction and mentorship with teacher intention to stay abounds. Among these are Ariko and Othuon (2012) which identified poor mentorship as one of the factors that influenced teacher transfer requests in Suba District (now Mbita and Suba Sub-counties); World Bank (2005) which suggested that school managements enhance induction of newly-recruited teachers to control their desire for transfer; and Tooley (2014) who asserts that high quality teachers are retained by high quality introductory encounters and sustained moral support following induction. These arguments largely agreed with the findings of this study which indicate that all the 23 teachers without transfer intention perceive school appreciation and

orientation as low and do not intend to go on transfer (Table 4.14). All of them all the 23 teachers without transfer intention just like all the 21 teachers with transfer intention interviewed, noted that poor induction, coaching and mentoring practices in their schools could lead them to intend to transfer. For this category of respondents without transfer intention, it was pleasant hence it could be the reason inspiring their lack of transfer intention.

A headteacher admitted that discrimination in making staff appointments based on gender, nepotism and tribalism which was identified by teachers with transfer intention and teachers without transfer intention was inevitable. This was because Mbita and Suba Sub-counties schools were generally clan-based, with political expectations of school locale. Failure to meet these a headteacher would most likely be evicted by public demand. This meant that headteachers were sometimes biased for their survival. Being politically expedient, 3(13%) headteacher respondents confirmed that they did not balance clearly acceptable parameters of age, experience and merit in promotions or appointment to school positions. One of them added that even the County Staffing Officer faced such pressure from stakeholders: churches that sponsor schools, community elders, members of parliament, and associations of former students. Such undue pressure was also noted among public secondary school headteachers in Kitui West District in appointing teachers to attend workshops and seminars (Benedict, 2013).

Based on the questionnaire responses from all the 23 teachers without transfer intention respondents as considered from its two aspects of teacher reward, recognition and motivation, and induction, coaching and mentorship, which form school appreciation and orientation had a mean rate of 2.1. This was is interpreted as a low rating (Table 4.14) meaning that, on the whole, this work environment variable was generally 'unpleasant' and thereby could lead to teacher

98

transfer intention. Information from teachers with transfer intention interviewed, headteachers, and County Staffing Officer went on to support, by further highlighting aspects of school appreciation and orientation that could lead to teacher transfer intention. Since this category of teachers do not intend to go on transfer from their schools despite the low score as regards this variable, it may be deduced that school appreciation and orientation rating may not result in teacher transfer intention. As regards school appreciation, Deal and Peterson (2009) argue that teachers work best and longest for school managements that reward their effort. This, they explain depends more on school locale involvement than on employer designed working conditions which are rather generalized for teachers regardless of school realities.

The finding was that school appreciation and orientation generally rated low by teachers with transfer intention, at a mean of 2.0 as in Table 4.11, as well as by teachers without transfer intention who indicated 'disagree' as to whether this aspect would rate 'high', at a mean of 2.1(Table 4.14). This meant 'unpleasant' scenario of school appreciation and orientation. In addition, when asked to indicate one aspect of school appreciation and orientation makes them not to desire to go on transfer, 7(30%) of the all the 23teachers without transfer intention indicated Not Applicable; 5(22%) indicated motivational trips, 3(13%) indicated certification given for recognition , and 8(35%) indicated holding positions of responsibility. This showed that in this segment, teacher reward, recognition and motivation was of more value than teacher induction, coaching and orientation. This was confirmed by all the 23 teacher without transfer intention respondents who while not identifying any reason why a teacher would not intend to go on transfer in this respect, explained that a teacher would intend to transfer due to demeaning

99

motivational ventures. This means school appreciation and orientation in their schools does influence their desire to stay.

Being in agreement, all the 21 teachers with transfer intention interviewed identified demeaning motivational engagements to inspire their need to transfer. They highlighted the following: upon improvement in school KCSE mean-score, they were awarded- some, blankets, utensils or cheap/simple electrical appliances; 200/- for every grade 'A' in a teaching subject after 4 years of toil, whereas elsewhere it won as much as 1,000/-; a lunch trip to Kisumu or Homa Bay lakeside or such other un-thought-out venues; some, a paid-for compulsory trip to the coast of Kenya, to Kampala in Uganda, or to Mwanza in Tanzania with minimal out-of-station allowance, some indicating money less than 5,000/- for a one week outing; or just being mentioned at an assembly of parents.

In respect of the cash value of motivation for individual teachers, the County Staffing Officer noted that, on several occasions, he had sensitized headteachers about school fund usage with moral accountability. This was in apparent reference to Chapter Six of Kenya Constitution (2010) on leadership and integrity which is operationalized through the Public Officer Ethics Act (Chapter 183: 6: 76: Section1-3) on financial probity of state officers. It stipulates that a public officer shall not use his office to improperly enrich himself or others. In addition, he may not accept a gift given to him in his official capacity, but unless the gift is a non-monetary gift that does not exceed 5000/- value as prescribed by regulation, such a gift shall be deemed to be a gift to the public officer's organization (TSC, 2003). This implies that the worth of specific

100

stitutional motivation or gift for a given teacher should not, in public perception, espouse
nancial misappropriation or corruption.

A teacher with transfer intention said, "Our headteacher shows open bias when dealing with
private matters that touch on teachers beyond his world of work. These, none-the-less have
teacher motivational influence". The respondent gave the example of headteacher selectively
giving support and attending funerals at homes of some members of staff, in favour of the
favoured insiders, the 'kitchen cabinet'. This made many teachers feel unwanted, hence the urge
to transfer to other schools in the surrounding whose headteachers were perceived to be more
teacher-friendly, or just in protest. One headteacher agreed that it was natural to show bias
towards teachers who exhibited motivation in their work. For instance, in his case, he did not
necessarily consider teaching experience as a prerequisite for internal appointments to positions
such as Heads of Department. Besides, based on relative degree of vulnerability, the headteacher
concerned gave priority to female teachers with regard to school housing allocation. This, he
admitted, disappointed prospective teachers. In this regard, according to Fleener, Smither,
Atwater, Brudy and Sturn (2010), leaders often misapply their intentions with unexpected
results, thereby working against organizational objectives.

Additional information from teachers with transfer intention interviewed revealed that matters
relating to school appreciation which inspired teachers to intend to transfer from their schools
were: non-recognition of effort by school management according to 2(9.5%) respondents; bias in
teacher reward as reported by 7(33.3%) respondents. Another motivating factor which made
them to intend to transfer from their schools was prospective benefits from school performance

101

was indicated by 10(49.5%) teachers with transfer intention interviewed. According to literature, the work of teaching, in itself, may be rewarding to the teacher thereby enhancing his motivation to work as propounded by Herzberg's 2-factor-theory of job satisfaction. In a school context, among the many factors that may enhance teacher motivation to transfer are; student academic performance, student non-academic performance and behavioural outcomes, school public perception (Pitsoe & Machasia, 2012; Waititu, 2013; Kukla-Acevedo, 2009).

In this respect, the County Staffing Officer argued that it was the headteachers who needed to be inducted to appreciate their role first, before they would effectively transfuse school goals to teachers in their schools, either in person, or through proxies. This was not in agreement with the assertion by 2(3.2%) headteacher respondents and 4(19%) teachers with transfer intention interviewed who explained that it was rather difficult to induct experienced teachers, particularly those who had been involuntarily transferred from 'bigger' schools to the 'small' schools within Mbita and Suba Sub-counties. The County Staffing Officer, being in concurrence with Benedict (2013) emphasized the value of headteacher supervisory mentorship to avert effects of involuntary placement to job positions of responsibility or transfer to schools.

In contrast with the position taken by all the 222 teachers with transfer intention who also overally scored 'low' meaning 'unpleasant' with a mean rate of only 2.0 (Table 4.11) and intend to transfer. This leads to associating school appreciation and orientation with teacher transfer intention. This may be due to the significant relationship, at 1.9% variance, which meant that despite the seemingly minimal relationship, it cannot be taken for granted. This agrees with Tooley (2014) who considered teacher intrinsic motivation to be higher than money as an

ternal motivator. In addition, Tooley (2014) and UNESCO-IICBA (2011) contend that, the way an employee is treated by management or its proxies in instances of uncertainties determines how long the employee is likely to resist enticement from organizational competitors.

It can be realized from data from teacher respondents that school appreciation and orientation aspect of teacher work-place conditions extends beyond the school management choreographed teacher reward, recognition and motivation, and teacher induction, coaching and mentorship. This is evident in teachers expecting school managements to address these aspects by recognizing them in unbiased ways beyond what was not only unaffordable by schools, but also ethically unacceptable for the government and other school stakeholders. This position is opposed to headteachers, who seem to be instituting measures which selectively motivate a few teachers at the expense of the majority, sometimes for political expedience. However, it is worth noting that as regards school appreciation and orientation, teachers are more concerned with measures that would benefit themselves regardless of what this would entail for the work itself in the same environment.

In a nutshell, findings of this study reveal that the all the 222 teachers with transfer intention found school appreciation and orientation unpleasant, evident in the 2.0 mean score (Table 4.11) interpreted as very low. This low score was associated with demeaning motivational engagements which were of relatively low monetary value such as blankets, 200/- for each grade 'A' after four years of toil and poorly facilitated trips. This however, could not be addressed based on the fact of high poverty in the region (Republic of Kenya, 2008b) hence parents could not be asked to pay in more money. According to the TSC County Staffing Officer, demand for

103

more than parents were already unable to pay would be immoral. This argument would be anchored on TSC Code of Conduct and Ethics which prohibits teachers from accepting gifts or reward due to performance of their duties that was worth more than 5,000/-. This would raise leadership and integrity issues as indicated in chapter 6 of the Kenya Constitution (2010). This was in addition to bias response to teacher welfare needs such as to attending funerals, and staff house allocation, besides bias appointment to positions of responsibility and recommendation for in-service workshops and seminars. Fleener, et, al.(2010) identify unfairness as a leadership characteristic as demotivator towards common organizational good.

It is worth noting that the reasons given by the all the 23 teachers without transfer intention and therefore hold the opposite position as regards the dependent variable, the matter of transfer, were the same. With a score of 2.1 interpreted as 'disagree' (Table 4.14) and therefore also unpleasant just like had been the case for the all the 222 teachers with transfer intention (Table 4.11) indicates that their perception on school appreciation and orientation may be assumed to have had no association with their position as regards teacher transfer intention. This was also the impression created by one sample test. However, ANOVA to establish the relationship between school appreciation and orientation and teacher transfer intention confirmed otherwise since it reveals a significant association. This finding of existing association is in tandem with available literature which associates appreciation and orientation as motivators which enhance job satisfaction and hence high teacher retention (Rosenberg, 2012b) .

It is worth noting that as regards school appreciation and orientation , the scores from both teachers with transfer intention and those without transfer intention, indicated that the overall school scenario in this respect was unpleasant. However, when the scores of teacher with transfer

intention were subjected to analysis of variance, it revealed that it was a significant contributor to teacher transfer intention.

4.6 Relationship between School Work- community -cooperation and Teacher Transfer Intention

As regards school work- community -cooperation in secondary schools in Mbita and Suba Sub-counties, the responses for teachers with transfer intention are recorded in Table 4.15.

Table 4.15 shows rating by teachers with transfer intention as regards school work- community -cooperation in their schools.

Table 4.15: Rating by Teachers with Transfer Intention as Regards School Work-community -cooperation in their Schools

Elements of School Work –Community-Cooperation: "What is my rating of my school management in….?"	1	2	3	4	T	M
Teacher welfare and interpersonal relations						
Involving staff in decision making for work collaboration	153	56	13	0	304	1.4
Constructively confronting and managing staff differences	40	148	34	0	438	2.0
Accommodativeness when teachers raise concerns	99	91	32	0	377	1.7
Allowing free presentation of personal problems to the staff	56	141	25	0	413	1.9
Sub-total Average						**1.8**
Teacher safety and security, and student discipline						
Managing institutionalized complaint procedures	206	13	3	0	241	1.1
Providing a stable, safe and secure work environment	166	39	17	0	295	1.3
Clarity of rules and regulations, and consequences of behaviour	18	75	129	0	555	2.5
Upholding self-respect and respect for others	94	104	24	0	374	1.7
Sub-total Average						**1.7**
Overall Mean						**1.8**

KEY: KEY:
1=1.0-1.49 Very Low rating (VL);   2=1.5- 2.49 Low rating (L);
3=2.5-3.49 High rating (H);   4=3.5-4.0 Very High rating (VH)
T= Total Sum

In this study, the variable school work- community -cooperation was considered from two aspects: teacher welfare and interpersonal relations, and teacher safety and security, and student discipline. As regards teacher welfare and interpersonal relations, the all the 222 teachers with transfer intention scored a mean of 1.8, that is low rating (Table 4.15). This was drawn from the following items mean scores ; involving staff in decision making for work collaboration had 1.4, constructively confronting and managing staff differences had 2.0, accommodativeness when teachers raise concerns had 1.7, and allowing free presentation of personal problems to staff had 1.9. This refers to matters that enhance wellbeing of a teacher in so far us survival within a

human and non-human environment is concerned. This meant that the work situation as regards teacher welfare and interpersonal relations was 'unpleasant'. Related to this, when asked to identify the aspect of teacher welfare and interpersonal relations that led them to have teacher transfer intention, lack of proper housing in the surrounding was cited as a reason why 140(69.5%) teachers.

One teacher with transfer intention interviewed explained that he felt too important in society to stay in 'mabati' housing that was available, coupled with its filthy, fishy, insecure, congested surrounding. He appreciated the fact that this was the only available alternative since his workplace had no staff housing, adding that he could not divorce staff housing, whether institutional or not, from staff work situation. This was confirmed by one headteacher who noted that housing deficiency was so serious in the surrounding of his school that locals who had sons, with descent houses, staying in towns allowed teachers to stay in these houses as they sought alternatives. These were sometimes found quite a distance from schools. When asked to indicate what inspires their need to transfer from the school, 17(80.9%) teachers with transfer intention interviewed indicated staff housing; its unavailability, its inadequacy or its unfriendly surrounding.

In addition, the questionnaire also revealed that as regards teacher welfare and interpersonal relations, teachers with transfer intention indicated that the following led them to intend to transfer from their schools: many unresolved conflicts and biased conflict resolution by headteachers according to 38(17.1%) respondents. The other reason was school management anomie attitude towards teacher welfare issues of lunch programmes, health, security, educational advancement, family concerns, and staff housing quality as reported by 44(19.8%)

with transfer intention respondents. However, 4(6.3(%) headteachers explained that they managed school housing on behalf of BoM, but also noted that it was not their obligation to provide teacher housing since all teachers were paid house allowance. Teachers could therefore opt for non-school housing, particularly if they were dissatisfied with what was available within the precincts of the school, or if the school was still too small to prioritize staff housing. In this respect, one headteacher said he had agreed with school management to renovate school houses since it was convenient for enhancing teacher-student contact hours.

As regards the second aspect of school work community cooperation, teacher safety and security, and student discipline teachers with transfer intention scored an average of 1.9 interpreted as 'low' (Table 4.15).This was drawn from mean scores whereby; managing institutionalized complaint procedures had 1.1, providing a stable, safe and secure work environment had 1.3, clarity of rules and regulations and consequences of behaviour being clear to all had 2.5, and upholding self-respect and respect of others had 1.7. This refers to work environmental factors that would sustain psychological harmony to enhance teacher job performance. This is also contributed by the nature and level of student discipline which leads to either presence or lack of peace. This meant that the work situation as regards teacher safety and security, and student discipline was 'unpleasant'. According to 33(15%) respondents, during dry seasons, teacher housing break-ins both within and without the school compound, were almost an ordinary occurrence, both during the day and at night. There were also threatening night-runners as reported by 29(13%) respondents; and lack of electricity as reported by 59(26.6%) respondents. In relation to this, some 7(33.3%) teachers with transfer intention interviewed alleged that they suspected that thuggery within the school staff housing was organized by some students and

some school subordinate staff. Two headteachers admitted that in their schools, theft and break-ins were reported mostly during school holidays when a number of teachers were away, leaving their houses without caretakers. This finding was in agreement with Waititu (2013) who analyzed factors influencing teacher turnover intention in public high schools in Limuru District and noted that teachers feared for their lives due to frequent cases of theft, thuggery and robbery reported both within the school and in its surrounding.

To establish the significance of relationship between school work- community -cooperation and teacher transfer intention for teachers with transfer intention in public secondary schools in Mbita and Suba Sub- counties, ANOVA was applied. The findings were as displayed in Table 4.16.

Table 4.16 shows analysis of variance (ANOVA) output for school work- community - cooperation scores versus teacher transfer intention scores.

Table 4.16: ANOVA for School Work- community -cooperation Scores versus Teacher Transfer Intention Scores

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	24.601	21	2.956	16.546	.000
Within Groups	24.384	200	.179		
Total	48.985	221			

The data provides statistically significant evidence about there being a relationship between school work- community -cooperation and teacher transfer intention. One way ANOVA reveals that F=16.546, df =221, with a significance level of 0.000 at a p-value of 0.05, the hypothesis that there is no significant relationship between school work- community -cooperation and

109

teacher transfer intention is rejected. However, ANOVA only gives an indication that the variable has significant effect, hence it was necessary to establish the magnitude of contribution by the variable in the relationship with teacher transfer intention.

Using Tukey's post hoc test, the magnitude of effect of school work- community -cooperation in its relationship with teacher transfer intention was 0.500. This shows that school work community co-operation as an individual variable contributed 50.0% in the relationship with teacher transfer intention. However, this variable was comprised of 2 elements, that is teacher welfare and interpersonal relations and teacher safety and security and student discipline. It was necessary to establish the contributory level of each of these aspects to the overall school work-community -cooperation score as was determined in Table 4.17.

Table 4.17 shows ANOVA output of individual elements of school work- community - cooperation versus overall school work- community -cooperation score

Table 4.17: ANOVA of Individual Elements of School work- community -cooperation Scores Versus Overall School work -community -cooperation Score

		Sum of Squares	df	Mean Square	F	Sig.
Teacher welfare and interpersonal relations	Between Groups	89.0056	23	.111	.328	.031
	Within Groups	101.6453	198	.221		
	Total	190.6509	221			
Teacher safety and security, and student discipline	Between Groups	77.6574	22	.035	2.907	.043
	Within Groups	104.6705	199	.119		
	Total	182.3279	221			

As regards each of the 2 elements of school work community cooperation, the data in Table 4.17 provides statistically significant evidence about there being a relationship between teacher reward, welfare and interpersonal relations and teacher transfer intention. One way ANOVA reveals that F=0.328, df=20,201, with a significance level of 0.031 at a p-value of 0.05, the hypothesis that there is no significant relationship is rejected. In addition, the data also provides statistically significant evidence about there being a relationship between teacher safety and security, and student discipline and teacher transfer intention. One way ANOVA reveals that F=2.907, df = 22,199, with a significance level of 0.043 at a p-value of 0.05, the hypothesis that there is no significant relationship is rejected.

However, ANOVA only gives an indication that school work- community -cooperation has significant effect, hence it was necessary to establish the magnitude of contribution of each of the 2 aspects of the variable in its relationship with teacher transfer intention. Using Tukey's post hoc test, the magnitude of effect of teacher welfare and interpersonal relations to school work- community -cooperation in its relationship with teacher transfer intention was 0.466.This showed that teacher welfare and interpersonal relations as a part of overall school work- community -cooperation score contributed 46.6% to school work- community -cooperation in its relationship with teacher transfer intention.

In addition, the magnitude of effect of teacher safety and security, and student discipline to school work- community -cooperation in its relationship with teacher transfer intention was 0.424. This meant that teacher safety and security, and student discipline as a part of overall school appreciation and orientation score contributed 42.4% to school work- community -

cooperation in its relationship with teacher transfer intention. The sum of teacher welfare and interpersonal relations, and teacher safety and security, and student discipline through post hoc test revealed that the absolute content of the questionnaire reflected 89.1% of what the variable school work- community -cooperation score represented as regards teacher·transfer intention rating. The remaining 10.9% were the subject of measurement errors and other aspects of school work- community -cooperation that were not considered in the questionnaire.

To complement data from the all the 222 teachers with transfer intention, information was also sought from all the 23 teachers without transfer intention who were asked to indicate their opinion on an 'agreement' scale as regards whether school work- community -cooperation rated 'high' in their schools. They indicated their opinion as regards whether specified school work- community -cooperation elements rated "High" by indicating Strongly Agree, Agree, Disagree and Strongly Disagree. The outcome is displayed in Table 4.18.

Table 4.18 shows teacher without transfer intention perception on rating of school work- community -cooperation as "High" in their schools.

Table 4.18: Teacher Without Transfer Intention Perception on Rating of School Work- community -cooperation as "High" in their Schools (N=23)

"My school management rates high in…" the following elements of school work -community -cooperation	1	2	3	4	T	Mean
Teacher welfare and interpersonal relations						
Involving staff in decision making for work collaboration	11	6	6	0	41	**1.8**
Helping staff to constructively confront and manage their differences	13	8	2	0	35	**1.5**
Feeling comfortable when we raise concerns that are important to us	6	14	3	0	33	**1.4**
Allowing free presentation of our personal problems to the staff	5	10	5	3	49	**2.1**
Sub-total Average	-	-	-	-	-	**1.7**
Teacher safety and security, and student discipline						
Managing institutionalized complaint procedures	9	4	5	5	52	**2.3**
Providing a stable, safe and secure work environment	14	7	2	0	34	**1.5**
Rules and regulations, and consequences of behaviour being clear to all	6	11	4	2	48	**2.1**
Upholding self-respect and respect for others	8	12	3	0	41	**1.8**
Sub-total Average	-	-	-	-	-	**1.9**
Overall Mean						**1.8**

KEY:
1=1.0-1.49 Strongly Disagree (SD);   2=1.5- 2.49 Disagree (D);
3=2.5-3.49 Agree (A);   4=3.5-4.0 Strongly Agree (SA)
T= Total Sum

As regards teacher welfare and interpersonal relations, all the 23 teachers without transfer intention scored a mean of (1.7) interpreted as low rating (Table 4.18). This was drawn from the following test item mean scores; involving staff in decision making for work collaboration had 1.8, helping staff to constructively confront and manage their differences had 1.5, feeling comfortable when we raise concerns that are important to us had 1.4, and allowing free presentation of our personal problems had 2.1. This meant that the work situation as regards

113

welfare and interpersonal relations was 'unpleasant'. When asked to identify reasons that lead teachers to intend to transfer, poor human relations was identified by 9(39.1%) teachers without transfer intention highlighting conflicts between teachers and students, teachers, headteachers, and parents. Similarly, 6(28.6%) teachers with transfer intention interviewed explained that in a tension-packed environment, teachers feel psychologically threatened. This was unlike in a warm work environment whereby teachers invested in enhancing such relations, hoping that they lasted as long as possible. Teachers being social beings develop attachments to human and non-human endowments in a work environment. Over a period of time, such social investment grows. Upon relocation, a teacher may feel a degree of personal loss, hence such fear makes certain employees to avoid changing jobs (Quick & Nelson, 2011).

Interview revealed that one teacher with transfer intention believed that teachers intended to transfer because headteachers had failed to enhance staff welfare activities such as through guidance and counselling, and by not organizing team building excursions. This respondent also explained that headteachers had avoided facilitating the transfer of teachers with irreconcilable differences before the conflicts become infectious in the staff. This was necessary to avoid infamous conduct (Republic of Kenya, 2008c) which once in a while witnessed in abhorrent shouting matches between staff. As stated by 3(14.3%) teachers with transfer intention interviewed, headteachers should engineer the handling and management of the causes of conflict.

ack of, or inadequate school housing as a reason why a teacher could intend to transfer from their schools was noted by 14(60.9%) teachers without transfer intention. The substantial percentage identifying this challenge concurred with the 140(69.5%) teachers with transfer intention. A headteacher lamented, "Some teachers expect the headteacher of a school to be a super human, pre-empting all their difficulties, having appropriate formulas in place in time to alleviate or solve them, and be receptive to blame in case of anomaly or failure". This headteacher gave the example of a teacher whose house caught fire from his neighbourhood, who transported his family to the school compound, next to the administration office. The teacher expected to be provided with alternative accommodation. The fact that just like himself, the headteacher was also not expecting the fire, and that there were no vacant rooms in the school compound notwithstanding. Further, one teacher with transfer intention interviewed seemed to support this position by arguing that the headteacher should be more experienced and more mature in age to guide and counsel teachers, and to play a pseudo-parenting role when need arose.

As regards the second aspect of school work- community- cooperation, teacher safety and security, and student discipline for which all the 23 teachers without transfer intention had scored an average of 1.9 'disagree'. This was drawn from the following test item mean scores; managing institutionalized complaint procedures had 2.3, providing a stable, safe and secure work environment had 1.5, rules and regulations, and consequences of behaviour being clear to all had 2.1, and upholding self-respect and respect for others had 1.8.This meant that the work situation as regards teacher safety and security, and student discipline was 'unpleasant'. All the 23 teachers with transfer intention cited school community responsibility in threatening teacher

115

work place safety and security. According to 20(86.9%) teacher respondents, this was by way of students themselves breaking into teachers' houses, organizing with outsiders who rob teachers, giving unpleasant reports about some teachers and in response, the community gets angry and punishes concerned teachers through thuggery, and witnessing theft or robbery and not reporting to either school or community authorities, thereby abetting crime. This report shows that there was evident unfriendly-suspicious relations between some teachers and their students that led to their intention to transfer. It was reported by one teacher with transfer intention interviewed that headteachers reluctantly addressed student indiscipline. Only 3(13.1%) blamed subordinate staff involvement for such discomfort.

According to the County Staffing Officer, regardless of the number of seminars and workshops, and however detailed the headteachers' management guide books may be, the role of the headteacher in school teacher management may never be exhausted. In this regard, the study revealed that teachers expect headteachers to participate in addressing their needs and fears beyond the formal work environment. This seems to have been implied by three headteachers respondents who had argued that there was no clear boundary between the work environment with intertwining teacher public interests guided by TSC policy and other innumerable teachers' non-school public-private interests on non-work environment. They explained that there were instances when headteachers have used school vehicles to rush members of teachers' families to hospitals, have participated in educational or medical fundraising; and have assisted teachers in finding housing in the surrounding. This was despite the fact that TSC provides housing and medical allowances thereby expecting teachers to address these matters on their own. Since

ndraising is a private affair, a teachers is expected to live within their means to avoid threats of ecuniary embarrassment to himself and the employer (Republic of Kenya, 2008).

The researcher perused a file in which, of the 14 transfer requests that had been prioritized for onsideration by the County Staffing Office, 3(21.4%) transfer applicants had indicated the need o join family, while 11(78.6%) transfer applicants were for medical reasons. In the non-prioritized files, besides the said reasons was the element of thuggery. All the 14(100%) pplicants had outlived the TSC 5year non-transfer bond. However, such prioritization did not ndicate any immediacy, because it was the duty of the County Staffing Office, in conjunction ith the TSC headquarters, to responsibly coordinate area school staffing and redistribution of eachers. The County Staffing Officer argued that, even with supportive documents, cases of huggery were isolated and unless a teacher would prove that he was the target due to repeated ttacks, this was an invalid reason for seeking transfer. The foregoing results confirm that matters of welfare made teachers to intend to transfer from their schools.

Based on the questionnaire responses from all the 23 teachers without transfer intention as considered from its two aspects of teacher welfare and interpersonal relations, and teacher safety and security, and student discipline, school work- community -cooperation had a mean rate of 1.8. This was interpreted as a low rating (Table 4.18) meaning that this work environment variable was generally 'unpleasant' and thereby could lead to teacher transfer intention. Information from teachers with transfer intention interviewees, headteachers, County Staffing Officer, and documents supported these results by highlighting aspects of school work-community -cooperationthat could lead to teacher transfer intention.   Since this category of

117

teachers do not intend to go on transfer from their schools despite the low score as regards this variable, it may be deduced that school work- community -cooperation rating cannot result in teacher transfer intention. This disagrees with Horng (2009) who identifies one of the conditions necessary for teacher retention as upheld quality school leadership characterized by warm professional and interpersonal interactions.

Some 91(41%) teachers with transfer intention noted lack of or inadequate school fencing. A headteacher, one explained that it was difficult to control trespassers since the school shared its bore-hole water with the surrounding community. This was obligatory since the school was constructed on a donated piece of land which included the water resource for the donor family, its relatives, and neighbours, some of whom included teachers in the said school. According to this headteacher, it was therefore obligatory to tolerate trespass until the school got financial support to drill or dig a community water borehole strategically away from the school compound. The headteacher confirmed that, just like other teachers residing in such school compound, he had suffered the effect of idler, beggar, night-runner, and kleptomaniac trespassers.

According to 10(4.5%) teachers with transfer intention, there were also frequent outbreaks of diseases such as cholera, dysentery, typhoid and malaria which sometimes led to too many funerals in the area. In this regard, teachers feared for their lives. Moreover, 2(9.5%) teachers with transfer intention interviewed and one headteacher were in agreement that interaction between school community and its surrounding once in a while had a negative effect, highlighting spread of diseases such as cholera and dysentery. So far, this had not caused death

118

among the teacher families in their schools. Similar fear had been identified by Ariko (2009) who investigated factors influencing teacher transfer requests in Suba District to include the fear of contracting HIV/AIDS from the school neighbourhood that was associated with the many funerals in the school surrounding.

The finding was that school work- community -cooperation generally rated as low by teachers with transfer intention (Table 4.15) as well as by teachers without transfer intention who scored a mean of 1.8 'disagree' as to whether this aspect would rate 'high' (Table 4.18). In addition, when asked to indicate one aspect of school work- community -cooperation makes them not to desire to go on transfer, 9(39%) of the all the 23teachers without transfer intention indicated friendly staff mates; 4(17%) indicated nearness to homes, and 10(44%) indicated respect and recognition by surrounding community. This showed that in this segment, both teacher welfare and interpersonal relations, and teacher safety and security and student discipline were of value to teachers. This was confirmed when 5(21%) teachers without transfer intention were interviewed said they would not intend to transfer because they were near their homes, 10(44%) of them indicated that it was cheaper to work in Mbita and Suba than in towns with regard to personal expenses and that there were friendly people in the school and its surrounding according to 8(35%) of them. As regards reason why one would intend to transfer, 17(74%) of them indicated poor housing both in schools and in the school surrounding while 6(26%) identified insecurity. This means school work- community -cooperation in their schools influenced their desire to stay.

The study was driven to deduce that this, together with the low rating of school work-community -cooperation from likert scale outcomes by teachers in Mbita and Suba Sub-counties public secondary schools, it could minimally be a factor in determining teacher transfer intention. The study was deduced that school work- community -cooperation rating by teachers in Mbita and Suba Sub-counties public secondary schools may not be a factor in determining teacher transfer intention.

It can be realized from data from teacher respondents that school work- community -cooperation aspect of teacher work-place conditions extends beyond the school management choreographed teacher welfare and interpersonal relations and teacher safety and security, and student discipline. This is evident in teachers expecting school managements to address poor housing and lack of proper housing in the school surrounding, general area insecurity, fear of contracting contagious diseases from school neighbourhood, and inadequate money to meet personal needs. This position is opposed to that of headteachers, who seem to be concentrating only on conflict resolution between teachers, and provision of lunch and water for teachers. However, according to teachers, even these aspects were addressed inadequately due to its biased approach. It is worth noting that as regards school work community cooperation, which is concerned more with the teachers themselves, than with the work itself headteachers take for granted the importance of teacher housing.

The findings of this study reveal that all the 222 teachers with transfer intention found school work- community -cooperation unpleasant, evident in the 1.8 mean score (Table 4.15) interpreted as low. This low score was associated with poor housing both within the school and outside school surrounding, insecurity realized in thuggery, robbery, night runners, beggars and

passers-by and likeliness to contract diseases from the school neighbourhood. These concerns are termed as employee personal work-life balance that are vital for organizational success (Armstrong, 2009; Quick & Nelson, 2011).

It is worth noting that the reasons given by the all the 23 teachers without transfer intention and therefore hold the opposite position as regards the dependent variable, the matter of transfer, were the same. With a score of 1.8 interpreted as 'disagree' (Table 4.18) and therefore also unpleasant indicates that their perception on school work- community -cooperation may have had no association with their position as regards teacher transfer intention. However, ANOVA confirmed that there is a significant relationship between school work cooperation and teacher transfer intention. The scores from teachers with transfer intention as well as those without transfer intention revealed that the scenario was fairly pleasant as regards school work community cooperation. This was confirmed through analysis of variance which revealed a significant relationship.

4.7 Relationship between Teacher Work Environment and Teacher Transfer Intention

Having considered relationships between individual work environment elements and teacher transfer intention, it was necessary to establish the interrelationships between the variables themselves and their combined relationship with teacher transfer intention. This was because these variables, however independent, do not have isolated relationship with teacher transfer intention. This was based on arguments that it is not possible to isolate work environment elements from each other given the inherent interplay within them (Rosenberg, 2012a; Rosenberg, 2012b). This was because they do not affect it in isolation as suggested by literature such as Penfold (2011), Ladd (2011) and Kukla-Acevedo (2009) who argue that the way a factor

121

fects an outcome individually may not be the same way when considered communally.   This

eant that in a school setting, the overall teacher transfer intention was determined by

ntributions of all the four variables, both the significant and the insignificant.

t was therefore necessary to determine the extent to which each variable in the interplay

ssociated with teacher transfer intention. The results, taken together, were then subjected to

NOVA, post hoc tests, then to regression analysis. The findings are as displayed in Table 4.19

nd 4.20. Table 4.19 shows analysis of variance output for school workload management, school

adership and facilitation, school appreciation and orientation, and school work- community -

ooperation scores versus teacher transfer intention.

**Table 4.19: ANOVA for Individual Teacher Work Environment Elements Scores Versus
Teacher Transfer Intention Scores**

		Sum of Squares	df	Mean Square	F	Sig.
School Workload Management	Between Groups	163.603	21	77.905	.329	.358
	Within Groups	42.798	200	236.455		
	Total	**206.398**	**221**			
School Leadership and Facilitation	Between Groups	3.781	26	.180	.791	.844
	Within Groups	41.177	195	.227		
	Total	**44.958**	**221**			
School Appreciation and orientation	Between Groups	5.021	22	.239	.856	.049
	Within Groups	50.536	199	.279		
	Total	**55.557**	**221**			
School Work -community -cooperation	Between Groups	12.601	21	.600	2.985	.000
	Within Groups	36.384	200	.201		
	Total	**48.985**	**221**			

As regards each of the 4(four) elements of teacher work environment interacting within one

another, the data in Table 4.19 provides statistically significant evidence about there being a

significant relationship only between school appreciation and orientation, and school work-

community -cooperation and teacher transfer intention. One way ANOVA reveals that with F=0.329, df=221, with a significance level of 0.358 at a p-value of 0.05, the hypothesis that there is no significant relationship between school workload management and teacher transfer intention is not rejected. In addition, it reveals that with F=0.791, df=221, with a significance level of 0.844 at a p-value of 0.05, the hypothesis that there is no significant relationship between school leadership and facilitation and teacher transfer intention is not rejected.

On the contrary, one way ANOVA reveals that with F=0.856, df=221, with a significance level of 0.049 at a p-value of 0.05, the hypothesis that there is no significant relationship between school workload management and teacher transfer intention is rejected. In addition, one way ANOVA reveals that with F=2.985, df=221, with a significance level of 0.000 at a p-value of 0.05, the hypothesis that there is no significant relationship between school workload management and teacher transfer intention is rejected.

However, ANOVA only gives an indication that a variable either has significant or insignificant effect, hence it was necessary to establish the magnitude of contribution by each variable in the multivariate relationship that results in teacher work environment. This involved both the significant and insignificant variables. Using Tukey's post hoc test, the magnitude of effect of school workload management within the multivariate teacher work environment relationship between teacher work environment and teacher transfer intention was 0.016. Hence school workload management, though insignificant as established through ANOVA (Table 4.19), in the multivariate relationship it contributes to 1.6% variance in teacher transfer intention.

123

The magnitude of effect for school leadership and facilitation within the multivariate teacher work environment in the relationship between teacher work environment and teacher transfer intention was 0.068. This showed that school leadership and facilitation, though insignificant as established through ANOVA (Table 4.19), in the multivariate relationship it contributes to 6.8% variance in teacher transfer intention. In addition, the magnitude of effect for school appreciation and orientation within the multivariate teacher work environment in the relationship between teacher work environment and teacher transfer intention was 0.075. This revealed that school appreciation and orientation, was significant as established through ANOVA (Table 4.19), in the multivariate relationship it contributes to 7.5% variance in teacher transfer intention.

The magnitude of effect for school work- community -cooperation within the multivariate teacher work environment in the relationship between teacher work environment and teacher transfer intention was 0.243. This implied that school work community cooperation, was significant as established through ANOVA (Table 4.19), in the multivariate relationship it contributes to 24.3% variance in teacher transfer intention. Hence, this test overally revealed that out of the total 100% of teacher transfer intention, teacher work environment lead to 40.2% variability. This was accounted for by variable in the following ratios: 1.6% was accounted for by school workload management, 6.8% by school leadership and facilitation, 7.5% school appreciation and orientation, and 24.3% by school work community cooperation. The remaining 59.8% were accounted for by other factors including errors of measurement.

It was necessary to establish a model of prediction for this relationship between teacher work environment and teacher transfer intention. Regression analysis was applied and the outcome was as displayed in Table 4.20.

Table 4.20 shows regression analysis for school workload management, school leadership and facilitation, school appreciation and orientation, and school work- community -cooperation scores and teacher transfer intention scores.

Table 4.20: Regression Analysis for Individual Teacher Work Environment Elements Scores and Teacher Transfer Intention Scores

	R	R^2	Adj. R^2	Std Error Est.	Mn Sq	F	Sig.[A]	B	Std Error	β	T	Sig.
Constant								3.826				
									.150		25.435	.000
SWM								-.002	.002	-.063	-.921	.358
SL&F								-.014	.069	-.015	-.197	.844
SA&O								-.086	.060	-.103	-1.437	.049
SWC								-.231	.064	-.259	-3.624	.000
Model Summary	.301	.090	40.2	.42253	.879 .179	4.923	0.001	-	-	-	-	-

KEY

B-Unstandardized coefficients

β-Standardized coefficients

R-Multiple correlation coefficient

R^2- Proportion of total variance

Adj. R^2- Improved approximation of R^2

SWM- School workload management

SA&O- School Appreciation and Orientation

Sig.[A] - ANOVA statistics significance

Std Ɛ- Standard error of estimate

F – Observed ANOVA statistic

t- Observed t statistic

ά- 0.05 alpha

Con.- Constant

SL&F- School Leadership and Facilitation

SWC-School work -community -cooperation

Table 4.20 shows the result of inter-variable interaction and its relationship with teacher transfer intention. In this, it reveals an insignificant relationship between school workload management at 0.358 significance ά at 0.05 and teacher transfer intention, and school leadership and facilitation at 0.844 significance ά at 0.05 and teacher transfer intention. Besides, it reveals a significant relationship between school appreciation and orientation at 0.049 significance ά at 0.05, and

school work- community -cooperation at 0.000 significance ά at 0.05 with teacher transfer intention.

Data on the last row (model summary) provides information on inter-variable interaction between all elements of work environment as investigated in this study. These were:

i. SWMs- Status of school workload management X_1 whereby $P^{TI} = 3.826 \; -0.002 \; X_1E$. This means that an increase of 1 unit in school workload management leads to a decrease in teacher transfer intention by 0.002 units.

ii. SL&Fs- Status of school leadership and facilitation X_2 whereby $P^{TI} = 3.826 \; -0.014X_2E$. This means that an increase of 1 unit in school leadership and facilitation leads to a decrease in teacher transfer intention by 0.014 units.

iii. SA&Os- Status of appreciation and orientation X_3 whereby $P^{TI} = 3.826 \; -0.086X_3E$ This means that an increase of 1 unit in school appreciation and orientation leads to a decrease in teacher transfer intention by 0.086 units.

iv. SWCCs- Status of work- community -cooperationX_4 whereby $P^{TI} = 3.826 \; -0.231 \; X_4E$. This means that an increase of 1 unit in school work- community -cooperation leads to a decrease in teacher transfer intention by 0.231 units.

The model that encompass them is:

$P^{TI} = 3.826 \; -0.002 \; X_1 \; -0.014X_2 - 0.86X_3 \; -0.231 \; X_4E$

*P^{TI}- Predicted Transfer intention

This means that at a constant of 3.826, an increase of 1 unit in school workload management leads to a decrease in teacher transfer intention by 0.002; an increase of 1 unit in school

leadership and facilitation leads to a decrease in teacher transfer intention by 0.014 units; an increase of 1 unit in school appreciation and orientation leads to a decrease in teacher transfer intention by 0.086 units; and an increase of 1 unit in school work- community -cooperation leads to a decrease in teacher transfer intention by 0.231 units.

Adj. R^2 = 40.2. This gives proportion of 40.2% to the total variance in transfer intention is as a result of interaction between the four study variables. This is significantly accounted for by school appreciation and orientation at 0.049 significance, and school work- community -cooperation at 0.000 significance, both at $\acute{a}$0.05. It therefore means that 59.8% of variance is accounted for by other factors. These are errors due to measurement and other factors not investigated in the study.

The implication of this finding, the existence of a negative linear relationship between the independent and dependent variables, is that to reduce teacher transfer intention in public secondary schools in Mbita and Suba Sub-counties, school workload management, school leadership and facilitation, school appreciation and orientation, and school work- community -cooperation ought to be enhanced by school managements. This would lead to enhanced staff stability.

This finding is in agreement with general literature which popularly propounds that employee turnover intention is inspired by intra-organizational activities (Allensworth, et al., 2009; Armstrong, et al., 2009; CSSRI, 2007; Fleenor, et al., 2008; Jones & Volpe, 2010; Vandenberg & Tremblag, 2009). It, to an extent, diverges from teacher specific literature which advises school managements to optimize teacher work environment to control teacher demotivation,

127

indiscipline, and their intention to move away either to other schools or to other jobs (World Bank, 2005; Rosenberg, 2012a; Myung & Loeb, 2010; Ladd, 2011).

Generally, it can be realized from data from teacher respondents that teacher work-place conditions extends beyond the school management choreographed school workload management, school leadership and facilitation, school appreciation and orientation, and school work community cooperation. This is evident in teachers expecting school managements to address work factors which affect teachers per se, which according to headteachers, are ignored as they concentrate on in-school factors per se. It is worth noting that as regards these teacher work-place conditions variables, the more the variable touches on the teacher per se, the more significant it was found to be in determining teacher transfer intention. In respect of this, school managements should   be involved in addressing teacher concerns that may seem extraneous to their administrative jurisdiction but none-the-less influence their being teachers in the said environments in Mbita and Suba Sub-counties. These are: poor road network; poor housing in the surrounding; distance from school environment to towns where there are good schools, entertainment, shops and markets; insecurity; and threats of disease and death. All the fore mentioned hinge more on welfare aspect of a teacher's personal life than on one's teaching work per se.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated the relationship between teacher work-place conditions and teacher transfer intention in Mbita and Suba secondary schools sub-counties. The specific objectives were to establish whether there was a:

i.   Relationship between school workload management and teacher transfer intention

ii. Relationship between school leadership and facilitation and teacher transfer intention

iii. Relationship between school appreciation and orientation and teacher transfer intention.

iv. Relationship between school work- community -cooperation and teacher transfer intention

v.   Relationship between teacher work environment and teacher transfer intention.

The findings and interpretations of data were presented and discussed in chapter four. This chapter summarizes the findings, draws conclusions and makes recommendations based on these findings.

5.2 Summary of Findings

Overall teacher transfer intention, had a high mean of 3.2 (Table 4.2).This may be directly associated with the fact that the study revealed that 162 (72.9%) teachers with transfer intention had ever thought of seeking a transfer from the school, and that 97(43.7%) teachers with transfer intention had actually applied for transfer in their lifetime at the current school.

i. Summary of findings as regards the relationship between school workload management and teacher transfer intention in Mbita and Suba secondary Schools. The data adduced were

presented in means, frequencies and percentages, and thereafter subjected to ANOVA. They were also classified according to themes and sub-themes. The outcomes were as follows:

a) Based on results derived from Likert scales, teachers with transfer intention rated school workload management in their schools as very low at a mean of 1.3. This seemed to agree with the opinion of teachers without transfer intention who scored 1.5 interpreted as 'disagree' as regards whether school workload management was rated 'high' in their schools. Given that both indicated that school workload management was unpleasant but with opposing teacher transfer intention positions, school workload management could be said not to lead to teacher transfer intention.

b) From ANOVA, the study revealed that at 0.652 significance at a p-value of 0.05, school workload management had no significant relationship with teacher transfer intention.

c) Qualitative information from questionnaire seeking how school workload management may be connected with teacher transfer intention from the two categories of teachers; the 222 with transfer intention and the 23 without transfer intention. They identified management practices that were non-consultative in the delegation, distribution and scheduling of duties. This was also the general opinion of all the 21 teachers with transfer intention that were interviewed. In this regard, some of the 23 headteachers admitted that this was the case, also indicating that it might have led to teacher transfer intention. However, some of them indicated that consultation was in some cases impractical or inappropriate. The County Staffing Officer noted that it was the duty of headteachers to manage school workload in a manner that did not hinder achievement of overall school goals through voluntary teacher retention. The need for headteachers to be strategic

school managers was supported by documents such as the Headteachers' Management Guide.

Summary of findings as regards the relationship between school leadership and facilitation and teacher transfer intention in Mbita and Suba secondary schools. The data adduced were presented in means, frequencies and percentages, and thereafter subjected to ANOVA. It was also classified according to themes and sub-themes. The outcomes were as follows:

a) Based on results derived from Likert scales, teachers with transfer intention rated school leadership and facilitation in their schools as very low at a mean of 1.5. This seemed to agree with the opinion of teachers without Transfer intention who scored 1.7 interpreted as 'disagree' as regards whether school leadership and facilitation was rated 'high' in their schools. This means that both categories of teachers rated this variable as unpleasant, yet with opposing teacher transfer intention positions. Due to this, school leadership and facilitation can be said not to lead to teacher transfer intention.

b) From ANOVA, the study revealed that at 0.079 significance at a p-value of 0.05, school leadership and facilitation had no significant relationship with teacher transfer intention.

c) Qualitative information from questionnaire seeking how school leadership and facilitation may be connected with teacher transfer intention from the two categories of teachers; all the 222 with transfer intention and all the 23 without transfer intention. They identified management practices that were biased, non-consultative and demeaning to teacher as regards teacher supervision and provision of teaching facilities and amenities.

131

This was also the general opinion of the 21 teacher with transfer intention interviewed. In this regard, some of the 23 headteachers admitted that this was the case, also indicating that it might have led to teacher transfer intention. Some of them noted inadequacy of funds and teachers demanding more than could be availed by school management in the prevailing circumstances. However, some of them indicated that with increased teacher participation, and with more understanding, teachers would be more satisfied hence leading to reduced urge to intend to transfer. The County Staffing Officer admitted that some headteachers applied inappropriate leadership approaches but noted that there were certain cases that had been addressed through headteachers' workshops/seminars with considerable success realized in fewer teacher complaints hence expected increased teacher retention. This was part of the reason behind a document (Homabay TSC County Director, 2015) which emanated from the Homa Bay TSC County Director's office.

ii. Summary of findings as regards the relationship between school appreciation and orientation and teacher transfer intention in Mbita and Suba secondary Schools. The data adduced were subjected to ANOVA and post hoc test. It was also classified according to themes and sub-themes. The outcomes were as follows:

a) Based on results derived from Likert scales, teachers with transfer intention rated school appreciation and orientation in their schools as low at a mean of 2.0. This seemed to agree with the opinion of teachers without transfer intention who scored 2.1 interpreted as 'disagree' as regards whether school appreciation and orientation was rated 'high' in their schools. This implies that both categories of teachers rated this variable as unpleasant though they hold opposing positions as regards teacher transfer intention.

132

School appreciation and orientation can therefore be assumed not to lead to teacher transfer intention.

b) From ANOVA school appreciation and orientation was made up of teacher reward, recognition and motivation with a significance of .047, and teacher induction, coaching and mentorship with a significance of .035 contributory value to overall school appreciation and orientation score. The study also revealed that out of the total value of school appreciation and orientation score, teacher reward, recognition and motivation score contributed 57.3% whereas teacher induction, coaching and mentorship contributed 41.2%.The remaining 1.5% could be attributed to other factors including errors of measurement. Overally, ANOVA, revealed that at 0.036 significance at a p-value of 0.05, school appreciation and orientation had significant relationship with teacher transfer intention. Tukey's post hoc test revealed that school appreciation and orientation contributed to 9.0% variance in teacher transfer intention.

c) Qualitative information from questionnaire to find out how school appreciation and orientation may be connected with teacher transfer intention from the two categories of teachers; all the 222 with transfer intention and all the 23 without transfer intention. They identified management motivational practices that were biased, non-consultative and demeaning to teachers as regards teacher excursions and awards, and teacher induction and mentorship. This was also the general opinion of the 21 teachers with transfer intention interviewed. In this regard, some of the 23 headteachers admitted that this was the case, also indicating that it might have led to teacher transfer intention. Some of them noted that they needed to enhance their leadership skills such as by being more

participatory in approach to teacher motivation and orientation based on the available resources. The County Staffing Officer 1(100%) admitted that some teachers who had applied for employment in Mbita and Suba Sub-counties had not genuinely intended to teach there.

iv. Summary of findings as regards the relationship between school work- community - cooperation and teacher transfer intention in Mbita and Suba secondary Schools. The data adduced were presented in means, frequencies and percentages, and thereafter subjected to ANOVA and post hoc test. They were also classified according to themes and sub-themes. The outcomes were as follows:

a) Based on results derived from Likert scales, teachers with transfer intention rated school work- community -cooperation in their schools as low at a mean of 1.8. This seemed to agree with the opinion of teachers without transfer intention who scored 1.8 interpreted as 'disagree' as regards whether school work- community -cooperation was rated 'high' in their schools. With such opposing teacher transfer intention positions, but with similar opinion about the unpleasant position as regards school work community cooperation, school work- community -cooperation can be said not to lead to teacher transfer intention.

b) From ANOVA school work- community -cooperation was made up of teacher welfare and interpersonal relations with a significance of .031, and teacher safety and security, and student discipline with a significance of .043 with a contributory value to overall school work- community -cooperation score. The study also revealed that out of the total

value of school work- community -cooperation score, teacher welfare and interpersonal relations score contributed 46.6% whereas teacher safety and security, and student discipline contributed 42.5%.The remaining 10.9% could be attributed to other factors including errors of measurement. Overally, ANOVA, revealed that at 0.000 significance at a p-value of 0.05, school work- community -cooperation had significant relationship with teacher transfer intention. Tukey's post hoc test revealed that school appreciation and orientation contributes to 50% variance in teacher transfer intention.

c) Qualitative information from questionnaire to find out how school work- community - cooperation may be connected with teacher transfer intention from the two categories of teachers; all the 222 teachers with transfer intention and all the 23 teachers without transfer intention. They identified inadequate and biased school management involvement in teacher welfare activities and interests. They particularly identified teacher housing needs that were unmet by schools, and teacher insecurity which was enhanced by indisciplined students and unconcerned headteachers. This was also the general opinion of all the 21 teachers with transfer intention interviewed. In this regard, some of the all the 23 headteachers admitted was the case, also indicating that it might have led to teacher transfer intention.

v. Summary of findings as regards relationship between teacher work environment and teacher transfer intention considered this interrelationship from a multivariate perspective which forms teacher work environment and its relationship with teacher transfer intention. The data adduced was subjected to ANOVA, post hoc test and regression analysis. The results were as follows:

a p-value of 0.05 school workload management had a significance of 0.358, school leadership and facilitation had a significance of 0.844 and hence both variables had statistically insignificant relationship with teacher transfer intention.

a p-value of 0.05 school appreciation and orientation had a significance of 0.049 and school work- community -cooperation had a significance of 0.000 and hence both variables had significant relationship with teacher transfer intention.

Results from post hoc tests reveal that in the inter-variable relationship with teacher transfer intention, school workload management contributed 1.6%, school leadership and facilitation contributed 6.8%, school appreciation and orientation contributed 7.5% whereas school work-community -cooperation contributed 24.3%. Teacher work environment therefore contributed 40.2% variability in teacher transfer intention.

vi. Multiple regression analysis revealed that when all variables were taken together against teacher transfer intention, only accounted for 40.2% variance in teacher transfer intention. The model of prediction for the combined interrelationship was: $P^{TI} = 3.826 -0.002 X_1 - 0.014X_2-0.086X_3 -0.231 X_4E$ This means that with one unit increase in; school workload management X_1, teacher transfer intention decreases by 0.002 units, school leadership and facilitation X_2 teacher transfer intention decreases by 0.014 units, school appreciation and orientation X_3 teacher transfer intention decreases by 0.086 units, and school work-community -cooperationX_4 teacher transfer intention decreases by 0.231units.

Conclusions

The purpose of the study was to analyze the relationship between teacher work-place conditions and teacher transfer intention. Work-place conditions was considered by sub-dividing it thematically into five (5) objectives:

i.   School workload management

ii. School leadership and facilitation

iii. School appreciation and orientation

iv. School work community cooperation

v.   Teacher work environment

The five (5) themes were also considered collectively. The scores of teacher transfer intention were obtained by relying on Mobley's (1977) model of employee turnover intention as had been used by Brown and Kidney (2009) and Ladd (2011) to establish teacher transfer intention rating among teachers with transfer intention. These scores were tallied to establish means, frequency counts and percentages. They were then subjected to ANOVA, post hoc tests, and regression analysis to establish the relationship between teacher work-place conditions and teacher transfer intention in Mbita and Suba Sub-counties secondary schools. In addition, data was classified according to themes and sub-themes. This is concluded as follows:
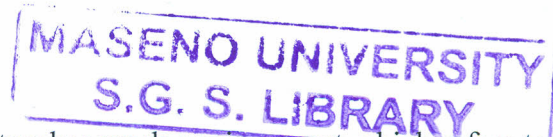
As regards objective one (1), the study found out that, 59(26.5%) was very low and 127(57.2%) low with regard to school workload management rating. It also emerged that only 36(16.3%) rated the variable high with regard to school workload management. No one 0(00%) teacher with transfer intention respondents rated it very high. However, at with a significance level of 0.652, á0.05, this did not have a significant relationship with teacher transfer intention. The null hypothesis that there was no relationship between school workload management and teacher

transfer intention in Mbita and Suba Sub-counties public secondary schools was therefore not rejected. Interview revealed that non-consultative delegation, distribution and scheduling of duties led to teacher transfer intention.

As regards objective two (2), the study found out that, 43(19.4%) were very low and 150(67.6%) low with school leadership and facilitation. It also emerged that only 29(13%) were the variable high with regard to school leadership and facilitation. No single 0(00%) teacher with transfer intention respondent rated this variable as very high. However, with a significance level of 0.079, á 0.05, this did not have a significant relationship with teacher transfer intention. The null hypothesis that there was no relationship between school leadership and facilitation and teacher transfer intention in Mbita and Suba Sub-counties public secondary schools was therefore not rejected. Interview revealed that demeaning leadership practices and bias allocation of teaching resources led teacher transfer intention.

As regards objective three (3), the study found out that, 54(24.4%) were very low and 140(63.1%) low with school appreciation and orientation. No single 0(00%) teacher with transfer intention respondents rated this variable as very high. It also emerged that only 28(12.5%) the variable high with regard to school appreciation and orientation. However, with a significance level of 0.036, á0.05 and at 9% contributory variance from post hoc test, this had a significant relationship with teacher transfer intention. The null hypothesis that there was no relationship between school appreciation and orientation and teacher transfer intention in Mbita and Suba Sub-counties public secondary schools was therefore rejected. Interview revealed that demeaning and biased motivational practices, and biased promotion of teachers led to teacher transfer intention.

As regards objective four (4), the study found out that, 67(30.1%) were very low and 138(62.2%) low with school work community cooperation. It also emerged that only 17(7.7%) rated the variable high with regard to with school work community cooperation. No one 0(00%) teacher with transfer intention respondents rated it very high. However, with a significance level of 0.000, á0.05 at 50.0% contributory variance, this did have a significant relationship with teacher transfer intention. The null hypothesis that there was no relationship between school workload management and teacher transfer intention in Mbita and Suba Sub-counties public secondary schools was therefore rejected. Interview revealed that inadequate or lack of staff housing, inadequate housing in the school surrounding, and poor and biased attention to teacher welfare led to teacher transfer intention.

As regards objective five (5), the study found out that teacher work environment which refers to the interrelationship between school workload management, school leadership and facilitation, school appreciation and orientation, and school work community cooperation, only school appreciation and orientation, and school work- community -cooperation at significance levels of 0.49 and 0.000 respectively at a p-value of 0.05, had significant relationship. Post hoc analysis revealed that, considered all together, teacher work environment contributed to 40.2% variability in teacher transfer intention.

vi.   The model of prediction is: P^{TI} = 3.826 -0.002 X_1 -0.014X_2-0.086X_3 -0.231 X_4E. This means that with one unit increase in; school workload management X_1, teacher transfer intention decreases by 0.002 units,   school leadership and facilitation X_2 teacher transfer intention decreases by 0.014 units, school appreciation and orientation X_3 teacher transfer intention decreases by 0.086 units, and school work- community -cooperationX_4 teacher transfer intention decreases by 0.231units.

139

4 Recommendations

Based on the findings and conclusions drawn that school workload management and school leadership and facilitation were of insignificant relationship with teacher transfer intention, whereas school appreciation and orientation, and school work- community -cooperation were significant, the study makes the following recommendations:

Firstly, it has established that school appreciation and orientation had significant relationship with teacher transfer intention at 0.036 significance at p-value of 0.05   School appreciation and orientation should be enhanced by these recommendations:

i. School managements' entrenching a staff development orientation process through seminars and workshops for teachers, without bias neither against certain teachers nor professional areas not favoured by headteachers, as the need may arise.

ii. School managements' entrenching teacher motivation through consultatively structured and organized staff excursions and material awards in individual school strategic plans.

Secondly, it has established that school work- community -cooperation had a significant relationship with teacher transfer intention at 0.000 significance at p-value of 0.05. The study recommends that school work- community -cooperation should be enhanced by these recommendations:

i. School managements calling on government to establish police posts near their schools and to sensitize school surrounding community on teacher security needs.

ii. School managements to put up more staff housing and to improve the existing ones. This is besides involving school surrounding community in providing descent teacher housing. In addition, commuter allowance should be enhanced to cushion teachers travelling from

long distance decent housing to workplace schools. Government should provide grants to school housing for all teachers.

iii. School managements to strengthen staff welfare organizations that would enhance staff interpersonal relations, and to support staff members in case of personal needs such as bereavement or those with cases of illnesses.

Thirdly, it has established that in the inter-variable relationship comprising of school workload management, school leadership and facilitation, school appreciation and orientation, and school work community cooperation, teacher work environment had 40.2% contribution to variation in teacher transfer intention. The study recommends that the 2 (two) factors be addressed as already outlined here-to-fore under school appreciation and orientation, and school work community cooperation's recommendations.

5.5 Suggestions for Further Research

a) Based on Objective I on school workload management: Investigating the relationship between school workload management practices and teacher transfer intention.

b) Based on objective II on school leadership and facilitation:

i. Investigating the influence of school headteacher on teacher perception of teacher work-place conditions.

ii. Investigating the role of school headteacher on minimizing teacher transfer intention.

c) Based on Objective III on school appreciation and orientation:

i. Investigate the relationship between teacher perception of school motivational practices and teacher transfer intention.

ii. Determination of the mediating role of perceived nearness to holding position of responsibility in the relationship between teacher work-place conditions and teacher transfer intention.

d) Based on objective IV on school work-community-cooperation: Investigate the relationship between school management involvement in teacher staff welfare activities and teacher transfer intention.

e) Based on objective V on teacher work environment: Investigate the role of non-school based factors on teacher transfer intention.

REFERENCES

Ackerman, L. (2010). The Identity Effect: How Identity-based Management Drives Employee Engagement and Business Performance. OD Practitioner.

Ajzen, I. (1991). The Theory of Planned Behavior, *Organizational Behaviour and Human Decision Processes* Vol. 50 Issue 2: 179-211.

Allen, N., & Meyer, J.P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization. *Journal of occupational Psychology,* Vol. 63: 1-18.

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). The School Teachers Leave: Teacher Mobility in Chicago Schools. Chicago: Chicago Consortium for School Research. http://ccsr.uchicago.edu/content/publications.php?pub_id=134

Alliance for Excellent Education (2008). What Keeps Good Teachers in the Classroom? Understanding and Reducing Teacher Turnover. www.a114ed.org/files/TeachTurn.pdf. Retrieved 3rd November 2014

Ariki, A., & Ugborugbo, N. (2009). Analytic Examination of Teacher's Career Satisfaction in Public Secondary Schools. Study Home Science 3(1): 51-56.

Ariko, C. (2009). Factors Influencing Teacher Transfer Requests in Suba District Secondary Schools. Unpublished Med Thesis. Maseno University.

Ariko, C., & Othuon, L. (2012). Minimizing Teacher Transfer Requests: A study of Suba Secondary Schools. *International Journal of Education Administration and Policy Studies.* Vol. 4(2): 61-69.

Armstrong, D.G., Hanson, K.T., & Savage, T.V. (2009). Teaching Today: An Introduction to Education. 8th Ed, OH: Pearson.

Armstrong, M.A. (2009). Handbook of Human Resource Management Practice. London: Kogan Page Ltd.

Arririan-Buono, K. (2011). Teacher work-place conditional Correlates of Burnout, Satisfaction, and Organizational Commitment: A Study of 2 Middle Schools. Udini,proquest.com/view/teacher-work-environment-correlates_pqid:2545505811/. Retrieved 11th June 2014.

akar, H.A., Dilbeck, K.E.& McCroskey, J.C. 2010. Mediating role of supervisory communication practices on relations between leader-member exchange and perceived employee commitment to workgroup. *Communication Monographs*, 77: 637–656.

Bakker, B.A. & Demerouti, E. (2006). Job Demand Resources Model. www.emeraldinsight.com/0268-3946.htm

Baron, R.M. & Kenny, D.A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. *Journal of Personality and Social Psychology*. Vol. 51. (6): 1173-1182.

Beitlelle, T., Kalogrides, D. & Lobb, S. (2011). Effective Schools: Managing the Recruitment, Development and Retention of High Quality Teachers. NBER Working Paper 17177.

Benedict, U.(2013). Supervisory Role of Principals in Enhancing Teachers' Professional Development in Secondary Schools in Kitui West District, Kenya. Unpublished M Ed. Thesis. Catholic University of Eastern Africa.

Boe, E.E., Cook, L.H. & Sunderland, R.J. (2008). Teacher Turnover: Examining Exit Attrition, Teaching Area Transfer and School Migration. *Journal of Exceptional Children* Vol. 75 (1) 7-31.

Boyd, D., Grossman, P., Ing, M., Lankford, H., & Wyckoff, J. (2009). The Influence of School Administration on Retention Decisions.

Brown, J. & Kidney, R. (2009). Concepts in Organizational Behaviour. London: Bassey Press.

Brown, K. & Wynn, S. (2009).Finding, Supporting and Keeping: the Role of the principal in Schools. 8(1), 37-63. Doi:10.1080/15700760701817371 Retrieved 4th November, 2014

Brox, J. (2012). Leadership and Employee Turn-over. File:///c:/documentsand settings/admin/Desktop/whoisResponsibleforEmp. Accessed in April 2014.

Bukola, B., & Alonge, B.D. (2011). Teachers' Work Environment as a Correlate of Classroom Management in Ekiti State Government Schools. Vol. 2(4): 234-238.

Centre for Comprehensive School Reform and Improvement. (2007). Governor Easley's Teacher Working Conditions Initiative- Improving Teacher Retention with Supportive School Reform and Improvement. www.centreforcsri.org. Retrieved 3rd July, 2014.

Chacha, C.K. (2012). Challenges Faced by Headteachers in the Implementation of TSC Teacher Recruitment, Transfer and Disciplinary Policies in Schools in Hardship Areas: The case of Suba District. Unpublished M Ed Project. Mount Kenya University.

144

Cheney, G. (1983). The Rhetoric of Identification and the Study of Organizational Communication. *Quarterly Journal of Speech*, 69: 143-158.

Chepkemboi, J., Kirago, A.N. & Iravo, A. (2013). Factors Influencing Teacher Employees Turnover in West Pokot District, Kenya. *International Journal of Academic Research in Business and Social Sciences*. Vol. 3(9):64-83.

Cohen, L., & Manion, L.(2006). Research Methods in Education. London: Croom-Helm Ltd.

Constitution of Kenya. (2010). Public Officer Ethics Act Chapter 183 (Revised 2012). National Council for Law Reporting with the Authority of the Attorney-General www.kenyalaw.org.

David, B., & Resnik, J.D. (2011). What is Ethics in Research and Why is it Important? National Institute of Environmental Health Sciences.
www.niehs.nih.gov/research/resources/bioethics/whatis/Retrieved 17th August, 2014

Deal, T. & Peterson, J.B. (2009). Shaping School Culture: Pitfalls, Paradoxes and Promises. San Francisco: Jossey-Bass.

Dessler, G. & Verkey, B. (2011). A Framework of Human Resource Management. USA: Prentice Hall.

Deton, E.M. (2009).Teachers' Perceptions of How leadership Styles and Practices of Principals Influence their Job Satisfaction and Retention. Unpublished PhD Dissertation of Education Management. Liberty University.

Donaldson, M.L. & Johnson, S.M. (2011). Teaching for America Teachers: How Long do they Teach? Why do they Teach? Phi Delta Kappan 93(2): 47-51.

ECSWDS. (2010). Developing Coherent and System-wide Induction Programmes for Beginning Teachers: A handbook for policy Makers, EEC.

Fleenor, J. W., Smither, J. W., Atwater, L. E., Braddy, P. W. & Sturm, R. E. (2010). Self–other rating agreement in leadership: A review. *Leadership Quarterly*, 21: 1005–1034.

Fraenkel, R.J., & Wallen, E.N. (2009). How to Design and Evaluate Research in Education. New York: McGraw Hill.

Freedman, S.W., & Appleman, D. (2008). What Else Would I be Doing? Teacher Identity and Teacher Retention in Urban Schools. Teacher Education Quarterly-Summer.

Fullan, M. (2007). The Challenge of change: Start School Improvement Now! California: Corwin.

Ferguson, R. (2009). How High Schools Become Exemplary. Cambridge: Achievement Gap Initiative

Garbarino, S. & Holland, J. (2009). Quantitative and Qualitative Methods in Impact Evaluation and Measuring Results: Governance and Social Development Resource Centre. www.gsrdc.or.

Gareau, S., Monrad, D., Distefano, C., May,J.R., Price, K. Ishikawa, T. & Mindrila, D.L. (2009). Relationship between School Climate and School Performance. South Carolina Education Policy Centre. South Carolina.

Gay, L.R. (2006). Educational Research: Competencies for Analysis and Application. London: Merrill Publishing Company.

Godwin, K.D. (2013). The Next Generation of Educational Leadership- Lessons Learnt from Lincoln: The Importance of Accessibility. Excerpt from The Political Genius of Abraham Lincoln (2009).

Gomez, J. (2012). School Climate: Principal and Teacher Retention. University of St. Thomas.

Grayson, J.L. & Alvarez, H.K. (2008). School Climate Factors Relating to Teacher Burnout: A Mediator Model. *Teaching and Teacher Education*. Vol. 24(6): 1349-1363.

Grissom, J. A. (2011). Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard-to-staff Environments. Teachers' College Record- The Voice of Scholarship in Education. Missouri.

Grissom, J.A., & Loebb, S. (2013). Strategic Involuntary Teacher Transfers and Teacher Performance. Stanford University.

Handelsman, J. (2009). Understanding and Remedying Employee Turnover. http://www.toolkit.com/news/newsDetail.aspx?nid=138turnover. Accessed 15th April, 2014.

Heitin, L. (2012). Report: Make Improving Teacher Working Conditions a Priority. mobile.edweek.org>c.jsp>blogs Retrieved February 2014.

Hightower, A., Delgado, K., Lloyd, S., Wittensten, R., Sellers, K., & Swanson, C.B. (2011). Editorial Projects in Education, Inc. www.edweek.orgRetrieved 3rd November, 2014

Homabay TSC County Director.(2015).Ref/HB/Tsc/TRA/vol.11/1309: To All Teachers: Homabay County Teachers. 19/5/2015

Horng, E.L. (2009). Teacher Trade-offs: Disentangling Teacher Preferences for Working Conditions and Student Demographics. *American Education Research Journal*, 46: 690-717.

Institute for Policy Analysis and Research. (2008). Teacher Shortage: Towards a Solution. Issue 4, IPAR.

Ingersoll, R.M. & Merrill, L. (2012). Seven Trends: The Transformation of the Teaching Force. The Consortium for Policy Research in Education.

Ishak, M.A. & Alam, S.S. (2009). Leader-Member-Exchange and Organizational Behaviour: The Mediating Impact of Self-esteem. *International Journal of Business Management*. Vol. 2(5):78-86.

Jeswani, S. & Dave, S. (2012). Impact of Organizational Climate on Turnover Intention: An Empirical Analysis of Faculty Members of Technical Education in India. *International Journal of Business Management*, Vol. 2(3) 26-44.

Jha, S. & Jha, S. (2013). Leader-Member-Exchange: A Critique of Theory and Practice. *Journal of Management Policy.* vol. 4(2) 42-53.

Jones, C.,& Volpe, E.H. (2010). Working Conditions as a Predictor of Employee Intentions to stay. *Journal of Organizational Behaviour* Retrieved 2nd May, 2014.

Jong, M.D., & Gutteling, C. (2006). Relations between Organizational Identity, Identification and Organizational Objectives: An Empirical Study in Municipalities. OH Pub.

Jonson, S.M.,Krapf, T., & Papay, R. (2012). How Context Matters in High-Need Schools: The Effects of Teachers Working Conditions on their Professional Satisfaction and Students' Achievement. www.tcrecord.org/content.asp?contendid=16685. Retrieved 1st September, 2014

Kenya Secondary School Heads Association. (2013). Reforming Teacher Management 17th June- 21st June 2013. Mombasa.

Koech, J.S., Tikoko, J.B. & Chemwei, B. (2014). Institutional Factors Influencing Teacher Turnover in Public Secondary Schools in Baringo District, Kenya. *International Journal of Education and Research* Vol. 2(4).

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi Wishwa Prakashan.

Krishnan, S.K., & Singh, M. (2010). Outcomes of Intention to Quit of Indian Professionals. *Human Resource Management*, 49(3): 28-36.

Kipkubet, D.J.(2010). Organizational Commitment and Job Satisfaction in Higher Institutions: The case of Kenya. Unpublished PhD Thesis. Middlesex University.

Kukla-Acevedo, S. (2009). Leavers, Movers and Stayers: The Role of Workplace Conditions in Teacher Mobility Decisions. *Journal of Education Research*, 102(6): 443-452.

Kutilek, L.M., Couklin, N.L., & Gunderson, G. (2010). Investing in the Future: Addressing Work-life Issues of Employees. *Journal of Extension*. www.joe.org. Retrieved 1st April, 2014

Ladd, H. (2009). Teachers' Perceptions of their Working Conditions: How Predictive of Policy Relevant Outcome? Working Paper No. 3. Washington DC. National Centre for Analysis of Longitudinal Data in Education.

http:/www.urban.org/uploadedpdf/100440_TeachersPerceptions.pdf. Retrieved 2nd April, 2014

Ladd, H. (2011). Teachers' Perceptions of their Working Conditions. How Predictive of Planned and Actual Teacher Movement? Educational Evaluation and Policy Analysis 3(3): 235-261.

Lagat, B. K. (2013). Conflict Management Methods used by Secondary Schools Headteachers: A Case of Nandi Central District, Nandi County, Kenya. Unpublished M Ed Project, Kenyatta University.

Lew, T.Y. (2011). Affective Organizational Commitment and Turnover Intention of Academics in Malaysia. Paper Presented at the International Conference on Business and Economics Vol.1. IACSIT Press, Kuala Lumpur, Malaysia.

Mathis, R., & Jackson, J.H. (2008).Human Resource Management. London: Thomson Publishers.

Mobley, W.H. (1977). Intermediate Linkages in the Relationship between Job Satisfaction and Employee Turnover. *Journal of Applied Psychology*, Vol. 62: 237-40.

Mobley,W.H. (1979).Evaluating Employee Turnover Intentions for Practice.

http:/www.personel.org/staff/83468791_TurnoverIntentions.pdf.Retrieved 1-3-14

Muindi, B. (2011). Public Schools Teacher Shortage up by 15,000.*Daily Nation*. Nation Media Group Limited.

Myung, J., & Loeb, S. (2010). Economic Approaches of Teacher Retention. Stanford University.

Nkpa, N. (1997). Educational Research for Modern Scholars. Lagos: 4th Dimension Publishers.

Noor, F., Sohail,M., Memon,A., & Lodhi, F.A.(2012). Effects of Teachers' Transfer on Schools. *Interdisciplinary Journal of Contemporary Research in Business*. Vol. 4 (2): 267-271.

Organization for Economic Cooperation and Development. (2011). Teachers Matter: Attracting, Developing and Retaining Effective Teachers: Pointer for Policy Development. www.oecd.org/education/school/48627229.pdfRetrieved 2nd May, 2014

Oso, W.Y. & Onen, D. (2009). A General Guide to Writing Research Proposal and Report: A Handbook for Beginning Researchers (Rev. ed). Nairobi: Jomo Kenyatta Foundation.

Oyedepo, K.T. (2013). Effect of Leadership Behaviour on Teacher Performance in Ukiti Region. Unpublished M Ed Project. University of Nigeria.

Paton, G. (2010. Rural School struggling to find Headteachers. Stanford University.

Penfold, K.L.(2011). Increasing Staff Morale in Today's School Climate with Increased Teacher Responsibilities, High Stakes Testing, and Decreased School Funding. University of Michigan. Master of Arts (Education) Dissertation.

Pitsoe, V., & Machaisa, P. (2012). Teacher Attrition Catastrophe in Sub-Saharan Africa: A Hurdle in the Achievement of UPE, EFA Policy Goals and MDGs. University of South Africa. *Science Journal of Sociology and Anthropology*. International Open Access Publisher.

Quick, J.C., & Nelson, D. L. (2011). Principles of Organizational Behaviour: Realities and Challenges; South Eastern Cengage Learning, Singapore.

Ratanssi, G. (2010). Analyzing Teachers' Expectations of the Headteachers' Roles at an Arab-Bedouin Elementary School in South Israel. Unpublished Ph.D Thesis. University of Israel.

Reininger, M. (2012). Hometown Disadvantage? It depends on where you are from. Teachers' Location Preferences and Implications for Staffing of Schools. *Educational Evaluation and Policy Analysis*. Vol. 34(2): 127-145.

Republic of Kenya. (2008a). School management: Training Manual for Secondary school Headteachers- Administration of Secondary Schools. Ministry of Education Science and Technology of Education.

Republic of Kenya. (2008b). Suba District Development Plan 2008-2012: Towards a Globally Competitive and Prosperous Kenya. Government Printer.

Republic of Kenya. (2008c). TSC Code of Conduct and Ethics. TSC.

Ritchie,J., Lewis,J., & Elam,G.(2003). *Designing and Selecting Samples*. In Ritchie, J. & Lewis.(Eds.). Qualitative Research Practice. A Guide for Social Science Students and Researchers. Thousand Oaks, CA: Sage.

Rono, K.B., Mungaro, C. & Wanjalla, G. (2011). Teacher Retention: Opportunities and Challenges for Secondary School Headteachers in Mount Elgon District. Unpublished MBA Project: University of Nairobi.

Rosenberg, R. (2012a). Work Environment Key to Keeping Teachers. New York Teacher. November Issue.

Rosenberg, R. (2012b). Relationship Between Headteacher Job Involvement and Teacher Retention in Harlem Pre-schools. http/:www.workenvironment_teacher_retention.pdf.632004_newyorkpreschools Retrieved April 2014.

Sage, J. (2012). Role of School Environment in Teacher Dissatisfaction among US Public School Teachers. DOI" 101177/21582440124, Sage Publishers. Retrieved 3rd May, 2014

Schrodt, P. (2009). The Relationship of Organizational Identification and Organizational Culture: Employee Perceptions of Culture and Identification in a Retail Sales Organization. Communication Studies. http://www.tandfoline.com/loi/rcst20 Retrieved 3rd May 2014.

Shaffa, M.D. (2011). Role of Headteachers in Managing the Forces Emanating from the External World of Schools in Gilgit-Pakistan. *American International Journal of Contemporary Research* Vol. 1(2): 61-67.

Simbula,S., Panari,C., Guglielmi, D. & Fraccaroli, F. 2012). Teachers' Wellbeing and Effectiveness: The Role of the Interplay Between Job Demands and Job Resources. *Procedia- Social and Behavioural Sciences* Vol. 69: 729-738.

State Establishment Centre for Teaching Quality. (2009).The National Commission on Teaching and America's futurewww.teachingquality.orgRetrieved 3rd May, 2014

Tooley, M. (2014). Is Money Enough to Keep more High Quality Teachers in High-Needs Schools? Educational News Analysis. New America Foundation.

Torrington, D., Hall, L., & Taylor, S. (2007). Human Resource Management. London: Prentice Hall.

TSC. (2003). Teachers Service Commission Code of Conduct and Ethics; Legal Notice No. 137. TSC.

TSC.(2004). Teachers Service Commission 2003-2004 Annual Report. TSC.

TSC. (2005). Guidelines for Recruitment and Selection of Teachers. Nairobi. JKF.

TSC. (2010). Teachers Service Commission 2009-2010 Annual Report. TSC.

TSC. (2011). Teachers Service Commission 2010-11 Annual Report. TSC.

TSC. (2012). Teachers Service Commission 2011-12 Annual Report. TSC.

TSC. (2013). Teachers Service Commission 2012-13 Annual Report. TSC.

TSC. (2014). Teachers Service Commission 2013-14 Annual Report. TSC.

TSC. (2015). Teachers Service Commission 2014-15 Annual Report. TSC.

UNESCO. (2005). Ministerial Seminar on Education for Rural people in Africa: Policy Lessons, Options and Priorities. Ethiopia 7th-9th September.

UNESCO-IICBA. (2011). Improving Conditions of Teachers and Teaching in Rural Schools Across African Countries. UNESCO.

Vandenberghe, C., & Tremblag, M. (2009). The Role of Pay Satisfaction and Organizational Commitment in Turnover Intentions: A 2-Sample Study. *Journal of Business Psychology,* 2(2): 275-286.

Waititu, G. M. (2013). An Analysis of Factors Influencing Turnover of Teachers in Public High Schools in Limuru District. Unpublished MBA Project: Kenyatta University.

World Bank. (2005). Teachers for Rural Schools: *A Challenge for Africa.* World Bank.