

**TRANSFER OF SECONDARY SCHOOLS PRINCIPALS AND ITS INFLUENCE ON
ADMINISTRATIVE PERFORMANCE; A CASE OF WEST POKOT SUB COUNTY,
KENYA**

**BY
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DECLARATION

Declaration by the candidate

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DEDICATION

I dedicate this work to my Husband Joel Lotukon Loritee for the dedication and great support he showed to me during the entire period of my master's programme may God bless you. To my parents, my father Ngurasia Rumot, and my mother Annah Ngurasia, thank you for the moral support you gave to me during entire period of the programme God bless you more. To my children, Abel Perur, Debra Chetum, Jonas Pundon, Abigael Cherotich, Racheal Chebet and Imani Chemosop thank you for wishing me well in my studies God bless you.

ABSTRACT

Ideally, transfer of secondary school principals is a common practice in many educational systems, with the aim of improving the overall performance of schools. However, the influence of these transfers on the administrative performance of schools is not fully understood. The transfer of principals may result in changes in leadership, management styles, and organizational cultures, which may either positively or negatively impact administrative performance. The purpose of this study was to investigate the influence of Transfer of Secondary Schools Principals on Administrative Performance. The study was conducted in West Pokot Sub County. The objectives of the study were; to determine the influence of overstay transfer on Principals administrative performance, to establish the influence of promotional transfer on Principals' administrative performance, to establish the effect of requested transfer on administrative performance of Principals and to examine the influence of stakeholder involvement in transfer of principals on administrative performance of Principals. The study was based on Human capital theory by Becker and Rosen. This study employed a descriptive survey design using concurrent triangulation of both quantitative and qualitative approaches to data collection. The study adopted pragmatism paradigm. The study targeted 31 principals and 31 deputy principals of public secondary schools in West Pokot Sub County. The study employed census sampling approach through the use of simple census sampling to obtain a sample size of 31 principals and their deputies making a total of 62 respondents. Purposive sampling was employed to select the Sub County Director. Quantitative Data was analyzed using descriptive and inferential statistics that was used in interpreting the data. Qualitative data was analyzed under themes, sub-themes and categories. The findings from this study revealed that requested transfer had a positive impact on principals on principal's administrative performance($r = .627$; $p = .000$). However, overstay transfer showed a negative influence on principal's administrative performance($r = -.681$; $p = .000$). The study further revealed that promotional transfer had a positive influence on principal's administrative performance and that stakeholder participation had positive influence on principal's administrative performance($r = .572$; $p = .000$). Similarly, majority (76.2%) of the respondents believed that Stakeholders participate in disciplinary actions in the school. The study concluded that promotional transfer, requested transfer and promotional transfer leads to improved administrative performance of principals while overstay transfer has a negative influence on principal's administrative performance. Based on these findings, the study recommended that stakeholders should be involved in the decision of mass transfer of principals and that the managements of the schools in the area should also commit to making adequate arrangements for the head teachers and during induction in their new places of work. Further, the schools should provide social amenities for the teaching staff and that there is need for more information sharing among the stakeholders on the developments in teacher retention and transfer requests by schools so that the suitable replacements can be made in good time.

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LIST OF ACRONYMS

B.O.M:	Board of Management
KNUT:	Kenya national Union of teachers
M.O.E.:	Ministry of Education and Sports
P.T.A:	Parents teachers' associations
SPSS:	Statistical package for social scientists
STD:	Standard Deviation
TSC:	Teachers Service Commission

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions scope of the study, justification, significance, definition of terms and concepts.

1.2 Background to the study

Globally, the transfer of secondary school principals remains a topic of considerable interest within educational research due to its potential impact on administrative performance and school effectiveness. These transfers are granted to those who successfully complete Education Service Commission interviews (Nassali, 2010). Ahuja (2016) defines administrative performance as the effective and efficient achievement of an institution's goals to provide high-quality services to its beneficiaries. In Belgium, management considers employee morale in the context of productivity (Beller 2019).

However, transferees often encounter challenges and fear change. Beller (2019) notes that these anxieties might impact productivity and advocates for addressing and ideally eliminating such concerns. Unfortunately, within the Education Service Commission, transfers are mandatory, compelling teachers to comply or, if necessary, file complaints (MoES, 2011). Despite this, if performance suffers due to aforementioned anxieties, it might contradict productivity. Administrators consider transfers as a means to enhance performance, believing that transfers should occur based on evidence of success in the new role and when the move serves a remedial purpose. This necessitates a critical

evaluation of performance, achievable through discussions with managers regarding employees' skills and potential.

Recent studies in Africa have highlighted the multifaceted effects of principal transfers on various facets of school management. For instance, a study by Smith and Johnson (2021) emphasized the disruption caused by frequent principal transfers, noting how it affects school culture, teacher morale, and student outcomes. Similarly, the work of Brown et al. (2022) shed light on the challenges posed by abrupt principal transfers in maintaining continuity in educational leadership, often leading to instability and hindered progress toward educational goals. Transfers that align individuals with roles where they can maximize productivity often lead to positive outcomes for an organization. This highlights the importance of thoroughly evaluating personnel capabilities before a transfer occurs, as emphasized by Ahuja (2016).

The notion posits that organizations should swiftly adjust an employee's role to match their capabilities and opportunities. Such changes offer transferees opportunities to enhance skills, competence for future advancements, personal fulfillment, and status. On the other hand, according to Luschei and Chudgar (2015), the governments either forbids instructors from relocating from difficult regions or only permits transfers if a suitable replacement has been recruited. Yet, teachers consistently exhibit a strong preference for urban postings due to the superior living conditions in metropolitan as opposed to rural places (Mulkeen and Chen, 2018).

According to Miners (2013), new work descriptions may be created through the planning and job analysis process to meet the intellectual, physical, or personality traits of a particular person. If the old behavior cannot be replaced by the new behavior, he or she thinks the person should be moved to a different position. Analysis of the next transfer position is necessary because it should help to resolve the current workplace issue. Giving an employee the chance to earn more money in exchange for doing a good job is a suitable solution when that individual is having motivating issues at his current job and is known to be a relevant factor. They back up this claim by postulating that programs that financially reward attendance have been effective in lowering absenteeism. Where there is reluctance to transfer, monetary compensation for transfer might lessen transfer-related anxieties and lead to greater performance.

In Kenya, the main goal of teacher transfers was to improve learning results in public schools by distributing teachers fairly. Following these reasons, a total of 3094 cases of Heads of Institution transfers and deployments in primary and secondary schools was authorized (TSC, 2018). There were several reasons why the transfers and deployments was made. First, some headship positions became vacant as a result of the retirement of head teachers and principals who reached the mandatory retirement age in the previous three months. Thus, suitable deputy heads who have a stellar performance history have been promoted to headship positions and transferred in line with that. Therefore, some of the deputy principals were also moved to fill the open positions. This is required to align performance and experience with enrollment and institution level (TSC, 2018).

Despite efforts to understand the implications of principal transfers, there remains a need for further exploration into how these shifts influence administrative performance, teacher retention, student achievement, and overall school functioning, thus underscoring the significance of this research area. Additionally, recent investigations into the transfer of secondary school principals have highlighted the significance of leadership continuity in fostering a conducive learning environment. Research conducted by Garcia and Chen (2023) emphasized the pivotal role of stable leadership in shaping school culture, building trust among stakeholders, and establishing a coherent vision for educational excellence. Their findings underscored how prolonged tenure of principals positively correlates with increased teacher satisfaction, stronger community engagement, and sustained academic progress. Conversely, studies such as that by Rodriguez et al. (2022) have indicated that frequent principal transfers often lead to a lack of consistency in administrative strategies, thereby impeding long-term planning and hindering the implementation of effective educational reforms.

Moreover, the impact of principal transfers extends beyond the immediate administrative realm to encompass broader aspects of school functioning. Recent research by Lee and Williams (2023) delved into the ripple effects of principal reassignments on student outcomes, highlighting correlations between frequent changes in leadership and fluctuations in academic performance. Their study revealed that high rates of principal turnover negatively impact student achievement, disrupt teacher-student relationships, and potentially contribute to higher dropout rates. Understanding these intricate dynamics and their implications on administrative performance and student success remains crucial

for policymakers, educators, and stakeholders aiming to cultivate stable and effective educational environments within secondary schools.

Secondly Besides that, changes have been required by the need to improve management at some educational institutions in order to implement suggestions from standards and evaluation reports. Thirdly, certain principals and head teachers who had extended tenures at the same institution have been transferred in accordance with the policy on the appointment of institutional administrators. The transfer is meant to give them a fresh working environment and make use of their wealth of knowledge. Fourth, Institutional Leaders had requested to be relocated to new stations. In order to minimize unneeded disruptions in the delivery of the curriculum and after the required replacements have been made, such applications are typically reviewed at the conclusion of the school year.

The Commission has taken into account significant considerations, such as the number of years till retirement, as well as special situations, including health, when adequate evidence is available, while determining the transfers. However, these transfers were criticized as being more of a burden than a way to improve administrative performance due to the lack of a system for analyzing teachers' motivation levels. This study was therefore motivated to examine the impact of transfers on principals' administrative performance using a case of West Pokot Sub County

1.3 Statement of the problem

The issue of administrative performance in Kenyan schools, particularly concerning teachers, has been linked significantly to the transfer policies implemented by educational

authorities. According to the Kenya National Union of Teachers (KNUT), the transfer of teachers, particularly principals, has been observed to affect productivity negatively. Despite the intentions of such transfers to enhance efficiency and performance, the manner in which they are executed and the lack of consideration for individual circumstances have resulted in resistance from unions and criticism from scholars. The "Delocalization" policy by the Teachers Service Commission (TSC) in 2018, transferring over 3,000 teachers, including principals, was met with strong opposition from unions and directives from higher authorities to reconsider. This resistance highlighted the contention surrounding transfer policies and their impact on administrative performance in schools.

Transfer policies, such as the delocalization exercise, are intended to improve the overall performance of schools by introducing fresh leadership and management styles. However, the actual effects on administrative performance remain unclear. Changes in leadership and organizational culture resulting from transfers may disrupt ongoing projects and potentially harm school performance. Consequently, there was a need for a comprehensive investigation into the influence of principal transfers on administrative performance in Kenyan schools. Therefore, this study aimed to shed light on this issue and provide insights into the effectiveness and implications of transfer policies on educational management and outcomes.

1.4 Purpose of the study

The purpose of the study was to examine the influence of transfer on the administrative performance of Principals in Public secondary schools in Kenya taking West Pokot Sub County as a case study. Understanding the effects of transfer on administrative

performance is crucial as it directly correlates with the effective management of schools. Transfers often bring about a disruption in the established administrative structure, potentially affecting the leadership continuity, institutional stability, and the implementation of policies and practices. By focusing on West Pokot Sub County, this study aimed to scrutinize the specific challenges and advantages that transfers pose to principals in this region. Factors such as adjustment to new environments, adaptation to different school cultures, and the impact on relationships with staff, students, and stakeholders were explored to comprehend the broader implications of transfer on administrative performance in these public secondary schools.

1.5 Objectives of the study

The study aimed at achieving the following specific objectives;

- 1 To determine the influence of overstay transfer on Principals administrative performance in West Pokot Sub County
- 2 To establish the influence of promotional transfer on Principals administrative performance in West Pokot Sub County
- 3 To assess the effect of requested transfer on administrative performance of Principals in West Pokot Sub County.
- 4 To examine the influence of Stakeholder involvement in principals' transfers on Principals administrative performance in West Pokot Sub County

1.6 Research questions

The study was guided by the following research questions;

- 1 What is the influence of overstay transfer on Principals administrative performance in West Pokot Sub County?
- 2 To what extend does promotional transfer influence administrative performance of Principals in West Pokot Sub County?
- 3 What is the effect of requested transfer on administrative performance of Principals in West Pokot Sub County?
- 4 How does Stakeholder involvement on principals' transfers influence Principals administrative performance in West Pokot Sub County?

1.7 Research hypotheses

The study was based on the following research hypotheses

H0₁: There is no relationship between overstay transfer and Principals' administrative performance in West Pokot Sub County.

H0₂: There is no relationship between promotional transfers and Principals' administrative performance in West Pokot Sub County.

H0₃: There is no relationship between requested transfers and Principals' administrative performance in West Pokot Sub County.

1.8 Significance of the study

The following education stake holders are anticipated to find value in the study's findings: The study's findings may be used to inform Principals of potential work-related effects of transfers and suggest solutions in the event that such issues did arise. This could be done based on the suggestions that have been given, and they might choose to put those suggestions into action, which would solve the issues of bad performance being

compromised as a result of transfers from one institution to another. Parents may propose to have just those transfers that do not impair the performance of Principals at various levels if they read this book. The study is also designed to assist parents in understanding the effects of transfers that are carried out by the Commission.

Parents may be educated to become collaborators in development, participate in school administration, and assist in expediting the transfer process. Findings from this study may assist policy makers in developing better strategic policies to have better ways for Principals to be transferred without affecting their performance. Policy makers charged with formulating policies, their understanding of the transfer forms remain very vital in the education management process. The problems brought up in this study are probably going to encourage other researchers to get involved in producing more knowledge from different angles. Those who are interested in the transfer of principals or teachers between secondary schools may use the study's findings as a springboard for future investigation.

1.9 Scope of the study

The study focused on examining the influence of transfer of secondary school principals on administrative performance in West Pokot Sub County, Kenya. The geographic scope of the research was limited to West Pokot Sub County. The primary participants in the study were secondary school principals who had experienced transfers within the specified region. The study examined the influence of various types of transfers, including overstay transfers, promotional transfers, and requested transfers, on administrative performance in West Pokot Sub County, Kenya. It explored how these different types of transfers impacted administrative performance within the region.

Additionally, the study considered the involvement of stakeholders in the transfer process. It examined the roles and perspectives of stakeholders such as school boards, teachers' unions, and community members in the decision-making and implementation of transfers. The study aimed to understand how stakeholder involvement influenced the outcomes of transfers and their subsequent impact on administrative performance. A combination of qualitative and quantitative research methods was employed, including interviews, surveys, document analysis, and observation. The study was conducted between the months of April and May 2022.

1.10 Justification of the study

Firstly, transfers of principals within the educational system can significantly impact the overall performance and effectiveness of schools. This study holds importance as it seeks to explore how these transfers specifically affect administrative performance in the context of West Pokot Sub County. Understanding these effects is vital for educational policymakers, administrators, and stakeholders to develop strategies that mitigate potential disruptions caused by transfers and ensure the continuity of effective school leadership.

Secondly, the study's focus on West Pokot Sub County in Kenya addresses a regional context that might have unique challenges and dynamics concerning transfers and administrative performance. Such localized studies are essential to comprehend the specific nuances, challenges, and opportunities that administrators face within a particular educational setting. The findings from this study could potentially contribute to the development of tailored solutions and interventions that cater to the needs of schools within West Pokot Sub County.

Additionally, investigating the influence of transfers on administrative performance can provide valuable insights into the professional development and support systems required for principals undergoing transitions. It can shed light on areas that need attention, such as mentorship programs, training initiatives, or policy adjustments to better facilitate smooth transitions and enhance the capabilities of principals in adapting to new roles effectively. Ultimately, this study's significance lies in its potential to offer actionable recommendations and insights that can contribute to improving the management and leadership within public secondary schools not only in West Pokot Sub County but also in similar educational settings globally. By examining the specific impact of transfers on administrative performance, this research can aid in fostering more stable, efficient, and effective school leadership, thereby positively influencing the overall educational outcomes for students.

1.11 Theoretical Framework

The study was anchored on The Human Capital Theory by Becker (2015) and Rosen (2016). The Human Capital Theory, as conceptualized by Becker (2015) and Rosen (2016), provides a relevant framework to understand the relationship between the independent variables (overstay transfer, requested transfer, promotional transfer, and stakeholder involvement) and the dependent variable (administrative performance) in the study.

According to the Human Capital Theory, principals who have accumulated knowledge, skills, and experience in a specific school setting are considered to possess valuable human capital. Overstay transfers, where principals remain in a school for an extended period, allow them to develop and leverage their human capital to enhance administrative

performance. Thus, the theory suggests that overstay transfers may have a positive influence on administrative performance due to the accumulated expertise of principals. The Human Capital Theory also emphasizes individual agency and the role of self-investment in human capital. Principals who request transfers are actively seeking new challenges and opportunities for professional growth. This voluntary transfer indicates their intention to enhance their human capital by gaining new experiences and knowledge. As a result, requested transfers may positively impact administrative performance by bringing in principals with diverse skills and perspectives.

Promotional transfers involve the movement of principals to higher positions or more prestigious schools. The Human Capital Theory suggests that such transfers can be seen as recognition of their human capital and potential for leadership. Principals who are promoted based on their demonstrated abilities are expected to bring their accumulated knowledge and skills to the new position, leading to improved administrative performance. The Human Capital Theory acknowledges the importance of social capital, which refers to the relationships and networks individuals possess. In the context of stakeholder involvement, the theory suggests that active engagement of stakeholders such as school boards, teachers' unions, and community members can contribute to the accumulation of social capital.

When stakeholders actively participate in the transfer process and decision-making, it can lead to improved communication, collaboration, and support for principals, which may positively influence administrative performance. The dependent variable, administrative performance, can be viewed through the lens of human capital theory as the outcome of the knowledge, skills, and experiences possessed by principals. The theory suggests that

investments in human capital, such as through overstay transfers, requested transfers, and promotional transfers, can contribute to improved administrative performance.

Additionally, stakeholder involvement, by facilitating effective communication and support, may also enhance administrative performance by leveraging social capital. Therefore, the Human Capital Theory provides a theoretical framework to understand the relationships between the independent variables (overstay transfer, requested transfer, promotional transfer, and stakeholder involvement) and the dependent variable (administrative performance). It highlights the importance of human capital and social capital in explaining these relationships and their impact on administrative performance in the context of the study.

1.12 Conceptual Framework

A conceptual framework is a depiction of the link between the variables, or the traits or qualities that a researcher wants to examine, that the researcher expects to observe. The correlation between principal transfers and administrative performance is seen in Figure 1.1.

Independent Variable

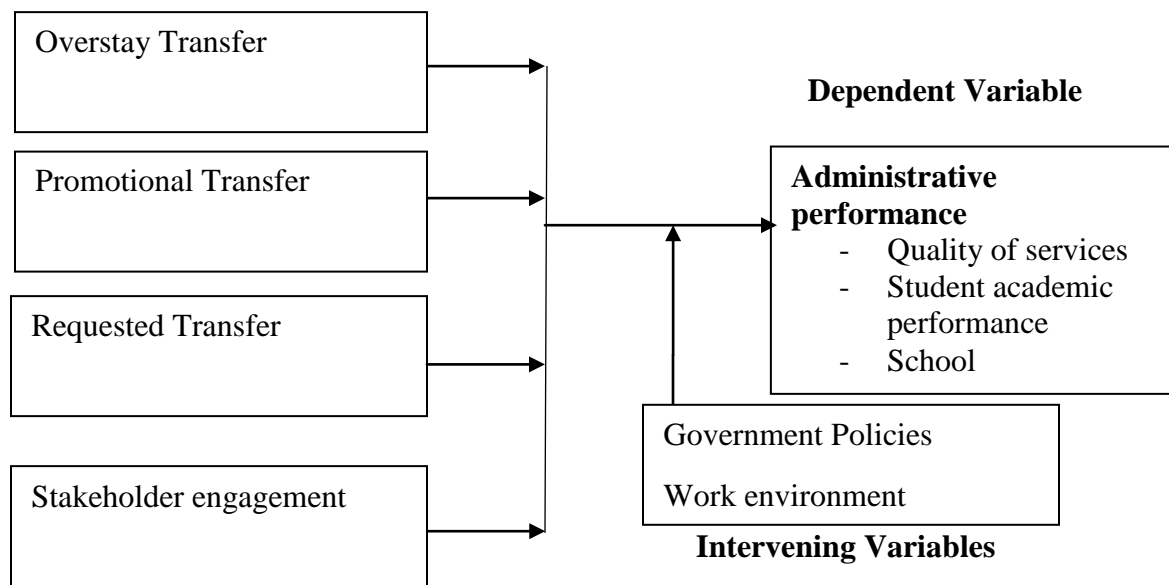


Figure 1.1: Conceptual Framework

As indicated in figure 1.1. The conceptual framework encompasses the understanding the dynamics surrounding various types of transfers (overstay transfer, promotional transfer, requested transfer, and stakeholder engagement) as independent variables and their potential impact on administrative performance as the dependent variable. Within this framework, the intervening variables include government policies and the work

environment, which mediate the relationship between the types of transfers and administrative performance.

Firstly, the independent variables involve different modes of transfers within educational systems. Overstay transfer refers to instances where principals or educators remain in a particular role for an extended period, potentially affecting stability and adaptation to changing educational needs. Promotional transfers signify upward mobility within the educational hierarchy based on qualifications and achievements. Requested transfers occur when educators seek reassignments for personal or professional reasons, potentially influencing their motivation and job satisfaction. Stakeholder engagement emphasizes the involvement of various entities like parents, community members, and educational boards in decision-making processes related to transfers, which can significantly impact the acceptance and success of these changes.

On the other hand, the dependent variable, administrative performance, represents the effectiveness and efficiency of educational management, including aspects such as leadership quality, decision-making, resource allocation, and overall school functioning. It is influenced by the various types of transfers, as they can impact the stability of leadership, motivation of educators, and support from stakeholders, consequently affecting the overall administrative efficacy within educational institutions. Within this framework, government policies and the work environment serve as intervening variables. Government policies regarding educational transfers, tenure, and career progression can significantly shape the implementation and outcomes of different transfer types. Work environment factors such as organizational culture, support systems,

communication channels, and resources available within educational institutions can mediate the effects of transfers on administrative performance. These variables can either mitigate or exacerbate the impact of transfers on administrative functioning, thereby playing a crucial role in determining the overall effectiveness of the educational leadership and management.

1.13 Operational definition of key terms

In order to ensure clarity and consistency in the study, operational definitions of the key terms used are as follows:

Overstay Transfer: In this study, an overstay transfer refers to the situation where a secondary school principal remains in the same school for a period exceeding the average or expected duration for principal transfers in West Pokot Sub County, Kenya. Specifically, it is defined as a transfer that occurs after a principal has served in the same school for more than five consecutive years.

Requested Transfer: A requested transfer is defined as a voluntary transfer initiated by a secondary school principal. It occurs when a principal expresses a desire to be transferred to a different school within West Pokot Sub County, Kenya. The principal actively seeks this transfer based on their own professional aspirations, career goals, or personal circumstances.

Promotional Transfer: A promotional transfer is characterized by the movement of a secondary school principal to a higher position or a more prestigious school within West Pokot Sub County, Kenya. It takes place when a principal is promoted to a position with greater responsibilities and authority, such as being transferred from a smaller school to a larger school or from a lower-level administrative role to a higher-level administrative role.

Stakeholder Involvement: Stakeholder involvement in this study refers to the active engagement and participation of various individuals and groups associated with the educational system in West Pokot Sub County, Kenya. These stakeholders may include school boards, teachers' unions, parents, community members, and local

education authorities. The operational definition focuses on their participation in decision-making processes related to principal transfers, such as consultations, discussions, and input provided during transfer deliberations.

Administrative Performance: Administrative performance, within the scope of this study, pertains to the effectiveness and efficiency of secondary school principals in discharging their administrative duties and responsibilities. It encompasses various dimensions, including academic achievement and performance of students, implementation of educational policies and guidelines, management of resources (human, financial, and physical), leadership effectiveness, decision-making, parental and community engagement, as well as school discipline and student welfare.

Secondary School: In this study, secondary school refers to an educational institution that provides education to students in grades 7 to grade 9. It includes public and private schools within West Pokot Sub County, Kenya, that offer secondary-level education.

Principal: The term principal refers to the individual holding the highest administrative position in a secondary school within West Pokot Sub County, Kenya. The principal is responsible for the overall management, leadership, and coordination of the school's operations, including academic, administrative, and organizational aspects.

1.14 Summary of Chapter one

The administrative effectiveness of several Principals who were transferred from one school to another has been seriously hampered by transfers, despite the transfer policy's best efforts. These transfers occur when some Principals are in the middle of completing some strategic plans and are moved before they are completed. This study set out to ascertain the impact of Secondary School Principal Transfers on Administrative Performance. In this chapter, the study's background, problem statement, purpose, objectives, and research hypotheses were provided. Study scope, justification, importance, and word and concept definitions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on transfers and how they impact administrative performance at different levels of the education system's administration. The key thematic areas include; influence of requested transfer, overstay transfer, promotional transfer and Stakeholder involvement on principals' transfers on Principals administrative performance

2.2 Transfer and administrative performance

2.2 .1 The Concept of Transfer

The transfer of school principals is a common practice in many educational systems worldwide. It involves the reassignment of a principal from one school to another, often with the aim of promoting professional development, enhancing leadership skills, and improving overall school performance. This concept has garnered attention and undergone significant research due to its potential impact on school effectiveness and student achievement.

Numerous studies have examined the effects of principal transfers on various aspects of school performance. For instance, a study conducted by Grissom and Mitani (2021) explored principal mobility patterns and their consequences on student outcomes in the United States. The researchers found that principal transfers can have both positive and negative effects, depending on the specific circumstances and the quality of the incoming and outgoing principals. Another study by Nye, Konstantopoulos, and Hedges (2019) investigated the impact of principal transfers on student achievement in elementary

schools. The findings suggested that principal turnover could have detrimental effects on student learning, particularly when the new principal lacks experience or has a different leadership style compared to their predecessor.

Moreover, research by Goldring and Taie (2020) focused on the influence of principal transfers on teacher job satisfaction and retention. The study revealed that frequent principal transfers can lead to lower levels of teacher satisfaction, which may ultimately result in higher teacher turnover rates. This, in turn, can disrupt school climate, instructional continuity, and overall student performance. To manage principal transfers effectively, some education systems have implemented specific policies and practices. For instance, the Singaporean Ministry of Education has a structured process for principal transfers, which includes matching principals to schools based on their competencies, leadership styles, and the needs of the school community (Ministry of Education, 2021). This approach aims to ensure a better fit between principals and schools, enhancing the potential for positive outcomes.

Therefore, the concept of school principal transfers is a complex and multifaceted phenomenon that can significantly impact school performance, student outcomes, and teacher satisfaction. Extensive research has examined the effects of these transfers, emphasizing the need for careful consideration of factors such as the quality of incoming and outgoing principals, the match between principals and schools, and the potential disruptions caused by frequent transfers. Effective policies and practices that prioritize a thoughtful and strategic approach to principal transfers are crucial for fostering educational excellence and maintaining stability within schools. Changing occupations and/or grades within the same or a different occupational field are examples of

occupational mobility for employees. It has also been described as a person's capacity to switch employment following the learning of a new talent. It should not be confused with geographic mobility, even if these two ideas are frequently employed interchangeably.

A study conducted by Grissom and Mitani (2021) examined principal mobility patterns in the United States and their consequences on student outcomes. The research found that principal transfers can have both positive and negative effects, depending on factors such as the quality of incoming and outgoing principal. The concept of teacher transfer encompasses various types of transfers, including requested transfers, promotional transfers, and overstay transfers. These different forms of teacher transfers have implications for teacher career development, organizational staffing, and overall school effectiveness. Recent research has shed light on these aspects and provides insights into the impact of teacher transfers. Requested transfers occur when teachers express a desire to be transferred from their current school to another school. This type of transfer is often motivated by personal reasons such as proximity to home or family considerations.

In a study by Choi and Hannum (2020), it was found that requested transfers can contribute to increased teacher job satisfaction and motivation, as teachers have a sense of agency and autonomy in choosing their work environment. However, it is important to ensure that requested transfers are aligned with the needs of both the transferring teacher and the receiving school to maintain a balance in staffing and avoid disruption.

Promotional transfers involve moving teachers to different schools or positions as part of career advancement. This type of transfer is typically based on merit, experience, or professional growth opportunities. For instance, a teacher may be transferred to a

leadership role, such as a department head or instructional coach. Research by Grissom, Loeb, and Master (2013) found that strategic promotional transfers can positively impact school performance by bringing experienced and effective teachers into leadership positions. However, careful consideration must be given to the replacement of the transferred teacher to ensure continuity and quality in the classroom.

On the other hand, overstay transfers refer to situations where teachers remain in a particular school for an extended period, often beyond what is considered typical. Overstay transfers may occur due to challenges in finding suitable replacements, lack of vacancies in other schools, or administrative decisions. A study by Ronfeldt, Loeb, and Wyckoff (2019) highlighted that overstay transfers can have both positive and negative consequences. While experienced teachers can provide stability and support in a school, their prolonged presence may limit opportunities for new teachers and fresh perspectives.

Effective management of teacher transfers requires careful planning and consideration of various factors. Policies and practices should aim to balance the needs and preferences of teachers with the organizational requirements and student needs. Transparent and equitable transfer processes, professional development opportunities, and support for new teachers entering schools through transfers are essential for maximizing the potential benefits of teacher transfers. Teacher transfers play a significant role in teacher career development and organizational staffing. Requested transfers provide teachers with autonomy and job satisfaction, while promotional transfers offer opportunities for professional growth. Overstay transfers can have both positive and negative effects. By understanding the implications of different types of transfers and implementing

appropriate policies and practices, educational systems can effectively manage teacher transfers and promote teacher effectiveness and school improvement.

Changing positions within the same company, moving to a comparable organization while keeping one's profession, or switching from one organization to another to pursue a different profession are all examples of work shifts that fall under the umbrella of "mobility" (Bachman and Hannum, 2011). Opportunities for professional growth and social success are offered by the occupational and regional job mobility trends. In some instances, it is done to safeguard the employee from losing their job, particularly if it results from redundancies. Geographical mobility, on the other hand, refers to a person's actual relocation to another area where they believe they will have better development opportunities for themselves or their family members (Tirop, 2011).

This type of mobility is also influenced by social mobility, in which people relocate to relatively affluent locations where they can work with their peers rather than necessarily changing occupations (Ingersoll, 2011). For instance, teacher mobility trends in the US are influenced by factors like the racial makeup of the student body and their level of poverty, and as a result, many white teachers tend to migrate from the inner city to more affluent suburbs or rural areas if they want to stay in the profession (Feng and Sass, 2018). In the developing world, including Kenya, the trend is reversed as teachers tend to prefer urban areas because they consider them to be more developed and prosperous. As a result, some African governments have used incentives like pairing teachers during recruitment and offering financial incentives for teachers willing to work in rural or remote areas (Hedges, 2012).

Based on the relevance of instructors in their field of work, teaching is viewed as a reasonably substantial occupation globally. The most important factor in determining a student's achievement in school is the quality of the teacher. One of the more profitable aspects of universities is teaching. In terms of continuity and teaching stability, teachers' excessive mobility may have an impact on how well schools perform (Feng & Sass, 2018). According to Kreig (2016), teacher transfers are closely related to teacher mobility and have a substantial correlation with teacher attrition in the schools where they work. Governments around the world have implemented measures to keep school performance in check using a variety of incentives and policies, given that this is a worldwide occurrence (Mulkeen, 2015).

On the other hand, according to Luschei and Chudgar (2015), the Mexican government either forbids instructors from relocating from difficult regions or only permits transfers if a suitable replacement has been recruited. Yet, teachers consistently exhibit a strong preference for urban postings due to the superior living conditions in metropolitan as opposed to rural places (Mulkeen and Chen, 2018). The authors also state that because instructors are always leaving and needing to be replaced, "hard-to-staff schools," also known as "hard-to-reach schools," are typically plagued by high teacher turnover. It is crucial to understand that teachers do not want to transfer because of things like a lack of participation in the transfer process and a fear of the unknown. Also, an early study by Hannay and Chism (1985) found that teachers are happy to stay in the grade they have been teaching for a while and in the school they may have worked at for ten or more years.

Similarly, Komakech (2017) claimed that the Ministry of Education representatives at the district have also compromised the administrative performance of some head teachers. For instance, some head teachers have initiated brilliant development plans and are transferred before the completion of their plans. The author adds that some teachers are also transferred to areas which they don't want with the reason of language, distance from family, security of the area, and inadequate social amenities. This implies that some teachers are transferred at the time they have settled and built good working relationships between their colleagues and the community. According to Komakech (2017), Head Teachers and PTA Chairpersons frequently travel to the district office in Uganda to negotiate teacher transfers with the District Education Officer, Chief Administrative Officer, District Chair, and Resident District Commissioner (RDC), either out of concern for the general good or personal gain.

However, without conducting a thorough inquiry into the reasons why such teacher(s) should be transferred, district officials simply hearken to their assertions. This empirical study will examine how transfers are initiated and primary teachers' views about transfers due to undocumented proof for the grounds for transfers. The Uganda Public Service Standing Orders (UPSSO), a working document for employees created by the government through the Ministry of Public Service (MoPS), states in one of its sections that public officers, including teachers, should be transferred after a continuous stay in his or her current posting for at least three (3) and not exceeding five (5) years (MoPS, 2015).

Furthermore, according to the Uganda Public Service Standing Rules, staff transfers must be done in the public interest and should never be done to punish or discipline a public

official. In light of this, the District Education Officer has kept up the district-wide enforcement of primary teachers' transfers. For instance, at least 284 teachers were transferred in the Ngora district between 2015 and 2016; 20 teachers moved from the newly created Rwampara district to the Mbarara district in 2019; 220 (57 head teachers and 163 teachers) moved in the Tororo district in 2019; 100 in the Arua district in 2020; 160 in Yumbe; and the Luwero district reported the highest record for teacher transfers of 573 in 2019 as reported in respective districts. The assumption behind the transfer was to improve academic performance in schools, but a review of the transfer lists in the districts mentioned above shows that teacher transfers are frequent (ranging from 19.6% to 26.7%) despite the fact that primary school students' academic performance is subpar.

Notwithstanding the various measures the government and counties have implemented to keep the schools operating smoothly, teacher mobility has persisted in Kenya. Teachers continue to request transfers at a rate of 5% in the county, which is somewhat higher than the national average, according to Ariko & Simatwa (2011). Given the important role teachers play in education and the influence they have on students' ability to succeed, teacher quality is the most important educational factor. According to Feng and Sass (2018), the importance of a teacher's quality in a student's ability to succeed and the growing worry over the impact of teacher jobs on both teacher quality distribution across schools and overall teacher quality levels. If there is no process in place to replace the promoted or moved workers, many organizations find that replacing transferred staff results in a lack of staffing (Okumbe, 2011).

The employment organization TSC has redistributed teaching employees as a result of security and personal concerns, health-related issues, community pressure, family

troubles, and other factors (Mwiti, 2017). Depending on the circumstances in the area, transfers may be impacted. This may be done on the basis of difficulty or an unfavorable work environment. Because of their links to their families, instructors must refuse any responsibility or transfer in order to safeguard their family. Researchers like Smollin (2011) and Chabari (2010) discussed the reasons why instructors are transferred from one school to another, as opposed to other social influences like family obligations. The other variables include increased stress, unfavorable working conditions, low pay that makes it difficult for a teacher to support themselves, fears of layoffs or job uncertainty that increase teacher anxiety, burnout, and looking for better pastures. According to Nzuve (2017), the cost of filling open roles should be an organization's top priority. These expenses include hiring and choosing staff, educating them, interrupting ongoing group projects, and sometimes demoralizing the remaining members.

The absence of a teacher during the interim period between an administrator's exit and replacement necessitates spending during the replacement exercise, which has an impact on the academic performance of the students. The costs associated with replacement would go toward purchasing spaces for instruction and learning. The Ministry of Education has divided up the teaching staff among the schools to maintain a balance and prevent overstaffing in certain of them. According to an argument made by Feng (2015) and Ingersoll (2011), teacher transfers are less important because they do not result in the complete closure of a nation's public schools' teacher supply. A teacher transfer directly affects the school's success citing Nkanatha (2010) According to Huebler (2018), a high student-teacher ratio in the classroom is to blame for students' poor performance on national exams.

Poor student-teacher ratio is one of the issues that affects student performance, according to Otieno (2016). Musau (2015) established that the quantity of qualified staff members affects students' academic performance in schools. Companies have policies in place that allow employees to join or leave depending on a variety of circumstances, but this typically has an impact on the organization's performance and functioning (Ingersoll 2011). Newly hired teaching staff decline postings to some locations since there are social amenities there (Oduro & Macbeth 2013). Loeb S, Grissom, J.. and Nakashima, N., (2012) claim that although the likely direction of the effect is unknown, changes in teacher effort may have an impact on output. The threat of authorized transfers may have an impact on the effectiveness of instructors at schools. According to Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J (2011), if teachers could anticipate that transfers could have a detrimental impact, they would want to work to prevent it.

Performance is the outcome of an individual's effort or contribution toward accomplishing organizational goals in accordance with their responsibilities and obligations. There are two factors used to assess an individual's contribution to a company, namely the appraisal of their work product and their behavior at work. In Prasetya, Gomes (2018). It is reported that from 2016 to 2018 the Audit Board of the Jawa Timur Province Representative evaluated the job results has not been able to fully accomplish the overall primary performance indicators, specifically the percentage of suggestions from the exam results that were followed up on. Also, it is known through the study of workplace behavior outcomes that employee absence is fairly common. Employee motivation is one of the elements that influences employee performance.

The way that employees behave while performing their daily tasks is intimately tied to their motivation. The ability to move and excite an employee to work and to want to collaborate efficiently and seamlessly in order to produce a good outcome is known as motivation. Hasibuan (2016). (2016). Employee transfer is a different aspect that may have an impact on performance. According to Siagian in Dewi (2017), Mutasi helps to fill open positions, avoid saturation, offer fresh experiences, broaden employee knowledge and abilities, and boost employee motivation. The goals of adopting transfers across lain, however, are, in accordance with Hasibuan (2016), to boost productivity, place people in advantageous positions, expand employee knowledge, promote career planning, and balance organizational structure. Employee transfers are extremely advantageous for both the organization and the individual employee.

Transfer for examiners is required in the Audit Board of Finance environment to protect the employees' independence. Employees must deal with psychological issues associated to the implementation of employee transfers, according to other items. According to Budiman (2018), there are two categories of employee transfer problems: those that are work-related and those that are not. challenges at work, like adjusting to a new environment and tasks. Whereas issues that are unrelated to the workplace include, for instance, decisions on departure, relocation, social and emotional stress, and so forth. If issues, both work-related and not, are not managed appropriately, they may have an impact on the organization's performance as a whole. According to Mignonac in Budiman (2018), unwelcome transfers by employees might result in decreased performance, resistance, and lower-quality work. In other words, there may be a decreased willingness to work or even a wish to cease working.

2.2.2 The concept of Administrative performance

According to Sutrisno (2016), an employee's performance in an organization is the outcome of the job he or she completes in accordance with the duties and responsibilities assigned to them in order to accomplish a specific goal. According to Mathis and Jackson in Princess (2016), an employee's performance is determined by the actions they take—or don't take while carrying out their duties. Performance, as defined by Samsudin in Putri (2016), is the product of employees' effort in a company, both collectively and individually. Many definitions lead to the conclusion that an employee's performance is the outcome of work completed in line with his or her duties and tire obligations in order to achieve organizational goals.

Depending on their school of thought, different scholars have assigned a variety of meanings and interpretations to the concept of administration. According to Filade, B.A., Bello, A.A., Uwaoma, C.O., Anwanane, B.B., and Nwangburuka (2019), administration is a social influence process that maximizes others' efforts in achieving a goal. Administrative style is viewed as a method through which the leader exerts influence over subordinates in order to accomplish the group's objective. It requires a set procedure to follow actions and explicit instructions as a process. Wilson (2016) claims that a leader's administration or leadership style is a specific conduct used to inspire subordinates to accomplish the organization's stated goals. For him, leadership entails more than just persuading others to carry out organizational objectives; it also includes more concrete actions like inspiring people to make sure that objectives are met.

Performance evaluation is a crucial component of staff and organizational activity evaluation. The primary outcome at work is job performance, which is understood as a person's collection of actions taken in support of an organization's objectives (Motowidlo, Borman, & Schmidt, 2013). The acts teachers take in classrooms to forward educational objectives are what can be referred to as their job performance (Aghenta, 2011). The role of teachers is highlighted by the fact that it is a highly emotional profession (Motowidlo, 2013) and that it depends heavily on interactions with other people in the school community (Nwosu, 2017). Most people agree that one of the most significant and difficult professions in modern society is teaching. These individuals are thought to be in charge of their pupils' academic success as well as social and emotional growth (Wilson, 2016).

For a number of stakeholders, including principals, parents, politicians, and society at large, teachers' job performance, which is linked to students' results, is crucially important given the high demands and expectations in terms of kids' growth (Olagbaju, 2014). (Babalola, 2016). The significance of emotional intelligence (EI) as a predictor of job performance has recently come to light in a growing body of literature. Generally speaking, it is argued that people with higher levels of emotional intelligence are likely to perform better. To accomplish their teaching objectives in educational contexts, teachers rely on their interactions with numerous other students (Olalekan, 2016). As emotion is at the core of the teaching profession, teaching itself is a sort of emotional exercise.

In contemporary civilizations, the management of schools plays a significant role and is seen as the foundation of the social structures that enable the construction of these

structures as well as the dominance of security and creation. When the school administration accepts the ideas of equality and respect, which offer comfort and happiness as well as an improved sense of belonging and loyalty, which deepens human engagement, the power of the administration is increased by its innovative contribution (Onye and Anyaogu, 2017). Secondary education, the second phase of formal education, is a crucial institution in implementing the country's educational policy. Under the direction of the headteacher or principal, it functions as a formal organization with a bureaucratic administrative structure and set rules and regulations that are objectively intended to provide the necessary chances for the growth of students and personnel at the schools.

According to (Olagbaju, and Nnorom, 2019), the principal is in charge of overseeing all aspects of running a high school, which includes developing the curriculum, developing the educational program, and providing guidance services. The National Policy on Education outlines the country's educational objectives in terms of their applicability to individual needs and the society (FRN, 2013). To support the country's educational progress in light of this, the National Policy on Education established goals and objectives. The school principal has crucial duties to play in supporting these goals and objectives. One of these responsibilities is to provide secondary school administrators with the necessary managerial abilities and management styles. By improving teacher job performance, this in turn could improve students' academic success.

Many educators have expressed worry about how well the principal performs these duties (Olatunji, 2015). So, it should come as no surprise that a school's success is greatly influenced by the principal's leadership style, which has a significant impact on teachers' ability to impart knowledge to students. However, it appears that a sizable proportion of school administrators haven't thought about their management approaches as indicators of effectiveness in the State and the country as a whole. Hence, some of them appear to have a very tough time running their schools properly (Adwelle, 2014). Yet, the interest in good educational leadership in the 21st century is based on the conviction that secondary schools' efficacy and student achievement are significantly impacted by the leadership qualities of their principals.

The principals' training in leadership is seen as being extremely important in the current global perspective on the sustainability and effectiveness of the secondary school in order to deliver the best leadership qualities that would reward good academic success on pupils. Several nations are realizing that their population are their greatest assets, and that in order to compete with other nations in terms of development, they must gradually build a highly skilled workforce. Principals with extensive training and devoted educators are needed for this (Obama, Lucy and John, 2016). Finally, the academic field of education has recognized school leadership as a crucial component of transformation and a worthwhile investment in and of itself. Due to the increasing demands from different student groups, states, and districts, principals face increasingly difficult challenges. In order to meet these demands and implement reform, school leaders must be ready to change their leadership styles so that they focus on the effectiveness of their institutions

rather than just managing their facilities and budgets (Okafor ,2011). The principal is in a better position to protect the excellent instruction and learning taking place in every secondary school classroom. In fact, the leadership qualities of administrators are a factor that succeeds the quality of teaching in schools in influencing the conditions of teaching and learning. Voss, T., Kunter, & Baumert (2011) state that the principle, who also serves as a teacher and the institution's leader, should be nimble, embrace change, and be able to groom the next generation of leaders and cultivate the talents they may need to be successful. In secondary schools, the principal should implement the necessary administrative management techniques to effectively manage the institution's educational, material, and human resources.

2.3 Empirical Review

2.3.1 Over stay transfer and administrative performance

Overstay transfer of school principals refer to situations where a principal who has remained in a particular school for an extended period beyond what is considered typical is recommended for transfer. This phenomenon has garnered attention in educational research due to its potential implications for administrative performance, organizational dynamics, and overall school performance. Recent studies have shed light on the concept of overstay transfers and their effects.

Overstay transfers can occur due to various reasons, such as challenges in finding suitable replacements, administrative decisions, or the principal's personal choice to remain in the same school. A study by Grissom, Mitani, and Blissett (2021) examined principal mobility patterns in the United States and found evidence of overstay transfers. The researchers observed that some principals remain in the same school for a longer

duration, which may have both positive and negative consequences for school effectiveness and therefore he/she needs to be transferred.

On the positive side, the presence of an experienced principal in a school through an overstay transfer can provide stability, continuity, and institutional knowledge. This can lead to the development of strong relationships with staff, students, and parents, as well as the implementation of effective school improvement initiatives. Additionally, overstay transfers may allow principals to build long-term connections with the community, resulting in increased trust and collaboration. However, overstay transfers can also present challenges. Research by Nye, Hedges, and Konstantopoulos (2004) investigated the impact of principal turnover on student achievement and found that excessive principal stability, which can be associated with overstay transfers, may limit opportunities for new leadership perspectives and fresh ideas. It is essential to strike a balance between stability and the benefits that new principals can bring, including different instructional strategies, innovative approaches, and diverse experiences.

To effectively manage overstay transfers, education systems need to establish transparent and well-defined policies. These policies should consider factors such as the optimal tenure for principals, the need for periodic evaluations and performance assessments, and mechanisms to facilitate timely and strategic transfers when necessary. Implementing professional development opportunities for principals to continually update their skills and knowledge can also mitigate potential stagnation associated with overstay transfers. Therefore, the concept of overstay transfers of school principals involves principals remaining in a particular school for an extended period. While overstay transfers can provide stability and institutional knowledge, they also raise concerns about limited

opportunities for new leadership perspectives. Striking a balance between stability and innovation, supported by transparent policies and ongoing professional development, is crucial to maximize the potential benefits of overstay transfers and ensure sustained school improvement.

While overstay transfers can provide stability and institutional knowledge, they may also present challenges. Research conducted by Mitani and Grissom (2020) examined the relationship between principal stability and school improvement in the United States. The study found that moderate levels of principal stability were associated with improved school performance. However, excessively long tenures, such as those associated with overstay transfers, were linked to diminishing returns, suggesting that new leadership perspectives and fresh ideas could be limited. Furthermore, a study by Caulfield, Goldring, and Porter (2020) explored the influence of principal tenure on school climate. The findings indicated that overstay transfers could have a negative impact on school climate, as long tenures might lead to complacency, resistance to change, and decreased motivation among staff members.

To effectively address overstay transfers, education systems have begun to implement strategies and policies. For instance, some districts have established guidelines or limits on principal tenure to ensure regular turnover and the introduction of new leadership. These policies aim to strike a balance between stability and the benefits of fresh perspectives and ideas brought by new principals. It is worth noting that the optimal tenure for a principal can vary depending on the context and specific circumstances of a school. Factors such as the school's unique needs, the principal's effectiveness, and the

desire for stability versus innovation should be carefully considered when determining appropriate tenure lengths and addressing overstay transfers.

Therefore, overstay transfers of school principals can have both advantages and disadvantages. While they provide stability and institutional knowledge, they may limit opportunities for new leadership perspectives and can potentially contribute to complacency. Striking the right balance between stability and innovation is crucial to maximize the potential benefits of overstay transfers and promote sustained school improvement. According to Ghost (2015), overstay transfers are necessary for the organization's effectiveness and the necessity for manpower in this particular circumstance. Where the Principals have lost some of their effectiveness as a result of being in certain positions for extended periods of time. Individuals who have been transferred to new stations might perform better there, especially if other factors that might affect their performance are taken into consideration. This enhances both the efficiency of the teaching service as well as the delivery of services effectively.

Teachers would be wise to be aware of the length of their contracts at a particular school in order to have an effective transfer process prior to their posting (Brett E, Smylie, M. A., Crowson, R. L., Chou, V. and Levin, R. A., 2012) Also, it is important to let them know how long they will be in a position before any reviews that can result in an extension or potential transfer take place. A district official or the head teacher must request an involuntary transfer (Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. 2012). Administrative transfers are those that are started by the district administrator or the head teacher. A teacher who is not suitable for the school or who is not performing

properly is compelled to be transferred (Komakech, 2017). The district may start other involuntary transfers to address the issue of teacher surpluses brought on by adjustments to student enrolment, academic programs, or the budget (Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. 2012). Unexpectedly, both teachers' unions and school administrators might concur that kids' academic success is most strongly influenced by the caliber of their teachers (Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. , 2012).

Contrarily, there is a great deal of disagreement between unions and administrators on which teachers are the most competent and which ones should be given preference when applying for a place in the classroom. The effectiveness and competence of teachers are impacted by involuntary transfers. According to research by Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. (2012) involuntary transfers have an impact on employee performance. The writers noted the difficulties that the remaining teachers encounter when a teacher or teachers are transferred from a school, which has a negative impact on their effectiveness and competency. Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. (2012) also point out that the teachers who were left behind failed to produce the desired results and were labeled as low efficiency teachers.

On the other hand, research (Jackson K., 2010; Musili, 2015) demonstrates that teacher efficacy increases following a transfer to a different school and that teacher-school matching can account for a sizable portion of teacher quality. Also, the moved instructors suffer problems with transportation, sociocultural concerns, and a delay in receiving their

salaries at their new jobs (Komakech, 2017; Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. 2012).

According to a 2013 study by Grissom, J. A., Loeb, S. and Nakashima, N. (2013), instructors who are unwillingly relocated had a tendency to be somewhat less valuable and to miss more days in the year before the transfer. Also, in terms of achievement, involuntary transferred instructors do worse than their colleagues after transferring. Given that the instructors are moving to schools with better performance levels, this discrepancy could be the result of either a decline in performance or an improvement in the peers' performance (Grissom, J. A., Loeb, S. and Nakashima, N., 2013). According to Jackson C. K. and Bruegmann (2019), who are contributing to the same discussion, transferred teachers may put in more effort if they perceive the transfer as a call to action to improve their performance or if they are assigned to a school where extra effort is encouraged because, for instance, they are surrounded by more productive teacher peers.

The improvement of the school's students' academic performance is a further justification for changing teachers. Many times, they can do better in new positions if other factors that may affect their performance are taken into consideration. Some good teachers are transferred to schools with the lowest test scores in the hopes that they will perform better than their former colleagues (Komakech, 2017; Muyingo, 2010). Transfer without consent also improves the efficiency of service delivery. According to Muyingo (2010), instructors who have been transferred to new stations may perform better there, especially if other factors that could affect their performance are taken into consideration.

Regardless of the type of transfer, Komakech (2017) claims that teachers, particularly those who go from first-class schools to poor-class schools, have low morale at work and perform poorly. According to Komakech (2017), some outstanding educators are moved to underperforming institutions in the hopes that they would have a significant impact on student achievement. The author hypothesizes that if the teacher refuses the transfer, this will have a significant impact on teachers' attendance, especially if they are assigned to a position far from their family or their home area. As a result, there will be more pressure on the teacher to take extra-long weekends off to travel back to their homes (Komakech, 2017; Muyingo, 2010; Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. (2012).

In Kenya, it was explained during the 2018 transfers that the TSC was aiming to improve the performance of schools in rural areas by imposing overstay transfers, and one way to do this was by transferring instructors to the rural schools. Nonetheless, it should be emphasized that some professors face forced transfers as a result of not having a sufficient "load" to teach in their existing institutions. Teachers and principals may request transfers under the Public Service regulations, or the Commission may make the transfer without consideration (Daily Nation April 20, 2018). During the 2018 transfers, it was made clear in Kenya that the TSC's goal was to enhance the performance of rural schools by enforcing overstay transfers, and one way to do this was by transferring instructors to the rural schools. It should be noted, though, that some professors may be forced to transfer since they don't have enough "load" to teach at their current universities.

Under the Public Service regulations, teachers and principals may request transfers, or the Commission may make the transfer without consideration (Daily Nation April 20, 2018). The culture of a school is either passed down through the generations or developed by the current staff members. This culture can only be sustained in a stable setting where both teaching and non-teaching staff have important roles to play. The process could be put in danger if one party were to be dropped (Prosser & Trigwell, 2017). Forceful and unlawful transfer regulations may have an impact on workers' productivity and aspirations for career progression. Employers frequently feel obligated to make transfers from inside their workforce because they are concerned about losing their workers' loyalty and zeal if they move on to other positions.

Employee perception of the company as one that offers them career progression is encouraged through transfers. Regrettably, a culture of internal transfers may also entail forgoing the most important management prerogative, which is hiring excellent candidates for open posts (Simplicio, 2014). It is incorrect to believe that great performance in one position would automatically convert into the same level of success in a new one. When transferred to new jobs because they were bored at their old jobs, some badly functioning employees may perform better, but their excitement may fade quickly (Staub, 2014).

2.3.2 Promotional transfer and administrative performance

The term "promotional transfer" refers to reassignments of principals based on their educational attainment, where they might ascend to a higher level of responsibility, such

as moving from an O level day principal to an A level principal, contingent upon their qualifications. Promotional transfers of school principals refer to the movement of principals to different schools or positions as part of career advancement and professional growth opportunities. This concept has gained attention in educational research due to its potential impact on leadership development, organizational effectiveness, and school improvement. Recent studies have explored the concept of promotional transfers of school principals and shed light on their implications (Goldring, E., & Taie, S. 2020).

Promotional transfers are typically based on factors such as merit, experience, leadership capacity, and the need for principals in specific schools. They provide opportunities for principals to take on new challenges, expand their skills, and contribute to the improvement of different educational settings. Research conducted by Béteille and Kalogrides (2019) investigated the impact of principal mobility on school performance in the United States. The study found that principals who moved to higher-performing schools through promotional transfers were more likely to positively influence student achievement. Additionally, a study by Grissom, Loeb, and Master (2020) examined the instructional time use of school leaders and its association with student outcomes. The research demonstrated that strategic promotional transfers of effective teachers to leadership positions, such as principal roles, can have a positive impact on school performance. Skilled teachers who transition to administrative positions can bring their instructional expertise, knowledge of effective practices, and pedagogical leadership to positively influence teaching and learning within their new school contexts.

To effectively manage promotional transfers of school principals, education systems can implement clear policies and practices. These policies may include guidelines for identifying potential candidates for promotion, criteria for assessing their qualifications, and transparent selection processes. Professional development opportunities should also be provided to enhance the skills and competencies of aspiring principals, preparing them for the challenges and responsibilities of their new roles. It is important to note that while promotional transfers offer opportunities for career advancement and professional growth, attention should be given to the impact on the schools left behind. Strategies should be in place to ensure a smooth transition and continuity of effective leadership within the schools from which principals are transferred. Promotional transfers of school principals provide opportunities for career advancement and contribute to leadership development and school improvement.

Research suggests that strategically placing effective principals in different school contexts can positively influence student outcomes. By implementing clear policies and practices and offering relevant professional development, educational systems can effectively manage and leverage the potential benefits of promotional transfers for the advancement of education. Promotional transfers are typically based on factors such as merit, leadership potential, and the need to match principals' skills with the requirements of specific schools. These transfers offer principals the chance to take on new challenges, expand their expertise, and contribute to the enhancement of educational settings. A study conducted by Kim and Hannum (2021) examined the effects of principal transfers on student achievement in South Korea. The findings indicated that promotional transfers of

effective principals to low-performing schools had a positive impact on student outcomes.

Moreover, research by Grissom, Mitani, and Blissett (2021) explored principal mobility patterns in the United States and their consequences for student outcomes. The study found that strategic promotional transfers can significantly influence student achievement, especially when effective principals are matched with schools facing significant challenges. These transfers can bring new leadership perspectives, instructional expertise, and innovative practices to improve teaching and learning within the new school environment. To effectively manage promotional transfers of school principals, education systems can establish clear policies and practices. Transparent criteria and procedures for identifying and selecting candidates for promotion should be in place to ensure fairness and equity. Professional development opportunities should also be provided to aspiring principals to enhance their leadership skills and prepare them for the increased responsibilities of their new roles.

It is important to consider the potential impact of promotional transfers on the schools that principals leave behind. To mitigate potential disruptions, strategies such as providing support and mentorship for new principals entering the schools from which the promoted principal is transferred can help ensure continuity and stability. In essence, promotional transfers of school principals offer valuable opportunities for career advancement, leadership development, and school improvement. Research suggests that strategic placement of effective principals in challenging school environments can positively impact student achievement.

By implementing clear policies, transparent selection processes, and professional development initiatives, educational systems can effectively manage and leverage the potential benefits of promotional transfers for the advancement of education. A school principal is frequently thought to be knowledgeable yet unable to move his institution of higher learning forward. That happened as a result of various variables having an impact on the principal's leadership. Situmorang (2019) hypothesized that one of the variables affecting the leadership of school principals making abrupt changes was their tenure. The study also discovered that training had a favorable impact on the school principal's leadership, further boosting the capability of the principal's supervision in discharging their tasks. On the other hand, Hartini (2012) discovered that the performance of school principals was influenced by the promotion that based on job experience. A school principal with experience including involvement in organizations can exercise more adaptable leadership and take calculated risks to bring about improvements in their existing institutions and place where they are transfected.

Principals who perform well and exhibit leadership traits are promoted to the next level of responsibility, such as principal or deputy principal. The nature of the new responsibility goes hand in hand with command, but in situations where the principal is overly accustomed to subordinates, they may undermine the principal's command. On the other hand, there are teachers who do not want to be promoted because they do not like the consequences, which includes transfers. Promotion is an incentive, and teachers are activated when promoted on the other name, but transfer on promotion gives the officers-transferred opportunity to assert themselves on their enhanced status away from their

juniors and where their subordinates relatively know them (Smylie, M.A., Crow son, R.L., Chou, V. and Levin, R.A., 2014).

Many educators share this opinion, especially in cases where a relocation far from one's home is likely (Leithwood and Menzies, 2018). The principal's leadership is an exogenous latent variable that influences the endogenous latent variables of the quality of instruction and student learning outcomes. The training, work experience, and achievement factors are exogenous latent variables that influence the endogenous latent variables of the principal's administrative performance. According to Beller (2019), promotions are one means for management to hire the best candidates for the company to fill more senior positions and give them the chance to advance their careers within the organization based on the chances available and their own skills. A layoff is a move away from the company, while job rotation and transfers are lateral moves. Promotions are upward moves on the organizational ladder. Contrary to dismissals, layoffs are terminations that may be temporary and are necessary for business needs unrelated to employee performance or behavior. The personnel affected by all of these developments experience changes in position and frequently in compensation.

Promotion is also dependent on work history, which is assumed to affect the degree of knowledge and skill mastery in performing his job. Work experience will raise questions because it has already been done or because it is aware of the direction and goal. An inexperienced headmaster will surely be fearful of failure, fearful, meek, and lacking in risk-taking daring. Both Hartini (2012) and Wirawan, Bagia, and Susila (2016)

hypothesized that work experience had a favorable impact on the principal's competency. Salwa, Kristiawan, and Lian (2019) also discovered that job experience is one of the factors that positively impacts school principals' performance.

Instructors might not be aware of the productivity loss and morale issues that such organizational measures can cause. An employee may become visibly unhappy if they feel rejected. Promotional candidates and outside hires may also experience difficulties adjusting to their new positions. Morale is less likely to suffer from decisions that aren't made sense to the workforce. When employees are not consulted, problems might also occur. For example, having an employee who was previously working alone suddenly work with another employee could be perceived as anything from a reward to a punishment. The same is true if a worker is given an unexpected promotion to a more challenging position (Wohlstetter and Odden, 2012). In a straight seniority system where the only factor in job promotion is length of service a worker would enter the organization at the lowest possible level and advance to higher positions as vacancies occur. All prospective teachers and school managers would work their way up through the ranks.

In a seniority system, length of service is the chief criteria for moving up the ladder. Promotions based on merit advance workers who are best qualified for the position, rather than those with the greatest seniority. When present employees are applying for a position, a worker past performance is also considered. Effective performance appraisal helps build trust in the system. Merit is not easy to define and measure it often requires difficult subjective evaluations. At some point, a decision on an employee's relative merit

must be made. Due to how difficult it is to quantify merit objectively, it may be challenging for employees to distinguish between it and favoritism (Abrami, Polson, & Chambers, 2014). As they progress up the promotional ladder, employees gain experience, assuming they stick around long enough and opportunities arise. Careers can be categorized into many ladders so that success at one job counts as good training.

Competition for arbitrary promotions typically has no negative effects on employee cooperation. To grow, employees do not need to curry favor with their managers. Some workers might not be qualified for or want to accept particular positions into which a rigid seniority system would advance them. It should be possible for workers to decide not to accept a promotion. Ambitious workers might not be prepared to "wait their turn" for more senior positions they desire. No reinforcement is given to encourage employees to work as hard as they can. Women and new agricultural immigrant or ethnic groups would be underrepresented in higher levels for a very long time. Companies frequently select overqualified candidates for entry-level positions so that they can advance (Abrami, Polson, & Chambers, 2014).

2.3.3 Requested transfer and administrative performance

Requested transfers of school principals refer to instances where principals express a desire to be transferred from their current school to another school. This concept has garnered attention in educational research as it relates to principal job satisfaction, career development, and organizational staffing. Recent studies have shed light on the concept of requested transfers of school principals and provided insights into their implications.

Requested transfers are typically motivated by personal reasons, such as proximity to home, family considerations, or the desire for a different school environment. Research conducted by Choi and Hannum (2021) explored the relationship between requested transfers and principal job satisfaction. The study found that principals who were granted requested transfers experienced higher job satisfaction compared to those who were not able to transfer. Requested transfers provide principals with a sense of agency and autonomy in choosing their work environment, which can contribute to their overall job satisfaction and well-being.

Additionally, requested transfers can have implications for organizational staffing and school improvement. When principals are granted their requested transfers, it allows for the potential matching of their skills, experiences, and leadership styles with the needs and characteristics of the new school. This alignment can lead to improved school performance and student outcomes. However, it is important to ensure that requested transfers are aligned with the needs of both the transferring principal and the receiving school to maintain a balance in staffing and avoid disruption (Choi and Hannum , 2021).

Effective management of requested transfers requires clear policies and procedures. Education systems can establish transparent guidelines for requesting transfers, outlining the process, criteria, and considerations involved. Transparent and equitable transfer processes help ensure fairness and consistency. It is also essential to consider the impact of requested transfers on the school being left behind and to have strategies in place to facilitate a smooth transition and continuity of effective leadership.

In essence, requested transfers of school principals provide opportunities for principals to align their personal and professional needs with their work environment. Research

suggests that requested transfers can contribute to principal job satisfaction and potentially enhance school improvement. By implementing clear policies and procedures, education systems can effectively manage requested transfers, supporting the career development and well-being of principals while ensuring the continuity and effectiveness of school leadership.

To effectively manage requested transfers of school principals, education systems can establish clear policies and procedures. Transparent guidelines can be developed to outline the process, criteria, and considerations involved in requested transfers. These guidelines should be communicated to all stakeholders, ensuring fairness, consistency, and transparency in the transfer process. Additionally, mechanisms should be in place to assess the needs of both the transferring principal and the receiving school, ensuring a match that benefits both parties and supports school improvement efforts. It is also important to consider the potential impact of requested transfers on the school being left behind. Strategies can be implemented to facilitate a smooth transition, such as providing support and mentorship to new principals entering the school and ensuring continuity of effective leadership. Therefore, requested transfers of school principals offer opportunities for principals to align their personal and professional needs with their work environment. Research suggests that requested transfers can contribute to principal job satisfaction and potentially enhance school improvement. By implementing clear policies and procedures, education systems can effectively manage requested transfers, supporting the career development and well-being of principals while ensuring the continuity and effectiveness of school leadership.

When instructors are transferred at their own option, teacher voluntary (requested) transfers provide insight into the degree to which the educational plan has been successfully executed. In this regard, teachers are able to provide information regarding the transfer system design's elements that were successfully or unsuccessfully applied in the real learning environment, such as the extent to which productive learning and self-directed learning occur. This reveals details on how the implementation is progressing and how well it adheres to the original plan. Because failing to implement specific components of the fair transfer process could also suggest that it is not practical or practicable in practice, teachers are an important source of feedback for poor or proper transfer processes (Brixiova, 2018).

Concerns about the principal's position being more difficult and demanding are growing. This makes it necessary to look into and address the problem of school head teachers' work satisfaction in the transfer process, specifically whether their administrative procedure is enhanced where they are transferred. According to Langseth (2015), transfers happen when the requirement for personnel in a certain position or department changes for the better or worse. If the workload is reduced, employees may decide to shift to another location where there are still enough duties for them to do. Sorting out transfers in the teaching service is done by identifying principals who have lingered too long in the schools so they can be transferred to other schools in response to demand. The transferee won't be at ease in the new school because the disruption to their routine has been a part of their lives for a long time, but they will perform better at work because they are meeting new people and are less likely to have their safety compromised.

According to Staub (2014), employees who want a promotion may occasionally demand a change or make threats to depart for another position. If a promotion is not possible in these situations, employers may positively motivate the employee to explore other career options by saying things like, "Here, we don't try to hold people back," "When the need arises, we help our workers find another job," and even "When the need arises, we help our workers find another job", "We consider ourselves a stepping stone to other careers. We take great pride in the destinations our former employees have gone after leaving us. Such viewpoints are occasionally the only workable solution. But, as we will see below, there are many situations in which eligible people can advance in their current roles. You might think about the following questions while choosing the appropriate approach: Does the employee desire to advance, greater responsibility, or more variety? In the latter scenario, the employee may be assigned new tasks or responsibilities that count as a transfer rather than a promotion.

Transfers and work rotation are examples of expansion that include switching from one position to another with an equivalent level of responsibility. While job rotation may involve a number of brief work changes, transfers typically last for a longer period of time. Moreover, some rotations include repeating the same set of jobs and are cyclical. Workers might rotate among different jobs in a dairy, such as milking, feeding cows, and then feeding calves (Goldring, E., & Taie, S., 2020). Transfers and job rotations expose employees to more responsibilities in addition to preventing potential boredom. It is advantageous to have other knowledgeable staff who can fill in for absent or departing workers. When transfers compel employees to relocate, morale may deteriorate.

Pay increases may be beneficial. Although they are uncommon in farming, relocations can be particularly challenging in households where both the husband and the wife work. Some businesses that demand relocation could help the other working spouse locate employment in the new area. Foreign postings present a variety of opportunities and challenges (Laws et al, 2013). Since teachers are moved voluntarily, according to Muyingo (2010), it is possible to determine how well the instructional design has been executed. A teacher may request to be transferred voluntarily for a number of reasons, including but not limited to: the need to work closer to family, illness, cultural considerations, and environmental considerations. Muyingo (2010) quoted Nassali-Lukwago (2010) Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. (2012) Komakech (2017) (2017).

According to the examined literature, the following were the main impacts of voluntary teacher transfers on the performance of the teachers: The extent to which the academic year's syllabus is covered is significantly impacted by voluntary transfer. According to Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. (2012), repeatedly switching teachers causes the curriculum to circle around instead of moving in the intended direction. The authors also note that when the school cannot find an appropriate substitute, the issue worsens. This is so because each instructor has a unique teaching style, level of commitment to their work, knowledge base, and skill set. Thus, this has a direct causal impact on students' academic achievement.

To account for the overall impact of turnover on teacher performance, they concentrate on the quality gap between departing instructors and those who replace them (Ronfeldt, M., Loeb, S. and Wyckoff, J., 2012). Turnover is thought to have a detrimental impact on student achievement when departing instructors are typically worse than those they replace. On the other hand, according to a study by Hanushek, E. A., Kain, J. F. and Rivkin, S. G. (2011), the majority of instructors' consent to resigning from their positions due to poor academic performance. Allen (2015) discovered that schools with low student accomplishment have higher rates of teacher turnover. This study looked at how teachers' performance in new workplaces is impacted by voluntary transfers. Staub (2014) also noted that some teachers receive transfers for promotion reasons. Sometimes employees who want a promotion demand a change or threaten to quit for another position. When promoted, the officers who were transferred had the chance to reaffirm their superior status in a situation where their subordinates know them better than they do (Smylie, 2016; Muyingo, 2010).

2.3.4 The role of Stakeholder involvement in principals' transfers

Academic performance outcomes may be influenced by stakeholders' involvement in schools and leaders' capacity to persuade them. Their capacity to make the best use of the existing material and human resources may also be a factor in their performance. Working with stakeholders entails utilizing resources as-is and assisting them in cooperating to attain mutually agreed-upon purposes and goals (Bartle, 2017). A capable manager searches for opportunities where each person's skills and interests may benefit the group as a whole. The head teacher works to foster an environment in the school where this is possible. Given that everyone now receives free and mandatory primary

education from the government, it is essential that the school administration includes all interested parties in the decision-making process. A recent trend is increased stakeholder participation in academic discourse and school management globally (Jowi, 2013; GOK, 2017).

Yet, it is crucial to determine whether this global trend can be seen in Kenya's management of public primary schools, particularly with the implementation of Free Primary Education in 2013. It is also time to determine whether implementing participatory school management methods might be a tool for fostering favorable conditions for academic performance enhancement (Adriaan, 2018). According to research, including all stakeholders in the decision-making process produces positive outcomes. Hence, stakeholders—including principals—play a crucial role in the hiring, retention, and transfer of workers in the education sector. Participation in decision-making and implementation has a positive impact on employee satisfaction, motivation, morale, and self-esteem (Gamage & Pang, 2013). Similarly, cooperative school management techniques encourage employee engagement and loyalty (Beyerlein, Freedman, McGee & Moran, 2013; Wong, 2013).

Gamage and Pang contend that thorough discussion of issues through open communication among stakeholder groups with various opinions engaging in participative management results in better judgments and higher efficiency. Another significant finding is how participatory management affects participants, who tend to have a sense of ownership over change projects and subsequently offer increased support to help these programs succeed (Gamage & Pang, 2013).

2.4 Knowledge Gap

There laid a basic assumption that teacher transfers have positive influence on teacher performance in secondary schools in Kenya. This study sought that fill this gap by examining the influence of transfer of secondary schools' principals on administrative performance in West Pokot Sub County, Kenya This study therefore found out that the voluntary transfers such as and promotional transfers and requested transfers seem to have a positive influence on teachers' performance. However, involuntary transfers such as overstay transfers had a negative influence on principals' performance.

2.5 Summary of chapter two

The most important factor in determining a student's achievement in school is the quality of the teacher. One of the more profitable aspects of universities is teaching. In terms of continuity and teaching stability, teachers' excessive mobility may have an impact on how well schools perform (Feng & Sass, 2018). According to Kreig (2016), teacher transfers are closely related to teacher mobility and have a substantial correlation with teacher attrition in the schools where they work. Because that this is a global phenomenon, governments all over the world have implemented systems to preserve school performance and limit the situation using a variety of incentives and policies (Mulkeen, 2015). Notwithstanding the various measures the government and counties have implemented to keep the schools operating smoothly, teacher mobility has persisted in Kenya.

Teachers continue to request transfers at a rate of 5% in the county, which is somewhat higher than the national average, according to Ariko & Simatwa (2011). Because of their links to their families, instructors must refuse any responsibility or transfer in order to

safeguard their family. According to Ghost (2015), overstay transfers are necessary for the organization's effectiveness and the necessity for manpower in this particular circumstance. The Principals have lost some of their effectiveness as a result of their prolonged tenure in certain positions. According to Situmorang (2019), one of the variables causing sudden transfers in the leadership of school principals. The study also discovered that training had a favorable impact on the school principal's leadership, further boosting the capability of the principal's supervision in discharging their tasks. When instructors are transferred at their own option, teacher voluntary (requested) transfers provide insight into the degree to which the educational plan has been successfully executed.

In this regard, teachers are able to provide information regarding the transfer system design's elements that were successfully or unsuccessfully applied in the environment of factual learning, such as the extent to which productive learning and self-directed learning occur. Academic performance outcomes may be influenced by stakeholders' involvement in schools and leaders' capacity to persuade them. Their capacity to make the best use of the existing material and human resources may also be a factor in their performance. Working with stakeholders' entails utilizing resources as-is and assisting them in cooperating to attain mutually agreed-upon purposes and goals (Bartle, 2017). When the school administration accepts the ideas of equality and respect, which offer comfort and happiness as well as an improved sense of belonging and loyalty, which deepens human engagement, the power of the administration is increased by its innovative contribution (Onye and Anyaogu, 2017).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a description of the study area, research design, the target population, sample and sampling technique. It also provides a description of the research instruments, their validity and reliability and procedures for data collection and analysis.

3.2 Study Area

This study was conducted in West Pokot County, Kenya. The County borders Turkana to the North, Baringo to the East, Elgeyo Marakwet and Trans Nzoia to the South, and The Republic of Uganda to the West. The county has four livelihood zones namely; pure pastoral (33%), agro-pastoral (37%) and mixed farming (30%). The county is characterized by four seasons; Short dry season (January February), Long rains season (March to end of June), Long dry season (July to September) and Short rains season (October to December).

3.3 Research Design

This study employed a descriptive survey design using concurrent triangulation of both quantitative and qualitative approaches to data collection. Quantitative data was first collected by the use of questionnaire and later qualitative data was collected by the use of interviews. This design has been chosen because of its appropriateness in educational fact finding which yields accurate information in a short period of time (Borg and Gall, 2016). The research is aimed at accurate information on the influence of transfer of principals on administrative performance in secondary schools of West Pokot County.

3.4 Research Paradigm

This study adopted pragmatist paradigm since it combines the qualitative and quantitative approaches within different phases of the research process (Tashakkori & Teddlie, 2013). Pragmatist researchers focuses on the 'what' and 'how' of the research problem (Creswell, 2013). Pragmatism is seen as the paradigm that provides the underlying philosophical framework for mixed-methods research (Tashakkori & Teddlie, 2013; Somekh & Lewin, 2015). Since this research used quantitative and qualitative approaches, this paradigm is deemed appropriate for this study. Pragmatism is generally regarded as the philosophical partner for the Mixed Methods approach. It provides a set of assumptions about knowledge and enquiry that underpins the Mixed Methods approach and which distinguishes the approach from purely quantitative approaches that are based on a philosophy of (post)positivism and purely qualitative approaches that are based on a philosophy of interpretivism or constructivism (Johnson & Onwuegbuzie, 2014; Maxcy, 2013; Rallis & Rossman, 2013).

3.5 Study Population

The study targets 31 public secondary schools in West Pokot County. Therefore, the study targeted 31 Principals and 31 deputy principals, 5 TSC Sub county officers, and 5 Sub County Directors of education making a total of 72 respondents. Including both Principals and Deputy Principals in the study design of 31 public secondary schools in West Pokot County serves several important purposes. Deputy Principals were included in the study for various, firstly, Deputy Principals often hold significant roles within schools, actively participating in administrative duties, decision-making processes, and sometimes overseeing specific departments or aspects of school management. Their

inclusion allows for a broader perspective on the functioning and dynamics within the schools. Secondly, as the Principals have varying levels of availability or engagement due to their responsibilities, involving Deputy Principals ensures a higher likelihood of gathering comprehensive and diverse insights. Additionally, Deputy Principals may offer distinct viewpoints or experiences that could enrich the study's findings, providing a more holistic understanding of the educational landscape within these schools.

3.6 Sampling and Sampling Technique

This study adopted census sampling technique. Census sampling, is a non-probability sampling technique, involves selecting the entire population or a complete subset (known as a census) for inclusion in a research study. Unlike probability sampling techniques where every member of the population has a known chance of being selected, census sampling does not involve random selection and does not provide a basis for statistical inference to the larger population. In census sampling, researchers aim to include all individuals or elements within the defined population. This approach is often employed when the population size is small, manageable, or when resources allow for a complete enumeration. Census sampling is useful in situations where the goal is to obtain comprehensive and accurate information about every member of the population, leaving no room for sampling errors or estimation. The population relates to the set of all observations under concern. Since the target population was smaller, the study selected all the principals and their deputies in West Pokot Sub County. Table 3.1 presents the sample frame.

Table 3.1: Sample Frame

Zones	Number of schools	Sample	Sampling criteria
Siyoi	6	12	Census
Mnagei	4	8	Census
Kongelai	6	12	Census
Kapenguria	8	16	Census
Kanyarkwat	7	14	Census
Total	31	62	62

Source: Author, (2022)

Further, 5 TSC Sub county officers and 5 Sub County Directors of education were purposively selected therefore the total number of respondents who participated in the study were 72.

3.7 Research Instruments

Research instruments are a means by which secondary data are collected (Peters, 2014). The tools for collecting data in this research were questionnaires and interview schedule. Qualitative data were generated through interviews, while quantitative data was collected through questionnaires.

3.7.1 Interview Schedule

This is the process of obtaining information through face to face interaction between researcher and respondent. This method was chosen since it allows for in-depth probing leading to more information and also clear expression of feelings, opinions and attitudes from tone of response and facial expression (Mugenda and Mugenda, 2019). Interviews enable participants to discuss their interpretation of the world in which they live and to express how they regard situations from their own point of view at the same time the

researcher can clarify and elaborate the purpose of the research. Interviews are best understood in terms of a theory of motivation that recognizes a range of non-rational factors governing human behavior, like emotions, unconscious needs and interpersonal influences, (Cohen, Marion and Morrison 2012). Interviews were used to obtain in-depth information from the respondents necessary for quality inferential analysis (Cohen and Manion, 2010). The interviews were administered to Sub county officers of Education and the Sub County Directors of Education.

3.7.2 Questionnaires

Questionnaires were used to collect data from the Principals regarding their perception on the influence of transfer on principal's administrative performance, in the selected public secondary schools. Questionnaires had open-ended and close-ended items. Open-ended questions helped gather in depth information while close-ended questions gave out structured respondents. The questionnaire is favoured over other related data collection methods since it allows for collection of data within a short period of time from a relatively literate population (Oso & Onen, 2015).

3.8 Reliability of the Instruments

Reliability refers to the level to which the measuring instruments provide consistent results (Kothari, 2014). According to Creswell (2012), stated that reliability means that the consistency and stability of the score from an instrument. It refers to trustworthiness, credibility, authenticity, transferability, dependability, and confirmability in qualitative research. To establish reliability of research instruments, a pilot study was carried out in 2 secondary schools in the neighboring (Transzoia County). It involved 30 respondents.

Two tests were administered at an interval of two weeks. This was done to verify their accuracy and consistency. The researcher ensured that ambiguous information is removed while deficiencies and weaknesses are noted and corrected in the final instruments. This method was used because it is appropriate for the qualitative instrument of data collection (Joppe, 2010). Test-retest method for reliability was used to examine the reliability of the questions, using Pearson product moment correlation statistic. A reliability index (Cronbach's Alpha) of .774 and above was considered high enough for the instrument to be used in the study. The reliability results were as indicated in table 3.2

Table 3.2: Reliability results

Reliability Statistics		
	Cronbach's Alpha	N of Items
Overstay transfer	.768	7
Promotional transfer	.778	9
Requested transfer	.772	7
Stakeholder engagement	.802	5
Dv	.750	9
	3.87	37
Mean	.774	

3.8 Validity of the Instruments

Validity indicates the degree to which instruments measure what they are supposed to measure (Kothari, 2014). In ensuring validity, careful consideration was given to ensure that each item or question directly aligned with the concepts under investigation and could provide meaningful data. Secondly, the researcher conducted a pilot or pre-test of

the instruments. This phase involved administering the instruments to a small subset of the target population, typically not included in the main study. The purpose was to identify any ambiguities, inconsistencies, or potential issues with the instruments' clarity, wording, or relevance. Feedback from participants in the pilot study was collected and analyzed to refine and improve the instruments.

Subsequently, the researcher sought expert validation. Experts in the field, such as supervisors, educators, administrators, or researchers with expertise in educational management or related areas, were asked to review the instruments. These experts evaluated the instruments for content validity, ensuring that the items comprehensively covered the intended constructs and represented the concepts accurately. Their feedback was integrated to enhance the instruments' relevance and appropriateness. After adjustments based on the pilot study and expert feedback, the researcher proceeded to conduct the main data collection. During this phase, participants within the target population completed the finalized research instruments. Data gathered from surveys, interviews, observations, or other means were meticulously collected and documented to maintain accuracy.

3.9 Data Collection Procedures and Ethical Considerations

Permission to collect data was obtained from National Council of Science and Technology and from the Education Office, West Pokot County. An introductory letter was obtained from the County Education Officer to the Principals of public Secondary schools within West Pokot Sub County. The researcher then visited each school to seek consent from school management to conduct the research after explaining to the school

administrator about the purpose of the study. The principals to be sampled were asked to read and sign the informed consent letter after which they were requested to respond to questionnaire items as honestly as they can. They were assured of confidentiality and anonymity. The Completed questionnaires were then collected after completion. This would give principals time to respond to the items appropriately. Research authorization was obtained from National Commission for Science and Technology (NACOSTI). Further a 30-minute interview was conducted by the researcher to the Sub county officers of Education and the Sub county Directors of Education. Information obtained from interviews was meant to supplement what was obtained from questionnaires.

3.10 Data Analysis Procedures

Data collected was standardized using various control measures, including checking for completeness and consistency before the data entry process. Questionnaires were sorted out and each questionnaire was given a unique identification number before data entry. These numbers were entered and used as a check out for any inconsistencies in the data. The data was checked by the researcher to ascertain their completeness and internal consistency. The collected data was cleaned up through thorough editing. Thereafter, the data was then analyzed using descriptive and inferential statistics. Descriptive statistics includes frequencies and percentages. The inferential statistics was Pearson product moment correlation. Data was analyzed at 95% confidence interval and degrees of freedom depending on the particular case as it was determined.

Pearson correlation was used to test the hypotheses (the relationships). Pearson correlation was used to find out the most significant relationship between dependent

variables (transfer) and independent variable (administrative performance). Pearson Correlation Coefficient (simply, r) was employed to determine the potential relationship between overstay transfer, promotional transfers and requested transfers and Principals administrative performance. In this case when $r = (+) 1$, it shows a positive correlation and when r is $(-) 1$, it indicates that there is a negative correlation. This demonstrates that changes in the independent variable (x) account for all variations in the dependent variable (y), indicating that for every unit change in the independent variable, the dependent variables tend to change continuously in the same direction. In this instance, the connection is seen as being absolutely positive. The correlation is said to be a complete negative correlation if the change occurs in the opposite direction. The value of 'r' nearer +1 or -1 shows a high degree of correlation between the two variables.

Further, regression analysis was employed to ascertain the statistical significance and magnitude of the influence or effect exerted by research variable. The level of significance was determined to be 95% confidence or a p-value of 0.05. The significance level aims to elucidate the likelihood of achieving comparable outcomes in the event that the study is replicated. The regression model was as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where,

Y = Administrative Performance

X_1 = overstay transfer

X_2 = promotional transfer

X_3 = requested transfer

X_4 = Stakeholder involvement

α = constant value

ε =error term

Qualitative data from interview schedules was transcribed, thematically classified and arranged before they were reported in narrations and quotations.

3.11-Ethical Considerations

The study was implemented only upon the approval by the faculty board. Ethical clearance was obtained from Moi University of Research Ethics Office, National Commission for Science Technology and Innovations (NACOSTI), County Director of Education, County Commissioner and the various selected officials in West Pokot County. Ethical justification is required in a researcher to prove that there is no harm done to the participants during the whole process. Some researchers attest to the fact that there should be no harm to the respondents. The participants should know the purpose of the study and guarantees of confidentiality and non-traceability in the research hence should be given. Research participants must be made aware of the fact that their involvement in the research is voluntary and that they may withdraw whenever they feel like doing so.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, ANALYSIS INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis on the influence of transfer of secondary schools' principals on administrative performance in West Pokot Sub County. The chapter is divided into five sections. Section one deals with the demographic information of the respondents involved in the study, section two covers the effect of overstay transfer on Principal's administrative performance, section three covers the effect of promotional transfer on Principals administrative performance, third section dealt with requested transfer on administrative performance of Principals and the last section covers the influence of Stakeholder involvement in principals' transfers on Principals administrative performance. Data was collected using questionnaires and were analyzed using descriptive and inferential statistics. The chapter opens with the return rate of questionnaires used for data analysis, demographic description of the participants involved in the study and analysis of the four objectives.

4.2 Return Rate of Questionnaires

A total of 59 out of 62 respondents fully filled and returned the research questionnaires. The return rate for questionnaires used for data analysis in this study was 95.1% and this was therefore considered sufficient to provide adequate and reliable information on effects transfer on administrative performance. It has been argued that potential bias

could result from low response rate (Brick & Williams, 2013) and therefore in this study, high response rate was associated with high reliability in information gathered.

4.3 Demographic Information of the Respondents

Some of the demographic information gathered from participants included; gender and age of the respondents.

4.3.1 Gender of the Respondents

The respondents were asked to indicate their gender in the questionnaire provided. The results are presented in Figure 4.1.

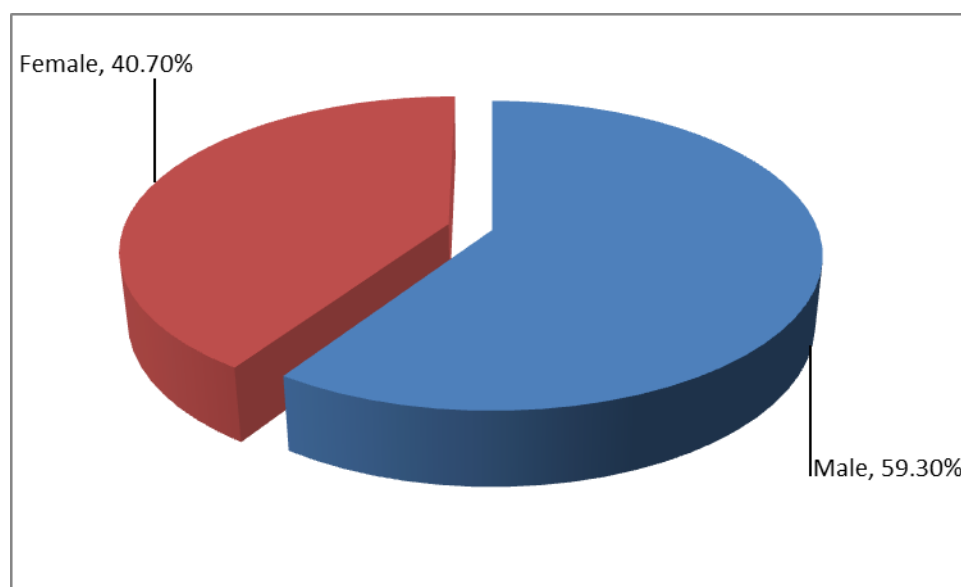


Figure 4.1: Gender of the Respondents

As shown in Figure 4.1, 35(59.3%) respondents were male while 24(40.7%) respondents were female. This shows gender disparities in the employment of principals and their deputies in West Pokot County. According to Verdonk, Klinge, and Bolodeoku, (2021) by incorporating gender analysis into research, scholars and policymakers can uncover

hidden inequalities, challenge gender stereotypes, and inform evidence-based interventions that promote gender equality and social justice. Gender analysis also contributes to the overall advancement of knowledge by providing a more comprehensive understanding of human experiences and social dynamics. The study findings indicated that majority (59.3%) of the principals in West Pokot Sub county were male as compared to their female counterparts.

4.3.2 Age of the Respondents

In addition, the respondents were asked to indicate their age bracket. Their responses were tabulated and the results are provided in Figure 4.2.

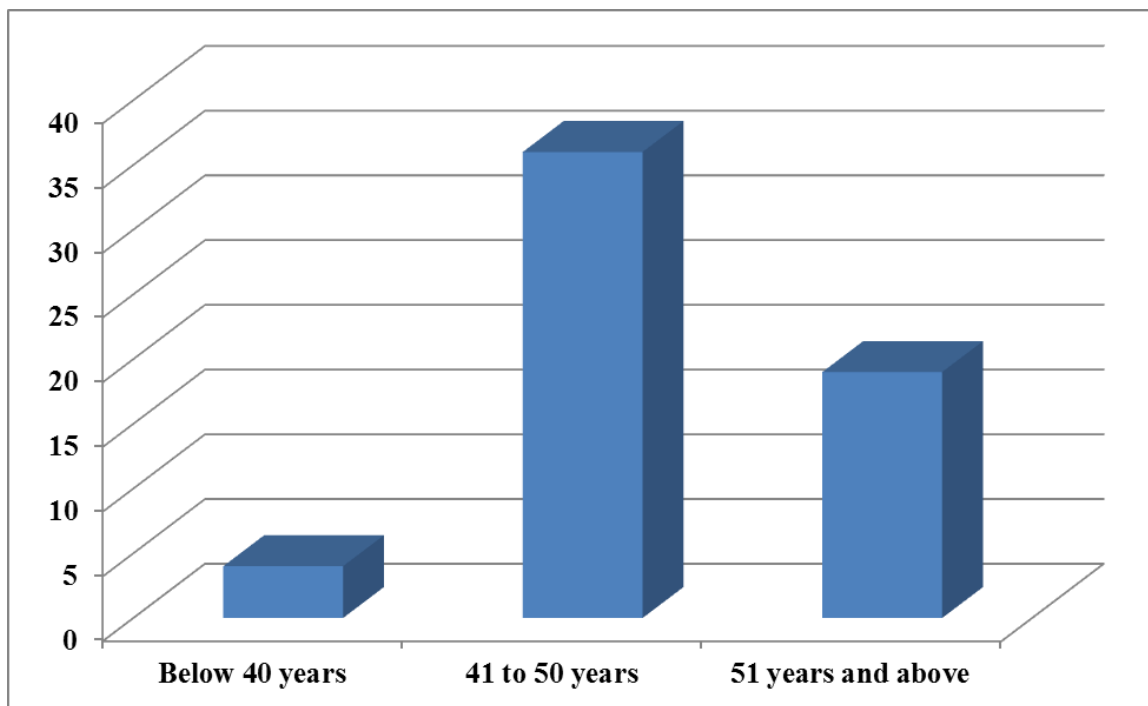


Figure 4.2: Age Bracket of the Respondents

Figure 4.2 shows that 36(61.0%) respondents were aged between 41 to 50 years years and over, 19(32.2%) respondents were aged above 50 years while 4(6.8%) respondents were aged below 40 years. The study findings showed that majority of the principals in West Pokot Sub County, were aged between 41-50 years. Similarly, studies have explored the relationship between age and principal performance, shedding light on various aspects of this issue. For instance, a recent study by King, Gordon, and Bineham (2021) examined the relationship between principal age and student achievement in Australian schools. The findings suggested that older principals, with their extensive experience and accumulated knowledge, were associated with higher student achievement outcomes. This highlights the potential positive impact of age on administrative performance.

4.4 Effects of overstay transfer on Principal's administrative performance Office

The first objective of this study was to determine the influence of overstay transfer on Principals administrative performance in West Pokot Sub County. To achieve this objective, the respondents were requested to rate their level of agreement on a five point likert scale items in the questionnaire on the influence of overstay transfer on Principals administrative performance. Their responses were tabulated and the results are presented in Table 4.1.

Table 4.1: Responses on the influence of overstay transfer on Principals administrative performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Over stay transfer disorganizes Principals social life(leaving their family behind), which affects their performance	0	0.0	10	16.9	0	0.0	25	42.4	24	40.7
Over stay transfer affects the output of the transferee	0	0.0	10	16.9	5	8.5	25	42.4	19	32.2
Most Principals resent to overstay transfer which comes in as an order	9	15.3	8	13.6	0	0.0	27	45.8	15	25.4
Unwilling transfer of principals makes transferees to practice laissez-faire kind of administration in their new places	8	13.6	12	20.3	0	0.0	22	37.3	17	28.8
Principals to be transferred are identified by other head	9	15.3	7	11.9	2	3.4	25	42.4	16	27.1
Over familiarization of the place of over stay prompts over stay transfer	5	8.5	10	16.9	4	6.8	29	49.2	11	18.6
Over stay is given to Principals in order for them to meet new challenges	5	8.5	6	10.2	4	6.8	39	66.1	5	8.5

Table 4.1 shows that 25(42.4%) respondents agreed with the statement that over stay transfer disorganizes Principals social life (leaving their family behind), which affects their performance and 24(40.7%) respondents strongly agreed with the statement while 10(16.9%) respondents were in disagreement with the statement. The study findings showed that majority (83.1%) of the principals in West Pokot Sub County reported that over stay transfer disorganizes Principals social life affects their performance. This

finding concurs with the findings by Budiman (2018) who stated that overstay transfers results into adjusting social life. This includes working far away from family which brings with them a unique set of challenges that affect not only the family, but also the performance of the person who is moving away. Similarly, a study by Lee, T.W. and Johnson, D.R., (2014) examined the impact of family separation on the performance of school principals in South Korea. The study found that the strain caused by overstay transfers, specifically the distance from family and limited opportunities for quality family time, had a negative influence on principals' job satisfaction and work engagement.

Similarly, 25(42.9%) respondents agreed with the statement that over stay transfer affects the output of the transferee, 19(32.2%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 5(8.5%) respondents were undecided on the statement. From the responses it emerged that majority (74.6%) of the respondents believed that that over stay transfer affects the output of the transferee. This finding is similar to the finding by Noor, F., Ishaque, S. M., Memon, A. A. and Lodhi, F. A. (2012) who out found that involuntary transfers affect individual performance. On the contrary (Jackson K., 2010; Musili, 2015) study shows that teacher effectiveness is higher after a transfer to a different school and teacher-school matching can explain a non-negligible part of teacher quality.

Further, 27(45.8%) respondents agreed with the statement that most Principals resent to overstay transfer which comes in as an order, 15(25.6%) respondents strongly agreed with the statement while 9(15.3%) respondents strongly disagreed with the statement.

The findings show that majority (71.2%) of the respondents believed that Principals resent to overstay transfer which comes in as an order. According to Komakech (2017) head teachers especially those transferred from other schools comes as an order from the TSC, irrespective of the type of transfer, have got low morale to work which contribute to their poor performance.

Moreover, 22(37.3%) respondents agreed with the statement that unwilling transfer of principals makes transferees to practice laissez-faire kind of administration in their new places, 17(28.8%) respondents strongly agreed with the statement and 12(20.3%) respondents disagreed with the statement while 8(13.6%) respondents strongly disagreed with the statement. From the responses, it emerged that majority (66.1%) respondents reported that unwilling transfer of principals makes transferees to practice laissez-faire kind of administration in their new places. This finding resonates with the finding by Our attempt at doing so resonates the finding by Wong & Giessner, 2018), who found out that transfer of employee makes them reluctant and have an attitude of trust and reliance on junior employees.

Furthermore, 25(42.4%) respondents agreed with the statement that Principals to be transferred are identified by other head, 16(27.1%) respondents strongly agreed with the statement, 9(15.3%) respondents strongly disagreed with the statement and another 7(11.9%) respondents disagreed with the statement while 2(3.4%) respondents were undecided on the statement. From the responses, it emerged that majority (69.5%) of the principals noted that Principals to be transferred are identified by other head. This implies that in a significant number of cases, the identification and selection of principals to be

transferred are determined by superiors or higher-ranking authorities rather than the principals themselves. This lack of autonomy in the transfer process suggests a centralized decision-making structure within educational institutions. This finding is similar to a study by Smith et al. (2020), which established that administrative personnel changes in educational settings often occur through top-down decisions where higher authorities or external factors play a predominant role in the reassignment or transfer of principals.

Moreover, 29(49.2%) respondents agreed with the statement that over familiarization of the place of over stay prompts over stay transfer, 11(18.6%) respondents strongly agreed with the statement, 10(16.9%) respondents disagreed with the statement and 5(8.5%) respondents strongly disagreed with the statement while 4(6.8%) respondents were undecided on the statement. The study findings showed that majority (67.8%) of the principals in west Pokot Sub County believed that over familiarization of the place of over stay prompts over stay transfer. This implies that a significant portion of principals in West Pokot Sub County perceive that becoming too familiar with their current location or environment may lead to prolonged tenure and subsequently prompt their transfer. This belief suggests a correlation between extended stay in one place and the likelihood of being transferred, possibly indicating a need for rotation or change in leadership positions within educational institutions. This finding is reminiscent of a study by Johnson et al. (2021), which similarly highlighted that an extended period of familiarity or prolonged stay in a specific role or place can often trigger administrative transfers or reassignments in educational settings.

Similarly, 39(66.1%) respondents agreed with the statement that over stay is given to Principals in order for them to meet new challenges, 6(10.2%) respondents disagreed with the statement, 5(8.5%) respondents strongly disagreed with the statement and another 5(8.5%) respondents strongly agreed with the statement while 4(6.8%) respondents were undecided on the statement. The study findings suggested that majority (74.6%) of the principals in west Pokot Sub County perceived that over stay is given to Principals in order for them to meet new challenges. This implies that a significant proportion of principals in West Pokot Sub County believe that extended tenures are granted to allow principals to confront and adapt to new challenges that arise within their roles. This perception indicates a possible rationale behind allowing longer stays in positions to facilitate the handling of evolving responsibilities and situations. This finding resonates with a study conducted by Brown and colleagues (2019), which similarly discovered that in educational leadership positions, extended tenures were seen as opportunities for individuals to gain experience and address new challenges effectively.

4.4.1 Relationship between overstay transfer and Principals administrative performance

The first hypothesis of this research stated that:

H₀₁: There is no statistically significant relationship between overstay transfer and Principals administrative performance in West Pokot Sub County.

Pearson Correlation Coefficient (simply, r) was employed to determine the potential relationship between overstay transfer and Principals administrative performance. In this

case when $r = (+) 1$, it shows a positive correlation and when r is $(-) 1$, it indicates that there is a negative correlation. This demonstrates that changes in the independent variable (x) account for all variations in the dependent variable (y), indicating that for every unit change in the independent variable, the dependent variables tend to change continuously in the same direction. In this instance, the connection is seen as being absolutely positive. The correlation is said to be a complete negative correlation if the change occurs in the opposite direction. The value of ' r ' nearer +1 or -1 shows a high degree of correlation between the two variables. Table 4.2 presents the correlation coefficient between overstay transfer and Principals administrative performance.

Table 4.2: Correlation Coefficient between overstay transfer and Principals administrative performance

		Administrative performance
	Pearson Correlation	-.681 ^{**}
Overstay transfer	Sig. (2-tailed)	.000
	N	62

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.2 shows that there was a significant negative correlation between overstay transfer and Principals administrative performance in West Pokot Sub County ($r = -.681$; $p = .000$). At 95% confidence level the r value for overstay transfer was $-.681$ showing a strongly negative correlation with administrative performance. This implies that an increase in transfer of overstayed teachers leads to poor administrative performance. Thus, the null hypothesis which stated that there is no statistically significant relationship between overstay transfer and Principals administrative performance in West Pokot Sub

County was rejected showing that there was a significant negative relationship between overstay transfer and Principals administrative performance in West Pokot Sub County.

On interviewing the sub county director of education he reported that;

“There is need to transfer those principals who had overstayed in one station for more than ten as prescribed by Teachers Service Commission (TSC) Code of regulations 2015 Sections 64, 65 and 66. The objective of overstay transfers is to ensure fair distribution of talented and qualified teachers among schools and to increase the productivity of every public school”

This statement suggests that transfer of head teachers who have served in an institution for some time is done so in good faith and not to subject the head teachers to suffering or bring down their morale but to ensure that schools benefit for their talent and experience of the head teacher. According to Wan and Jamal (2017), a head teacher when transferred to a new station especially a smaller school, he she is highly motivated to raising the bar and doing everything possible to ensure that school performance is elevated and that the general growth of the school is realized.

4.5 Influence of promotional transfer on Principals administrative performance

The second objective of this study was to establish the influence of promotional transfer on Principals administrative performance in West Pokot Sub County. To achieve this objective, the respondents were requested to rate their level of agreement on a five point likert scale items on the influence of promotional transfer on Principals administrative performance. The results are presented in Table 4.3.

Table 4.3: Influence of promotional transfer on Principals administrative performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Principals are only promoted when they perform well in former schools	9	15.3	8	13.6	1	1.7	34	57.6	7	11.9
Policy stipulates that Principals get promoted on earning other levels of education	4	6.8	15	25.4	3	5.1	31	52.5	6	10.2
Principals are promoted when they earn other levels of education to better conditions	13	22.0	4	6.8	4	6.8	14	23.7	24	40.7
Principals are promoted based on the period of time spent serving in a particular school	11	18.6	7	11.9	3	5.1	20	33.9	18	30.5
Only Principals that exhibit pronounced performance skills are promoted	10	16.9	2	3.4	1	1.7	30	50.8	16	27.1
Promotional transfer take a lot of procedures	11	18.6	5	8.5	2	3.4	34	57.6	7	11.9
Only those who Principals who pass interviews are given promotions	0	0.0	10	16.9	5	8.5	36	61.0	8	13.6
Promotion transfer aids the performance in schools	1	1.7	11	18.6	4	6.8	18	30.5	25	42.4
Promotion transfer motivates Principals to perform	0	0.0	9	15.3	3	5.1	32	54.2	15	25.4

Source: Field Data, 2022

Table 4.3 shows that 34(57.6%) respondents agreed with the statement that principals are only promoted when they perform well in former schools, 9(15.3%) respondents strongly disagreed with the statement, 8(13.6%) respondents disagreed with the statement, 7(11.9%) respondents strongly agreed with the statement while 1(1.7%) respondent were undecided on the statement. The study findings suggested that majority (69.5%) of the

principals in west Pokot Sub County reported that principals are only promoted when they perform well in former schools. A similar study by Gao and colleagues (2020) examined the promotion practices for principals in China. The findings revealed that principals' performance in their former schools, particularly in terms of student achievement, instructional leadership, and school management, significantly influenced their chances of being promoted to higher-level positions. The study highlighted the importance of demonstrating strong performance in current roles as a key criterion for promotion decisions.

Further, 31(52.5%) respondents agreed with the statement that policy stipulates that Principals get promoted on earning other levels of education, 15(25.4%) respondents disagreed with the statement, 6(10.2%) respondents strongly agreed with the statement and 4(6.8%) respondents strongly disagreed with the statement while 3(5.1%) respondents were undecided on the statement. It emerged from the study findings that majority (62.7%) of the principals in West Pokot Sub County believed that policy stipulates that Principals get promoted on earning other levels of education.

In addition, 24(40.7%) respondents strongly agreed with the statement principals are promoted when they earn other levels of education to better conditions, 14(23.7%) respondents agreed with the statement, 13(22.0%) respondents strongly disagreed with the statement and 4(6.8%) respondents disagreed with the statement while 4(6.4%) respondents were undecided on the statement. From the responses, it emerged that majority (64.4%) of the responses cited that principals are promoted when they earn other levels of education to better conditions. This finding is similar to a study by Leithwood

and Jantzi (2020) who examined the impact of principal qualifications, including educational degrees, on school leadership effectiveness. The research noted a positive correlation between higher levels of education and principals' leadership capabilities, including their ability to foster a positive school climate, support teacher professional development, and promote student achievement.

Further, 20(33.9%) respondents agreed with the statement that Principals are promoted based on the period of time spent serving in a particular school, 18(30.5%) respondents strongly agreed with the statement, 11(18.6%) respondents strongly disagreed with the statement and 7(11.9%) respondents disagreed with the statement while 3(5.1%) respondents were undecided on the statement. From the responses, it emerged that majority (64.4%) of the respondents noted that Principals are promoted based on the period of time spent serving in a particular school. This implies that a significant portion of the respondents believe that the promotion of principals is primarily determined by the duration of their tenure in a specific school rather than considering other merit-based criteria or qualifications. Such a perception suggests that longevity in a position is considered a key factor influencing promotions within the educational leadership hierarchy. This finding aligns with a study conducted by Garcia et al. (2021), which revealed that within educational institutions, promotions for administrative roles often relied heavily on the length of time served in a particular school or position rather than emphasizing merit-based assessments or skills evaluations.

Similarly, 30(50.6%) respondents agreed with the statement that only Principals that exhibit pronounced performance skills are promoted, 16(27.1%) respondents strongly

agreed with the statement, 10(16.9%) respondents strongly disagreed with the statement while 2(3.4%) respondents disagreed with the statement. It emerged from the responses that majority (67.9%) of the principals in West Pokot Sub County reported that only Principals that exhibit pronounced performance skills are promoted. This implies that a significant number of principals in West Pokot Sub County believe that promotions are predominantly linked to the demonstration of exceptional performance skills rather than solely being based on seniority or tenure within the educational system. This perception suggests a recognition of merit-based advancement criteria emphasizing competence and proficiency in leadership roles. This finding aligns with a study conducted by Smith et al (2020), who found out that within educational settings, promotions to administrative positions were primarily associated with individuals displaying notable performance skills and capabilities rather than solely considering seniority or time served in the profession.

Furthermore, 34(57.6%) respondents agreed with the statement that promotional transfer take a lot of procedures, 11(18.6%) respondents strongly disagreed with the statement, 7(11.9%) respondents strongly agreed with the statement and 5(8.5%) respondents disagreed with the statement while 2(3.4%) respondents were undecided on the statement. It seems therefore that majority (69.5%) of the respondents reported that promotional transfer takes a lot of procedures. This indicates that a considerable majority of the respondents perceive promotional transfers to involve a lengthy and elaborate process, suggesting that the procedures involved in such transfers are seen as complex and time-consuming. Such perceptions hint at bureaucratic hurdles or extensive steps within the promotional transfer protocols in educational institutions. This finding

resonates with a study by Johnson et al. (2020), which similarly found that promotional transfers in educational settings were often characterized by intricate and extensive procedural steps, reflecting a perception among educators of a complex and cumbersome process associated with such transfers.

Moreover, 36(61.0%) respondents agreed with the statement that only those who Principals who pass interviews are given promotions, 10(16.9%) respondents disagreed with the statement and 8(13.6%) respondents strongly agreed with the statement while 5(8.5%) respondents were undecided on the statement. The study showed that majority (73.6%) of the respondent reported that only those principals who pass interviews are given promotions. This suggests that according to a significant majority of respondents, promotions for principals are contingent upon successful performance in interviews, indicating a merit-based selection process where interviews serve as a crucial criterion for career advancement within the educational system. This implies a recognition of the significance of evaluation through interviews in determining promotions. Similar findings were identified in a study by Gaudio (2021), which highlighted that within educational contexts, promotions for administrative roles often hinged upon the outcomes of interviews, demonstrating that interviews played a pivotal role in the selection and promotion process for educational leaders.

Similarly, 25(42.4%) respondents strongly agreed with the statement that promotion transfer aids the performance in schools, 18(30.5%) respondents agreed with the statement, 12(20.3%) respondents were in disagreement with the statement while 4(6.8%) respondents were undecided on the statement. It seems therefore that majority (72.9%) of the principals believed that promotion transfer aids the performance in schools. This

indicates that a significant majority of principals hold the belief that promotional transfers positively impact school performance, suggesting that they perceive such transfers as contributing to enhanced performance or improvement within educational institutions. This perception suggests a correlation between promotions and potential positive outcomes in school performance. Similar findings were observed in a study by Smith and colleagues (2021), which established that in educational settings, there was a prevalent belief among administrators that promotional transfers positively influenced school performance, reflecting a common perception among educational leaders regarding the potential benefits of such transfers on overall school outcomes.

In addition, 32(54.2%) respondents agreed with the statement that Promotion transfer motivates Principals to perform, 15(25.4%) respondents strongly agreed with the statement and 9(15.3%) respondents were in disagreement while 3(5.1%) respondents were undecided on the statement. From the responses, it can be deduced that majority (79.6%) respondents believed that promotion transfer motivates Principals to perform the university staff members worked as a team. It can be inferred that the majority of respondents perceive that promotion transfers serve as motivational factors for principals, encouraging them to enhance their performance within the university staff by fostering teamwork and collaboration. This suggests that the prospect of promotion through transfers is seen as a stimulant for increased dedication and teamwork among educational leaders. Similar sentiments were found in a study by Johnson et al. (2021), which established that within educational institutions, promotion transfers were viewed as motivational incentives that encouraged principals to enhance their performance and

foster a collaborative environment among university staff members, aligning with the shared goal of career advancement.

4.5.1 Relationship Between promotional transfer on Principals administrative performance

The second hypothesis of this research stated that:

H0₂: There is no statistically significant relationship between promotional transfers and Principals administrative performance in West Pokot Sub County.

This hypothesis was tested using Pearson correlation Analysis and the results are presented in Table 4.4.

Table 4.4: Correlation Coefficient between promotional transfer and Principals administrative performance

		Administrative performance
	Pearson Correlation	.572**
Promotional transfer	Sig. (2-tailed)	.000
	N	62

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 shows that there was a significant positive correlation between promotional transfer and Principals administrative performance in West Pokot Sub County ($r = .572$, $p = .000$). At 95% confidence level the r value for promotional transfer was .572 showing a strongly positive correlation with administrative performance. This implies that an increase in promotional transfer leads to improved administrative performance. Thus, the

null hypothesis which stated that there is no statistically significant relationship between promotional transfer and Principals administrative performance in West Pokot Sub County was rejected showing that there was a significant positive relationship between overstay transfer and Principals administrative performance in West Pokot Sub County.

When the sub county director of education, he had this to say;

“When a principal is promoted the next grade, it the prerogative of the Teachers Service Commission to determine whether the principal would be retained in the current station or transferred to a new station.in most cases they are transferred to a new station. However, this may not affect the administration function as he/she has what it takes to render better services because he/she is motivated by the promotion”

This statement suggested that when a principal is given a promotional transfer he/she is motivated despite being sent to a different environment. This means that promotion not only inspire employees to work hard and to achieve their career goals, but also, they encourage employees to grow and develop with the institution, thus increasing employee retention, loyalty and work performance. This finding is similar to the finding by Lian (2019) who established that Promoting employee from lower level to the higher level brings about a feeling of satisfaction among the employees. It improves their job satisfaction and motivation by providing greater income, status and responsibilities. By building up loyalty, promotion reduces, labour turnover.

4.6 Effect of requested transfer on administrative performance of Principals

The third objective of this study was to establish the effect of requested transfer on administrative performance of Principals in West Pokot Sub County. To achieve this objective, the respondents were requested to rate their level of agreement on a five point

likert scale items on effect of requested transfer on administrative performance of Principals. The results are presented in Table 4.5.

Table 4.5: Responses on Effect of requested transfer on administrative performance of Principals

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Principals who ask for transfers loose interest in schools of their placement	10	16.9	11	18.6	0	0.0	28	55.9	5	8.5
Principals are given requested transfer on grounds of medical conditions	20	33.9	23	39.0	6	10.2	3	5.1	7	11.9
Most Principals are given requested transfer given the distance to from area of placement to their home areas	0	0.0	10	16.9	5	8.5	33	55.9	11	18.6
The ministry of education uses effectively the mechanisms in place to guide the promotion process	4	6.8	11	18.6	4	6.8	27	45.8	13	22.0
Requested transfer has led to brain drain of Principals	10	16.9	0	0.0	5	8.5	39	66.1	5	8.5
Requested transfer is affected by corruption in the process	3	5.1	7	11.9	0	0.0	25	42.4	24	40.7
Work incentives prompts requested transfer among employees	5	8.5	2	3.4	1	1.7	44	74.6	7	11.9

Source: Field Data, 2022

Table 4.5 shows that 28(55.95) respondents agreed with the statement that principals who ask for transfers loose interest in schools of their placement, 11(18.6%) respondents disagreed with the statement, 10(16.9%) respondents strongly disagreed with the statement while 5(8.5%) respondents strongly agreed with the statement. The study findings showed that majority (64.4%) of the Principals in West Pokot Sub County did not believe that principals who ask for transfers loose interest in schools of their

placement. A study by Mitgang, Peterson, and Leckie (2019) explored factors influencing principal retention and satisfaction. They found that a supportive work environment, meaningful professional development, and opportunities for growth and advancement were associated with higher levels of principal satisfaction and commitment to their schools. These findings suggest that principals who feel valued and have opportunities for professional growth are more likely to maintain interest in their school placements.

In addition, 23(39.0%) respondents disagreed with the statement that principals are given requested transfer on grounds of medical conditions, 20(33.9%) respondents strongly disagreed with the statement, 7(11.9%) respondents strongly agreed with the statement and 6(10.2%) respondents were undecided on the statement while 3(5.1%) respondents agreed with the statement. The study findings showed that majority (72.9%) of the principals cited that principals are given requested transfer on grounds of medical conditions. Similar findings were noted through study by Adams and Dugger (2021) who delved into the prevalence, challenges, and strategies associated with medical accommodations for school employees. While the study does not focus solely on principals, it provides valuable insights into considerations and best practices for accommodating medical conditions in educational settings.

Further, 33(55.9%) respondents agreed with the statement that most principals are given requested transfer given the distance to from area of placement to their home areas, 11(18.6%) respondents strongly agreed with the statement and 10(16.9%) respondents were in disagreement with the statement while 5(8.5%) respondents were undecided on the statement. The responses showed that majority (74.4%) of principals believed that the

most principals are given requested transfer given the distance to from area of placement to their home areas. This implies that a significant majority of principals perceive that requested transfers are more likely to be granted based on the distance between their current placement and their home areas. It suggests a belief that proximity to one's home area influences the likelihood of being granted a transfer request within the educational system. Similar findings were identified in a study by Garcia (2021), which established that in educational contexts, the geographical distance between a principal's current placement and their home region significantly influenced the decision-making process regarding requested transfers, indicating that proximity to home areas played a pivotal role in transfer approvals for educational leaders.

Similarly, 27(45.8%) respondents agreed with the statement that the ministry of education uses effectively the mechanisms in place to guide the promotion process, 13(22.05) respondents strongly agreed with the statement, 11(18.6%) respondents disagreed with the statement and 4(6.8%) respondents were undecided on the statement while another 4(6.8%) respondents strongly disagreed with the statement. The findings from this study therefore suggested that majority of the principals (72.3%) believed that the ministry of education uses effectively the mechanisms in place to guide the promotion process. This implies that a considerable majority of principals perceive that the Ministry of Education effectively utilizes the existing mechanisms designed to steer the promotion process within the educational system. Such a perception indicates a level of confidence among principals regarding the efficacy of the established frameworks or guidelines governing promotions. Similar sentiments were echoed in a study by Marger (2021), which established that educational institutions often held the belief that the governing

bodies, such as the Ministry of Education, adeptly employed the existing mechanisms to effectively guide and regulate the promotion processes within the education sector, showcasing a consensus on the perceived effectiveness of these mechanisms.

In addition, 39(66.1%) respondents agreed with the statement that requested transfer has led to brain drain of Principals, 10(16.9%) respondents strongly disagreed with the statement and 5(8.5%) respondents strongly agreed with the statement while another 5(8.5%) respondents were undecided on the statement. From the responses, it can be shown that majority (74.6%) of the principals in West Pokot Sub County noted that requested transfer has led to brain drain of Principals. This implies that a significant majority of principals in West Pokot Sub County perceive that requested transfers have contributed to a phenomenon of brain drain among principals, suggesting that the transfer requests might be linked to a loss of experienced educational leaders from the region. It suggests a potential consequence of requested transfers leading to a talent or expertise drain within the educational leadership pool. Similar findings were identified in a study by Brown et al (2019), which established that requested transfers within educational systems were associated with a phenomenon of brain drain, resulting in the departure of experienced personnel and a loss of expertise, reflecting the potential impact of transfer requests on the talent retention within educational leadership roles.

Furthermore, 25(42.4%) respondents agreed with the statement that requested transfer is affected by corruption in the process, 24(40.7%) respondents strongly agreed with the statement while 10(17.0%) respondents were in disagreement with the statement. From the responses, it emerged that majority (83.1%) of the principals admitted that requested

transfer is affected by corruption in the process. This implies that a significant majority of principals believe that corruption plays a prevalent role in influencing requested transfers within the educational system, suggesting a perception of unfair practices or irregularities affecting the transfer process. It indicates a widespread belief among principals that corruption influences the decision-making concerning transfer requests. Similar findings were established in a study by Clifford (2020), which highlighted the pervasive influence of corruption in administrative processes within educational systems. The study demonstrated how corruption significantly impacted decision-making processes, including transfers, indicating a parallel perception among educators regarding the influence of corruption on administrative matters within education.

Moreover, 44(74.6%) respondents agreed with the statement that work incentives prompts requested transfer among employees, 7(11.9%) respondents strongly agreed with the statement and 7(11.9%) respondents were in disagreement with the statement while 1(1.7%) respondent was undecided on the statement. It emerged from the responses that majority (86.4%) of the principals in West Pokot Sub County believed that work incentives prompts requested transfer among employees. This implies that a significant majority of principals perceive that the availability of work incentives serves as a driving force behind requested transfers among employees within the educational system in West Pokot Sub County. It suggests a belief among principals that the presence or absence of incentives can significantly influence employees' decisions to request transfers, indicating the importance of incentives in shaping staff mobility within the educational sector.

This finding aligns with a study conducted by Donald (2021), which established that work incentives played a pivotal role in influencing employee mobility within

educational institutions. The study demonstrated that the provision of incentives significantly impacted employees' decisions regarding transfers, highlighting the correlation between incentives and staff mobility in educational settings.

4.6.1 Relationship between requested transfer and Principals administrative performance

The third hypothesis of this research stated that:

H₀₃: There is no statistically significant relationship between requested transfers and Principals' administrative performance in West Pokot Sub County.

This hypothesis was tested using Pearson correlation Analysis and the results are presented in Table 4.6.

Table 4.6: Correlation Coefficient between requested transfer and Principals administrative performance

		Administrative performance
	Pearson Correlation	.627 ^{**}
Requested transfer	Sig. (2-tailed)	.000
	N	62

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 shows that there was a significant positive correlation between requested transfer and Principals administrative performance in West Pokot Sub County ($r = .627$; $p = .000$). At 95% confidence level the r value for requested transfer was .627 showing a strongly negative correlation with administrative performance. This implies that an increase in requested transfer leads to improved administrative performance. Thus, the

null hypothesis which stated that there is no statistically significant relationship between requested transfer and Principals administrative performance in West Pokot Sub County was rejected showing that there was a significant positive relationship between overstay transfer and Principals administrative performance in West Pokot Sub County. Similar findings were established in a study by Van Maele and Van Houtte (2020) who examined the effect of principal mobility on school performance in Flanders, Belgium. They found that frequent principal transfers were associated with lower student achievement outcomes. The study suggests that stability in principal leadership can contribute to better administrative performance and student outcomes.

On interviewing the sub county director of education; he said;

“Principals can apply for transfer citing grounds such as medical, and other compelling reasons as incited in TSC code of regulations 2015 sections 64, 65 and 66. It is expected that their administrative performance will improve especially if he/she is lucky to be transferred to a station of his choice.

This statement suggested that when a teacher requests for transfers they should be granted so as to enable him/her to discharge their responsibilities in the environment she is comfortable and is able to receive support especially on medical grounds. According to Anderson, (2015) Voluntary transfers are those transfers where a teacher initiates or requests for a transfer because of the personal need to shift from one school to another. This may arise out of a teacher's need to work near his family or because of medical reasons, or personal urge to change station due to prolonged stay in one station.

4.7 Influence of Stakeholder involvement in principal's transfers on Principals administrative performance

The fourth objective his study was to examine the influence of Stakeholder involvement in principal's transfers on Principals administrative performance in West Pokot Sub County. In achieving this, the respondents were asked to rate their level of agreement in a five point likert scale items on the influence of Stakeholder involvement in principals' transfers on Principals administrative performance in West Pokot Sub County. The results of data analysis are presented in Table 4.7.

Table 4.7: Responses on Principals administrative performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Stakeholders have improved the operating effectiveness of the schools	4	6.8	9	15.3	1	1.7	33	55.9	12	20.3
Stakeholders are involved before transfers of principals are implemented	6	10.2	10	16.9	2	3.4	27	45.8	14	23.7
Stakeholders have a positive influence on principals' transfers	0	0.0	15	25.4	0	0.0	30	50.8	14	23.7
Stakeholders are often ignored by the teachers' service commission on decision-making	9	15.3	10	16.9	0	0.0	26	44.1	14	23.7
Stakeholders participate in disciplinary actions in the school	0	0.0	10	16.9	4	6.8	31	52.5	14	23.7

Source: Field Data, 2022

Table 4.7 shows that 33(55.9%) respondents agreed with the statement that stakeholders have improved the operating effectiveness of the schools, 12(20.3%) respondents strongly agreed with the statement and 13(22.1%) respondents were in disagreement with the statement while 1(1.7%) respondents was undecided on the statement. The study findings showed that a majority (71.2%) of the principals believed that stakeholders have improved the operating effectiveness of the schools. Similar findings were established by Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2020) who found out that that the involvement and collaboration of stakeholders can contribute to the improved operating effectiveness of schools

In addition, 27(45.8%) respondents agreed with the statement that stakeholders are involved before transfers of principals are implemented, 14(23.7%) respondents strongly

agreed with the statement, 10(16.9%) respondents disagreed with the statement and 6(10.2%) respondents strongly disagreed with the statement while 2(3.4%) respondents were undecided on the statement. From the responses it can be argued that majority (69.5%) of the respondents believed that stakeholders are involved before transfers of principals are implemented. This study suggests that a significant portion of respondents held the belief that involving stakeholders is imperative before implementing transfers of principals. This finding resonates with a study by Miles, (2020) which similarly concluded that stakeholder involvement is crucial in organizational decision-making processes. Miles highlighted that engaging stakeholders not only fosters a sense of inclusivity and transparency but also facilitates smoother transitions, aligning with the perceptions revealed in this present study.

On the statement that stakeholders have a positive influence on principals' transfers, 30(50.8%) respondents agreed with the statement and 15(25.4%) respondents were in disagreement with the statement while 14(23.7%) respondents strongly agreed with the statement. From the responses, it can be shown that majority of the respondents (74.5%) believed that stakeholders have a positive influence on principals' transfers. This implies that a substantial majority of respondents perceive stakeholders to wield a significant and positive influence on the transfer decisions affecting principals within the educational system. It suggests a belief among respondents that the involvement and input of various stakeholders contribute positively to the process of transferring principals. This aligns with a study by Johannsen (2018), which demonstrated that stakeholders, when actively engaged, exerted a positive influence on decisions regarding administrative transfers

within educational institutions, showcasing the parallel perception regarding the impact of stakeholders in the transfer process.

Further, 26(44.1%) respondents agreed with the statement that stakeholders are often ignored by the teachers' service commission on decision-making, 14(23.7%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 9(15.3%) respondents strongly disagreed with the statement. The responses shows that majority (67.8%) of the principals reported that stakeholders are often ignored by the teachers' service commission on decision-making. This implied that Participatory decision making ensures that all values and views of an individual are tapped as noted by Bartol and Srivastava, (2012).

Similarly, 31(52.5%) respondents agreed with the statement that Stakeholders participate in disciplinary actions in the school, 14(23.7%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 4(6.8%) respondents were undecided on the statement. It emerged from the study findings that a majority (76.2%) of the respondents believed that Stakeholders participate in disciplinary actions in the school. Similarly, a study by Baca, and Miles (2020), established that stakeholder involvement in school discipline is vital for creating a supportive and disciplined school climate. Their study emphasizes the importance of collaboration between stakeholders to develop and implement discipline policies, procedures, and interventions that are fair, consistent, and conducive to student success. It highlights that

engaging stakeholders in decision-making processes and providing opportunities for their input can lead to more effective discipline practices.

On interviewing the sub county director of education he said the following;

“According to TSC code of regulations 2015, the constitution of Kenya and labour laws, it is recommended that enactment of laws pertaining employees of Teachers service commission undergo various stages and one of the stages is stakeholder participation. Therefore, the laws guiding the principles of transfers of heads of institutions must be under the framework of stakeholder participation”

This statement suggests that most of teacher transfers are solely made through the decision of the ministry of education and teachers service commission without taking into consideration on the opinions from other stakeholders for example the Kenya National Union of Teachers Kenya Union of post primary teachers and other stakeholders. This way teacher may have a feeling of being imposed or order to against their wish this will therefore negatively affect principal’s administrative performance. This finding is similar to the findings by Dunne, (2019) who noted that the advantages of involving stakeholders in school decision making is that it creates a greater sense of ownerships, morale and work commitment among stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school management (Dunne, 2019). Another advantage is that decentralization of decision making empowers stakeholders to mobilize resources to run projects in schools. In Kenya, for example, decentralization of decision making helps to enhance the efficiency of school management and accountability (Dunne, 2019).

4.8 Elements of Administrative Performance

The purpose of this study was to investigate the influence of transfer on principals' administrative performance. The dependent variable in this study was administrative performance. In achieving Administrative Performance, the respondents were asked to rate their level of agreement in a five point likert scale items on administrative performance. The results of data analysis are presented in Table 4.8.

Table 4.8 Elements of Administrative Performance

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Transfers influences the productivity of Principals in their new areas of placement	12	20.3	5	8.5	7	11.9	17	28.8	18	30.5
The type of transfer influences the knowledge and skills of transferred Principals	1	1.7	12	20.3	7	11.9	29	49.2	10	16.9
Transfers affects the quality of tasks, Principals perform in their new areas of placement	4	6.8	10	16.9	12	20.3	18	30.5	15	25.4
Transfers have an effect on leadership skills of Principals when transferred	16	27.1	6	10.2	2	3.4	24	40.7	11	18.6
When Principals are transferred their planning, ability is changed	0	0.0	1	1.7	2	3.4	30	50.8	26	44.1
The transfer process affects Principals problem solving skills	13	22.0	6	10.2	1	1.7	24	40.7	15	25.4
Transfers influences the Principals creativeness and their imitativeness ability in the administrative process	14	23.7	10	16.9	0	0.0	27	45.8	8	13.6
Transfers have effect on Principals ability to directing and controlling and controlling in the administrative process	0	0.0	10	16.9	2	3.4	26	44.1	21	35.6
Principals ability to plan is influenced when transferred	2	3.4	13	22.0	6	10.2	25	42.4	13	22.0

Source: Field Data 2022

From table 4.8, the findings revealed that a majority of the respondents, 18(30%) strongly agreed on the statement that transfers influences the productivity of Principals in their new areas of placement, 17(28.8%) agreed on the statement, 12(20.3%) strongly disagreed on the statement, 7(11.9%) were undecided, while 5(8.5%) disagreed on the statement. From the findings it emerged that majority (71.2%) of the principals in West pokot Sub County were in agreed on the statement. Similarly, a study by Oplatka (2019) explored the impact of principal transfers on school improvement. It highlighted the importance of effective communication, collaboration with stakeholders, and the principal's ability to build relationships in the new school community. The study found that successful transfers positively influenced school improvement efforts, indicating that principals who were able to establish positive relationships and trust with staff, students, and parents in their new placement were more likely to enhance productivity and foster a positive school climate.

Similarly, 29(49.2%) of the respondents strongly agreed on the statement that the type of transfer influences the knowledge and skills of transferred Principals, 12(20.3%) disagreed on the statement, 10(16.9%) strongly agreed on the statement, 7(11.9%) were undecided, while 1(1.7%) strongly disagreed on the statement. It therefore emerged that majority of the respondents (55.9%) believed that the type of transfer influences the knowledge and skills of transferred Principals. This implies that a considerable proportion of the respondents perceive a correlation between the type of transfer and its impact on the knowledge and skills of transferred principals within the educational

system. It suggests that respondents believe certain types of transfers may directly influence the development or enhancement of skills and knowledge among principals. This finding is aligned with a study by Abel (2018), which established that different types of transfers (e.g., lateral, vertical) had varying impacts on the skill development and knowledge acquisition of transferred personnel within educational institutions, indicating a parallel understanding of the influence of transfer types on skill and knowledge enhancement.

On the other hand, majority of the respondents 18(30.5%) agreed on the statement that transfers affects the quality of tasks, principals perform in their new areas of placement, 15(25.4%) strongly agreed on the statement, 12(20.3%) were neutral to the statement, 10(16.9%) disagreed on the statement while 4(6.8%) strongly disagreed on the statement. The responses therefore showed that majority (60.8%) of the respondents believed that transfers affects the quality of tasks, principals perform in their new areas of placement. This suggests that a significant majority of respondents perceive a direct relationship between transfers and the subsequent quality of tasks performed by principals in their new areas of placement within the educational system. It implies a belief that the transfer process has an impact on the effectiveness or quality of the tasks executed by principals in their new roles. This finding aligns with a study by Ronald et al. (2022), which similarly established that transfers had a discernible influence on the quality and effectiveness of tasks performed by educational leaders in their new placements,

highlighting the consistent link between transfers and task performance in educational settings.

Further, a majority 24(40.7%) of the respondents agreed on the statement that transfers have an effect on leadership skills of Principals, 16(27.1%) strongly agreed on the statement, 11(18.6%) of the respondents strongly agreed, 6(10.2%) disagreed on the statement while 2(3.4%) were neutral on the statement. It emerged that a majority (67.2%) of the principals in West Pokot Sub County believed that transfers have an effect on leadership skills of Principals. This implies that a significant majority of principals in West Pokot Sub County perceive transfers as influential factors shaping and impacting the leadership skills of principals within the educational system. It suggests a belief that experiencing transfers contributes to the development or alteration of leadership skills among principals. This finding aligns with a study by Kariuki (2019), who noted that transfers played a pivotal role in shaping and refining the leadership skills of educational leaders, indicating a similarity in the perceived impact of transfers on leadership capabilities as observed in both studies.

Furthermore, majority of the respondents 30(50.8%) agreed on the statement that when Principals are transferred their planning, ability is changed, 26(44.1%) strongly agreed on the statement, 2(3.4%) were neutral on the statement while 1(1.7%) disagreed on the statement. It was therefore noted that an overwhelming majority (94.9%) of the respondents principals believed that when Principals are transferred their planning, ability is changed. Research by Sagie and Berger (2020) examined the effects of principal transfers on planning effectiveness in Israel. The study found that principals who

experienced transfers faced challenges in understanding the school's goals, priorities, and existing planning processes. This initially hindered their ability to develop comprehensive and effective plans tailored to the specific needs of the new school. Moreover, a study by Portin and colleagues (2019) in the United States explored the impact of principal transfers on school improvement planning. The research revealed that the transfer process disrupted the continuity of planning efforts within schools. Principals who were transferred needed time to assess the new school's strengths, weaknesses, and improvement needs, which temporarily affected their ability to develop and implement cohesive and strategic plans.

In addition, majority of the respondents 24(40.7%) agreed on the statement that transfer process affects Principals problem solving skills, 15(25.4%) strongly agreed on the statement, 13(22.0%) strongly disagreed on the statement, 6(10.2%) disagreed on the statement, while 1(1.7%) were undecided on the statement. The study findings suggested that majority (66.1%) of the principals in West Pokot Sub County. Similarly, a study by Li and Zhou (2020) in China examined the effects of principal transfers on decision-making and problem-solving capabilities. The research revealed that the transfer process disrupted the principal's problem-solving routines and decision-making processes due to the need to adapt to a different school environment. Principals who were transferred experienced initial difficulties in identifying and addressing problems effectively as they navigated the new school context.

On the statement that transfers affect principals' creativeness and their imitativensess ability in the administrative process, a majority of the respondents (27(45.8%) agreed, 14(23.7%) strongly disagreed on the statement, 10(16.9%) while 8(13.6%) strongly agreed on the statement. From the findings, it emerged that majority of the respondents (72.5%) believed that transfers affect principals' creativeness and their imitativensess ability in the administrative process. This suggests that a significant majority of the respondents perceive transfers to have an impact on the creative and imitative abilities of principals within the administrative process in the educational setting. It implies a belief among respondents that experiencing transfers may influence principals' innovative thinking and their capacity to adopt or imitate administrative practices. This finding aligns with a study by Kosgei (2020) which noted that transfers were associated with alterations in principals' creative thinking and their ability to adopt or mimic administrative strategies, reflecting a parallel understanding regarding the impact of transfers on creativity and imitativensess in administrative roles within education.

Apparently, majority of the respondents 26(44.1%) agreed on the statement that transfers have effect on Principals ability to directing and controlling and controlling in the administrative process, 21(35.6%) strongly agreed on the statement, 10(16.9%) disagreed on the statement while 2(3.4%) where undecided. It emerged that majority (79.7%) of the principals reported that transfers have effect on principals' ability to directing and controlling and controlling in the administrative process. A similar study was conducted by Sisay and Jemal (2020) in Ethiopia who investigated the impact of principal transfers on school leadership and management. The research revealed that transfers disrupted the

continuity and stability of administrative processes within schools. Principals who were transferred faced challenges in maintaining consistent administrative practices, implementing effective control measures, and ensuring smooth operations due to the need to adapt to a new environment and establish credibility with staff members.

On the statement that principals' ability to plan is influenced when transferred, a majority of the respondents 25(42.4%) agreed on the statement, 13(22.0%) strongly agreed on the statement similar to those who disagreed 13(22.0%), 6(10.2%) were neutral on the statement while 2(3.4%) strongly disagreed on the statement. This study finding therefore showed that (64.4%) of the principals believed that principals ability to plan is influenced when transferred. This suggests that a significant majority of principals believe that the ability of principals to plan effectively is influenced by the experience of being transferred within the educational system. It implies a perception among principals that experiencing transfers may impact a principal's capacity for strategic planning or organizational foresight. This finding is similar to the findings by Boyles (2020), who noted that transfers could significantly affect principals' planning abilities, indicating a similarity in the perceived impact of transfers on planning skills among educational leaders as observed in both studies.

4.9 Regression Analysis

Regression analysis was used to determine the influence of transfers on administrative performance, the researcher employed regression analysis to examine the overarching premise of the study.

4.10 Model Summary

According to the regression model, the coefficient of determination (R squared) is 0.463, indicating that 46.3% of the variability in the principals' administrative performance can be accounted for by transfers, as presented in Table 4.9. The corrected R-squared value of 0.454 indicates that the principals' administrative performance, excluding the constant variable, accounted for 45.4% of the variance in the principals' administrative performance. The remaining percentage may be attributed to additional factors that were not included in the model.

Table 4.9 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.680 _a	.463	.454	.31770	.463	56.163	4	261	.000

a. Predictors: (Constant), overstay transfer, promotional transfer, requested transfer and stakeholder involvement

4.11 Analysis of Variance

The statistical technique known as analysis of variance (ANOVA) was used to evaluate the statistical significance of the model's predictive capacity in comparison to the utilization of the mean. This observation is seen in Table 4.10. The regression model that investigated the ability of transfers to predict principals' administrative performance produced statistically significant findings ($F=56.163$, p value =0.000). This suggests a substantial relationship between transfers and the principals' administrative performance.

Table 4.10 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.675	4	5.669	56.163	.000 ^b
	Residual	26.344	261	.101		
	Total	49.020	265			

a. Dependent Variable: Principals' administrative performance

b. Predictors: (Constant), overstay transfer, promotional transfer, requested transfer and stakeholder involvement

4.11: β Coefficients for transfers

The model was used to create β coefficients for the independent variable of transfer components, which were then employed to assess the hypotheses of the study. The t-test was employed to determine the statistical significance of the transfers predictor in relation to its contribution to the model. The β -values showed the contributions of each predictor to the model were provided in Table 4.11.

Table 4.11 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.194	.207		.936	.350
	overstay transfer	.209	.070	.024	.414	.679
	promotional transfer	.211	.073	.202	2.902	.004
	requested transfer	.327	.061	.316	5.329	.000
	Stakeholder involvement	.344	.055	.322	6.307	.000

a. Dependent Variable: Administrative performance

β -value overstay transfer, promotional transfer, requested transfer and stakeholder involvement, had positive relationship with Administrative performance as summarized in the model as:

$$Y = 0.194 + 0.209X_1 + 0.211X_2 + 0.3273X_3 + 0.344X_4 + \varepsilon \dots \dots \dots \text{Equation 4.4}$$

Where:

Y = Administrative performance, X_1 = overstay transfer X_2 = promotional transfer, X_3 = requested transfer, X_4 = stakeholder involvement and ε = error term

The results of the study indicate that overstay transfer has a statistically significant impact on the principals' administrative performance as evidenced $\beta_1 = 0.209$ and a p-value greater than 0.05. Overstay transfer contributes to the advancement administrative performance. The null hypothesis (**H₀₁**) was rejected due to the p-value being greater than 0.05. Hence, it can be inferred that the level of overstay transfer exerted a substantial impact on the administrative performance. This suggests that there was a notable increase in principals' administrative performance corresponding to each increment in overstay transfers.

Promotional transfer had a notable impact on the principals' administrative performance, as indicated by the coefficient $\beta_2 = 0.211$ and a p-value more than 0.05. Promotional transfer has resulted in the improvement of principals' administrative performance. The null hypothesis (**H₀₂**) was rejected due to the statistical significance shown by $p < 0.05$. Hence, it can be inferred that the use of Promotional transfer has exerted a substantial impact on the principals' administrative performance. This suggests that there was a positive correlation between Promotional transfer and the principals' administrative

performance, whereby an increase in promotion transfer was accompanied by a corresponding improvement in principals' administrative performance.

The study findings indicate a statistically significant positive relationship between requested transfer and principals' administrative performance. ($\beta_3 = 0.327$, $p < 0.05$). The enhancement of requested transfer resulted in the improvement in principals' administrative performance. Hence, requested transfer exerted a substantial impact on the improvement in principals' administrative performance. The null hypothesis (**H₀₃**) was rejected due to the statistical significance shown by the p-value being less than 0.05. Hence, it can be inferred that requested transfer exerted a substantial impact on the principals' administrative performance. This suggests that there exists a positive correlation between requested transfer and principals' administrative performance.

The results of the analysis indicate a statistically significant positive relationship between stakeholder involvement and principals' administrative performance. ($\beta_4 = 0.090$, $p < 0.05$). The principals' administrative performance was attributed to the enhancement of stakeholder participation. Hence, it can be concluded that the stakeholder participation on transfer of principals' variable exhibits a statistically significant beneficial impact on principals' administrative performance. The null hypothesis (**H₀₄**) was rejected due to the statistical significance shown by $p < 0.05$. Hence, it can be inferred that the enhanced stakeholder participation was significantly impacted by the principals' administrative performance. This suggests that there exists a positive correlation between stakeholder participation on transfer of principals and principals' administrative performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary of findings conclusions and provides recommendations based on the findings of the study. The chapter opens with summary of findings.

5.2 Summary of findings

The purpose of this study was to investigate the influence of transfer on principal's administrative performance. The summary in line the four objectives of the study were as follows;

5.2.1 Effects of overstay transfer on Principal's administrative performance Office

The study findings showed that majority of the principals in West Pokot Sub County reported that over stay transfer disorganizes Principals social life affects their performance. Similarly, it emerged that majority of the respondents believed that that over stay transfer affects the output of the transferee. Further, majority of the respondents believed that Principals resent overstaying transfer which comes in as an order. Moreover, it emerged that majority respondents reported that unwilling transfer of principals makes transferees to practice laissez-faire kind of administration in their new places. Furthermore, majority of the principals noted that Principals to be transferred are identified by other head. Moreover, majority of the principals in west Pokot Sub County believed that over familiarization of the place of over stay prompts over stay transfer. Similarly, a majority, of the principals in west Pokot Sub County perceived that over stay is given to Principals in order for them to meet new challenges. On testing hypothesis, it

was established that there was a significant negative correlation between overstay transfer and Principals administrative performance in West Pokot Sub County.

5.2.2 Effect of promotional transfer on administrative performance of Principals in West Pokot Sub County

The study findings suggested that majority of the principals in west Pokot sub County reported that principals are only promoted when they perform well in former schools. Further, it emerged from the study findings that majority of the principals in West Pokot Sub County believed that policy stipulates that Principals get promoted on earning other levels of education. In addition, it emerged that majority of the responses cited that principals are promoted when they earn other levels of education to better conditions. Further, majority (64.4%) of the respondents noted that Principals are promoted based on the period of time spent serving in a particular school. Similarly, majority of the principals in West Pokot Sub County reported that only Principals that exhibit pronounced performance skills are promoted. Furthermore, majority of the respondents reported that promotional transfer takes a lot of procedures. Moreover, the study showed that majority of the respondent reported that only those principals who pass interviews are given promotions. Similarly, majority of the principals believed that promotion transfer aids the performance in schools. In addition, majority respondents believed that promotion transfer motivates Principals to perform the university staff members worked as a team. On testing the hypothesis, it was established that there was a significant positive correlation between promotional transfer and Principals administrative performance in West Pokot Sub County

5.2.3 Effect of requested transfer on administrative performance of Principals

The study findings showed that majority of the Principals in West Pokot Sub County did not believe that principals who ask for transfers loose interest in schools of their placement. In addition, majority of the principals cited that principals are given requested transfer on grounds of medical conditions. Further, majority of principals believed that the most principals are given requested transfer given the distance to from area of placement to their home areas. Similarly, majority of the principals believed that the ministry of education uses effectively the mechanisms in place to guide the promotion process. In addition, majority of the principals in West Pokot Sub County noted that requested transfer has led to brain drain of Principals. Furthermore, it emerged that majority of the principals admitted that requested transfer is affected by corruption in the process. Moreover, it emerged from the responses that majority of the principals in West Pokot Sub County believed that work incentives prompts requested transfer among employees. On testing the hypothesis the study established that there was a significant positive correlation between requested transfer and Principals administrative performance in West Pokot Sub County.

5.2.4 Influence of Stakeholder involvement in principal's transfers on Principals administrative performance

The study findings showed that a majority of the principals believed that stakeholders have improved the operating effectiveness of the schools. In addition, majority of the respondents believed that stakeholders are involved before transfers of principals are implemented. In the same vein, majority of the respondents believed that stakeholders have a positive influence on principals' transfers. Further, majority of the principals

reported that stakeholders are often ignored by the teachers' service commission on decision-making. Similarly, majority of the respondents believed that Stakeholders participate in disciplinary actions in the school.

5.3 Conclusions

Based on the findings from this study, the following conclusions were made;

1. From the findings it was noted that majority of the principals were not satisfied with the manner in which overstay transfer was conducted claiming that it affected their administrative performance negatively. Therefore, it can be concluded that overstay transfer has a negative influence on principal's administrative performance.
2. Further, from the findings from objective two, principals argued that a request for transfer by principal is a right that seeks to have the principal work in a better environment. It is therefore expected that principals will be motivated by a better working environment hence a good delivery of service leading to improved administrative performance. This study therefore concluded that requested transfer had a positive impact on principals on principal's administrative performance.
3. The study also concluded that promotional transfer has a positive influence on principal's administrative performance.
4. It was also noted that lack of stakeholder participation affect implementation of transfers. The study therefore concluded that stakeholder participation has an positive influence on principal's administrative performance

5.4 Recommendations

Based on the findings the study made the following recommendations;

1. Stakeholder participation is the integral part of any decision making in any institution. Therefore, stakeholders should be involved in the decision of mass transfer of principals
2. Ministry of education need to consider the managerial capabilities of the prospective school heads as this is important in ensuring staff cooperation. The managements of the schools in the area should also commit to making adequate arrangements for the head teachers and during induction in their new places of work.
3. The schools should also provide social amenities for the teaching staff such as good schools for their children, good housing, access to health and recreational facilities this will boost the morale of head teachers and therefore improving administrative performance.
4. There is need for more information sharing among the stakeholders on the developments in teacher retention and transfer requests by schools so that the suitable replacements can be made in good time and the stakeholders needed to improve the status of the school facilities in such areas.

5.5 Areas for further study

Based on the findings of this study, several areas can be identified for further research to expand the understanding of the influence of transfer on principal's administrative performance.

1. Further investigation could explore the long-term effects of overstay transfers on principals' administrative performance. This research could examine whether the negative impacts identified in this study persist over time or if there are mitigating factors that can help principals overcome the challenges associated with overstay transfers.
2. Future studies could also delve deeper into the factors that influence promotional transfers and their impact on administrative performance. This research could explore the specific criteria used to determine promotions, such as the role of performance evaluations, educational qualifications, and leadership competencies.
3. An interesting area for further study would also be done to examine the level of autonomy principals have in requesting transfers and how this autonomy relates to their administrative performance. This research could investigate the reasons behind principals' requests, the decision-making processes involved in granting or denying requests, and the implications of requested transfers on principals' job satisfaction and effectiveness.
4. Building upon the findings related to stakeholder involvement, future research could focus on exploring effective strategies to enhance stakeholder engagement in principal transfers. This could include examining the role of training programs, communication channels, and collaborative decision-making processes in optimizing stakeholder involvement and its impact on administrative performance.
5. Conducting comparative studies across different regions or educational systems could provide valuable insights into the influence of transfer on principal's

administrative performance. Comparing the findings from West Pokot Sub County, Kenya, with other regions or countries could reveal contextual variations and shed light on transfer practices and their implications in different educational contexts.

6. While this study considered various dimensions of administrative performance, further research could explore additional aspects, such as financial management, curriculum development, teacher supervision, and community engagement. Investigating these dimensions in relation to transfer could provide a more comprehensive understanding of the impact on principal's overall performance.
7. Examining the availability and effectiveness of support mechanisms for principals undergoing transfers could be a fruitful area for future research. This could include investigating the provision of mentorship programs, professional development opportunities, and resources to support principals in adapting to new schools and environments.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Moi University
P. O Box 3900,
Eldoret.

Dear Sir/Madam,

RE: RESEARCH DATA COLLECTION

I am a Masters student at Moi University School of Education and will be collecting data on principals' perception on **“The Influence of Transfer of Secondary Schools Principals on Administrative Performance; a case of west Pokot Sub county, Kenya”**. This is an area of great concern to students, teachers, and education stakeholders in the country. Collection of the data will be through questionnaires, interviews and observation. I wish to kindly request you of my visit to your school any time between May to July 2019. Attached are my research abstract and letter of introduction from the University.

Thanking you in advance

Yours faithfully,

Philomena Ng'urasia

STUDENT RESEARCHER

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS/HEADTEACHERS

Dear respondent,

I am a Masters student at Moi University School of Education and will be collecting data on principals' perception on the **influence of transfer on administrative performance; a case of west Pokot Sub county, Kenya**. I am requesting you to fill this questionnaire to enable me achieve this objective. You have been selected to be one of our respondents in this study. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes.

Thank you very much for your cooperation.

SECTION A: DEMOGRAPHIC INFORMATION

1. Kindly indicate your Gender

- a) Male
- b) Female

2. Age bracket of the respondents

- a) 25 – 30
- b) 31- 35
- c) 36 -40
- d) 41 years and above

3. Period in service

- a) Less than 5 years
- b) 5-10 years
- c) 11-20 years

d) Over 20 years

4. Education Level

a) P1

b) Diploma

c) Bachelor's degree

d) Master's degree

e) PhD

6. Others specify.....

SECTION B: OVER STAY TRANSFER

Using a scale of 1-5 where 1= Strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on the influence of overstay transfer on Principals administrative performance.

Statement	SD	D	U	U	SA
1. Over stay transfer disorganizes Principals social life(leaving their family behind), which affects their performance					
2. Over stay transfer affects the output of the transferee					
3. Most Principals resent to overstay transfer which comes in as an order					
4. Unwilling transfer of teachers makes transferees to practice laissez-faire kind of administration in their new					

places					
5. Principals to be transferred are identified by other head teachers					
6. Over familiarization of the place of over stay prompts over stay transfer					
7. Over stay is given to Principals in order for them to meet new challenges					

SECTION C: PROMOTIONAL TRANSFER

Using a scale of 1-5 where 1= Strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on the influence of promotional transfer on Principals administrative performance

Statement	SD	D	U	U	SA
Principals are only promoted when they perform well in former schools					
Policy stipulates that Principals get promoted on earning other levels of education					
Actually Principals are promoted when they earn other levels of education to better conditions					
Principals are promoted based on the period of time spent serving in a particular school					
Only Principals that exhibit pronounced performance skills are promoted					

Promotional transfer take a lot of procedures					
Only those who Principals who pass interviews are given promotions					
Promotion transfer aids the performance in schools					
Promotion transfer motivates Principals to perform					

SECTION D: REQUESTED TRANSFER

Using a scale of 1-5 where 1= Strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on the influence of requested transfer on Principals administrative performance

Statement	SD	D	U	U	SA
Principals who ask for transfers loose interest in schools of their placement					
Principals are given requested transfer on grounds of medical conditions					
Most Principals are given requested transfer given the distance to from area of placement to their home areas					
The ministry of education uses effectively the mechanisms in place to guide the promotion process					
Requested transfer has led to brain drain of Principals					
Requested transfer is affected by corruption in the process					
Work incentives prompts requested transfer among employees					

SECTION E: STAKEHOLDER INVOLVEMENT

Using a scale of 1-5 where 1= Strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following

statement on the influence of stakeholder involvement on Principals administrative performance

Statement	SD	D	U	U	SA
Stakeholders have improved the operating effectiveness of the schools					
Stakeholders are involved before transfers of principals are implemented					
Stakeholders have a positive influence on principals' transfers					
Stakeholders are often ignored by the teachers' service commission on decision-making					
Stakeholders participate in disciplinary actions in the school					

SECTION E: ADMINISTRATIVE PERFORMANCE

Using a scale of 1-5 where 1= Strongly disagree, 2= disagree, 3= Neutral, 4= agree 5= strongly agree. Please show to what extent you agree or disagree with the following statement on Principals administrative performance

Statement	SD	D	U	U	SA
Transfers influences the productivity of Principals in their new areas of placement					
The type of transfer influences the knowledge and skills of transferred Principals					
Transfers affects the quality of tasks, Principals perform in their new areas of placement					
Transfers have an effect on leadership skills of Principals when					

transferred					
When Principals are transferred their planning, ability is changed					
The transfer process affects Principals problem solving skills					
Transfers influences the Principals creativeness and their imitativeness ability in the administrative process					
Transfer have an effect on Principals ability to directing and controlling and controlling in the administrative process					
Principals ability to plan is influenced when transferred					

APPENDIX III: INTERVIEW GUIDE FOR SUB DIRECTOR OF EDUCATION.

Dear respondent,

I am requesting you to participate in this interview, which is aimed at collecting data on the effect of forms of transfer on the administrative performance of Principals in government schools taking a case study of West Pokot Sub County. You have been selected to be one of our respondents in this study. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes. Thank you very much for your cooperation.

1. How long have you served in this position?

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2. Comment on the transfers given to Principals in this County

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3. In your own opinion, comment on over stay transfer given to Principals in this County

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4. How does over stay transfer affect the administrative performance of Principals in this County

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5. How does transfer affect the administrative performance of Principals in this County

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5. In what situations are Principals given over promotional transfer in this County

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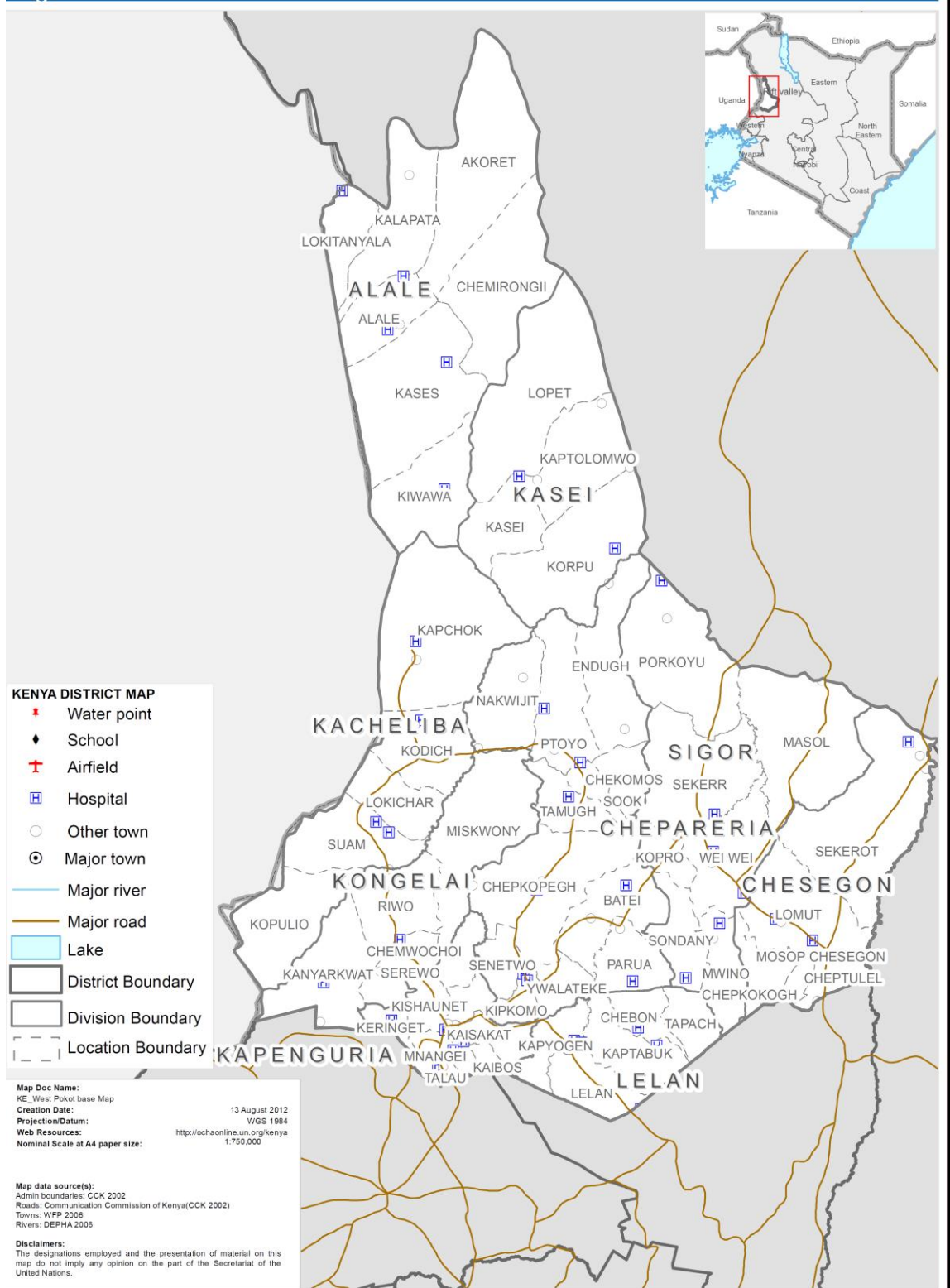
6. How does promotional transfer influence administrative performance of Principals in this County?

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7. Was stakeholder participation done before effecting on transfers? What is the influence of stakeholder participation on transfer of teachers on principals' performance?


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APPENDIX IV: MAP OF THE STUDY AREA



PLAGIARISM

SRJ71



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19th /04/2023