

**EFFECT OF FORMS OF TRANSFER ON ADMINISTRATIVE PERFORMANCE OF  
HEADTEACHERS IN GOVERNMENT AIDED SECONDARY SCHOOLS  
IN UGANDA ACASE STUDY OF MUKONO DISTRICT**

**BY**

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## **DECLARATION**

I, Muyingo Martin do declare that this dissertation is my original work and has not been published or submitted for any other degree award to any other University before. This dissertation has been submitted for examination with the approval of my supervisors.

.....

**Muyingo Martin**

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**Date**

## **APPROVAL**

I Certify that Muyingo Martin carried out this study and wrote this dissertation under my supervision. The dissertation has been submitted for the award of Master education (Educational Administration and Planning) of Makerere University.

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Date.....

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## **DEDICATION**

This work is dedicated to my wife Mrs. Hilda Muyingo My children, Adrian, Agatha, Andrew and Grace for the encouragement and their commitment to support me socially, morally and financially during the course.

## **ACKNOWLEDGEMENT**

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## **LIST OF ACRONYMS**

M.O.E.S:	Ministry of Education and Sports
SPSS:	Statistical package for social scientists
P.T.A:	Parents teachers associations
B.O.G:	Board of Governors
ADMNIN:	Administrative performance
PRMTN:	Promotional Transfer
OVRSTY:	Overstay
REQST:	Requested
Std:	Standard Deviation

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## **ABSTRACT**

The study sought to establish the effect of forms of transfer on administrative performance of head teachers in government aided secondary schools in Uganda taking Mukono district a case study. The study was guided by three objectives which were to identify the effect of overstay transfer, establish the effect of promotional transfer and requested transfer on administrative performance of head teachers in Mukono district.

The study used cross sectional survey design where both qualitative and quantitative approaches were used. Data was collected from teachers, head teachers, district education officers and commissioners. Quantitative Data was analyzed using programme SPSS which helped to obtain descriptive statistics that were used in interpreting the data. Qualitative data was analyzed using content analysis where data was divided into themes, sub-themes and categories which helped to sort data according to its relevancy of each piece of data that was obtained in the findings .

From the findings it was revealed that overstay transfer affects administrative performance of teachers ,since they are transferred without prior notice hence no prior preparations for the next station an aspect that affects the way mode they are supposed to execute their tasks. It was also revealed that promotional transfer affects administrative performance of teachers since it's hard to get a promotion and teachers work in the same position for so long which contributes to lack of morale hence poor performance. It was also found out that requested transfer has a significant effect on administrative performance of head teachers since its not easy for one to get a transfer on request and this also affects the way head teachers perform their tasks at their new posts of placement.

It is there fore concluded that forms of transfer in regard to overstay, promotional, requested have significant effect on the head teachers' administrative performance in government aided secondary schools in Mukono district. From the findings its therefore recommended that to avoid corruption and influence peddling in the promotion process a soft ware should be used in promoting head teachers, there is need to give a prior highlight to all those head teachers that are supposed to be transferred in order to enable them prepare for the next station for better performance and there should be equal allocation of schools since some head teachers are favored than others.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

The study sought to assess the effects of forms transfer on administrative performance of head teachers in government aided secondary schools in Uganda taking a case study of Mukono District. Therefore, 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.

### **1.1 Background to the study**

#### **1.1.1 Historical background**

During the last decade, many initiatives to modernize education and to optimize student learning have been taken into considerations in most schools in the world. Principles of cognitive psychology and constructivism are the basis for such innovations, which should eventually lead to ‘powerful learning environments’ where teachers and head teachers are transferred from one school to others to the benefit of the education system. Such learning environments are aimed to reach the main goals of modern education in regard to acquisition of high-quality knowledge, problem-solving skills, self-directed learning skills, and transferability of knowledge and skills. In the literature several characteristics of a design of a powerful learning environment are described, like active knowledge construction, gradual transfer of responsibility especially among teachers who are transferred from one school to another one, and complex and realistic learning tasks (Könings et al, 2005)

In Ugandan, its prosperous and promising education in the 1960s nearly collapsed under the conflict and internal wars of the 1970s and early 1980s. This greatly affected secondary school education in the country which suffered most. Despite the existence of few teachers in the 1980s they were poorly remunerated (8\$ per month). The school infrastructure had deteriorated; books and instructional materials were nearly non-existent, the dropout rate of girls and other marginalized pupils were very high and standards no longer in place (World Bank, 1999).

Also, Uganda's education system has undergone tremendous changes since 1979 when most institutions in the country had virtually collapsed. In the early 1980's, emphasis was mainly on the rehabilitation and expansion of schools, albeit without proper planning. Between 1980 and 1985, education accounted for an average of only 15.6% of recurrent government expenditure, reflecting its low priority at the time. However, since 1986, government expenditure on the education sector rose steadily, and as of 2000, accounted for up to a third of total government discretionary recurrent budget.

Education is one of Government's key sectors and has continued to receive priority in resource allocation. Today 8% of total government recurrent budget is allocated to the education sector, with primary education, including the primary teacher-training budget, receiving more than 62% of this allocation. Secondary education currently receives 15% of the sector recurrent budget allocation, (also including secondary teacher training).

This sector has witnessed a growth of over 20 percent in the number of government-aided secondary schools over the last 10 years and a 15% increase in the number of registered private secondary schools the same period. Still the sector is yet to attain the necessary capacity to cope with the large number of primary school leavers.



Enrollment of teachers has greatly improved over a decade for example, the enrollment increased from 16, 696 in 1997 to 30,425 in 2001 and 41, 235 by 2008. Therefore efforts to improve on the administration of secondary schools in Uganda by government through different relevant bodies have been undertaken, though with a significant number of challenges.

On assuming power towards the end of 1986, the National Resistance Movement under President Museveni of Uganda, considered reforming the education system in the country by putting most of the aspects in appropriate policy streamline, this was done by establishing various bodies to handle the education process which would ensure that there is effective transfer of head teachers and teachers to where such educationists would effectively perform administratively or otherwise (Ahikire, 2002). Decentralization was seen as a tool to achieve national consensus among different service providers where education was seen as a significant aspect in the development of the country, given the past political instability and tribal animosities (Ahamad et al., 2006) that had disorganized the whole service provision sector in the whole country and the education sector was highly affected since parents prevented their children from going back to school as the result of insurgencies that had rocked the country.

### **1.1.2 Conceptual background**

Transfer involves movement of personnel from one institution to another at a request, merit or order from superiors, this happens in public service context and other organizations that have multi units in different geographical areas. It may also refer to appointments on employees request or straight posting arrangements by the organization whereby an individual is asked to work in another organization at the latter's request in order to improve performance in such area of placement (Brett, et al 1992). It is stipulated within the Public Service Standing Orders that the effective date of appointment on transfer will be the date the officer leaves his or her place of engagement or domicile to take up his or her duties. However, in the teaching service, which is

part of the general public service, transfers have been dominated by mis giving which at the end leads to inefficiencies in administrative performance especially for teachers.

In Uganda, overstay transfers is the form of transfer given to head teachers who have overstayed at a particular school for more than the recommended seven years by the Ministry of Education and Sports. Requested transfer is the type of transfer which is given to head teachers who apply for transfers before the period stipulated by the ministry for the transfer expires. This can be done on medical grounds or proximity of the families or any other major reason acceptable to the ministry (Nassali, 2000).

The promotional transfer is the types of transfers given to head teachers who have reached a certain level of education and therefore warrant promotion to another level; for example a head teacher who has been an O' level day head teacher can be elevated to an A' level head teacher depending on the qualification attained. This kind of transfer is only awarded when one has passed the Education Service Commission interviews (Nassali, 2000).

Ahuja (1986) explains administrative performance as the fulfillment of the primary set goals, purpose and objectives of the institution in an effective and efficient manner aimed at delivering quality services to the recipients. Therefore in effective administrative performance, transfer result into employees being placed in positions which they can be most productive, gives chances of successful results in the organization. This again comes to the issue of correctly analyzing staff abilities before transfer Ahuja (1986), assert thus; It should be the aim of any company to change the position of employees as soon as their capacities increases and opportunities warrant. In this case, job change provides an opportunity for the transferee to develop skills and competency for future promotions, personal satisfaction and prestige.

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Teacher in educational institution is such a person that directs the education and learning of students and draws on many subjects but not limited to; reading, writing, mathematics, science and history. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. Teachers may use a lesson plan to facilitate student learning, providing a course of study which covers a standardized curriculum.

Government aided schools are those schools, where commits some of its resources in partnership with other stakeholders like parents, religious bodies NGOs and any other body for effective teaching and learning in all levels of education. Government aides schools through payment of salaries for teachers, provision of teaching aids, construction learning facilities like classroom, libraries etc.

Armstrong (1989), believes that management should be considered to be transferred and to promise production. But the transferees always face problems when transferred and are filled with fear of change. Armstrong (1989), believes these fears can affect production and so they should be addressed and where possible eliminated.

Unfortunately in the case of education service commission a transfer is an order and teachers are bound to obey all orders and where necessary complain (MoES, 2001). But this may not be in line with production because the output amidst those fears discussed is obviously bound to be

poor. Administrators consider transfers as a corrective procedure of performance. They believe that transfers should be done when there is a good reason to believe the person will succeed in the new position, and then transfer can be effected to achieve a corrective purpose. This calls for critical analysis of one's performance, which can only be achieved through consultation with supervisors about abilities of particular staff members and about their potentialities.

Miners (1973), explains that through the process of planning and job analysis, new role descriptions may be established to fit the intellectual, physical or personality characteristics of a specific person. Behavior no longer required is replaced with new behavior and where this cannot work, he or she believes one should be transferred to a new position. The next position of transfer needs to be analyzed because the next area of transfer should tend to alleviate the present problem on the job. In a situation where an employee has got motivational problems at his present job and is known to be a relevant factor, providing an opportunity to earn more money in return for effective job is an appropriate solution. They support this argument by stating that systems of rewarding attendance financially have proved valuable in reducing absenteeism. Where transfer is also given financial reward this would reduce fears of transfer and result into improved performance where there is resistance to transfer. Unfortunately, in Uganda teaching service a system of analyzing motivational levels of teachers is lacking, which has branded head teachers transfer more of burden than a form of improving administrative performance, its in this regard that the study sought to assess the effect of forms of transfer on administrative performance head teachers, with a case study of Mukono district.

### **1.1.3 Contextual background**

As a result of two decades of war and civil strife, the Education System in Uganda, especially at lower levels, suffered from years of neglect. This resulted into poor quality; poor enrolment e.g. 50% at primary school level and high drop-out rates (7.8% in lower grades); high attrition rate (50%) and a low completion rate e.g. 35% at primary school level; dramatic difference in enrollment between geographical locations and individual schools; and an overall system showing very low efficiency in terms of total cost per child (simplicio, 2004). In addition parental contributions to school maintenance (including partial support to teachers' salaries) accounted for 50 – 75% of all school financial requirements. PTA dues resulted into poor parents not being able to enroll all (or any) of their children in school. This however was exacerbated by poor transfer policies that hardly conformed to employees expectations and views and this greatly compromised the administrative performance of most school head teachers in most aspects (Brixiova, 1998).

The education act 2008 explains how Uganda bases on the foundation that education plays a crucial role in the national development and focuses on the moral, intellectual, ideological, cultural and socio-economic spheres which must be captured and controlled administratively by head teachers. In this aspect head teachers and other education stake holders play a vital role in the process but the transfer system always affect their performance since they are hardly consulted prior to their transfer. Education is accepted as central in liberating people from the vicious cycles of poverty, dependency, disease and ignorance. The problems that government faces in developing education are streamlined as quality, efficiency and relevancy constraints which include an overloaded curriculum, out-modelled assessment, dependence on untrained teachers, instructional materials, low government funding and poor administrative management

and accountability. When head teachers are transferred to areas with such constraints, they adversely affect the conditions of work making their life unbearable in particular areas of the country. One of the resultant effects is that teachers resist transfers to certain areas of the country in fear of unbearable conditions in term of poor or non-existent facilities, poor or lack of instructional materials or both. Yet the Standing Orders obliged them, as part of their conditions of service, to accept the transfer to any part of the country (Ministry of Education and Sports, 2001). This adversely affects the administrative performance of head teachers' hence poor performance.

Transfer as a personnel function serves various purposes and Stoner and Freeman (1989), explain that transfers can be used to give people broader job experience as part of their development and to fill vacancies as they occur. Different jobs have different work environment and work environment, when favorable; can lead to improved performance and reduction in absenteeism, bad time keeping, labor turnover and other indicators of low morale. However if administrative transfer is poorly managed significantly leads to poor results since transferred persons could lead to psychological alterations that could have adverse effects on human health and general job performance.

In another aspect, most ministries do transfers basing on the fact that relocation of employees helps to scatter experience to such areas of disadvantage there by improving the performance of such work places. Vacancies in education service may be created either through resignation, retirement or death and where transfer is used to fill a vacancy, this can be considered as internal re-organization. Teachers being prepared to take over positions of greater responsibility also require being equipped with experience as Geoff and granting (1984), explaining that

transferring an employee to new jobs at the same Level is useful in equipping staff with experience hence ensuring effective job performance.

In Uganda it's the policy of the ministry of education to transfer its employees, especially teachers from one position to another and from one place to another. This is done to effect efficiency and effectiveness in service delivery with in the ministry. Despite this, transfers have been marred by favoritism as well as nepotism (Nassali, 2000). With corruption in the education service commission and those with ties to higher authority in the Education Ministry remain confident to be transferred to the places of their choice at the appropriate time. As the result of poor transfer practices Mukono witnessed 27 rejections of head teacher transfers. Therefore this creates an imbalance in imbalance in school management in the secondary school sub sector.

## **1.2 Statement of the problem**

Regular transfer of head teachers of secondary schools remains, a policy of ministry of education and sports, which is aimed at effecting efficiency of administrative and academic performance of such schools. Despite the good intentions of the transfer policy various forms of transfer have significantly compromised the administrative performance of some head teachers transferred from various schools to others. Such transfers come at a time when some head teachers are amidst completion of some strategic plans and are transferred before accomplishing them, some are transferred to areas which they don't want to operate from, some are transferred from first class schools to poor class schools and all these factors, irrespective of the type of transfer one gets since its a policy prompts low morale of hard work, thereby prompting them to work with compromise hence poor performance. Such transfers at their extreme lead to loss of lives and others resign from the education service. Like the tragedy that saw the head teacher of 3Rs Senior Secondary Schools in Kasokoso, Buikwe subcounty Mukono district drowning in river

Sezibwa (Daily Monitor: February 3, 2009). A caretaker head teacher of BLK Muwonge SSS in Nakifuma Sub County in Mukono district resigned when a substantive head teacher was promoted to take over the management BLK Muwonge SSS from him and the former was made deputy. It's against this background that the study sought to establish the effect of forms of transfers on the administrative performance of head teachers in Uganda.

### **1.3 Purpose of the study**

The purpose of the study was to establish the effect of the forms of transfer on the administrative performance of head teachers in government aided secondary schools in Uganda taking Mukono district a case study.

### **1.4 Objectives of the study**

The study aimed at achieving the following specific objectives;

- 1 To identify the effect of overstay transfer on head teachers administrative performance in Mukono district
- 2 To establish the effect of promotional transfer on head teachers' administrative performance in Mukono district
- 3 To establish the effect of requested transfer on administrative performance of head teachers in Mukono district.

### **1.5 Research questions**

The study was guided by the following research questions

- 1 What is the effect of overstay transfer on head teachers administrative performance in Mukono district?
- 2 What is the effect of promotional transfer on head teachers' administrative performance in Mukono district?



- 3 What is the effect of requested transfer on administrative performance of head teachers in Mukono district?

### **1.6 Significance of the study**

The results of this study are expected to be of value to the following education stake holders:

**School Managers:** The information gathered in this study could be utilized to alert head teachers, of ways how transfers can affect their work and how to solve such problems in case they existed. This could be done basing on the recommendations that have been made and they might decide to implement those recommendations hence solving the problems of poor compromised performance as the result of transfers from one school to another.

**Parents:** The study is expected to help parents understand the forms of transfer that are carried out by the ministry and in case they read this book, they may propose to have only such transfer that do not affect the performance of head teachers at various levels. Parents may be enlightened to become partners in development and get involved in the management of schools and help in streamlining the transfer process.

**Policy makers:** As individuals charged with formulating policies, their understanding of the forms of transfer forms remain very vital in the education management process, findings from this study may help them in formulating better strategic policies to have better ways head teachers can be transferred with out affecting their performance.

**Researchers:** The issues raised in this study are likely to lead to the involvement of various researchers in generating more knowledge from various perspectives. The findings of this study could form a basis for further research to those interested in transfer of head teachers or teachers among secondary schools.

**Researcher student:** The study will act as contribution to getting the masters degree and study will help the researcher understand deeply the major consequences of all forms of transfer and will suggest in recommendations ways of such effects and in the long run the researcher could be consulted on transfer aspects since he will have vast knowledge in the aspect.

## **1. 7 Scope of the study**

### **Geographical scope**

The study was carried out in Mukono district in the selected schools of Nakifuma and Buikwe counties and Mukono town council. The study was carried out among government aided schools.

These are the schools that have scenarios of transfers

### **Subject scope**

The study investigated the effects of the forms of transfer on administrative performance of head teachers in government aided secondary schools. The study therefore looked at how overstay, requested and promotional forms of transfer influences head teachers administrative performance.

### **Time scope**

The study covered a period of five years from 2003-2008, since during this period the ministry became more effective in transferring head teachers from one school to another.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter presents the review of literature which assesses the forms of transfer and how these affect the administrative performance at various levels in the process of running the education system.

#### **2.1 Theoretical review**

Applying attitude theory, Brett and Reilly (1988) reported that "attitude toward moving" (i.e., transfer) significantly correlated with the "willingness to relocate" and predicted the subsequent decision to relocate. From the career literature, Veiga (1983) identified barriers to moving, career path factors and motives for moving as three classes of antecedents that related to the individual's intra institutional stability.

In particular, Veiga demonstrated that career stage moderated the relationships between these antecedents and stability. Also based on career literature, Slocum and Cron (1985) found that the number of transfers (i.e., mobility frequency), years of tenure (i.e., relative stability) and the attitude toward relocation (or transfer) varied by career stage. Based on the career literature, it seems reasonable to suggest that, in addition to antecedents (Veiga, 1983), the employee's reaction to job transfer should also be influenced by one's career stage (Slocum & Cron, 1985). For example, the employee in the very early career stage, whose primary objective is to maximize job and organizational knowledge, might be expected to react very differently to a transfer than an individual in the late career stage, whose objective may be to disengage from the company. A theoretical, as opposed to a methodological, issue is that intraorganizational mobility and stability should have very different meaning to employees in different stages of

their careers. As a potential new direction, the moderating effects of career stage on the employee's reaction to job transfer were explored.

The education system in developing countries is challenged by a significant number of weaknesses including policy and implementation of which recruitment and retention of personnel remains an intricate issue. The situation has been made more complex with the introduction of education for all. EFA encompasses pre-primary, primary, secondary tertiary and adult education. It is a multi-faceted challenge requiring simultaneous attention to access, equity, quality and relevance. Quite often, however, some of these facets may conflict (for example, it is common that when access to schooling improves, quality declines) (United Nations, 1948, Article 26).

The world's commitment to the provision of education to all has a long history. The first such commitment was in 1948, when the Universal Declaration of Human Rights (UDHR) was published. In that declaration, education was recognized as a fundamental human right for the multifaceted development of individuals and of society. In particular, it was declared that elementary education should be free and compulsory and that the higher levels of education should be accessible to all on the basis of merit (United Nations, 1948, Article 26).

In the 1970s and 1980s, the view of education as a "public good" was given impetus by the evolution of human capital theory, which in turn led to a new field of study: Economics of Education. Studies by the likes of Gary Schultz and George Psacharopoulos purported to have established a positive relationship between schooling and economic growth. They argued that both the individual and society benefited from an educated populace i.e., that investing in education had both private and social rates of return.

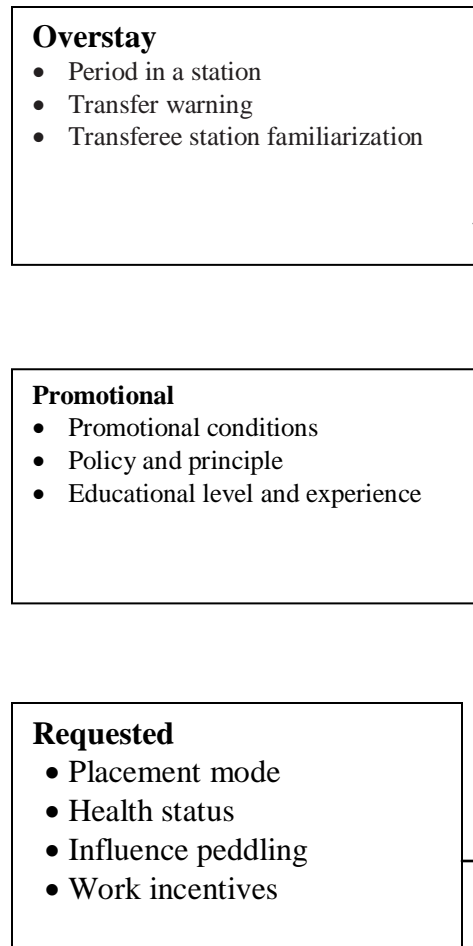
The argument was that “a more educated society may translate into higher rates of innovation, higher overall productivity through firms’ ability to introduce new and better production methods, and a faster introduction of new technology” (EFA Global Monitoring Report, 2005, p. 41). The social rates of return to education were stressed. If it was society at large that benefited from investments in education, then it was the obligation of the state to provide free education to its citizens. With egalitarianism as a guiding philosophy, most countries in the West provided free or highly subsidized education in the 1960s and 1970s.

Human capital theory did not escape the attention of world bodies such as the World Bank. Impressed by studies carried out by economists of education, the World Bank endorsed the view that, indeed, education had an impact on economic growth. In the view of the Bank, this was particularly true in the case of developing countries. In the 1970s, the World Bank championed and funded basic education in developing countries. It argued that the provision of basic education in developing countries would boost productivity and technological transfer, leading to improved economic growth. In other words, investment in basic education yielded higher social rates of return. Therefore, it was imperative that developing countries provide basic education. These arguments were a boost for universal primary education.

### 2.1.1 Conceptual framework

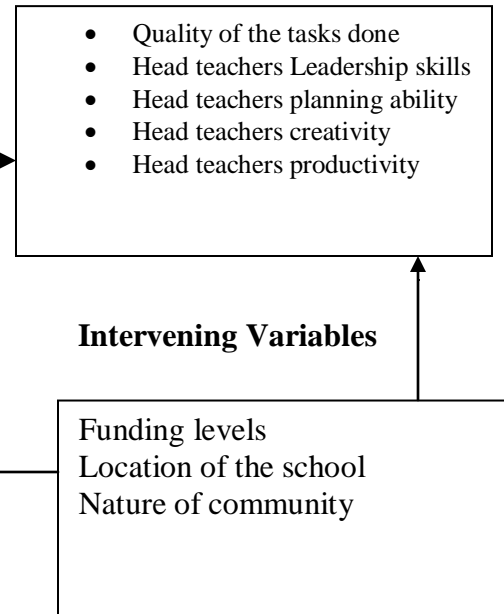
#### Independent Variable

##### FORMS OF TRANSFER



#### Dependent Variable

##### ADMINISTRATIVE PERFORMANCE



**Figure1: Conceptual frame work forms of transfer and administrative performance of head teachers**

In the study the independent variable was conceptualized as forms of transfer, which were looked at in regard to overstay, promotional and requested transfer. The dependent variable was conceptualized in regard to performance. The conceptual frame work explains that overstay transfer is most of the time given to those who overstay at a station and such transfers are basically forced and this affects the task quality, leadership skills, creativity and planning ability

of such transferees in their new area of placement. Also the conditions put across when one is being promoted, the educational level and the mode in which policies and principles are followed determines ones performance in their new station of placement. In requested transfer, head teachers are placed granted transfer on grounds of health status, but when placed in areas which not of their choice their performance is compromised. Also place mode, nature of influence and incentives at their area of placement determines their performance. Its not only forms of transfer that affect administrative performance but also other factors like level of funds remitted to particular schools, location of the school whether urban or rural inaccessible or accessible and nature of the community whether hostile or hospitable tend to affect administrative performance of head teachers in government aided secondary schools.

## **2.2 Over stay transfer and administrative performance**

Ghost (1985), looks at overstay transfer as being necessitated by requirements of efficiency of the organization and the need for manpower this particular situation. Where the Head teachers have become less effective arising from the fact that they have stayed in particular posts for a stretched period of time. Those transferred to new stations may perform better in those new places especially if other factors, which may affect their performance, are catered for. This does not only contribute to effective service delivery but also contributes to efficiency in the education system. In this regard to have effective transfer process prior to their posting, it would be prudent for teachers to be informed about the duration of their contracts at a particular school (Brett, et al 1992). It is also pertinent to inform them of how long they will serve in a post before reviews that could lead to either an extension or possible transfer take place.

In Uganda, in the 2009 transfers' it was explained that in enforcing overstay transfer the ministry was trying to boost the performance of schools in the rural areas and one of the ways to do this

was by transferring good teachers to the rural schools. It should however be noted that some teachers are subjected to forced transfer because they do not have an adequate 'load' to teach in their current schools. According to the Public Service regulations, head teachers and teachers can apply for transfer or the ministry can carry out the transfer unconditionally (Daily Monitor: February 3, 2009).

Despite the benefit of transferring teachers, some times the disadvantages outweigh the advantages of the process. In this regard it should be noted that most teachers get into the vocation due to a strong desire to share their knowledge and to gain an opportunity to offer life-changing mentoring to their students. Among the key incentives for teachers are opportunities for continued professional development, good wages and job stability. Longevity in jobs gives teachers the opportunity to build relationships with their students and facilitates the promotion of any particular school's ethos. Ethos of a school are either inherited or formed by the existing members of staff, and can only be sustained in a stable environment where both teaching and non-teaching staff have a role to play. Removal of any one party could jeopardize the entire process (Prosser & Trigwell, 1997).

Poor and unfair transfer policies may affect employees' hopes for advancement and the productivity of their workforce. Often employees feel compelled to transfer from within their workforce, fearing the loss of the loyalty and enthusiasm of employees in case they are transferred to other areas. Transfer encourages employees to view the organization as one offering them career growth. Unfortunately, a tradition of transferring within may also mean forgoing the most vital management prerogative filling positions with well-qualified personnel (Simplicio, 2004). It is a mistake to assume that superior performance in one job will always



translate into equivalent success after been forcefully transferred to a new position. In a few cases poorly functioning workers may perform better after they are transferred to new work places because they were bored by the previous job, but their enthusiasm may be short-lived (Staub, 2004).

### **2.3 Promotional transfer and administrative performance**

Teachers of good performance with qualities of leadership are promoted to the next rank of greater responsibility i.e. head teacher or deputy head teacher the nature of new responsibility goes with command but in situation where the head teacher is too used to subordinates they may undermine the head teachers command. Transfer on promotion gives the officers-transferred opportunity to assert themselves on their enhanced status way from their juniors and where their subordinates comparatively know them (Smylie et al, 1994) explain that promotion is an incentive and teachers are activated when promoted on the other name, there are teachers who do not want to be promoted because they do not like the consequences, which includes transfers. Many teachers share this view especially where one is likely to be transferred very far from ones home (Leithwood and Menzies, 1998).

Armstrong (1989), considers promotion as one way of enabling management to obtain the best talent available with the company to fill more senior posts and also to provide the opportunity to advance their careers within the company in accordance with the opportunities available and their own abilities. A promotion is a move up the organizational ladder; job rotation and transfers are lateral moves; demotions are downward moves; and layoffs move employees out. Layoffs, in contrast to dismissals are terminations, sometimes temporary, required for business needs unrelated to worker behavior or performance. All of these changes bring about shifts in status, and often in pay, of the employees involved.

Teachers may not anticipate the loss of morale and impact on productivity that such organizational actions can bring. When an employee feels rejected, palpable dissatisfaction may result. Promoted employees, or those hired from the outside, may also face challenges as they cope with their new job positions. When workers understand the logic of decisions made, morale is less likely to drop. Difficulties may also arise when employees are not consulted: moving an employee who was working alone so she now works side-by-side with another worker might be seen from her perspective as anything from a reward to a punishment. So can giving an employee an unsolicited promotion into a more difficult job (Wohlstetter and Odden, 1992).

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's 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, someone has to make a judgment about an employee's relative merit. Employees may find it difficult to make a distinction between merit because it is so hard to measure in an objective way and favoritism (Abrami et al, 2004).

Employees get to experience on the way up the promotional ladder, provided that they stay long enough and openings develop. Jobs can be grouped into different ladders such that experience on one job constitutes good training for the next. Cooperation between workers is generally not

hindered by competition for subjectively determined promotions. Workers need not seek to gain favor with supervisors to obtain advancement. Some employees may not be able or want to do certain jobs into which a strict seniority system would propel them. Employees should be able to opt not to accept an opportunity for promotion. Ambitious workers may not be willing to "wait their turn" for higher-level jobs that they want. Employee motivation to work as well as possible is not reinforced. Immigrant or ethnic groups new to agriculture, and women, would be underrepresented in higher levels for a long time. Employers would tend to hire over skilled people at entry level, so they have the capacity for promotion (Abrami, Polson, & Chambers, 2004).

#### **2.4 Requested transfer and administrative performance**

Teachers' voluntary transfer (requested transfer) gives insight in the extent to which the educational design has been successfully implemented since teachers are transferred at their own will. In this regard teachers are able to give information about successfully or unsuccessfully implemented aspects of the transfer system design in the factual learning environment, for example, the degree to which productive learning and self-directed learning take place. This provides information about the state of the implementation and its agreement with the original design. Teachers are an important source of feedback for poor or proper transfer processes, because not implementing particular aspects of the fair transfer process could also mean that it is not workable or feasible in practice (Brixiova, 1998). There is growing concern that in the head teacher's job has become more demanding and intense. This necessitates the need to investigate and address the issue of school head teachers' job satisfaction in the transfer process whether where they are transferred there is improved job satisfaction in their administrative process.

Langseth (1995), consider transfers as being effected when the need for people in one job or department is reduced or increased, if the work load reduced employees would want to relocate to other areas where they can have enough tasks to perform. In the teaching service sorting out of transfers is done by identifying Head teachers who have over stayed in the schools so that they can be taken to other schools according to demand. The transferee will not have a settled mind in the new school because the change had disrupted away of life he or she has been used to for many years, but in terms of work, he or she is meeting new people, is unlikely to be compromised so his performance is bound to improve.

Staub, (2004) explain that Personnel who want a promotion sometimes demand a change or threaten to leave for a different job. In such cases, if a promotion is not possible, employers may encourage the worker in a positive way to pursue other career possibilities with reactions such as, "Here, we don't try to keep people back," "When the need arises, we help our workers find another job," and even, "We feel we are a stepping stone to other jobs. We are pretty proud of the places our employees have gone to after working for us." At times such attitudes are the only practical solution. But, as we see below there are plenty of circumstances where qualified employees can grow within their present position. In considering the best strategy to use, you may ask: Does the employee want to advance, does he want more responsibility or more variety. In the latter case, the worker can be given different duties or assignments that constitute a transfer rather than a promotion.

Transfers and job rotation are forms of enlargement entailing movement from one job to another of comparable responsibility. Transfers usually last for a longer term while job rotation may imply several short term job changes. In addition, some rotations are cyclical and involve going

through the same set of jobs over and over. In a dairy, for instance, workers may be part of a job rotation cycle from milking to cow feeding to calf feeding. Besides alleviating possible boredom, transfers and job rotations expose workers to more tasks. When an absence or turnover occurs, it helps to have other knowledgeable employees who can perform the vacated job. Morale can suffer when transfers require employees to relocate. A raise in pay may help. Relocations, although not common in farming, can be particularly trying in homes where both husband and wife work. Some organizations requiring relocation may offer assistance to the other working spouse in finding a job in the new community. International assignments carry unique challenges and opportunities (Laws et al, 2003).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The chapter presents the methodology that was used during the study. It presents the research design, study population, sample size, sampling methods, data collection methods and instruments, procedure for data collection validity and reliability, data management and analysis and measurement of variables.

#### **3.1 Research Design**

The study used a cross sectional survey design with both qualitative and quantitative techniques for data collection and data analysis. The research design helped in examining relationships among the variables as argued by Fowler (1993). Cross sectional survey design refers to the selection of a relatively large sample of people from a pre-determined population (the ‘population of interest’; this is the wider group of people in whom the researcher is interested in a particular study), followed by the collection of a relatively small amount of data from those individuals. The researcher therefore uses information from a sample of individuals to make some inference about the wider population. This is usually, but not necessarily, done by means of a questionnaire or interview (Converse & Presser 1986). Surveys are designed to provide a ‘snapshot of how things are at a specific time. In survey research, independent and dependent variables are used to define the scope of study (Nachmias, 1981).

#### **3.2 Study Population**

The study was carried out in Mukono district in the counties of Nakifuma, Buikwe and Mukono town council. The study was carried among 10 head teachers, 300 teachers, and 4 educational officers. These respondents were involved in the study because they had the knowledge on how

forms of transfers have had an effect on the administrative performance of head teachers in various aspects. Ten schools were involved in this study (Bishop School, Kasawo SSS, 3RS SSS, Namakwa SSS, Mukono high school, Namilyango collage school, Namasumbi SSS, BLK Muwonge secondary school, ST Peters Nkokonjeru and Apollo Kagwa SSS).

### 3.3 Study Sample

The total sample size of the study which was 183 was selected using Kregic and Morgan's (1970) table as shown in the table below.

**Table1: Number of participants per category**

Category	Population	Sample size	Technique
Head teachers	10	10	Purposive sampling
Teachers	300	169	Simple random sampling
Education officers	4	4	Purposive sampling
<b>Total respondents</b>	<b>314</b>	<b>183</b>	

### 3.4 Sampling techniques

The study adopted purposive sampling method for selection of key informants who were head teachers and district education officers. These respondents were specifically picked because they had technical knowledge on the subject. Purposive sampling is a form of non-probability sampling (Polit & Hunglar, 1999). With this type, the sample is "hand-picked" for the research since they were the only ones of their kind.

Also simple random sampling was employed to select teachers since they were many and in order to avoid bias of responses, simple random sampling was seen appropriate. Therefore, this gave equal chance to every member in the population to be included in the study since they were

many but needed equal representation. It was also an effective way of avoiding personal biases by the researcher (Sekarani, 2000).

### **3.5 Data Collection Methods and Instruments**

The study collected primary data using the questionnaire method and face to face interviews. The study involved primary data, which was gathered with the use of questionnaires and interview guides. Secondary data was obtained by reading textbooks, journals, Internet and newspapers among other sources. This research used primarily data collection methods namely; Questioning, Interviewing and Document analysis.

#### **3.5.1 Questionnaires**

The study adopted the use a five-Likert scale questionnaire which sought to establish how forms of transfer influences administrative performance in schools. The study had one set of questionnaire that was constructed strategically to capture all the necessary information from all categories of respondents. Questionnaires were administered to teachers since they were believed to at least have time to answer the questionnaires.

#### **3.5.2 Interview schedules**

Personal interviews with the help of an interview guide were administered to key informants who were head teachers, district education officers, commissioners and assistant commissioners.

#### **3.5.3 Documentary Analysis**

The study also conducted reviews of existing documents by other scholars in relation to the concept of transfer of administrators. This gave an overview of how much has been addressed in this line.



### **3.6 Data Collection procedures**

The researcher obtained a letter of introduction from the school of education to help with introductions to various respondents. A pilot study of the data collection instruments was conducted in the area of study to get their validity and reliability. The researcher then proceeded to respondents to administer the questionnaires and conduct interviews.

### **3.7 Validity and reliability**

To ensure content validity the researcher constructed data collection instruments with adequate number of items and made sure that each item or question on the scale had a link with the objectives of the study and ensured that all items covered a full range of issues being measured. Also in ensuring validity of instruments the researcher consulted colleagues and the supervisor for proper guidance after which the researcher pre-tested the instruments. In interviews, the researcher used simple language and clear instructions appropriate to the respondents. Questions were phrased to ensure consistency in responses of the participants. The respondents who participated in the study were informed and knowledgeable about the study and this ensured reliability of findings.

#### **Reliability**

When instruments were pre-tested using a computer program SPSS the reliability alpha was .8647 and a few questions were rephrased and re-adjusted and after collection of data the reliability was again tested and it revealed .7881 alphas. This implied that instruments were reliable and fit for the study. Alpha measures the extent to which item responses obtained at the same time correlate highly with each other. Though widely interpreted as such, strictly speaking alpha is not a measure of random error. Rather, alpha is a measure of level of mean inter correlation weighted by, or a measure of mean inter correlation for standardized data, stepped up for number of items. The more consistent within-subject responses are, the greater the variability

between subjects in the sample, the higher Cronbach's alpha will be. Finally, alpha will be higher when there is homogeneity of variances among items than when there is not. In reliability the widely accepted social science cut-off is that alpha should be .70 or higher for a set of items to be considered a scale, but some use .75 or .80 while others are as lenient as .60. That .70 is as low as one may wish to go is reflected in the fact that when alpha is .70, the standard error of measurement will be over half (0.55) a standard deviation (Pedhazur & Schmelkin, 1991).

### **3.8 Data Management and Analysis**

In the study, the instruments that were used to collect information yielded both qualitative and quantitative data. After respondents answered questionnaires and interviews done, raw data was cleaned, sorted and condensed into systematically comparable data. Data analysis was done using the Statistical Package for Social Scientists (SPSS), which helped to summarize the coded data and this facilitated quick interpretation.

From interviews, an objective coding scheme was applied to data in the process commonly known as content analysis. Potential themes, categories, and patterns were closely examined to see how they actually emerge from the data in relation to the objectives of the study. Qualitative data analysis utilized words to make narrative statements on how categories or themes of data were related. Once the themes, categories and patterns were established, data was evaluated and analyzed to determine the adequacy, credibility, usefulness and consistency of the information.

From questionnaires, quantitative data was generated through data coding that yielded numbers; the numbers were analyzed using computer packages that yielded descriptive and inferential statistics. Descriptive statistics were also used to summarize and describe data. In answering research questions correlation analysis to determine or establish the relationships between two or more variables or sets of variables as recommended by Cohen and Cohen, (1983) was used.

### **3.9 Measurement of variables**

Measurement of variables was done to show how each category of questions in the instruments that were used was handled to come up with the necessary information. This was done to background information of respondents (categorical data), independent and dependent variables in their likert form and the non categorical information that was obtained from interviews. The categorical variables were measured using the Nominal scale, with numbers being assigned to each category only to identify similar objects within a category from elements in another category that was different. The non-categorical was studied and the narrative was made so as to fit in the objectives of the study. This was done in establishing how forms of transfer influence administrative performance in government aided schools looking at specific descriptive variables. The researcher used the ordinal measurement scale composing of discrete variables. The categories were ranked in terms of the variables.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Introduction**

This chapter presents findings of the study, which are presented according to the objectives of the study, which were to; examine the effect of overstay transfer, assess the effect of promotional transfer and examine the effect of requested transfer on administrative performance of secondary schools teachers in Mukono district and the background characteristics of such respondents that were involved in the study are presented here under in their respective categories.

#### **4.2 Background Information**

In establishing the background information of respondents cross tabulations were used since they help in summarizing categorical variables. This was done between age and sex of the respondents that participated in the study and the rest of the characteristics were presented in their respective descriptive forms. The background information in the study helped the researcher in the aspect that, the age of respondents was used to establish whether such respondents were suitable to be involved in the study as maturity goes with reasoning. The sex of respondents was established as it helped in establishing the majority gender that participated in the study. The level of education helped to establish whether their education is relevant to what they do since in management the level of education is presumed to have an influence on the manner in which some decisions are made, cross tabulations were useful in establishing the covariance of aspects that were being measured and results are presented below.

##### **4.2.1 Gender and age of respondents**

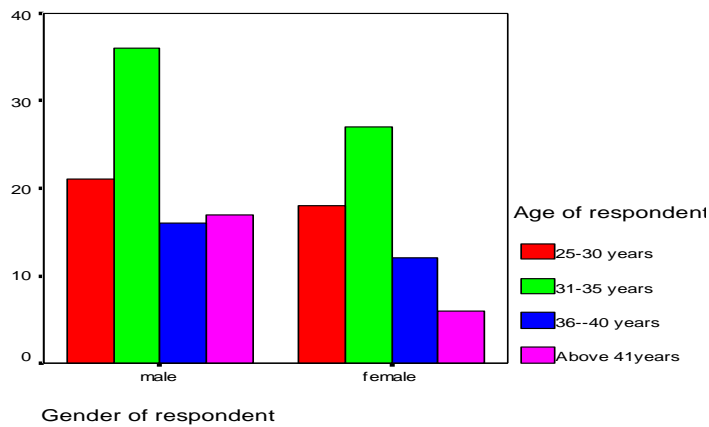
Across tabulation of age and gender of respondents was done to establish how the two were distributed and findings are presented in the table below.

**Table 2: Gender and age cross tabulation**

Gender of respondent * Age							
			Age of respondent				Total
			25-30 years	31-35 years	36-40 years	Above 41years	
Gender of respondent	male	Count	21	36	16	17	90
		% within Gender of respondent	23.3%	40.0%	17.8%	18.9%	100.0%
		% of Total	13.7%	23.5%	10.5%	11.1%	58.8%
	female	Count	18	27	12	6	63
		% within Gender of respondent	28.6%	42.9%	19.0%	9.5%	100.0%
		% of Total	11.8%	17.6%	7.8%	3.9%	41.2%
Total		Count	39	63	28	23	153
		% within Gender of respondent	25.5%	41.2%	18.3%	15.0%	100.0%
		% of Total	25.5%	41.2%	18.3%	15.0%	100.0%

From the findings in the Table 2 it is revealed that of the male respondents 23.5% were aged between 31-35 years, where as 13.7% were aged between 25-30 years of age and 11.1% were aged above 41 years and 10.5% were aged between 31-35 years of age. In the study of the female respondents 17.6% were aged between 30-35 years and 11.8% were aged between 25-30 years of age as 7.8% were aged 35-40 and 3.9% were aged above 41 years of age. From the total percentages in the cross tabulations the majority respondents in both categories were aged between 31-35 years of age (41.2%) and 25-30 (25.5%) respectively. The findings above were further elaborated using a chart and findings are presented below.

**Figure 2: Gender and age of respondents**



From the graph above, it was revealed that in both categories of respondents the majority were aged between 31-35 then followed by those who were aged between 25-years of age.

**Table 3: Education level of respondents**

Education level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary education	9	5.9	5.9	5.9
	Diploma	59	38.6	38.6	44.4
	Degree	65	42.5	42.5	86.9
	Post graduate	15	9.8	9.8	96.7
	Masters degree	5	3.3	3.3	100.0
	Total	153	100.0	100.0	

From the findings, it was revealed from the majority 42.5% of respondents that they were degree holders in terms of their level of education as 38.6% were diploma holders where as 5.9% of respondents reported to have secondary education and also 9.8% of respondents held post graduate level of education with only 3.3% of respondents having masters degree as their level of

education. From the statistical outputs majority teachers in Mukono district have bachelors' degree as their level of education an aspect that could be attributed to their success in administrative performance an since it is very vital in determining the academic performance of students.

**Table 4: Period in service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 years	28	18.3	18.3	18.3
	5-10 years	76	49.7	49.7	68.0
	10 and above	49	32.0	32.0	100.0
	Total	153	100.0	100.0	

In the study respondents were asked of the period they have spent serving and it was revealed from the majority 49.7% of respondents that they had spent 5-10 years serving in the education sector. In the analysis it was further found out from 32% of respondents that they had spent more than 10 years in the teaching practice as 18.3% of respondents reported that they had spent less than 5 years in the teaching practice.

#### **4.3 The effect of overstay transfer on head teachers administrative performance in Mukono district**

The study sought to establish the effect of overstay transfer on administrative performance of head teachers in government aided schools. The study made the following revelations and these are presented in table 5. Head teachers, education officers and commissioners were requested to respond to the already set questions in interviews and their response statements are presented in table 5 below.

**Table 5: Head teacher education officers, commissioners and assistant commissioners' responses to the effect of overstay transfer on secondary school head teachers' administrative performance.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
No prior notice is given before one is given over stay transfer to new area of placement	15	16
Those who are connected to the big persons in the ministry of education are not affected by over stay transfer	13	14
Abrupt transfer disorganizes head teachers since it takes time for them to adjust to the new environment and this affects their performance in all aspects	14	15
Forced transfer affects the performance of head teachers since their placement remains for a limited period of time	11	12
Some head teachers choose not to step to areas of their placement but continue getting the salary which aspect contributes to poor performance of the of these teachers	9	10
Head teachers loose morale to participate in the whole administration process of the school when they are given overstay transfer	13	14
When head teachers are forced to transfer they choose to delegate to their deputy head teachers almost all tasks and they visit the school once in a while	8	9
Force transfer causes psychological upset since teachers are forced to relocate to other areas leaving their families behind	11	12
<b>Total</b>	<b>94</b>	<b>100</b>

Findings in table 5 revealed (16%) that in overstay transfer no prior warning is given before one is taken to anew area of placement and this affects their administrative performance especially in their new area of placement, in fact one head teacher lamented that



*“.....you only wakeup to see yourself in news papers that you have been transferred to the school which you least expected, and then you start planning how to get used And cope in such a place and this completely disorganizes Your way of working. .... ”*

This implies those overstay transfer, disorganizes Head teacher's way of planning for those who become victims of the type of transfer there by affecting their administrative performance since by the time they settle another transfers rolls in, there by affecting the whole process. This was further explained by 15% of responses who explained that abrupt transfer disorganizes head teachers since it takes time for them to adjust to the new environment and this affects their performance in all aspects especially in the administration process. It was also found out that in the transfer process those who are connected to the big officers in the ministry are not affected by the transfer process and have been in certain schools for as long as their profession and those who are not known are transferred very oftenly.

The findings further revealed (14%) that head teachers loose morale to participate in the whole administration process of the school when they are given overstay transfer which is most of the time effected like forced transfer. From the findings, it was further found out from the responses (12%) that forced transfer causes psychological upset since teachers are forced to relocate to other areas leaving their families behind and for family people they would want to carry on with their families and continue to look after them and when they are given overstay transfer they are forced to leave their families behind which prevents them from concentrating hence poor performance in all administrative perspectives.

These findings are further enhanced by qualitative responses from focus group discussions with Head teacher education officers, commissioners and assistant commissioners, significant among them was one of the district inspector of schools who said that

*“....when it comes to transferring overstayed head teachers, it becomes a problem to the administration because most of them take these public schools as their private property.....”*

This means that overstayed teachers can hardly think of working in other areas and when they are transferred their chances of performing poorly remains high hence an effect to their administrative performance.

In analysis, most people think, giving transfers without prior notice is quite unfair since people are not given enough time to prepare for their new destinations. In most aspects head teachers leave their current posts to new ones unwillingly especially in overstay transfer. Transfers in this form disorganize their working ability in terms of administrative performance through reduced morale among others.

**Table 6: Teachers' responses on the effects of overstay transfer on administrative performance**

item	N	Mean	Std. Deviation
Over stay transfer is given to those who sit on the same school for more than five years	153	4.17	0.833
In government schools overstay transfer is fairly given those who deserve it	153	1.18	0.933
Head teachers appreciate to be given over stay transfer to other areas	153	2.25	0.681
Headteachers are informed in time before they are given transfer	153	2.17	0.833
Head teachers quickly cope to the situation when they are given overstay transfer	153	2.18	0.933
Over stay transfer disorganizes head teachers social life(leaving their family behind), which affects their performance	153	2.25	0.681
There is a lot of influence peddling in this type of transfer	153	2.04	0.818
Over stay transfer affects the output of the transferee	153	2.09	0.798
Most head teachers resent to overstay transfer which comes in as an order	153	2.1	0.833
Unwilling transfer of teachers makes transferees to practice laissez-faire kind of administration in their new places	153	3.2	1.08

Findings in table 6 reveal different reactions to the questions that were asked in relation to overstay transfer from the questionnaire, respondents agreed (4.17) that as a policy over stay transfer is given to those who sit on the same school for more than five years a practice that would ensure good management practices if it was fully implemented and practiced effectively and efficiently. But for the case of Mukono, Head teachers and teachers are transferred even when they have not overstayed on particular stations. From the study findings, respondents

strongly disagreed (1.18) to the aspect that in government schools overstay transfer is fairly given those who deserve it. Many respondents in Mukono blame the system that transfers are not given according to those who deserve them, that transfers are given to those who are not well known in the system and those who are known are kept on same positions in good schools for ages. This affects the morale of head teachers in performing their tasks administratively. From the study findings respondents disagreed (2.17) to the aspect that head teachers are informed in time before they are given transfer, as seen from interview results no such prior information is given they are just transferred and this compromises their administrative performance since they have to first get used to the place and then understand the characteristics of staff members and thereafter act accordingly, all this takes time with a number of challenges hence affecting the administrative process. In the study respondents agree (2.04) to the perspective that in doing over stay transfer there is a lot of influence peddling an aspect that makes some groups of people being susceptible to the transfer process as others enjoy the advantages of loopholes in the system. It was also greatly agreed that over stay transfer affects the output of the transferee since there is change in doing most of the things. The fact that standard deviations in all factors that were below one imply that all these factors matter a lot a lot in determining the administrative transfer of head teachers in the district. For effective administrative performance these factors need appropriate.

The above findings correlation analysis to establish the magnitude of effect over stay transfer has on administrative performance and results are presented in below.

**Table 7: Correlation between overstay transfer and administrative performance**

Correlations			
		OVRSTY	ADMNIN
OVRSTY	Pearson Correlation	1	.957(**)
	Sig. (2-tailed)	.	.000
	N	153	153
ADMNIN	Pearson Correlation	.957(**)	1
	Sig. (2-tailed)	.000	.
	N	153	153
** Correlation is significant at the 0.01 level (2-tailed).			

From the correlation analysis it was revealed that there is a significant positive relationship between overstay transfer and administrative performance the evidence is the obtained correlation coefficient of .957 with a significance value of .000. This implies that giving overstay transfer ones ways of work must change in accordance to where one is posted and one must adjust to the situation where they have been posted, an aspect that has an effect on the way one is supposed to act.

#### **4.4 The effect of promotional transfer on head teachers' administrative performance in Mukono district.**

The study sought to find out the effect of promotional transfer on administrative performance of head teachers in government aided schools and respondents were involved in interviews and questionnaires, results from interviews are presented first followed by results from questionnaires and results are presented below.

**Table 8: Head teacher education officers, commissioners and assistant commissioners' responses to the effect of promotional transfer on secondary school head teachers' administrative performance.**

<b>Comment</b>	<b>Frequency</b>	<b>Percentage</b>
Promotional transfers only given to those known to key persons in the ministry of education	13	17
Promotion are done depending on ones qualifications	6	8
When it is genuinely done it encourages hard work	14	18
Promotional transfer is rarely done to majority head teachers	12	15
One has to lobby around to get promotional transfer	11	14
Its takes a lot of procedures to get promotional transfer	10	13
Ones needs to bribe a few responsible individuals so as to get a promotional transfer	12	15
Total	78	100

From interview results, respondents expressed themselves that when promotional transfer, is genuinely done it encourages hard work (18%) among employees however this is not the case since respondents lamented that promotional transfers only given to those known to key persons in the ministry of education (17%) and this denies chance to those who have the potential to display their expertise in fact one of the head teachers lamented that

*“.....to get a promotion from ministry of education you have to be very well connected, you have to be knowing those people responsible or those that are known to them such that they can help push your papers, or else a promotion remains very impossible.....”*

This implies that one needs to know a chain of responsible persons in the ministry of education, so as to get promoted from a third world school to a better school. Therefore, when such procedures are expected to be met when applying for a promotion, they get frustrated by the system and this influences the way they think towards setting better and informed targets to the success of their schools in all disciplines. Also from interviews, it was revealed from 15% of

responses that one needs to bribe a few people so as to get promotional transfer or else it becomes very hard getting a promotion. Therefore those who cannot afford to bribe people cannot get promotion therefore this demoralizes and hence becomes less productive, prompts less quality work which all results from having no ability to plan.

These results were supplemented by results from questionnaires which are presented in a descriptive form with means representing overall response in the likert scale and findings are presented below.

**Table 9: Teachers' responses on the effects of Promotional transfer on administrative performance.**

Item	N	Mean	Std. Deviation
Promotional transfer is done on merit among head teachers in Mukono district	153	3.26	0.679
Head teachers are only promoted when they perform well in former schools	153	2.01	0.748
Policy stipulates that head teachers get promoted on earning other levels of education	153	4.1699	0.83344
Actually head teachers are promoted when they earn other levels of education to better conditions	153	2.1765	0.93272
There is a lot of influence peddling in promoting head teachers	153	4.2484	0.68134
Head teachers are promoted based on the period of time spent serving in a particular school	153	4.0392	0.81823
Only head teachers that exhibit pronounced performance skills are promoted	153	4.0915	0.79769
Promotional transfers are regularly given among head teachers	153	2.1699	0.83344
Most head teachers like promotional transfer in the district	153	4.18	0.933
Promotional transfer takes a lot of procedures	153	4.25	0.681
Only those who head teachers who pass interviews are given promotions	153	2.04	0.818
Promotional transfer aids the performance in schools	153	4.17	0.833

From the findings, it was revealed from the obtained mean of 4.24 that in the promotion process there is a lot of influence peddling which implies that one has to be knowing a few individuals in the system so as to have an influence and get themselves a promotion, meaning that for those who don't know any one in the system have to wait for merit, which is hardly done. This greatly

influences the administrative performance of head teachers as they lose the zeal to plan, innovate better problem solving and leadership techniques among many. In the study it was agreed that Policy stipulates that head teachers get promoted on earning other levels of education (4.1699). Despite this policy stipulation, very few head teachers have been promoted based on this aspect since influence peddling and other illicit practices dominate the process of promotion. Also from the responses, it was further agreed to that Promotion transfer aids the performance in schools 4.17 since promotion remains one way of showing appreciation to one's efforts in the performance of tasks therefore when they are promoted they plan on how best can become more productive, deliver quality work and ensure that there is good and appropriate decision making to have the required output.

The findings were further explained using correlation analysis results to establish the extent to which promotional transfer influences the administrative performance of head teachers and findings are presented in table 10 below.

**Table 10: Correlation between promotional transfer and administrative performances of head teachers**

Correlations			
		ADMNIN	PRMTN
ADMNIN	Pearson Correlation	1	.919(**)
	Sig. (2-tailed)	.	.000
	N	153	153
PRMTN	Pearson Correlation	.919(**)	1
	Sig. (2-tailed)	.000	.
	N	153	153
** Correlation is significant at the 0.01 level (2-tailed).			



From the correlation analysis, it was revealed that there is a positive significant relationship between promotional transfer and administrative performance of head teachers, evidence was the obtained correlation coefficients of .919 with a significance value of .000. This indicates that a mode in which promotional transfers are handled determines the courage employees are likely to have to being initiative and innovative in performing most of the tasks that are geared towards having the required performance standards.

#### **4.5 The effect of requested transfer on administrative performance of secondary schools teachers in Mukono district.**

The study also sought to establish the influence of requested transfer on the administrative performance of head teachers in Mukono district, interview and questionnaire results were obtained and are presented below.

**Table 11: Head teacher education officers, commissioners and assistant commissioners' responses to the effect of Requested transfer on secondary school head teachers' administrative performance.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
requested transfers are hardly granted	13	14
Influence peddling affects the process of requested transfer	14	15
Bureaucracy in the process discourages teachers from applying for requested transfer	12	13
teachers only want to join good schools in requested transfer	10	11
monotony in one school prompts requested transfer	11	12
when granted it promotes effective administrative performance	14	15
one can only be given requested transfer on health issues	9	9
It requires a lot of follow up	12	13
<b>Total</b>	<b>95</b>	<b>100</b>

From results it was revealed from 15% of responses that when requested transfer is granted, it promotes effective administrative performance, since this is a personal initiative, the transferee wants to move to a place where they feel comfortable and feel can work diligently to meet the expected job productivity output levels. From the study, it was further established that influence peddling affects the process of requested transfer since there is a lot corruption in the process for the requests to be successful. From the findings, it was revealed from 14% of responses that requested transfers are hardly granted, that it takes a lot of time for such requests to be granted and contributes to loss of interest in applying for requested transfer. This also means that such head teachers, will tend to act in a care-free manner since they have less hopes of granting their request of being transferred to areas of their choice. However, it was noted that requested transfer is somewhat guaranteed on aspects where one has health problems (9%) and would want to operate near home, in such a situation one can easily be guaranteed and in this makes such head teachers to have peace of mind and administratively perform to the expectations of the institution. Results from questionnaires were also obtained and findings are presented below.

In the analysis, most of the respondents complain about influence peddling, as people use those they know to affect requested transfers and those who cannot afford to influence or those who don't have people they know stay in the same places for a long period of time.

**Table 12: Teachers’ responses on the effects of Requested transfer on administrative performance.**

<b>Item</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Variance</b>
Head teachers who ask for transfers loose interest in schools of their placement	153	4.25	0.681	0.464
Head teachers are given requested transfer on grounds of medical conditions	153	4.04	0.818	0.67
Further studies grants one a requested transfer	153	4.09	0.798	0.636
Most head teachers are given requested transfer given the distance to from area of placement to their home areas	153	4.1	0.833	0.694
The ministry of education uses effectively the mechanisms in place to guide the promotion process	153	3.79	1.08	1.166
Hard work earns one requested transfer	153	4.2	0.906	0.821
Requested transfer has led to brain drain of head teachers	153	3.84	1.039	1.08
Requested transfer is affected by corruption in the process	153	4.23	0.87	0.757
Policy factors affect requested transfer	153	4.58	0.604	0.364
Work incentives prompts requested transfer among employees	153	4.3	0.575	0.33

From the findings, respondents agreed that requested transfer is majorly given on conditions of medical problems; this was evidenced by the obtained mean value of 4.04. This implies that in other situations requested transfer can hardly be granted, thereby causing laxity in performance of core a tasks in their respective institutions. From the findings, majority respondents agreed that requested transfer has been largely affected by corruption which affecting the whole process hence poor performance. From the findings, it was agreed that people who ask for requested transfer loose interest in interest in such schools of their placement (4.25) and this implies if they

are not granted transfer, they end up doing things in their own way hence compromised performance. In the study respondents agreed that working incentives prompts head teachers to apply for requested transfer. Most head teachers would want to be placed in schools where most of the facilities are in place and are good, when such head teachers request for transfer and they are refused such transfer they loose morale of putting in a lot of effort to perform as required. The results were further tested using correlation analysis and results are presented below in the table.

**Table 13: Correlation between requested transfer and administrative performance**

Correlations			
		ADMNIN	REQST
ADMNIN	Pearson Correlation	1	.864(**)
	Sig. (2-tailed)	.	.000
	N	153	153
REQST	Pearson Correlation	.864(**)	1
	Sig. (2-tailed)	.000	.
	N	153	153
** Correlation is significant at the 0.01 level (2-tailed).			

From the findings it was revealed that there is a significant relationship between requested transfer and administrative performance, this is based on the obtained correlation coefficients of .864 significant at .000. This implies that by the time one tenders in their request for transfer, it means that they can hardly perform well. If such transfer is granted, it implies that the transferee works very hard to bring about change in their new area of placement, therefore the mode in which requested transfer is handled significantly contributes to the performance of the head teachers in government schools.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, discussion, conclusions, and recommendations. All these were drawn from the findings of the study. The conclusion and recommendations were made in regard to the findings in chapter four.

#### **5.2 Summary and discussion of findings.**

##### **The influence of overstay transfer on head teachers administrative performance in Mukono district**

In the study, it was revealed that there is a significant positive relationship between overstay transfer and administrative performance based on the correlation analysis that was performed, where the correlation coefficient of .957 with a significance value of .000 was obtained. A coefficient of that size implies that there is a big impact over stay transfer puts on administrative performance of those individuals who are always posted to places which are not of their choice. Therefore giving overstay transfer implies that one's ways of work must change in accordance to where one is posted and one must adjust to the situation where they have been posted and this significantly affects their planning, creativeness and imitateness, decision making skills and later productivity which aspects are all components of administrative performance. This concurs with Simplicio, (2004) who maintains that poor and unfair transfer policies may affect employees' hopes for advancement and the productivity of their workforce. Often employees feel compelled to transfer from within their workforce, fearing the loss of the loyalty and enthusiasm of employees in case they are unwillingly transferred to other areas which aspect may affect their performance. However Staub, (2004) explain that transfer encourages employees to view

the organization as one offering them career growth. Unfortunately, a tradition of transferring within may also mean forgoing the most vital management prerogative filling positions with well-qualified personnel. It is a mistake to assume that superior performance in one job will always translate into equivalent success after been forcefully transferred to a new position. In a few cases poorly functioning workers may perform better after they are transferred to new work places because they were bored by the previous job, but their enthusiasm may be short-lived.

From interview, it was revealed from 16% that in overstay transfer no prior warning is given before one is taken to anew area of placement and this affects their administrative performance especially in their new area of placement. Therefore, overstays transfer, disorganizes head teachers way of planning for those who become victims. When given such transfer, it means that one has to adjust to the situation and this affects their planning process, decision making, job productivity and quality of the work. This also concurs with Symylie et al (1994) who argue that abrupt transfer disorganizes head teachers since it takes time for them to adjust to the new environment and this affects their performance in all aspects especially in the administration process. It should be noted that transfers are not given without enough prior information that would enable one prepare for the next environment, therefore this requires re-adjustment in the whole process hence influenced performance in terms of how they are supposed run the next group in the new place where it is obvious that such people have different ideologies and way of doing things and this requires such head teachers to adjust accordingly.

This is also in line with Prosser & Trigwell (1997) who argue that forced transfer causes psychological upset since teachers are forced to relocate to other areas leaving their families behind and for family people they would want to carry on with their families and continue to

look after them and when they are given overstay transfer they are forced to leave their families behind which prevents them from concentrating hence poor performance in all administrative perspectives.

From descriptive results in questionnaire, respondents agreed (4.17) that as a policy over stay transfer given to those who sit on the same school for more than five years a practice that would ensure good management practices if it was fully implemented and practiced effectively and efficiently. The policy ensures efficiency in performance of tasks among head teachers and it makes head teachers loose monotony which is the source of inefficiency but the problem remains in the fact that the process is hardly done as the policy stipulates hence affecting the performance of the victims affected by the loopholes of the system. In regard to overstay transfer, according to Daily Monitor February 3, (2009) it was explained that in enforcing overstay transfer the ministry was trying to boost the performance of schools in the rural areas and one of the ways to do this was by transferring good teachers to the rural schools. It should however be noted that some teachers are subjected to forced transfer because they do not have an adequate 'load' to teach in their current schools, these all tend to agree with Leithwood and Menzies (1998).

From the study findings, respondents strongly disagreed (1.18) to the aspect that in government schools overstay transfer is fairly given those who deserve it. To many respondents they blame the system that transfers are not given according to those who deserve them, that transfers are given to those who are not well known in the system and those who are known are kept on same positions in good schools for ages and head teachers that are affected by type of transfer are not informed in time before they are given transfer, as seen from interview results no such prior information is given they are just transferred and this compromises their administrative

performance since they have to first get used to the place and then understand the characteristics of staff members and thereafter act accordingly, all this takes time with a number of challenges hence affecting the administrative process. This concurs with Staub (2004) who notes that transfer destroys morale. In the study respondents agree (2.04) to the perspective that in doing over stay transfer there is a lot of influence peddling an aspect that makes some groups of people being susceptible to the transfer process as others enjoy the advantages of loopholes in the system. It was also greatly agreed that over stay transfer affects the output of the transferee since there is change in doing most of the things, hence overstay transfer despite its good intentions it hardly favors the transferred teachers to administratively perform as a required.

#### **The effect of promotional transfer on head teachers' administrative performance in Mukono district.**

The study found out the effect of promotional transfer on administrative performance of head teachers in government aided schools and from the correlation analysis, it was revealed that there is a positive significant relationship between promotional transfer and administrative performance of head teachers, evidence was the obtained correlation coefficients of .919 with a significance value of .000. Therefore a mode in which promotional transfers are handled determines the courage employees have to plan, initiate, innovate and work towards the required job productivity required levels in their schools of respective placement. In fact, Armstrong (1989), considers promotion as one way of enabling management to obtain the best talent available with the company to fill more senior posts and also to provide the opportunity to advance their careers within the company in accordance with the opportunities available and their own abilities. A promotion is a move up the organizational ladder; job rotation and transfers are lateral moves; demotions are downward moves; and layoffs move employees out. Layoffs, in



contrast to dismissals are terminations, sometimes temporary, required for business needs unrelated to worker behavior or performance. All of these changes bring about shifts in status, and often in pay, of the employees involved hence improved performance.

This agrees with Wohlstter and Odden (1992) who argue that when promotional transfer, is genuinely done it encourages hard work (18%) among employees however this is not the case since respondents lamented that promotional transfers only given to those known to key persons in the ministry of education (17%) and this denies chance to those who have the potential to perform be denied the chance to display their expertise. With such influence peddling in the system it implies that one needs to know a chain of responsible persons in the system, so as to get promoted from a third world school to a better school.

This agrees with Ssekamwa (1997) who argue that, when such procedures are expected to be met when applying for a promotion, they get frustrated by the system and this influences the way they think towards setting better and informed targets to the success of their schools in all disciplines. Also from interviews, it was revealed from 15% of responses that ones needs to bribe a few people so as to get promotional transfer or else it becomes very hard getting a promotion. Therefore those who cannot afford to bribe people cannot get promotion therefore this demoralize and hence becomes less productive, prompts less quality work which all results from having no ability to plan hence compromised performance.

As revealed from the obtained mean of 4.24 respondents agreed that in the promotion process there is a lot of influence peddling which implies that one has to be knowing a few individuals in the system so as to have an influence and get themselves a promotion, meaning that for those

who don't know any one in the system have to wait for merit, which is hardly done. This greatly influences the administrative performance of head teachers as they lose the zeal to plan, innovate better problem solving and leadership techniques among many. In the study it was agreed that Policy stipulates that head teachers get promoted on earning other levels of education (4.1699). Despite this policy stipulation, very few head teachers have been promoted based on this aspect since influence peddling and other illicit practices dominate the process of promotion hence laxity in execution of tasks which results into poor performance.

**The effect of requested transfer on administrative performance of secondary schools teachers in Mukono district.**

In establishing the influence of requested transfer on the administrative performance of head teachers in Mukono district it was found out that there is a positive significant relationship between requested transfer and administrative performance, this was based on the obtained correlation coefficients of .864 significant at .000. Which explain that requested transfer determines the way in which the transferee is likely to perform? In other words by the time one tenders in their request for transfer, it implies that they can hardly perform well. If such transfer is granted, it implies that the transferee works very hard to bring about change in their new area of placement, therefore the mode in which requested transfer is handled significantly contributes to the performance of the head teachers in government schools. In this, Langseth (1995), consider transfers as being effected when the need for people in one job or department is reduced or increased, if the work load reduced employees would want to relocate to other areas where they can have enough tasks to perform. In the teaching service sorting out of transfers is done by identifying Head teachers who have over stayed in the schools so that they can be taken to other schools according to demand. The transferee will not have a settled mind in the new school

because the change had disrupted away of life he or she has been used to for many years, but in terms of work, he or she is meeting new people, is unlikely to be compromised so his performance is bound to improve.

From results it was revealed from 15% of responses that when requested transfer is granted, it promotes effective administrative performance, since this is a personal initiative. Therefore granting requested transfer implies that employees are ready to perform to the best of their capacity. From the study, it was further established that influence peddling affects the process of requested transfer since there is a lot corruption in the process for the requests to be successful. From the findings, it was revealed from 14% of responses that requested transfers are hardly granted, that it takes a lot of time for such requests to be granted and contributes to loss of interest in applying for requested transfer. This also means that such head teachers, will tend to act in a care-free manner since they have less hopes of granting their request of being transferred to areas of their choice. However, it was noted that requested transfer is somewhat guaranteed on aspects where one has health problems (9%) and would want to operate near home, in such a situation one can easily be guaranteed and in this makes such head teachers to have peace of mind and administratively perform to the expectations of the institution.

In the findings, respondents agreed that requested transfer is majorly given on conditions of medical problems; this was evidenced by the obtained mean value of 4.04. This implies that in other situations requested transfer can hardly be granted, thereby causing laxity in performance of core a tasks in their respective institutions. Most head teachers would want to be placed in schools where most of the facilities are in place and are good, when such head teachers request for transfer and they are refused such transfer they loose morale of putting in a lot of effort to perform as required since they forced to stay in schools where they feel they are not comfortable.

### 5.3 Conclusions

Based on the study findings and proceedings of the discussion, it is concluded that of all the types of transfers that were studied, overstay transfer has the biggest influence on administrative performance given the coefficient of .957. Therefore the state in which overstay transfer is conducted greatly influences the performance of head teachers in their respective schools. The manner in which transfers are conducted is not favorable to head teachers, because some of them are transferred against their will which affects their administrative performance in the long run. Overstay transfers disorganize head teachers' way of planning, since they are enforced abruptly and call for head teachers' abrupt adjustment in the way of planning which affects their administrative performance.

Promotional transfer has a significant influence on the administrative performance of head teachers based on the obtained correlation coefficient of .919. Therefore the mode in which this form of transfer is conducted has a significant influence on their administrative performance. Earning promotional transfer is very hard, since it involves a lot of procedures that take a lot of time to get accomplished and this demotivates head teachers even from applying for one hence poor performance at their work place.

Requested transfer has a significant influence on the administrative performance, which means that the manner in which requested transfer is handled contributes to the morale and motivation head teachers get to perform. From the findings, requested transfers are hardly given to head teachers, as it takes a lot of procedures to approve papers and post such persons transferred on request.

## **5.4 Recommendations**

From the findings, the following recommendations were reached

Since influence peddling was sighted almost in every aspect of the transfer process, there is need to re institute a soft ware system that can promote individuals automatically after they work for a certain period of time and after acquiring certain qualifications and this will reduce corrupt tendencies in the ministry.

The ministry should endeavor to enact a policy of notifying those head teachers that are supposed to be transferred, in time such that they can prepare themselves in time and thoroughly prepare for the next appointment.

There should be fair and equal allocation of schools; because it was found out that some head teachers are permanently in first world schools and other permanently in third word schools. Therefore ministry of education should ensure that all schools are equally served with both from high performing and low performing schools to help the later improve.

## **5.5 Areas for further research**

- 1 The effect of teacher transfer on the academic performance of students in Uganda
- 2 The effect of Remuneration on the administrative performance of head teachers in government aided schools.
- 3 The effect of school location on head teachers administrative performance in secondary schools in Uganda
- 4 The effect of professional ethics on head teachers administrative performance

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## **APPENDIX I: QUESTIONNAIRE FOR TEACHERS**

Dear respondent,

I am requesting you to fill this questionnaire, which is aimed at collecting data on the effect of forms of transfer on the administrative performance of head teachers in government secondary school schools taking a case study of Mukono district. 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.

**Respondents' background information (please tick the right information).**

1. Gender

1. Male
2. Female

2. Age group of the respondents

1. 25 – 30
2. 31- 35
3. 36 -40
4. 41 years and above

3. Marital status

1. Married
2. Single
3. Divorced
4. Widowed

Others specify.....

4. Period in service



1. Less than 5 years
2. 10years
3. More than 11 years

5. Education of respondents

1. Secondary education
2. Diploma
3. Bachelors' degree
4. Post graduate
5. Masters degree
6. Others specify.....

6. For the following questions please tick the number of your choice

Key

- 1. Strongly disagree (SD)**
- 2. Disagree (D)**
- 3. Not sure (NS)**
- 4. Agree (A)**
- 5. Strongly Agree(SA)**

## Section B

### Over stay transfer

	Statement	Rating				
	Item	SD	D	NS	A	SA
1.	Over stay transfer is given to those who sit on the same school for more than five years	1	2	3	4	5
2.	In government schools overstay transfer is fairly given those who deserve it	1	2	3	4	5
3.	Head teachers appreciate to be given over stay transfer to other areas	1	2	3	4	5
4.	Head teachers are informed in time before they are given transfer	1	2	3	4	5
5.	Head teachers quickly cope to the situation when they are given overstay transfer	1	2	3	4	5
6.	Over stay transfer disorganizes head teachers social life(leaving their family behind), which affects their performance	1	2	3	4	5
7.	There is a lot of influence peddling in this type of transfer	1	2	3	4	5
8.	Over stay transfer affects the output of the transferee	1	2	3	4	5
9.	Most head teachers resent to overstay transfer which comes in as an order	1	2	3	4	5
10.	Unwilling transfer of teachers makes transferees to practice laissez-faire kind of administration in their new places	1	2	3	4	5
11.	Head teachers to be transferred are identified by other head	1	2	3	4	5

	teachers					
12.	Over familiarization of the place of over stay prompts over stay transfer	1	2	3	4	5
	Over stay is given to head teachers in order for them to meet new challenges					

### SectionC

#### Promotional transfer

	Statement	Rating				
	Item	SD	D	NS	A	SA
1.	Promotional transfer is done on merit among head teachers in Mukono district	1	2	3	4	5
2.	Head teachers are only promoted when they perform well in former schools	1	2	3	4	5
3.	Policy stipulates that head teachers get promoted on earning other levels of education	1	2	3	4	5
4.	Actually head teachers are promoted when they earn other levels of education to better conditions	1	2	3	4	5
5.	There is a lot of influence peddling in promoting head teachers	1	2	3	4	5
6.	Head teachers are promoted based on the period of time spent serving in a particular school	1	2	3	4	5
7.	Only head teachers that exhibit pronounced performance skills are promoted	1	2	3	4	5

8.	Promotional transfers are regularly given among head teachers	1	2	3	4	5
9.	Most head teachers like promotional transfer in the district	1	2	3	4	5
10.	Promotional transfer take a lot of procedures	1	2	3	4	5
11.	Only those who head teachers who pass interviews are given promotions	1	2	3	4	5
12.	Promotion transfer aids the performance in schools	1	2	3	4	5
13	Promotion transfer motivates head teachers to perform	1	2	3	4	5

### **Requested transfer**

	<b>Statement</b> <b>Item</b>	<b>Rating</b>				
		<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
1.	Head teachers who ask for transfers loose interest in schools of their placement	1	2	3	4	5
2.	Head teachers are given requested transfer on grounds of medical conditions	1	2	3	4	5
3.	Further studies grants one a requested transfer	1	2	3	4	5
4.	Most head teachers are given requested transfer given the distance to from area of placement to their home areas	1	2	3	4	5
5.	The ministry of education uses effectively the mechanisms in place to guide the promotion process	1	2	3	4	5
6.	Hard work earns one requested transfer	1	2	3	4	5
7.	Requested transfer has led to brain drain of head teachers	1	2	3	4	5
8.	Requested transfer is affected by corruption in the process	1	2	3	4	5
9.	Policy factors affect requested transfer	1	2	3	4	5
10.	Work incentives prompts requested transfer among employees	1	2	3	4	5

### Administrative performance

	Statement	Rating				
		SD	D	NS	A	SA
1.	Transfers influences the productivity of head teachers in their new areas of placement	1	2	3	4	5
2.	The type of transfer influences the knowledge and skills of transferred head teachers	1	2	3	4	5
3.	Transfers affects the quality of tasks, head teachers perform in their new areas of placement	1	2	3	4	5
4.	Transfers have an effect on leadership skills of head teachers when transferred	1	2	3	4	5
5.	When head teachers are transferred their planning ability is changed	1	2	3	4	5
6.	The transfer process affects head teachers problem solving skills	1	2	3	4	5
7.	Transfers influences the head teachers creativeness and their imitativeness ability in the administrative process	1	2	3	4	5
8.	Transfer have an effect on head teachers ability to directing and controlling and controlling in the administrative process	1	2	3	4	5
9.	Head teachers ability to plan is influenced when transferred	1	2	3	4	5
10.	When head teachers are transferred they cannot effectively delegate	1	2	3	4	5
11	The quality of work is changed when transferred	1	2	3	4	5

**APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS, DISTRICT  
EDUCATION OFFICERS, COMMISSIONERS AND ASSISTANT COMMISSIONERS.**

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 head teachers in government schools taking a case study of Mukono district. 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.

How long have you been working in this post

.....  
.....

Comment on the transfers given to head teachers in this district

.....  
.....  
.....  
.....

In your own opinion, comment on over stay transfer given to head teachers in this district

.....  
.....  
.....  
.....

How does over stay transfer affect the administrative performance of head teachers in this district

.....

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.....

In your own opinion, briefly comment on requested transfer given to head teachers in this district and how it affects their administrative performance

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In what situations are head teachers given over promotional transfer in this district

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How does promotional transfer influence administrative performance of head teachers in this district?

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**APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85d	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size  
“S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970.