

Primary School Teachers' Perception of the Effect of Transfers on Instruction in Kapsabet Division of Nandi, District

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Abstract

Classroom instruction is a teacher-led process that enhances learning among pupils. Effective classroom instruction is affected by a myriad of factors including teacher transfer. The purpose of this study was to examine how primary school teachers perceive the effects of transfer on classroom instruction. One hundred and ninety eight Teachers from both public and private primary schools were involved in the study. The research questions addressed were: whether primary school teacher transfer affect classroom instruction, what reasons precipitate primary school teacher transfer; and whether primary school teacher transfer affect teacher-pupil learning relationship in Kapabet Division of Nandi North District. Survey research design was employed in the study. In-depth interviews were conducted with 4 Education Officers and a questionnaire containing both open and close-ended questions was completed by 198 teachers. The questionnaire had Likert scale items which represented varied perceptions of teachers on effects and reasons for transfer. Interpretation and presentation of data was accomplished through descriptive and inferential statistics. The study found out that teacher-transfer disrupted learning. Transfer did not increase teachers' efficiency and that it also made them lose morale of teaching. The study recommended that transfer of teachers should be avoided as much as possible and when inevitable it should be done at the end of the school calendar year.