

Influence of Techer Delocalization Policy on Teachers' Job Satisfaction in Public Secondary Schools in Kakamega County, Kenya.

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Abstract

Background:The purpose of this study was to investigate the influence of teacher delocalisation policy on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya based on the following objectives: To determine the influence of Principal attachment with family on teachers job satisfaction, to examine the influence of Community resistance in terms of coordination, to establish the influence of Students performance deterioration and to determine the influence of low effective service delivery on teachers' job satisfaction. The study was based on the Expectancy theory.

Materials and Method:The study employed both qualitative and quantitative method. The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County. Purposive sampling to select five sub counties included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava of the 12 in Kakamega County. 64 schools selected using stratified sampling, purposive sampling for 64 principals and TSC officials while simple random sampling for 300 teachers of which a sample of 20% was used. Questionnaires and interview guides were used to collect data. Simple Linear regression was used to analyse the data

Results:The findings indicated that Resistance from community in terms of coordination ($\beta = .007$, $p = .080$) and Effective delivery of service ($\beta = .232$, $p = .085$), respectively had a significant positive contribution in that declining order of magnitude while Principal attachment with family affects his job ($\beta = -.126$, $p = .071$), Performance of Students deteriorates ($\beta = -.150$, $p = .085$) had a negative contribution. This indicated that one standard deviation in increase in Resistance from community in terms of coordination led to a .080 standard deviation increase in Teacher satisfaction. As observed, most of the determinants did not have deterministic influence on Teacher job satisfaction. The results on Table 3 ($p = .085$, $p = .071$), were accepted at $p > 0.05$ significance level. Therefore the null hypothesis was accepted. Hence there is a relationship between teacher delocalization policy and teachers' job satisfaction

Conclusion:There is a significant relationship between teacher delocalization policy and job satisfaction.

Key terms: Principals, delocalisation policy, teacher's job satisfaction, secondary schools, County

Date of Submission: 15-05-2021

Date of Acceptance: 31-05-2021

I. INTRODUCTION

Districts and school leaders argue that having flexibility in assigning teachers to schools is necessary for improving both overall school quality and equity among schools (Cohen-Vogel & Osborne-Lampkin, 2007; Levin, Mulhern, & Schunck, 2005). One facet of such assignment flexibility is the authority to strategically transfer teachers to different schools, even if the teacher does not wish to move, to achieve a mix of personnel across schools that is better positioned to pursue district goals. Often, however, the collective bargaining agreement (CBA) with the local union prevents the district from engaging in strategic involuntary transfers. Instead, they limit involuntary moves to situations in which school enrollment declines result in the loss of teaching positions (referred to as excessing or surplussing), moves that are nonstrategic in the sense that seniority drives which teachers are moved and where they are placed in many districts (Koski & Horng, 2007;

National Council on Teacher Quality, 2010; Strunk & Grissom, 2010). Job transfer is also practised to allow qualified teachers to gain more insights into the processes of a school, and to reduce boredom and increase job satisfaction through job variation. Job transfer benefits employees who participate by reducing job burn-out, apathy, and fatigue, which ultimately increase the level of employee satisfaction and motivation (Plowman, 2012). Not all employees are open to the idea of job transfer. Higher performers compared to under performers are likely to like job transfer because it is perceived to add to a greater improvement in skills (Khan 2010). In Kakamega county, the situation regarding teacher turn over and attrition appears complex. The freeze in employment of teachers by government since late nineties has led to drastic decline in enrolment in teacher training colleges, thereby aggravating the shortage of teachers. Another worrying factor is the huge number of teachers leaving the teaching profession to other schools outside the country. Majority of principals in schools were transferred to different areas making them disorganised how to stay far away from their family members leading to some seeking early retirement. Normal schooling is disrupted when teachers quit the profession during the academic year or while they are engaged in critical projects in the school. Teachers Service Commission transferred 3004 teachers especially those with administrative positions, those that had stayed for more than nine years and those from their home counties to different schools in other counties. Schools are therefore likely to suffer when affected by high rates of turnover (Ingersoll, 2012). Studies done in Kakamega County office pertaining to job satisfaction of teachers in secondary school are scarce. However reports from the QASO at Kakamega county indicates lack of syllabus coverage on time, absenteeism of teachers, lack of preparation of professional documents, lateness and lack of commitment which have contributed to drop in performance of students (R.O.K, 2016). Therefore this study investigated the influence of teacher delocalization policy on teachers' job satisfaction in public secondary schools in Kakamega County, Kenya

II. LITERATURE REVIEW

This section has four main purposes. The first is to highlight the concept of job satisfaction. The second purpose is to determine the influence of principals' attachment with family on teachers' job satisfaction. The third purpose is to examine the influence of community resistance in terms of coordination on teachers' job satisfaction. The fourth purpose is to establish the influence of student performance deterioration and fifth to determine the influence of low effective service delivery courses on teachers job satisfaction. The review of literature can help provide the investigators with measurable variables and constructs for developing the research framework.

Concept of Job satisfaction

According to Kurniawan (2015), job satisfaction is an emotional response that tends to be positive in the form of an employee's happy feelings about the work they do, in this case there are several aspects that affect it, including job satisfaction, job appraisal, promotion & salary, position, their colleagues / colleagues, work environment, and even their leaders. In the job satisfaction assessment variable using the job satisfaction scale with a modified five-item version of this scale developed by Jabeen et al. (2018). The proposed statement is measured based on three dimensions regarding job satisfaction, namely the concept of satisfaction with the respondent's current job, enthusiasm for work, and feeling happy about work. The higher job satisfaction will have a negative effect on the level of employee turnover intention. Turnover intention is the process of leaving employees in an organization or company where they work. The level of turnover intention which tends to often will lead to negative consequences that certainly can hamper the smooth running of the organization and the company in achieving its goals due to lack of human resources (HR) due to abandoned by its employees (Muhammad, 2013). Positive, favourable attitude and feelings employee feels are related to job satisfaction while the negative, unfavourable attitudes and feelings relate to job dissatisfaction (Armstrong, 2017). Job satisfaction refers to the feelings of perception, which means the job meets the person's material and psychological needs (Aziri, 2011), but unfortunately job satisfaction still has not received proper attention and importance in the eyes of researchers and scholars, plus heads and managers of various organizations, (Aziri, 2011).

Job satisfaction can be understood in terms of its relationship with other key factors, such as general wellbeing, quality of life, stress at work, stress at organizational matters, control of things, work and social life (Tomazevic, Seljak & Aristovnik, 2014) of employees in their working organization. Male employees in Indian industries were found to be more satisfied in the commerce sector and females in the education sector (Kumari, Joshi & Pandey, 2014). Job satisfaction has emotional, cognitive and behavioural components. It may consist of different levels of boredom, anxiety and excitement; beliefs and feelings; and demanding and challenging work-related actions, such as being tardy, staying late and avoiding work (Bernstein & Nash, 2008). There are two types of job satisfaction: global job satisfaction, which depends upon employees' overall feelings about their jobs; and job facet satisfaction, which depends upon employees' feelings about specific job aspects, such as salary, benefits, and quality of available resources (Muller & Kim, 2008). An organisation's health, progress and

quality of work can be visible only through the canvas of job satisfaction, largely depending upon human resources according to Crossman and AbouZaki (2003). Decision making bodies should also create employee-friendly policies (Sohail&Delin, 2013).

Principal attachment with Family and teachers job satisfaction

Family Work Conflicts (Family Interference with Work/FIW) is a form of conflict between roles in which general demands, time devoted to, and tensions created by families interfere with the implementation of work-related responsibilities. Therefore, when there are threats to roles, people tend to assess negative antecedents of threats to roles (Shockley & Singla, 2011).

Community resistant in terms of coordination and teachers' job satisfaction

According to Muindi (2011), participation refers to direct involvement of employee in issues relating to their immediate work. Participation in school community partnership is a process in which two groups living in the same geographical location are collectively involved in decision making (Tibebu, 2011). Teachers' participation in school community partnership was an effective way of motivating teachers in providing instructional leadership developing commitment and achievement (Bandur, 2008; Antonio & Gamage, 2007); Anderson (2006). Further, Goksoy (2016) argued that teachers' participation played a significant role in organizational goals thereby decreasing resistance to change. Gardian and Rathore (2010) and Algoush (2010) revealed that participation in management of school community partnership led to trust, acquisition of new knowledge, skills and commitment. Most studies differentiate complete from partial relocation. The first can be defined as "the movement of an establishment from one location to another" (Brouwer et al., 2004). Studies on firm location and migration have been published since the 1950s, especially in countries such as the United Kingdom, the Netherlands, Germany, Belgium, France and Italy (Pellenberg, et al., 2002). Research on firm migration has developed arguments to support this decision-making process, around internal factors (as firm size), external factors (as market size) and location factors (as region characteristics) (Pellenberg et al., 2004). These will affect a firm's decision to relocate. One may even distinguish "push" factors, which trigger the need to move from one's present location (van Wissen, 2000), from "pull" factors, which then attract firms to an optimal site (Holl, 2004; Capasso et al., 2011). For instance, labour-intensive firms in Belgium may be pushed to relocate to foreign countries as they work against the comparative advantage of Belgium in large scale capital intensive activities, and may be pulled to move to neighbouring countries, by government policy through subsidies and investment promotion (Sleuwaegen and Pennings, 2000; 2006). While there is growing literature on firm relocation within one specific country and from one particular country abroad (Rosenthal and Strange 2003; Arauzo-Carod 2005), there is thus far seldom analyses on firm delocalization regarding multiple countries at the European level. To my knowledge, only Konings and Murphy (2006) have yet analysed evidence from multinational employment relocation intra-European regions. Based on the premise that multinationals are footloose (Görg and Strobl, 2003), the latter envisioned to understand the impact of the opening up of Central and Eastern Europe in the 1990s on firm migration from the European Union, finding evidence for employment substitution between manufacturing parent firms and their affiliates in North EU countries, but none between low-wage regions in the EU and Central and Eastern Europe. Employing a unique dataset on firms relocation behaviour in twenty-six European countries, between 2002 and 2014, this study contributes to the existing literature with a specific outlook on the topic, encompassing the period of the largest EU enlargement to Central and Eastern Europe in 2004 and 2007. The study will focus on the migration behaviour of manufacturing firms – since representing over 80% of all registered delocalization in the past decade in Europe –, although distinguishing between firms in knowledge-intensive/high-tech and less knowledge-intensive/low-tech manufacturing (Kronenberg, 2013), by this means taking into account credible intersectoral specificities regarding firms' decisions to relocate.

Student performance deterioration and teacher' job satisfaction

Employee's transfer has been emerged as a significant problem affecting school performance, administration weaknesses and student achievement. Schools and staffing survey from national centre on education statistics (2000) showed sufficient evidences that approximately a third of Americans new employees leaving teaching during the five years. In many cases keeping schools supplied with qualified teachers is comparable to trying to fill a bucket with a huge hole in the bottom. Teaching is increasingly an occupation with relatively high flows in, though, and out of schools (USA Republic 2000). Principals face dual pressures: having to meet the government regulations and being held accountable for the performance of their students (Sodoma& Else, 2009). Additional pressures principals face are teacher shortages, overcrowded classrooms, and safety issues (Institute for Educational Research, 2000). School administrators are responsible for creating and maintaining a healthy work environment that fosters good performance by the school members and the pursuit of accomplishing a common goal (Saiti& Fassoulis, 2012). According to Saiti and Fassoulis (2012), The

performance of a school depends, to an extent, on the levels of job satisfaction derived from practicing the managerial tasks, then the school head cannot complete this managerial task without knowing the motivation for his subordinates and the sort of satisfaction he/she derives from his work. In UK, employee transfer has taken another face contrary to USA. Many employees are transfer UK to work abroad like Qatar, Hong Kong, Dubai and Switzerland. Recording number of teachers for example are quitting the UK to work abroad raising fears of an exodus that will leave British schools understaffed and poor performance (Carroll et al 2000). John Dunford, general secretary of association of school and college leaders warned that the flight of teacher from the UK could exacerbate a shortage of Mathematics and science teacher across the country hence the performance of schools decrease (Guin 2004). Employees are transferred in town, district and even in school on need basis. Sometime department want that employee of schools would be sent to any school to remove its shortage of employee. Sometime it is done to develop the employees in performing their duties in their nearby schools as they request (DEO report, 2014). In 2008 employee's employment special teacher, was enforce in rural area because Ministry was tried to boost the educational performance of schools and one of the ways to do this, was by employing good teachers to rural schools including south district by looking their home originalities. But it should however be noted that teacher are subject to force transfer because they do not want to stay at rural and sometimes make nepotism to get transfers when DEO and REO reply them by denied their application of transfers (DEO report, 2010).

Low effective service delivery and teachers' job satisfaction

Ekabu, (2018) identified two types of teacher turnover: transfer which leads a teacher to relocate to another school, and attrition, which involves leaving teaching job altogether. According to Ingersoll and Merrill (2012), either of them matters little to a school since the systematic impact is the same. For example, there would be high costs due to pedagogical disturbance because of the replacement of an already effective teacher with an inexperienced teacher. Teacher turnover intentions just like actual turnover manifests itself in two ways; first, a teacher intention to change the employer within the same profession or transfer from one school to another and second, a teacher intention to change the profession altogether (Currie & Car Hill, 2012). According to Krishnan and Singh (2010), turnover intention among teachers' results in low motivation in their work thus impeding school goals. This is because employees (teachers) intending to move to perceived favorable work or areas show low excitement with their current work activities (Quick & Nelson, 2011). Apart from high cases of absenteeism, workers intending to move to another job or to transfer to another work place are usually in conflict with the management, leading to disciplinary action (Zabrodska&Kveton, 2013). Quratulain, Khan, Crawshaw, Arain, &Hameed, (2018). assert that turnover intention in an organization erodes the commitment level of other employees in the same organization. Hence, organizations should take strategic steps to reduce turnover intentions of their employees. Schools must satisfy the desires and needs of school principals in order for them to be successful (Saiti&Fassoulis, 2012) because the actions of the school principal directly affect the operation of the school as a unit. Therefore, it is imperative to keep school principals satisfied with their work. In order to motivate principals within their work, understanding how job satisfaction is achieved is needed. A clear understanding of what brings job satisfaction to school principals can inform how school communities, boards of education, and superintendents operate (Sodoma& Else, 2009). According to Saygi, et al. (2011), Tanriverdi believed that individuals desire to expose their natural talents at work. Any time these natural talents and abilities are thwarted, individuals may experience psychological problems and dissatisfaction. High workloads, lack of ability to make decisions, and duty-conflicts can build stress in individuals, and lead to dissatisfaction (Saygi, et al., 2011). In order to retain school principals, they must have the ability to develop and utilize their natural talents and skills (Sodoma& Else, 2009). Stress. Principals must juggle the needs of higher authorities, boards of education, and several other constituencies. Terrill (1994) stated that principals face the same problems of most middle managers, with costs similar to most public agencies. The pressures of new directives, educational crisis, and demands, increases many principals' stress levels resulting in lower job satisfaction (Terrill, 1994). Washington (2013) surveyed 35 principals, and found that 77 percent perceived their job as more stressful than other professional jobs. Principals were asked to rank situations that provoked stress, and the demands placed on principals by central administration was ranked number one. Supervising teachers came in a close second as a stress provoking situation. Almost three-quarters of those surveyed stated that their principal preparation trainings and graduate programs did not prepare them to deal with the stressors of a principalship.

Theoretical framework

The study was based on the Expectancy theory a proponent of Victor Vrooms The expectancy/valence theory on the other hand, views individuals as thinking beings with beliefs and anticipations for the future. As such, the theory posits that human behavior is a result of some of the products determined by an individual's characteristics or internal forces and the perceived environment (Steers, 1979, p.210). The expectancy theory is based on the following assumptions: • Behavior is determined by a combination of forces in the individual

(intrinsic) and environmental factors (extrinsic). This means that people have specific needs that are influenced by their experiences in life. They then develop expectations on how they should be treated at work. Their work environment provides other extrinsic factors that will affect how an individual reacts. • Different people place different values on the same things, as different people have different needs and goals. • People do the things that they regard as bringing desirable outcomes and avoid those that they perceive as causing undesirable outcomes. The core of the expectancy theory are the expectations that people have about being able to perform well in their jobs, and whether good performance will make them succeed, and if their performance will be rewarded accordingly (Pinder, 2008 ;Garudzo-Kusereka, 2003; Chindanya, 2002). People perceive outcomes as related to behavior. They always look at possible outcomes to behavior before making choices, and will choose the most favorable outcome as a premise for their behavior (Roos, 2005, ; Thomas, 2000). The assumption is that people choose behaviors based on the anticipated consequences or outcomes.

Teacher Delocalization policy and teachers' job satisfaction

The researcher sought to determine the influence of teacher delocalization policy on teachers' job satisfaction. Descriptive statistics such as frequencies, percentages, Means and Standard Deviation were utilized. The rating was based on Likert Scale where 1=SD, 2=D, 3=N, 4= A, 5= SA. The delocalization of principal is based on the policy statement derived from the TSC Act (Cap. 212 of the Laws of Kenya); the TSC Code of Regulations for Teachers (Revised 2006) and the TSC Code of Conduct and Ethics (Published as legal Notice No.137, 2003).which states that The posting and deployment of principals shall be based on: Seniority of the institution as specified in the scheme, competence with regard to the level of responsibility, appropriate gender balance, placement of heads in institutions outside their localities to avoid negative influence and other personal interests, heads of institutions shall not be allowed to overstay in one institution as this leads to complacency hence shall be allowed to stay in a station for a period not exceeding 8 years, heads of institutions who do not perform to the required standards shall be rehabilitated and deployed appropriately depending on the nature of the problem.

III. METHOD

Study Design:Survey research design was used as it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011).

Study Location:The study targeted 324 public secondary schools which comprises of 324 principals and 1500 teachers and 12 TSC officials across 12 sub-counties in Kakamega County.

Sample Size: Purposive sampling was used to select five sub counties which included Lurambi, Ikolomani, Shinyalu, Navakholo and Malava out of the 12 found in Kakamega County. 64 schools were selected using stratified sampling, purposive sampling for 64 principals and TSC officials while simple random sampling for 300 teachers

Sample calculation: a sample of 20% was used and considered a large sample (Best & Kahn, 2011). Questionnaires were used to collect data from teachers, principals and TSC officials. To enhance the content validity of the instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study.

Statistical analysis

Data was analyzed using SPSS version 20 (SPSS Inc., Chicago, IL).The reliability of the instruments was determined using test-retest technique. Both quantitative and qualitative data were analysed. The descriptive statistics used included frequencies and percentages. Qualitative data was processed by transcribing and categorizing from interviews and open-ended questions, using content analysis and reported as narratives, verbatim or converted to frequency while inferential statistics used Simple Linear Regression to compute the reliability coefficient (Best & Kahn, 2011).

IV. FINDINGS AND COMMENTS

Table 1 shows the distribution of frequencies and percentages of teachers delocalization policy on teachers' job satisfaction.

Table 1:Distribution of teachers responses on delocalization policy on teachers' job satisfaction

Statement	SD	D	N	A	SA	Mean	Sd
	f %	f %	f %	f %	f %		
Principal attachment with Family affects his job	76 25.3	49 16.3	53 17.7	60 20.0	62 20.7	2.9	1.49
Community resistance in terms of coordination	65 21.7	42 14.0	74 24.7	63 21.0	56 18.7	3.0	1.40
Students performance deteriorates	65 21.7	56 18.7	70 23.3	65 21.7	44 14.7	2.9	1.36

Effective service delivery is low	64 21.3	51 17.0	7525.0	63 21.0	47 15.7	2.9	1.36
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Table 1 shows that majority 25.3% of the teachers Strongly Disagree and 16.3% Disagree on principals attachment with family affects his job while 20.7% Strongly Agree and 20.0% Agree that principals are separated from their families while (Mean=2.94, Standard deviation=1.49). This implies that once they are separated from their families they feel dissatisfied with their jobs.

Majority 24.7% were neutral on community resistance in terms of coordination while 21.7% said Strongly Disagree and 14.0% Disagree while (Mean=3.01, Standard deviation=1.40). This implies that once there is community resistance for them joining the school they feel dissatisfied with their job

On students' performance deteriorates majority 23.3% of the teachers were neutral while 21.7% Strongly Disagree and 18.7% Disagree that delocalization of principals affects student performance while (Mean=2.89, Standard deviation=1.36). This implies that once a principal is delocalized students' performance deteriorates since he is not satisfied with their job.

On Effective service delivery is low majority 25.0% of the teachers were neutral while 21.3% Strongly Disagree and 17.0% Disagree and while (Mean=2.93, Standard deviation=1.36). This implies that effective service delivery is low since the teachers are dissatisfied with their jobs.

Table 2: Model Summary on teachers' delocalization and level of job satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181 ^a	.033	.020	1.43368

a. Predictors: (Constant), Effective delivery of service, Principal attachment with family affects his job, Resistance from community in terms of coordination, Performance of Students deteriorates

Table 2 shows that the model summary had a positive relationship; R= 0.181, between the predictor variables and level of job satisfaction. The combined linear effects of the variables explained 33 percent variance in the teachers' job satisfaction. This implied that teachers' job satisfaction was predictable by the four determinants. The researcher then tested hypothesis four using Simple Linear Regression. The hypothesis stated:
 Ho1: *There is no significant relationship between teacher delocalization policy and teachers' job satisfaction in public secondary schools in Kakamega County, Kenya.*

The results of computation of Simple Linear Regression of teacher delocalization policy and teachers' job satisfaction were presented in Table 3

Table 3: Relationship between teacher delocalization policy and Teachers' Job Satisfaction

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	3.391	.233		14.526	.000
	Principal attachment with family affects his job	-.126	.071	-.129	-1.778	.076
	Resistance from community in terms of coordination	.007	.080	.006	.082	.935
	Performance of Students deteriorates	-.150	.085	-.141	-1.779	.076
	Effective delivery of service	.232	.085	.219	2.728	.007

Linear regression analysis was used to measure the determinants that significantly contributed to teacher satisfaction. As observed in Tables 1 and 2 approximately 27 percent variance in the level of job satisfaction could be accounted for by all the predictor variables together and all enter predictors were significantly related to job satisfaction. However Table 3 that provides the model parameters indicated that Resistance from community in terms of coordination ($\beta = .007$, $p = .080$) and Effective delivery of service ($\beta = .232$, $p = .085$), respectively had a significant positive contribution in that declining order of magnitude while Principal attachment with family affects his job ($\beta = -.126$, $p = .071$), Performance of Students deteriorates ($\beta = -.150$, $p = .085$) had a negative contribution. This indicated that one standard deviation in increase in Resistance

from community in terms of coordination led to a .080 standard deviation increase in Teacher satisfaction. As observed, most of the determinants did not have deterministic influence on Teacher job satisfaction. The results on Table 3 ($p=0.85$, $p=.071$), were accepted at $p>0.05$ significance level. Therefore the null hypothesis was accepted. Hence there is a relationship between teacher delocalization policy and teachers' job satisfaction. This implies that teacher delocalization has an effect on teachers' job satisfaction. This showed that the more delocalization takes place the less teachers are satisfied with their jobs.

The principals were interviewed about the teacher delocalization policy and how it has affected job satisfaction and this were there responses;

P20;

Teacher delocalization policy has really made the principals lack concentration since he or she is far away from his family members who could give moral support.

P21;

The delocalization of principals has brought around poor interaction with the community due to community resistance since some community members believe they want one from their own.

P22;

The delocalization of principals has affected the effective delivery of service since the principal lacks total commitment to the school since he has to travel home early due to long distances.

P23;

The delocalization of principals has contributed to poor performance of the students leading to parent complaining and blaming the principal.

P24;

Principals delocalization has made teachers not to have peace of mind due stress which has even made others opt to resign from teaching.

The Teachers Service Commission officials were interviewed on the influence of teacher delocalization policy on job satisfaction and their responses were as follows:

TSC 1:

Teacher delocalization policy has enabled service delivery to be more effective since Nationalism and collaboration is promoted making both principals and teachers work without any favouritism

TSC 2:

Teacher delocalization policy is one that a teacher is well aware of and when need be they can be transferred to any part of the country since it is a police

TSC 3:

I don't think teacher delocalization policy affects job satisfaction because it is a requirement in the TSC act that teachers are liable for transfer

TSC 4:

Teacher delocalization policy has really made some teachers resign from the profession and others not committed to their jobs resulting to poor performance

TSC 5:

The delocalization policy has brought alot of resistance from both the teachers and the society at large hindering achievement of curriculum implementation.

IV. DISCUSSIONS

The results on principals' attachment with family affects his job show that when principal are separated from their families they feel dissatisfied. The findings were supported by both the teachers and TSC officials who were interviewed. This concurs with Mwiti (2007) who advocates that Transfers of teachers by TSC are caused by the following reasons; on promotion or redeployment, on grounds of personal security, on illness and health, pressure from the local community to transfer a teacher due to socio cultural differences. A teacher can be transferred to pursue some personal interest or for non-conducive working environment or hardships. A teacher can run away from responsibility and perceived frustrations or the need for married couples to be closer to their spouses.

On community resistance in terms of coordination the results show that when the community is against the principal he is unable to perform his duties well since he/she is not comfortable with the environment. The findings were supported by both the teachers and TSC officials who were interviewed. This concurs with a recent survey research (Society for Human Resource Management, 2016) which indicated that respectful treatment at all levels is the most important factor contributing to job satisfaction. Respect is crucial when building effective working relationships and is the top driver of job satisfaction. As a maintenance factor, lack of respect from different stakeholders such as teachers, students, parents, unions, superintendents, and others can significantly affect principals' job satisfaction.

The results on students' performance deteriorates shows that when the teacher is not happy or comfortable with his work it affects the students performance because the teacher is not able to deliver effectively. The findings were supported by both the teachers and TSC officials who were interviewed. This concurs by Al-Omari (2008) who attributes that teachers in Nigeria generally have been found by to be ineffective in their work performance of instructional duties which has gone further to affect students' academic performance. The poor performance of students in standardized and norm referenced examinations is an indicator that teachers' work performance may have contributed to this ill situation (Al-Omari, 2008).

On Effective service delivery is low the results show that when the principal is taken to a place not friendly to accommodate him, he is unable to deliver his services well. The findings were supported by both the teachers and TSC officials who were interviewed. This concurs with a study by Bennell and Akyeampong (2007) who argues that having established mechanisms will ensure continuity of performance and make teachers feel supported. A strategy that has been found to be successful in minimizing teacher transfer requests is to recruit teachers from the community they belong. NCREL (2001) study revealed that states like Michigan, Minnesota, and Wisconsin have seemed to make the most use of these mechanisms.

The null hypothesis which states that there is no significant relationship between teacher delocalization policy and teachers' job satisfaction of which was accepted if the p -value < 0.05 . The null hypothesis was rejected

V. CONCLUSION

Principal attachment with family affects his job when delocalization is done thus affecting teachers job satisfaction since they are not happy.

Community resistance in terms of coordination affects teachers work making them not feel comfortable in delivering service thus affecting the teachers job satisfaction

Performance of students deteriorates since the teacher does not feel satisfied hence affects the students negatively.

When teacher delocalization happens effective service delivery is interfered with thus in terms of coordination and how to perform some duties making him not deliver as expected.

There is a significant relationship between teacher delocalization policy and job satisfaction.

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