

Effects of Teachers' Transfer on Students' Academic Performance in Senior Secondary Schools Abuja Nigeria

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Abstract: - This research work investigated the effects of teachers' transfer on students' academic performance in senior secondary schools Abuja Nigeria. The population of the study was limited to all senior secondary school teachers in six Area councils of the FCT. Stratified random sampling technique was adopted to select 2 schools in each of the six Area councils and 25 teachers were randomly selected in each selected school totalling 300 respondents. Descriptive survey method was adopted. Three research questions were asked and analyzed using frequency counts and mean. The data gathered were further analyzed and interpreted to arrive at findings which showed that high rate of transfer occurs in FCT Senior Secondary Schools; teachers' transfer affects students' academic performance; teachers sometimes voluntarily request for transfer and principals sometimes seek transfer of erring staff. Recommendations were suggested that there should be inconvenient allowances for the transferred teachers in FCT Secondary Schools and accessible road network as this will reduce rural-urban transfer in FCT secondary schools.

Keywords: Effect, Teachers' transfer, Students, Academic Performance and Secondary Schools

I. INTRODUCTION

Generally teaching is considered a relatively large occupation any society. Teacher's quality is the most significant schooling input in the determination of student academic achievement knowing fully well the central role the teacher plays in the education industry. However, it has been observed that teaching profession is the most populous profession all over the world. According to Onsomu (2014), the high rate of teacher mobility impacts negatively on school improvement efforts for it disrupts the stability and continuity of teaching. Teacher mobility characteristically involves teacher transfers or job change with the latter being strongly associated with teacher attrition in schools.

Each teacher is different than the other one in term of personality, attitude, and skills and in their dedication with their profession and the cause. Some teachers have initial knowledge of their profession some have extensive one. Some of them may be holder of advance degrees unlike other may possess minimum of the basics. Some teachers prefer to use the top down methodology in their teaching other one would like to follow bottom up methodology in the classroom. All of these differences become difficult to handle when all of them are to teach same subject to same students in the same session.

It is assumed that frequently change of teacher during the session is harmful to academia. Situation becomes more acute when a teacher is transferred during the academic session and his replacement takes long time to be filled in future. Moreover it is not necessary that the new teacher has same philosophy as previous one (Farzana, Muhammad, Adeel & Lodhi, 2012).

Teachers' transfer is defined as the permanent movement of teacher from one school to another either within or outside Area Council. Transfers initiated by the teacher are considered voluntary transfers. Teachers may choose to be transferred for a variety of reasons, including but not limited to: the desire to work closer to home, also called a hardship transfer. Personality conflicts with an administrator or other staff member; the opportunity to be evaluated by a different administrator; or avoiding an involuntary transfer to another school. Transfers initiated by either the school principal or the FCT- Secondary Education Board is considered involuntary transfers. Those transfers initiated by the principal, also called 'administrative transfers,' may be to move a teacher who is not good and fit for the school or who is performing unsatisfactorily. Other involuntary transfers may be initiated by the school services to solve larger problems, such as teacher surpluses due to changes in student enrollment, academic programs, or creation of new schools which has becoming trending issues in FCT-Secondary Education Board Abuja. Employer can also transfer teachers from school to other agencies within the education secretariat like Education Resource Centre (ERC), Department of Adult Education, Measurement and Evaluation (M & E) unit and so on but the most common one is inter-school transfer which is inevitable in education sector.

Education is the bedrock for socio-economic development. This objective cannot be achieved in an environment of poor performance. In fact education is the key for the attainment of Nigeria's vision 2030 and the Sustainable Development Goals (SDGs) by 2030. It has been observed in the current study that education standards in senior secondary schools Federal Capital Territory Abuja are gradually deteriorating. This state of affairs has led to the education stakeholders in the area citing several possible factors as responsible for the declining performance of the schools. Among these is the issue of teacher transfer. Queries have been raised around teacher

transfer in the area such as, is there any relation between teachers transfer and school performance? If yes, how does the transfer of the teachers impact the performance of school? What motivates the teacher transfers from schools in the area? And how do these transfers influence students' academic performance? Determining these questions through research will be instrumental in understanding and solving one of the significant educational challenges facing FCT senior secondary schools and other areas in Nigeria facing similar challenges.

Statement of the Problem

Personnel transfer, intra-system transfer and promotion, without replacement causes understaffing in an organization (Okumbe, 2001). It is now becoming common knowledge that FCT Secondary Education Board (FCT-SEB) transfer teachers from one school to another school, majorly from urban to rural schools. The consequence of these unfavourable transfers has been an inequitable teacher distribution in FCT Senior Secondary Schools. FCT-SEB has been rationalizing distribution of teachers from overstaffed schools to understaffed schools (especially rural schools). Accordingly, teachers' transfers and deployments are caused by various reasons with some being valid while others are not (Mwiti, 2007). For instance, in October 2019 only, over one hundred teachers were transferred from their present schools to other schools, most especially new schools created by the board. This has significant effects on students' academic performance for the rest of the academic term because before the newly transferred teachers adjust to their new stations, it will take two to three weeks which will eventually disrupt academic activities. Also, transferred teachers will leave more workload for those behind and before they can adjust to the current situation, it will take some weeks and this will affect students' academic performance at that period. It is against this backdrop that researcher examine the effects of teachers' transfer on students' academic performance in Senior Secondary Schools Abuja.

Research Questions

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

1. What are the teacher transfer characteristics in senior secondary schools in Federal Capital Territory Abuja?
2. What are the underlying reasons for teacher transfer requests in senior secondary schools in Federal Capital Territory Abuja?
3. How do teacher's transfers influence students' academic performance in senior secondary schools in Federal Capital Territory Abuja?

II. METHODOLOGY

Researcher adopted descriptive survey design. It aimed at describing factors that explain the level of teacher transfer as well as its effects on the learning process. Population of the

study comprise of all senior secondary school teachers in FCT senior secondary schools. There are six Area Councils in Federal Capital Territory Abuja and currently, it has seventy five (75) Senior Secondary Schools (*Source: FCT-Secondary Education Board, 2019*). Researcher used stratified random sampling technique to select two schools in each Area Council and twenty five (25) teachers were randomly selected in each school totalling three hundred (300) respondents considered for this study.

The instrument used for this study was structured questionnaire and it was divided into two sections: Section A contains respondents' background information while section B contains information regarding study variables. Questionnaire was distributed to the respondents for administration and this is done with the permission of the school principals. Data were analyzed using simple frequency and percentage for respondents' background information and mean for research questions. Decision taken is that any mean score below 2.50 is adjudged disagreed while 2.50 and above is adjudged agreed

III. FINDINGS AND DISCUSSION

Background Information of the Respondents

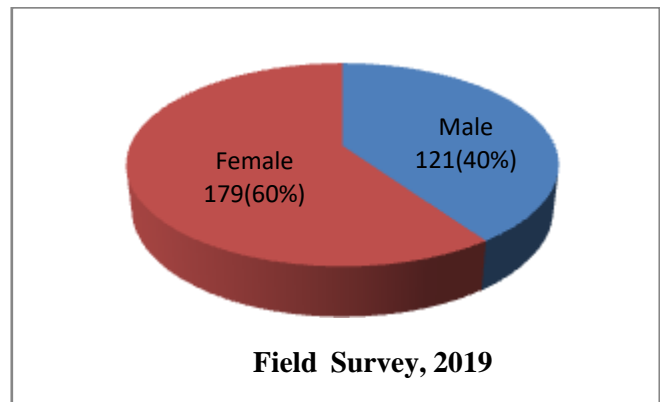


Figure 1: Pie Chart Distribution of Respondents by Gender

From figure 1 above, majority (179) of the respondents were female while 121 (40%) were male teachers.

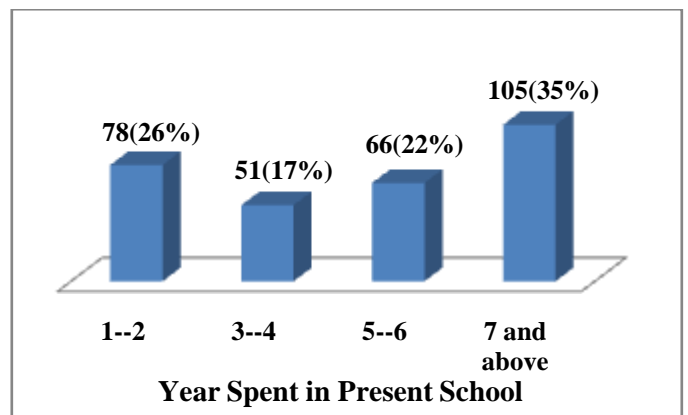


Figure 2: Bar Graph Showing Year Spent in Present School by the Respondents

From figure 2 above, majority (105) of the respondents had spent over 7 years in their present schools; 78 (26%) respondents spent between 1 and 2 years; 66 (22%) spent 5-6 years while 55 (17%) respondents had spent 3-4 years in their present schools. The guideline is once you spent 5 years and above in a school, you are due for transfer but occasionally, a staff can be transferred if his/her service is needed in other school irrespective of the year(s) he/she had spent in present station.

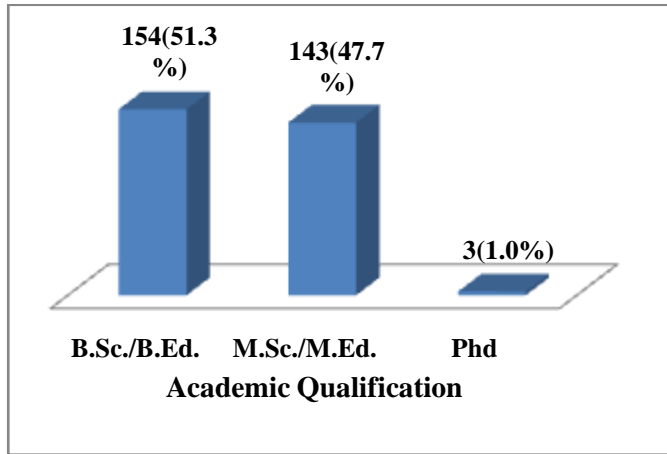


Figure 3: Bar Graph Distribution of Respondents Academic Qualification

Figure 3 reveals the academic qualification of the respondents. 154 (51.3%) had first degree; 143 respondent representing 47.7% had master degree and only view (3) respondents had PhD as their academic qualification.

Research Question 1: What are the teacher transfer characteristics in senior secondary schools in Federal Capital Territory Abuja?

Table 1: Teachers' Transfer Characteristics in Senior Secondary Schools

S/N	Items	SA	A	D	SD	Mean	Decision
1	High rate of transfer occurs in my school	32	187	67	14	2.79	Agreed
2	Sometimes, teachers voluntarily request for transfer	10	192	80	18	2.64	Agreed
3	School gets replacement immediately for the vacancies left by the transferring teachers	2	62	177	59	2.02	Disagreed
4	Principal sometimes seeks transfer for erring staff	41	208	28	23	2.89	Agreed
5	Teacher's transfer disrupt students' academic performance	52	211	29	8	3.02	Agreed
	Sectional Mean					2.67	Accepted

N = 300 Field Survey, 2019

Table 1 shows teachers' transfer characteristics in senior secondary schools Abuja. Majority (219) of the respondents agreed that high rate of transfer occurs in their schools while only 81 disagreed on this; teachers sometimes voluntarily request for transfer ($\bar{X} = 2.64$); school did not get replacement immediately for the vacancies left by the transferring teachers ($\bar{X} = 2.02$); principal sometimes seeks transfer for erring staff ($\bar{X} = 2.89$) and teacher's transfer disrupt students' academic performance ($\bar{X} = 3.02$).

Sectional mean of 2.67 showing that transfer is inevitable in senior secondary schools Abuja.

Research Question 2: What are the underlying reasons for teacher transfer requests in senior secondary schools in Federal Capital Territory Abuja?

Table 2: Reasons for Teachers' Transfer in Senior Secondary Schools

S/N	Items	SA	A	D	SD	Mean	Decision
1	Teacher who had spent 5 years above in a school is due for transfer	51	219	22	8	3.04	Agreed
2	Teachers who have issues with school management may be transferred	39	188	49	24	2.81	Agreed
3	Teachers who have conflict among colleagues may be transferred	44	200	45	11	2.92	Agreed
4	Teacher may seek transfer due to lack of social amenities in his present station	53	214	27	6	3.05	Agreed
	Sectional Mean					2.96	Accepted

N = 300

Field Survey, 2019

Table 2 above reveals the reason for teachers' transfer in senior secondary schools Abuja. Teachers who had spent 5 years and above in a school are due for transfer ($\bar{X} = 3.04$); teachers who have issues with school management or conflict among colleagues may be transferred ($\bar{X} = 2.81$; $\bar{X} = 2.92$ respectively). Also, teacher may seek transfer due to lack of social amenities in his present station ($\bar{X} = 3.05$).

Sectional mean of 2.96 indicating that there are reasons for teachers' transfer in FCT Senior Secondary Schools Abuja.

Research Question 3: How do teacher's transfers influence students' academic performance in senior secondary schools in Federal Capital Territory Abuja?

Table 3: Influence of Teachers' Transfer on Students' Academic Performance

S/N	Items	SA	A	D	SD	Mean	Decision
1	Teacher's transfer increases workload of those that were not transferred	62	208	21	9	3.08	Agreed
2	Teacher's transfer affects school academic time-	46	212	28	14	2.97	Agreed

	table/calendar						
3	Teacher's transfer disrupts students' academic performance	50	234	9	7	3.09	Agreed
4	Teacher's transfer sometimes disrupts classroom activities	61	229	8	2	3.16	Agreed
	Sectional Mean					3.08	Accepted

N = 300

Field Survey, 2019

Table 3 reflects the influence of teachers' transfer on students' academic performance. Existing teacher's workload increases as a result of teacher's transfer ($\bar{X} = 3.08$); school academic time-table/calendar is affected as a result of teacher's transfer ($\bar{X} = 2.97$); teacher's transfer disrupt students' academic performance and classroom activities ($\bar{X} = 3.09$; $\bar{X} = 3.16$ respectively).

Sectional mean of 3.08 indicating that teachers' transfer influence students' academic performance in senior secondary schools Abuja.

IV. DISCUSSION OF FINDINGS

The study revealed that teachers are being transferred at any time most especially, those that have spent five years and above in their present schools. Teachers in rural schools are willing to seek voluntarily transfer to urban schools where there are social amenities and principals also seek transfer for erring staff that they were not satisfied with his/her work anymore. The study equally exposed the lapses like workload, disrupted school academic activities among others, the transfer of Senior Secondary School teachers in Federal Capital Territory Abuja cause in the schools.

In addition, some teachers are being transferred based on the needed subject area to other schools which may not go well with the transferred teachers and also transfer of teachers affect students' academic performance in the school and causing setback in the scheme of work highlighted to be taught

for the term. Finally, the study also showed that transfer exists often in FCT Senior Secondary School Abuja.

V. RECOMMENDATIONS

This research investigated the effects of teachers' transfer on students' academic performance in senior secondary schools Abuja, Nigeria; the study therefore recommended that:

There should be inconvenient allowances for the teachers transferred involuntarily in Abuja Senior Secondary Schools.

A lot needs to be done on the schools management approaches to conflict resolution among teaching and non-teaching staff because if not properly managed, could lead to teacher frustrations and desire to seek transfer from the schools.

Federal Capital Territory administration should, as a matter of urgency, provide social amenities and accessible road network that lead to rural schools as this will reduce seeking for voluntary transfer among the teachers.

Also, education secretariat should employ more teachers, most especially; general subjects teachers as this will balance the number of teachers in FCT Senior Secondary Schools.

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