

ABSTRACT

Teacher transfer intention threatens staffing. In USA, between 2001 and 2010, teacher transfer requests were at an average of 13%, 19% in Lesotho and 3.1% in Kenya. In Mbita and Suba Sub-counties public secondary schools, average pending requests were 25.4% and 22% respectively above Homabay County's at 11.1% from 2009 to 2014. Given that 30.9% of requests were to intra-sub-county schools, over national intra-sub-county rating of 9.4%, transfer intention could be associated with unique work-place conditions. A baseline survey in 2015 revealed that 252(89.6%) teachers had transfer intention, 73(28.9%) preferring schools within the area. The purpose of this study was to determine relationship between teacher work-place conditions and teacher transfer intention. Objectives of the study were to: determine relationship between school workload management, leadership and facilitation, appreciation and orientation, and work-community-cooperation, and teacher work environment, and teacher transfer intention. The study was based on a conceptual framework drawn from Job Demands-Resources model. The study employed descriptive survey and correlational research designs. The study population consisted of one County Staffing Officer, 66 headteachers, and 252 teachers with and 29 teachers without transfer intention. Purposive sampling technique was used to select one County Staffing Officer, 66 headteachers, and 232 teachers with and 26 teachers without transfer intention. Questionnaire, interview schedules and document analysis was applied for data collection. Face and content validity of instruments was ascertained by experts in educational administration. Reliability of instruments were determined through test-re-test method. A Pearson-r of 0.72 for questionnaire at a p-value of 0.05 was considered acceptable. Quantitative data was analyzed using descriptive statistics while ANOVA, post hoc and regression analysis for inferential statistics. Qualitative data was analyzed thematically on an on-going process. The study findings were that at a p-value of 0.05 with 0.652 and 0.079 significance, school workload management and leadership and facilitation, respectively, had no significant relationship whereas with 0.036 and 0.000 significance, school leadership and facilitation and work-community-cooperation, respectively, had significant relationship with teacher transfer intention. Teacher work environment was associated with 40.2% variability in teacher transfer intention. From interview, transfer intention was due to insecurity and headteacher bias against some teachers. There is a moderate relationship between teacher work-place conditions and teacher transfer intention. School managements should entrench structured teacher motivational activities besides improving staff housing. The study may be useful to educational administrators in addressing teacher work-place conditions management deficiencies and malpractices for staff stability in public secondary schools.