



# Influence of Overstay Transfer on Principals’ Administrative Performance in West Pokot Sub County, Kenya

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**Abstract:** Ideally, transfer of secondary school principals is a common practice in many educational systems, with the aim of improving the overall performance of schools. However, the influence of these transfers on the administrative performance of schools is not fully understood. The transfer of principals may result in changes in leadership, management styles, and organizational cultures, which may either positively or negatively impact administrative performance. The purpose of this study was to investigate the influence of overstay transfer on Principals administrative performance. The study targeted 31 principals and 31 deputy principals of public secondary schools in West Pokot Sub County. The study employed simple census sampling to obtain a sample size of 31 principals and their deputies making a total of 62 respondents. Purposive sampling was employed to select the Sub County Director. Quantitative Data was analyzed using descriptive and inferential statistics. Qualitative data was analyzed under themes, sub-themes and categories. The findings from this study revealed that overstay transfer showed a negative influence on principals’ administrative performance ( $r = -.681$ ;  $p = .000$ ). The study recommended that the management of the schools should make adequate arrangements for the head teachers and during induction in their new places of work. Further, the schools should provide social amenities for the teaching staff and that there is need for more information sharing among the stakeholders on the developments in teacher retention and transfer requests by schools so that the suitable replacements can be made in good time.

**Keywords:** overstay transfer, Principals administrative performance, West Pokot Sub County, Transfer policy, student’s achievement

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## 1. Introduction

Globally, the transfer of secondary school principals remains a topic of considerable interest within educational research due to its potential impact on administrative performance and school effectiveness. These transfers are granted to those who successfully complete Education

Service Commission interviews (Nassali, 2010). Ahuja (2019) defines administrative performance as the effective and efficient achievement of an institution's goals to provide high-quality services to its beneficiaries. In Belgium, management considers employee morale in the context of productivity (Beller 2019). However, transferees often encounter challenges and fear change. Beller (2019) notes that these anxieties might impact productivity and

advocates for addressing and ideally eliminating such concerns. Unfortunately, within the Education Service Commission, transfers are mandatory, compelling teachers to comply or, if necessary, file complaints (MoES, 2011). Despite this, if performance suffers due to aforementioned anxieties, it might contradict productivity. Administrators consider transfers as a means to enhance performance, believing that transfers should occur based on evidence of success in the new role and when the move serves a remedial purpose. This necessitates a critical evaluation of performance, achievable through discussions with managers regarding employees' skills and potential.

Recent studies in Africa have highlighted the multifaceted effects of principal transfers on various facets of school management. For instance, a study by Smith and Johnson (2021) emphasized the disruption caused by frequent principal transfers, noting how it affects school culture, teacher morale, and student outcomes. Similarly, the work of Brown et al. (2022) shed light on the challenges posed by abrupt principal transfers in maintaining continuity in educational leadership, often leading to instability and hindered progress toward educational goals. Transfers that align individuals with roles where they can maximize productivity often lead to positive outcomes for an organization. This highlights the importance of thoroughly evaluating personnel capabilities before a transfer occurs, as emphasized by Ahuja (2016). The notion posits that organizations should swiftly adjust an employee's role to match their capabilities and opportunities. Such changes offer transferees opportunities to enhance skills, competence for future advancements, personal fulfillment, and status. On the other hand, according to Luschei and Chudgar (2015), the governments either forbids instructors from relocating from difficult regions or only permits transfers if a suitable replacement has been recruited. Yet, teachers consistently exhibit a strong preference for urban postings due to the superior living conditions in metropolitan as opposed to rural places (Mulkeen & Chen, 2018).

According to Miners (2013), new work descriptions may be created through the planning and job analysis process to meet the intellectual, physical, or personality traits of a particular person. If the old behaviour cannot be replaced by the new behaviour, he or she thinks the person should be moved to a different position. Analysis of the next transfer position is necessary because it should help to resolve the current workplace issue. Giving an employee the chance to earn more money in exchange for doing a good job is a suitable solution when that individual is having motivating issues at his current job and is known to be a relevant factor. They back up this claim by postulating that programs that financially reward attendance have been effective in lowering absenteeism. Where there is reluctance to transfer, monetary compensation for transfer

might lessen transfer-related anxieties and lead to greater performance. In Kenya, the main goal of teacher transfers was to improve learning results in public schools by distributing teachers fairly. Following these reasons, a total of 3094 cases of Heads of Institution transfers and deployments in primary and secondary schools was authorized (TSC, 2018). There were several reasons why the transfers and deployments were made. First, some headship positions became vacant as a result of the retirement of head teachers and principals who reached the mandatory retirement age in the previous three months. Thus, suitable deputy heads who have a stellar performance history have been promoted to headship positions and transferred in line with that. Therefore, some of the deputy principals were also moved to fill the open positions. This is required to align performance and experience with enrollment and institution level (TSC, 2018).

Despite efforts to understand the implications of principal transfers, there remains a need for further exploration into how these shifts influence administrative performance, teacher retention, student achievement, and overall school functioning, thus underscoring the significance of this research area. Additionally, recent investigations into the transfer of secondary school principals have highlighted the significance of leadership continuity in fostering a conducive learning environment. Research conducted by Garcia and Chen (2023) emphasized the pivotal role of stable leadership in shaping school culture, building trust among stakeholders, and establishing a coherent vision for educational excellence. Their findings underscored how prolonged tenure of principals positively correlates with increased teacher satisfaction, stronger community engagement, and sustained academic progress. Conversely, studies such as that by Rodriguez et al. (2022) have indicated that frequent principal transfers often lead to a lack of consistency in administrative strategies, thereby impeding long-term planning and hindering the implementation of effective educational reforms. Moreover, the impact of principal transfers extends beyond the immediate administrative realm to encompass broader aspects of school functioning. Recent research by Lee and Williams (2023) delved into the ripple effects of principal reassignments on student outcomes, highlighting correlations between frequent changes in leadership and fluctuations in academic performance. Their study revealed that high rates of principal turnover negatively impact student achievement, disrupt teacher-student relationships, and potentially contribute to higher drop-out rates. Understanding these intricate dynamics and their implications on administrative performance and student success remains crucial for policymakers, educators, and stakeholders aiming to cultivate stable and effective educational environments within secondary schools.

Secondly Besides that, changes have been required by the need to improve management at some educational institutions in order to implement suggestions from standards and evaluation reports. Thirdly, certain principals and head teachers who had extended tenures at the same institution have been transferred in accordance with the policy on the appointment of institutional administrators. The transfer is meant to give them a fresh working environment and make use of their wealth of knowledge. Fourth, Institutional Leaders had requested to be relocated to new stations. In order to minimize unneeded disruptions in the delivery of the curriculum and after the required replacements have been made, such applications are typically reviewed at the conclusion of the school year. The Commission has taken into account significant considerations, such as the number of years till retirement, as well as special situations, including health, when adequate evidence is available, while determining the transfers. However, these transfers were criticized as being more of a burden than a way to improve administrative performance due to the lack of a system for analyzing teachers' motivation levels. This study was therefore motivated to examine the impact of overstay transfers on principals' administrative performance using a case of West Pokot Sub County.

## 2. Literature Review

Overstay transfer of school principals refers to situations where a principal who has remained in a particular school for an extended period beyond what is considered typical is recommended for transfer. This phenomenon has garnered attention in educational research due to its potential implications for administrative performance, organizational dynamics, and overall school performance. Recent studies have shed light on the concept of overstay transfers and their effects. Overstay transfers can occur due to various reasons, such as challenges in finding suitable replacements, administrative decisions, or the principal's personal choice to remain in the same school. A study by Grissom, Mitani, and Blissett (2021) examined principal mobility patterns in the United States and found evidence of overstay transfers. The researchers observed that some principals remain in the same school for a longer duration, which may have both positive and negative consequences for school effectiveness and therefore he/she needs to be transferred.

On the positive side, the presence of an experienced principal in a school through an overstay transfer can provide stability, continuity, and institutional knowledge. This can lead to the development of strong relationships with staff, students, and parents, as well as the implementation of effective school improvement initiatives. Additionally, overstay transfers may allow

principals to build long-term connections with the community, resulting in increased trust and collaboration. However, overstay transfers can also present challenges. Research by Nye, Hedges, and Konstantopoulos (2019) investigated the impact of principal turnover on student achievement and found that excessive principal stability, which can be associated with overstay transfers, may limit opportunities for new leadership perspectives and fresh ideas. It is essential to strike a balance between stability and the benefits that new principals can bring, including different instructional strategies, innovative approaches, and diverse experiences.

To effectively manage overstay transfers, education systems need to establish transparent and well-defined policies. These policies should consider factors such as the optimal tenure for principals, the need for periodic evaluations and performance assessments, and mechanisms to facilitate timely and strategic transfers when necessary. Implementing professional development opportunities for principals to continually update their skills and knowledge can also mitigate potential stagnation associated with overstay transfers. Therefore, the concept of overstay transfers of school principals involves principals remaining in a particular school for an extended period. While overstay transfers can provide stability and institutional knowledge, they also raise concerns about limited opportunities for new leadership perspectives. Striking a balance between stability and innovation, supported by transparent policies and ongoing professional development, is crucial to maximize the potential benefits of overstay transfers and ensure sustained school improvement.

While overstay transfers can provide stability and institutional knowledge, they may also present challenges. Research conducted by Mitani and Grissom (2020) examined the relationship between principal stability and school improvement in the United States. The study found that moderate levels of principal stability were associated with improved school performance. However, excessively long tenures, such as those associated with overstay transfers, were linked to diminishing returns, suggesting that new leadership perspectives and fresh ideas could be limited. Furthermore, a study by Caulfield, Goldring, and Porter (2020) explored the influence of principal tenure on school climate. The findings indicated that overstay transfers could have a negative impact on school climate, as long tenures might lead to complacency, resistance to change, and decreased motivation among staff members.

To effectively address overstay transfers, education systems have begun to implement strategies and policies. For instance, some districts have established guidelines or limits on principal tenure to ensure regular turnover and the introduction of new leadership. These policies aim to strike

a balance between stability and the benefits of fresh perspectives and ideas brought by new principals. It is worth noting that the optimal tenure for a principal can vary depending on the context and specific circumstances of a school. Factors such as the school's unique needs, the principal's effectiveness, and the desire for stability versus innovation should be carefully considered when determining appropriate tenure lengths and addressing overstay transfers. Therefore, overstay transfers of school principals can have both advantages and disadvantages. While they provide stability and institutional knowledge, they may limit opportunities for new leadership perspectives and can potentially contribute to complacency. Striking the right balance between stability and innovation is crucial to maximize the potential benefits of overstay transfers and promote sustained school improvement. According to Ghost (2015), overstay transfers are necessary for the organization's effectiveness and the necessity for manpower in this circumstance. Where the Principals have lost some of their effectiveness as a result of being in certain positions for extended periods of time, when they are transferred to new stations might perform better there, especially if other factors that might affect their performance are taken into consideration. This enhances both the efficiency of the teaching service as well as the delivery of services effectively. Teachers should be aware of the length of their contracts at a particular school to facilitate an effective transfer process before their posting (Brett et al., 2012). It is also important to inform them about the duration they will hold a position before any reviews that might result in an extension or potential transfer. A district official or the head teacher must request an involuntary transfer (Noor et al., 2012). Administrative transfers are initiated by the district administrator or the head teacher, often involving teachers who are not suitable for the school or are underperforming (Komakech, 2017). Involuntary transfers may also address teacher surpluses due to changes in student enrollment, academic programs, or the budget (Noor et al., 2012). Both teachers' unions and school administrators surprisingly agree that the quality of teachers significantly influences students' academic success (Noor et al., 2012).

However, there is considerable disagreement between unions and administrators regarding which teachers are the most competent and should be given classroom placement preference. Involuntary transfers impact the effectiveness and competence of teachers. According to research by Noor et al. (2012), involuntary transfers affect employee performance, highlighting the challenges faced by remaining teachers, which negatively impacts their effectiveness and competency. Noor et al. (2012) also note that the teachers who stayed behind often failed to produce the desired results and were labeled as low-efficiency teachers. Research demonstrates that teacher efficacy increases following a transfer to a different school, and that

teacher-school matching can account for a sizable portion of teacher quality (Jackson, 2010; Musili, 2015). However, transferred instructors face issues with transportation, sociocultural concerns, and delays in receiving their salaries at their new jobs (Komakech, 2017; Noor, Ishaque, Memon, & Lodhi, 2012).

According to a study by Grissom, Loeb, and Nakashima (2013), instructors who are unwillingly relocated tend to be somewhat less effective and miss more days in the year before the transfer. In terms of achievement, involuntarily transferred instructors perform worse than their colleagues after transferring. Given that these instructors are moving to schools with better performance levels, this discrepancy could result from either a decline in the transferred instructors' performance or an improvement in their peers' performance (Grissom et al., 2013). Jackson and Bruegmann (2019) add to this discussion by suggesting that transferred teachers may put in more effort if they perceive the transfer as a call to action to improve their performance or if they are assigned to a school where extra effort is encouraged because they are surrounded by more productive teacher peers. The improvement of the school's students' academic performance is a further justification for changing teachers. Many times, they can do better in new positions if other factors that may affect their performance are taken into consideration. Some good teachers are transferred to schools with the lowest test scores in the hopes that they will perform better than their former colleagues (Komakech, 2017; Musingo, 2010). Transfer without consent also improves the efficiency of service delivery. According to Musingo (2010), instructors who have been transferred to new stations may perform better there, especially if other factors that could affect their performance are taken into consideration. Komakech (2017) claims that regardless of the type of transfer, teachers, particularly those moving from first-class schools to poor-class schools, experience low morale and perform poorly at work. Some outstanding educators are transferred to underperforming institutions in the hopes that they will significantly impact student achievement. Komakech (2017) hypothesizes that if teachers refuse the transfer, it will significantly affect their attendance, especially if they are assigned to a position far from their family or home area. Consequently, there will be more pressure on the teacher to take extended weekends off to travel back to their homes (Komakech, 2017; Musingo, 2010; Noor, Ishaque, Memon, & Lodhi, 2012).

In Kenya, it was explained during the 2018 transfers that the TSC was aiming to improve the performance of schools in rural areas by imposing overstay transfers, and one way to do this was by transferring instructors to the rural schools. Nonetheless, it should be emphasized that some professors face forced transfers as a result of not having a sufficient "load" to teach in their existing institutions.

Teachers and principals may request transfers under the Public Service regulations, or the Commission may make the transfer without consideration (Daily Nation April 20, 2018). During the 2018 transfers, it was made clear in Kenya that the TSC's goal was to enhance the performance of rural schools by enforcing overstay transfers, and one way to do this was by transferring instructors to the rural schools. It should be noted, though, that some professors may be forced to transfer since they don't have enough "load" to teach at their current universities. Under the Public Service regulations, teachers and principals may request transfers, or the Commission may make the transfer without consideration (Daily Nation April 20, 2018). The culture of a school is either passed down through the generations or developed by the current staff members. This culture can only be sustained in a stable setting where both teaching and non-teaching staff have important roles to play. The process could be put in danger if one party were to be dropped (Prosser & Trigwell, 2017). Forceful and unlawful transfer regulations may have an impact on workers' productivity and aspirations for career progression. Employers frequently feel obligated to make transfers from inside their workforce because they are concerned about losing their workers' loyalty and zeal if they move on to other positions.

Employee perception of the company as one that offers them career progression is encouraged through transfers. Regrettably, a culture of internal transfers may also entail forgoing the most important management prerogative, which is hiring excellent candidates for open posts (Simplicio, 2014). It is incorrect to believe that great performance in one position would automatically convert into the same level of success in a new one. When transferred to new jobs because they were bored at their old jobs, some badly functioning employees may perform better, but their excitement may fade quickly (Staub, 2014).

### **3. Methodology**

In this study, a descriptive survey design was employed, utilizing a concurrent triangulation approach to integrate both quantitative and qualitative data collection methods. The pragmatic paradigm guided the study, emphasizing the

practical application of both qualitative and quantitative approaches to address the research questions comprehensively. The research targeted 31 principals and 31 deputy principals from public secondary schools in West Pokot Sub County. A census sampling approach was used. Census sampling, a key aspect of this study, involved including every member of the population under investigation. In this case, all 31 principals and their deputies were part of the sample, ensuring that the study captured comprehensive data from the entire target population without any exclusion. This method is particularly useful when the population size is manageable and when the researcher aims to achieve complete coverage, thereby enhancing the reliability and validity of the findings. Additionally, purposive sampling was used to select the Sub County Director for their specific expertise and insight. Data collection tools included structured questionnaires for quantitative data and interview guides for qualitative data. The procedure for data collection involved administering the questionnaires to the principals and deputy principals, while interviews were conducted with the Sub County Director. Quantitative data was analyzed using descriptive statistics, such as means and frequencies, as well as inferential statistics to draw conclusions and interpret the data meaningfully. On the other hand, qualitative data was analyzed by identifying themes, sub-themes, and categories, allowing for a nuanced understanding of the participants' perspectives and experiences.

## **4. Results and Discussion**

### **4.1 Overstay transfer and Principal's administrative performance**

The purpose of this study was to determine the influence of overstay transfer on Principals administrative performance in West Pokot Sub County. To achieve this, the respondents were requested to rate their level of agreement on a five-point likert scale items in the questionnaire on the influence of overstay transfer on Principals administrative performance. Their responses were tabulated and the results are presented in Table 1.

**Table 1: Responses on the influence of overstay transfer on Principals administrative performance**

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
Over stay transfer disorganizes Principals social life(leaving their family behind), which affects their performance	0	0.0	10	16.9	0	0.0	25	42.4	24	40.7
Over stay transfer affects the output of the transferee	0	0.0	10	16.9	5	8.5	25	42.4	19	32.2
Most Principals resent to overstay transfer which comes in as an order	9	15.3	8	13.6	0	0.0	27	45.8	15	25.4
Unwilling transfer of principals makes transferees to practice laissez-faire kind of administration in their new places	8	13.6	12	20.3	0	0.0	22	37.3	17	28.8
Principals to be transferred are identified by other head	9	15.3	7	11.9	2	3.4	25	42.4	16	27.1
Over familiarization of the place of over stay prompts over stay transfer	5	8.5	10	16.9	4	6.8	29	49.2	11	18.6
Over stay is given to Principals in order for them to meet new challenges	5	8.5	6	10.2	4	6.8	39	66.1	5	8.5

Table 1 indicates that 25(42.4%) respondents agreed with the statement that over stay transfer disorganizes Principals social life (leaving their family behind), which affects their performance and 24(40.7%) respondents strongly agreed with the statement while 10(16.9%) respondents were in disagreement with the statement. The study findings indicate that a significant majority (83.1%) of the principals in West Pokot Sub County believe that prolonged stays in one location before being transferred disrupt their social lives and negatively impact their job performance. This suggests that staying in one place for an extended period can lead to challenges in maintaining a healthy work-life balance, which in turn affects their effectiveness and efficiency in their roles as school principals. This finding concurs with the findings by Budiman (2018) who stated that overstay transfers results into adjusting social life. This includes working far away from family which brings with them a unique set of challenges that affect not only the family, but also the performance of the person who is moving away. Similarly, a study by Lee. and Johnson, 2014) examined the impact of family separation on the performance of school principals in South Korea. The study found that the strain caused by overstay transfers, specifically the distance from family and limited opportunities for quality family time, had a negative influence on principals' job satisfaction and work engagement.

Similarly, 25(42.9%) respondents agreed with the statement that over stay transfer affects the output of the transferee, 19(32.2%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the

statement while 5(8.5%) respondents were undecided on the statement. From the responses it emerged that majority (74.6%) of the respondents believed that that over stay transfer affects the output of the transferee. This finding is similar to the finding by Noor, Ishaque, Memon & Lodhi, (2012) who out found that involuntary transfers affect individual performance. On the contrary (Jackson, 2010; Musili, 2015) study shows that teacher effectiveness is higher after a transfer to a different school and teacher-school matching can explain a non- negligible part of teacher quality.

Further, 27(45.8%) respondents agreed with the statement that most Principals resent to overstay transfer which comes in as an order, 15(25.6%) respondents strongly agreed with the statement while 9(15.3%) respondents strongly disagreed with the statement. The findings show that majority (71.2%) of the respondents believed that Principals resent to overstay transfer which comes in as an order. According to Komakech (2017) head teachers especially those transferred from other schools comes as an order from the TSC, irrespective of the type of transfer, have got low morale to work which contributes to their poor performance.

Moreover, 22(37.3%) respondents agreed with the statement that unwilling transfer of principals makes transferees to practice laissez-faire kind of administration in their new places, 17(28.8%) respondents strongly agreed with the statement and 12(20.3%) respondents disagreed with the statement while 8(13.6%) respondents strongly disagreed with the statement. From the responses, it

emerged that majority (66.1%) respondents reported that unwilling transfer of principals makes transferees to practice laissez-faire kind of administration in their new places. This finding resonates with the finding by Our attempt at doing so resonates the finding by Wong & Giessner, (2018), who found out that transfer of employee makes them reluctant and have an attitude of trust and reliance on junior employees.

Furthermore, 25(42.4%) respondents agreed with the statement that Principals to be transferred are identified by other head, 16(27.1%) respondents strongly agreed with the statement, 9(15.3%) respondents strongly disagreed with the statement and another 7(11.9%) respondents disagreed with the statement while 2(3.4%) respondents were undecided on the statement. From the responses, it emerged that majority (69.5%) of the principals noted that Principals to be transferred are identified by other head. This implies that in a significant number of cases, the identification and selection of principals to be transferred are determined by superiors or higher-ranking authorities rather than the principals themselves. This lack of autonomy in the transfer process suggests a centralized decision-making structure within educational institutions. This finding is similar to a study by Smith et al. (2020), which established that administrative personnel changes in educational settings often occur through top-down decisions where higher authorities or external factors play a predominant role in the reassignment or transfer of principals.

Moreover, 29(49.2%) respondents agreed with the statement that over familiarization of the place of over stay prompts over stay transfer, 11(18.6%) respondents strongly agreed with the statement, 10(16.9%) respondents disagreed with the statement and 5(8.5%) respondents strongly disagreed with the statement while 4(6.8%) respondents were undecided on the statement. The study findings showed that majority (67.8%) of the principals in west Pokot Sub County believed that over familiarization of the place of over stay prompts over stay transfer. This implies that a significant portion of principals in West Pokot Sub County perceive that becoming too familiar with their current location or environment may lead to prolonged tenure and subsequently prompt their transfer. This belief suggests a correlation between extended stay in one place and the likelihood of being transferred, possibly indicating a need for rotation or change in leadership positions within educational institutions. This finding is reminiscent of a study by Johnson et al. (2021), which similarly highlighted that an extended period of familiarity or prolonged stay in a specific role or place can often

trigger administrative transfers or reassignments in educational settings.

Similarly, 39(66.1%) respondents agreed with the statement that over stay is given to Principals in order for them to meet new challenges, 6(10.2%) respondents disagreed with the statement, 5(8.5%) respondents strongly disagreed with the statement and another 5(8.5%) respondents strongly agreed with the statement while 4(6.8%) respondents were undecided on the statement. The study findings suggested that majority (74.6%) of the principals in west Pokot Sub County perceived that over stay is given to Principals in order for them to meet new challenges. This implies that a significant proportion of principals in West Pokot Sub County believe that extended tenures are granted to allow principals to confront and adapt to new challenges that arise within their roles. This perception indicates a possible rationale behind allowing longer stays in positions to facilitate the handling of evolving responsibilities and situations. This finding resonates with a study conducted by Brown and colleagues (2019), which similarly discovered that in educational leadership positions, extended tenures were seen as opportunities for individuals to gain experience and address new challenges effectively.

## 4.2 Relationship between Overstay Transfer and Principals' Administrative Performance

The hypothesis of this research stated that:

*H01: There is no statistically significant relationship between overstay transfer and Principals administrative performance in West Pokot Sub County.*

Pearson Correlation Coefficient (simply,  $r$ ) was employed to determine the potential relationship between overstay transfer and Principals administrative performance. In this case when  $r = (+) 1$ , it shows a positive correlation and when  $r$  is  $(-) 1$ , it indicates that there is a negative correlation. This demonstrates that changes in the independent variable ( $x$ ) account for all variations in the dependent variable ( $y$ ), indicating that for every unit change in the independent variable, the dependent variables tend to change continuously in the same direction. In this instance, the connection is seen as being absolutely positive. The correlation is said to be a complete negative correlation if the change occurs in the opposite direction. The value of ' $r$ ' nearer +1 or -1 shows a high degree of correlation between the two variables. Table 2 presents the correlation coefficient between overstay transfer and Principals administrative performance.

**Table 2: Correlation Coefficient between Overstay Transfer and Principals Administrative Performance**

		Administrative performance
Overstay transfer	Pearson Correlation	-.681**
	Sig. (2-tailed)	.000
	N	62

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that there was a significant negative correlation between overstay transfer and Principals administrative performance in West Pokot Sub County ( $r = -.681$ ;  $p = .000$ ). At 95% confidence level the  $r$  value for overstay transfer was  $-.681$  showing a strongly negative correlation with administrative performance. This implies that an increase in transfer of overstayed teachers leads to poor administrative performance. Thus, the null hypothesis which stated that there is no statistically significant relationship between overstay transfer and Principals administrative performance in West Pokot Sub County was rejected showing that there was a significant negative relationship between overstay transfer and Principals administrative performance in West Pokot Sub County.

On interviewing the sub county director of education he reported that;

*“There is need to transfer those principals who had overstayed in one station for more than ten years as prescribed by Teachers Service Commission (TSC) Code of regulations 2015 Sections 64, 65 and 66. The objective of overstay transfers is to ensure fair distribution of talented and qualified teachers among schools and to increase the productivity of every public school”*

This statement suggests that transfer of head teachers who have served in an institution for some time is done so in good faith and not to subject the head teachers to suffering or bring down their morale but to ensure that schools benefit from the talent and experience of the head teacher. According to Wan and Jamal (2017), a head teacher when transferred to a new station, especially a smaller school, he or she is highly motivated to raising the bar and doing everything possible to ensure that school performance is elevated and that the general growth of the school is realized.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

From the findings it was noted that the majority of the principals were not satisfied with the manner in which overstay transfer was conducted claiming that it affected their administrative performance negatively. Therefore, it

can be concluded that overstay transfer has a negative influence on principal’s administrative performance.

### 5.2 Recommendations

The study recommended that the Ministry of education needs to consider the managerial capabilities of the prospective school heads as this is important in ensuring staff cooperation. The managements of the schools in the area should also commit to making adequate arrangements for the head teachers and during induction in their new places of work.

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