

Impacts of Teachers' Transfer on Secondary School Students' Academic Performance in Social Studies in Ekiti State, Nigeria

Margaret Olanireti AYODELE (PhD)

Department of Social Science Education, Bamidele Olumilua University of Education,
Science and Technology Ikere -Ekiti (BOUESTI), Ekiti State, Nigeria.

E-Mail: ayodele.margaret@bouesti.edu.ng , Phone No: +2347030079462

Abstract

This study examined the impacts of teachers' transfer on secondary school students' academic performance in social studies in Ikere Local Government Area of Ekiti state. This study was guided by three research questions to establish the effect of teachers' transfer on the academic performance of social studies students in Ikere local government area of Ekiti state. The study adopted a descriptive survey design method. A sample size 75 teachers was use for the study. Questionnaires were used to collect data. Analysis of data involved the use of descriptive statistics such as frequencies, percentages and mean statistics. The findings in the study established that teachers' transfer have influence on pupils academic performance (such as – teacher's transfer increase the workload of the other teachers remaining in the school, teacher's transfer affects school academic time-table, teacher's transfer disrupt students' academic performance etc.). The study recommended that no transfer should be made in the middle of the school session. All transfer should be made either at the start or at the end of the session. Only mutual transfer should be allowed because it doesn't solve the problem of acute shortage of the teacher in schools and Teachers should be appointed to nearby schools to their home.

Keywords: Impacts, Teachers' Transfer, Secondary School, Academic Performance, Social Studies.

Introduction

Education is the bedrock for socio-economic development (Ariko, 2009). This objective cannot be achieved in an environment of poor performance. In fact education is the key for the attainment of Nigeria's vision 2030 and the Sustainable Development Goals (SDGs) by 2030 (Ariko, 2009). It has been declared that education standards in secondary schools in Ekiti state are gradually deteriorating (Ariko, 2009).

This state of affairs has led to the education stakeholders in the area citing several possible factors as responsible for the declining performance of the schools. Among these is the issue of teacher transfer. Queries have been raised around teacher transfer in the area such as, is there any relation between teachers transfer and student performance?

Generally, teaching is considered a relative occupation in any society. Teacher's quality is the most significant schooling input in the determination of student academic achievement knowing fully well the central role the teacher plays in the education industry (Armsgtrong, 2010). However, it has been observed that teaching profession is the most populous profession all over the world (Boyd et al, 2011). Onsomu (2014) explained that the high rate of teacher mobility impacts negatively on school improvement efforts because it disrupts the stability and continuity of teaching. Teacher mobility characteristically involves teacher transfer or job change with the latter being strongly associated with teacher attrition in schools.

Furthermore, teachers are different in term of personality, attitude, and skills and in their dedication to their profession and cause (Keigher, 2010). Some teachers only have the basic knowledge of their profession while others have extensive knowledge. Some of them may be holder of advance degrees while others may possess minimum of the basics. Some teachers prefer to use the top down methodology in their teaching while others like to follow bottom up methodology in the classroom. All of these differences become difficult to handle when all of them are to teach the same subject to the same class of students in the same session.

It is assumed that frequent change of teacher during the session is harmful to academia (Keigher, 2010). Situation becomes more acute when a teacher is transferred during the academic

session and his place takes along time to be filled in future (Kothari, 2010). Moreover it is not necessary that the new teacher has the same philosophy as the previous one (Farzana, Muhammad, Adeel & Lodhi, 2012).

Transfers initiated by the teachers are considered voluntary transfers. Teachers may choose to be transferred for a variety of reasons, including but not limited to: the desire to work closer to home, also called a hardship transfer (Yena, 2013). Personality conflicts with an administrator or other staff member; the opportunity to be evaluated by a different administrator; or avoiding an involuntary transfer to another school. Transfers initiated by either the school headteacher or the State Universal Basic Education is considered involuntary transfers (Farzana et al, 2012). Those transfers initiated by the headteacher, also called 'administrative transfers,' may be to move a teacher who is not good and fit for the school or who is performing unsatisfactorily (Mwiti, 2012). Other involuntary transfers may be initiated by the school to solve larger problems, such as teacher surpluses due to changes in student enrollment, academic programs, or creation of new schools which is becoming trending issues in State Universal Basic Education (Mwiti, 2012). Employer can also transfer teachers from school to other agencies within the education secretariat like Education authority (Onsomu, 2014).

From the foregoing, it is imperative to investigate the effect of teachers transfer on the academic performance of students in Ikere local government area of Ekiti state.

Statement of the Problem

Personnel transfer, intra-system transfer and promotion, without replacement causes understaffing in an organization (Okumbe, 2001). It is now becoming a common knowledge that State Universal Basic Education Board transfer teachers from one school to another school, majorly from urban to rural schools. The consequence of these unfavourable transfers has been an inequitable teacher distribution in Ekiti state secondary school (Okumbe, 2001). Ekiti State Universal Basic Education Board has been rationalizing distribution of teachers from overstaffed schools to understaffed schools (especially rural schools). Accordingly, teachers' transfers and deployments are caused by various reasons with some being valid while others are not (Mwiti, 2007). Also, transferred teachers will leave more workload for those left behind and before they can adjust to the current situation, it will take some weeks and this will affect students' academic performance at that period. It is against this backdrop that the study examines the impacts of teachers' transfer on the academic performance of secondary school students in Ikere west local government.

Research Questions

The following research questions were generated and answered in this study:

1. What are the underlying reasons for teachers transfer requests in secondary school?
2. How do teachers' transfers influence students' academic performance in secondary school?
3. What is the attitude of students toward teacher transfer?

Literature Review

Concept of Transfer

A transfer is an agile alteration in assignment within the district, province and from one school to another (Adams, 2013). Changing a position within a school is considered repositioning, rather than a transfer. Often teachers who are transferred either voluntarily or involuntarily have some advantage over the newly employed teachers that filled their position. Ideally, teachers' transfer policies balance the interests and needs of both teachers and administrators (Adams, 2013). A staff that works together collaboratively and shares common goals perform better, and teachers who are professionally qualified tend to stay in the profession longer because of the love they have for the profession.

Types of Transfer

There are two types of transfers:

- i. Voluntary transfer and
- ii. Involuntary transfer

Voluntary Transfers

Transfer initiated by the teacher are considered voluntary transfers (Farzana, 2012). Teachers may choose to be transferred for a variety of reasons, including but not limited to the desire to work closer to home, also called a hardship transfer. Personality conflicts with an administrator or other staff member, the opportunity to be evaluated by a different administrator, or avoiding an involuntary transfer to another school. Unionized teachers at public schools are permitted by law to negotiate, through their union, the wages, hours, and other terms and conditions of their employment. As a result, nearly every collective bargaining agreement between a teachers' union and a public school covers voluntary transfer (Farzana, 2012).

Involuntary Transfers

Transfer initiated by either a principal or a ministry administrator is considered involuntary transfer. Those transfers initiated by the principal also called 'administrative transfer' may be to move a teacher who is not a good and fit for the school or who is performing unsatisfactorily. Other involuntary transfer may be initiated by the ministry administrators to solve large problems, such as teacher surpluses due to change in student enrolment academic programme or the budget (Farzana, 2012).

Teacher unions and school administrators might agree that nothing affects students' achievement more than the quality of their teachers. Yet unions and administrators widely disagree on teachers and their numerous qualifications. And which one should be given priority when applying for a position in the classroom.

Anxiety of head teacher(s) of the school and or head of the school is more responsible to run the school smoothly to achieve its real purpose. The head of the school best skills and professional knowledge requires teachers to perform the assigned task effectively. Teacher is a key member to progress the teaching learning process among the entire school staffs. Experts consider teachers as a middle man because of his role. Teacher faces many issues while he makes the decision and implement it. All of these issues are divided in the following given accounts.

- i. When mischievous, unskilled, least competent, non-serious, teachers are transferred to his school.
- ii. When competent, professional, dedicated, punctual, caring teacher is transferred from his school.
- iii. The higher authorities show their non-cooperative attitude in solving the faced problems.
- iv. Political influences impact the transfer policy badly (Farzana, 2012).

All of the above said issues produce many implications which are different in nature, and these cause stress for head of many school;

i. When a headteacher accepts a challenge of progressing the teaching learning process in his school despite the immature, least skilled teachers. Then he makes every possible effort to train or to make them transferred to another school for the sake of so called nepotism. The replacement affiliates himself as the kin of head of the school or as political affiliate. In such situation, principal frustration is too much, some time he becomes psychic.

ii. Some heads face the chronic problems by the mischief of their subordinates, even they do not obey the head, some of them also fight with him. In this miserable situation, heads are quite helpless, they can neither send them to another school nor take over their duty in the school. This miserable condition depresses the teacher badly.

According to Farzana, Muhammed, Adal & Farida (2012), transfer of teachers is a useful part of centralized system of education. But it can be misused ignorantly or abused deliberately. It is necessary to keep it on right path. Thus, that some researches should be conducted on the existing practice which presents the true picture of the administrative mechanism that enables the policy makers to rectify the deficiencies and also enables the administrators to implement it productivity.

Factors Aiding Transfer

Stable organizations are characterized by low turnover of employees and their ability to keep customers (Koontz & Weihrich, 1990). This is attainable if the organizational roles and the entire process of leadership are based on job enrichment built on what satisfies employees (Koontz &

Weihirich, 1990). Therefore, if the reduction of frequent teacher transfer is an objective to be realized, then the factors contingent upon teachers' work should be motivational to achieve this goal. From the review of literature Sargent, 2003; Feng, 2005; Ibgersol, 2001, it is apparent that the factors that may encourage teacher's transfer requests include socioeconomics and environmental factors, management, teacher and student factors.

According to Sargen (2003), factors that influence teacher's transfer requests are interdependent. For instance, young teachers, female teachers, and more qualified teachers are all likely to request for transfer, while teachers who have more ties to the local community are not likely to request for transfers.

Teachers' factors such as attitudes as well as socioeconomic and environmental factors include living and working conditions, terms of employment and career prospects of teachers; these can be improved through the management style, activities and incentives provided by the school stakeholders (UNESCO, 2005). The management of human and financial resources determines the state of security, availability of school amenities and infra-structures in the school. Teachers' health and qualifications can be improved if the administration provided incentives such as in-service training. Training has the ability to alter the teacher's attitude toward other factors such as the students, socioeconomic and environmental factors, and his desire to continue teaching in a given school.

The management style of the administration depends on the school type and size as influenced by prevailing socioeconomic factors, student enrolment and availability of qualified, disciplined, healthy and experienced teachers to whom management duties can be delegated. Feng (2005), adds that availability and quality of teachers affect discipline, enrolment and students' academic performance. The students gender and socioeconomic status may impact on teachers desire to leave as a matter of attitudinal prejudices. Those attitudinal prejudices may vary with gender, age, training and experience of the teacher. The student's economic background determines his/her ability to pay school fees thereby impacting on financial strength of the students to provide teacher incentives, housing and improving the institutional buildings.

Sergeant (2003), argues that the socioeconomics and environmental factors such as the, availability of housing, social amenities and infrastructures, location and type of school have varying impact on teacher transfer requests depending on gender, marital status, health and background of the teacher. Also, higher levels of schools where there are more resources for teaching, teacher and student welfares; where teachers have higher levels of remuneration and salaries and are paid on time; where there are higher levels of management support for teaching; and where there are fewer discipline problems. Teachers in villages who are poorer and more remote have lower levels of satisfaction leading to more frequent transfer requests, (Sargent,2003).

Teacher Transfer

Teacher transfer can also be defined as a change in job within the organization where the new job is substantially equal to the old in terms of pay, status and responsibilities. Transfer of employees is possible from one department to another or from one to another. Transfer may be initiated by the organization or by the employees with the approval of the organization. It may also be due to changes in the organizational structure or change in volume of work, it may also necessary due to variety of reasons such as distance and change of hands. But broadly transfer can be done either to suit the conveniences of organization and to suit the convenience of employees (Mahapatra, 2010). Therefore, from that context employees transfer is a relocation of an employee to the same class in a different department or job site or to a related classification within the same salary range.

Secondary School

This is a school that is intermediate in level between elementary school and college and that usually offer general, technical, and vocational or college preparatory curricula (www.thefreedictionary.com). It is a school which provide secondary education to children between the ages of 11years and 16years or 11years and 18years and even 20years and before higher education. For example, in Ondo as well as Ekiti state in Nigeria and India, high school is a grade of education of standards 9 to 10. Standardare also called secondary education. Usually students from

age 14 to 17 study in this section. In Europe like Ireland secondary schools go from first year to six year with the typical student age being between the age of 12years and 19years. Contrast in Africa like Nigeria, secondary school is for children from the age of 15years to 20years (www.org/wiki/secondary_school). Therefore secondary school is a school of corresponding grade ranking between a secondary school and a college or university.

Issue of Teacher Turnover

In recent times, among the few educational problems researchers have paid more attention to that is to ensure the availability of qualified teachers in elementary and secondary class rooms. A series of highly publicized reports focused national attention on the coming possibility of severe teacher shortages in elementary and secondary schools (Miles, 2010).

The teacher turnover has emerged as a significant problem affecting school performance and student achievement. Schools and Staffing Survey from the National Center on Education Statistics (2000) showed sufficient evidences that approximately a third of America's new teachers leave teaching during their first three years of teaching; almost half leave during the first five years. In many cases, keeping our schools supplied with qualified teachers is comparable to trying to fill a bucket with a huge hole in the bottom. Teaching is increasingly an "occupation with relatively high flows in, through, and out of schools".

It is found that teacher turnover is almost a third higher in low-income urban school districts (Miles, 2010). Further confirmation of the relationship between teacher turnover and school characteristics comes from the largest analysis of school-level turnover conducted in some years back. It was found that "the highest rate of teacher turnover occurs in schools where 75% or more of the student body is eligible" for free and reduced price meals (National Center on Education Statistics,2000) The same multi-state analysis of 7,000 schools found teacher turnover rates higher at low-performing schools than in other schools.

Learning Curve Loss

Miles (2002) identified Learning Curve Loss including the loss of student learning at the school that results from having new teachers each year.



Teachers' Transfer policy

Transfer of teachers was developed in the light of the philosophy of the system and institution as the teacher needs for transfer. Then Types of transfer, principles for guideline for transfer and rules for transfer, were also devised in order to make it useful for the education system as well to facilitate the concerned one. Devised principles keep it at the straight path and ensure its implications productive and positive in order to enhance the efficacy of the system as well as to cope with the problems of teacher shortage in the schools. Rules and regulations hinder its abuses and regulate it for avoiding unevenness in the practices. For achieving the desired goal by adopting the transfer policy, experts categorized the transfers as given below and fixed some sort of criteria to avail the benefit of transfer that can help to stop misuses and abuses of transfer which can be harmful for the system.

- Inter Provincial Transfers
- Inter District Transfers
- Inter-Town Transfers
- Inter-Schools Transfers
- On deputation basis.

Besides the above categories of transfer a most acceptable category is mutual transfer. It is always acceptable for the authorities because it doesn't bring the shortage in the school and teaching process may also not be suffered

Wedlock policy

Transfers are allowed to the female teachers if they married in other provinces/Districts/Towns etc that is called "Wedlock Policy". Under Wedlock policy, Inter-Provincial and Inter-District Transfers up to BS-16 and 17 (High School Teacher/Junior School Teacher/Secondary Schoolteacher) are made by Secretary Education, Government of Sindh. He is the competent authority for such transfers. Inter-Town and Inter-Schools Transfers of the teachers (HST/JST/PST) are made by Executive District Officers (Education) of the concerned districts, Schools and Staffing Survey from the National Center on Education Statistics, 2000).

Employee's transfer is horizontal or lateral movements of an employee from one job, section, department, shift, plant, or position to another at the same or another place where his salary, status, and responsibilities are the same (www.whatishuman.com). Each employee is different than the other one in term of personality, attitude, and skills and in their dedication to their profession and the cause. Some employees have initial knowledge of their profession, some have extensive one. Some of them may be holder of advance degree, other may possess minimum of the basic. Some employees like teachers prefer to use the top down methodology in their teaching, others like to follow bottom up methodology in the classroom (Farzana et al, 2012).

Due to this notion, that all of these differences became difficult to handle when all of them are to teach the same subjects to same students in the session. It is assumed that frequent change of teacher during session is harmful to academia. Situation became more acute when a teacher is transferred during the academic session and his replacement takes long to be filled in future; moreover, it is not necessary that the new teacher has same philosophy as previous one. In public school, this became a dilemma; when teacher avails any of promotions in the department or is transferred to the other department. More specifically, this situation is developed. When management transfers an employee (teacher) to a new position;

- (i) Sometime it is done on the employee's request,
- (ii) Sometime it is done through administrative action (Farzana et al, 2012).

Ideally, employee policies balance the interests and needs of both the employee and administrators. A staff that works together collaboratively and shares common goals performs better, and employees who are professionally qualified tend to stay in the profession longer. Giving principal's authority over staffing, and thereby allowing principals to build a collegial atmosphere, helps to ensure that employees are contented and successful in their professional environments.

According to Simplicio (2004), transfer encourage employees to view the organization as the one offering them career growth, increase of performance and products. This idea had helped the researcher to know the importance of employees transfer. Armstrong (2019), believes that management should be considered to be transferred and to promise production and so they should be addressed and where possible eliminated. Transfers should be done when there are good reasons to believe the person will succeed in the new position, and then transfer can be effected to achieve a corrective purpose (Brixiova, 1998). The researcher had got the knowledge that there are specific and important reasons that enable employees transfer from one place to another.

Armstrong (2019), again argued that, promotions should be considered as one way of enabling management to obtain the best talent available with the company to fill more senior post and also to provide the opportunity to advance their careers within the company in accordance with opportunities available and their own abilities. A promotion is a move up the organizational ladder; job rotation and transfers are lateral moves, demotion is down ward moves; and layoffs move employees out. Layoffs in contrast to dismissal are terminations, sometimes temporary, required more

business needs unrelated to worker behavior or performance. All of these changes bring about shifts in status and often in pay of the employees involved.

Boyd (2011), in his research work stated that if there is difference in quality between teachers who leave and those who replace them, then student's achievement can change. When leaving teachers are, on the average, worse than those who replace them, the effect on student's achievement is a positive effect. If leaving teachers are better than the ones replacing them, the effect on student achievement is negative effect. Here the researcher got knowledge from the Boyd research that the effect of employee transfer on student's performance depends on the quality of the teacher who leave the workplace and the one who replaces him/her.

Influence of Teacher transfer on Students' Academic Performance

A study by Xaba (2003), established that amongst other things, the transfer of teachers and attrition are translated, into shortage in educator supply, expenditure in recruitment, education and counselling, poor student performance due to disruption of planning programs and continuity, as well as overcrowded classes in South Africa. This to him poses a major challenge to the education sector in managing and retaining teachers. Several approaches have also been used to address the concept of performance, as an assessment on a students' academic failure. Some of the approaches have negative connotations on the learners themselves and the school at large. However, according to Ingersoll (2012) there are different measures that could determine success or failure in the learners' academic achievement.

Grissmer (2006) describes students' academic performance as any performance that falls below or above the desired standard. According to Grissmer, apart from the presence of a teacher the class size creates student – teacher bonding which seems to have a positive effect on student success. A World Bank Report (2010) on school and classroom influence on student learning in Thailand reported schools with the support of all stake holders perform better than where there are wrangles within the system.

In the education arena, the ability, hard work and commitment of teacher contributes to quality of teaching and learning in schools. If a teacher detaches self from the current rapid scientific technology and educational developments becomes redundant, inefficient and ineffective in the arena (Salifu, 2014). A teacher's professional advancement entails achievement of new skills and expertise for career advancement and personal fulfillment.

A research study carried in USA by Ingersoll, Merrill & May (2014) on how teacher preparation influence their decision to leave the profession. Data for the study was collected from US National Centre for Education Statistics (NCES) survey report. They found out that high rate of teacher mobility had a negative impact on the efforts schools put on improvement of quality of teaching and learning in the education system as it disrupted the stability and continuity of teaching. The report further revealed that teacher mobility, which involves teacher transfer, was strongly associated with teacher turnover in schools. This was of great concern in the United States and needed urgent address. The study reported that America was spending over a billion dollars on teacher retention.

A study by Craig (2014), on whether teacher turnover affects students' academic performance in the United States. The study was conducted in urban schools. The study was mainly in qualitative form. Craig found out that those schools with the highest rate of teacher turnover responded to the shortage by employing ineffective teachers at the prevailing wage to fill the vacant positions.

Koeh (2011) postulates that there is consensus among scholars that organization's which experience employee turnover either benefit or suffer the cost depending on various factors that influence the turnover. In most cases, these factors are very disruptive and costly when their effects are not identified and really maintained to a minimum. However, if maintained, the quantity of teachers will assist improve the learners' academic achievement and subsequently enhance productivity in the organization. Armstrong (2009) argues that a high turnover in an organization is a sign of a problem in that organization and brings about negative publicity to the organization creating dissatisfaction amongst employees. However, employee turnover is a common organizational problem facing both the public and the private sectors but in recent years, this phenomenon has increasingly become important in debates about the teaching profession. He observes the reason is that turnover

reduces the quantity of teachers available in many schools, and hence aggravating professional teacher shortages. At the same time, it affects the quality of teachers, especially if the best teachers are the most likely to leave.

In an assessment study carried out on teacher attrition and mobility in the United States by Goldring & Riddles (2014) revealed that levels of teacher attrition had unyielding implications on the quality of teaching. In addition to all this, a limited supply of teachers increases the need and likelihood for out-of-field teaching, where teachers teach subjects in which they are neither prepared in nor qualified to teach. This obviously leads to poor academic performance and creates redundancy in students who want to specialize in certain professional careers and creates a detrimental effect on the teachers' morale and, indeed, leads to a loss of public confidence in the teaching profession generally.

In the United States, NCTAF (2007) established that due to high teacher attrition, high-need of teachers in both urban and rural schools were staffed frequently with inequitable under-prepared, inexperienced teachers who are left to labour on their own to meet the needs of their learners. This isolation had an effect on the new teachers who felt overwhelmed by the challenges they faced. They also in turn left after few years of working under a frustrating environment with lack of mentoring. These teachers either moved to better schools that had induction programmes, but in most occasions, abandoned the teaching profession altogether. However, after leaving, the gap took long to be filled and a host of problems encountered by the enthusiastic young teachers assigned to take over the positions, which ultimately affected the academic performance of the institution.

In contrast, Ingersoll (2012) argues that some teacher transfers are good for schools that do not help students achieve their academic goals should leave the classroom. Unfortunately, ineffective teachers are not the only ones who exit through the teaching's revolving door, but high quality teachers who struggle to improve the students' academic achievement are among those that mostly leave. Seen from the perspective of systems theory, an increase in the attrition of the teaching staff in sub-Saharan African public schools, which are subsystems of an open system, places the education system at risk of lower teacher quality. The greater inequity in student opportunities, an increased inefficiency as more funds are diverted to recruiting and training new teachers.

Pitsoe (2013) alluded that high teacher transfer can cause problems on educational quality, equity and efficiency. Utah Foundation (2007) contributing to the same issue attributes that the high number of inexperienced teachers in the classrooms is contributed by teacher attrition. In addition, attrition contributes to unequal distribution of quality teachers across learning institutions. Ingersoll (2012) observes that the most disadvantaged students attend schools with the highest number of teacher turnover are replaced with the lowest quality teachers. The observation seems to support Meyer & Furlong (2010) who articulates that the quality of a teacher has a lot of influence on the academic achievement of a learner than any other school-related factor.

IEQ (2009) carried out a study in Malawi on the effect of teacher migration on students' quality of learning. The study found that, of the 188 teachers who began the school year, almost 50 percent were not teaching the same class nine months later. Some had moved to other schools or left the profession; others were no longer in their classrooms due to illness or other temporary absences. These finding clearly shows disruptive effect on the academic performance and the damaging effect on the student- teacher relationship as well as class planning and other activities. Buchanan (2012) argues that the departing teachers carry along with them a considerable knowledge, skills and experience. Ingersoll & Perda (2010) in their study found that teacher attrition is a major problem on students' performance but it is often an overlooked factor behind shortages of mathematics and science teachers. It was an observation made, that due to the deployment patterns, some schools, especially those in undesired areas suffer shortage of teachers for significantly longer period given the delays in looking for a replacement. Ingersoll & May (2012) expounds that some teacher transfer issues is inevitable and even beneficial to the institution, since some teachers join the teaching profession as step gate for greener pastures. In this case, such teachers are ineffective and eventually discover that teaching is not a right profession for them; others leave to pursue administrative posts in banks or other education related roles elsewhere. National Commission on Teaching and America's future, (2013) established that excessive teacher turnover is costly and

detrimental to institutional cohesion in schools as it is not free. As such, to ensure that qualified teachers, specifically in the main subjects where all learners are involved, retention is an important concern.

Kizito, Chumba & Kindiki (2010) carried out a study on the trends and effects of teacher attrition on secondary school education in Kenya: A case of Kisumu City. The findings revealed that a teacher who stayed in one school for a reasonably longer period was more efficient, productive and enthusiastic than those who changed schools frequently. A similar research on factors contributing to poor performance in the Kenya Certificate of secondary Education examinations in public Day secondary schools in Mwimbi Division by Reche, Bundi & Nthia (2012), established that teacher transfer, be it classroom or administrative had a great influence on learners' achievement in terms of team work, cohesion in the teaching processes. It also revealed that when a school principal's work becomes exceptionally regulated, a host of inadvertent negative performance occurred which resulted to job dissatisfaction, burnout, and loss of self-esteem. The two studies dealt much on factors that affected performance in schools not specifically on academic of the learners which the present studies captured.

A study on the effect of head teachers' turnover on teacher performance by Ruto, Kapkiai & Kiprop (2016) was carried out in public primary schools in Turbo Division. The study was guided by the Herzberg's motivation- hygiene theory of job satisfaction. It adopted descriptive survey design and targeted 684 teachers and 85 head teachers. The study found out that there was a statistically significant relationship between head teacher's turnover and teacher performance in primary schools. The gap created by Ruto et al. research was that their study focused on head teacher attrition and teacher performance in turbo which is one of the six sub-counties in Uasin-Gishu County but downplayed to give suggests on what could be implemented to retain teachers in the profession.

In another study, Gatemi & Thinguri (2018) critically analysed the frequent teachers' attrition on coverage of syllabus in Kenyan schools. The study methodology was qualitative one using critical analysis of the problem. The research relied on secondary data sources. Their result revealed that constant teacher attrition influenced syllabus coverage which ultimately affected students' academic achievement at the end of their education cycle. Gatemi & Thinguri outcomes showed that teacher turnover is a common problem affecting Kenyan schools; the gap created from their study is that they did not show the qualitative measurement of syllabus coverage and relied on secondary reports. This study departed from Gatemi & Thinguri research by examining how teacher attrition influenced academic achievement in Uasin Gishu public secondary schools.

Methodology

The research design adopted for this study is a survey research design. This is a design in which a group of items or items are considered to be representatives of the entire group.

The population of the study consists of all the social studies teachers in all the secondary schools in Ikere local government area of Ekiti state.

Stratified random sampling technique was used to select 5 secondary schools in the study area and fifteen (15) teachers were randomly selected in each school totalling seventy-five (75) respondents considered for this study.

The instrument used for this study was structured questionnaire and it was divided into two sections: Section A contains respondents' background information while section B contains information regarding the study variables. The questionnaire was distributed to the respondents and this is done with the permission of the selected school head teachers

To ensure the face and content validity of the instrument, a draft of the questionnaire was submitted to the project supervisor who corrected areas needed to be corrected and approved it. Also, it was ensured that the questions asked provided the necessary information on the effect of teacher's transfer on the academic performance of students.

After content and face validity of the instruments, twenty (20) copies of the instrument were administered to the respondent in order to re-establish the psychometric property of the instrument. The cronbach-alpha technique was then used to test their reliability to ensure that they are consistent in measuring what they were designed to measure.

All the schools involved in the study were visited personally by the researcher for administration of the questionnaire. The researcher sought permission from the head teacher of secondary schools concerned and the questionnaires were administered to the respondents in each of the sampled school by the researcher.

Data were analyzed using simple frequency and percentage for respondents' background information and mean for research questions. Decision rule is that any mean score below 2.50 is adjudged disagreed while 2.50 and above is adjudged agreed.

Results and Discussion

Research Question 1

What are the underlying reasons for teachers' transfer requests in secondary schools?

Table 1: various reasons for teachers' transfer

S/N	STATEMENT	SA		A		D		SD		X
		f	%	f	%	f	%	f	%	
1	Teacher who had spent 5 years and above in a school is due for transfer	40	53.33	25	33.33	5	6.67	5	6.67	3.57
2	Teachers who have issues with school management may be transferred	35	46.67	30	40.0	5	6.67	5	6.67	3.33
3	Teachers who have conflict with colleagues may be transferred	30	40	35	46.67	10	13.33	5	6.67	3.32
4	Teacher may seek transfer due to lack of social amenities in his present station	40	53.33	30	40.0	0	0.0	5	6.67	3.40
5	Teacher may seek transfer because of health condition	25	33.33	35	46.67	15	20.0	0	0	3.13
6	Teacher who have problem with the means of transportation may seek transfer	45	60.0	20	26.67	5	6.67	5	6.67	3.40
7	Teacher may seek transfer because of career development opportunities	55	73.33	20	26.67	0	0.0	0	0.0	3.73
8	Teacher may seek transfer because of religious crisis	50	66.67	20	26.67	5	6.67	0	0.0	3.60
9	Teacher may seek transfer because of workload pressure	40	53.33	30	40.0	0	0.0	5	6.67	3.40
10	Teacher may seek transfer because of poor relationship with students	25	33.33	35	46.67	15	20.0	0	0.0	3.13

Source: Field Survey, 2023

The total number of respondents is 75. Mean (X) below 2.5 is interpreted to mean disagreement while mean equal to or above 2.5 means agreement.

From the weighted means shown in table 1, it is revealed that the respondents were in support that teacher who had spent 5 years and above in a school is due for transfer, Teachers who have issues with school management may be transferred, Teachers who have conflict with colleagues may be transferred, Teacher may seek transfer due to lack of social amenities in his present station, Teacher may seek transfer because of health condition, Teacher who have problem with the means of transportation may seek transfer, Teacher make seek transfer because of career development opportunities, Teacher make seek transfer because of religion crisis, Teacher make seek transfer because of workload pressure and Teacher make seek transfer because of poor relationship with students, that is item 1-10, with their weighted means of 3.57, 3.33, 3.32, 3.40, 3.13, 3.40, 3.73, 3.60, 3.40, and 3.13 respectively. Therefore in the table above, majority of the respondents agreed on the

listed 10 items as the various reasons for teachers' transfer requests in secondary schools in Ikere local government area of Ekiti state.

Research Question 2

How does teacher's transfer influence students' academic performance in secondary schools?

Table 2: Effect of teacher's transfer on students' academic performance in secondary schools

S/N	STATEMENT	SA		A		D		SD		X
		f	%	f	%	F	%	f	%	
1	Teacher's transfer increases the workload of the other teachers remaining in the school	35	46.67	25	33.33	5	6.67	10	13.33	3.13
2	Teacher's transfer affects school academic time-table/calendar	30	40.0	30	40	10	13.33	5	6.67	3.1
3	Teacher's transfer disrupts students' academic performance	45	60.0	25	33.33	0	0.0	5	6.67	3.47
4	Teacher's transfer sometimes disrupts classroom activities	25	33.33	35	46.67	15	20.0	0	0.0	3.13
5	Teachers' transfer reduces the population of the students	30	40.0	25	33.33	10	13.33	10	13.33	3.0
6	Teacher's transfer make students to complain about the suitability of the replacements	40	53.33	20	26.67	10	13.33	5	6.67	3.27
7	Teacher's transfer cause rural area to have shortage of staff most especially in the core subject	25	33.33	30	40.0	15	20.0	5	6.67	3.0
8	Teacher's transfer make urban area to have over population of the staff	35	46.67	25	33.33	10	13.33	5	6.67	3.20
9	Teacher's transfer cause students' indiscipline	35	46.67	25	33.33	5	6.67	10	13.33	3.12
10	Teacher's transfer causes imbalance in the distribution of teachers in the urban and rural areas	30	40.0	30	40.0	10	13.33	5	6.67	3.13

Source: Field Survey, 2023

From the weighted means shown in table 2, it is revealed that the respondents were in support that Teacher's transfer increases the workload of other teachers remaining in the school, Teacher's transfer affects the school's academic time-table/calendar, Teacher's transfer disrupts students' academic performance, Teacher's transfer sometimes disrupts classroom activities, Teachers' transfer reduces the population of the students, Teacher's transfer makes students to complain about the suitability of the replacements, Teacher's transfer causes the rural area to have shortage of staff most especially in the core subjects, Teacher's transfer make urban area to have over population of the staff, Teacher's transfer causes students' indiscipline, and Teacher's transfer causes imbalance in the distribution of teachers in the urban and rural areas, that is items 1-10, with their weighted means of 3.13, 3.1, 3.47, 3.13, 3.0, 3.27, 3.0, 3.20, 3.12 and 3.13 respectively. Therefore in the table above, majority of the respondents agreed on the listed 10 items as the influence of teacher transfer on students' academic performance in Ikere local government area of Ekiti state.

Research Question 3

What is the attitude of students toward teachers' transfer?

Table 3: Attitude of students toward teachers' transfer

S/N	STATEMENT	SA		A		D		SD		X
		f	%	f	%	f	%	f	%	
1	Students feel unhappy when their teacher is being transferred	20	26.67	30	40.0	20	26.67	5	6.67	2.87
2	Students find it difficult to interact with the new teacher	30	40.0	20	26.67	10	13.33	15	20.0	2.90
3	Students didn't get method of teaching of the newly transferred teacher	30	40.0	25	33.33	10	13.33	10	13.33	3.0
4	It is difficult to adapt to the character of the newly transferred teacher	40	53.33	20	26.67	10	13.33	5	6.67	3.27
5	Students class attendance drop due to teachers' transfer	25	33.33	30	40.0	15	20.0	5	6.67	3.0
6	Students class assessment performance is not encouraging due to teachers' transfer	35	46.67	25	33.33	10	13.33	5	6.67	3.2

Source: Field Survey, 2023

Table 3 shows the attitude of students toward teachers' transfer. The total number of respondents is 75. The mean below 2.5 means disagreement, any score above or equal to 2.5 means agreement. The respondents agreed that students feel unhappy when their teacher is being transferred, Students find it difficult to interact with the new teacher, Students didn't get method of teaching of the newly transferred teacher, It is difficult to adapt to the character of the newly transferred teacher, Students class attendance drop due to teachers' transfer and Students class assessment performance is not encouraging due to teacher transfer with mean weights of 2.87, 3.0, 3.27, 3.30 and 3.2 respectively are the attitude of students toward teachers' transfer. Therefore, the entire respondents were in support with the listed items.

Discussion of Findings

The study revealed the various reasons for teachers' transfer requests in secondary schools in Ikere- Ekiti local government area. These reasons include teachers who have issues with school management may be transferred, teachers who have conflict with colleagues may be transferred, a teacher may seek transfer due to lack of social amenities in his present station, teacher may seek transfer because of health condition, teachers who have problem with the means of transportation, teacher may seek transfer because of career development opportunities, teacher may seek transfer because of religion crisis, teacher may seek transfer because of workload pressure and teacher may seek transfer because of poor relationship with students. This was supported by the Yena (2013) who assessed that teachers may choose to be transferred for a variety of reasons, including but not limited to: the desire to work closer to home, also called a hardship transfer, personality conflicts with an administrator or other staff member; the opportunity to be evaluated by a different administrator; or avoiding an involuntary transfer to another school.

Also, the study also shows how teacher's transfer influences students' academic performance in secondary schools. They range from teacher's transfer increases the workload of the other teacher remaining in the school, teacher's transfer affects school academic time-table/calendar, teacher's transfer disrupts students' academic performance, teacher's transfer sometimes disrupts classroom activities, teachers' transfer reduce population of the students, teacher's transfer make students to complain about the suitability of the replacements, teacher's transfer cause rural area to have shortage of staff most especially in the core subject, teacher's transfer make urban area to have over population of the staff, teacher's transfer cause students' indiscipline, and teacher's transfer causes imbalance in the distribution of teacher in the urban and rural areas. A study by Xaba (2003), established that amongst other things, the transfer of teachers and attrition are translated, into shortage in educator supply, expenditure in recruitment, education and counselling, poor student performance due to

disruption of planning programs and continuity as well as overcrowded classes in South Africa. This to him poses a major challenge to the education sector in managing and retaining teachers. Several approaches have also been used to address the concept of performance, as an assessment of a students' academic failure. Some of the approaches have negative connotations on the learners themselves and the school at large. However, according to Ingersoll (2012), there are different measures that could determine success or failure in the learners' academic achievement.

Finally, the attitude of students toward teacher's transfer such as students feel unhappy when their teacher is been transferred, students find it difficult to interact with the new teacher, students may not get the method of teaching of the newly transfered teacher, It is difficult to adapt to the character of the newly transferred teacher, students' class attendance would drop due to teacher's transfer and students class assessment performance was not encouraging due to teacher's transfer was in support of Boyd (2011). Boyd (2011), in his research work stated that if there is difference in quality between teachers who leave and those who replace them, then student's achievement can change. When leaving teachers, are on the average, worse than those who replace them, the effect on student's achievement is a positive effect. If leaving teachers are better than the ones replacing them, the effect on student achievement is negative. Here the researcher got knowledge from the Boyd research that the effect of teacher's transfer on student's performance depends on the quality of the teacher who leave the workplace and the one who replaces him/her.

Conclusion

The focus of this study was on the influence of teachers' transfer on students' academic performance in Economics in Ikere local government area of Ekiti state. The higher rates of teachers' transfer requests imply many teachers dissatisfaction in their schools. Thus teachers' satisfaction could be a function of the varying community, environment, individual characteristics of teachers and the perceptions they hold of the relative advantage and disadvantage of teaching in other schools, as well as the economic and organizational conditions of schools in which they work. The major sources of teacher transfer request is due to spent more than five years and above in a school, having issues with school management, having conflict with colleagues, lack of social amenities, health condition, transportation, career development, religious crisis, workload pressure and poor relationship with students.

Recommendations

1. No transfer should be made in the middle of session. All transfer should be made either at the start or at the end of the session.
2. Only mutual transfer should be allowed because it doesn't solve the problem of acute shortage of the teacher in schools.
3. Teachers should be appointed to nearby schools to their home.
4. Transfer of teacher is a useful strategy in school management but it should be made in the light of the school needs if any school has greater enrolment with shortage of the staff. In spite of these problems a teacher of this school wants to move to a most relaxed school with a high strength of the teachers but with low enrolment of the students. In such conditions, school administrators should not consider his or her request.
5. Transfer of teacher is useful but teachers and concerned officers are abusing it for their own benefit. It needs to be modified by addressing the concerns of the stakeholders. Especially community should be considered as an important figure in transfer procedure.
6. Political influence should be stopped and dedication of the teachers to their jobs should be appreciated.
7. The students of these schools are indeed the greatest resources for our future.

Consequently, it is liability upon national and international educators to bring the pressing national issue of teacher's transfer to the fore front for vital resolutions through continuous focused research.

References

- Adams, J. (2013). Using a Cox regression model to examine voluntary teacher turnover. *Journal of Experimental Education*, 64, 267-285.
- Ariko, C.O. (2009). "factors influencing secondary school teacher transfer requests in Suba district, Kenya. "unpublished master of education thesis. Masano university.
- Armstrong, T. (2010) The bridge from student to teacher: What principals, teacher education faculty, and students' value in a teaching applicant. *Teacher Education Quarterly*, 28, 109-119.
- Boyd, C. (2011) Do public schools hire the best applicants? *Quarterly Journal of Economics*, 111, 97-133.
- Brixiova, K. (1998). *Teacher pay and teacher quality*. Kalamazoo, MI:W. E. Upjohn Institute.
- Buchanan, J. (2012). Telling Tales Out of School: Exploring why Former Teachers are not returning to the Classroom. *Australian Journal of Education*, 56 (2), 205-217. Retrieved from <http://www.questia.com/library/1G1-299759890/telling-tales-out-of-school-exploring-why-former>.
- Craig, H.J, Kraft, R.J., Plessis J. (2012). Teacher development. Making an impact Washington, D.C. agency for international development and the world bank.
- Farzana, J. (2012). The importance of posting and interaction with education bureaucracy in becoming a teacher in Ghana. *Int. J. Educ Dev.*, 22(3-4): 353-366
- Farzana, N.; Muhammad, S.I.; Adeel, A.M. & Lodhi, F.A (2012). Effects of Teachers' Transfer on School System. *Interdisciplinary Journal of Contemporary Research in Business*, 4(2), 593-617.
- Federal ministry of education (2009). Series No. 1 vol. III Lagos, federal ministry information printing division.
- Feng, L. (2005). *Hire today, gone tomorrow. The determines of attrition among public school teachers*. Tallahassee. Department of economics, 288 Bellamy building. Florida state university.
- Gatemi, N.M. & Thinguri, R.W. (2018). A Critical Analysis of the Impact of Frequent Teachers Turnover on the Syllabus Coverage in Schools in Kenya. *European Journal of Education Studies*, 4(2), 245-256.
- Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher Attrition and Mobility: Results From the 2012–13 Teacher Follow-up Survey* (NCES 2014-077). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>
- Grissmer, D. (2006). *Teacher turnover and teacher quality in South Africa*. Cape Town: Quick Fix Publishers.
- Ingersoil, R. (2012). "teacher turnover and teacher shortages: an organizational analysis, *American educational research journal*, 38 I(3): 499-534
- Ingersoil, R., & Perda .J. (2010). The impact of mentoring on teacher retention. What the research says. 700 Broadway, suite 1200 derver. Education commission of the states (ECS)
- Ingersoll, R. (2012). Beginning Teacher Induction: What the Data Tell Us. *Phi Delta Kappan*, 93(8), 47-51. <http://www.kappanmagazine.org/content/93/8/47>.
- Keigher, Z. (2010). The schools that teachers choose. *Educational Leadership*, 60, 20-24.
- Kizito, A., Chumba, S. & Kindiki, J. (2010). The Trends and Effects of Teacher Attrition on Secondary School Education in Kenya: A case of Kisumu City. *International Journal of Research in Education*, 2(2), 58-67.
- Koeh, S.J. (2011). *Factors that influence teacher turnover in Baringo District secondary* *International Journal of Education and Research Vol. 2 No. 4 April 2014* 461 schools. Masters Thesis, Kenyatta University.
- Koontz, H., Weibrichs, H (1990). *Essentials of management*. New Delhi. Tata MC. Graw-hill
- Mahapatra (2010). *A law unto themselves*. . Retrieved 04 15, 2009, from The News International: www.Junggroup.com/thenews
- May, F. (2012). The prospect for education planning. A workshop organized by IIEP on the occasion of xxvth anniversary paris: UNESCO –IIEP Publishing Company, New Rochelle, New York
- Meyer & Furlong (2010) Mayer, M. J., & Furlong, M. J. (2010). How safe are our schools? *Educational Researcher*, 39, 16-26.
- Miles A. (2010) teachers for rural schools: a challenge for Africa African region world bank working document. Addis Ababa: world bank.
- Mwiti, J.K. (2007). The role of Welfare Services in Motivation of Staff in Kenyan Parastatals: A case Study of Teacher's Service Commission. Jomo: Kenyatta University of Agriculture and Technology.

- Okumbe, J. A. (2001). *Human resource management: An educational perspective*. Nairobi: Educational Development and Research Bureau.
- Onsomu, W.M. (2014). Influence of Teachers' Transfer on Students' Academic Performance in Public Secondary Schools in Kenya. *Master Thesis, University of Nairobi, Kenya*.
- Pitsoe, V. J. (2013). *Teacher Attrition in South Africa: Trends, Challenges and Prospects*. Journal of Social science vol.36 (3): University of South Africa.
- Ruto, K.J., Kapkiai M., Kiprop, D. (2016). Effect of Head Teachers' Turnover on Teacher Performance in Public Primary Schools in Turbo Division, Kenya. *International Journal of Education and Research*, 4(10), 163–174.
- Salifu, I. (2014). Barriers to Teacher Motivation for Professional Practice in the Ghana Education Service. *Policy Futures in Education*, 12(5), 718 – 729.
- Sergeant, T.C. (2003). "who will teach the poor and remote? Teacher distribution and job satisfaction in rural china. Unpublished M.ED thesis. University of Pennsylvania.
- Simplicio, J. (2005, Fall). Homework in the 21ST Century: The antiquated and ineffectual implementation of a time honored educational strategy. *Education*. 126, 138-142
- UNESCO (2005). "special inter-governmental conference on recommendation concerning the status of teachers. 5th Oct. 1966. Paris doc. UNESCO org 001100140482 (2005 September 6th)
- Xaba, M. (2003). Managing teacher turnover. *South African Journal of Education*, 23(4), 287-291.
- Yena, D. (2013). Labour Economics and Industrial Relation; South-Western Muhammad, A.S. Adeel, V.E. Lodhi, J.B (2012). High school organization and its effect on teachers and student. An interpretive summary of the research. Philadelphia summary of the research. Philadelphia