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## Factors of Teacher Transfer in Bayelsa and Delta States, Nigeria

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### **Abstract:**

*This study sought to determine the predictors of teachers' transfers within state-owned secondary academies in Bayelsa and Delta States with a view to determining the reasons for teachers' transfers within state secondary academies. Using Cochran's Alpha formula for small sample size determination, three hundred fifty (723) teachers were sampled from a population of 15,631 for their opinion on why teachers seek transfers. A structured questionnaire was used to obtain data for the study, along with data on teachers' transfers collected from the secondary school management boards of both states. The instrument was validated, and a reliability value of 0.77 was found for teachers using Cronbach's alpha statistic tool. Findings show that a remarkable number of teachers leave a particular school within the jurisdiction of the school system annually; however, analyses with Pearson's product-moment coefficient indicate that teachers' transfers are not remarkably linked to students' mobility; instead, the need to pass external examinations is. The study recommends, among other things, strict compliance with transfer practices.*

**Keywords:** Teachers' attrition, rate of teacher attrition; and reasons for teacher attrition

### **1. Introduction**

After employing teachers, it is the duty of the posting and transfer unit of the education board to assign the employed teacher to any school based on the teacher's needs at that school. This is often done with some consideration, specifically the need to evenly distribute teachers,

The Delta State of Nigeria public service rules, revised on July 1, 2001, defined transfer as the rather permanent drafting of officers from some scheduled teaching assignments to another or from one class in a school to another within the same work jurisdiction. In all countries, there are provisions for the transfer of teachers. These transfers are usually involuntary or voluntary. Voluntary transfers are requested by teachers in response to personal or family situations, circumstances, or probably to obtain wider teaching experience.

A host of factors may culminate in the need to relocate from one school to another. These can be personal, institutional, or environmental. In general, transfers are made with family stability, health, and security factors in mind. A significant number of transfers in Botswana, Malawi, and Uganda are granted to allow wives to follow their spouses. These transfers, while helpful to teachers generally, do little to correct the imbalance or disparity between school districts or regions (Göttelmann-Duret & Hogan, 1996).

The study by Göttelmann-Duret and Hogan (1996) averred that compulsory teachers' transfers appeared to only occasionally help level up the number of teachers, both qualitatively and quantitatively. Hence, the overall effect is to mark discrepancies in workers' distribution between similar-sized schools. In Botswana, the compulsory transfer is legal and implemented with the help of certain compensatory measures, e.g., transportation and other special allowances. In Bayelsa and Delta States, regrettably, teachers do not enjoy such compensatory transportation and special benefits because the policies of the school's management boards do not guarantee them. When a teacher is transferred, he or she is given a limited amount of time to return to the new position or face disciplinary action.

The study by Wei, Zhou and Liu (2020) probed teacher mobility in China as a critical issue in Chinese education. The investigation indicated that of the school-level factors, the location of a school was the most consistent factor for teachers in western China. With the inclusion of districts, the link between higher salaries and districts changed, and the effects of the fixed wave faded. In addition, the probe discovered that higher professional ranks were associated with a

higher probability of teacher mobility. Also, failing the annual teacher evaluation raises the chances of quitting the school. It could be deduced that the desire to work nearer home was the most potent factor in teachers' transfers in China.

In their study titled 'Teacher distribution in developing countries: Teachers of marginalised students in India, Mexico, and Tanzania,' Luschei and Chudgar (2017) discovered that the lack of facilities, the heavy workload, demanding teaching conditions, limited opportunities for professional development, and involuntary transfers by the education bureau were explanations for teacher mobility. Inadequate or irregular compensation was the major factor motivating teachers' transfers in Tanzania, India, and Mexico. These conditions conflict with conventional teachers' preferences for working in pleasant environments and being closer to home.

In addition, Luschei and Chudgar's (2017) study indicated how a teacher's age (experience), gender, and marital status influence their preferences and decisions regarding where they teach. The investigation also indicated that there was no difference in the propensity to move between both genders of teachers. Also, possessing a college degree upon entering teaching, being single, and teaching in middle schools were associated with a lower chance of transferring schools. This does not conform to prior findings that teachers with a higher level of education tend to have higher mobility rates.

Engel and Cannata (2015) found that, next to teachers' residence and work location choices, national and local policies on employment, posting, and transferring teachers affect teachers' flexibility in choosing a teaching location. The American teacher market is small and local; consequently, the resolution to engage teachers is sectional and not centralized. It is decided by local school administrators, unlike in both states studied, where school principals lack control over teachers' transfers. The position of Korean and Japanese teachers is that of a civil servant employed at the national or local level. Regional governments assign tutors to institutions in need and distribute them among schools to ensure an even distribution of teachers, as in many European countries where teachers are also civil servants and can be assigned to specific schools or forced to move between schools as needed (Robinson & Yi, 2008).

According to the OECD (2020), regarding teacher mobility in Denmark, 10% of teachers prefer to change schools whenever possible (20% OECD average). Teachers who transfer schools are usually dissatisfied teachers who did not start out as teachers and did not choose teaching as their first career choice. They are usually young and have little experience in their current school. They are also more likely to work full-time and to report teaching in a target class with a moderately higher concentration of disadvantaged students, modest academic achievers, and students with behavioural problems.

In Bayelsa State and Delta State today, most teachers do not want to work in the schools where they work. These teachers, who are not satisfied with their schools, require transfers to other schools. They endure their stations pending the next transfer to a choice station. The unceasing transfer of teachers without replacement makes it difficult to collaborate, develop standard norms of practice, and support the progress of common goals. This situation can lead to disjointed instructional programmes and professional development plans. Given that several factors may predict teacher transfer, including place-specific and endogenous factors, the issue addressed in this study is: What are the factors that drive teacher transfer in Bayelsa and Delta States of Nigeria?

### 1.1. Theoretical Framework

This study is predicated on the reasoned action theory propounded by Fishbein and Ajzen (1975). The theory proposes that individuals pass through a causal chain using their knowledge, attitudes, intentions, and beliefs to make a particular decision and take action. It seeks to explain the link between attitudes and behaviours within the framework of human activity. The theory forecasts individual future behaviours based on their previous attitudes and behavioural intentions. Reasoned Action Theory posits that an individual's resolve to undertake a specific behaviour (like teaching in a particular school) is a function of the attendant benefits hoped for by performing the behaviour (teaching). Since an individual's resolution to undertake a specific behaviour is based on the attendant benefits hoped for, the implication, therefore, is that if the school location fails to meet the teacher's needs in the form of a poor social and uncomfortable environment, the teacher may opt for a better one that meets his or her needs, thereby voluntarily seeking a transfer. This is the point of transfer.

## 2. Method

### 2.1. Study Instrument

A structured questionnaire was used to elicit data for the study, along with data on teachers' transfers collected from the secondary school management boards of both states. The instrument was validated, and a reliability value of 0.77 was found for teachers using Cronbach's alpha statistic tool.

### 2.2. Research Questions

Two research questions were posed to guide the investigation.

#### 2.2.1. Research Question 1

- What is the Rate of Teachers' transfer in Public Secondary Schools in Bayelsa and Delta States?
- What are the reasons for teacher transfer in public secondary schools in Bayelsa and Delta States?

Data were elicited from the school management boards on teacher mobility to answer the research questions. The analysis is presented in figure 1.

State	Year	Total Number of Teachers	Teachers Transfer (N)	Rate of Transfer (%)	
Bayelsa	2015	5185	388	7.48%	
	2016	3806	412	10.83%	
	2017	3746	528	14.10%	
	2018	3543	170	4.54%	
	2019	4160	615	18.87%	
	<b>Total</b>			<b>2113</b>	<b>55.82%</b>
	<b>Mean</b>			<b>423</b>	<b>11.16%</b>
Delta	2015	9561	823	8.61%	
	2016	9163	249	2.72%	
	2017	12228	309	2.53%	
	2018	11832	463	3.91%	
	2019	12007	2280	18.99%	
	<b>Total</b>			<b>4124</b>	<b>36.31%</b>
	<b>Mean</b>			<b>825</b>	<b>7.26%</b>
Both states	2015	14746	1211	8.21%	
	2016	12969	661	5.10%	
	2017	15974	837	5.24%	
	2018	15576	632	4.06%	
	2019	15267	2895	18.96%	
	<b>Total</b>			<b>6236</b>	<b>41.57%</b>
	<b>Grand mean</b>			<b>1247</b>	<b>8.31%</b>

Table 1: Rate of Teachers' Transfer in Bayelsa, Delta, and Both States  
Source: Fieldwork 2017/2018

Table 1 shows that in 2015, in Bayelsa State, 388 teachers (7.48%) were transferred. The number increased to 412 (10.83%) in 2016, 528 (14.10%) in 2017, reduced to 126 (4.54%) in 2018, and increased again to 615 (18.87%) in 2019, with a mean of 423 (11.16%). The mean transfer rate for Bayelsa State is 11.16%.

Delta State recorded an 823 (8.61%) rate of transfer in 2015, 249 (2.72%) in 2016, 309 (2.53%) in 2017, 463 (3.91%) in 2018, and 2280 (18.99%) in 2019. The mean transfer rate of teachers in Delta State per year is 825 (7.26%). Combining both states of study, the transfer rate in 2015 was 1211 (8.21%), 661 (5.10%) in 2016, 837 (5.24%) in 2017, 632 (4.06%) in 2018, and 2895 (18.96%) in 2019. In all, a total of 4,124 (36.31%) tutors of secondary academies were transferred within the state-owned and operated secondary school system between 2015 and 2019 in Delta State. In Bayelsa State, 2113 (55.82%) teachers were transferred between 2015 and 2019. For both states, the transfer rate between 2015 and 2019 is 6236 (41.57%). The grand mean rate of transfer is 1247 (8.31%).

Comparing the transfer rate of both states (Figure 2) shows that in 2015, Delta State had a higher transfer rate than Bayelsa, while Bayelsa had a higher transfer rate than Delta in 2016, 2017, and 2018. Delta State recorded a higher transfer rate than Bayelsa in 2019.

### 2.2.2. Research Question 2

- What are the reasons for teachers' attrition in public secondary schools in Bayelsa and Delta States?  
To answer the research question, two means, and two standard deviations were used to analyse the data.

Teachers' View on the Reasons for Teachers' Transfer		Bayelsa State		Delta State		Both Sates	
		Mean	SD	Mean	SD	Mean	SD
1	Insufficient teachers for specific subjects taught	3.55*	0.50	3.50*	0.50	3.52*	0.50
2	Delayed replacement of transferred teachers	3.45*	0.50	3.45*	0.50	3.45*	0.50
3	The rural location of school	2.52*	0.51	2.51*	0.51	2.52*	0.50
4	The insecurity of life and properties	3.45*	0.58	2.49	0.58	2.96*	0.72
5	There are no standard nurseries and primary schools for teachers' children and wards	3.45*	0.53	1.50	0.53	2.44	1.10
6	Lack of Laboratories	1.51	0.52	1.50	0.52	1.51	0.51
7	Lack of libraries	1.57	0.53	1.58	0.53	1.57	0.52
8	Lack of social amenities	3.50*	0.50	3.50*	0.50	3.50*	0.50
9	Community hostility	3.50*	0.50	3.50*	0.50	3.50*	0.50
10	Cultism	3.50*	0.50	3.50*	0.50	3.50*	0.50
11	The tough terrain of the school	2.09	0.88	1.50	0.88	1.78	0.77
12	The heavy workload of teachers	3.32*	0.68	1.50	0.68	2.38	1.09
13	Lack of an access road to the school	3.05*	0.79	1.50	0.79	2.25	1.02
14	The school community's poor electricity supply	1.51	0.50	1.52	0.50	1.52	0.50
15	Principal's non-support of career development	1.55	0.50	1.53	0.50	1.54	0.50
16	Unruly and rascally students	3.45*	0.58	3.37*	0.58	3.41*	0.63

Teachers' View on the Reasons for Teachers' Transfer		Bayelsa State		Delta State		Both States	
		Mean	SD	Mean	SD	Mean	SD
17	Poor access roads	3.26*	0.66	1.50	0.66	2.35	1.06
18	Conflict with school authorities	1.50	0.50	1.50	0.50	1.50	0.50
19	Conflict with students	1.50	0.50	1.50	0.50	1.50	0.50
20	Conflict with colleagues	1.64	0.74	1.50	0.74	1.57	0.63
21	Conflict with the host community	3.34*	0.67	1.52	0.67	2.40	1.08
22	Poor principal appreciation of teachers' efforts	1.53	0.50	1.53	0.50	1.53	0.50
23	I have difficulty commuting to work	3.49*	0.50	3.29*	0.50	3.39*	0.66
24	Poor teacher mentoring	1.70	0.69	1.61	0.69	1.65	0.60
25	Principal's non-inclusion of teachers in decision-making	3.50*	0.50	3.50*	0.50	3.50*	0.50
26	I have difficulty commuting to work	3.50*	0.50	3.50*	0.50	3.50*	0.50
27	Lack of cooperation among staff	3.38*	0.67	3.50*	0.67	3.44*	0.59
28	Lack of farmlands to encourage teachers to stay	1.63	0.54	1.61	0.54	1.62	0.51
29	Cooperative societies to financially support teachers	1.81	0.69	3.50*	0.69	2.68*	1.03
30	Induction programmes to support new teachers	1.57	0.50	1.61	0.50	1.59	0.50
31	Free accommodation to support teachers	1.84	0.61	1.50	0.61	1.66	0.58
32	There is collaboration among staff members	3.19*	0.70	1.58	0.50	2.36	1.01
33	Students' poor academic performance	1.67	0.62	1.61	0.49	1.64	0.56
34	Youthfulness of a teacher	2.73*	0.94	1.56	0.50	2.13	0.95
35	Relocation as a result of marriage	2.95*	0.80	1.51	0.50	2.20	0.98
36	Domestic responsibility	3.15*	0.65	3.50*	0.50	3.33*	0.60
37	Poor relationship with the school authorities	3.46*	0.53	3.50*	0.50	3.48*	0.52
38	Poor relationships with colleagues	2.83*	0.68	1.54	0.50	2.16	0.88
39	Fear of the heavy workload caused by insufficient teachers	3.50*	0.50	3.50*	0.50	3.50*	0.50
40	Teachers seek transfer due to the stress of a heavy workload	3.50*	0.50	3.50*	0.50	3.50*	0.50
41	Fear of riverine settlements	3.50*	0.50	3.50*	0.50	3.50*	0.50
42	Ill health conditions	3.49*	0.50	3.50*	0.50	3.49*	0.50
Grand Mean		2.37*		2.65*		2.51*	

Table 2: Teachers' Views on the Reasons for Teachers' Transfer in Bayelsa, Delta, and Both States

Source: Fieldwork 2019/2020

Teachers' views were grouped into two categories: school-related factors and personal factors. Table 2 shows that the school-related factors that could necessitate the transfer of tutors in state secondary academies in Delta State are Inadequate teachers for particular subjects taught (3.50), delayed replacement of transferred teachers (3.45), rural location of school (2.51), insecurity of life and properties (2.50), lack of social amenities (3.50), community hostility (3.50), cultism (3.50), unruly and rascally students (3.37), difficulty in commuting to work (3.29), the principal's non-inclusion of teachers in decision making (3.50), lack of cooperation among staff (3.50), and cooperative societies to financially support teachers (3.50) are the factors that could lead a teacher to seek a transfer.

The following personal factors are reasons teachers seek a transfer in Delta State:

- Domestic accountability (3.50),
- Poor relationship with the school authorities (3.50),
- Fear of the heavy workload caused by insufficient teachers (3.50),
- Stress from the heavy workload makes teachers seek transfers (3.50),
- Fear of riverine settlements (3.50), and
- Ill-health conditions (3.50)

The reasons teachers seek a transfer in Bayelsa State are:

- Inadequate teachers for particular subjects taught (3.55),
- Delayed replacement of transferred teachers (3.45),
- Rural location of the school (2.52),
- Insecurity of life and property (3.45),
- No standard nurseries and primary schools for teachers' children and wards (3.45),
- A lack of social amenities (3.50),
- Community hostility (3.50),
- Cultism (3.50),
- The heavy workload of teachers (3.32),
- A lack of access to the school (3.06),
- Unruly and rascally students (3.45),
- Poor access to roads (3.26),
- Conflict with the host community (3.34),

- Difficulty in commuting to work (3.50),
- A lack of collaboration among staff (3.19),
- School authority (3.46),
- Poor relationship with colleagues (2.83),
- Fear of the heavy workload caused by insufficient teachers (3.50),
- The stress of the heavy workload makes teachers seek transfer (3.50),
- Fear for riverine settlements (3.50), and
- Ill health conditions (3.49).

The reasons teachers seek transfer in both states are:

- Inadequate teachers for specific subjects taught (3.52),
- Tardy replacement of transferred teachers (3.45),
- Rural school location (2.52),
- Unruly and rascally students (3.41),
- Difficulty in commuting to work (3.50),
- The principal's non-inclusion of teachers in decision-making (3.50),
- Difficulty in commuting to work (3.39),
- Lack of cooperation among staff (3.37),
- The principal's non-inclusion of teachers in decision-making (3.50),
- Lack of cooperation among staff (3.44),
- Cooperative societies to financially support teachers (2.00)

The personal reasons for seeking transfer are:

- Domestic responsibility (3.33),
- Poor relationship with the school authorities (3.48),
- Fear of the heavy workload caused by insufficient teachers (3.50),
- Stress of the heavy workload (3.50),
- Fear of riverine settlements (3.50), and
- Ill health conditions (3.49)

These findings are consistent with those of Luschei and Chudgar (2017), who reported conflict with the management and found that the absence of fundamental school amenities, huge and difficult workloads, compelling teaching circumstances, constrained chances for occupational advancement, and the desire to work closer to home were the primary determinants of teachers' transfers.

### 3. Discussion

The first research question was posed to find out the rate of public secondary school teachers' transfers for Bayelsa and Delta States for the 5 years between 2015 and 2019. The findings showed an average transfer rate of 11.6% for Bayelsa State, 7.26% for Delta State, and 8.31% for both states studied. In both states, the transfer rates were highest in 2019, at 18.87% in Bayelsa State and 18.99% in Delta State. A comparison of transfers in both states shows that in 2015, Delta State had a higher transfer rate than Bayelsa State, while Bayelsa State had a higher transfer rate than Delta in 2016, 2017, and 2018. Delta State recorded a higher transfer rate than Bayelsa State in 2019. However, on average, the rate of transfer was low (less than 10%) in both states.

The Institute for Statistics (UNESCO, 2016) reported earlier that the rate of teacher transfers was very high. This is not in agreement with the findings in the present study. The UIS added that up to 24.4 million teachers are required for the UBE programme. Also, Adnot et al. (2017) found that teachers' transfers exert a disastrous impact on the education sector of the affected states. Similarly, Mack et al. (2019) discovered that high teacher turnover rates in public school classrooms undermine school stability, impede educational reform, and harm student achievement.

The second research question was raised to determine why teachers transfer in public secondary schools in Bayelsa and Delta States. The findings indicate that the reasons for teachers' transfers as perceived by teachers in Bayelsa State include but are not limited to inadequate teachers, delayed replacement of transferred teachers, the rural location of the college, insecurity of life and properties, the absence of standard nurseries and primary schools for teachers' children and wards, and the desire of teachers to be with their spouses. Others, such as the school's difficult terrain, teachers' heavy workloads, and a lack of an access road to the school, were cited as reasons teachers seek transfers to state school facilities. This is consistent with the findings of Luschei & Chudgar (2017).

According to the teachers, school-related factors and personal factors influence teachers' transfers in Bayelsa State. For the teachers, the school-related factors of their transfers included:

- Inadequate teachers for particular subjects taught,
- Delayed replacement of transferred teachers,
- The rural location of the school,
- Insecurity of life and properties,
- A lack of social amenities,
- Community hostility,
- Cultism,
- Difficulty commuting to work, and



- The heavy workload of teachers

Also, the lack of access roads to the school, unruly and rascally students, poor access roads, conflict with the host community, and principals' exclusion of teachers from decision-making were the reasons for teachers' transfers in Bayelsa State.

Some other reasons are:

- The absence of collaboration among staff members, and
- The lack of cooperation among staff members

The personal reasons for seeking transfers are:

- Domestic responsibility,
- Poor relationship with the school authority,
- Poor relationship with colleagues,
- Fear of the heavy workload caused by insufficient teachers,
- Stress from the heavy workload,
- Fear of riverine settlements, and
- Ill-health conditions

The school-related factors that could prompt the transfer of teachers in public secondary schools in Delta State are:

- Inadequate teachers for particular subjects taught,
- Delayed replacement of transferred teachers,
- The rural location of the school,
- Insecurity of life and properties,
- A lack of social amenities,
- Community hostility and
- Cultism

Some other reasons are:

- Unruly and rascally students,
- Difficulty in commuting to work,
- The principal's exclusion of teachers from decision-making,
- A lack of cooperation between members of staff, and
- The absence of cooperative societies to financially support teachers

The following personal factors are reasons teachers seek a transfer in Delta State:

- Domestic responsibility,
- Poor relationship with the school authorities,
- Fear of the heavy workload caused by insufficient teachers,
- The stress of the heavy workload,
- Fear of riverine settlements, and
- Ill-health conditions

For teachers in both states, inadequate teachers for particular subjects taught, delayed replacement of transferred teachers, the rural location of the school, insecurity of life and properties, community hostility, cultism, unruly and rascally students, the principal's exclusion of teachers from decision-making, and difficulty in commuting to work were cited as reasons teachers sought a transfer. Also, principals' exclusion of teachers from decision-making, the absence of cooperation between staff members, and the absence of cooperative societies to financially support teachers were factors in teachers' attrition. Others have personal reasons for seeking a transfer. They include domestic responsibility, poor relationships with school authorities, and fear of the heavy workload caused by insufficient teachers: stress from the heavy workload, fear of riverine settlements, and ill-health conditions.

Some of the findings of this study, such as the curiosity of a teacher to teach at a different school level, the academic success of the school, the school being far away from home, and the socio-economic level of the school environment, are contrary to the report of Duran and Köstereliolu (2017) as regards the reasons for teachers' transfers in secondary schools. The rest of the reasons for teachers' transfer in this study are consistent with the report of Duran and Köstereliolu (2017). The finding of this study is also not consistent with the report (Luschei & Chudgar, 2017) that involuntary transfer by the education boards was the most common reason for teachers' transfers.

Workload has been identified over the years as a prominent factor in teachers' attrition. The fewer teachers there are in a school, the heavier the workload for the teachers will be. Consistent with David, Albert, and Vizmanos (2019), in the Philippines, two teachers were reported to have taken their lives due to workload pressure (Meteo, 2018). Following the sad occurrence of the deaths of two state school tutors in 2018, the Department of Education vowed to scale back the workload of teachers. Within the Philippines, teachers' workload appears to be terrible. Outside of the traditional six-hour (at 8 a.m.–2 p.m.) daily mandatory classroom instruction time, teachers' work extends to other non-teaching tasks. Given the challenging workload, effective instruction or teaching time is increasingly abandoned by the multitude of other roles and duties teachers perform. Teachers, particularly newly hired teachers, may be compelled to resign or transfer due to the heavy workload.

There is no justification for inadequate teachers in a school. According to contemporary educational administrators, unsatisfactory academic performance is caused by a failure to adequately fill classes with effective teachers. The issue of worker size also contends that this challenge is the result of insufficient teachers. This, in turn, is

mainly caused by the ongoing upsurge in teachers' resignation rates and the low level of student enrollment (Tsai & Yang, 2015; Jones, 2016; Garcia & Weiss, 2019).

Hirschfeld (2016), Li and Konstantopoulos (2017), Filges, Sonne-Schmidt, and Nielsen (2018), and UNESCO (2018) independent empirical studies confirmed that inadequate teachers during a school session or term remain a formidable challenge and there is the necessity to retain enough teachers for learners based on the fact that the availability of teachers in a school determines the teacher-student ration. Research studies have also found a nexus between the size of a class and improved student academic performance. Online learning research studies have also highlighted the importance of contact (between students and the teacher and with the content) and its beneficial influence on student academic performance (Kuruçay & Inan, 2017). Contact between and among teachers and learners strengthens collegiality (Luo, Zhang, and Qi, 2017) and, consequently, a sense of cohesion.

Researchers and policymakers commonly measure teacher exit using an annual quit rate. While this measure can be helpful in flagging schools that have experienced recent staff transfers, it does not describe whether schools may be suffering from temporary (or even healthy) exits or deeper transfer problems for years. Longer-run steps help illuminate the nuances and severity of the transfer problems that schools face over time (Holme, Jabbar, Germain, and Dining, 2018).

Supporting the aforesaid (Aeschlimann, Herzog, and Sander, 2019) study, 'Irregular teacher exit, transfer, and student academic achievement in high schools: A study in the subjects of mathematics, German, French, and History' in Switzerland showed that irregular teacher loss affected every class on average, with definitive exits occurring more often than temporary quits. Information models revealed that irregular teachers' losses exerted an undesirable outcome on students' academic achievements. The differences in teacher quit effects are not explained by gender.

Another problem that comes from exceptional resignations and transfers is the organisation's instability and incoherence. It is challenging for schools to develop a rather stable environment for teachers to evolve a conducive job environment that guarantees decent collegial relationships and a decent relationship with students in the face of extraordinary teacher quits and transience. If a considerable portion of the workforce is vacillating (Newberry & Allsop, 2017; Welsh, 2017), there are indications that the fundamental problem is not a shortage of teachers coming into the system. The actual problem seems to be that many newly graduated teachers choose not to teach at all or quit after just a few years (Carver-Thomas, 2016). This report hints at a distinctive kind of remedy. The option is retention and supporting newly engaged teachers to stay while encouraging the more senior and qualified teachers not to abandon the profession.

#### 4. Conclusion

Based on the findings of the study, it was concluded that the rate of teachers' transfers varied with time and year and has been increasing over the years. Hence, it is anticipated to shoot up in the upcoming years in Bayelsa and Delta States. The reasons for teacher transfer were generally consistent, except for differences in environmental factors and state transfer provisions.

#### 5. Recommendations

The following recommendations were made:

- Special incentives should be given by the authorities to encourage teachers to stay in hard-to-staff schools.
- The school boards must be firm in their transfer policies and principles.
- The boards must use their discretion to transfer teachers with regard to their age, gender, marital status, and other qualifications.

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