



Perception of Teachers towards their Transfers on Students' Academic Achievement in Public Secondary Schools in Kakamega County

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Teachers' transfers are historical occurrences in education. However, such transfers may have different effects on teacher stability and curriculum coverage. The focus of this study was to assess the perception of teachers towards their transfers on students' academic achievement in public secondary schools in Kakamega County. Education Production Function Theory (EPFT), Theory of Constraint (TOC) and Social Exchange Theory (SET) were found to be relevant for the study. The target population was 268 public secondary Schools, 1500 teachers, 268 principals and one (1) County staffing officer. The sample size of 30% of the population was deemed to be adequate for the study. The sampling techniques used were; simple random sampling, stratified sampling and systematic sampling. Data collection procedures were done with the help of administering

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questionnaires to respondents, document analysis and interview schedules were the major principal instruments used. Validity of research instruments was done with the help of two university research supervisors from Kisii University. Reliability of index 0.7 for teachers and 0.89 for principals was obtained using test retest approach. Data presentation was done with the help of tables. Descriptive statistics were used for analysis of quantitative data with results presented in frequencies and percentages. Inferential statistics were used for analysis of qualitative data. Qualitative data involved correlation and regression analysis which formed a basis for evaluation of theories under study. Statistical Package for Social Sciences (SPSS) version 23 was used for data analysis. Findings showed that 77 percent of teachers perceived that denial of transfers to those who may have applied was common. It was concluded that forced transfers were all factors that affected academic achievement of students in secondary schools in the County and this meant that they could not be ignored by the relevant authorities concerned with staffing of teacher in the County. The study recommended for the need to strike a balance between the needs of the teachers and those of the employer such that there should be posting of teachers either to their home areas or in areas close to their homes for easier accessibility to their families.

Keywords: Perception; teachers; transfers; academic; achievement; Kenya.

1. INTRODUCTION

Teachers are main stakeholders in education. The work of Palacios, Larrazabal and Berwart [1] in Chile reiterated that there are valid reasons why teachers have to be transferred [2]. The recognition and commitment to implement resolutions of declaration of education as a Human Right worldwide, has made education to be the greatest industry as evidenced by huge budgetary allocation both by the government and the household [3] According to Nordin et al. [2], academic achievement has very often been a strong determinant to progression to higher studies. Students are required to pass a number of levels of standardized national level examinations that serve as a yardstick to mark the students' academic performance and achievement as there has always been a tendency in making a direct link between students' academic achievement and ones' level of intelligence. While this assumption could hold, this assumption can be plainly be too assumptive as there are other contributing factors that impact on students' academic achievement. At the center of factors that determine the influence of students' academic performance are teachers who have been identified to be very critical. While the study of Nordin et al. [2], dealt with the assessment of traits personality and its influence on students' academic performance, the current study dealt with the assessment of the teachers' transfers on student's academic achievement to fill the research gap.

In Singapore the education system is amongst the most-highly rated globally, as Singaporean

students normally post among the best scores in the world in international examinations [4]. The secret to Singapore's success in education has been traced to their teachers. According to Campion, Campion and Campion [5], high performance organizations are very keen on how they recruit and select their employees and how they prepare them. The country of Singapore determines the number of teachers that are needed on yearly basis and only allows such numbers within their training programs. Similarly, the teachers are selected from the cream of one third of high school graduates as a way of ensuring maintenance of high-quality teacher standards [6], while Chile motivates teachers who post excellent examination in their areas of expertise in standardized national examination [7]. This position confirms that there is recognition that teachers are critical in promoting the learning process and governments have to find ways of recognizing the roles of teachers in their process of facilitating learner's academic achievements. While Neugebauer [7] relied on ex post facto research design and to bring out their research findings, the current study used descriptive survey to fill the research gap.

In Africa, reports from South Africa by Maingard, [8], in Zambia and Malawi the work of Bennell, Akyeand and Akyeampong, [9], showed that the cases of teachers' transfers had almost reached a disastrous stage. In Malawi the problem of transfers were profound and overwhelming by any Sub-Saharan standards. According to Kadzamira [10], during the period of January 2005, out of the Ministry's 2,253 trained secondary school teachers, 1,121 left the

Ministry or moved to non-teaching posts with 2,189 primary school teachers leaving in June of 2005 alone through resignation or to a non-teaching posts for various reasons. The country of Uganda stood at 3.3 percent on average between December 2010 and November 2011. However, the rate increased to 39.6 percent for the period of 2011-2012 for all primary and secondary school in Mityana [11]. In Uganda, availability of housing and electricity in schools had an inspiration on teachers' transfer applications. Absence of accommodation next to the schools forced teachers to live far away from their schools. It then meant that they had to spend more time and money travelling daily to schools, a situation that was compounded by poor accessibility. Similarly, lack of electricity debilitated several aspects of a teacher's life and that promoted teachers' dissatisfaction. Modern effective communication and information gadgets, entertainment and learning resources require electricity. Therefore, lack of electricity disables means of communication, compromises information channels and limits ways of entertainment leading to teacher dissatisfaction hence desire to seek for transfers. Mozambique uses a scheme of monetary bonuses to motivate teachers who move to rural areas and those teachers who teach in shifts while Lesotho has a uniform bonuses paid monthly to teachers who operate in the hilly hardship regions. African states have also adopted varied approaches as incentives to promoting teacher retention; such as posting of qualified teachers in pairs and this is aimed at helping female teachers to feel safe and have a greater sense of control over their deployment. According to Acheampong and Gyasi [12], a hardship allowance above the basic salary for teachers working in hard-to-reach areas like in Uganda was given to teachers [13]. Studies done by Acheampong and Gyasi [12], used a population of 1100 participants to gather information on teachers' transfers, the current study used 1769 as target population to fill the research gap.

In Kenya there is huge budgetary allocation on education anchored on the premise that education is an investment with expected social and private returns and as such provision of the same can reduce both illiteracy and chances of exclusion on the labour market. According to Onyara [14], education is an indispensable component for the growth of any nation and is regarded as a way to raising political, communal cognizance as well as safeguarding the level of human capital. However, for education to attain

its intended purpose, it has to meet both qualitative and quantitative objectives. Quantitative objective of education is reflected in the number of students who have successfully gone through education system while qualitative objective is reflected in the quality of education provided that is pegged on relevancy of curriculum and the process of its implementation [15]. Poor education attainments hinder ability of education to drive the country's social-economic agenda. At the centre of education attainment, teachers are seen to be critical components in determining quality of education provision [16,17]. The current research intends to establish the missing link especially when the teachers are missing, transferred or not enough in schools on the academic performance of students to fill the gap. This realization is what has informed the country to invest in school facilities and human resource (teachers) that aimed at boosting academic performance of the students [18].

According to Murunga, Indosh and Okwach [19], teachers played critical roles by standing in the gap for learners under their tutelage in promotion of transmission of skills, knowledge and values with values passed determined by effectiveness of the teachers in charge. For instance in a situation where the teachers were ineffective, low quality values would be passed to learners and such inefficiency would always be manifested on learners' inadequate academic progression. Learners' attainment in national examinations in Kenya has led to condemnation and celebration of teachers in equal measures on the basis of results posted. When poor results are registered the anger is directed to teachers as the stakeholders feel that teachers should have put in more effort to ensure that learners registered high quality grades. In Kenya teachers are celebrated and their effort appreciated through rewards when their schools are highly ranked for posting impressive results in Kenya Certificate of Secondary Education (KCSE).

According to Ariko and Simatwa [20], the number of transfers (movement frequency), years of service (comparative stability) and the feeling towards transfers are mixed subject on stage of career. An employee in a very initial career phase, whose main objective is to exploit information on the institute and the job in specific, can be likely be forced to react differently to an involuntary transfer compared to one with numerous years of experience.

The mandate to hire, fire, promote and transfer teachers are among the core functions of Teachers Service Commission (TSC). Therefore TSC has been implementing teachers' transfers as a way of achieving equitable distribution, meeting demands of teachers as well as punishment. However, the undertaking of transfers has been varied from school to school and region to region with some requests for transfers effected, others denied while others done against the wish of teachers. All in all, the overall objective of transfers' acceptance or denial have been to ensure effectiveness of students' performance by ensuring equitable distribution of teachers as well as maintenance of teacher stability. From the literature review done on influence of transfers on academic achievement in Kakamega County, there are glaring gaps which this study has undertaken to research upon, the gaps are revealed when the following questions are asked that requires answers. It is important to note that previous literature reviews have not adequately tried to answer these questions. The questions that needed to be addressed were; what are the extents of teachers' transfers in public secondary schools in Kakamega County? What are the natures of these transfers? Are they solicited, promotion or forced? Are there cases of denied transfers? What factors motivate the teachers to ask for transfers? To what extent have transfers influenced academic achievement of learners? Addressing these questions are deemed important in providing insights on issues of teachers' transfers and students' academic achievement in Kakamega County and the effect of teachers' transfers on students' academic

achievement generally in Kenya and Kakamega County in particular and this is the gap the current research intends to fill. Table 1 shows KCSE performance by gender for consecutive three years in Kenya from 2017 to 2019.

Generally over the last three years, the number of candidates achieving a mean grade of C+ and above, the minimum entry into a university course, has been decreasing, more so, in 2017 and 2018 in the whole country. In 2018 only 14 percent of the candidates scored C+ and above and the trend in performance by gender are similar. For instance, only 16 percent and 12 percent of boys and girls, respectively scored C+ and above in 2018. However more boys than girls attained mean grade E. There are several factors that contributed towards the achievement of the results. According to Allen [21], grades are valid measures of academic achievement of classroom learning, while Yambo (2022a); Onyara [14] on school based factors influencing students academics performance in Kenya Certificate of Secondary Education in Teso South District and Yambo and Tuitoek (2015), on contributions of school based socio-economic factors on students' academic performance in public secondary schools in Eldoret West Sub-County, Uasin Gishu County do bring out the influence of teachers' transfers on students' academic achievement. Probably the transfer of teachers left, right and center could be a key factor in this low number of candidates achieving mean grades C+ and above and many candidates scoring mean grade E and this is what the current study undertook to establish.

Table 1. KCSE performances by gender of the period 2017 to 2019 Kenya

KCSE Grade	2017			2018			2019		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
A	61	81	142	114	201	315	271	360	631
A-	901	1806	2707	1239	2181	3420	2172	3625	5797
B+	2748	4487	7235	3119	5181	8300	5144	8223	13367
B	4879	7517	12396	6400	10105	16505	9805	14689	24494
B-	7713	11459	19172	10690	15682	26372	14978	20402	35380
C+	11973	15755	27728	15780	20326	36106	21439	24732	46171
C+ and Above	28275	41105	69380	37342	53676	91018	53809	72031	125840
C	18868	21454	40322	24161	25943	50104	32119	31042	63161
C-	29767	31162	60929	35763	35751	71514	43113	40330	83443
D+	42865	45474	88339	48296	48696	96992	51864	49937	101801
D	66958	68513	135471	75519	73004	148523	69845	67979	137824
D-	91344	88017	179361	84205	81387	165592	16229	76181	152410
E	17191	18353	35544	14088	16833	30921	12944	16393	29337

Source: Kenya National Examination Council 2020

Table 2. KCSE Performance in a sample of the Sub counties of Kakamega

Sub-County	KCSE Entry	C+ and Above Mean Grade	Mean Score 2018	Mean Score 2018	Deviation
Kakamega Central	50603	108	5.431	4.701	+0.73
Kakamega South	40721	190	4.604	4.300	-0.304
Kakamega North	61720	186	4.961	4.836	-0.125
Lugari	7301	215	6.001	4.93	-1.081
Likuyani	6722	304	6.351	5.801	-0.55
Mumias	6243	370	5.771	5.403	-0.368

Source: Staffing office Kakamega County (2020)

Table 3. Transfer of teachers 2013 – 2018 Kakamega County

Year	No of transfers	%
2013	113	7.5
2014	150	10
2015	140	9.3
2016	110	7.3
2017	90	6
2018	145	9.6

Source: Staffing office Kakamega County

The Table 2 shows a sample of six sub-counties of Kakamega in KCSE performances 2018 – 2019. A look at the deviation column indicates a trend of consistent negative deviation. This shows that not many students make it to the university. Several factors could be attributed to the above declining KCSE performance in the County. While Rockoff [22] believes that a teacher has great impact on individual’s student academic achievement, but does not delve deep to show the impact of teachers transfers on the same students whenever they happen to the academic achievement of the students in schools and this is the gap exactly this current study endeavored to fill the research gap. That for students to realize good academic achievement be it in KCSE examination, then stability of the teachers in schools is paramount and cases of transfer should be minimally low. This is not the case currently in Kakamega County. The Table 3 shows transfer of teachers in Kakamega County for from 2013 – 2018.

The transfer rates in this County are way above the national recommendation of below 5% annually. This high rate of transfers definitely has a high influence on academic performance among students.

1.1 Statement of the Problem

The academic achievement of students is determined by the level of experience and level of commitment teachers bring in as well as the level of disruptions in curriculum implementation created by the transferred teachers. Personnel transfer, intra-system transfer and promotion, frequent transfer as well as transfers without replacement causes understaffing in any educational institution. Transfers within schools in Kenya have been intensified of late more so with the freeze in teacher employment. These transfers among the schools have led to mixed outcomes, both favorable and unfavorable. Performance of schools in KCSE examination in Kakamega County has been quite varied but generally ranging in performance from 2.025 to 8.25 in terms of mean scores in which majority of the schools register a mean score of less than 5.00 in Kenya Certificate of Secondary Education (KCSE). This performance has been generally low on a 12 scale perception index used to grade KCSE. Though there may be many causes for the low performance, one of the issues that has emerged has been frequent transfer of teachers. Records at Kakamega County education office indicate that between 2013 to 2015, a total of

403 teachers had been moved on transfer in Kakamega County. Kakamega County contributed to the state of students' poor academic achievement in the country as reflected in Tables 2 and 3 respectively. Though a number of studies have been done on effects of teachers' transfers on students' academic performance gaps have been identified as the studies were mainly one sided, as they only concentrated on teacher transfers. However this study is different as it simultaneously examined the influence of teachers' transfers on students' academic achievement on the basis of transfers effected, transfers denied and involuntary transfers on students' academic performance. Similarly, among the studies that had been carried out, none had been undertaken in Kakamega County.

2. LITERATURE REVIEW

2.1 Perception of Teachers towards their Transfers on Students' Academic Achievement

The concept of teachers' transfers is highly linked to several Human Resource Movement functions such as motivation, commitment, moral, recruitment, induction and others .If there is high turnover; it is an indication that there could be problems with other HRM related functions in the schools [23]. The unmotivated and uncommitted teachers could have serious negative consequences on the learning process of the students.

According to Ulfatin, Mustiningsih, Sumarsono and Yunus [24], when a teacher transfers, one does not expect the loss in morale and effect on output that such administrative movements could carry. Where workers feel excluded, profound discontent could emerge. Promotion of workers or those who may be recruited from outside, might also encounter challenges while coping with their new job situations. Where the teacher undertakes the sense of choice making, morale is less expected to decline. Problems might also emerge when the teacher is not involved in initiation of transfer while Ulfatin et al. [24], claims that problems might emerge when an employee is not involved in the initiation of the transfer and so the current study dueled on the perception of teachers towards their transfers on students' academic achievement. A teacher who is initially working alone when transferred to work with another is likely to view such action as a reward or a punishment. The critical factor is that

the future of the students is at stake. The teachers contribute much to the educational advancement or regression of the students. High transfer request by teachers could be traced to ineffective recruitment [25]. Frequent transfers of teachers take heavy toll on schools. On average it could take about a year to get rid of poor teachers. The higher the level of transfers in the schools the more damage they may cause between transferring and firing (if indeed the teacher is ever let to go) and the former is better as the teacher is on payroll and in the school. But it could be argued that a lot of management time is taken up with problems associated with the teacher.

On teachers' gender; studies have found that male and female teachers' transfer rates are similar. In their five year study of teachers, Gulosino, Ni and Rorrer [26]; See, Morris, Gorard, Kokotsaki and Abdi [27] found no significant difference in the percentage of male and female teachers transferring in districts or leaving the profession. Females were more likely to cite pregnancy and child rearing as reasons for leaving / transferring from the profession [28]. Most secondary school teachers leave within their first five years of practice. In USA according to the National Centre for Education Statistics (NCES), approximately 40 to 50 percent of new teachers left the field entirely within three years [29]. Among this group 25.5 percent left within the first three years, 32 percent left between the third and fourth year and 38.5 left between the fourth and fifth years [27]. Possible reasons for moving or leaving were related to certain instructional practices. Teachers who gave less instruction to the students when preparing them for the assignment or task to be completed were more likely to leave. They were also observed to be using few resources [30-34]. When poor instructions occur and few resources were utilized, students could easily fall behind, which slowed the progression of the class. These caused stress to the teachers and this could contribute to their leaving. Conversely, teachers who spent less time instructing students on tasks or who were less resourceful in using materials could have already been disengaging from their roles as teachers [35-40].

Studies done by Taut, et al. [41]; Hanushek and Rivkin [42] indicated that teachers influenced students' learning more than other school based factors hence, their sudden transfer without proper replacement strategies normally threw the school administration out of balance and

caused eventual administrative problems. Those who were most effective were likely to leave the schools that needed them most [43]. On average teachers with strong academic backgrounds were approved to move to higher income schools with better student achievement, if they did not leave the profession altogether. Research done by Bold, Kimenyi, Mwabu, Ng'ang'a and Sandefur [44], suggested that when typically novice teachers were replaced by even newer teachers students took more time to get used to them and consequently this sometimes caused students to go into rampage as they made various demands. There was an exception to the rule that promising teachers left high poverty schools to work in urban area schools. According to Aobdia, [45], there are high levels of employee transfers or the need to leave due to dysfunction and low performance in an institution.

The need to transfer due to dysfunctional and low performance among teachers contributes a great deal for teachers to seek for transfers [46]. The researcher seeks in the current research to establish whether the interest of teachers are captured in this whole scenario before transfers are done. Teachers' transfer applications raise the queries about the professional gratification of teachers and probable consequences for the institutional general performance [47-50]. Therefore the issue of teachers' transfer requests could be minimized if initial posting of the teachers took care of teachers' interests [51-55]. The literature does not capture teachers' interest when they seek for their transfers and this is also the gap this study is designed to fill.

Teachers are a vital part to the accomplishment of any change drive in schools. Tragically, the growing field of teacher change informs us that change in schools is about struggle, capriciousness, obstruction, and some loss of self-image [56]. This comes by the acknowledgment that, throughout their vocations, teachers encounter change consistently [57]. Teachers experience constant change and commotion as new directors, being reassigned to another school, or showing an alternate class. Change of this nature in and of itself is difficult for teachers as genuine passionate suffering [57]. In expansion to school-related change, most teachers in metropolitan U.S. schools had experienced emotional changes in social qualities and populaces, which often left them won out and with low feeling of efficacy [58]. This change was out of the control of the school local

structures and this caught numerous teachers off guard. Moreover, since the 1990s, huge scope instructive change developments that were remotely mandated by the bureaucratic and state legislatures negatively affected the teachers [57]. The change of climate of today has left teachers suspicious of any new change movements. Teachers face a lot of nervousness over change. Nervousness is characterized as stress or pressure. One of teachers' uneasiness is parents [59].

This study was meant to find out whether teachers' employer (TSC), puts forward the teachers' interest, when seeking to transfer the teachers in their new stations. Teachers' Service Commission (TSC) has been carrying out balancing activity since 2003 by moving teachers from overstaffed areas to understaffed areas. However, the exercise has faced great resistance (MOEST, 2005). According to Yambo [60] Non-governmental organizations play a key role on teachers' welfare. Teachers have been reluctant to shift from their previously conventional places to distant areas, places reflected as hardship areas or from urban to rural or vice versa [61-66]. As put forward by Wekesa et al. [15]; Yambo [60] teachers feel that they are not given enough time for pertinent decision making hence forced to be transferred to those places or their input is never put in place consequently most of them are prompted to resist some of these transfers.

3. METHODOLOGY

The design employed in this study is descriptive survey. According to Bloomberg and Volpe [67], descriptive survey method involved asking a large group of people questions about a particular issue. The information is obtained from a sample rather than from the entire population at one point in time which could range from one day to a few weeks. According to Best and Khan [68], descriptive research design is advantageous as it enables collection of large information of data within a relatively short time in an economic way.

The study was carried out in public secondary schools in Kakamega County. The County is composed of twelve sub-counties. Kakamega County is neighbored by counties of Vihiga to the South East, Siaya to the South, Busia to the South West, Bungoma to the West, Trans-Nzoia to the North and Nandi to the East. The main economic activity is sugar cane farming. The

County is crossed by two main rivers Yala and Nzoia among other rivers. According to Kenya Certificate of Primary Education (KCPE) choice list of 2015, the County had 268 public secondary schools. The County had a population of 1,660,651 people according to the 2009 population census and has an area of 3244.9 square kilometers. Nationally the County had 515 people per square kilometers with 48% being female and 53% male of the population.

According to Ministry of Education [69], the County had 268 public secondary schools spread in 12 Sub-counties with the number of teachers employed by TSC standing at more than 1500 teachers. Therefore the target population was 268 public secondary schools, 1500 teachers, 268 principals and one (1) County staffing officer, making the total target population of respondents to be 1769. The researcher targeted principals of secondary schools, teachers and TSC County staffing officer as the main target population.

3.1 Sample and Sampling Technique

According to Bloomberg and Volpe [67], a sample size of 30% of the population is adequate for the study and the bigger the sample the better.

According to Amin [70] a large sample should be a function of the variation in the population parameters under study and the precision needed by the researcher. The schools were first stratified into national, County and sub-County. There was one (1) national school, 22 County schools and 245 sub-County schools. Eighty (80) schools that is 30% of the schools were involved in the study. According to Cohen-Vogel and Osborne-Lampkin [71], a sample of 10 percent can be used in the study when dealing with a large target population. The schools involved in the sample were selected proportionately. The sample was therefore 1 national school, 9 County schools and 70 Sub County Schools. Proportionate sampling was meant to give schools of each category equal representation. All the principals of the sampled schools and the County staffing officer were purposively and proportionately involved in the study. Purposive

sampling was meant to enable the researcher to use cases that could have relevant information to answer research questions in order to enable the researcher meet objectives of the study [67]. The principals and regional staffing officer were in administrative position and as such they were found to have relevant information on the issues relating to teachers' transfers and therefore were purposively sampled. According to this study the sample for teacher's respondents was determined using 30% size of the population as advised by Bloomberg and Volpe [67].

3.2 Instruments for Data Collection

In this study, the instruments included: administering questionnaires, interview schedule and document analysis guides.

3.3 Validity of Research Instruments

The instruments were given to research specialists who are the supervisors in the department of educational administration who gauged their appropriateness and representativeness of questions on the study objectives.

3.4 Reliability of Research Instruments

The work of Best and Khan [68] postulated that reliability in research was critical issue for two main reasons; it helped to promote replication of findings and was used to give necessary pre requisite for validity. The correlation test re-test was calculated where values of -1 and 1 indicated perfect correlation while correlation of values closer to '0' showed there was no relationships between the variables. According to Saunders, Philip and Thornbill [72], any correlated reliability that was less than 0.7 invalidated the instrument for use in the study as it implied that the instrument was unreliable to make accurate predictions. Correlation showed that there was no relationship between the variables was 0.72 for teachers. Since the value of correlation coefficient obtained was 0.89 for principals, the instruments were considered reliable for use in this study.

Table 4. Sample size distribution

Respondents	Target Population	Sample	Percentage
Principals	268	80	30
Teachers	1500	450	30
County Staffing Officer	1	1	100
Total	1769	531	

3.5 Data Collection Procedures

The researcher first sought from the Kisii University, department of Educational Administration, Planning and Economics a letter of introduction. The researcher then proceeded to apply online for a permit to undertake research from National Commission for Science, Technology and Innovation (NaCoSTI), an institution charged with the responsibility of granting research permits in Kenya. Copy of the research permit was given to County director of education of Kakamega County from whom further permission was obtained. The researcher collected data with the help of two research assistants. The research assistants were taken through the instruments with the aim of familiarizing them on how the research was to be undertaken. The researcher and research assistants then moved to various sampled stations for acquaintance tour aimed at briefing management of the proposed research and setting of dates for undertaking the study.

statement that a teacher plays a critical role in promotion of students’ academic achievement was put to teacher respondents and scored. The results were presented in Table 5.

Table 5 showed that almost all teacher respondents (over 95%) were in agreement that teachers were key in determining students’ academic achievement. This finding was supported by 52(76.5%) of principals. These findings showed that the teachers were fully aware that the rate and determination at which they work were important in promoting students achievement. With this level of awareness, one would expect that teachers were in agreement with Musyoka [18], who observed that teachers were celebrated and their effort prized through rewards when their schools were highly ranked for posting remarkable results in Kenya Certificate of Secondary Education (KCSE) due to the roles they would have played in promotion of students’ achievement.

4. RESULTS AND DISCUSSION

4.1 Perception of Teachers towards their Transfers on Students’ Academic Achievement in Public Secondary Schools in Kakamega County

The study sought to establish the level of awareness of teachers about their roles in students’ academic achievement. A positive

4.2 The Role of Working Environment on Teachers’ Productivity

The study sought to establish the perception of teachers on the role of working environment on teachers’ productivity as reflected by learners’ achievement. A positive statement that a teacher who was satisfied with working environment was likely to be more productive was put to teacher respondents and scored. The findings were given in Table 6.

Table 5. Teachers’ responses on whether they play a critical role in students’ academic achievement

	Frequency	Percent	Valid percent	Cumulative percent
SA	178	43.9	43.9	43.9
A	214	52.6	52.6	96.5
U	2	.7	.7	97.2
D	4	1.1	1.1	98.2
SD	7	1.8	1.8	100.0
Total	406	100.0	100.0	

Table 6 Teachers’ responses on whether teachers’ who are satisfied with working environment are more effective

Valid	SA	172	42.5	42.5	42.5
	A	234	57.5	57.5	100.0
	Total	406	100.0	100.0	

Table 7. Teachers’ responses on whether voluntary transfers enhances students’ academic performance

	Frequency	Percent	Valid percent	Cumulative percent
SA	214	52.6	52.6	52.6
A	192	47.4	47.4	100.0
Total	406	100.0	100.0	

According to responses in Table 6, all teacher respondents (100%) were in agreement that teachers’ working environment was critical in determining the level of effort put in by the teachers in their duties. This could imply that when working environment was not supportive, the teachers’ level of concentration could turn between performance of duty and handling of attendance to distracters such as family. In some cases there is an association between job gratification and employee absence. If individuals disliked their jobs then they would habitually call in sick, or simply look for a new opening

4.3 Perception of Teachers towards Voluntary Transfers on Students’ Academic Achievement

The study sought the views of teachers to gauge their perception on how they associated voluntary transfers on their level of productivity. A positive statement that teachers who were transferred to the places of their requests would have enhanced performance was put to the respondents. The results were shown in Table 7

Table 7. showed that all teachers (100%) believed that voluntary transfers had capacity to promote individuals’ productivity. This could imply that when teachers request for transfers, they have their personal needs that were supposed to be addressed through transfers. As such the places in which they intended to move to should address the challenges they could be currently facing which could be acting as a barrier to current level of productivity. This could even lower their stress levels [73].

5. CONCLUSION

The first objective sought to determine the perception of teachers towards their transfers on students’ academic achievement in public secondary schools in Kakamega County. The results indicated that there was no significant relationship between means of the effects of

teachers’ transfers on the performance of students in public secondary schools

$$(F_o' = 358.987 > F_c = 2.1321; \alpha < 0.05; df = 4, 284; p = 0.000).$$

The study established that promotion, denial of transfers to the teachers who may have applied for the same, satisfaction with the environment and forced transfers were all factors affecting the academic performance of students in secondary schools in the County and this meant that all these factors made a notable difference in the academic performance of students in secondary schools in the County and as such they could not be ignored. These findings were in agreement with earlier studies done on components of job satisfaction on evaluative, cognitive and behavioral. Behavioral component was what impacted on the performance of the organization. Some behavioral actions such as the high commitment result from satisfaction with the working environment while disaffection was reflected in negative behavioral actions such as; absenteeism, accidents, mental health and overall life dissatisfaction.

6. RECOMMENDATIONS

Based on the findings, the study established that the perception of the teachers towards their transfer was that voluntary transfers had capacity to promote individuals’ productivity hence it is recommended that transfer moves made should not be negatively viewed due to their effects on level of teachers commitment to their duties but as a motivating factor to work better.

ETHICAL APPROVAL AND CONSENT

The study was undertaken by ensuring that ethical considerations for research were put in perspective such as informed consent of participants and non-usage of unethical language as a means to obtain data from respondents.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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