



Work Community Interactions as Determinant of Teacher Transfer Intention: A case of Public Secondary Schools in Suba and Mbita Sub-counties, Kenya

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ABSTRACT

Teacher transfer intention, precursor to any formal expression of teacher transfer requests, if actualized, destabilizes staffing. In USA, between 2001 and 2010, teacher transfer requests was at an annual average of 13%, in Lesotho it was at 19%, while in Kenya it was 3.1%. These requests were high with those still pending in Mbita and Suba public secondary schools at an annual average of 25.4% and 22% respectively above Homabay County average at 11.1% for the period 2009 to 2014. The fact that an average of 30.9% of annual requests were to schools within these sub-counties with similarly difficult socio-geographical characteristics, over the national rating of 9.4%, implies that transfer intention could be associated with work-place conditions unique to schools. In this respect, literature reveals that a positive human environment may override geographical hardships. A baseline survey in 2015 revealed that 252(89.6%) teachers had transfer intention, 73(28.9%) preferring other schools within these sub-counties. The purpose of this study was to determine relationship between school work community interactions and teacher transfer intention in public secondary schools in Mbita and Suba sub-counties. The study was based Job Demand-Resources model(Bakker & Demerouti, 2006). The study employed descriptive survey and correlational research designs. The study population consisted of one County Staffing Officer, 66 headteachers, and 252 teachers with and 29 teachers without transfer intention. Purposive sampling technique was used to select one County Staffing Officer and 66 headteachers, and saturated sampling technique for 232 teachers with transfer intention and 26 teachers without transfer intention. Questionnaire, interview schedules and document analysis were used for data collection. Content validity of instruments was ascertained. Reliability of instruments were determined through test-re-test method and a Pearson-r of 0.721 for teacher with transfer intention and 0.716 for teacher without transfer intention questionnaire at a p-value of 0.05 was considered acceptable. Quantitative data from closed-ended questionnaire was analyzed using descriptive statistics in the form of frequency counts, percentages and means, while regression was used for inferential statistics. Qualitative data from interviews was analyzed on an on-going process and categorized into themes and sub-themes as they emerge. The study findings were that at an $Adj.R^2$ of -0.071 with a statistical significance of 0.000, $\alpha 0.05$ for school work community interactions, there was a negative significant relationship with teacher transfer intention. The study may be useful to educational policy makers and administrators in addressing teacher work-place conditions management malpractices and human deficiencies for enhanced job performance and staff stability in public secondary schools in Mbita and Suba Sub-counties in Kenya.

KEY WORDS: work community interactions; transfer intention; work-place conditions

School work community interactions: work cooperation between stakeholders involved in day-to-day school operations e.g. students, teachers, heads of departments, headteacher, deputy headteacher, subordinate staff and host community.

BACKGROUND

Controlling teacher transfer is quite a daunting task for educational managers (Chacha, 2012). This is more so, in the case of newly-recruited teachers whose hither-to ballooned pre-service ambition risks being deflated by teacher work and non-work related disappointments (OECD, 2011; Myung & Loeb, 2010). Research has revealed that stakeholders such as headteachers, County Education Officers, surrounding school communities, parents and the more experienced teachers have a part to play in minimizing transfer intentions of young teachers (Rosenberg, 2012b). The efforts to sustain positive work attitudes for teachers in schools in hard-to-staff zones should be rigorous (World Bank, 2005; Rosenberg, 2012a).

Different school stakeholders have varied values, including interactive work relations (Penfold, 2011). This agrees with a study which investigated factors influencing teacher transfer requests in Suba District of Kenya which revealed that to mitigate transfers, teachers wished that these be prioritized for improvement: opportunities for further studies; electricity; security; housing; and institutional buildings. This differed from headteacher preferences: institutional buildings; electricity; and housing (Ariko & Othuon, 2012).

Chacha (2012) examined challenges faced by headteachers in the implementation of TSC teacher recruitment, transfer and disciplinary policies in schools in Suba District. The study revealed that from 2007-2011, of the 20 headteachers, only 4 (25%) of them had approved at least one teacher transfer request. Generally, 16 (80%) of them had denied approval of transfer requests whereby 13 (65%) of them had denied at least two transfer requests to schools within the district. To avert the effects of such suppression, they used appointment to positions of responsibility, and material and cash incentives to boost teacher morale. In addition, there had been continued increase in cases of chronic absenteeism and insubordination. Even though such indiscipline may be attributed to transfer intention (Quick & Nelson, 2008) given the number of suppressed transfer requests, headteachers were hesitant to take disciplinary measures. This was due to fear of losing teachers through interdiction given the serious understaffing, further demoralizing an already unmotivated teacher, and reappraisal from school locale stakeholders (Chacha, 2012).

Table 1 shows the population of teachers, the number of pending teacher transfer requests as a percentage of teacher population, and the weighted average percentage per sub-county in Homabay County for the period 2009-2014.

Table 1
Homa Bay County Pending Teacher Transfer Requests 2009-2014

Homa Bay County Sub-counties	Number of Yet to be Granted Teacher Transfer Requests <u>2009-2013</u>						Weighted Average
	2009	2010	2011	2012	2013	2014	
Homa Bay	18(5.3%) *339	17(4.9%) *346	8(2.2%) *360	23(5.9%) *387	33(8.1%) *406	23(5.3%) *431	5.3%
Ndhiwa	8(4.6%) *174	15(2.7%) *186	9(4.5%) *199	8(3.8%) *211	11(4.9%) *226	10(4.1%) *244	4.1%
Rachuonyo North	19(6.3%) *302	7(2.1%) *331	4(1.2%) *339	8(2.3%) 337	21(6%) *349	23(6.3%) *367	4.0%
Rachuonyo South	23(9.3%) *247	8(3.4%) *232	6(2.3%) *275	8(3.1%) *259	27(8.9%) *304	29(8.3%) *351	5.9%
Suba	14(31.1%) *45	21(20%) *105	27(18.1%) *149	19(14.7%) *129	35(23.8%) *147	41(24.4%) *168	22%
Mbita	15(34.8%) *43	9(15.8%) *57	17(30.3%) *56	24(19.2%) *125	27(21.3%) *127	47(31%) *151	25.4%
Overall Average	-	-	-	-	-	-	11.1%
% Intra Suba-Mbita Teacher Transfer Requests	9(31%) 29**	7(33.3%) 21**	9(33.3%) 27**	12(27.9%) 43**	18(29%) 62**	27(30.7%) 88**	30.9%

*Total Teacher population for the Stated Year in Homabay County

** Transfer Requests- Total number of requests yet to be granted in Mbita and Suba Sub-counties

NB. Rachuonyo North and South, and Mbita and Suba Sub-counties were classified as divisions while Homabay and Ndhiwa were districts up to the year 2012, now referred to as sub-counties.

SOURCE: TSC Annual Reports (TSC, 2010; TSC, 2011; TSC, 2012; TSC, 2013; TSC, 2014; TSC, 2015)

Despite school-based teacher recruitment system that intended to mitigate teacher desire for transfer hence staff stability, Mbita and Suba Sub-counties face many teacher transfer requests. Table 1 reveals that, teacher transfer requests were a weighted average of 25.4% and 22% in Mbita and Suba respectively for the period 2009-2014. This was above the Homa Bay County average of 11.1%. It is also noteworthy that even though schools may be within the area, some schools seem repulsive while others attractive despite similar socio-geographical characteristics. This was evidenced by 30.9% intra-area teacher transfer requests for the same period. In relation to this, Homa Bay TSC County Director released a circular dated 19/5/15 informing teachers that the office would not address any cases in respect of a transfer (Homabay, TSC County Director , 2015), barring transfer requests. This seemed to be against TSC 5-year-bonding transfer policy which tolerates transfer requests. However, in May 2015, a preliminary baseline survey to ascertain the prevalence of teacher transfer intention among the 281 teachers revealed that 252(89.6%) had transfer intention, 73(28.9%) of the 252 preferring to relocate to schools within the two sub-counties should they be asked to request to be transferred .This was quite high considering that staff instability alongside other negative consequences of learners' interaction with teachers with transfer intention hinders school achievements (Kenya Secondary School Headteachers Association, 2013). In conclusion, teacher transfer intention is increasingly becoming a matter of concern, particularly in schools in high-need hard-to-staff areas mainly attributed to influences from work environment (Heitin, 2012). According to literature, if headteachers enhance work environment, schools in these areas may not suffer high teacher transfer intention which has negative consequences on teacher job input hence student learning (Boyd, 2011; Godwin, 2013; Waititu, 2013).

STATEMENT OF THE PROBLEM

Teacher transfer intention demeans Teachers Service Commission (TSC) strategy through school-based teacher recruitment to mitigate teacher transfer to enhance staff stability in schools. Official records at Homa Bay County staffing office reveal that the number of teacher transfer requests, being a documented indicator of teacher transfer intention, from specific secondary schools in Mbita and Suba Sub-counties was an average of 25.5% and 22% for Mbita and Suba respectively above the highest Homabay County average of 11.1% for the period 2009-2014. This is despite many of the teachers having applied for TSC placement in schools of choice since 2001. The scenario was ascertained by a preliminary baseline survey which applied an adaptation of Mobley's turnover intention model in May 2015 revealed that out of the 281 public secondary school teachers, 252(89%) had transfer intention, 73(28.9%) of them preferring schools within the sub-counties. However, this conflicted with Homa Bay TSC County Director's circular dated 19/5/15, seemingly negating TSC teacher transfer policy, meant to completely discourage pursuit of transfer intention. This indicates that the TSC county office acknowledges the existence of the problem of transfer intention. Therefore schools ought to address the challenge strategically. Literature reveals that teachers with transfer intention are ineffective due to demotivation to teach, often abusing TSC Code of Conduct and Ethics which hinders job performance. Learners under their care bear the consequence.

Percentage teacher transfer requests to schools within the same area ranged from a high average of 30.9% in the period 2009- 2014. Such intra-area transfer requests indicate that some schools within the area were repulsive. The area being a hardship-ridden, it is important to find out why some schools within the same seem are receptive for teacher transfer seekers. In this respect, literature indicates that of most important in a work place is human relations in within a work community that often over-rides the physical or economic difficulties that an employee may experience. Could it be that the human interactions that make the difference?

Hypothesis

H₀₁ There is no relationship between school work community interactions and teacher transfer intention.

Theoretical Underpinning of Study:

The study is anchored on Job Demands-Resources Model (Bakker & Demerouti, 2006) which postulates that there is an indirect relationship between job demands and resources availed, and turnover intention thus the reasons why people choose to leave or stay in organizations. This is because job demands cause emotional exhaustion, hence disengaged employees, which leads to their turnover intentions. Individual employees have personalized job expectations, and the extent to which these are met determines whether an employee decides to continue working for an organization or not. It attributes employee well-being to the characteristics of work-place

conditions, in this case, school work community interactions, whereby job demands predict negative job strain while job resources predict work engagement. In this study, turnover intention was considered, only, from the perspective on teacher transfer intention.

Job Demands-Resources model was applied in investigating the interplay between job demands and job resources among 439 Italian teachers working in secondary schools. Through cluster analysis, it was realized that there were the resourceful, the wealthy and the stressed teachers. It was also found that job resources stimulated personal growth and allowed teachers to achieve work goals regardless of the level of job demands (Simbula, Panari, Guglielmi, & Fraccaroli, 2012). Hence with increased job resources, teachers were more likely to satisfy their job demands thereby also more likely to achieve school goals. Job Demands-Resources model is adopted with the assumption that teaching has its job related stress arising out of physical, psychological, social or organizational aspects which can be classified into job demands which cause work strain, besides also having job resources which motivates teachers, which facilitate functionality to achieve work goals, neutralize job demands and stimulate personal growth, learning, and development.

FINDINGS OF THE STUDY

Information was sought from secondary school 222(100%) teachers with transfer intention and 23(100%) teachers without Transfer intention by use of questionnaire were rated as Very Low, Low, High, or Very High in their schools, besides being correlated. The detailed analysis is shown in Table 1, Table2, Table3, Table 4 and Table5. In addition, there is interview and document analysis data.

Table 2. Rating by Teachers with Transfer Intention as Regards School Work Community Interactions in their Schools

Elements of School Work Community Interactions: “ What is my rating of my school management in...?”	1	2	3	4	T	M
Teacher welfare and interpersonal relations						
Involving staff in decision making for work collaboration	153	56	13	0	304	1.4
Constructively confronting and managing staff differences	40	148	34	0	438	2.0
Accommodativeness when teachers raise concerns	99	91	32	0	377	1.7
Allowing free presentation of personal problems to the staff	56	141	25	0	413	1.9
Sub-total Average						1.8
Teacher safety and security, and student discipline						
Managing institutionalized complaint procedures	206	13	3	0	241	1.1
Providing a stable, safe and secure work environment	166	39	17	0	295	1.3
Clarity of rules and regulations, and consequences of behaviour	18	75	129	0	555	2.5
Upholding self-respect and respect for others	94	104	24	0	374	1.7
Sub-total Average						1.7
Overall Mean						1.8

KEY: KEY:

1=1.0-1.49 Very Low rating (VL);

2=1.5- 2.49 Low rating (L);

3=2.5-3.49 High rating (H);

4=3.5-4.0 Very High rating (VH)

T= Total Sum

In this study, the variable school work community interactions was considered from two aspects: teacher welfare and interpersonal relations, and teacher safety and security, and student discipline. As regards teacher welfare and interpersonal relations, the 222(100%) teachers with Transfer intention scored a mean of 1.8 (interpreted as low rating as in Table 2). This meant that the work situation as regards teacher welfare and interpersonal relations was 'unpleasant'. When asked to identify the aspect of teacher welfare and interpersonal relations (for which they had an average of 1.8) that led them to teacher transfer intention, lack of proper housing in the surrounding was cited as a reason why 140(69.5%) teachers with transfer intention intended to transfer from their schools.

One teacher with Transfer intention interviewed explained that he felt too important in society to stay in 'mabati' housing that was available, coupled with its filthy, fishy, insecure, congested surrounding. He appreciated the fact that this was the only available alternative since his workplace had no staff housing, adding that he could not divorce staff housing, whether institutional or not, from staff work situation. This was confirmed by 1(4.3%) headteacher who noted that housing deficiency was so serious in the surrounding of his school that locals who had sons, with descent houses, staying in towns allowed teachers to stay in these as they sought alternatives. These were sometimes found quite a distance from schools. When asked to indicate what inspires their need to transfer from the school, 17(80.9%) teachers with transfer intention interviewed indicated staff housing; its unavailability, its inadequacy or its unfriendly surrounding. Some 2(9.5%) headteachers admitted that in their schools, theft and break-ins were reported mostly during school holidays when a number of teachers were away, leaving their houses without caretakers. This finding was in agreement with Waititu (2013) who analyzed factors influencing teacher turnover intention in public high schools in Limuru District and noted that teachers feared for their lives due to frequent cases of theft, thuggery and robbery reported both within the school and in its surrounding.

Some 91(41%) teachers with transfer intention noted lack of or inadequate school fencing as noted by 91(41%). A headteacher 1(4.3%) explained that it was difficult to control trespassers since the school shared its bore-hole water with the surrounding community. This was obligatory since the school was constructed on a donated piece of land which included the water resource for the donor family, its relatives, and neighbours, some of whom included teachers in the said school. According to this headteacher, it was therefore obligatory to tolerate trespass until the school got financial support to drill or dig a community water borehole strategically away from the school compound. The headteacher confirmed that, just like other teachers residing in such school compound, he had suffered the effect of idler, beggar, night-runner, and kleptomaniac trespassers.

According to 10(4.5%) teachers with transfer intention, there were also frequent outbreaks of diseases such as cholera, dysentery, typhoid and malaria which sometimes led to too many funerals in the area. In this regard, teachers feared for their lives. Moreover, 2(9.5%) teachers with transfer intention interviewed and 1(4.3%) headteacher respondent were in agreement that interaction between school community and its surrounding once in a while had a negative effect, highlighting spread of diseases such as cholera and dysentery. So far, this had not caused death among the teacher families in their schools. Similar fear had been identified by Ariko and Othun (2012) who investigated factors influencing teacher transfer requests in Suba District (now Mbita and Suba Sub-counties) to include the fear of contracting HIV/AIDS from the school neighbourhood that was associated with the many funerals in the school surrounding.

Based on the questionnaire responses from 222(100%) teachers with transfer intention as considered from its two aspects of teacher welfare and interpersonal relations, and teacher safety and security, and student discipline, school work community interactions had a mean rate of 1.8. This was interpreted as a low rating (Table 2) meaning that this work environment variable was generally 'unpleasant' and thereby led to teacher transfer intention. Information from interview further supported these results, by highlighting aspects of school work community interactions that may have led to their transfer intention. To complement data from the 222(100%) teachers with transfer intention, information was also sought from 23(100%) teachers without transfer intention who were asked to indicate their opinion on an 'agreement' scale as regards whether school work community interactions rated 'high' in their schools. The outcome was as displayed in Table 3.

Table 3. Teacher Without Transfer Intention Perception on Rating of School work community interactions as “High” in their Schools (N=23)

“My school management rates high in...” the following elements of school work community cooperation	1	2	3	4	T	Mean
Teacher welfare and interpersonal relations						
Involving staff in decision making for work collaboration	11	6	6	0	41	1.8
Helping staff to constructively confront and manage their differences	13	8	2	0	35	1.5
Feeling comfortable when we raise concerns that are important to us	6	14	3	0	33	1.4
Allowing free presentation of our personal problems to the staff	5	10	5	3	49	2.1
Sub-total Average	-	-	-	-	-	1.7
Teacher safety and security, and student discipline						
Managing institutionalized complaint procedures	9	4	5	5	52	2.3
Providing a stable, safe and secure work environment	14	7	2	0	34	1.5
Rules and regulations, and consequences of behaviour being clear to all	6	11	4	2	48	2.1
Upholding self-respect and respect for others	8	12	3	0	41	1.8
Sub-total Average	-	-	-	-	-	1.9
Overall Mean						1.8

KEY:**1=1.0-1.49 Strongly Disagree (SD);****2=1.5- 2.49 Disagree (D);****3=2.5-3.49 Agree (A);****4=3.5-4.0 Strongly Agree (SA)****T= Total Sum**

Just like had been for the case of the 222(100%) teachers with transfer intention, the variable school work community interactions was considered from two aspects namely, teacher welfare and interpersonal relations, and teacher safety and security, and student discipline. As regards teacher welfare and interpersonal relations, the 23(100%) teachers without transfer intention scored a mean of 1.7 (interpreted as Low rating, Table 3). This meant that the work situation as regards teacher welfare and interpersonal relations was ‘unpleasant’. When asked to identify reasons that may lead teachers to intend to transfer, poor human relations was identified by 9(39.1%) teachers without transfer intention highlighting conflicts between teachers and students, teachers, headteachers, and parents. Similarly, 6(28.6%) teachers with transfer intention interviewed explained that in a tension-packed environment, teachers feel psychologically threatened. This was unlike in a warm work environment whereby teachers invested in enhancing such relations, hoping that they lasted as long as possible. Teachers being social beings develop attachments to human and non-human endowments in a work environment. Over a period of time, such social investment grows. Upon relocation, a teacher may feel a degree of personal loss, hence such fear makes certain employees to avoid changing jobs (Quick & Nelson, 2011).

As regards the second aspect of school work community interactions, teacher safety and security, and student discipline for which the 23(100%) teachers without transfer intention had scored an average of 1.9 ‘disagree’. This meant that the work situation as regards teacher safety and security, and student discipline was ‘unpleasant’. All the 23(100%) teachers with transfer intention cited school community responsibility in threatening teacher work place safety and security. According to 20(86.9%) teacher respondents, this was by way of students: themselves breaking into teachers’ houses; organizing with outsiders who rob teachers; giving unpleasant reports about some teachers and in response, the community gets angry and punishes concerned teachers through thuggery; and witnessing theft or robbery and not reporting to either school or community authorities, thereby abetting crime. This report shows that there was evident unfriendly-suspicious relations between some teachers and their students that led to their intention to transfer. It was reported by 1(4.7%) teacher with transfer intention interviewed that headteachers reluctantly addressed student indiscipline. Only 3(13.1%) blamed subordinate staff involvement for such discomfort.

The researcher perused a file in which, of the 14 transfer requests that had been prioritized for consideration by the County Staffing Office, 3(21.4%) transfer applicants had indicated the need to join family, while 11(78.6%) transfer applicants were for medical reasons. All 14(100%) applicants had outlived the TSC 5year non-transfer bond. However, such prioritization did not indicate any immediacy, because it was the duty of the County Staffing Office, in conjunction with the TSC headquarters, to responsibly coordinate area school staffing and redistribution of teachers. The County Staffing Officer argued that, even with supportive documents, cases of thuggery were isolated and unless a teacher would prove that he was the target due to repeated attacks, this was an invalid reason for seeking transfer. The foregoing results confirm that matters of welfare made teachers to intend to transfer from their schools. In respect of this, Homa Bay TSC County Director's Office circular dated 19/5/15 informing teachers that they would not be addressing cases of transfer (Homabay, TSC County Director, 2015) effectively nullified the said prioritization by the County Staffing Office.

Based on the questionnaire responses from 23(100%) teachers without transfer intention as considered from its two aspects of teacher welfare and interpersonal relations, and teacher safety and security, and student discipline, school work community interactions had a mean rate of 1.8. This was interpreted as a low rating (Table 3) meaning that this work environment variable was generally 'unpleasant' and thereby could lead to teacher transfer intention. Information from teachers with transfer intention interviewees, headteachers, County Staffing Officer, and documents supported these results by highlighting aspects of school work community interactions that could lead to teacher transfer intention. Since this category of teachers do not intend to go on transfer from their schools despite the low score as regards this variable, it may be deduced that school work community interactions rating cannot result in teacher transfer intention. This disagrees with Hornig (2009) who identifies one of the conditions necessary for teacher retention as upheld quality school leadership characterized by warm professional and interpersonal interactions.

The finding was that school work community interactions generally rated as low by teachers with Transfer intention (Table 2) as well as by teachers without transfer intention who scored a mean of 1.8 'disagree' as to whether this aspect would rate 'high' (Table 3). In addition, when asked to indicate one aspect of school work community interactions makes them not to desire to go on transfer, 9(39%) of the 23(100%)teachers without transfer intention indicated friendly staff mates; 4(17%) indicated nearness to homes, and 10(44%) indicated respect and recognition by surrounding community. This showed that in this segment, both teacher welfare and interpersonal relations, and teacher safety and security and student discipline were value to teachers. This was confirmed when 5(21%) teachers without transfer intention were interviewed said they would not intend to transfer because they were near their homes, 10(44%) of them indicated that it was cheaper to work in Mbita and Suba than in towns with regard to personal expenses and that there were friendly people in the school and its surrounding according to 8(35%) of them. As regards reason why one would intend to transfer, 17(74%) of them indicated poor housing both in schools and in the school surrounding while 6(26%) of them identified insecurity. This means school work community interactions in their schools influenced their desire to stay.

Further, Likert scale rating score outcomes were then subjected to one sample test. The findings were as displayed in Table 4

Table 4. One Sample Test Results of School Work Community Interactions Rating Level versus Teacher Transfer Intention Rating

Work Community Interactions Rating Level	N	TI Score Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)	Mean Difference	% Respondents
Very Low 1.00-1.49	67	3.3536	.40269	.04920	66.337	66	.000	3.35358	30.1
Low 1.5-2.49	138	3.2428	.46395	.04253	76.482	137	.000	3.24277	62.2
High 2.5-3.49	17	3.1494	.33944	.08233	38.377	16	.000	3.14941	7.7
Very High 3.5-4.0	0	-	-	-	-	-	-	-	0
TOTAL	222	-	-	-	-	-	-	-	100.00

TI- Transfer intention; $\alpha=0.05$

Based on results from one sample tests, Table 4 reveals that 67(30.1%) were Very Low rating respondents scoring between 1.0-1.49 in school work community cooperation. They had a transfer intention mean score of 3.35 with a Standard Deviation of 0.40 with a t-score of 0.04, df of 66 and 0.00 significance at alpha at 0.05. This was evidence of high Transfer intention. Those who were low scoring between 1.5-2.49 were 138(62.2%) with a Transfer intention mean score of 3.24, Standard Deviation of 0.46 with a t-score of 76.48, df of 137 and a significance of 0.00 at alpha 0.05. This was evidence of high transfer intention, based on Table 4.3. An additional 17(7.7%) respondents who were high scoring between 2.5-3.49 had a transfer intention mean score of 3.14 with a Standard Deviation of 0.33, a t-score of 38.37 with a df of 16 and a significance of 0.00 at alpha 0.05.

The results imply that the lower the school work community interactions rating score, the higher the transfer intention mean, indicative of a negative linear association. The highest transfer intention mean was registered by those who were categorized as very high at 3.35 who scored 0.11 points above those who were categorized as high at 3.24. These in turn scored more than those who were categorized as high School work community interactions rating at 3.14, by 0.10 points. Therefore, the very low rating respondents in respect of school work community interactions scored less than the High by 0.21 points. However, 0(0%) respondents were very high.

However, despite these results from one sample test indicating the directionality of means by category, they inconclusive with regard to revealing the relationship between school work community interactions and teacher transfer intention. Due to this, data was further subjected to regression analysis. The outcome was as shown in Table 5.

Table 5. Regression Analysis Results for School Work Community Cooperation Scores Versus Teacher Transfer Intention Scores

	R	R ²	Adj. R ²	Std E	Mn Sq	F	Sig. ^A	B	Std Error	β	t	Sig.
Con.								3.664				
SWC	.276 ^a	.076	-.071	.422	2.956	16.546	.000 ^b	-.246	.107	-.276	34.276	.000
					.179				.060		-4.068	.000

KEY

B- Unstandardized coefficients

β - Standardized coefficients

R- Multiple correlation coefficient

R²- Proportion of total variance

Adj. R²- Improved approximation of R²

Sig.^A - ANOVA statistics significance

Std E- Standard error of estimate

F_o – Observed ANOVA statistic

t_o- Observed t statistic

α - 0.05 alpha

Con.- Constant

Table 5 shows that there is significant relationship between school work community interactions and teacher transfer intention with a β of -.276 with a significant level of 0.000 with α at 0.05. The null hypothesis is rejected. In addition, Table 4.20 reveals that as regards school work community interactions in Mbita and Suba Sub-counties Secondary Schools, Adj. R² of -0.071 indicates that it accounts for 7.1% of variance in teacher transfer intention. This leaves 92.9% to other factors, including errors of measurements. Therefore, if you manipulate school work community interactions independently, you may alter teacher transfer intention by 7.1%. However significant, with a t score of -4.068 there is a negative relationship indicating that with increase in school work community cooperation, teacher transfer intention decreases or vice versa.

Model of prediction: $P^{TI} = 3.664 + 0.076 \text{ SWC}$

* P^{TI} refers to predicted transfer intention

* SWC refers to school work community cooperation

The findings realized a significant relationship between school work community interactions and teacher transfer intention. This seemingly disagrees with the position taken by 23(100%) teachers without transfer intention whose outcome of a likert scale reveals that the school work community interactions situation is overall 'disagree' meaning 'unpleasant' with a mean rate of only 1.8 (Table 3) yet they do not intend to transfer. This may be due to the minimal

relationship, only at 7.1% variance, which meant that despite the observed significance, 92.9% variance are attributed to other factors.

However, this was in contrast with the position taken by 222(100%) teachers with transfer intention who also overall scored 'low' meaning 'unpleasant' with a mean rate of only 1.8 (Table 2) and intend to transfer. This leads to associating school work community interactions with teacher transfer intention. This may be due to the significant relationship, at 7.1% variance, which meant that despite the seemingly minimal relationship, it cannot be taken for granted. It is worth noting that literature such as Shaffa (2011) and World bank (2005), and information from 21(100%) teachers with transfer intention interviewed, from 23(100%) headteachers, and from 1(100%) County Staffing Officer associate school work community interactions with teacher transfer intention.

It can be realized from data from teacher respondents that school work community interactions aspect of teacher workplace conditions extends beyond the school management choreographed teacher welfare and interpersonal relations and teacher safety and security, and student discipline. This is evident in teachers expecting school managements to address poor housing and lack of proper housing in the school surrounding, general area insecurity, fear of contracting contagious diseases from school neighbourhood, and inadequate money to meet personal needs. This position is opposed to that of headteachers, who seem to be concentrating only on conflict resolution between teachers, and provision of lunch and water for teachers. However, according to teachers, even these aspects were addressed inadequately due to its biased approach. It is worth noting that as regards school work community cooperation, which is concerned more with the teachers themselves, than with the work itself headteachers take for granted the importance of teacher housing.

The County Staffing Officer appreciates the existence of the challenge of teacher transfer intention but despite this defied teacher transfer policy by barring teachers from requesting for transfers regardless of the reason for seeking transfer. This was based on a circular to all secondary schools headteachers in Mbita and Suba Sub-counties dated 19/5/2015 that emanated from TSC County Director (Homabay TSC County Director, 2015). It was also based on the need to focus on the greater good for the learner in a school which would otherwise be threatened by teacher shortage and staff instability. The County Staffing Officer was of the opinion that since school based teacher recruitment system envisages a physical pre-visit to the school before putting in a job application, teachers were employed well aware of the probable difficulties to be encountered in Mbita and Suba Sub-counties. He recommended the lengthening of the non-transfer bonding period from five to ten years so as to ensure that only the teachers who were interested in teaching in this area for long periods applied for these TSC jobs.

The foregoing implies that the 222(100%) teachers were in schools in Mbita and Suba Sub-counties unwillingly. Based on literature, such teachers have impeded motivation to exert optimum work effort (Krishna & Sing, 2011), were likely to display teacher indiscipline, and were therefore less effective (SECTQ, 2009). This was besides the fact that a teacher had decided not to tolerate the denial of right to transfer and had sought audience from TSC headquarters unsuccessfully and was seeking job alternatives. The result of such a move would be a worsening national teacher shortage scenario. In this regard, some headteachers agree with County Staffing Officer that such teachers did not genuinely intend to work in Mbita and Suba Sub-counties public secondary schools by alleging difficulties for which they had adequate pre-visit prior knowledge. The figure 222 out of the 294 overall teacher population indicates that 86% teachers in Mbita and Suba Sub-counties are held there by policy of by circular involuntarily.

It is worth noting that the reasons given by the 23(100%) teachers without transfer intention and therefore hold the opposite position as regards the dependent variable, the matter of transfer, were the same. With a score of 1.8 interpreted as 'disagree' (Table 3) and therefore also unpleasant just like had been the case for the 222(100%) teachers with transfer intention (Table 2) indicates that their perception on school work community interactions had no association with their position as regards teacher transfer intention. This seemed to be the impression created by one sample test.

However, regression analysis confirmed otherwise. This finding is not in tandem with available literature which associates burdensome workload and its poor management with outcomes such as teacher anomie attitude, poor job performance and low teacher retention (Rosenberg, 2012b; World Bank, 2005).

The outcome as discussed here-to-fore could be embedded in the reasons given by both teachers with transfer intention and the teachers without transfer intention. These reasons were not included in Table 2 and Table 3 which was a breakdown of what by policy makes up school work community cooperation; teacher welfare and interpersonal relations, and teacher safety and security, and student discipline duties as stipulated in Headteachers' School Management Guide (Republic of Kenya, 2008a). Such reasons that associated school work community interactions with teacher transfer intention included; public insecurity in the form of thuggery and theft besides night running. Others were trespassers by who had donated community land for school construction. School managements ought to focus even beyond just within the school compound to address school workload management as to mitigate teacher transfer intention.

CONCLUSION

At 7.1% contributory variance with $Adj.R^2$ of -0.071 with a significance level of 0.000, $\alpha 0.05$, the study realized a significant negative relationship with teacher transfer intention. That is as the school work community interactions increases, teacher transfer intention decreases. The null hypothesis that there was no relationship between school workload management and teacher transfer intention in Mbita and Suba Sub-counties public secondary schools was therefore rejected.

RECOMMENDATION

Headteachers should engage all relevant stakeholders in school work community and beyond to provide emotional, intra-personal and physical input that would enhance positive teacher work community interactions for a minimized transfer intention.

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