

**TRANSFER OF HEADTEACHERS AND TEACHERS PERFORMANCE IN GOVERNMENT AIDED-
SECONDARY SCHOOLS IN HOIMA DISTRICT**

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DECLARATION

I MBABAZI CHALLOTE hereby declare that this research report has been a product of my own effort with the guidance of my research lecturer and has never been submitted to any other person or institution for any award.




Signature:

Date: 19TH /01/2024

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APPROVAL

This is to certify that this research Report entitled “Transfer of head teachers and its effect on teachers’ performance in government aided- secondary schools in Hoima district has been written under my supervision and my approval as the University Supervisor as part of the requirements for the Award of a Master of arts Degree of Human Resource Management in Education of Uganda Christian University.

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Date 20th January 2024

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List of acronyms

BoG	Board of Governors
DIS	District Inspector of Schools
EFA	Education For All
UPSSO	Uganda Public Service Standing Orders
MoPS	Ministry of Public Service
MOES	Ministry of Education and Sports
UCE	Uganda Certificate of Education
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme

Dedication

This research work is dedicated to my beloved sister Kabajungu Doreen and my best friend Babirye Juliet.

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ABSTRACT

This study was set out to examine the transfer of headteachers and its effect on teachers' performance in government aided- secondary schools in Hoima district, Uganda.

The study was guided by the following objectives; to establish the effect of head teachers' voluntary transfers on teachers' performance', to assess the effect of routine transfers of head teachers on teachers' performance and to establish the effect of involuntary transfers of head teacher on teachers' performance government aided secondary schools in Hoima district.

The researcher used both qualitative and quantitative research methods with a cross sectional survey design. the study population was 238 respondents from which a sample size of 147 was obtained. These included head teachers, and teachers. The Questionnaires, and interview guides were used as data collection instruments.

Research findings indicated that Involuntary head teachers' transfers had a great influence on teachers' performance, followed by Routine transfer of head teachers. However, voluntary transfers of head teachers had the least effect on teachers' performance.

The study concluded that involuntary and routine head teacher transfers had a significant influence on teachers' performance in government aided secondary schools in Hoima district. The study recommended that the Head teachers should start being team players instead of being managers through involving all the staff in the day today activities as this will enhance the improvement of their organizational skills. Furthermore, the MOES should transfer head teachers when it deems it necessary and that school boards should recommend for the transfer of heads of schools whenever they feel it is in the interest of the school. However, forced transfers should not be used as a strategy to head teacher discipline management but school management committees should find alternative means to deal with cases of indiscipline.

CHAPTER ONE:

INTRODUCTION

1.0 introduction

The study was designed to evaluate the perceived impact of Head Teachers' transfers on the performance of teachers in Government aided Secondary Schools in Hoima district, Uganda. The head teachers Develop and maintain school policies and rules. They further motivate, manage, discipline staff and Make sure that teachers have access to important educational resources.

This chapter presents the background to the study, statement of the problem, purpose of the study, specific objectives of the study, research questions, research hypotheses, scope of the study, justification of the study, significance, and theoretical / or conceptual framework.

1.1 Background to the Study

The transfer of head teachers is essential in a country for the purpose of minimizing politics between teachers, to ensure cordial relationship between teachers, to increase transparency in work, to obviate nepotism in a school (Yoder 1958). However, the high rate of head teacher's transfers across the country affects teacher's performance. Nationally, the practical core of schools is to provide quality education, to produce literate generation to function in our global society (Mselemkh, 1992). In Uganda the MOES is mandated by government to transfer head teachers across secondary schools. The transfers activities have mainly been conducted at the end of the school year calendar with a few cases at any period of the year.

According to Mukale (2019), the Ministry of Education and Sports transferred over 1000 secondary school teachers in the year 2019. The head teachers transfer may be harmful to school productivity if skilled and resourceful head teachers are often leaving and population contains a high percentage of novice workers.

According to Mukale (2019), Teacher management is essential because they play a significant role in the development of education. the cooperation and team work among teachers may be affected by the Head teachers' transfers since the personalities of individual head teachers vary. Transfers of head teachers, which commonly happen in government aided schools, is one of the ways in which school teachers can be impacted either positively or negatively. Transferring a head teacher across schools can cause operational disruptions that have a negative effect on student learning and school performance as a whole.

According to An, Seung-Ho (2019), head teachers transfer is significant and especially important since it's a position of employment is at the top of the school hierarchy. According to Musingo (2010) teachers in senior positions, particularly in government aided schools, are frequently transferred in order to reduce nepotism and enhance openness in the workplace. All teachers who remain in the school are at risk when a transfer is thought to have a negative impact on the educational environment. Even though departing head teachers' s are just as effective as those who replace them, transfer might nonetheless have an adverse influence on the educational system especially teachers' performance (Barnes et al, 2007).

According to the Uganda Public Service Standing Orders (UPSSO), which was developed by the government in Uganda through the Ministry of Public Service (MoPS), public officers, including teachers, should be transferred after serving continuously in their current position for at least three (3) and not more than five (5) years (MoPS, 2015). Furthermore, according to the Uganda Public Service Standing Orders, staff transfers must be done in the public interest and should never be done to punish or discipline a public official. For instance, between 2015 and 2016 at least 284 teachers were transferred in Ngora district; 20 teachers transferred from Rwampara newly created district to Mbarara district in 2019; 220 (57 head teachers and 163 teachers) transferred in Tororo district in 2019; Arua transferred 100 in 2020; while 160 teachers were transferred in Yumbe and Luwero district reported the highest teacher transfers record of 573 in 2019 as reported in respective districts. Although, transfer encourages employees to view the organization as one offering them career growth; from review of transfer lists in the above highlighted districts, teacher transfers are high (ranging from 19.6% to 26.7%) with unsatisfactory academic performance in public schools and yet the assumption of the transfer was to improve performance in schools. Batenga and Okurut (2004) also noted that there are several factors contributing to education failure and among them is the transfer of head teachers to various schools.

In sub-Saharan Africa, efforts towards attaining quality education especially in secondary schools has been focused on improving teacher management. the Dakar declaration alluded that teacher performance was significant in attaining quality education though it has not been met across nations (UNESCO 2015).

According to the Hoima west division councilor for Bujaira ward, Mr. Nelson Byamukama, the unprecedented frequent transfer of head teachers has been cited as major contributors to bad academic performance in the district. He further noted that unless the education department changes their operations and mind set the education establishment in the district shall be jeopardized. due to the

poor performance some parents who cherish education have shifted their children to neighboring private schools (Asaba 2023). Frequent transfers, parental cripple Budaka primary schools in Hoima district.

Head teachers transfer to and within Hoima has always been done to enhance efficiency and effectiveness in terms of methods of teaching, punctuality task accomplishment, and regularity at school. However, various forms of transfers have been conducted on the head teachers coming in or getting out of Hoima district. Some head teachers got transferred as routine administrative process that included, rationalization and years spent in a school. In some cases, the head teachers are transferred on personal request while others were on forced transfer as a means to settle disciplinary issues. The transfer of head teacher in Hoima district has been a challenge to both the Ministry of education and sports and the school management committees.

1.2 Statement of the Problem

The Uganda Public Service Standing Orders (UPSSO), a working document for employees created by the government through the Ministry of Public Service (MoPS), states in one of its sections that public officers, including teachers, should be transferred after a continuous stay in his or her current posting for at least three (3) and not exceeding five (5) years (MoPS, 2015). Furthermore, according to the Uganda Public Service Standing Orders, staff transfers must be done in the public interest and should never be done to punish or discipline a public official. Regular transfers of secondary school head teachers are still permitted under Uganda's Ministry of Education and Sports' policy, which primarily aims to increase the effectiveness of administrative and academic performance of such schools.

Mukale (2019) reported that the MOES effected transfers of over 1000 Head teachers in 2019. Although these transfers had the best of intentions, they have seriously hurt the administrative effectiveness of certain head teachers who have been moved from one school to another. These transfers occur when some head teachers are still working on strategic plans, some are moved to districts where they don't want to work, and some are moved from what they consider to be good schools to poor class schools. All of these factors, regardless of the type of transfer one receives, result in low morale, which in turn leads to subpar performance. In most cases, these transfers result in vulnerable circumstances. According to a notice sent out by Jane Mwesigwa on behalf of the Permanent Secretary of the Ministry of Education and Sports on January 24, 2019, Nsubuga had been transferred to Uganda Martyrs Secondary School Mugalike in the Kibaale region. Godfrey Alisengaha from St. Bernard's Mannya Secondary afterwards took his spot. Nsubuga was transferred 1.5 years after being assigned to his most recent position. Due to ineptitude, the headmaster of Kitara Secondary School in the Hoima area was removed from his position. The school's boards of governors and the Parents Teachers Association removed George Ruremire from his position after accusing him of mismanaging school funds and poor leadership (MOES 2019).

According to MOES (2017), in secondary schools of Hoima district teachers' effectiveness in preparation and use of appropriate methods of teaching is at 45%, attendance of duty 38%, syllabus coverage at 56% and punctuality at work 43%. The question the study raises is whether the observed performance could be due to transfer of Head teachers.

Though head teacher transfers have been effected in some secondary schools in Hoima district,unsatisfactory teachers' performance is evident in terms of low grades UACE and UCE exams,absenteeism, failure to meet deadlines in some secondary schools and yet the assumption of the transfer was to improve teachers' performance in schools.

Therefore, it is upon this background that the researcher decided to undertake a study of "transfer of head teachers and its effects on employee performance in government aided secondary schools in Hoima district.

1.3 Purpose of the Study

The purpose of the study was to determine the effect of transfer of head teachers on performance of teachers of government aided secondary schools Hoima district.

1.3.1 Specific objectives of the Study

The study sought to achieve the following specific objectives;

- i) . To establish the effect of head teachers' voluntary transfers on teachers' performance government aided secondary schools in Hoima district
- ii) To assess the effect of routine transfers of head teachers on teachers' performance government aided secondary schools in Hoima district
- iii) To establish the effect of involuntary transfers of head teacher on teachers' performance government aided secondary schools in Hoima district

1.3.2 Research Questions

The study sought to answer the following research questions;

- i) . What is the effect of voluntary transfers of head teachers on teachers' performance in government aided secondary schools in Hoima district?
- ii) What is the effect of routine transfers of head teachers on teachers' performance in government aided secondary schools in Hoima district?
- iii) What is the effect of involuntary transfers of head teachers on teachers' performance government aided secondary schools in Hoima district?

1.4 Scope of the Study

1.4 .1 Geographical scope

The study was carried out in Hoima district in the selected school's government aided schools secondary. The study was carried out among government aided secondary schools in the three counties of Hoima district: Bugahya, Kigoroby and Hoima Municipality. This district was selected by the researcher simply because it has schools that cut across all categories and learners ranging from high, middle to low-income earners as well as head teachers from both private schools and government aided schools therefore head teacher transfers are common there and this would enable the researcher to get the best information. The district has 44 Secondary Schools of which eleven(11) are government aided (Uganda schools guide2021). Hoima district is made up of 3 counties: Bugahya, Kigoroby and Hoima Municipality that are sub divided into 9 Sub Counties and 2 Town Councils. The government aided secondary schools In Hoima include, Munteme Fatima college, Buhnika seed S.S and Kabwoya S.S. The selection of the secondary schools was considered because the schools had scenarios of transfers of head teachers.

1.5.2 Subject scope

The study investigated the effects of the forms of transfer on teachers' performance in government aided secondary schools. The study therefore looked at how Voluntary transfer, Routine transfer and involuntary forms of transfer affect employee performance in government aided secondary in Hoima district.

1.5.3 Time scope

The study covered a period of five years from 2017-2022 since during this period the ministry became more effective in transferring head teachers from one school to another.

1.6 Significance of the study

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

The following education stake holders are anticipated to find benefit in the study's findings:

Managers of schools: The data from this study might be used to inform head teachers about the potential effects that transfers might have on their jobs and how to address such issues should they arise. This could be done based on the

suggestions that have been given, and they might choose to put those suggestions into action, which would solve the issues of bad performance being compromised as a result of transfers from one institution to another.

Parents: The study is designed to aid parents in understanding the types of transfer that the ministry conducts, and should they read this book, they might suggest only having transfers 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: The results of this study may assist policy makers in developing better strategic policies to have better ways for head teachers to be transferred without affecting employee performance. As individuals charged with formulating policies, their understanding of the forms of transfer forms remains very important in the education management process.

Researchers: The issues brought up in this study are probably going to encourage other researchers to get involved in producing more knowledge from different angles. The results of this study could serve as a starting point for additional investigation for people who are interested in head teacher or teacher transfers between secondary schools.

The study will result in the awarding of a master's degree from Uganda Christian University in human resource management in education.

1.7 Justification

Teachers performance is ever critical issue in every school. If the teachers' performance is unsatisfactory, the students shall perform poorly due to poor service deliver. Furthermore, employee performance is said to be influenced by transfers among other factors. The researcher has decided to do research on the transfer of head teachers and its effects on teachers 'performance in government aided secondary schools in Hoima district because It was observed that whenever there is transfer of head teachers in different schools there is also change in staff performance and organization set up of the schools. Therefore, the researcher wanted to investigate deeply and get to know how all this is handled.

1.8 Conceptual Framework

The key words in the study were head teacher transfer and its effects. Therefore, according to ESC-Uganda, if the head teacher understands his or her duties such as Planning, organizing, directing and coordinating the teaching

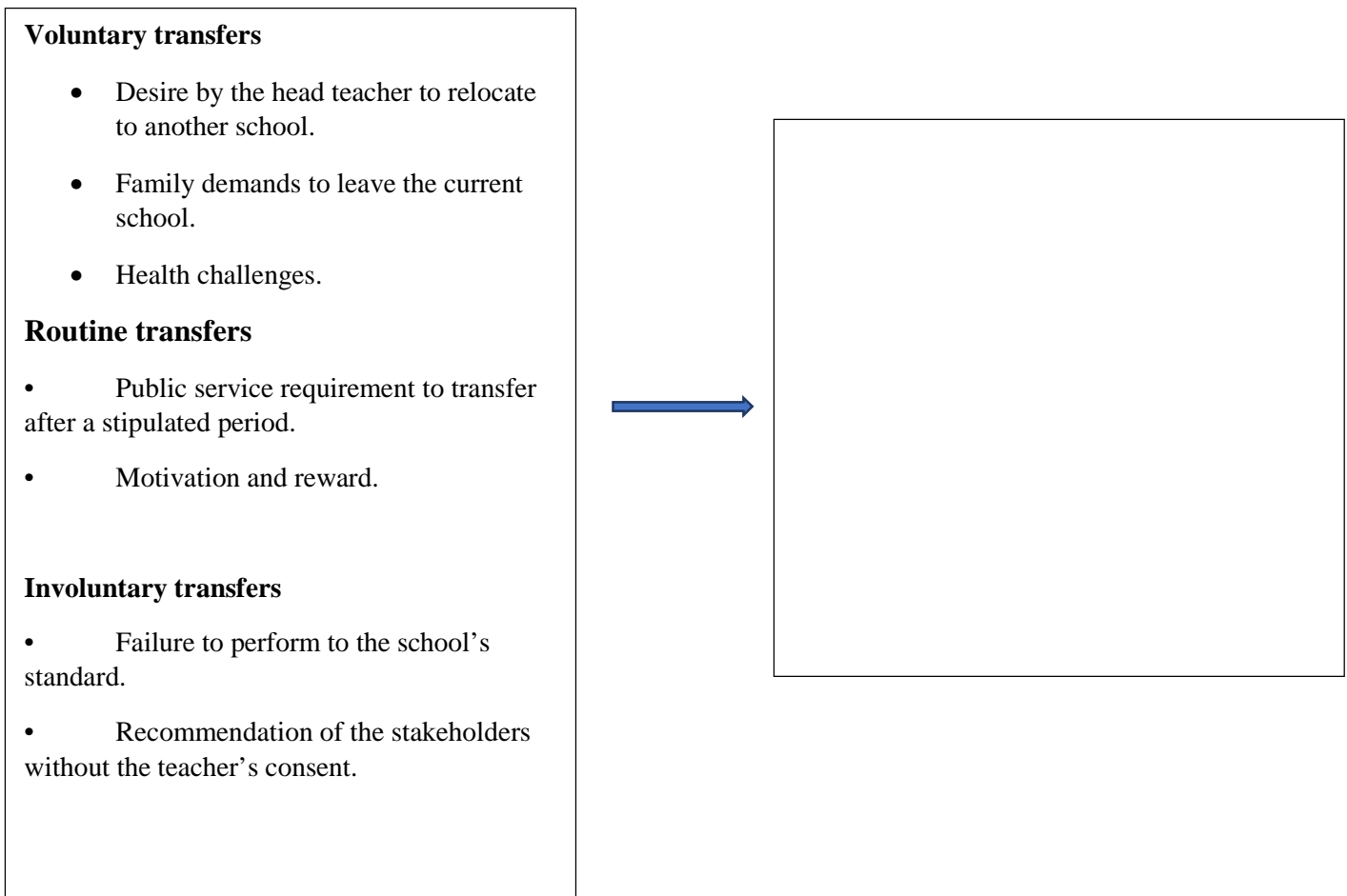
programs and activities of staff and students, then the effect can be positive or otherwise negative. All this can be achieved by understanding the relationship between various variables.

The illustration below shows the relationship between the government policy on education, the head teacher and school systems.

INDEPENDENT VARIABLE DEPENDENT VARIABLE

HEAD TEACHER TRANSFER

TEACHERS PERFORMANCE



Source: Adopted from Owusu-Boateng (2014) and modified by the researcher

.

In the study the independent variable was conceptualized as forms of transfer, which were looked at in voluntary transfer, involuntary transfer and routine transfer. The dependent variable is conceptualized in regard to secondary school teachers' performance. It is therefore hypothesized that the three forms of transfers collectively or individually can affect teachers' performance. The conceptual framework explains that voluntary transfer is most of the time given to those who request, involuntary transfers are basically forced and this affects the task quality, leadership skills, creativity and planning ability. Teachers' performance shall be measured in terms of Time management, Teachers' participation in school, Teachers' attendance to duty, Meeting deadlines and quality of examination results.

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CHAPTER TWO

Literature review.

2.0. Introduction

This chapter reviews the literature on transfer of head teachers and its effect on the employee performance in government aided- secondary schools in Hoima district. It starts with the theoretical review followed by the review of empirical studies in accordance with the objectives of the study outlined in chapter one.

2.1 Theoretical Review

The study shall be guided by attitude theory developed by Brett and Reilly (1988). Applying attitude theory, Brett and Reilly (1988) reported that "attitude towards transfer is 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, years of tenure and the attitude toward relocation varied by career stage. Based on the career literature, it seems reasonable to suggest that, in addition to antecedents (Veiga, 1983), the head teachers' reaction to job transfer should also be influenced by one's career stage (Slocum & Cron, 1985). For example, the head teacher 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 service. A theoretical, as opposed to a methodological, issue is that intra organizational mobility and stability should have very different meanings to head teachers in different stages of their career. 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. This 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).

2.2. The effect of head teachers' voluntary transfers on teachers' performance

Transfers started by the teacher are deemed voluntary transfers, according to Farzana (2012). A teacher may request a transfer, sometimes known as a hardship transfer, for a number of reasons, including but not limited to the desire to work closer to home. Personality clashes with a supervisor or other staff member, the chance to have their performance appraised by a different administrator, or avoiding being forced to transfer to another school are all possible reasons. The pay, hours, and other terms and conditions of employment for unionized teachers working in public schools may be negotiated through their union. As a result, voluntary transfer is covered by almost all collective bargaining agreements between a teachers' union and a public school.

Inverted-U shaped association between voluntary transfers and target attainment in federal agencies was discovered by Moon (2017). Given that the federal agencies included in his sample have various objectives and functions that can affect organizational turnover in various ways, even though this study is among the first to identify the Inverted-U relationship between the two in the context of federal agencies, it cannot be the final one that looks for the ideal transfer rates of public organizations.

According to An, Seung-Ho (2019) The high rate of head teachers voluntary transfer and low students' academic performance are two important issues that threaten Nigerian education. Nationally, the practical core of schools is to provide a quality education to produce literate generations to function in the global society. If Nigeria is to equip the young with the problem-solving and communications skills that are essential in the new economy, it is more important to provide them high- quality teachers.

According to Musingo (2010) Since head teachers are transferred at their own discretion, (voluntary transfer), it sheds light on the degree to which the educational design has been executed. Since the head teacher may decide to be transferred for a number of reasons, including but not limited to: the need to work closer to home, illness, cultural considerations, and environmental considerations, voluntary transfer is started by the head teacher. Voluntary transfer has great effects on curriculum supervision during the academic session.

Noor *et al.*(2012) point out that changing the teachers frequently makes the syllabus move in a circle rather than in a proper direction. The authors add that the situation becomes worst when the school fails to get proper replacement. This is because every teacher has different teaching methodology, devotions to their job, knowledge and skills. This therefore have a direct causal effect on student achievement.

According to Ronfeldt et al. (2012), the effect of turnover on student success is presumed to be negative when departing head teachers are on average and those who succeed them are occasionally worse than they were. On the other hand, according to a study by Hanushek et al. (2001), most teachers are willing to quit their jobs due to poor academic performance.

2.3 The effect of Head teachers' routine transfers on teachers' performance

Due to the special circumstances in schools, Uganda's Ministry of Education and Sports (2015) maintains that it is feasible to act in the head teacher's best interest; therefore, a balance must be struck when transferring teachers frequently. Head teachers who perform well and possess strong leadership traits frequently go to the next level of leadership. Every time a teacher is promoted, it serves as a motivator (Gou, 2010).

Farzana (2012) urges that Transfers that are started by a ministry administrator or a principal are regarded as involuntary transfers. Administrative transfers, as they are also known, are those that the principal initiates to move a teacher who is either not a good fit for the school or who is not performing up to par. The ministry's officials may also start other involuntary transfers to address pressing issues like teacher surpluses brought on by modifications to academic programs or the budget. Because of the policy, teachers are also transferred. According to Noor et al. (2012), the transfer policy was created in consideration of the institution's and system's philosophies as well as the requirements of the instructor seeking a transfer. The Uganda Public Service Standing Orders (2010), which indicate that public officers shall be transferred after a continuous stay in their current posting for at least three (3) years and not beyond five (5) years, are consistent with the study's findings. This study will show how Ugandan transfers are made in accordance with Public Standing Order.

Another justification for involuntary teacher transfers is a collective bargaining agreement. According to Howard (2006), the transfer rate to another school is lower in high-poverty

schools where instructors are covered by collective bargaining agreements. The transfer rate to another school or another district is 7.5 percent, while poor schools where teachers do not have a collective bargaining agreement the transfer rate to another school is 11.3 percent which are all above the national average transfer rate of 7.3 percent (Howard, 2006).

2.4 The effect of Head Teachers' Involuntary transfers on teachers performance

According to Noor et al. (2012), an involuntary transfer is one that is started by the district administration or the head teacher. The term "administrative transfer" also refers to a transfer that was started by the school board or a district administration. A head teacher who is not suitable for the school or who is not performing satisfactorily is obliged to be transferred (Komakech, 2017). The district may also make other involuntary transfers to address issues with changing student enrolment, academic programs, or the budget (Noor et al., 2012).

Head teachers' effectiveness and competence are impacted by involuntary transfers. According to research by Noor et al. (2012), involuntary transfers have an impact on employee performance. The writers stressed that when a head teacher (or head teachers) are transferred from any school, the remaining staff members encounter numerous issues that impair their competency and efficiency. According to Noor et al. (2012), the teachers who were left behind failed to produce the desired results and were labeled as low efficiency teachers.

On the other hand, according to a study by Musili (2015), head teachers are more effective after moving to a new school, and teacher-school compatibility can account for a sizeable portion of teacher quality. Additionally, the relocated head teachers must deal with problems including distance, transportation problems, sociocultural concerns, and delays in receiving their salaries at their new workplaces (Komakech, 2017; Noor et al., 2012).

According to Grissom et al. (2013), instructors who are unwillingly relocated had a tendency to be somewhat less valuable and to miss more days in the year before the transfer. Additionally, after being involuntarily transferred, teachers appear poorer than their former colleagues. involuntary transfer also contributes to effectiveness of service delivery. Muyingo (2010) argues that head teachers who have been transferred to new stations may perform

better in those new places especially if other factors, which may affect their performance, are catered for.

According to Komakech (2017), no matter the sort of transfer, head teachers, particularly those who go from first-class schools to poor-class schools, have low morale at work, which affects their performance. Komakech (2017) further urges that some outstanding head teachers are moved to schools with the lowest test scores in the hopes that they will have a significant impact on performance there.

CHAPTER THREE: METHODOLOGY

3.0. Introduction

This chapter presents the procedures which will be followed in conducting the study. It gives details about research design, study population, sample size calculation, sampling techniques, a description of data collection methods and instruments used, quality control techniques, the methods used to analyze, present data and the ethical considerations of the study.

3.1. Research design.

In this study, the researcher used a cross-sectional survey design. The design was preferred because it can be used to collect data from a representative sample size at one point in time to make inferences about the target population (Bog and Gall 1989). This design is very useful in gathering information or data on attitudes, preferences, beliefs, behaviors and experiences of the respondents as they naturally occur (Cohen, Marrion and Morrison 2007). The design also saves time as it proved easy, quick and cheap to administer. Furthermore, the design facilitates the collection and analysis of data using both qualitative and quantitative methods with the purpose of providing better understanding of the research problem and question (Creswell 2009).

3.2 Sources of data

3.2.1 Primary source:

A primary data source is an original data source, meaning it contains data that the researcher has personally gathered for a particular study endeavor or goal. Numerous techniques can be used to gather primary data (Neil J. Salkind 2010). Self-administered surveys, interviews, field observations, and experiments are the most popular methods. Primary data collecting could be the only approach that works for some sorts of study, despite everything. For all types of research, primary data are crucial since they enable the proper collection of information regarding experiment findings. In order to gather first-hand information, interviews and questionnaires were used to collect primary data from the field.

3.2.2. Secondary source:

Secondary data is the data that has already been collected through primary sources and made readily available for researchers to use for their own research. It is a type of data that has already been collected in the past (Research gates 2017). The Sources of secondary data included books, personal sources, journals, newspapers, websites, government records etc. Secondary data are known to be readily available compared to that of primary data.

3.3 Study population and sample size

3.3.1 Study population

The study population refers to any group of people that have common characteristics (creswell 2009).

The population of the study was 238 respondents from five selected government aided secondary schools in Hoima district. The research population for the study comprised of the following categories of respondents: Head teachers (5), School Board members (04), inspectors of schools (02), support staff (24) and teachers (203).

3.3.2 Sample size

The total sample size of the study was 147 and was determined using Krecje and Morgan (1970) table as shown in the table below. The respondents were selected using random and nonrandom techniques and categorized. They comprised both sexes but of different age groups.

Table1: Study sample size and population

Category	Population	Sample size	Technique
Head teachers	05	05	Purposive sampling
School Board members	04	04	Purposive sampling
Teachers	203	118	Simple random sampling
Support staff	24	18	Simple random sampling
Inspectors of	2	2	Purposive sampling

schools			
Total respondents	238	147	

Source: primary data 2023

The study sample was selected basing on the recommendations of Morgan and Krijcie (1970). The Kricje and Morgan table was used to determine the sample size because it's convenient, accurate and reliable as compared to other methods of sample size determination.

3.4 Sampling Techniques

The study usedthe following sampling techniques: Purposive and Simple Random Sampling techniques listed and explained in detail below.

3.4.1 Purposive sampling

Purposive sampling is a non-random sampling technique where respondents are selected because of some characteristic. Patton (1990) has proposed the following cases of purposive sampling.

Purposive sampling is popular in qualitative research. The researcher usedthe expert knowledge of the study population to decide which characteristics of the respondent were important. Therefore, the head teachers, inspectors of schools and School Board members were selected by purposive sampling due to their perceived knowledge arising out of known experience that they have.

3.4. 2 Simple random sampling.

A simple random sample is a subset of individuals chosen from a larger population. Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage duringthe sampling processand each subset of individuals has the same probability of being chosen for the sample as any other subset of individuals (Yates et al, 2008). Simple random sampling was used to pick Teachers and support staff to whom the questionnaire was administered. These categories of respondents were assigned numbers randomly, whoever picked an even number took part in the study. This process continued till the required number of respondents was reached. The random selection method was used because it gave all respondents an equal chance of being selected.

The researcher obtained first-hand information because it was easy to encourage the participants to be as honest and sincere as possible.

3.5 Variables and indicators

3.5.1 Variables

The study variables were head teachers' transfers as the independent variable and teachers' performance as the dependent variable.

3.5.2 Indicators of variables

Indicators of transfer included: Routine, voluntary and forced transfers.

Indicators of teachers' performance included; Time management. teachers' participation in school., teachers' attendance to duty, Meeting deadlines quality of examination results.

3.6 Measurement of variables

Mugenda and Mugenda (2003) support the use of nominal, ordinal, and Likert type rating scales during questionnaire design and measurement of variables. The nominal scale was used to measure such variables as gender, marital status among others. The ordinal scale was employed to measure such variables as age, level of educations, years of experience, among others. The five point Likert type scale (1 strongly disagree, 2- disagree, 3 not sure, 4- agree and 5 strongly agree) was used to measure the independent variable and the dependent variable.

3.7 Procedure for data collection,

The researcher obtained a letter of introduction from UCU Research Ethics Committee which was presented to the district education officer Hoima district local government, to seek permission in writing to conduct research at the selected secondary schools in the district. The research assistants were trained to help the researcher in data collection using questionnaires. Interviews were conducted by the researcher. Information obtained from questionnaires was sorted, coded and compiled for analysis

3.8 Data collection instruments

These are instruments/tools for data collection. They included questionnaires, and interview guide.

3.8.1 Questionnaire

Questionnaires were developed based on specific research objectives. The questionnaires were used to collect data for the teachers and support staff. Closed questions were preferred because they permit only certain responses. The items in the questionnaire were scored on a five-point scale. In the scoring scale for the questionnaire 5 means strong agree, 4 agree, 3 Not sure, 2 disagree and 1 means strongly disagree. The researcher distributed questionnaires to the selected schools and make appointment with the respondents on the specific date to collect them.

3.8.2 Interview guide

An interview guide is where an investigator deals directly with participants using a set of questions to gather data through verbal interactions (Amin 2005). An interview guide was used to collect data. The participants were asked about their experiences regarding routine Transfers, forced Transfers and voluntary Transfers and their influence on teachers' performance. The interview guide was used with the head teachers, inspectors of schools, and members of the school board members. This involved face to face interaction between the researcher and the participant through discussion. The interview guide contained five questions meant to capture respondent's opinions on head teachers' transfers and teachers' performance in government aided secondary schools in Hoima district.

3.9 Quality/Error control,

Issues of reliability and Validity were handled as shown below;

3.9.1 Validity

The instruments were validated by focusing on the questions that the researcher asks experts. This is the degree to which an instrument has an appropriate sample of items for the construct being measured. CVI is the most widely used index in quantitative evaluation, (Larson,

2015). There are many approaches to testing of validity however, for this study the expert judgment Content Validity Index (CVI) with cut off of 0.70 (Nunnally& Bernstein, 1994). The Content Validity Index (CVI) will be arrived at using Nunnally and Bernstein (1994) formula:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items rated relevant}}{\text{Total number of items in the questionnaire}}$$

Total number of items in the questionnaire

Rater	Number of items rated relevant	Total number of items in the questionnaire	cvi
1	24	30	0.8
2	26	30	0.86
3	27	30	0.9
Average cvi			0.85

The CVI was found to be 0.85 which is above 0.7 then the instrument shall be rendered valid.

3.9.2 Reliability

This is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda&Mugenda, 2003). Reliability tells the consistence in measuring the study variables usually by way of a pre-test (Cohen et al., 2007).

Reliability of the instruments was established using Cronbach Alpha (a) internal consistency method where Reliability on questionnaire pretest and Reliability after data collection was determined. Details for reliability analysis after data collection and pretest were presented. Although there are many reliability tests techniques such as include test-retest, this study used the STATA generated Cronbach's Alpha coefficient given its scientific approach used to

compute it and it's widely used in research (Nunnally& Bernstein, 1994; Amin, 2005; Cohen et al., 2007). The formula for Cronbach's alpha is:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Where: N refers to the number of scale items
 \bar{c} refers to the average of all covariance between item pairs
 \bar{v} refers to the average variance of each item

Cronbach's alpha formula is where a number of items are test, which gives an average covariance between pairs of items, and the variance of the total score. The coefficient of the reliability was found to be 0.79 hence the Instrument was reliable since the coefficient was above 0.7.

3.10 Strategy for data processing

Raw data was edited and coded to eliminate irregularities from the questionnaires. Any identified errors were rectified by the respondents during the data collection period. The filled questionnaires were edited one by one to correct errors that may have been done by the study respondents. Data was edited in order to check for accuracy, completeness, consistency and uniformity

3.11 Data Analysis

Data analysis involved use of both Quantitative and Qualitative approaches as shown below:

3.11 .1 Qualitative data analysis.

Content analysis shall be used to edit qualitative data and organize it into meaningful shorter sentences. Thematic analysis shall be used to organize data into themes and codes will be identified (Sekaran, 2003). After data collection, information of same category was assembled together and its similarity with the quantitative data created, after which a report was written. Qualitative data shall be interpreted by composing explanations from the information.

3.11.2 Quantitative data analysis.

Quantitative data analysis involved the use of both descriptive and inferential statistics. Descriptive statistics involved determination of measures of central tendency such as mean, variance, standard deviation, frequency distributions, and percentages. The edited data was then analyzed both quantitatively and qualitatively. Quantitative data was grouped and statistical description such as tables showing frequencies and percentages and pie- charts as well as graphs for better interpretation. However, qualitative data were analyzed in a way of identifying the responses from respondents that were relevant to the research problem and such data was analyzed thematically explaining the facts collected from the field under which the researcher was able to quote respondents responses. Data was processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables. According to Sekaran (2003), a correlation study is most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation accuracy, completeness, consistency and uniformity and presentation of data involved use of tables which were generated from the questions that were relevant to the study variables.

3.12 Ethical considerations

The researcher and the research assistants used the introductory letter from UCU Research ethics committee and also obtained permission from the Chief Administrative Officer Hoima district to collect data, during the study the researcher was careful to respect human dignity and secured informed consent from the respondents.

Throughout the study, the research acknowledged all borrowed work and information by citation, and collect factual informational from all respondents The researcher did not disclose the identity and privacy of the participating respondents and kept utmost confidentiality and secrets and privacy of the participants by not including names and information that was given by the respondents and used the information purely for research and study purpose (Sarantakos,2005). The researcher sought for voluntary consent of the respondents and had to first tell them the objectives of the study, it was upon this ethical background and considerations that the respondents willingly gave in their views and opinions.

3.13 Anticipated methodological constraints

Extraneous variables, which may go beyond the researcher's control such as respondents' honesty, personal bias and uncontrolled setting,

Chances of data collection methods being flawed due to the researchers' lack of enough experience in primary data collection.

Small sample size that makes the statistical test not to be able to identify significant relationships within the data set.

Limited previous studies in nurturing practices in developing countries may make literature review on the topic challenge.

Scope of discussion was compromised due to lack of adequate experience in conducting researchers.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTEPRETATION OF FINDINGS

4.0 INTRODUCTION

The purpose of the study was to examine the effect of head teachers transfer on teacher performance in government-aided secondary schools in Hoima District. In this chapter, the researcher presents, analyses and interprets the study findings arising from data collected from the respondents using both questionnaire and interview guide. The subsection presents the response rate, background information on respondents and analysis of the study findings in relation to specific objectives.

4.1. Response Rate

Table 4.1 Response Rate

Instrument	Target	Actual	Percentage
Questionnaires	134	114	77.5%
Interviews	13	10	6.8%
Total	147	124	84.3%

Source: Primary data 2023

Table 4.1 shows that out of (134) questionnaires, (114) questionnaires were returned and 10 interviews were carried out. The overall response rate was (84.3 %) as shown in Table

4.1above. The results were a representative of the population since the study had a score of above 80 percent (Zhao, 2020).

4.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

In this section, the study presents the background characteristics of the 124 respondents that answered the instruments.

4.2.1 Age of Respondents

Respondents were requested to indicate their age groups to find out their distribution by age and the findings are presented in table 4.2 below.

Table 4.2.1 : Age of respondents

Age	Frequency	Percent
25- 34 years [2]	26	21
35- 44 years [3]	38	30.6
45 - 54 years [4]	47	37.9
55 and above [5]	13	10.5
Total	124	100.0

Source: Primary Data

Table 4.2.1 shows that out of the 124 respondents that provided their age, 37.9% were aged 45-54 years, 30.6% were aged 35- 44 years, 21% were aged 25- 34 years while only 10.5% were above 55 years of age. Therefore, a majority of the respondents were between ages 45 to 54 years. This means that the respondents were capable of providing credible information given their tender ages that would provide them good memory of facts. It Implied that the responses provided were from able group of people that could be relied upon during data processing and reporting.

4.2.2 Respondents gender

The Respondents were requested to indicate their sex, so as to establish whether both sexes were well represented in the research study. The findings are presented in figure 1 below.

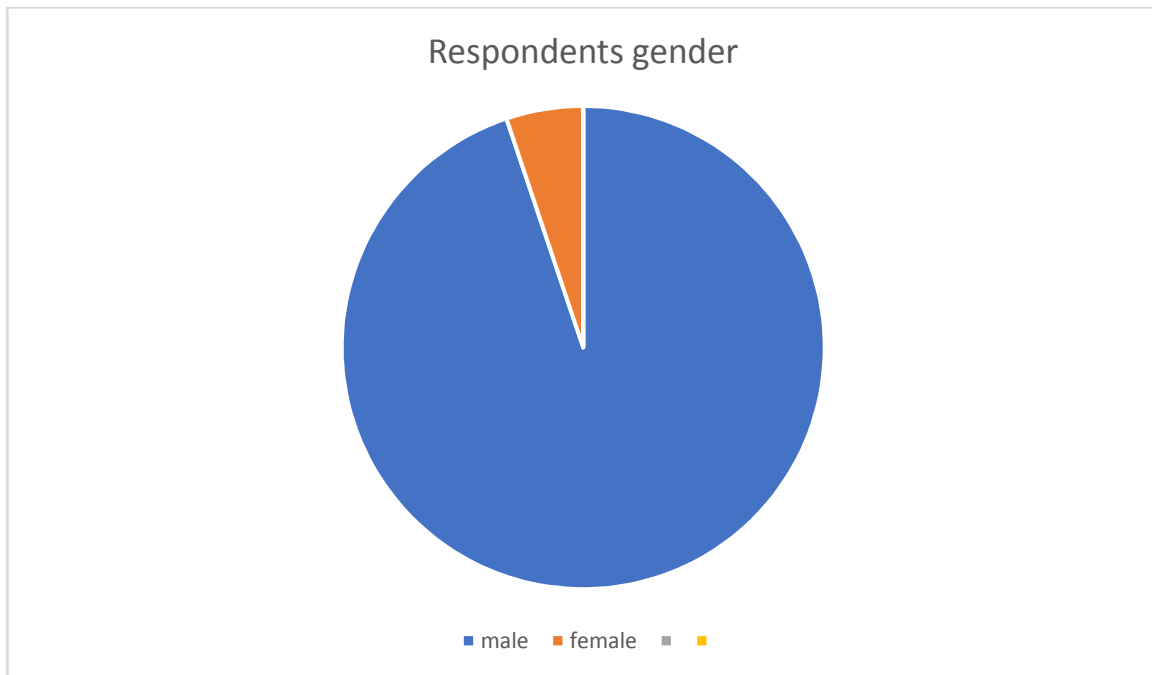


Figure 1 above shows that both male and female respondents participated in the study, with the males constituting the majority, 58.9%. This means that slightly more male are engaged in the teaching service. The implication is that the information gathered regarding transfer of head teachers and performance of teachers was gender sensitive.

4.2.3 Highest level of education:

The respondents were asked to provide information about their highest level of education and the findings are presented in table 4.2.3 below. The aim was to establish their distribution by education levels.

Table 4.2.3: Highest Education Level of Respondents

Education level	Frequency	Percent
Diploma [3]	34	27.4
Bachelor's degree [4]	75	60.5
Masters [5]	15	12.1
Total	124	100.0

Source: Primary Data

Table 4.2.3 shows that the majority of the respondents, 60.5 % were had Bachelor’s degree level of education, 27.4% were diploma holders while 12.1% were masters’ degree holders. This means that they for possessed relevant qualifications required to perform their duties and understand issues related to the study variables. This implied that the information provided were credible and could be relied on during data processing.

4.2.4 Experience:

The data on each respondent experience was collected and the findings are presented in table 4.2.4 below.

Table 4.2.4: Respondents experience.

Experience in years	Frequency	Percentage
1-4 [2]	16	12.9
5-7 [3]	32	25.8
8- 15 [4]	43	34.7
Above 15 years [5]	33	26.6
Total	124	100

Source: primary data

Table 4.2.4 shows that out of the 124 respondents, the highest number of respondents, 34.7% had experience of between 8- 15 years, 26.6 % had over 15 years’ experience while only 12.9 % had experience of 1-4 years. This means that the respondents were of high professional experiences which qualified that the information they provided was credible enough to be relied on.

4.2.5 Marital status

The data on each respondent marital status was collected and the findings are presented in figure 2 below.

Figure 2: Respondents marital status

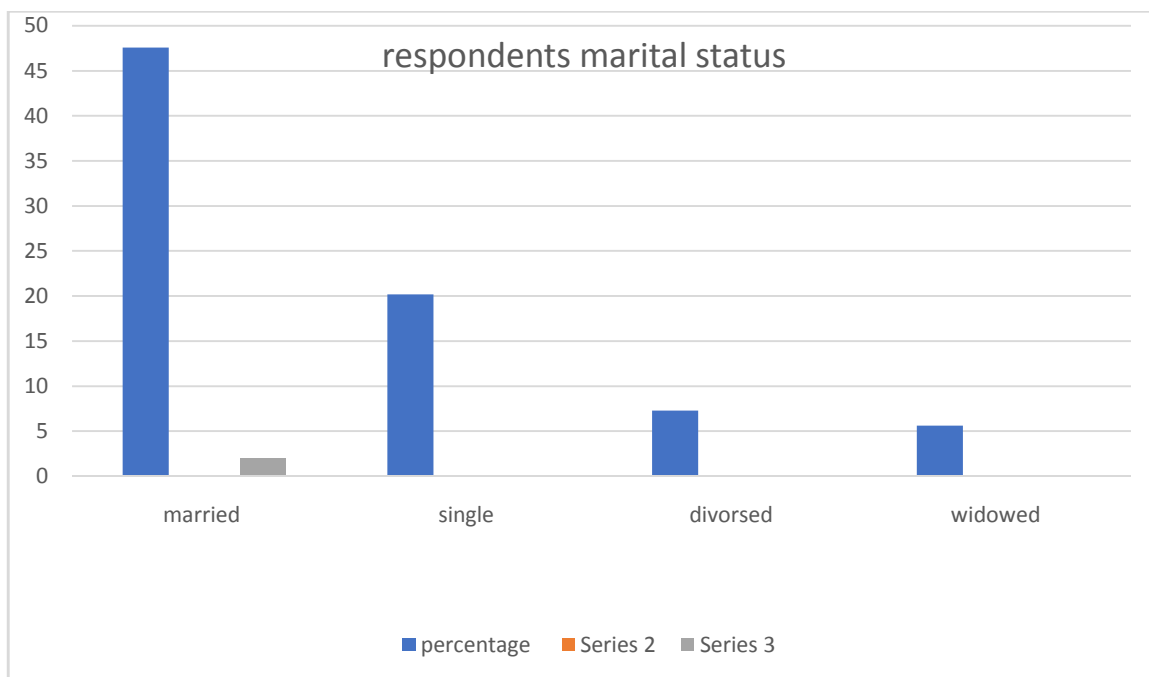


Figure 2 above presents the respondents marital status. According to findings in figure 2 above a majority of the respondents 47.6% were married, 20.2 % were single, 7.3 % had divorced while only 5.6 % were widowed. The findings there reveal that most of the respondents were responsible people with families and dependants.

4.3 PRESENTATION OF RESULTS

The key study findings are presented according to the objectives of the study

4.3.1 The effect of head teachers' voluntary transfers on teachers' performance in government aided secondary schools in Hoima district.

Head teachers voluntary transfer was measured in the questionnaire using 10 statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table 4.3 .1 below. Qualitative findings from interview guide were used to validate the quantitative findings.

Table 4.3.1 Descriptive statistics for head teachers voluntary transfer (n=114)

	Items to measure teachers voluntary transfer	SA [5]	A [4]	N [3]	DA [2]	SDA [1]	Mean	Std
H/Mfrq	Head Teachers can freely request to be transferred to others schools of their choice	3(2.6%)	24(21%)	8(7%)	67(58.7%)	12(10.5%)	2.46	1.023
MoESmt	The ministry of education and sports has the mandate to grant head teachers transfers to schools of their choice	14(12.3%)	53(46.5%)	6(5.2%)	27(23.7%)	14(12.3%)	3.23	1.283
VTtrs	Voluntary	10(8.8%)	44(38.6%)	8(7%)	48(42.1%)	4(3.5%)	3.07	1.14

	transfers have enhanced head teachers competence		%)		%)			2
H/Mvt	Head Teachers who voluntarily transfer do not give much attention to school schedules	4(3.5%)	25(21.9%)	8(7%)	63(55.3%)	14(12.3%)	2.49	1.075
VTiH/Mp	Voluntary transfers have improved on head teacher performance	12(10.5%)	47(41.2%)	9(7.9%)	34(29.8%)	12(10.5%)	3.11	1.246
MoESg H/Mtr	The MOES grants head teachers	23(20.2%)	42(36.8%)	9(7.9%)	27(23.7%)	13(11.4%)	3.31	1.338

	transfers on genuine reasons like health							
Vt- elH/M	Voluntary transfers have encouraged laxity among head teachers	5(4.4%)	28(24.6%)	7(6.1%)	51(44.7%)	23(20.2%)	2.48	1.192

source: Primary data 2023

According to table 4.3.1, cumulatively 67 respondents (58.7%) disagreed that the Head Teachers can freely request to be transferred to others schools of their choice. In support of this, the table further highlights that 3 respondents (2.6%) were not sure of this claim. On the other hand, contrary to this claim, the also highlights that cumulatively 12 respondents (10.5%) who strongly disagreed based on this fact. The mean score of the responses was 2.46 which indicates that on average, respondents disagreed that Head Teachers can freely request to be transferred to others schools of their choice. This implied that Head Teachers can never freely request to be transferred to others schools of their choice and it is honored by the key stakeholders. On that note, there's a 1.023 standard level of dispersion between the responses. So there were 1.023 points high or lower from the mean within the responses.

According to table 4.3.1, cumulatively 53 respondents (46.5%) who were in agreement that the ministry of education and sports has the mandate to grant head teachers transfers to schools of their choice. in support of this, the table further highlights that 6 respondents (5.2%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 27 respondents (23.7%) disagreed based on this fact. The mean score of the responses was 3.23 which indicated that on average, teachers were neutral on the claim that the ministry of education and sports has the mandate to grant head teachers

transfers to schools of their choice. This implied with no doubt that the ministry has the mandate to grant head teachers transfers. This showing a dispersion of 1.283 points both higher and lower than the mean value.

According to table 4.3.1, cumulatively 44 respondents (38.1%) agreed that Voluntary transfers have enhanced head teachers' competence. In support of this, the table further highlights that 8 respondents (7.0%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 48 respondents (42.1%) disagreed based on this fact. The mean score of this response was 3.07 which indicated that on average, teachers were neutral on the claim that Voluntary transfers have enhanced head teachers' competence. This implied Voluntary transfers do not necessarily enhance head teachers' competence as such as it may be thought to be. This showed a dispersion of 1.142 points either higher or below the mean value of the responses.

According to table 4.3.1, cumulatively 25 respondents (21.9%) agreed that Head Teachers who voluntarily transfer do not give much attention to school schedules. In support of this, the table further highlights that 8 respondents (7.0%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 63 respondents (55.3%) who were in the disagreement based on this fact. The mean score of the responses was 2.49 which indicated that on average, Teachers disagreed that Head Teachers who voluntarily transfer do not give much attention to school schedules. This implied that Head Teachers who voluntarily transfer actually do give attention to school schedules. There being a dispersion of 1.075 points either higher or lower from the mean value.

According to table 4.3.1, cumulatively 47 respondents (41.2%) who agreed that Voluntary transfers have improved on head teacher performance. In support of this, the table further highlights that 9 respondents (7.9%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 34 respondents (29.8%) disagreed based on this fact. The mean score of the responses was 3.11 which indicated that on average, teachers were quite neutral on the claim that Voluntary transfers have improved on head teacher performance, this coupled with other factor could increase head teachers'

performances. This showed a dispersion of 1.246 points either high or lesser from the mean value.

According to table 4.3.1 cumulatively 42 respondents (36.8%) agreed and 23 respondents (20.2%) who strongly agreed that The MOES grants head teachers transfers on genuine reasons like health. in support of this. the table further highlights that 9 respondents (7.9%) were not sure of this claim. on the other hand, contrary to this claim, the table also highlights that cumulatively 27 respondents (23.7%) who were in the disagreement based on this fact. The mean score of the responses was 3.31 which indicated that on average, Teachers agreed The MOES grants head teachers' transfers on genuine reasons like health. There being a dispersion of 1.338 points either higher or lower from the mean value.

According to table 4.3.1, cumulatively 28 respondents (24.6%) agreed that Voluntary transfers have encouraged laxity among head teachers. In support of this, is the table further highlights that 7 respondents (6.1%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 51 respondents (44.7%) disagreed based on this fact. The mean score of the responses was 2.48 which indicated that on average, teachers disagreed on the claim that Voluntary transfers have encouraged laxity among head teachers, this implied that Voluntary transfers isn't a genuine reason for laxity among head teachers. This showed a dispersion of 1.192 points either high or lesser from the mean value.

One of the inspectors of schools, during an interview said; *“At times it is not easy to be transferred to a school of your choice because the payroll in the district where the school is located might be full or the school preference may not be willing to receive the transferee due to logistical reason.”*

The above view was also supported by another board member who said that; *“people directly in charge of teachers' transfers look at balancing staff in all schools. This sometimes forces them not to accept all the transfer request from the head teachers.”*

This means that there is flexibility in the system which allows teachers to be transferred to other schools whenever they request. The essence of transfer to schools of choice or not depends on the assessment of needs in the schools not purely the applicant.

4.3.2 The effect of routine transfers of head teachers on teachers' performance government aided secondary schools in Hoima district

Table 4.3.2 Descriptive statistics for routine head teachers transfer (n= 114)

	Items to measure teachers routine transfers	SA	A	N	DA	SDA	Mean	Std
Policies H/M	There are policies on transfer of head teachers from one school to another after some Period of service	20(17.5%)	54(47.4%)	6(5.3%)	23(20.2%)	11(9.6%)	3.43	1.262
Routine H/M	Routine transfers of head teachers improves their performance	12(10.6%)	52(45.6%)	8(7%)	23(20.2%)	19(16.7%)	3.13	1.320
H/M ready for t	Some head teacher are always ready for transfers after they have stayed in some stations for a period of at least five years	8(7%)	49(43%)	7(6.1%)	32(28%)	18(15.8%)	2.97	1.279
MoES H/M-	The MOES has the mandate to transfer	3(2.6%)	46(40.4%)	9(7.9%)	35(30.7%)	21(18.4%)	2.78	1.232

overstay	teachers who have overstayed in the same schools							
MoES notifies H/M t	The MOES notifies head teachers of the plan to transfer them in advance	15(13.2%)	62(54.4%)	4(3.5%)	23(20.2%)	10(8.7%)	3.43	1.204
Routine H/M Cr&Inn t	Routine transfers make head teachers creative and innovative	2(1.8%)	35(30.7%)	8(7%)	54(47.4%)	15(13.2%)	2.61	1.110
Routine H/M -Prm beta t	Routine transfers have made some head teachers performance better	12(10.5%)	62(54.4%)	4(3.6%)	21(21.1%)	15(14.0%)	3.31	1.263

Source: Primary data 2023

According to table 4.3.2, cumulatively 54 respondents (47.4%) who agreed with the claim that there are policies on transfer of head teachers from one school to another after some Period of service. In support of this, the table further highlights that 6 respondents (5.3%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 23 respondents (20.2%) disagreed based on this fact. The mean score of the responses was 3.43 which indicates that on average, respondents agreed that there are policies on transfer of head teachers from one school to another after some Period of service. On that note, there's a 1.262 standard level of dispersion between the responses. So there were 1.262 points high or lower from the mean within the responses.

According to table 4.3.2, cumulatively 52 respondents (45.6%) agreed that Routine transfers of head teachers improves their performance. In support of this, the table further highlights that 8 respondents (7.0%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 23 respondents (20.2%) who were in disagreement based on this fact. The mean score of the responses was 3.13 which indicated that on average, teachers were in agreement with the claim that Routine transfers of head teachers improves their performance. This implied with no doubt that Routine transfers improves performance of head teachers. This showing a dispersion of 1.320 points both higher and lower than the mean value.

According to table 4.3.2, cumulatively 49 respondents (43.0%) agreed with the claim that Some head teacher are always ready for transfers after they have stayed in some stations for a period of at least five years. in support of this, the table further highlights that 7 respondents (6.1%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 32 respondents (28.0%) disagreed based on this fact. The mean score of this response was 2.97 which indicated that on average, teachers were in agreement with the claim that Some head teacher are always ready for transfers after they have stayed in some stations for a period of at least five years. This showed a dispersion of 1.279 points either higher or below the mean value of the responses.

According to table 4.3.2, cumulatively 62 respondents (54.4%) agreed with the claim that The MOES notifies head teachers of the plan to transfer them in advance. in support of this. the table further highlights that 4 respondents (3.5%) were not sure of this claim. on the other hand, contrary to this claim, the table also highlights that cumulatively 23 respondents (20.2%) who were in the disagreement based on this fact. The mean score of the responses was 3.43 which indicated that on average, Teachers agreed that The MOES notifies head teachers of the plan to transfer them in advance. There being a dispersion of 1.204 points either higher or lower from the mean value.

According to table 4.3.2, cumulatively 35 respondents (30.7%) agreed with the claim that Routine transfers make head teachers creative and innovative in support of this, is the table further highlights that 8 respondents (7.0%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 54 respondents (47.4%) disagreed based on this fact. The mean score of the responses was 2.61

which indicated that on average, teachers disagreed with the claim that Routine transfers make head teachers creative and innovative This showed a dispersion of 1.110 points either high or lesser from the mean value.

According to table 4.3.2, cumulatively 62 respondents (54.4%) agreed with the claim that Routine transfers have made some head teachers performance better. In support of this, is the table further highlights that 4 respondents (3.6%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 21 respondents (21.1%) disagreed based on this fact. The mean score of the responses was 3.31 which indicated that on average, teachers agreed that Routine transfers have made some head teachers performance better. This showed a dispersion of 1.263 points either high or lesser from the mean value.

To complement the quantitative results, an interviewee in agreement with the routine transfer policy mentioned that; *“The policy to transfer ahead teachers after staying in a school for five years is good for their performance. in five years the school management committee is in position to evaluate the head teachers’ performance. five years are enough for the head teacher to show all his abilities in transforming the school. So five years is a good period to be transferred to another school”*

A key informant during an interview consented that; “With management, five years are few given that the first two years are for learning the system. This means that that routine transfer of teachers is generally a good policy in terms of performance but not for management. This implied that the adherence to such policies would be destabilize school leadership and affect the performance of teachers since new leaders come with new policies that may be perceived positively or negatively. The head teachers would work knowing that after five years he or she ought to be transferred hence gets prepared for the transfer or relaxes since he or she has to leave despite the love he or she had for the school this also tends to cause demotivation among his team “.

4.3.3 The effect of involuntary transfers of head teacher on teachers' performance government aided secondary schools in Hoima district

Table 4.3.3 Descriptive statistics for involuntary head teachers transfer (n= 114)

	Items to measure involuntary Teachers transfers	SA	A	N	DA	SDA	Mean	Std
SCH bd recomm	The school board has the capacity to recommend for the transfer of underperforming head teachers	23(20.2%)	54(47.4%)	7(6.1%)	22(19.3%)	8(7.1%)	3.54	1.213
SCH mng't recomm t 4 safety	Some school management committees can recommend head teacher transfers for the safety of the school	17(14.9%)	51(44.7%)	3(2.6%)	28(24.6%)	15(13.2%)	3.24	1.332
Forced t imp H/M pfm	Forced transfers can improve performance of some head teachers	4(3.5%)	49(43%)	7(6.1)	34(29.8%)	20(17.5%)	2.85	1.250
Invol t H/M imp sch pfm	Involuntary transfer of some head teachers improves school performance	22(19.3%)	43(37.7%)	9(7.9%)	26(22.8%)	14(12.3%)	3.29	1.342

Invol t H/M acct & trans	Involuntary transfers	8(7%)	59(51.8%)	7(6.1%)	30(26.3%)	10(8.8%)	3.22	1.173
	have made head teachers accountable and transparent							

Source: primary data 2023

According to table 4.3.3, cumulatively 54 respondents (47.4%) agreed with the claim that the school board has the capacity to recommend for the transfer of underperforming head teachers. In support of this, the table further highlights that 7 respondents (6.1%) were not sure of this claim. On the other hand, contrary to this claim, the also highlights that cumulatively 22 respondents (19.3%) who disagreed based on this fact. The mean score of the responses was 3.54 which indicates that on average, respondents were in agreement with the claim that the school board has the capacity to recommend for the transfer of underperforming head teachers. This implied that the school board decides much on head teachers’ transfer. On that note, there’s a 1.213 standard level of dispersion between the responses. So there were 1.213 points high or lower from the mean within the responses.

According to table 4.3.3, cumulatively 51 respondents (44.7%) who were in agreement with the claim that some school management committees can recommend head teacher transfers for the safety of the school. in support of this, the table further highlights that 3 respondents (2.6%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 28 respondents (24.6%) disagreed based on this fact. The mean score of the responses was 3.24 which indicated that on average, teachers were in agreement with the claim that some school management committees can recommend head teacher transfers for the safety of the school. This implied with no doubt that the school committee truly recommends head teachers transfers. This showing a dispersion of 1.332 points both higher and lower than the mean value.

According to table 4.3.3, cumulatively 49 respondents (43.0%) agreed that Forced transfers can improve performance of some head teachers. in support of this, the table further highlights that 7 respondents (6.1%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 34 respondents (29.8%) disagreed based on this fact. The mean score of this response was 2.85 which indicated that on average, teachers were quite in agreement with the claim that Forced transfers can improve performance

of some head teachers. This implied head teacher usually tried to improve their performance to avoid forced transfers. This showed a dispersion of 1.250 points either higher or below the mean value of the responses.

According to table 4.3.3, cumulatively 43 respondents (37.7%) agreed that Involuntary transfer of some head teachers improves school performance. In support of this, the table further highlights that 9 respondents (7.9%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 26 respondents (22.8%) who were in the disagreement based on this fact. The mean score of the responses was 3.29 which indicated that on average, Teachers agreed that involuntary transfer of some head teachers improves school performance. There being a dispersion of 1.342 points either higher or lower from the mean value.

According to table 4.3.3, cumulatively 59 respondents (51.8%) who agreed that Involuntary transfers have made head teachers accountable and transparent. In support of this, is the table further highlights that 7 respondents (6.1%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 30 respondents (26.3%) disagreed based on this fact. The mean score of the responses was 3.22 which indicated that on average, teachers were in agreement with the claim that Involuntary transfers have made head teachers accountable and transparent, this coupled with other factor could increase head teachers' performances. This showed a dispersion of 1.173 points either high or lesser from the mean value.

When an interviewee was asked whether head teachers with unbecoming behavior should be transferred he noted that:

Such head teachers should be disciplined first by the school management committee where they are, so as to assess change in performance. Many of such head teachers will change for the better. However, when the factors leading to misbehavior is arising from school e.g. peer pressure or when misbehavior borders to moral authority of teachers then they must be forced to

transfer. In most cases such transfer awakens the head teachers and they improve on their performance and that of their subordinates.

In another development, a key informant noted that 'head Teacher discipline is a policy issue that has specific guideline, MOES does not in any way encourage transfer to be used to sort out indiscipline. The ministry has structured system that separately deals with cases related to head teacher discipline.

This means that transfer should not wholly be used as a tool of managing discipline. There are discipline issues that can be settled without necessarily executing transfer

4.3 .4 Teachers performance

Table 4.3. 4 Descriptive statistics on TeacherPerformance(n=114)

	Items to measure teachers performance	SA	A	N	DA	SDA	Mean	Std
Trs ddline sch task	Teacher meet deadlines for all school tasks	8(7%)	51(44.7%)	13(11.4%)	28(21.9%)	14(6.1%)	3.10	1.212
Trs ptpt sch routine	All teachers participate in routine school activities	9(7.9%)	43(37.7%)	9(7.9%)	49(43%)	4(3.5%)	3.04	1.128
Trs hlp slow lnrners	Teacher are fully engaged in helping slow learners	5(4.4%)	35(30.7%)	17(14.9%)	41(36%)	16(14%)	2.75	1.164
Trs cmplt sylbs	Teachers complete the syllabus in time	14(12.3%)	46(40.3%)	13(11.4%)	27(23.7%)	14(12.3%)	3.17	1.269
Trs rspect st & cls alt'n	Teachers respect subject and class	9(7.9%)	60(52.6%)	4(3.5%)	33(28.9%)	8(7.0%)	3.25	1.166

	allocation							
Rslt UCE&UACE good	Students results in UCE and UACE exams are good	2(1.8%)	23(20.2%)	6(5.3%)	67(58.8%)	16(14%)	2.37	1.015
Trs chng teach methos	Teachers are willing to change methods of teaching according to the feedback given by the head teachers	4(3.5%)	58(50.9%)	8(7.0%)	34(29.8%)	10(8.8%)	3.11	1.140
Trs wrk as team	The teachers work as a team	6(5.3%)	29(25.4%)	6(5.3%)	53(46.5%)	20(17.5%)	2.54	1.198
Trs gud cndct & rspct sp	Teachers have good conduct and respect their superiors	17(14.9%)	48(42.1%)	12(10.5%)	23(20.2%)	14(12.3%)	3.27	1.285
Trs use varty teaching methods	Teachers willingly use a variety of teaching methods and learning	3(2.6%)	39(34.2%)	7(6.1%)	47(41.2%)	18(15.8%)	2.67	1.180

	materials							
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Source: primary data 2023

According to table 4.3.4, cumulatively 51 respondents (44.7%) agreed that Teacher meet deadlines for all school tasks. In support of this, the table further highlights that 13 respondents (11.4%) were not sure of this claim. On the other hand, contrary to this claim, the also highlights that cumulatively 28 respondents (21.9%) who disagreed based on this fact. The mean score of the responses was 3.10 which indicates that on average, respondents were quite in agreement with the claim Teacher meet deadlines for all school tasks. This implied that surely Teachers try their best to work within the deadline. On that note, there's a 1.212 standard level of dispersion between the responses. So there were 1.212 points high or lower from the mean within the responses.

According to table 4.3.4, cumulatively 43 respondents (37.7%) who were in agreement that All teachers participate in routine school activities. in support of this, the table further highlights that 9 respondents (7.9%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 49 respondents (43.0%) disagreed based on this fact. The mean score of the responses was 3.04 which indicated that on average, teachers were quite in disagreement with the claim that all teachers participate in routine school activities. This implied that not all teachers participate in routine school activities. This showing a dispersion of 1.128 points both higher and lower than the mean value.

According to table 4.3.4, cumulatively 35 respondents (30.7%) agreed that Teacher are fully engaged in helping slow learners. in support of this, the table further highlights that 17 respondents (14.9%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 41 respondents (36.0%) disagreed based on this fact. The mean score of this response was 2.75 which indicated that on average, respondents disagreed with the claim that Teacher are fully engaged in helping slow learners. This implied slow learner are often not given much attention by the teachers. This showed a dispersion of 1.164 points either higher or below the mean value of the responses.

According to table 4.3.4, cumulatively 46 respondents (40.3%) agreed that Teachers complete the syllabus in time. in support of this. the table further highlights that 13 respondents (11.4%) were not sure of this claim. on the other hand, contrary to this claim, the table also highlights that cumulatively 27 respondents (23.7%) who

were in the disagreement based on this fact. The mean score of the responses was 3.17 which indicated that on average, Teachers agreed that Teachers complete the syllabus in time. There being a dispersion of 1.269 points either higher or lower from the mean value.

According to table 4.3.4, cumulatively 60 respondents (52.6%) who agreed that Teachers respect subject and class allocation. In support of this, is the table further highlights that 4 respondents (3.5%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 33 respondents (28.9%) disagreed based on this fact. The mean score of the responses was 3.25 which indicated that on average, teachers were in agreement with the claim that Teachers respect subject and class allocation, this coupled with other factor could increase head teachers' performances. This showed a dispersion of 1.166 points either high or lesser from the mean value.

According to table 4.3.4, cumulatively 23 respondents (20.2%) agreed with the claim that Students results in UCE and UACE exams are good. in support of this. the table further highlights that 6 respondents (5.3%) were not sure of this claim. on the other hand, contrary to this claim, the table also highlights that cumulatively 67 respondents (58.8%) who were in the disagreement based on this fact. The mean score of the responses was 2.37 which indicated that on average, Students results in UCE and UACE exams are not good. There being a dispersion of 1.015 points either higher or lower from the mean value.

According to table 4.3.1, cumulatively 58 respondents (50.9%) agreed with the claim that Teachers are willing to change methods of teaching according to the feedback given by the head teachers. In support of this, is the table further highlights that 8 respondents (7.0%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 34 respondents (29.8%) disagreed based on this fact. The mean score of the responses was 3.11 which indicated that on average, teachers disagreed on the claim that Teachers are willing to change methods of teaching according to the feedback given by the head teachers, this implied that teachers follow head teachers' guidance. This showed a dispersion of 1.140 points either high or lesser from the mean value.

According to table 4.3.4, cumulatively 29 respondents (25.4%) agreed that the teachers work as a team. In support of this, the table further highlights that 6 respondents (5.3%) were not sure of this claim. On the other

hand, contrary to this claim, the table also highlights that cumulatively 53 respondents (46.5%) disagreed based on this fact. The mean score of this response was 2.54 which indicated that on average, respondents disagreed with the claim that teachers work as a team. This implied that there is no team work amongst teachers. This showed a dispersion of 1.198 points either higher or below the mean value of the responses.

According to table 4.3.4, cumulatively 48 respondents (42.1%) agreed that Teachers have good conduct and respect their superiors. the table further highlights that 12 respondents (10.5%) were not sure of this claim. on the other hand, contrary to this claim, the table also highlights that cumulatively 23 respondents (20.2%) who were in the disagreement based on this fact. The mean score of the responses was 3.27 which indicated that on average, Teachers agreed that Teachers have good conduct and respect their superiors. There being a dispersion of 1.285 points either higher or lower from the mean value.

According to table 4.3.4, cumulatively 39 respondents (34.2%) who agreed on the fact that Teachers willingly use a variety of teaching methods and learning materials. In support of this, is the table further highlights that 7 respondents (6.1%) were not sure of this claim. On the other hand, contrary to this claim, the table also highlights that cumulatively 47 respondents (41.2%) disagreed based on this fact. The mean score of the responses was 2.67 which indicated that on average, teachers were in disagreement with the claim that Teachers willingly use a variety of teaching methods and learning materials. This showed a dispersion of 1.180 points either high or lesser from the mean value.

CHAPTER FIVE

SUMMARY, DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of key study findings, discussion of results, conclusions and recommendations made in reference to the influence of head teachers transfers on teachers' performance in government aided secondary schools in Hoima District. Areas of future research that can complement this study are also suggested.

5.1 Summary of Findings.

The study disclosed a number of findings which are summarized below.

5.1.1 Head teachers' voluntary transfers and teachers' performance in government aided secondary schools in Hoima district

According to table 4.3.1 cumulatively 42 respondents (36.8%) agreed and 23 respondents (20.2%) who strongly agreed that The MOES grants head teachers transfers on genuine reasons like health. The mean score of the responses was 3.31 which indicated that on average, Teachers agreed The MOES grants head teachers' transfers on genuine reasons like health. There being a dispersion of 1.338 points either higher or lower from the mean value. The mean score of the responses of 2.48 indicated that on average, teachers disagreed on the claim that Voluntary transfers have encouraged laxity among head teachers, this implied that Voluntary transfers isn't a genuine reason for laxity among head teachers.

5.1.2 Routine transfer of head teachers and teachers' performance in government aided secondary schools in Hoima district

The study's main conclusions were: there are policies on transfer of head teachers from one school to another after some Period of service. The mean score of the responses was 3.43 which indicated that on average, respondents agreed that there are policies on transfer of head teachers from one school to another after some Period of service. it was also agreed that Routine transfers of head teachers improved their performance. The mean score of the responses was 3.13 which indicated that on average, teachers were in agreement with the claim that Routine transfers of head teachers improved their performance.

5.1.3 Involuntary head teachers' transfers and teachers' performance in Hoima district

The study's main conclusions were; some school management committees could recommend head teacher transfers for the safety of the school. The mean score of the responses was 3.24 which indicated that on average, teachers were in agreement with the claim that some school management committees can recommend head teacher transfers for the safety of the school. According to table 4.3.3, 43.0% of the respondents agreed that

Forced transfers can improve performance of some head teachers. This implied head teacher usually try to improve their performance to avoid forced transfers. The mean score of the responses was 3.29 which indicated that on average, Teachers agreed that involuntary transfer of some head teachers improved school performance. the mean value.

5.2 DISCUSSION OF RESULTS

The study findings are discussed according to the specific objectives that guided the study.

5.2.1 Head teachers' voluntary transfers and teachers' performance

The study found out a very weak relationship between head teachers' voluntary transfers and teachers' performance. The findings are congruent with Noor *et al.* (2012) who pointed out that changing the teachers frequently makes the syllabus move in a circle rather than in a proper direction. The authors add that the situation becomes worst when the school fails to get proper replacement. This is because every teacher has different teaching methodology, devotions to their job, knowledge and skills. This therefore have a directcausal effect on student achievement. It was further established that The MOES grants head teachers transfers on genuine reasons like health. This finding are in agreement with Farzana (2012) who reported that a teacher may request a transfer, sometimes known as a hardship transfer, for a number of reasons, including but not limited to the desire to work closer to home. Personality clashes with a supervisor or other staff member, the chance to have their performance appraised by a different administrator, or avoiding being forced to transfer to another

school are all possible reasons. The teachers disagreed on the claim that Voluntary transfers had encouraged laxity among head teachers, this implied that Voluntary transfers was not a genuine reason for laxity among head teachers this finding are in disagreement Muyingo (2010) who revealed that Voluntary head teachers transfer had great effects on curriculum supervision during the academic session.

5.2.2 The effect of Head teachers' routine transfers on teachers' performance

The study revealed that there are policies on transfer of head teachers from one school to another after some Period of service. This finding are in agreement with Noor et al. (2012), who revealed that the transfer policy was created in consideration of the institution's and system's philosophies as well as the requirements of the instructor seeking a transfer. The Uganda Public Service Standing Orders (2010), which indicate that public officers shall be transferred after a continuous stay in their current posting for at least three (3) years and not beyond five (5) years.

The mean score of 3.13 indicated that on average, teachers were in agreement with the claim that Routine transfers of head teachers improved their performance. This finding are in agreement with, Uganda's Ministry of Education and Sports (2015) which maintains that it is feasible to act in the head teacher's best interest; therefore, a balance must be struck when transferring teachers frequently.

5.2.3 Involuntary head teachers' transfers and teachers' performance in Hoima district

The study revealed that some school management committees could recommend head teacher transfers for the safety of the school. This is congruent with Komakech (2017) who urged that a head teacher who is not suitable for the school or who is not performing satisfactorily is obliged to be transferred. The district may also make other involuntary transfers to address issues with changing student enrolment, academic programs, or the budget.

It was also established that forced transfers could improve performance of some head teachers. The Teachers agreed that involuntary transfer of some head teachers improved school performance. This finding are further supported by Noor et al. (2012), who reported that involuntary transfers have an impact on employee performance. The writers stressed that when a head teacher who transferred from any school, the remaining staff members encounter numerous issues that impair their competency and efficiency. The results are also in

agreement with Komakech (2017) who further urged that some outstanding head teachers are moved to schools with the lowest test scores in the hopes that they will have a significant impact on performance there.

5.3 CONCLUSIONS

5.3.1 The effect of Head teachers' voluntary transfers and teachers' performance

The following lessons were learnt from the responses; teachers are free to apply for transfer to other schools and that MOES allows them to transfer to other schools whenever they request. Further it was established that MOES is considerate whenever there are family demands or health related challenges that may require a teacher to transfer to another school. It was concluded that voluntary transfers may enhance innovativeness of teachers though it does not necessarily improve individual teachers' performance.

5.3.2 The effect of Head teachers' routine transfers on teachers' performance

The following lessons were learnt from the study responses; that the policy to transfer of teachers after staying in a school for five years is not good for their performance and that the 5-year period for automatic transfer of teachers is

inappropriate. However, it was found out that routine transfer of teachers is generally a good policy and that the MOES is justified to transfer overstayed teachers, although such routine transfers should be preceded with at least one term's notice. Furthermore it was established that routine transfers enhance innovativeness of teachers but does not specifically improve teachers' performance.

5.3.3 The effect of Involuntary head teachers' transfers and teachers' performance in Hoima district District.

From the study It was revealed that; teachers who do not perform to the school standards and those with unbecoming behavior in secondary schools in Hoima district were being transferred. It was also reported that MOES transferred teachers when It deemed it necessary and that school boards recommended for the transfer of teachers whenever they felt it in the interest of the school. However, it was concluded that forced transfers do not enhance innovativeness of teachers, as well as their performance.

5.4 Recommendations

From the findings of the study, the following recommendation were made in line with the specific objectives of the study;

5.4.1 the influence of Head teachers' voluntary transfers and teachers' performance

It is recommended from the study that the head teachers should freely apply for transfer to other schools and that MOES should allow them to transfer to other schools whenever they request. There should be consideration of

family demands or health related challenges that may require a teacher to transfer to another school. Voluntary transfers should be used enhance innovativeness of head teachers hence better performance.

5.4.2 The effect of Head teachers' routine transfers on teachers' performance

The study recommends that routine transfer of teachers is generally a good policy but cannot be a complete means to improve head teachers' performance. Ministry of Education and Sports should adopt other heads of school motivation strategies as means to improve their performance and that of the teachers they supervise.

5.4 .3 The effect Involuntary head teachers' transfers and teachers' performance in hoima district

District.

Head teachers should start being team players instead of being managers through involving all the staff in the day today activities as this will enhance the improvement of their organizational skills. This will ensure that there is improved team work and collaboration among the staff in the schools. Furthermore, the MOES should transfer head teachers when it deems it necessary and that school boards should recommend for the transfer of heads of schools whenever they feel it is in the interest of the school. However, forced transfers should not be used as a strategy to head teacher discipline management but school management committees should find alternative means to deal with cases of indiscipline. From the study the following lessons were learnt from the responses; teachers are free to apply for transfer to other schools and that MOES allows them to transfer to other schools whenever they request. Further it was established that MOES is considerate whenever there are family demands or health related challenges that may require a teacher to transfer to another school. Furthermore, voluntary transfers may enhance innovativeness of teachers though it does not necessarily improve individual teachers' performance.

6.0 Areas for Further Research

This study focused on head teachers' transfers and performance of teachers in Government secondary schools. Further research should be carried in the following areas;

Remuneration differences and teachers' performance

Reward system and teachers' performance

Career growth opportunities and teacher performance

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APPENDICES

DATA COLLECTION INSTRUMENTS

APPENDIX 1 QUESTIONNAIRE TO ASSESS THE TRANSFER OF HEAD TEACHERS AND ITS EFFECT ON TEACHERS PERFORMANCE IN GOVERNMENT AIDED-SECONDARY SCHOOLS IN HOIMA DISTRICT

Dear respondent,

The purpose of this questionnaire is to collect information on the transfer of head teachers and its effect on teachers' performance in government aided- secondary schools in Hoima district. Therefore, you are kindly requested to answer the questions to the best of your knowledge. Your answers will be treated with confidentiality and used only for the purpose of this study. You are requested to fill in the space or tick in the boxes provided against each item.

MBABAZI CHALOTE (A master of HRME student at Uganda Christian University)

SECTION A; BACKGROUND INFORMATION OF THE RESPONDENT

Age i) 25- 34 ii) 35- 44 iii) 45- 54 iv) 55 and above

Gender i) Male ii) Female

Highest level of education: i) Secondary education ii) Diploma iii) Bachelor’s degree iv) Master’s degree

Experience: i) 1-4 years ii) 5 -7 years iii) 8-15years.

Number of years spent in the current school: i) 1-5 ii) 6-10 iii) Above 10 years

Marital status i) Married ii) Single iii) Divorced iv) Widowed

SECTION B: ASSESSMENT OF THE TRANSFER OF HEAD TEACHERS AND ITS EFFECT ON TEACHERS PERFORMANCE IN GOVERNMENT AIDED- SECONDARY SCHOOLS IN HOIMA DISTRICT

Using the given rating scale choose the option that you feel is the most appropriate for the given statement

SA= strongly agree A = Agree N = Not sure, D = Disagree SD = Strongly disagree

SECTION1: HEAD TEACHERS’ VOLUNTARY TRANSFERS AND TEACHERS’ PERFORMANCE

Items to measure teachers voluntary transfer	SA	A	N	D	SD
Head Teachers can freely request to be transferred to others schools of their choice					
The ministry of education and sports has the mandate to grant head teachers transfers to schools of their choice					
Voluntary transfers have enhanced head teachers competence					
Head Teachers who voluntarily transfer do not give much attention to school schedules					
Voluntary transfers have improved on head teacher performance					
The MOES grants head teachers transfers on genuine reasons like health					

Voluntary transfers have encouraged laxity among head teachers					
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SECTION 2: ROUTINE TRANSFERS OF HEAD TEACHERS AND TEACHERS' PERFORMANCE

Items to measure teachers routine transfers	SA	A	N	DA	SDA
There are policies ontransfer of head teachers from one school to another after some Period of service					
Routine transfers of head teachers improves their performance					
Some head teacher are always ready for transfers after they have stayed in some stations for a period of at least five years					
The MOES has the mandate to transfer teachers who have overstayed in the same schools					
The MOES notifies head teachers of the plan to transfer them in advance					
Routine transfers make head teachers creative and innovative					
Routine transfers have made some head teachers performance better					

SECTION 3:THE EFFECT OF INVOLUNTARY TRANSFERS OF HEAD TEACHER ON TEACHERS' PERFORMANCE GOVERNMENT AIDED SECONDARY SCHOOLS IN HOIMA DISTRICT

Items to measure involuntary Teachers transfers	SA	A	N	DA	SDA
The school board has the capacity to recommend for the transfer of underperforming head teachers					
Someschool management committees can recommend head teacher transfers for the safety of the school					
Forced transfers can improve performance of some head teachers					
Involuntary transfer of some head teachers improves school performance					
Involuntary transfers have made headteachers accountable and transparent					

SECTION C: TEACHERS PERFORMANCE

Items to measure teachers performance	SA	A	N	DA	SDA
Teacher meet deadlines for all school tasks					
All teachers participate in routine school activities					
Teacher are fully engaged in helping slow learners					
Teachers complete the syllabus in time					
Teachers respect subject and class allocation					
Students results in UCE and UACE exams are good					
Teachers are willing to change methods of teaching according to the feedback given by the head teachers					
The teachers work as a team					
Teachers have good conduct and respect their superiors					
Teachers willingly use a variety of teaching methods and learning materials					

References..... 3

Do head teachers transfers occur in your schools? Yes/no

Which types of head teachers' /teachers transfers are common in your school

How often are head teachers transferred in your school?

Give your views on the ministry of education and sports policy on transfer of head teachers and teachers.

Does involuntary transfer improve the head teachers' performance?

In which ways can routine transfer improve the performance of teachers

Give your opinion on the importance of voluntary transfers of head teachers

Comment on the performance of teachers in schools that have experienced head teachers' transfers

What are some of the challenges head teaches may experience in their new stations?

THANK YOU FOR YOUR PARTICIPATION

Appendix 5: Krejcie and	S†	N	S	N	S	N	S	N	S
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Morgan Determinant of Sample Size									
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	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384



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UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 24TH/5/2024

Name of Candidate: Mbabazi Challote Reg. No: RM21M08/003

Title of Dissertation transfer of head teachers and teachers' performance in government Aided- secondary schools in Hoima district

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Page number on the title page	It was deleted as it was typo error	Check cover page

2	Consistency in using Times New Romans font 12	The entire report was edited and all content put in Times New Romans font 12	Page 1-72
3	Thorough editing of the work, typo and grammatical errors should be done	Thorough editing of typo and grammatical errors was done	Page 1-72
4	Proper citation in the text	Proper citation in the text was effected	Chapter 1,2,3
5	No objective on extraneous variable /discard from Conceptual framework	extraneous variable were /discarded from Conceptual framework	Page 17
6	Conceptual framework be reviewed/vague	Conceptual framework was reviewed	Page 17
7	Unnecessary bolding	It was minimized throughout the report	Pages 1-72
8	Inferential statistics figures not matching	Analysis was based on frequency and standard deviation	Chapter four pages 37-56

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Results are not speaking to reality	Regression and correlation were dropped and analysis was based on frequency, mean and standard deviation	Chapter four pages 37-56
2	Regression analysis was needed not a correlation do descriptive analysis, use frequencies	Regression and correlation were dropped and analysis was based on frequency , mean and standard deviation	Chapter four pages 37-56
3	To remove words such as effect, significance ,positive and say exactly what respondents said	The words used in inferential statistics such as effect, significance , were dropped	Chapter four pages 37-56
4	qualitative results not presented	qualitative results were presented	Pages 44, 48, 52,

Mbabazi challote

Candidate's Name

Signature

Bernadette Busingye Babishangire (Mrs.)

Supervisor's Name

Signature