

# Effect of Secondary School Principals' Transfer on Teachers' Perception of School Climate in Narok East Sub County, Kenya

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**Abstract**— Principals' transfers have received mixed reactions from teachers, parents and other stakeholders in various schools. Previous studies have noted mixed results in relation to these transfers because they have always exhibited both positive and negative effects that have affected the overall school climate. The purpose of this study was to examine the effect of secondary school principals' transfer on teachers' perception of the school climate in public secondary schools in Narok East Sub County, Kenya. The specific objectives of the study were to: assess the effect of principals of voluntary transfer of principal on the school climate, examine the effect of involuntary transfer of principals on the school climate, and identify potential coping strategies after principals' transfer to enhance the school climate in public secondary schools in Narok East sub county. The study adopted a mixed method research design. The study targeted a total of 197 teachers and 14 principles in the 14 secondary schools in Narok East sub county. The study used both primary and secondary data which were collected using a questionnaire and an interview guide. The questionnaire was designed to collect data from principals and teachers. The data was analyzed using both qualitative and quantitative analysis. Based on the analysis the results show that principals transfer has an effect on the school climate. Majority of the respondents indicated that both voluntary and involuntary transfer of teachers affected the school climate in terms of collegiality, performance, moral and satisfaction of the teachers and also the way the transition was done. The results further indicated that aspects as proper planning, proper communication, involvement of the teachers and an effective transition team all could influence the effect of the transfer in the school climate. Based on the results the study concludes that proper planning plays a very important role in ensuring effectiveness in the transfer of the principals. The study is expected to offer important insights into the impacts of principal transfers and suggest effective strategies for minimizing any adverse effects on the school environment. The results have potential benefits for education administrators, policy-makers, and researchers interested in educational leadership and school climate.

**Keywords**— Involuntary transfer school climate, Principals' Transfer, Teachers' Perception, School Climate.

## I. INTRODUCTION

Principal transfers are a common occurrence in education, presenting both opportunities and challenges for school climates and instructional processes (Hargreaves & Fink, 2006). The impact of such transfers on aspects like teacher job satisfaction and morale is well-documented (Béteille, Kalogrides, & Loeb, 2012). However, the literature often oversimplifies how these transitions affect classroom dynamics and faculty attitudes, sometimes neglecting potential positive outcomes associated with leadership changes (Béteille et al., 2012).

The effects of principal transfers are complex and multifaceted (Leithwood & Azah, 2014). Some transitions may enhance the school climate by introducing more capable leaders or better cultural alignment, while others, particularly frequent or poorly managed changes, may negatively affect morale and climate (Leithwood & Azah, 2014). Despite these insights, the lack of concrete recommendations for managing transitions underscores the need for further research. This study addresses teacher transfers, both voluntary and involuntary, to meet its objectives.

Voluntary transfers, initiated by principals, often stem from personal reasons such as proximity to home or health issues (Komakech, 2017). These transfers can disrupt syllabus coverage and lead to poor performance if replacements are not adequate, as teaching methodologies and skills vary among educators. This disruption directly impacts student achievement and the overall school climate.

Understanding "school climate" is crucial, as it encompasses the atmosphere within a school supported by its organizational framework, norms, values, and relationships (Cohen, McCabe, Michelli, & Pickeral, 2009). Future research should consider localized aspects of school climate, given its variability across settings. There is a strong need for further investigation into principal transfers, teacher perceptions, and school climate, highlighting gaps in the literature.

In Mexico, government policies limit teacher transfers from challenging locations unless suitable replacements are found, reflecting teachers' preferences for urban postings due to better living conditions (Luschei & Chudgar, 2015). In Africa, principal changes significantly impact school culture, with Mestry, Moonsamy-Koopasammy, and Schmidt (2013) highlighting the link between teacher morale, job satisfaction, and principal transfers. Their focus on South Africa leaves a gap in understanding how these findings apply to other African nations with different educational systems.

Mulkeen and Chen (2018) found that inequities in teacher distribution in Ghana led to high teacher-pupil ratios in remote schools. Adedeji and Olaniyan (2017) noted that teachers in isolated villages without further education become "village men or women." Noor et al. (2012) cautioned against frequent teacher changes during academic sessions due to potential harm. In Malawi, language differences posed challenges for teacher deployment (Mulkeen & Chen, 2018). Conversely, Ghana uses transfers to rural areas to enhance promotion opportunities for teachers.

In East Africa, principal changes and their impact on school climate are major concerns. Komakech (2017) reported that head teachers and PTA chairpersons in Uganda often negotiate teacher transfers with district officials without thorough investigations. Leadership changes in Kenya may disrupt educational programs (Muya, 2015), yet Muya's focus on further investigation lacks a thorough examination of mitigating factors. Komba (2017) found similar issues in Tanzania, recommending regulation of principal moves but lacking specific strategies. Wang and Degol (2016) categorized school climate into domains and dimensions, influencing various aspects of school life.

In Kenya, principal changes affect teachers' views of the school climate, with instability resulting from new administrative styles and rules (Muya, 2015). Ong'anya and Okwara (2019) noted that frequent principal changes

impact Kenyan secondary schools' culture and academic progress, with recommendations for more controlled transfers lacking concrete solutions. The TSC Act's provisions may overlook the negative effects on school climate (The Constitution of Kenya, 2010), with Ong'anya and Okwara (2019) suggesting the need for policy reform and further research.

Hannay and Chism (2015) found that teachers and principals prefer stability in their schools. Komakech (2017) noted that some principals are transferred before completing development plans, affecting school performance. The Education Officer at the sub-county level reported high principal and teacher transfer rates in Narok, impacting school performance despite the intended improvement. School climate, though not singularly defined, is a key factor affecting school life (Meyer, Macmillan, & Northfield, 2019). Research highlights the need for understanding and improving school climate, particularly in light of principal changes. Muyingo (2010) argued that principal transfers contribute to inefficiencies in performance, prompting this study to examine the relationship between principal transfers and school climate.

#### ***A. Statement of the Problem***

Globally, between 2015 and 2019, 7.4% of all public-school teachers left teaching employment and 7.7% moved to a different school, giving a total of 15.1% attrition and transfer rate. Transfer of teachers and principals has emerged as a significant problem affecting the teaching profession, school performance, and learner achievements. The field of education should improve its understanding of the costs and benefits of turnover and improve its management of turnover in order to reduce its costs and enhance its benefits.

A lot of the literature, both globally, regionally, and nationally, has considered the transfer of teachers as the independent variable, while performance of the school or teachers as the dependent variable. There is both a contextual and geographical gap that has been identified in the past studies focusing specifically on how principals' transfer affects the school climate. There is limited documentation regarding the transfer of principals and how it affects school climate as a whole. This study therefore attempted to bring to light the effects of principals' transfer on the school climate in public secondary schools in Narok East Sub County, Narok County.

#### ***B. Purpose of the Study***

The purpose of this study was to investigate the effect of principal transfers on teachers' perceptions of the school climate in public secondary schools in Narok East Sub County, Kenya.

#### ***C. Objectives of the Study***

The study was guided by the following objectives:

- To find out the effect of voluntary transfer of principal on the school climate in public secondary schools in Narok East sub county.
- To examine the effect of involuntary transfer of principals on the school climate in public secondary schools in Narok East sub county.
- To assess teachers' perception of principal transfers on the school's climate in public secondary schools in Narok East sub county.

#### ***D. Involuntary Transfer and school climate***

Involuntary transfer is a transfer initiated by either a head teacher or a district administrator (Noor et al., 2012). Principal transfers are a common occurrence in education, presenting both opportunities and challenges for school climates and instructional processes (Hargreaves & Fink, 2006). The impact of such transfers on aspects like teacher job satisfaction and morale is well-documented (Béteille, Kalogrides, & Loeb, 2012). However, the literature often oversimplifies how these transitions affect classroom dynamics and faculty attitudes, sometimes neglecting potential positive outcomes associated with leadership changes (Béteille et al., 2012).

The transfer initiated by the head teacher or a district administrator is also called "administrative transfer". The transfer is forced on a teacher who is not good and fit for the school or who is performing unsatisfactorily (Komakech, 2017). Other involuntary transfers may be initiated by the district to solve problems of teacher surpluses due to changes in student enrollment, academic programs or the budget (Noor et al., 2012). Interestingly, teachers' unions and school administrators might agree that nothing affects students' achievement more than the quality of their teachers (Noor et al., 2012). On the contrary, unions and administrators widely disagree on which teachers are most qualified and which one should be given priority when applying for a position in the classroom. Despite the need for involuntary transfer as supported by the Uganda Public Service Standing Orders, the following are its effects on the teachers' performance: Involuntary transfers affect a teacher's efficiency and competence.

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Grissom et al. (2013) study reveals that involuntarily transferred teachers tend to be somewhat lower in value and to be absent more often in the year preceding the transfer. In addition, involuntarily transferred teachers look worse relative to their peers after transferring in terms of mathematics achievement. This difference could be due to either a drop in performance or to an increase in the performance of the teachers' peer group, given that they are transferring to higher-performing schools (Grissom, et al., 2013).

According to Komakech (2017) teachers especially those transferred from first class schools to poor class schools, irrespective of the type of transfer, have got low morale to work which contribute to their poor performance. Komakech (2017) adds that some excellent teachers are transferred to worst performing schools with views that they can improve performance in a new school tremendously. The author postulates that in case the teacher does not accept the transfer, this has a great effect on teachers' attendance especially where a teacher is posted far away from their family or their home area and as a result it will increase pressure to the teacher to take extended weekend breaks in order to visit home (Komakech, 2017). This study therefore contributed literature on how involuntary transfer contributes to the teachers' performance in Uganda. Teachers are also transferred because of the policy.

Noor et al. (2012) noted that transfer policy was developed in the light of the philosophy of the system and institution as the teacher needs for transfer. This study finding is in agreement with the Uganda Public Service Standing Orders (2010); which states that public officers should be transferred after a continuous stay in his or her current posting for at least three (3) years and not exceeding five (5) years. This study established how Public Standing Order is adhered to when making transfers in Uganda. A collective bargaining agreement is another reason for involuntary teachers' transfer.

Howard (2006) reports that in high-poverty schools where teachers have a collectively bargained agreement, 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, 2016).

The effects of principal transfers are complex and multifaceted (Leithwood & Azah, 2014). Some transitions may enhance the school climate by introducing more capable leaders or better cultural alignment, while others, particularly frequent or poorly managed changes, may negatively affect morale and climate (Leithwood & Azah, 2014). Despite these insights, the lack of concrete recommendations for managing transitions underscores the need for further research. This study addresses teacher transfers, both voluntary and involuntary, to meet its objectives.

#### ***E. Effect of Voluntary transfer on school climate***

Transfer and Teachers' Performance according to Musingo (2010), voluntary transfer gives insight on the extent to which the educational design has been implemented since teachers are transferred at their own will. Voluntary transfer is initiated by the teacher in that the teacher may choose to be transferred for a variety of reasons, including but not limited to: the desire to work closer to home, sickness, cultural factors, and environmental factors Komakech (2017).

Noor et al. (2012) points 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.

Voluntary transfers, initiated by principals, often stem from personal reasons such as proximity to home or health issues (Komakech, 2017). These transfers can disrupt syllabus coverage and lead to poor performance if replacements are not adequate, as teaching methodologies and skills vary among educators. This disruption directly impacts student achievement and the overall school climate.

In addition, Noor et al. (2012) explain that promotion is an incentive and teachers are motivated when promoted on the other hand, there are teachers who do not want to be promoted because they do not like the consequences, which includes transfers. (Musingo (2010) considers transfers as being affected when the need for people in one job or department is reduced or increased, if the work load reduced employees would want to relocate to other

areas where they can have enough tasks to perform. From the above discussion, authors hypothesize that: Ho2: Voluntary teacher transfer positively relate teachers' performance in primary schools.

#### ***F. Teachers' perceptions on principals' transfer and school climate***

Combining elements of educational leadership, organizational transformation, and educational psychology, the study "Principal transfers and teachers' perceptions of school climate" examines these topics. The possible impacts of principal transfers on teachers' perceptions of school climate are the main focus of this overview of the relevant theories and research in these disciplines. Principal turnover has a detrimental influence on student progress and school productivity, according to Grissom and Bartanen (2019). A school's principal is essential in establishing the atmosphere, forming the organizational culture, and promoting a positive learning environment. As a result, the stability and environment of the school may be affected by the transfer or turnover of the school principal (Fuller et al., 2016).

The Leadership Transfer Theory, put out by Leithwood and Jantzi (2008), is one of the most important theories pertinent to this situation. This idea contends that the way a leadership transition is handled can either lessen or heighten its disruptive impact. The good impressions of teachers can be sustained or even improved by a new principal who skillfully upholds or improves the school's climate. The school atmosphere could be negatively impacted if the principal finds it difficult to adapt since it might lead to teachers developing unfavorable opinions of the principal.

Based on these theories, Grissom and Bartanen's (2019) empirical investigation found a significant association between principal effectiveness and principal turnover, highlighting the crucial part principals play in determining the culture of their respective schools. Similar findings were made by Fuller et al. (2016), who discovered that principal turnover, particularly in under performing schools, can have unanticipated effects on educational performance.

Thoughts on primary transfers are more upbeat according to disruption theory (Christensen, 2017). According to this notion, disruptive change can encourage innovation and advancement while challenging established conventions and generating development prospects. The principal's capacity to successfully manage the transition, minimizing interruptions and putting into place improvements that have a good impact on the school's climate appears to be the main factor in this case.

School atmosphere affects student performance, teacher satisfaction, and socio-emotional growth (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). While Thapa et al. (2013) contribute significantly to understanding this concept, their research does not delve deeply into factors disrupting the school environment, such as principal changes, indicating a need for studies in Narok County.

During a principal's transfer, it is extremely important to take the specific context and needs of the school community into account. The success of the transition process can be increased by developing solutions that are customized to the needs of the school (Schaffner et al., 2020). Schools should evaluate their unique strengths, difficulties, and priorities before creating their transition strategies.

The study on the "Effect of Principal Transfer on the School Climate" is guided by a conceptual framework that aims to explore the interconnections among various elements. The independent variables under investigation include, Involuntary transfer, Voluntary Transfer, Teacher's perception and strategies employed for facilitating smoother transitions. These independent variables are expected to have an impact on the dependent variable, which is school climate.

The dependent variable in this study is school climate, which refers to the subjective evaluation and appraisal made by teachers regarding the overall atmosphere, relationships, and organizational practices within the school. The research conceptual framework encompasses various factors that contribute to the overall effectiveness of a school environment. These factors include the quality of teacher-student interactions, collaboration among staff members, disciplinary policies, support systems, and the overall culture of the school. The conceptual framework explores the potential influence of independent variables on the school climate. This influence is mediated by the government policy on teachers transfers and personal factors of the principals, other staff and students.

## II. RESEARCH METHODOLOGY

### A. Research Design

The study adopted a mixed method design. This helps to combine quantitative and qualitative approaches; this design takes advantage of each methodology's distinct advantages while making up for its shortcomings. Questionnaires were used to gather numerical data for the quantitative component, enabling thorough statistical analysis. A critical component of an objective evaluation of patterns, correlations, and trends among variables is the methodological decision made (Creswell & Creswell, 2017).

### B. Target Population

Teachers and principals from 14 schools in Narok East subcounty made up the study's target group. In particular, the study targeted 14 principals, 197 teachers from these schools and education officials. The target audience was made up of people who are actively involved in school management, have familiar knowledge of the school climate, and are affected by key changes in how teachers perceive their work environments.

### Sample size

When the target population of the study is very large the researcher opts to selecting a few representative items of the population to represent the entire population. Various scholars have recommended different ways of selecting an appropriate sample size without being bias. According to Mugenda and Mugenda (2012) a sample of between 10-30 percent of the target population is deemed appropriate while Kothari, (2004) suggested a sampling formula that can assist the researcher to come up with an appropriate sample size as given;

$$nf = \frac{n}{1+(n/N)}$$

Where:

$$nf = \frac{384}{1+(384/197)} = 130 \text{ respondents}$$

The sample size was therefore 130 teachers which is 66% of the population and all the 14 principles were considered giving us a total sample of 144 respondents. Purposive sampling was used to select all the principles from all the schools, while the teachers were sampled using simple random sampling.

### ***Research Instruments***

A structured questionnaire was adopted for this study as the principal instrument for data collection . A questionnaire collects data from respondents especially in cases where the respondents are spread out to a larger area and can be able to read and write.

### ***E. Data Analysis Techniques***

The data analysis procedure for this study involved the utilization of both quantitative and qualitative methodologies in order to obtain an in-depth understanding. Following the completion of data collection, the primary phase entailed the execution of data cleaning and coding procedures in preparation for subsequent analysis. To analyse the quantitative data obtained from the questionnaires, the responses were encoded and inputted into an SPSS database.

## **III. FINDINGS OF THE STUDY**

### ***A. Voluntary transfer of principal on the school climate***

The first objective of the study sought to assess the effect of voluntary transfer of the principals on the school climate in secondary schools. The results of the study show that most of the principals, 33 (26.8%) and 60 (48.8%), strongly agreed or agreed that principal voluntary transfer has a positive impact on the overall perception of the school climate. Only 3 (2.4%) of the respondents disagreed with the statement. This implies that principals' voluntary transfers significantly affect the school's climate. These findings align with the study by Chumba (2014), who revealed that the arrival of a new school head made teachers and learners more cooperative and supportive to win the new principal's trust. This could be because of minimal supervision where teachers reported to work on time and spent more times with students in remedial lessons.

The results also show that a majority of respondents, 47 (38.2%) strongly agreed and 60 (48.8%) agreed with the statement that the voluntary transfer of a principal affects the sense of cohesion and teamwork among teachers and staff. This implies that voluntary transfer of principals significantly affects cohesion and teamwork among teachers. According to the teachers, the transfer of school heads has improved school performance in terms of good grades and infrastructure. This finding is in agreement with that of Chumba (2014), who indicated that the new school head also had effective and clear visions and thought of how the available resources and priorities would engage other key players in achieving academic excellence.

The study also noted that most respondents, 61 (49.6%) agreed and 40 (32.5%) strongly agreed with the statement that principals' voluntary transfer positively affects how school members communicate and engage with one another. This means that principals' voluntary transfer positively affects communication in the school among staff. It agrees with Ogalo, Odera, & Ogogo, 2020 who held that the extent to which a new principal will be able to adapt and make good relations with the staff, students or local community establishes itself on the

effectiveness of his or her communication and whether the transfer was a personal initiative. They observed that voluntary transfers receive better cooperation from the school.

Lastly, the study established that most respondents, 61 (49.6%) agreed and 36 (29.3%) strongly agreed with the statement that principal voluntary transfer positively impacts collaboration and cooperation in the school. This shows that principals' voluntary transfer significantly affects collaboration and cooperation among school staff. A Principal (Interviewee 4) said that "If the decision is made by a willing principal to relocate, then you get things done". The interviewee asserted that one of the advantages is that most staff are supportive, and they provide a sense of continuity to maintain the school climate. The findings support the work of Hong and Goo (2004), who asserted that teachers' perception was very positive regarding secondary principals' voluntary transfer and its effect on school climate.

### ***Involuntary transfer of principals on school climate***

The second objective of the study sought to assess the effect of involuntary transfer of the principals on the school climate in secondary schools. The results show that most of the respondents, 56 (45.5%) strongly agreed and 50 (40.7%) agreed with the statement that there is always a breakdown of communication between the new principal and teachers/staff during involuntary principal transfers. Only 1 (0.8%) of the respondents disagreed with the statement. This implies that involuntary transfer of principals significantly affects communication in the schools between the new principal and the other staff.

On whether principal involuntary transfer has a negative influence on the level of trust between teachers/staff and the new principal, the results show that most respondents, 68 (55.3%) strongly agreed and 39 (31.7%) agreed with the statement. Only 1 (0.8%) of the respondents disagreed, thus its implication is that principals' involuntary transfer has a negative influence on the level of trust among the staff. The findings support Shields and Stulberg, 2020 who observed that involuntary transfer of principals' affects trust among the remaining staff at the school and lowers performance.

It also shows that most, 47 respondents, 38.2% strongly agreed, and 33 of them agreed to the statement that new principals find it hard to promote a positive and supportive work environment effectively during the transition period as presented in table 4.11. The results further show that 13 (10.6%) disagreed and 11 (8.9%) strongly disagreed with the statements. This implies that involuntary transfer creates significant resistance for the principals from the new school where they are required to report. The findings support the work of Ngunyi (2018), who asserted that an involuntary transfer of principals affects the school climate. The results contradict the findings of Grissom et al. (2013), who proposed that principals' transfer on an involuntary basis improves both overall school quality and streamlines standards, therefore improving students' academic performance.

### ***C. Potential coping strategies used after principals transfer to enhance the school climate***

The third objective of the study sought to assess the effect of potential coping strategies used after principals transfer to enhance the school climate in secondary schools. A significant proportion of the respondents either agreed or strongly agreed on the statement "Adequate preparation and planning for principal transfers lead to

smoother transitions." Out of 123, 45 or 36.6 percent strongly agreed, and 39 or 31.7 percent agreed on this particular statement. Only 8, or 6.5 percent disagreed, and another 5 or 4.1 percent strongly disagreed on this statement. This implies that when there is adequate preparation and planning for principals' transfers, there is likely to be a smoother transition that will not negatively affect the school climate.

The study also noted that most of the respondents, 50 (40.7%) strongly agreed and 40 (32.5%) agreed with the statement that providing sufficient information and support to the incoming principal ensures a smoother transition. Only 8 (6.5%) of the respondents disagreed and 5 (4.1%) strongly disagreed with the statement. This implies that the operations at the schools are likely to be uninterrupted following the transfer of the principal if sufficient information about the transfer is provided and support is given to the new principal.

Regarding whether involving teachers in the transition process could make principal transfers smoother, the results show that most of the respondents, 45 (36.6%) strongly agreed and 40 (32.5%) agreed with the statement, while 8 (6.5%) disagreed and 5 (4.1%) strongly disagreed. This implies that when teachers are involved in the transition process, there is a likelihood of a smoother transition after the transfer.

On whether maintaining open communication channels between the outgoing and incoming principal contributes to smoother transitions, the majority of respondents, 48 (39.0%) strongly agreed and 39 (31.7%) agreed with the statement, while 9 (7.3%) disagreed and 5 (4.1%) strongly disagreed. This implies that when effective communication between the incoming and outgoing principal is maintained, there is likely to be a smoother transition in the school.

The results also show that most of the respondents, 44 (35.8%) strongly agreed and 41 (33.3%) agreed with the statement that the transition team can effectively ease principal transfers, while 8 (6.5%) disagreed and 5 (4.1%) strongly disagreed. This implies that effective transition following principals' transfer requires an effective transition team.

The results also noted that most of the respondents, 50 (40.7%) strongly agreed and 38 (30.9%) agreed with the statement that the active participation of the outgoing principal in the transition process facilitates smoother principal transfers. Only 8 (6.5%) of the respondents disagreed and 5 (4.1%) strongly disagreed with the statement. Interviewee 12 suggested that a good plan, prior to transferring a principal, is essential and that process is facilitated by a strong handoff between the outgoing and incoming principals. This implies that the outgoing principal should be actively involved in the transition process to ensure that the process is done effectively.

#### **IV. CONCLUSIONS**

The main purpose of this research study focuses on the effect of secondary school principals transfer on the school climate. Based on the analysis it is concluded that most of the teachers agreed that principals voluntary transfer has an effect on the school climate.

The study also concluded that most of the teachers supported principals voluntary transfer, several reasons were identified in support of this form of transfer including that the head is able to serve the school without undue

interference from the surrounding community and is likely to be guided by professionals and nothing else, new areas and environment broaden one thinking, allows one to appreciate the culture of other people and enable one to compare challenges facing schools in your home areas and other localities. The study also found out that voluntary transfer of the principal had a significant influence on school climate.

Finally, the study concludes that schools should put in place effective transfer strategies that will help deal with the negative effect such as effective communication, involvement of all stakeholders.

## **V. RECOMMENDATIONS**

The study makes several recommendations in accordance to the study findings and conclusion.

The study reveals that voluntary principal transfers are linked with successful transitions and an enabling school climate. The study recommends that the Ministry of Education should actively promote and foster voluntary transfers.

Poor transitions, lack of trust in the leaders, and a bad flow of communication followed by adverse perceptions towards school climate were identified with forced transfers. The study hence recommends that involuntary transfers have to be reduced and should be done through proper preparation and handling it in a transparent manner for smooth transition.

The need to address disciplinary issues has resulted in cumulative transfers, some of which have negatively impacted school performance. To mitigate these effects, conferences and training camps should be organized to educate both teachers and principals about the significance of principal transfers.

## **VI. SUGGESTIONS FOR FURTHER RESEARCH**

Basing on the research findings and challenges experienced in the study, the researcher recommends that the following areas should be researched on.

The study highlighted the specific impacts of principal transfers on school climate in Narok East Sub County. It is suggested that future studies explore the specific strategies and interventions that can effectively mitigate the negative impacts of principal transfers on school climate. These studies could identify best practices and successful models that can be replicated across different contexts.

Further, the study focused on school climate, which had a number of measures as the dependent variable. Other studies should consider how transfer influences managerial performance of school heads.

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