

## **Influence Of Management Related Measures On Teacher Transfer Requests In Turkana Coutny, Kenya.**

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**Abstract:** The Ministry of Education bonding policy restricts newly recruited teachers from transferring before the end of five years. Turkana County is one of those counties where hardship allowances are offered to teachers, but incidences of transfer requests persist. The purpose of the study was analyzing retention measures for minimizing teachers' transfer requests in public primary schools in Turkana County, Kenya. The objective of this study was to find out the influence of management related measures on teachers' transfer requests in Turkana County, Kenya. The study adopted the Human Capital Theory and descriptive survey research design. The target population was 25 Education officers, 360 head teachers, 1437 teachers, 15 Curriculum Support officers (CSO). The sample size was 312 teachers, 190 head teachers and 14 Education officers. Purposive sampling technique was used to select head teachers, CSOs and education officers and Yamane's sample size formula at 95% confidence level for sampling teachers. The data collection instruments were interview schedule, Focus Group Discussion forms and questionnaires. Questionnaires were administered to the teachers and CSOs while interview schedules were administered to head teachers, and education Officers. The reliability level of 0.883 was obtained which met the reliability coefficient and threshold of 0.7 and above. Data was analyzed using descriptive statistics. From the study the following recommendations were made; The TSC should respond quickly and flexibility to teachers needs enhance the decentralization of teacher recruitment. The teachers' transfer requests would be reduced by employing teachers from the locality and posting them next to their families. Recruiting, mentoring of teachers from the community they belong in public primary schools will minimize teachers' transfer requests. The Teachers Service Commission needs to improve the staffing situations in schools in ASAL areas by employing and posting more teachers. The findings of the study were: Most schools experienced a high number of teacher transfer requests from those intending to leave their schools/sub-county and county every year. Lack of administrative support, also security concerns played a key role in motivating teachers transfer requests in public primary schools. Availing of electricity, improving transport and communication, water and sanitation and institutional infrastructure minimize teacher transfer requests. Instituting retention bonus, reduction of class sizes, decentralization of teacher recruitment, involving teachers in decision making in school management and beefing up security improves the teacher's sense of belonging in the school therefore can stay a little longer. The TSC secretariat in the area needs to be considerate during teacher placement so as to suitably place teachers where they can be most comfortable so that they become productive and settled to avoid transfers. The Ministry of education should collaborate with the ministry of internal affairs to beef up security to assure all the learners, teachers and non-teaching staff security, adopt induction as well as mentoring programmes to minimize teacher's transfers.

**Key words:** management, measures, teacher, transfer, requests

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### **I. INTRODUCTION**

Globally teaching is considered a relatively large occupation. Teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. Education is an element in stimulation of social economic development as advanced by several government policy documents and various scholars (ROK, 2007; World Bank, 2005; Selina 2012). According to Todaro (2004) a country which is unable to invest in education to develop knowledge and skills of her people and utilize them effectively in national economy will be unable to develop anything else. Education has been identified worldwide as an important component that determines character and social economic development of any nation.

According to Feng and Sass (2008) high rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. Kreig, (2006) states that teacher mobility characteristically involves teacher transfers or job change with the latter, being strongly associated with

teacher attrition in schools. When high quality teachers possess transferable skills that are valued in other occupations then attrition will tend to erode average teacher quality. Governments all over the world are setting up measures to contain the situation using several incentives and policies (Mulkeen, 2005).

Consequently, teacher turnover has emerged as a significant problem affecting school performance and student achievement. For instance in the US teacher mobility trends are influenced by among other things the students racial composition and poverty ratings and as such many white teachers tend to move away from the inner city towards the more affluent suburbs or rural areas if they are to continue with the profession (Feng and Sass, 2008). According to the National Center on Education Statistics (2000) Schools and Staffing Survey provided sufficient evidence indicating that approximately a third of America's new teachers leave teaching during their first three years of teaching and one half leave during the first five years. In the western countries particularly the United States, reduction in school size to improve the learning environment is being used together with other incentives (Feng, 2005).

The World Bank attributes the low student achievement of rural schools to the problem of low retention of high-quality teachers in rural schools. This is supported by numerous analyses showing that student achievement is most commonly a direct effect of teacher quality (Darling-Hammond, 2003 and Carey, 2004). Research has shown that due to these poor working conditions many of these rural teachers leave to teach in urban schools with higher socio-economic status and with better teaching support (Ramesh, Rao & Jani, 2011). Since the teachers move to urban schools rather than quit all together, the disparity between urban and rural schools is further widened (Marwan, Sumintono, Mislán, 2012). Importantly, this phenomenon is not unique to rural Malaysia— this is a common problem for rural schools all around the world, where teacher turnover is high and hiring is difficult (Monk, 2007).

Stinebrickner highlights the trend for high-quality and accomplished teachers who increasingly choose to leave rural schools for “greener pastures” (Stinebrickner, 2001). This is consistent with the findings from a large research survey done in Malaysia, which documented that indeed most teachers prefer to teach in urban schools (Ramesh *et al.*, 2011). Although specific numbers for teacher transfers in Malaysia remain unclear, a separate research finding indicated that the probability of a teacher transferring from a lower socioeconomic school to a school with higher socioeconomic status is four times higher than in the opposite direction (Krieg, 2000).

To further single out this problem, Ingersoll (2001) claims that the teacher turnover is the primary reason for the teacher shortage in rural areas, rather than the problem of teachers retiring. Teachers who leave for non-retirement rationale outnumber those retiring, three to one (National Commission on Teaching and America's Future (NCTAF), 2002). Due to this, it is clear that teacher retention in rural Malaysia is a serious problem. Unless swift interventions take place, millions of the most needy, rural Malaysian children will continue receiving poor quality instruction and will continue to fall behind. It is a true state of Turkana county, pupils in rural schools or hard to work zones in the county do suffer as most teachers do not like working in such schools, they always request for transfers, hence the schools are understaffed and therefore perform poorly in national examinations. This is the major problem in ASAL regions as they have many challenges which scare teachers and other government workers to willingly work there. Unless interventions take place for mitigating the challenges in the rural areas in Turkana County, the future of education will be a dream.

African countries are also employing different incentives to increase teacher retention. Hedges (2002) study reveals that in Ghana, a policy that involved posting newly qualified teachers in pairs seems to work well. Those posted with another teacher, seemed to draw strength from the ready-made friendship, especially in hostile communities like Pokots, Marakwets and Turkanas, even if they had not known each other beforehand.

Pairing teachers up during posting as a measure of retaining teachers in a place for some time for they will share their problems and then encourage each other hence they stay a little longer than if they were posted singly. If the paired teachers happen to be of different gender, then creation of families begin and this will be binding hence they will settle down as a family so there will be no need of transfer out of the area for it will be home. In Lesotho too, teacher housing is not normally provided, but some NGOs and community groups have provided accommodation (Mulkeen, 2005), with some observable successes on retaining teachers. Similarly in Uganda, a study on Primary School Teachers Attrition considered provision of housing to be a key factor in ensuring teacher retention especially in rural areas. In addition, some NGO's and even local communities, have constructed teachers' houses in an attempt to make rural locations more attractive and conducive teaching environments that retain teachers.

In the developing world Kenya included, the trend is reversed as teachers tend to gravitate towards urban areas which they perceive as more developed and relatively affluent a situation that has prompted some African governments to use incentives such as pairing of teachers during recruitment and also providing monetary incentives for teachers willing to work in rural hard to work or remote areas (Hedges, 2002). The teaching force in most districts in Kenya is not promising

In Kenya, given that the government had frozen supply-driven teacher recruitment in 1997 and resorted

to replacing only those lost through natural attrition and transfer of service in 2001, teacher shortage has worsened with increase in student enrolment as a result of the Free Primary Education (FPE) (UNESCO, 2003). Therefore, it has been essential to safeguard the exit of the few existing teachers by the school managements, for in general, getting a chance to recruit teachers under this approach is a long, expensive and uncertain process at school level (Republic of Kenya, 2003a).

Ingersoll (2001) contends that high levels of employee transfers or desire to leave are both cause and effect of dysfunction and low performance in organizations. In Kenya, the objectives of teacher's transfer are provided for in the Teachers Service Commission code of regulations for teachers. The objectives include serving the teacher's interest, teachers request to be transferred from one school to another, transfers are also used for promotion of teachers and they are also used as a punitive measure to teachers who are in disciplined.

However, the policy implementers misuse the policy for their own material benefit hence discouraging those teachers who would have qualified for transfer according the policy and do not reciprocate. The Ministry of Education in Kenya has been rationalizing distribution of teachers from over staffed schools to under staffed schools. In addition a bonding policy which restricts newly recruited teachers from transferring before the end of five years has also been put in place in Kenya since 2001 (Republic of Kenya, 2003).

According to the TSC circular No.4\2005 dated February 5<sup>th</sup> 2015 county directors were directed to ensure that non-local teachers who secure employment in Arid and Semi-Arid Lands (ASAL) are posted to more accessible areas near urban centers in order to enable them to settle down easily and accordingly enhance their integration within the community. Despite the efforts to enhance teacher retention, teacher mobility is still prevalent in many areas in Kenya especially in the rural and ASAL areas.

Presently, according to the TSC secretary, there is a shortage of 104,821 teachers in both primary and secondary schools in Kenya. In secondary schools the shortage currently stands at 63,849 and 40,972 in primary schools by the (TSC secretary 2018). To bridge this gap, the schools Board of Management have resorted to hiring of B.O.M teachers to beef up the staffing problems in whole country. Education is the cornerstone for socio-economic development. This objective cannot be achieved in an environment of poor performance. In fact education is the key for the attainment of Kenya's vision 2030 and the Sustainable Development Goals (SDGs).

The state of education in the county reveals that, it is badly affected by insecurity, inaccessibility and the spell of drought (Akija 2014). Most schools have not opened hence most teachers have not reported back on duty for fear of insecurity "These teachers will not report to their former schools until they are all given security or be transferred out of the County" (Education News). It is now becoming common knowledge that teachers seek to transfer from one school to another or from one region to another that is of relative advantage in terms of working conditions.

Turkana County has in the past suffered long spells of holistic marginalization. Despite the efforts to enhance teacher retention in all parts of Kenya, teacher transfer requests are very prevalent in many arid areas of Kenya like Turkana, Mandera, Wajir, Tana River Counties especially and in the rural areas. This study thus is provoked by these experiences, to assess the best measures that the teachers service commission (TSC) should employ to minimize teachers transfer requests in public primary schools within Arid and Semi-Arid lands (ASALs) with reference to Turkana County.

According to Akija (2007) teacher transfer in secondary schools in Turkana County has been quite significant between the year 2007 and 2014. These transfers are occasioned by a number of reasons top on the list are good working conditions, insecurity, socio-economic, numerous cases of teachers being assaulted by the learners and parents, uncountable and unfavourable policies introduced by the teachers employer, school and personal factors. It is therefore necessary to establish how the teachers service commission (TSC) minimized teacher transfer requests. It is against this background that the study sought to analyze retention measures that minimize teachers' transfer requests in public primary schools in Turkana County.

## **II. THEORETICAL REVIEW**

The research was grounded in the Human Capital Theory as propounded by Gary S. Becker in 1961. This theory was appropriate since the study regarded the transfer of instructors from schools as a type of flow of human capital. The origin of this construct dates is traced to the advent of classical economics in 1776, which later evolved into a scientific theory. Adam Smith (1776) pioneered the concept of human capital development; he argued that differences in approaches to work among employees with varying levels of professional qualifications resulted in variations in their productivity to an organization. Therefore, to him, training helps to streamline performance among employees. Later, some economists, especially Elliot (1991), built further on this theory. He is concerned with human capital in terms of the quality, not quantity, of the labour supply (Baron & Armstrong, 2000).

Once it had evolved into a full-fledged theory, Schultz (1961) described the human capital as a key contributor to national economic development in contemporary states (Dae-bong, 2009). Although the Theory holds that investing in skill development results in higher organizational productivity, this view is never easy to validate. Initially, the economic viability of nations was measured using tangible resources like land, industries

and equipment. Although the human capital was regarded as important, a company's value increased with more investment in materials, tools and process. However, modern economists believe strongly that training and healthcare are critical factors in enhancing employee output and ultimately the growth of companies and economies (Becker, 1993). Friedman (2007), a journalist, has prolifically explored the value of training in the emerging knowledge-based economy the world over. His writing has helped to popularize the concept of the human capital investment.

The theory postulates that a worker's level of training influences their earning potential. Accordingly, the core competences, abilities, understanding and talents of worker also determine a company's competitive edge. It is concerned with resourcing, employee development, and compensation structures. The Theory, therefore, regards training as an investment that has the ability to grow the company. Its proponents hold the view that increased training subsequently increases a worker's earning potential and productivity (Dae-bong, 2009).

Human capital is the set of competencies, precepts, communal and individual traits, including innovativeness, mental agility, all of which determine their ability to excel. It is a holistic and capitalistic view of people as players in economies, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact. Many scholars draw a direct link between investment in human capital development and training, and the influence of such resources on the growth, improvement in performance, and creativity is often been cited to explain government subsidies for training and career development (Psacharopoulos & Woodhall, 1985).

Scholars have hardly had any success in measuring the social impact of various investments, and, regrettably, training is not exempted (Becker, 1975). Past studies on human capital externalities caused by the increased training fall into three groups. The first comprises recent views of economic progress which prioritize on human capital development as the key driver of growth. These constitute an affirmation of the views of Marshall (1890). Similarly, Lucas (1988) observes how growth theorists highlight the interchange of factors that that make social returns to human capital higher than the private ones. Better trained workers tend to inspire increased output from their colleagues, meaning that more training leads to faster economic growth.

Conversely, a second group argues that certain aspects of training could constitute unnecessary resource waste. They argue that it is privately beneficial to increase training since such induction helps to distribute wealth from least to most skilled persons. However, in their view, the social outcomes of such training are negative because it does not increase one's performance and it diminishes social returns by eating into existing wealth.

A third group of works focuses on the potential outcomes of training that do not have a direct impact on productivity. Such external benefits might arise because education reduces criminal behaviour (Lochner & Moretti, 2004), because training allows people to take part more effectively in public agendas (Friedman, 1963). If the acquisition of more knowledge makes a person better endearing, then putting more resources into training enhances the welfare of society through a kind of network externality which emerges out of social connections. For instance, the study of finance could have the opposite outcomes, enhancing social welfare without any identifiable effect on salaries or performance.

This theory was useful in providing insight into this study on how the stakeholders in the education system perceive secondary education and how much resources they wish to allocate to it. In particular, does the school management take the initiative to understand and stem the flow of teachers from their schools to other schools? Do students perceive the importance of this stage of education which considerably defines their success rates later in life? According to Kinyanjui (2011), secondary education is one of the most defining stages in an individual's life as it is at this stage that one develops some crucial networks that influence his future life in addition to being a vital link in education progression.

Human capital theory did not escape the attention of world bodies such as the World Bank. Impressed by studies carried out by economists of education, the World Bank endorsed the view that, indeed, education had an impact on economic growth. In the view of the Bank, this was particularly true in the case of developing countries. In the 70s, the World Bank advocated for and invested in basic training in developing nations. It argued that the provision of basic education in developing countries would boost productivity and technological transfer, leading to improved economic growth. In other words, investment in basic education yielded higher social rates of return. Therefore, it was imperative that developing countries provide basic education.

The study was guided by the Human Capital Theory which seeks to examine the transfer of teachers from the schools in the study area as a flow of human capital. In this sense, it seeks to underpin the effect of the teachers transfers has on the development of the students especially in terms of their academic achievement.

Transfer as a human resource function has many uses and Stoner and Freeman (1989) explain that it can be used to expose individuals to broader job experience as part of their growth and to fill vacancies as they emerge. Different jobs have different work environment and work environment, when favourable; can lead to improved performance and reduction in absenteeism, bad time keeping, work turnover and other measures of poor motivation. However if administrative transfer is poorly managed significantly leads to poor results since

transferred persons could lead to psychological alterations that could have adverse effects on human health and general job performance.

### III. METHODOLOGY

The target population in this research study comprised of the public primary schools in Turkana County. They included the head teachers, teachers, Education officers, TSC Sub-County directors, CSOs and Sub-County Directors of Education. The County has a total of 360 primary schools, with a total of 1437 teachers, 360 head teachers, 25 education officers (Quality Assurance & Standards Officers, Staffing Officers and Sub-County Directors of Education) as shown in table 3.1.

**Table 1: Target population**

| Sub-County      | Schools    | Head teachers | Teachers    | Education officers |
|-----------------|------------|---------------|-------------|--------------------|
| Turkana North   | 48         | 48            | 182         | 3                  |
| Turkana West    | 68         | 68            | 285         | 4                  |
| Turkana Central | 77         | 77            | 310         | 5                  |
| Loima           | 57         | 57            | 230         | 3                  |
| Turkana South   | 72         | 72            | 290         | 5                  |
| Turkana East    | 28         | 28            | 105         | 3                  |
| Kibish          | 10         | 10            | 35          | 2                  |
| <b>Total</b>    | <b>360</b> | <b>360</b>    | <b>1437</b> | <b>25</b>          |

Source: County Director of Education reports (2016)

This study used descriptive survey research design which yields results from the research that can be interpreted with confidence (Mustafa, 2010), it is concerned with describing the characteristics of a particular individual or group of individuals or a group (Kothari, 2008). The design involved gathering of facts or obtaining pertinent and precise information concerning the current status of the phenomenon and whenever possible draw possible conclusions from the facts discovered Orodho 2008. This method was appropriate as it gave a description of measures used to minimize teacher transfers in public primary schools in Turkana County which may be generalized to other Arid and Semi-Arid Lands counties in Kenya.

Descriptive design was widely used to obtain data useful in evaluating present practices and providing for decisions. The design provided information about aspects of education that interest policy makers and educators. By involving a broad category of head teachers and teachers, the study fitted within the descriptive survey study designs. This enabled the researcher to collect data from public primary schools in the County. The design was also adopted because the population to be studied was too large to be observed directly and need for the researcher to dig deep into teachers' affairs in order to get a complete understanding about the situations from the perspective of the stakeholders in educational and teacher management external validity.

#### *Procedure Methodology*

The Researcher endeavored to collect information from a smaller population under study. Turkana County comprises of seven sub-counties which included; Turkana North, Turkana West, Turkana Central, Loima, Turkana South, Kibish and Turkana East. Kibish sub-County is the smallest with only 10 schools and 35 teachers, it was followed by Turkana East with 28 primary schools and 105 teachers. Turkana North has about 48 schools with 182 teachers, Loima Sub-County had 57 schools with 230 teachers, Turkana west had 68 schools with 285 teachers and Turkana south had 72 schools with 290 teachers. Turkana central has 77 schools with 310 teachers.

#### *Statistical Analysis*

The data collected was coded, cleaned, and analyzed through descriptive statistics such as percentage and averages. The units of analysis were. Responses from interviews as well as data collected from the open ended parts of the questionnaires were analyzed for content. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents' information and documented data. The contents were grouped, transcribed and analyzed into themes, from these conclusions, recommendations were drawn.

### IV. RESULTS

#### *Teacher's views on management related measures that minimize teacher transfer requests*

The teachers were asked to respond to various statements regarding management related measures minimizing teachers transfer requests in public primary schools in Arid and Semi-Arid Lands in Turkana

County. The responses of this variable were rated on a 5 point Likert scale ranging and results are presented in Table 2. Majority of the teachers (65.6%) agreed that decentralization of teacher recruitment minimizes teacher transfer requests, with 15.6% undecided and 18.9% disagreed. This indicated that decentralization of teacher recruitment in Kenya would reduce teacher transfers requests. The preference of decentralization of teacher recruitment to reduce teacher transfer request was in line with Gaynor’s (1998) findings. Indeed, many countries have considered decentralizing the teacher hiring process to the local level. The decentralized recruitment system is more likely to be able to keep in touch with the needs of the schools, to respond quickly and flexibly to staffing needs. However, teachers did not consider decentralization of teacher recruitment as a solution to reduce teacher transfer requests for it could have been opened up to a greater possibility of undue influence being exerted by individuals which makes the whole process meaningless as “*boramwalimu*” will be employed as they corrupt the TSC sub-county directors and other officials.

Most of the teachers (63.2%) of the teachers agreed that the institution of retention bonuses was a solution to teacher transfer requests as it minimizes their transfers requests, with 12.3% being undecided and 24.5% disagreed. This showed that the institution of retention bonuses was a solution to teacher transfer requests in Turkana County would minimize teacher’s transfer requests. Typically, retention bonus entails a set-up where teachers who manage to work for a longer period in a rural area are liable for promotion, student-loan cancellation, and scholarship, support teachers with personal computers, higher salaries, and more district-paid benefits. In fact teachers may accept a rural post if they see it as temporary, and as a path to a more desirable job or related career progression (Mulkeen, 2005).

Majority of the teachers (74.5%) agreed that retention bonus should be introduced to minimize teacher transfer requests, with 15.6% undecided and 9.9% disagreed. This indicated that retention bonus should be introduced in order to reduce teacher transfers requests. Retention bonus is almost similar to the hardship allowance that is given to teachers and other government workers in hard to work regions. Studies similarly reveal that hardship allowance has been successful in reducing teacher transfer requests. Tesfaye (1999) in the Regional State of Benishangul - Gumuz, Ethiopia singled out the absence of incentives such as hardship allowance as the main influence that affects the teacher transfer requests.

**Table 2 Management related measures that minimize teacher transfer requests**

| Statement   | Strongly agree |      | Agree |      | Undecided |      | Disagree |      | Strongly disagree |      |
|---|----------------|------|-------|------|-----------|------|----------|------|-------------------|------|
|   | Freq           | %    | Freq  | %    | Freq      | %    | Freq     | %    | Freq              | %    |
| Decentralization of teacher recruitment   | 106            | 35.1 | 92    | 30.5 | 47        | 15.6 | 29       | 9.6  | 28                | 9.3  |
| Institution of retention bonuses as a solution to teacher transfer requests   | 91             | 30.1 | 100   | 33.1 | 37        | 12.3 | 42       | 13.9 | 32                | 10.6 |
| Working relationship be improved,   | 103            | 34.1 | 106   | 35.1 | 43        | 14.2 | 31       | 10.3 | 19                | 6.3  |
| Teachers should be involved in decision making,   | 131            | 43.4 | 99    | 32.8 | 41        | 13.6 | 9        | 3.0  | 22                | 7.3  |
| Retention bonus be introduced   | 129            | 42.7 | 96    | 31.8 | 47        | 15.6 | 14       | 4.6  | 16                | 5.3  |
| Induction as well as mentoring programs be adopted  | 88             | 29.1 | 125   | 41.4 | 53        | 17.5 | 21       | 7.0  | 15                | 5.0  |
| Teacher retention bonus is more successful than bonding a teacher   | 73             | 24.2 | 105   | 34.8 | 71        | 23.5 | 34       | 11.3 | 19                | 6.3  |
| Teachers view bonding policy to be punitive and defensive while retention bonus presents an aspect of a goal to aspire for. | 66             | 21.9 | 111   | 36.8 | 75        | 24.8 | 39       | 12.9 | 11                | 3.6  |
| Teachers that have successfully completed one year of service would be eligible to certain benefits.                        | 90             | 29.8 | 96    | 31.8 | 52        | 17.2 | 39       | 12.9 | 25                | 8.3  |

|  |     |      |    |      |    |      |    |      |    |      |
|--|-----|------|----|------|----|------|----|------|----|------|
| If a teacher leaves a district, invested funds are forfeited.  | 56  | 18.5 | 90 | 29.8 | 68 | 22.5 | 52 | 17.2 | 36 | 11.9 |
| Teachers have interest in transferring to or continue staying in hard-ship zone school if hardship allowance could be offered. | 103 | 34.1 | 72 | 23.8 | 46 | 15.2 | 38 | 12.6 | 43 | 14.2 |

Majority of the teachers (69.2%) agreed that improvement of working relationship would minimize transfers requests, with 14.2% undecided and 16.6% disagreed. This indicated that improvement of working relationship in primary schools would reduce teacher transfers requests in Turkana County.

From the interview with Sub-County Directors of education the impact of frequent transfer requests on pupil's attitude depends on teacher's relationship with the pupils. Pupils are encouraged to learn in order and take up the posts at the county. Impact of frequent transfer requests affect pupil's attitude negatively if the teacher was good. Some pupils have attachment with the teacher while other teachers are not friendly with learners hence leads to indiscipline.

Most of the teachers (76.2%) agreed that teachers should be involved in decision making to minimize transfer requests, with 13.6% undecided and 10.3% disagreed. This showed that teachers should be involved in decision making in order to minimize teacher's transfer's requests in Turkana County. From the interview with Sub-County Directors of education the impact of frequent transfer request on teacher's morale was low when the request is not granted, there was high moral at the new schools but if transferred to other schools, the morale goes down. The effect of transfer may either boost or dampen moral of the teacher. It motivates the teachers, it helps them not to be stagnated but be exposed to various environments and it demotivates when it occurs very frequently. This agrees with Weiss (1999) that a school culture that supports collaboration and teacher participation in decision-making is most strongly related to higher morale, stronger commitment to teaching, and intentions to remain in the profession. The role of teachers within the school's organization, administrative support, and the availability of classroom-related resources are significant in their decision to remain teachers (Inman & Marlow, 2004).

Most of the Curriculum Support Officers interviewed established that Teachers service commission had a policy on transfers of teachers. They (curriculum support officers) interviewed stated that the TSC policy on transfers of teachers was not very effective due to tribalism, favourism, corruption, with some not effective because of understaffing in schools. It is not very effective since teachers have stayed in the county for more than 5 years but their transfer requests have been turned down.

Most of the teachers (61.6%) of the teachers agreed that teachers have successfully completed one year in the service to be eligible to certain benefits, with 17.2% being undecided and 21.2% disagreed. This showed that teachers who have successfully completed one year of service to be eligible to certain benefits like promotions or further studies.

Most of the teachers (57.9%) of the teachers agreed that they have interest in transferring to or continue staying in hard-ship zone school if hardship allowance were offered at reasonable rates or flat rate to all workers in the hard to worker regions, with 15.2% undecided and 26.8% disagreed. This showed that teachers had interest in transferring to or continue staying in hard-ship zone schools if hardship allowance were offered reasonably and at flat rate to all officers this would have minimized teacher's transfer requests in Turkana County. At least (48.3%) agreed that teachers who leave had to forfeit invested funds, with 15.2% undecided and 26.8% disagreed. This indicated that teachers who leave had to forfeit invested funds. The decentralization of teacher recruitment and institution of retention bonuses was a solution to teachers transfer requests and can minimize teacher's transfers.

The improvement of working relationship, teachers should be involved in decision making and retention bonus should be introduced as it minimizes teacher transfer requests. The other important finding on how to reduce teacher transfer requests was involving teachers in decision making. Involving teachers in decision making in school management and improving working relationship improves the teacher's sense of belonging in the school community, thereby reducing the desire to request for transfers. Induction as well as mentoring programs should be adopted to minimize teacher's transfers in Turkana County.

The curriculum support officers interviewed established their role towards teachers was to identify the training needs of teachers and heads of institutions and advise the commission accordingly, that their role was advisory and mentorship without the support of the Commission. Curriculum support officer's role was to stand for TSC and encourage the teachers to work in their stations until replacement is done. Other roles were

mentoring; professional development, carrying insets, induction and classroom observation using their salaries, as there are no funds from the Commission to support the CSOs to implement their roles.

Findings on mentoring and induction programs were similar to Eberhardt *et al.* (2000) research findings, that teacher transfer requests rates could be cut in half through comprehensive induction especially among younger teachers. Meanwhile, Ariko (2009) found that younger teachers were more likely to request for transfers. It is therefore possible to infer that mentoring and induction would reduce teacher transfer requests which were pronounced among younger teachers. Teacher transfer request could be reduced if new recruits were introduced to those schools humanely, in ways that engender self-esteem, collegiality and professional stature.

Participation of teachers in decision-making and their recognition increases the teachers' sense of control and belonging over their work setting. Given that teacher recognition and availability of collegial treatment were the leading management factors that influenced teacher transfer requests, according to teachers, it is possible that the manifestation of these factors could have created a sense of not belonging, leading to requests for transfers. A striking disparity was noted concerning head teachers' responses to leadership style and teacher recognition. According to head teachers, leadership style and teacher recognition did not influence teacher transfer requests, yet collegial treatment had some considerable influence on teacher transfer requests. These differentials in responses could have been attributed to the fact that head teachers were probably being defensive of their management style.

The differential in response between teachers and head teachers on bonding of teachers as a solution to teacher transfer requests is of concern in this study. While head teachers affirmed that bonding of teachers should be continued to reduce transfer requests, teachers negated the policy. The fact that the head teachers were the accounting officers for their institutions and participated in recruiting the teachers, they were therefore probably keen on the bonding policy for stability of their staff.

Differential responses between teachers and head teachers were however noted on their responses to the management factors that could be improved to reduce teacher transfer requests. A greater proportion of teachers than head teachers advocated for improvement of working relationship and involving them in decision making. The plausible explanation for these differences was that teachers were the beneficiaries to these factors which they expected head teachers to deliver in their favour. Probably due to need for more autonomy on teacher recruitment and control over teacher transfers by the head teachers, a far greater fraction of head teachers affirmed that hiring teachers on contract and decentralized teacher recruitment at school level could reduce teacher transfer requests.

## **V. CONCLUSION**

Most schools reportedly received a high number of teacher transfer requests from teachers intending to leave their schools or the profession every year. The teacher mobility in Turkana County was mainly of the transfer type, hence, the area was actually losing its teachers to other professions, but that teacher movement was from one school to the next within the county. The offering of teacher's chances for furthering their studies through School based Teacher Development programmes (SbTD), provision of housing facilities for teachers and improvement of accessibility of primary schools by road transport would minimize teachers' transfer requests.

The teacher transfer requests would be reduced by employing teachers from the locality and posting teachers next to their families and mentoring and recruitment of teachers from the community they belong in primary schools will minimize transfers requests. Instituting retention bonus would reduce teacher transfer requests in Turkana County, Kenya, this might motivate them to stay for a period.

The reduction of class sizes and increasing of number of streams would reduce teacher transfers requests. The low pupil teacher ratio is regarded as a measure of school quality that influences teacher retention. The increasing of number of streams and improving student discipline would minimize transfers requests. Class size reduction and increase in number of streams come along with the implications of need for recruitment of more teachers who must be willing to stay.

## **VI. RECOMMENDATION**

The school board of management committee should be involving teachers in decision making in school management and improving working relationship in order to reduce the request for transfers. The TSC should introduce retention bonus in order to minimize teachers transfer requests. Retention bonuses involve rewarding a teacher who successfully completes a period of service in a region designated as hard-to-staff.

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