

Teachers' Transfer and Academic Performance of Students in Secondary Schools and the need for Counselling

¹MAKINDE, Veronica Ibitola (Ph.D) & ²ADU, Ebenezer Taiwo (Ph.D)

¹Department of Counselling Psychology, Bamidele Olumilua University of Education, Science and Technology,
Ikere – Ekiti. Gmail: makinde.veronica@bouesti.edu.ng, ORCID NUMBER: 0000-0003-3802-1328

²Department of Educational Foundations And Management, Bamidele Olumilua University of Education,
Science and Technology, Ikere – Ekiti.

Gmail: adu.ebenezer@bouesti.edu.ng, ORCID NUMBER 0000-0002-7987-1065

Abstract

This study examined the relationship between teachers transfer and academic performance of secondary school students and the need for counselling services in Ekiti state secondary schools. The study adopted ex-post facto and descriptive research design of the survey type. The population comprised of all transferred teachers of secondary schools and their students in 2022/2023 academic in Ekiti State while the sample comprised of 75 teachers selected through purposive and stratified random sampling techniques. Two sets of instruments were used; structured questionnaire titled Teacher Transfer Questionnaire and a ten item test on each of the subjects taught by the transferred teachers. The instruments were subjected to validity and reliability mechanisms. The instruments yielded reliability coefficient of 0.85 and 0.75 respectively which were considered high enough for the study. Data were analyzed using both descriptive (frequency count, percentage and pie chart) and inferential statistics (Pearson Moment Correlation coefficient and Correlation Matrix) to test the hypotheses at 0.05 level of significant. It was revealed among others that most of the transfers done were based on involuntarily. There was significant relationship between student performance and Type of transfer in Secondary schools, also there were relationships between all the independent variables and dependent variable (student performance). Based on the findings, appropriate conclusions and recommendations were made.

Keywords: Teacher Transfer, Voluntary Transfer, Involuntary Transfer and Counselling services.

1. Introduction

The place of quality education cannot be overemphasized as it forms the bedrock for socio-economic development in any society. In fact, it is crucial for the attainment of Nigeria's vision 2030 and the Sustainable Development Goals (SDGs) globally envisioned for 2030. For quality and long-term education to be achieved, teaching should focus on preparing students for the present and future, rather than just passing examinations (Makinde, 2021). Kolawole (2019) sees teachers' transfer as the perpetual moving of teacher from one school to another which may be within or outside a geographical area. Therefore, "the teacher" plays a focal role at determining the future generation; as the worth of teaching the students receive have significant influence on their academic performance. No wonder the popular saying that "if you can write your name, thank your teacher". The choice of secondary school as the focus of this research centres on the description that secondary education serves a consumer and producer status, a change-over bridge where primary school products are received, trained and turned out as products for postsecondary education at the other end (Aladejana, 2011). Thus, the need to provide the right and sound education that can stand the test of time in terms of standard and quality.

The context, input, and process of the system of education determine the standard, whereas the product determines the quality.

However, research study has revealed that standard of education in secondary schools in Nigeria has been consistently very poor (Aladejana, 2011) and this has become a serious concern for

relevant stakeholders most especially researchers. Although several reasons such as student's readiness, teaching methodology, government policies and parental influences has been found to be responsible for the decline in education standard. However, these researchers believed that the objectives of quality education cannot be achieved in an environment where there is no consistency and continuity in teaching pedagogy. This attests to the mission of this study which was to examine the relationship between teachers transfer and students' academic performance, and the necessity for counselling backing services to assist the students to adjust to the impact of teachers transfer and be able to improve their academic performance.

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 (Armstrong 2010). However, it has been perceived that the teaching profession is the most populous profession all in every society (Boyd, 2011). Teachers transfer is a normal norm in government owned elementary and secondary schools. Teacher's mobility involves teacher transfers or job change with the latter being stalwartly related with teacher attrition in schools. Transfer of teachers may come to realisation as a result of staffing requirements, professional development and personal reasons which could lead to progressive and destructive effect on students' academic performance.

Furthermore, teachers are different in aspect like personality, attitude, and skills and in their dedication with their professions and causes (Keigher, 2010). Some teachers have little awareness of the career while some have all-encompassing one. Some of them may have advance degrees while some may own lowest of the basics.

Observation showed that frequently change of teachers during the session is harmful to academic programme. Ibwongo & Komakech (2021) who carried out a research on effects of teachers' transfer on school system revealed that regular change of teachers during the session is hurtful to education system because when a teacher is transferred during the academic session it may take his/her replacement long time to get settle down and cover the content in the scheme of work.

Voluntary transfers are the transfers initiated by the teachers. These may occur in a situation by which any teacher indicates to work closer to home, when a teacher has conflict 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 head teacher or the State Universal Basic Education is considered involuntary transfers (Farzana et al, 2012). Those transfers originated by the head teacher, also called 'administrative transfers.' This may arise as a result of incompetency from the teacher or who is performing unsatisfactorily (Mwiti, 2012). Other involuntary transfers may be initiated by the school head in order to avoid reoccurrence of problems or to regulate teacher surpluses due to changes in student enrolment, academic programs, or creation of new schools which are becoming trending issues in the system.

The researchers observed that staff that work together and share 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.

Komakech (2017) and Muyingo (2010) revealed that in the teaching service, most of the transfers are done to witch-hunt some teachers which always lead to discouragement on the part of the teachers. Some of them are demoralized, hence become ineffective, hostile to the pupils, colleagues and even to the school management. This will become problems to the school as a community which could affect the school effectiveness. Head teacher's best skills and professional knowledge involves a squad to perform the consigned duty commendably. Owing to the significant role played by the teachers, it becomes necessary for the principal to interact with the teachers more frequently in order to achieve smooth running of the schools. However, head teacher is always not comfortable when a nonchalant teacher replaces dedicated teacher in his school. Such head teacher is saddled with challenges of making decision and implementing it. To worsen the situation, when superior authorities does not cooperate or agree with him, such head teacher is rendered incapacitated. It is not uncommon that some transferred are influenced by politicians. These politicians alter transfer policy to favour their relatives or preferred candidates. Such situations witness transfers of dedicated subordinates and replace with untouchable subordinates. Such head teacher whose productive subordinate is replaced with unproductive teacher is inevitably handicapped.

The transfer of teachers from any school to another can be a difficult and destructive experience for both the teacher being transferred and the students. For instance, when transfer of teacher to a new school is done, the academic performance of a student can be seriously affected as they need to adjust to a new classroom environment and re – build interpersonal relationship with their new teacher. This calls for counselling.

The services of guidance and counselling in the school system is planned to assist students in identifying educational, vocational and personal - social challenges that they may face irrespective of their social, economic, ethnic, religious and cultural backgrounds. Guidance and Counselling can assist students in coping with all forms of challenges and help in improving their academic and behavioural needs at one point or the other. However, research studies revealed that counselling services in Nigerian school systems are at low ebb with less low number of students seeking help despite the importance of such services at helping them to achieve emotional stability and adjustment (Muraina, 2018).

Information plays a crucial role in coping and survival of students in any environment. Timely and adequate information about a newly transferred teacher can assist the students to process their emotions, cope with the loss of a familiar teacher and amend to the likely changes they may encounter in the new academic environment. Counsellors can provide such information service through individual or group counselling.

Relationships are crucial at achieving effective teaching/learning process. School counsellors can provide consultation service to both teachers and students, helping them to establish relationships, identify problems and assist in setting goals that will bring about positive solutions. Consultation service is an integral part of providing psychological assistance to students, teachers and even parents. Counsellors as consultant play significant role in creating a safe environment for students to express their feelings, understand the curriculum, set achievable goals and explore students interest thus bridging any gaps or lapses caused by the transfer of a particular teacher. Parents can also consult the counsellor to get feedback on how their wards are coping with new teachers.

Appraisal service in counselling is intended to collect, analyse, and use a variety of data in order to acquire a better understanding of students. Counsellors through collection, collation and analyses of test results from time to time can assist students to develop self – awareness and improve academic performance. This process can also assist the newly transferred teachers to identify students that require special attention.

2. Statement of the Problem

Observation showed that when workers are transferred as a result of illness, promotion or using influence without getting replacement at the appropriate time, it could affect such organization, most especially the school system which deals with human development. The situation may lead to high work load on the workers that are left in the system. At times, it takes some period of time which may relate to pupil's academic performance at that period. It is against this background that researchers were set to examine the affiliation that could occur between teachers' transfer and academic performance of secondary school pupils in Ekiti State, Nigeria.

3. Purpose of the Study

The broad objective of this research was to survey the relationship between teachers' transfer on the academic performance of secondary school students while the exact objectives among others were to study reasons for teachers transfer in secondary school in Ekiti State and to identify the underlying effects of such transfers on the academic performance of students. The study will also determine whether counselling services can assist the students in coping with the effect of transfer on their academic work.

4. Research Questions

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

1. What are the levels of types of teacher transfer in secondary schools in Ekiti State?

2. Is there any relationship between student performance and reasons for voluntary transfer (Illness, Promotion, Distance from home, Preparation for retirement and Distance from family) in Secondary schools?
3. Is there any relationship between reasons for involuntary transfer (Conflict with Management, Human Resource Distribution, political reason, misconduct, staff distribution and Inter Conflict between Staff, Students and Community) Secondary schools?
4. Is there any relationship among counselling Services (Information Services, Consultation services and appraisal services) and student academic performance in Secondary schools?

5. Significance of the Study

The findings will be useful to Ministry of Education and Teaching Service Commission (TSC) to know when employees should be transferred in order to on students' performance and schools' administration as well as to make educational reforms on policies that will be productive.

This would reduce unnecessary transfer that could enhance students' performance. Also, it is significant to educational managers and school administrators because it could help them to know how types of transfer could relate to the school system and formulate alternative ways to reduce the request for teacher's transfer.

6. Methodology

The study adopted the ex-post facto and descriptive research design of the survey type. A survey design adopted for this study was to investigate teacher's transfer as correlate of students' performance in Ekiti State, Nigeria.

The population comprised of all transferred teachers of secondary schools and their students in 2022/2023 academic in Ekiti State. Sample comprised of 75 teachers selected through purposive and stratified random sampling technique to select 25 teachers from 5 schools in each of the three senatorial districts in Ekiti State totalling 75 teachers.

Two set of instrument were used; a structured questionnaire titled Teacher Transfer Questionnaire and a ten item test on each of the subjects taught by the transferred teachers. The TTQ was anchored on three Likert scale that is; 1=Agree (A), 2= Uncertain (U), 3= Disagree (D) so as to determine the strength, moods and bloc assertiveness of respondents based on the study variables.

The results in this sub section were computed using frequency and percentages that provided the overall attitude of the respondents. The scores obtained from the two sets of responses were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The instruments yielded reliability coefficient of 0.85 and 0.75 respectively, which were considered high enough for the study.

Data were analysed using both descriptive (frequency count, percentage and pie chart) and inferential statistics (Pearson Moment Correlation coefficient and Correlation Matrix) to test the hypotheses at 0.05 level of significant.

Results

Research Question 1: What are the levels of types of teacher transfer in secondary school in Ekiti State?

In answering this question, data of types of teachers' transfer were collected using the bio-data of the questionnaire to identify those that are in the two categories. The result is presented in table 1.

Table 1:

Type of Transfer	Frequency	Percentage
Voluntary	26	34.67
Involuntary	49	65.33
	75	100

From table 1, the result shows that 26 teachers were voluntarily transferred representing 34.67% while 49 representing 65.33% teachers were involuntarily transferred in Ekiti State secondary schools. This shows that most of the transfers were carried out involuntarily. This further illustrated with the use of pie chart in figure i.

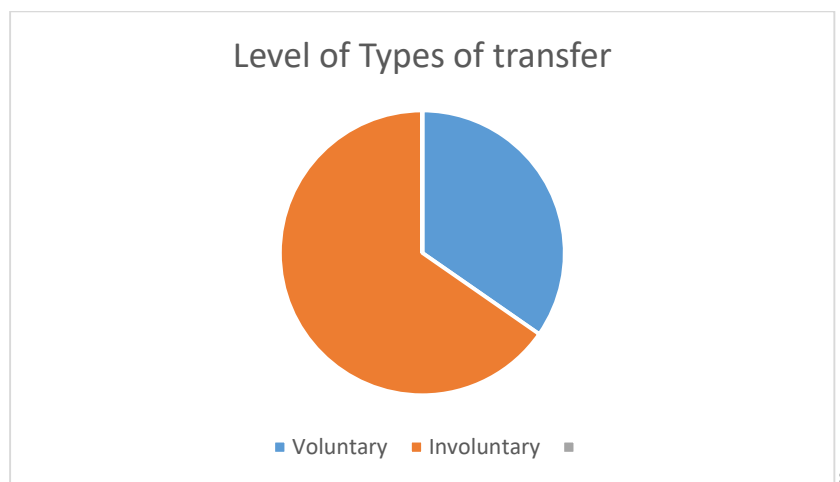


Fig. i: Level of types of transfer in secondary schools in Ekiti State.

Research question 3: Is there any relationship between student performance and teacher type of transfer in secondary schools in Ekiti State?

To answer this question, the researchers transformed it to hypothesis; there is no significant relationship between student performance and teachers' type of transfer in secondary schools in Ekiti State

In testing this hypothesis, data on students' performance were derived by the researchers who conducted students' test on the topic taught by the transferred teachers and data on type of transfer were collected from responses to Teachers' Transfer Questionnaire from the transferred teachers as indicated in section A of the questionnaire. The results are presented in table 3.

Table 3: Test of Relationship between Student performance and type of transfer in secondary schools.

Variables	N	\bar{X}	SD	df	r-cal	r-tab
Student performance	75	2.480	1.33922	44	-0.874	.232
type of transfer	75	1.653	0.47911			

$p < 0.05$

Table 3 shows the relationship between student performance and type of transfer. The result obtained from the analysis shows that the calculated value of (-0.874) is greater than r-critical or table value (0.232) at 0.05 level of significance. As such, the null hypothesis is rejected; this shows that there is significant but negative relationship between student performance and Type of transfer in Secondary schools.

Research Question 2: Is there any relationship between student performance and reasons for voluntary transfer among Secondary school?

To answer this question, the researchers transformed it to hypothesis; there is no significant relationship between student performance and reasons for voluntary transfer in Secondary schools in Ekiti State.

In testing this hypothesis, data on students' performance were derived by the researchers who conducted students' test on the topic thought by the transferred teachers and data on reasons for voluntary transfer were collected from responses to teacher transfer questionnaire from the transferred teachers. The results are presented in table 4.

VARIABLES	1	2	3	4	5	6
-----------	---	---	---	---	---	---

1	Student performance	1.00					
2	illness	0.590	1.00				
3	Promotion	0.541	.546	1.00			
4	Distance from home	0.670	.820	0.735	1.00		
5	Preparation for retirement	0.552	.692	.635	.867	1.00	
6	Distance from family	-0.682	.823	.559	.816	.690	1.00

$P < 0.05$, R Table = 0.232

Table 3 shows the relationship between each pair of variables examined in this study. The result shows that there is relationship between the variables and student performance. The following pairs of variables indicated that there is significant relationship between Student performance and illness (0.590), Student performance and promotion (0.670), Student performance and distance from home (0.670) and Student performance and preparation for retirement (0.552). There is negative relationship between Student performance and distance from family (-.682).

Question 4: Is there any relationship between student performance and reasons for involuntary transfer among Secondary school?

In answering this question, data on students' performance were collected by the researchers who conducted students' test on the topic thought by the transferred teachers and data on reasons for involuntary transfer were collected from responses to Teachers Transfer Questionnaire from the transferred teachers. The data collected were analysed using frequency counts and percentages while the hypothesis was tested using the Pearson Product Moment Correlation technique. Table 4 shows the findings.

	VARIABLES	1	2	3	4	5	6	7	8	9
1	Student performance	1.00								
2	Conflict with management	0.763	1.00							
3	Human resource distribution	0.668	0.655	1.00						
4	Political reason	0.682	.562	0.622	1.00					
5	Financial reason	0.528	.304	.431	.580	1.00				
6	Ineffectiveness	0.388	.536	.288	.506	.517	1.00			
7	Teacher misconduct	0.525	0.541	0.247	-0.399	.287	.458	1.00		
8	Staff distribution	0.917	.777	0.491	0.388	0.248	.360	.559	1.00	
9	Inter-conflict between staff, students and school community	-0.290	0.510	0.360	0.522	.208	.546	.415	.402	1.00

Table 3: Correlation Matrix Analysis on Student performance and reasons for voluntary transfer of secondary school teachers at $P < 0.05$, R Table = 0.232

Table 3 shows the relationship between each pair of variables examined in this study. The result shows that there is relationship between the variables and student performance. The following pairs of variables indicated that there is significant relationship between Student performance and Conflict with Management (0.769), Student performance and human resource distribution (0.668), Student performance and political reason (0.682) and Student performance and financial reason (0.525), Student performance and ineffectiveness, Student performance and teacher misconduct (0.25, Student performance and staff distribution (0.917) and Student performance and. There is negative

relationship between Student performance and inter-conflict between staff students and community (-0.290).

Research question 4: Is there any relationship between counselling services during teacher transfer and student’s capability to perform academically in secondary schools in Ekiti State?

In answering this question, data on available counselling services during teacher transfer were collected from the responses to the questionnaire and data on students’ performance were derived by the researchers who conducted students’ test on the topic thought by the transferred teachers. The data collected were analyzed using frequency counts and percentages while the hypothesis was tested using the Pearson Product Moment Correlation technique. The findings are presented in table 6

Table 3: *Test of Relationship between student adaptable through counselling services during teacher transfer and Student performance in secondary schools in Ekiti State.*

Variables	N	— X	SD	df	r-cal	r tab
Student performance	75	2.480	1.192	74	0.639	.232
Counselling services	75	2.773	0.47911			

$p < 0.05$

Table 3 shows the relationship between student performance and student adaptable through counselling services. The result obtained from the analysis shows that the calculated value of (0.639) is greater than r-critical or table value (0.232) at 0.05 level of significance. As such, the null hypothesis is rejected; this shows that there is significant negative relationship between student performance and adaptable through counselling services.

7. Discussion

The result shows that 26 teachers were voluntarily transferred representing 34.67% while 49 representing 65.33% teachers were involuntarily transferred in Ekiti State secondary schools. This might be as a result of teacher distribution that must occur in the teaching service. This is at variance with the findings of Ibwongo & Komakech (2021) that 48 (43.2%) of respondents agree to the point that Human Resource Distribution was the major reason for involuntary transfer of teachers in Uganda while 63 (56.8%) disagreed. However, this finding might have been as a result of the view of Rodalin (2013) that Public school teachers requesting for transfer to another assignment are not considered and should therefore not be subjected to the hiring guidelines and that the policy should be observed and followed fairly in all divisions of the Department of Education so that teacher transferee(s) would feel that equality is exercised in the educational system.

The result also shows that there was significant relationship between student performance and Type of transfer in Secondary schools. This report is supported by the earlier report of Kolawole (2019) that teacher’s type of transfer disrupts students’ academic performance and classroom activities which indicated that teachers’ transfer influence students’ academic performance.

The result shows that there were relationships between all the independent variables and dependent variable (student performance). There was indication that the inter-variable correlations between the independent variables were strong enough to affect the relationship with the dependent variable. There was negative relationship between Student performance and inter-conflict between staff students and community. This is in line with the results of Kolawole (2019) that in a correlation analysis to determine whether the transfer characteristics had influence on school performance in Nyamira County, it showed the relationship was high between characteristics of teachers’ transfer and student performance.

The study further revealed that there was significant relationship between student performance and adaptable through counselling services. This result is in line with the research of Oluwaferanmi & Uzun (2021) in which the results showed that most of the students claimed that their academic performance improved after Counseling. Also, in support of this research, Adu & Makinde (2022) worked on class-Size and Internal Efficiency of Colleges of Education in Nigeria: The Need for Counselling. The results revealed that, counselling has effect on the student output. At variance to this, is the research of Bolu-Steve & Oredugba (2017) who worked on the influence of counselling on

the perceived academic performance of the students which showed that there was no significant relationship between counselling on the academic performance of high school students.

8. Conclusion

Based on the findings of this research, it was concluded that there was relationship between teacher transfer and students' performance and that there was significant relationship between student performance and adaptable through counselling services.

9. Recommendations

Base on the conclusion, it was recommended that efforts should be made to reduce the rate of involuntary transfer among the teachers. Counselling services should be improved in order to reduce the reasons for involuntary transfer in the secondary schools.

References

- Adu, E.T. & Makinde, V. I. (2020). Class-Size and Internal Efficiency Colleges of Education in Nigeria: The Need for Counselling. *The International Journal of Humanities & Social Studies* 8 (8), 507-513.
- Aladejana, F. O. (20FY11). Secondary Education in Ekiti State: The Functional Perspective. *Paper Presented at 2-day Ekiti State Education summit*. www.ekitistate.gov.ng
- 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.
- Bolu-Steve, F., & Oredugba, O. O. (2017). Influence of counselling services on perceived academic performance of secondary school students in Lagos State. *International journal of instruction*, 10(2), 211-228.
- Boyd, C. (2011). Do public schools hire the best applicants? *Quarterly Journal of Economics*, 111, 97-133.
- Capital Region (NCR): *An Analysis Journal of Education and Practice*, 4 (22), 174-181.
- 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.
- Ibwongo, S. R. & Komakech, R. A. (2021). Teacher Transfers and Teachers' Performance: Experience from Uganda Primary Schools. *Noble International Journal of Social Sciences Research*, 6(6), 86-98.
- Keigher, Z. (2010). The schools that teachers choose. *Educational Leadership*, 60, 20-24.
- Kolawole, W. S. (2019). Effects of Teachers' Transfer on Students' Academic Performance in Senior Secondary Schools Abuja Nigeria *International Journal of Research and Innovation in Social Science (IJRISS) |Volume III, Issue XI*
- Komakech, R. A. (2017). Using Zero Money to Tackle the Challenges of Universal Education in Africa: A Case of Universal Secondary Education in Uganda. *International Journal of Humanities Social Sciences and Education*, 4(5), 29-42.
- Makinde, V. I. (2021). E- Counselling for Quality and Sustainable Blended Learning in Higher Institution. *World Journal of Innovative Research(WJIR)*, 11(6), 4 – 8.
- Muriana, K.O. (2018). Exploratory Effects of Vocational Counselling Strategy and Gender or Career Awareness of In-school Adolescents in Gombe State, Nigeria. *International Journal of Teaching Education and Learning*, 2(3), 89 - 100
- Muyingo, M. (2010). Effect of Forms of Transfer on Administrative Performance of Head-Teachers in Government Aided Secondary Schools in Uganda a case study of Mukono district. Unpublished Master's Thesis. Makerere University.
- 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.
- Oluwaferanmi, O. B., & Uzun, G. A. (2021). The influence of counselling on academic performance of undergraduate students. *Revista Conrado*, 17(81), 85-91.
- Onsomu, W. M. (2014). Influence of Teachers' Transfer on Student Academic Performance in Public Secondary Schools in Kenya. Unpublished MA Dissertation. University of Nairobi.
- Rodalín, N. A. (2013). The Transfer of Public Secondary School Teachers in the National Capital Region (NCR): An Analysis. *Journal of Education and Practice*, 4(22), 174-180.