

Teachers' Perception of the Leadership Competencies of Transferred Secondary School Headteachers in Central Uganda

Martin Muyingo

College of Education and External Studies, Makerere University, P.O Box 7062, Kampala-Uganda

Email: muyingomartin00@gmail.com

Abstract

The study sought to explore teachers' perception of Leadership competences of transferred head teachers in the Government aided secondary schools in the central Region of Uganda. The study focused on three objectives namely. To explore secondary school teachers' perception of leadership competences of head teachers who requested, over stayed, forced and those whose transfer was as a result of promotion. This study was based on the phenomenological design where the study participants involve teachers, headteachers and commissioner secondary education and human resource departments of MoES. These participants were purposively selected. Interview guides were the data collection instruments. This data was analyzed using thematic data analysis technique. Results revealed that headteachers with emotional awareness, self-awareness, self-control, confidence, transparency, accountability skills, achievement, optimism and initiative used to be transferred using requested, overstay and at times were promoted to schools of high class as a means of transfer. Results also revealed that headteachers without leadership competencies like initiative self-confidence, who were not accountable, transparent, lacked emotional control among others used to be transferred using forced transfer means. Hence, the study concluded; that headteachers with leadership competencies (self-awareness, emotional control, transparency, accountability, achieving highly, having high confidence) among others are transferred using requested, overstay or promotion transfers while those that lacked these competencies were transferred by force. The study therefore recommends that relevant stakeholders at MoES, Department of Secondary School Education, Board of Governors to do the following to improve on headteachers transfers: There is need to emphasize the headteachers to reflect on the leadership competencies desired in the current age. This would be done by; Organizing refresher training courses like workshops, study conferences, study leaves to ensure that these headteachers develop desired leadership competencies at school. Secondly there is need to sensitize headteachers on leadership competences desired in modern trends. Thirdly, there is also need to inform and alert headteachers of leadership incompetencies that could lead to forced transfer on the job. Finally, it was recommended that the key stake holders should monitor and supervise activities of head teachers to ensure that those who are transferred and offered promotion transfer are those who really need it especially considering effective leadership competencies as a basis for this transfer.

Key words: Teacher perceptions, Leadership competencies, Headteachers transfer, Requested transfer, Over stay transfer, Forced transfer and Promotional transfers.

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1. Background

In Europe the transfer of headteachers was done using the Weberian Model that was too much mechanistic in nature. In Africa, Headteacher transfers in many secondary schools come with suspicions of tribalism, nepotism and financial exchanges (Gifford, 1999). The question posed by this research is whether it is viable to retrieve the old impersonal expert, or the research should dig further to the more personalized and engaged model which (modern liberalism). According to Wannyama, (2021) transfer of MoES officials and f public servants is done to comply with a policy that require teachers and head teacher to be moved every 10 and 5 years respectively. It is also a strategy done to promote bilateral professional growth by letting head teachers and teachers for example, gain experience from varied school environments. However, some head teachers saw transfers as interfering with the flow of school business.

Consequently, the lack of consensus has been counterproductive in several instances as some headteachers find it too risky to comply to the standing order of the transfer and get dismissed (The New Vision, 2021). In addition, it is common place to see delegations and letters of appeal from school boards of governors and foundation bodies flood the Ministry of Education seeking for clemency of some teachers and head teachers. In the view of some leaders of the teachers' unions, there is need for dialogue and flexibility in effecting the transfer policy (The Independent News Paper 21 September, 2021). This research project is therefore meant to investigate how and why the Weberian model has filed to benefit the Ugandan schools today. The study further sought to

highlight how the traditional boundaries between the MoES and the teachers, parents and the local community are continuously being contested and imploring the possibility for conversational interactions between the stakeholders in regard to the management of school affairs.

This study employed the Theory of Communicative Action that was advanced by Jurgen Habermas in 1981. Habermas set out to solve one of the enduring problems of combining two divergent strands of thinking namely, the system world and the life world. The theory of communicative action is comprised of three components that correspond to the life world namely, culture, society and personality. At the cultural level, the views of participants, the newly arising situations and existing circumstances are deliberately made part and parcel of the communicative process. These elements of culture are vital for consensus practice of every day's needs. Regarding society, the individual seeks to achieve inter subjectivity by balancing personal relationships and socialization. Achieving harmony is important for one to abide by the standards that legally govern personal relationships. At the personal level, the theory ensures that the characters with interactive competencies are formed through the socialization process. The communication theory creates a personality identity that is acceptable by communicating capabilities within a historical time. A headteacher whose personality is flexible, understands the society and cultural trends is regarded as able to exercise the 21st century competencies and would be transferred using, overstay, requested and promotional transfers. On the other hand, a headteacher who remains conservative to the three is regarded as not able to exercise the competencies better and would be transferred using forced transfer.

Conceptually, Transfer are defined as the change work place behavior of an employee in situations of a work place that is either characterized by modified or completely new work tasks in which routine tasks dominate (Bath & Sulikova, 2019). Such transfers can either be voluntary or involuntary. Voluntary is that type of transfer where employees may choose to be transferred for a variety of reasons but not limited to the desire to work closer to one's home region (Oribhuber et al., 2020). Involuntary transfers are initiated by employers often due to factors related to unsatisfactory performance (Oribhuber et al., 2020). In this study transfer of headteachers covered requested, overstay, forced and promotional transfer of headteachers in central region of Uganda. Kawanguzi (2019) defined leadership competencies as human resource traits and capacities that consist of skills and knowledge used for work in the organization. Meanwhile, Kesik (2023) defines administrative competences as what is expected from administrators to provide organizational effectiveness.

1.1 Statement of the Problem

Over the last two decades, the government of the Republic of Uganda has prioritized quality education as a matter of national urgency. This ideology is dependent on coming up with strategies aimed at making headteachers more competent to live to the expectations of the 21st century leadership competencies (MoES, 2012). One of such strategies was to come up with a policy requiring headteachers to have a master's degree in educational management. Alternatively, there is a big deviation from the aforementioned ideology and what is happening on ground as regards implementation of the 21st century leadership competencies in public secondary schools in central Uganda. A case in picture, the 100-page report from IGG 2023 suggested recommendations to MoES to transfer some headteachers in secondary school from Central Uganda. This was based on recommendations around maladministration, abuse of office and mismanagement of funds attributed to lose leadership. Likewise, the IGG Report 2023 isolated cases of Managing school without budgets, rampant strikes, fire settings, poor problem solving and signs of lack of critical thinking. In line with the above within the past years some headteachers from Luwero District were rejected by former students due to maladministration. In addition, many of these headteachers were indicated as not innovative, creative and critical in solving problems as they occur. These administrative dilemmas are coupled by failure by these headteachers to effectively do research to have an informed mind before decisions are taken. This in turn leads to poor decision making, exacerbates and puts secondary schools at risks like strikes, fires and above all lowering the quality of secondary school education provided and high wastage in the provision of quality education. It was not known whether or not transfers could be partly responsible to the vice of failures by headteachers to live to the expectations of the 21st century administrative competencies. However, previous accounts explaining administration of schools were based on the Weberian Model this current study was taking a different path with the Communicative Action Theory considered as the best model to help establish the influence of transfer on headteachers 21 century leadership competencies in the public secondary schools in central Region of Uganda.

1.2 Purpose of the Study

The purpose of this study was to explore teachers' perception of the leadership competencies of transferred headteachers in Central Uganda government secondary schools.

1.3 Specific Objectives

1. To explore secondary school teachers' perception of leadership competencies of headteachers who requested to be transferred from their previous schools.
2. To explore secondary school teachers' perception of leadership competencies of headteachers transferred due to overstay in their previous schools.
3. To explore secondary school teachers' perception of leadership competencies of headteachers who were forcibly transferred from their previous schools.
4. To explore secondary school teachers' perception of leadership competencies of headteachers whose transfer from their previous schools came as a promotion.

2. Related literature

2.1 Leadership Competencies of Headteachers who Requested to be Transfer.

Olurunsola and Balo (2018) showed that head teachers and teachers transfers are always voluntary and this voluntary move is always associated with principles of work effectiveness on the job. Oribhabor, James and Omo-Osa (2018) studied effects of teachers transfer on school system and revealed that headteachers transfer requests raises questions about professional satisfaction of teachers and have potential implications for head teachers and schools' overall performance. In this earlier aforementioned teacher may choose to be transferred for a variety of reasons including but not limited to the desire to work home. Further in situations where there are personality conflicts with the administrator or other staff member the opportunity requested for transfer is evaluated before the transfer is affected.

But in all if granted it has more chances of creating headteachers effectiveness. Ibwongo and Komakech (2021) studied teacher transfers and teacher performance, taking experience from Uganda Primary schools. Results from descriptive results showed that voluntary and involuntary transfers were significantly related with teacher's competences and efficiency at work. However, this study was descriptive while this current study was inferentially done. Further, this earlier study was not specifically on head teachers as was the case with this current study. Kibui et al. (2020) investigated TSC policy on teacher transfers in public secondary schools in Kenya and its impact on school management and academic performance. Results revealed that according to the teaching service commission policy transfers were at times requested by teachers and headteachers. Such requested transfers were associated with high skills acquisition and performance on the job.

Plur and Mulega (2020) investigated teacher transfers from primary schools in Chama District Zambia. Using qualitative methods, results revealed that requested transfers were due to a number of factors such as separation from their spouses, conflict with school management, poor deployment procedures, social amenities, and remoteness of the schools, fear of witch craft and qualification upgrading. However, these were not directly leadership competences this study was targeting.

Meanwhile, Dawo (2020) investigated work community interactions as determinants of teachers transfer intention. A case of public secondary schools in Suba-Mbita sub-counties, Kenya. Using descriptive and Pearson's correlation co-efficient index results revealed a significant relationship between work community interactions and teacher transfer intentions. Meanwhile, these community interactions were not directly related with head teacher's leadership competences like self-confidence, achievement, self-awareness, emotional stability that this current study covered.

Okello (2023) studied teacher transfers and academic performance of learners in Uganda, A case of Government Aided Primary schools in Kalaki District. Using Pearson's correlation co-efficient index results revealed that there was a significant positive relationship between voluntary transfers and academic performance of teachers. However, this study was not specifically on head teachers this current study was targeting.

2.2 Leadership Competencies of Headteachers Transferred Because of Overstay

Kanyiri, et al. (2020) investigated TSC policy on teacher transfers in public secondary schools in Kenya and its impact on school management and academic performance. Findings revealed that transfers of teachers and headteachers tend to be adhoc based on policies related with overstay on the job. For instance, teachers are always transferred after eight years of continuous service in a given school. This is done to ensure that they exercise these professional skills even in the new schools where they are transferred. However, this study was not carried out in the context of secondary schools in central Uganda where this current study was done. Okello (2023) investigated teacher's transfers and academic of Learners in Uganda taking reference of Government

Aided Primary Schools in Kalaki District. Basing on quantitative techniques (Pearson's correlation co-efficient index) results revealed that routine transfers had positive significant relationship on achievement (performance). This implies that routine transfers as an element of the national policy that recommends that at one moment teachers and head teachers be transferred after a given period of time is likely to have a serious impact on one's services once enforced.

2.3 Leadership Competencies of Headteacher Whose Transfer was Forced

Empirically, Olorunsola and Balo (2018) studied leadership challenges and principal's managerial effectiveness in Ogun state public secondary school. With use of Pearson's Correlation co-efficient index results revealed that there was no significant relationship between incessant teachers and principals' managerial effectiveness. This implies that even if they were highly forced to transfer from one school to another their competence to do work remains constant. However, this current study used simple and multiple linear regression analysis.

Oribhabor et al. (2018) showed that involuntary transfer is either initiated by the principal or a ministry administrator. It is also regarded as administrator transfer and is always carried out to move a teacher who is not good or fit for the school or who is performing in satisfactorily. It was added in this aforementioned study teachers' unions and school administrators might agree that nothing affects student's achievements more than the quality of teachers and administrators in schools. Magak (2013) studied challenges facing head teachers in financial management in public secondary schools in Kisumu East Kenya using data that was qualitatively and quantitatively analyzed results revealed that teachers were always forced to transfer from schools due to challenges related to incompetence's to audit, inability to prepare books of accounts, high cases of fees transferred head teachers would train and acquire these skills in their new placements. However, this study did not show which correlational techniques were used as was the case with this current proposed study.

Empirically, Ofoyeju et al. (2022) studied the relationship between teachers' attrition, transfers and students' mobility from public to private secondary schools. In Delta state, Nigeria results from the Pearson's correlation co-efficient showed teachers and head teacher's transfers from schools were significantly related with the need to see learners pass examinations. This means that with low achievement as a leadership skill on the side of teachers and the head teacher, chances for forced transfers were more eminent. Nonetheless, Okello (2023) revealed a significant positive relationship between forced transfers and achievement or performance. In situations where one fails to achieve as expected, forced transfer is occurs unknowingly. Besides, this earlier reviewed study was not guided by the communicative action theory as was the case with this current study.

2.4 Leadership Competencies of Headteachers Transferred as Promotion

Maina (2016) studied predictors of transfer of learning from educational management training to the work place among principals, head teachers and deputy head teachers in Kiambu County, Kenya. Descriptive results percentages revealed that 74% of the respondents indicated that career progression transfers create a sense of dedication and effectiveness of these school administrators mentioned. However, this study was descriptively done while this current study was correlational. Ibungo and Komakech (2021) studied teacher transfers and performance, taking experience from Uganda primary schools following use of descriptive statistics frequencies results revealed promotion to job as a means of transfer was significantly related with teachers and head teachers' effectiveness and efficiency on the job. However, this current study was correlation with inferential statistics.

3. Methods

Thus, the study was based on phenomenological design, and qualitative in nature. The study sample sizes involved 4 Government aided, four headteachers, and 12 teachers. The four secondary schools were selected from the four major regions of Buganda Region. That is greater Masaka, greater Mukono, the greater Kampala and Mubende. Such participants were selected purposively selected. Data was majorly collected using an interview guide and a focus group discussion guide. The objectives of the study were analyzed using thematic data analysis technique.

4. Results

4.1 Objectives One.

The first objective of the study was to explore secondary school teacher's perception of leadership competences of headteachers who requested to be transferred from their previous schools.

Results revealed that Leadership competences of head teachers transferred using requested transfer were these appropriate and within the expectations of the 21st century.

Such leadership competences included head teachers showing that they had a sense of self-awareness on the job as the first theme.

Theme: Self-Awareness on the Job and Requested Transfer;

Results revealed that head teachers who had a sense of self-awareness could easily detect their challenges / weakness on the job leading to doing work better that eventually contributed to requested transfer due to other personal demands.

Specifically, one of these teacher BT3 stated that;

With a high sense of self-awareness the headteacher of this school reflect on whatever he does. At times he adjusts his leadership skills according to the demands of the day. This makes him a perfect leader of the school. Therefore, he has been transferred from one school to another using requested transfer. It is likely that even in this school he will be transferred using requested transfer mode.

These findings suggested that headteachers in his school had a sense of self-awareness that calls to be transferred using requested transfer.

Theme. Emotional Self-awareness and Requested Transfer

When asked how emotional self-awareness influences on requested transfer.

Theme: Accurate assessment and requested transfer.

Participants in the study were asked how accurate assessment skills leads to requested transfer.

Results on this revealed that headteachers who are able to exercise accurate assessment skills were in position to do work better. Consequently, such head teachers were likely to be transferred using requested transfer. For instance, one of the teachers VT2 in this study opined that;

My headteacher is praised for carrying out effective assessment of all situations as they arise at school. This headteachers always checks on learner's books, requests teachers to provide schemes of work, record of work and marks. By doing this all performance weakness are detected and resolved at school. This has greatly minimized performance weakness at school. Consequently, this head teacher has been always transferred using requested transfer from one school to another. His track record on assessing follow teachers and all that is going on in the school has been highly respected.

These results implied that head teachers who have assessment skills on the job can easily detect areas of weakness and are probable to be transferred using requested transfer on the job. This requested transfer normally occur due to other factors that are personal like teaching environment and medical related reasons.

Theme. Self-confidence and requested transfers.

Teachers who participated in this study were asked how self-confidence contributes to requested transfer in their schools.

Results on this revealed that headteachers who had a high sense of self-confidence on the job were more likely to be transferred using requested transfer mode. One of these teachers BT1 revealed that;

My head teacher is too confident at work with his vast experience as a teacher and head teacher in many schools, he is authoritatively confident in what he does at work. This confidence at school has won him confidence in the stakeholders of the school that is say students, teachers, board of governors members and other ministry officials. With this confidence we all have trust in whatever he does. The only mechanism to transfer him from this school would depend on his choice to request to move to another school.

This finding implied that the headteacher who was confident at school commands respect from other stakeholders in this school. This is pivotal in executing services excellently and diligently at school. With this confidence therefore, no one would wish to lose such a head teacher unless it is him who has requested for such a transfer.

In line with this finding another participants TT1 also stated that;

My headteacher is respected for high sense of confidence in whatever he does at school. In this era, confident leaders at school are more preferred compared to others. The way such confident leaders react to challenging situations better, thus, they are transferred using requested transfer from one school to another.

These findings implied that teachers had a belief that confident leaders (teachers) were rare and no single school would wish to lose their head teacher of this caliber.

Theme: Theme Self-control and Requested Transfer of Headteachers.

Participants were asked to show how self-control influences requested transfer of headteachers.

On this question results revealed that headteachers who had self-control at school were less likely to do mistakes. With self-control, results revealed that temptations related with misuse of school resources, conflicting with teachers and other members of the school governing authorities would be reduced. This hence suggests that with this self-control such head teachers would only be transferred using requested transfer. One of the teacher participants VT3 stated that;

In terms of self-control, my headteacher is the best, she is not overtaken by money, environmental and other desires that could distract her from school work. It is solely for that reason, that many transfers of headteacher which have been going on around secondary schools but no one has ever tampered with her. It is likely that if she is to be transferred the requested transfer mode would be the one to be used.

This suggested that headteachers who can control themselves at school environment can eliminate some of the mistakes they would make at school. With this self control, such headteachers use of resources available at school would be effective and were always transferred using the requested transfer mode.

Yet in another interview another teacher participants VT1 stated that;

Head teachers who don't have self-control on school resources especially money, end up conflicting with teachers, with students and other stakeholders. Such head teachers miss it, while those who have control over misuse of school funds are likely to be left at their work stations and can only be transferred using requested transfer.

These findings implied that head teachers who control themselves are adored by their stake holders and the personal environmental and medical challenges they face could only be the reasons that may request then to be transferred from one school to another.

Theme: Transparency and Accountability

Study participants revealed that headteachers who were transparent and accountable to stakeholders and only be transferred using requested transfer. For instance, one of the teachers TT1 who participated in this study revealed that;

This headteacher is too transparent in all that he does at work. It is unlikely that he spends money without knowledge of the key stakeholders. I have been always consulted by this head teacher before undertaking any serious steps on matters that affect us as teachers and other stake holders. No one has ever wished for him to be transferred thus it will be upon his will that he would be transferred from this school to another school.

This finding implied that head teachers who were transparent in the way they do work were likely to be transferred on their request as they do things in open and broad day life.

Meanwhile, another teacher BT3 on the same stated that;

The headteacher of this school is accountable to the key stakeholders. This accountability is always manifested in the outcomes after release of UNEB examinations. Parents might not ask so many questions. However, when UCE and UACE are released parents and other stakeholders have to check the outcomes. If they are satisfied for a number of years, it means that your staff is guaranteed and it will be you to request for your transfer from his former school which was duly accepted because the outcomes were clear. Even here it is more likely that his transfer would be upon his request because we see results.

This hence implied that headteachers who were accountable to stake holders were more likely to be transferred from one school to another using requested transfer.

Besides, one of the commissioners from Ministry of Education and Sports stated that;

Headteachers who request to be transferred from one secondary school to another after staying in one for many years, are those who are highly accountable and transparent on the job. It is illogical for someone who is not transparent and accountable to his deeds in his execution of services to request to be transferred from one secondary school to another. A few headteachers who have been accountable and transparent have been always transferred on their request.

This amplifies the previous findings that having accountable and transparent headteachers offers them an opportunity to request for their transfer from one secondary school to another.

In the same vein with this one headteacher Volvo HT on this stated that;

I have always been making financial reports, call annual general meeting with all stake holders present and explain to them how the school is doing form these meeting parents have been sending feedback

that there is some kind of transparency and accountability on how things are done. Actually, one of these parents commented that we can see value for money and we are proud to have you in this school.

This above statement signaled that head teachers who can account for their services through meetings, conferences with their stakeholders have to be requested using requested transfer on the job.

Theme: Achievement and Requested transfer of headteachers

Participants were asked how achievements influence requested transfer of headteachers in the selected Government aided secondary schools in central Uganda.

Results on this showed that achievements are also a core factor if ones requested transfers to be implemented in some of these schools. Some of the participants that is teacher participants BT1 revealed that;

Headteachers who work towards achieving goals and objectives of the school are better transferred using requested transfers. For instance, in many of the Government secondary schools around, headteachers who have been achieving in terms of learners' academic excellence, determined basing on first, second and third grades are only transferred using requested transfer mode. But in circumstances where these head teachers have not requested to be transferred, they continue serving not until they are tired.

This finding hence implied that high achievement in terms of academic excellence contributes highly to chances of me requesting to be transferred from one secondary school to another.

This finding was not any different from that of another teacher TT3 who stated that;

Our head teacher can only be transferred from this school due to personal, environmental or social factors but in terms of achievement we are extremely satisfied. Though this school is denominational with Government aid, this head teacher has served the interests of our denomination and the interests of this state. Our objectives of providing wholistic Christian based secondary school education have been effectively served. In terms of academic excellence he has lived to the expectations when it comes to meeting the school goals of providing Christian based morals and attitudes the head teacher has lived to his expectations. From all this his transfers likely to be requested because the achievement levels are high.

Therefore, these results implied that the achievement rates of this head teacher can permit or call for him to request to be transferred from this secondary school to another. This is because the achievement rates satisfies the key stakeholders.

Theme. Influence of Optimism and Requested Transfer.

Finding in this theme revealed that head teachers who are optimistic on the job were more industrious to find better ways of doing the job this in return leads to staying on the job longer calling for requested transfer of these heads.

In line with the above, one of the teachers NT2 who participated in the study stated that;

My head teacher is too optimistic in doing services at work. This optimism makes him think big for the school leading to excellence in service delivery. It is doubt that with all these this head teacher would keep here for decades and is only to be transferred using his request.

Hence, optimism positively influences requested transfer of headteachers in Government aided secondary schools on the central region of Uganda. The more one head teacher is optimistic with clear values and hopes for the school the higher the chances that this headteacher will stay in the school and if he or she is to be transferred, it is out of requested transfer mode.

It was also revealed by another participant teacher BT2 on this that;

My head teacher is too optimistic, he came up with a strategic plan with good ideas of extending the school laboratory, expanding the school infrastructure. It was also indicated that in his plan he experienced to widen the students' capacity to almost 3000 students in the next five years. This means that during this period no one can think of having this head teacher transferred from this unless it is him who has requested for the same.

This implied that optimistic head teachers with clear plans and ideologies for the school are not easily transferred unless they have opted for the same through requested transfer.

4.2 Objective Two

The second objective of the study was to explore secondary school teachers' perception of leadership competencies of headteachers transferred due to over stay in their previous schools.

Findings on this objective revealed that leadership competencies of headteachers transferred using over stay transfer were those that matched well with the 21st needs and requirement of administrators in public sector. Participants responses on this objective were presented thematically as in the following subsections. Participants were at first asked how self-awareness influences on over stay transfer of headteachers in the selected government aided secondary schools in central Uganda, thus a

Theme: Self-awareness influence on over stay transfer of headteachers.

On this theme, participants in this study revealed that self-awareness of headteachers who are aware of themselves and have discovered themselves on the job were likely to over stay and their transfer would be at time due to over stay on the job. Study participants mainly teachers were in affirmation with this. One of these teachers NT3 emphatically stated that,

Headteachers who are aware of themselves in line with the mandates of the school would always discover their weakness on the job. This would lead to devising means to iron out such problems. As such headteachers do this in this region their stay on the job is enhanced on the job in one way or the other. Actually, I have taught in more than one government aided secondary school in region and many of these headteachers who are aware of themselves are only transferred due to over stay.

Such findings implied that with headteachers self-awareness, the quality of their services are standardized which leads to job over stay and their transfer is as a result of overstay on the job.

In other interviews the headteachers Volvo SS HT who participated in this study also revealed that;

Once headteachers are aware of themselves, they can always consult from colleagues in their areas of weakness. This thus allows them to resolve issues and find better ways of doing work on the job. Such headteachers have overstayed on the job and are always transferred using overstay mode. This is because there is no clear reason one can base on to transfer such headteachers on the job.

These results suggested that a high sense of awareness once on the side of headteachers creates high trust in these headteachers leading to overstay that is beyond the five recommended years of one in public aided secondary school as a headteacher. Hence, this overstay calls for overstay transfer of such headteachers to clearly have their services in schools.

In the same vein with the above, one of the participants TT1 stated that;

Headteachers with a sense awareness on the job are highly respected and accorded respect on the job. Such awareness leads to developing confidence in these headteachers leadership style thus they are likely to overstay on the job as there are minimal chances of transferring them for one school to another.

Such findings implied that headteachers with self-awareness are respected by higher authorities in MoES and are likely to be transferred using overstay transfer on the job.

Theme Two. Emotional Self-awareness and Overstay Transfer of Headteachers

Participants were asked how their emotional awareness skills influence their overstay transfer on the job. Results on this revealed that headteachers with emotional stability had effective management skills which in turn resulted into overstay on the job and in all ways their transfer on the job is as a result of this overstay. Specifically, one of the teacher participants BT2 in the study revealed;

My headteacher has overstayed on the job. All members here have a belief that the emotional status of this headteacher is within the expectations of the public. We have been experiencing situations where some teachers are rude and show arrogance to the headteacher especially in situations of financial scarcities. However, this headteacher's emotional status is that which allows to relate with them after these issues. It is because of this that he has managed to be here for more than 10 years. There is no doubt if he is to be transferred it will be out of overstay transfer.

These results revealed that headteachers with emotional stability are also likely to be transferred due to overstay on the job as many stakeholders prefer to retain them due to this skills acquisition.

Besides, one of the headteachers Toyota HT, who participated in this study revealed that;

I had to carefully discover my emotional status, after many complaints from my teachers, I was informed that initially my emotional status was beyond normal life and I used to be transferred every after three years because people were not satisfied with the way I treat them. However, after discovering this, I had to change my emotional status and this day mi have to first analyze situations before I react. This has enabled me to keep here for around nine years and I know if am to be transferred, ministry will use overstay as the only condition to be transferred from here to another school.

This indicates that headteachers with emotional awareness are better prepared to handle situations in a mature way. Consequently, no teacher or student would wish to have them transferred from one school to another. It is only over stay on the job that would justify a step to have them transferred from where they are to another school.

Theme. Accurate Assessment and Overstay Transfer

Participants were asked how accurate assessment influences overstay transfer of headteachers on the job. Results on this revealed that accurate assessment of headteachers greatly determines the extent to which they were likely to overstay or not on the job. However, results also revealed that headteachers who can assess situations properly were likely to stay longer and their transfer was automatically due to overstay on the job. Participant TT1 who was a teacher stated that;

My headteacher always assess situations well and choice the most appropriate alternative. There are situations when things are out of control, when students have not cleared tuition fees, when some teachers abscond without effective communication. But the headteacher of this school takes careful assessment and collects information for any accuracy by a conclusive decision is passed. It is because of this leadership strength that he has been able to serve for more than ten years in this school and his transfer will automatically be overstay transfer.

These findings implied that headteachers who accurately assess situations in the school are better positioned to wise decisions and they were likely to stay longer at work and their transfer is due to overstay on the job.

Meanwhile, another teacher NT1 reported that;

The headteacher of this school can make careful assessment of situations before taking action. Last year we interfaced a serious strike in the school. The headteacher had to make an assessment of the factors responsible for this vice before determining the nature of punishments that were to be administered to these learner culprits. During this assessment the headteacher was able to know who did what and the nature of individual student's contributions. Then relevant actions were taken. We had thought that in this situation the man was to be transferred but due to assessment skills, he is likely to be transferred using overstay transfer.

These results therefore mean that those headteachers with clear assessment skills can identify solutions to emerging issues and are likely to overstay on the job. This overstay automatically calls for overstay transfer of any change is to be made.

Nonetheless, another headteacher Volvo SS HT stated that;

My parents and teachers always recommend me as a man who can carefully assess situations before taking action. They know that I do not base on rumors and hearsays, and that my decisions are sincerely passed and can't accept to lose me early. It is out of this that I have overstayed on the job and my transfer will probably be out of my over stay on the job.

These results there implied that with critical assessment of the situations arising at work one wins trust of the members available this consequently leads to overstay which overstay is only handled using overstay transfer.

These results therefore implied that headteachers who can carry out a careful assessment of the situation, have possibilities of doing work better. This in turn leads to overstay and their transfer is due to overstay on the job.

Theme: Self-control and Overstay Transfer

Participants were also asked to show how overstay transfer of headteachers is influenced by headteachers' self-control.

On this theme, it was revealed that those headteachers who had self control on resource utilization on the way they relate with students, teachers and parents were likely to overstay on the job. This in turn would mean that their transfer from the job was primarily due to their overstay on the job.

Specifically, one of the teacher participants BT3 in the study stated that my headteacher has self-control in a number of issues. At times there are situations when the school has a lot of vans, but the headteacher would never be tempted to use school vans for his private movements and projects. This is

not a common phenomenon with other headteachers. This self-control has enabled him to keep at this school for many years and his transfer will be overstay.
This hence suggested that self-control of headteachers especially on use of school resources like vans makes him win the trust of other and there is no doubt his transfer on the job is due to overstay.

This again amplifies the earlier findings that headteachers with high self-control cannot easily be replaced in their secondary schools in central Uganda. It is thus better to have them replaced using overstay or requested transfer.

Meanwhile, one of the headteachers NISAN SS HT stated that;

I have served in this school since 2014 and I have been self-conscious controlling myself over issues that can lead to untold transfer. I therefore ensure that whatever I do follows the school strategic plan and budget. There is no way I can for instance embezzle government funds using lame excuses. It is for this strong self-control that I have been able to be in this School reason that beginning with board members, school alumni's, parents and community leaders feel that I should continue serving in this school. Therefore, any transfer is likely to be as a result of overstay on the job.

This finding suggests that headteachers who have and exhibit a high level of self-control at work are only transferred using over stay or requested transfers on the job.

Theme: Transparency and Overstay Transfer on the Job

Study participants were asked how transparency influences overstay of headteachers in the selected government aided secondary schools in central Uganda. Study participants on this question revealed that transparent headteachers are more desired at work and are not easy to be transferred on the job since they have support of the entire school fraternity (stakeholders). Specifically, teacher NT2 who participated in the study revealed that;

I sit on the board of governors body of the school and in our meeting we are all satisfied that the headteacher of the school is too transparent in the way he does his work. It was revealed that this head always ensures that he follows the budget when making expenditures in the school. Even during allocation of funds in the budget the headteacher of our school is transparent and allows all cost centres to contribute to budget making. This means that it is really strategic and priority areas that receive funds from the budget. We are therefore all satisfied with his transparency and do not want to lose. It is because of this sole reason that he has overstayed in this school as a headteacher and would only be transferred using forced transfer.

These results show that headteachers who have a high rate of transparency in the way they do work, especially following the budget in allocation of funds win trust of their stakeholders and are likely to overstay, thus paying way to be transferred using overstay means.

Leaving this a side, one of the headteachers HT Benz who participated in the in-depth interviews stressed that;

I have overstayed in this school as headteacher just because I am transparent. For the period I have been in this school people always comment that I have over stayed. But I do it by ensuring that I am transparent in whatever that I do. Last year for instance, I secured a donation from friends of this school. As a transparent person, I had to introduce this donation to the school board, teachers and students. Thus, all these stakeholders say that they would fight tooth and nail to see that I stay as a headteacher of the school for more years and I suspect I will be transferred using overstay transfer.

These findings implied with transparency as a leadership practice. In this century, headteachers are only transferred using overstay as a way to ensuring that these headteachers are replaced at work.

Theme: Influence of Accountability on Overstay Transfer

On this theme, study participants were asked how accountability influences overstay transfer of headteachers in the selected government aided secondary schools in central Uganda. Participants in the study revealed that headteachers who are accountable on the job cannot easily be transferred and that these headteachers can be transferred using overstay mode. Teacher B who was one of the participants BT1 stated that;

My headteacher endeavours to be accountable for whatever does at work. This accountability is first made with Ministry of Education and Sports where the headteacher brings in internal school auditors who always audit for the books, chairs, equipment, teaching materials provided, machines like computers, vans, photocopiers, printers purchased in the school. Further, this auditing is made on finances received and the report is made and provided to the stakeholders. Thus, with this internal accountabilities made, our headteacher is proficient when it gets to utilization of public funds and other resources. Thus, we have developed confidence in him and we are likely to have him for more years unless they transfer him using overstay transfer.

This finding suggested that through being accountable and giving stakeholders' accountability reports, means that this headteacher is proficient and has no loopholes in resources use. There are higher chances for over stay and would be transferred using overstay transfer.

Besides, another teacher TT2 emphatically said;

Giving accountability every after a given role or period is the key weapon this headteacher uses. It clearly explains why he has been able to keep in this school for so long. This accountability making has enabled this headteacher to sustain and continue with service delivery in this school and we as the key members of this school have come to a conclusion that the headteacher would be transferred using overstay transfer mode.

These results suggested that headteachers who always endeavor and give accountability to their stakeholders are maintained sustained and transferred using overstay transfer means at times.

Meanwhile, in line with the above, a participant from department of secondary school education, Ministry of Education and Sports stated that;

Headteachers who make their accountabilities and have no challenges with resource use and conflicts on the job overstay at work. They thus have to be transferred using overstay transfer but they have people who are there to defend their overstay. But there are situations when overstay transfer may be effected.

This implied that accountability and more especially those individuals who make it always may be used as a vital tool to transfer headteachers from one secondary school to another.

Theme: Influence of Achievement on Overstay

Participants in the study were asked how headteachers achievements influence on overstay transfer in the selected secondary schools in central Uganda.

On this question, participants revealed that headteachers who achieve highly on the job were more likely to overstay and that their transfer is always overstay transfer. One of the teachers TT1 who participated in the study revealed that;

This headteacher has been in this school for over seven years. In terms of academic achievement, the headteacher has labored much to move this school from the worst performing to be counted among the best performing schools in the district. Currently, you cannot count five best performing schools in the central region without mentioning this school. It is due to this high academic achievement that we see no need to have our headteacher transferred from this school to another school. Hence, this headteacher is likely to be transferred using over stay means.

These results suggested that headteachers who achieve highly in the field of academics were more likely to stay in their schools for long which in turn would lead to overstay transfer. This was based on the justification that such headteachers command a lot of respect from their teachers, students, parents and board of governors members.

In the same vein a participant from the department of secondary school education MoES on the same stated that;

Headteachers who achieve more in terms of academic achievement and moral uprightness of learners are scarce. The few who achieve more in the various examinations in the continuous years are highly demanded and needed in the schools where they serve. It is also not a common practice to have such headteachers transferred using other reasons apart from overstay or requested transfers. This is because stakeholders praise high academic achievement and discipline enforcement in schools. Therefore, they would not wish to have better performing headteachers transferred immediately.

These findings revealed that highly achieving headteachers always keep longer on their job and that school stakeholders wish to give them adequate time, thus, their transfer may consequently come out as a result of overstay on the job. The general finding on this objective was that those headteachers who show effective leadership competencies on the job are always transferred using overstay transfer means.

4.3 Objective Three

The third objective of the study was to examine leadership competences of headteachers transferred using forced transfer in government aided secondary schools in central Uganda. Here participants teachers, headteachers and Ministry of Education and Sports officials showed that leadership competencies if once not applied effectively can lead to forced transfer of some headteachers in the government aided secondary schools in central Uganda.

Teachers who participated in the study were asked how initiative influences on forced transfer of headteachers in the selected government aided secondary. Results revealed that headteachers who lack a sense of initiative on the

job always lose trust of the subordinates and colleagues leading to forced transfer. Specifically, one of the teacher interviewees BT2 in the study stated that;

There are forced transfers of headteachers who lack initiative to device means of resolving problems as they emerge. Such headteachers are not creative and are transferred using forced transfer, before the recommended five years.

This suggested that initiative is a vital asset or determinant that always leads to forced transfer of these headteachers who lack creative and innovative skills on the job. This hence implied further with a low sense of initiative on the job headteachers forced transfer is more viable.

Similarly, one of the participants from the Department of Secondary Education MoES stated that;

Headteachers who lack a sense of initiative and creativity on the job are forced out of the system. Such headteachers are always not focused on creating opportunities for improving on the status of the school. Their schools are lagging behind due to failure to come up with something new. They remain in power and realizing that they don't have any new ideas, their subordinates force them out of the system as has always been the case with most of the headteachers in central region.

These findings implied that lack of initiative is a strong factor which leads to forced transfer of some headteachers in the central region of Uganda.

Theme: Accountability and forced transfer of headteachers

Participants in the study were asked how accountability leads to forced transfer of some headteachers in the selected government aided secondary schools in the central region Uganda.

Results on this question revealed that headteachers who fail to give accountability to their stakeholders are always forced out their schools. Results also revealed that failure to execute the role of making accountabilities on behalf of the headteacher as the chief accounting officer automatically leads to forced transfer from their respective schools. Participant NT1 who was a teacher revealed that;

When the headteacher fails to make accountability for school resources and materials, some headteachers in the selected secondary schools in the central region have been always transferred by force due to this anomaly where they can't account properly for finances. Before the previous headteacher was transferred to another school, the IGG had identified that over 100 million shillings had not been accounted for, putting the school in serious financial dilemma. Thus, the board of governors together with other members of the school community had to force him out of school.

This hence suggests that failure to give accountability in previous school was partly responsible for forced transfer. In circumstances where there are no visible evidence of accountability for funds, the headteacher had to be forced out of school and was transferred to another school.

In line with the above, another teacher VT1 stressed that;

My headteacher was transferred from this secondary school to another using forced transfer. This headteacher was not organizing meetings and would hardly make reports and submit them for the key members of the school.

These results implied that with failure to make accountability in government aided secondary schools, government and other stakeholders have to intervene by forcibly transferring the culprit headteacher from one secondary school to another.

Results from the Department of Secondary School Education MoES revealed that;

As a ministry, there is a policy that headteachers must effectively account for everything that happens at school. However, there are headteachers in the selected secondary school in central Uganda who were forcibly transferred after school strikes where part of the school property was destroyed. Likewise, with headteachers failure to reduce anomalies like teacher and student strikes which cost negatively on the sustenance of the school. Such headteachers have been always forcibly transferred to save the school from unaccountable behavior.

Such findings revealed that headteachers who are not accountable on their job are more prone to face forced transfer from their respective schools as a strategy to remind them that even in schools where they are transferred they should be accountable for their doings.

Theme: Transparency and forced transfer of headteachers

Findings of the study revealed that lack of transparency lead to forced transfer of headteachers in the selected government aided secondary schools in the central region of Uganda.

One of the teachers TT2 who participated in the study revealed that;

My former headteacher was transferred from this school because he lacked transparency in the way he did things. There were over exaggeration of figures for purchases made by the headteacher and his team. Finally, it was revealed that whatever was reported by the headteacher was the opposite of the reality. Consequently, some of the concerned members of this school had to request ministry to force the headteacher out of this school. Consequently, Ministry of Education and Sports had to force this headteacher from this school to another secondary school.

These results implied that inability by some headteachers in the selected government aided secondary schools to be transparent in the way they do things leads to forced transfer of these headteachers. Headteachers who fail to report things accurately according to allocations and utilization procedures are automatically forced out of the school system.

These results were collaborated with those from one of the headteachers HT Benz who emphatically stated that; Transparency is an important tool for any headteacher in government aided secondary schools. Headteachers who have failed to be transparent on all decisions and activities they engage in are more likely to arouse criticism. Once many stakeholders criticize you as not being transparent with the way you spend money, utilize the resources and equipments in place, together with ones dealing with staff, the next step is to force this headteacher out of office. However, once this happens, the headteacher in question is at times transferred to another school.

This thus implied that with failure to be transparent in the way one headteachers does things and conduct him or herself, forced transfer becomes highly eminent.

Theme: Achievement and Forced Transfer of Headteachers

Study participants were asked how achievement leads to forced transfer of headteachers in the selected government aided secondary schools in the central region of Uganda. On this question, participants revealed that with failure to achieve some headteachers are forced to be transferred from one secondary school to another. One of the teachers VT1 who participated in the study revealed that;

In secondary schools where headteachers have been performing poorly, their stay has been at stake. Many of these headteachers have been forced to be transferred from one school to another. I have observed and experienced over three headteachers who have been forced to be transferred from one secondary school to another due to poor academic achievement. In the previous UNEB results UCE, UACE students over three headteachers were forced to transfer from their schools due to poor academic achievement.

These results depicted that with low academic achievement headteachers are forced to transfer from one secondary school to another. Achievement has been enormously linked with headteachers forced transfer. Headteachers who always have their students failing to achieve as expected end up in a big dilemma of strong resistance as many want to see outcomes at the end of the year.

Whereas one of the headteachers Toyota SS HT who participated in the study stated that;

I as an individual have never been forced out of school since my first appointment. However, I have been experiencing fellow headteachers forced transfer over low achievement. This poor achievement is not only in academics but also in other areas. If the secondary school where the headteacher is serving is church funded. One has to achieve in terms of church goals and government goals where academic achievement is core. If you fail to achieve on either side you might end up being forced out of the school.

These results thus implied that achievement is a strong factor which can lead to one's forced transfer on the job. One has to carefully achieve to the expectations of the foundation body and other stakeholders in the school. However, in circumstances individuals detect low achievement rates, thus in turn leads to forced transfer on the job.

Further, another participant from the department of secondary school education revealed that;

There are cases of lazy headteachers identified in secondary schools in central region. Such headteachers are always not at school station, do not follow what is going on at school and are identified as lazy to the task. This state of laziness is linked with high forced transfer of such headteachers who are lazy and not committed to their core achievement ends.

Hence these results implied that headteachers who are not committed to their tasks who abscond from duty and are not fully committed to their work end up facing forced transfer as these are typical signs that their achievement rates are low.

Theme: Optimism and Forced Transfer of Headteachers

Participants in the study were asked how optimism leads to forced transfer of headteachers in the selected government aided secondary schools in central Uganda.

Results on this theme revealed that headteachers who lack optimistic ideas on the status of the school in the near future always face strong resistance and always end up being forced out of the school system. It was identified that with low optimistic ideas, the school can survive and achieve more. Thus, as this is realized the headteacher in question is forced out of the system in favour of that with good ideas for the school.

In line with the above, one of the teacher BT3 stated that;

None optimistic teachers are not needed in this school, once a none optimistic headteacher is posted in this school there is a collective effort of all concerned stakeholders to see that such a headteacher is forced out of the school. Such a none optimistic headteachers would not bather to create a strategic plan for the school. This puts the school into a serious dilemma where it is not possible to achieve desired goals.

These results revealed that a none optimistic headteacher without a clear strategy and with good vision. Thus, without a clear strategy for the school the headteacher is likely to be forced out of the school and transferred to another school where his or her services would be entertained.

Meanwhile, another teacher participant TT2 stressed that;

A headteacher who is not optimistic attracts criticism from the key stakeholders of the school. Such a headteacher is always considered as a failure due to his inability to deal and create optimistic ways that would lead to school success. This lack of optimistic choices implies that the school would remain static and that headteachers of this nature have been always transferred using forced transfer mode.

This further shows that optimism was a strange factor for once chances to be transferred using forced transfer. Failure to have hope of success in the future automatically implies that the headteacher has serious loopholes that would require serious criticism and forced transfer of the said headteacher.

Theme: Self Confidence and Forced Transfer

Participants were asked how self confidence leads to forced transfer of headteachers in the selected government aided secondary schools in the central region of Uganda.

Results here revealed that headteachers with low self confidence were more prone to forced transfer from their secondary school to other schools where their services would be welcomed. One of the study participants on this teacher NT1 stated that;

A headteacher who lacks self confidence is likely to make mistakes. Some schools have high caliber students, teachers and parents. For instance, I know of a secondary school where all the board members are professors, doctors and other highly skilled and educated intellectuals. A headteacher who without a high sense of confidence on the job is likely not to deliver to the expectations and many of such headteachers have been forced to transfer to schools where they fit.

These results thus indicated that headteachers who lack a sense of self confidence on the job are likely to be considered as weak and some have been always transferred using forced transfer.

These findings were somehow related with those of one headteacher Volvo SS HT who stated that;

Lack of self confidence among fellow headteachers has always been primarily responsible for forced transfer of many headteachers in the central region. Such headteachers are mistrusted and considered lazy at one point. Thus, those who are not confidently alert are forced out of the system as many situations call for a leader who has confidence on the job.

This hence suggests that self-confidence is a key factor and headteachers without it are more likely to be transferred using forced transfer. The general finding on this objective was that those headteachers who show incompetencies on the job are always transferred using forced transfer mode.

4.4 Results Objectives Four

The fourth objective was to explore the leadership competences of head teachers who were transferred as a result of promotion. Study findings revealed that head teachers who were performing better in low grade schools could be transferred to better and highly standardized schools as a form of promotion. Such findings showed that some head teachers out of their leadership competencies are transferred using promotion transfer. These results were provided basing on key themes below.

Achievement and Promotion Transfer

Participants were asked how achievements influences on forced transfer of head teachers in the selected secondary schools in the central region of Uganda. Results revealed that promotion transfer is among the most

profound form of transfer but it entirely arises from high achievement of head teachers at the learner's levels of Education. One of the participants BT2 opined;

The current head of this school was in a low grade secondary school. However, when he excelled in UACE and UCE, he was promoted through offering them a high grade school. Many of the stakeholders were praising this head teacher after high academic achievement. So far with his promotion transfer, he has served for about four years on this school as a head teacher.

These results implied that promotion transfer is part of the transfer means used on head teachers who access the various UNEB examinations held at Secondary school level.

These results were similar with those of the headteacher Nisan SS HT who stated that;

I was working in a poor quality school with no quality teachers compared my neighboring schools. However, my success achievements registered with minimum resources provided forced the Minister and other key stake holders to recommend me for a better performing school as a form of promotion transfer. My first day in this high standard school where I was transferred was amazing with the school fully facilitated with a laboratory, a computer lab and adequate space in classroom, outside class.

This hence suggested promotion transfer is carried among head teachers who achieve most in poor performing and low quality or low grade secondary to high grade category secondary. This implies that head teachers who put in more effort and perform better in poor schools stand better chances of being transferred to better performing schools.

A participant from department of secondary school education, Ministry of Education and Sports stated that;

As a department in charge of secondary school Education we keep observing those head teachers who excel and the kind of schools where they are. In case one head teacher is proven to be achieving highly in terms of academic performance school infrastructure development and in other areas, when there is room to transfer head teachers. Such head teachers who achieve more but in poor quality schools are promoted and transferred to better schools. We have had several cases of such head teachers transferred using several transfer.

The above finding suggested that headteachers whose achievements are always transferred using promotion transfer. It is accounted for in the sense that no one would to lose such highly competent teachers that are rare to get.

Theme: Accountability and Promotion Transfer.

Participants of this study were asked how accountability skills influences promotion transfer of head teachers in the selected Government Aided Secondary Schools in the central Region of Uganda. Results revealed that head teachers who were exercising accountability skills better were more transferred using promotion transfer. Such head teachers from one secondary school to another.

In line with this, one of the teachers VT1 who participated in the study opined that;

Promotion transfer is and has been exercised on headteachers who do accountability on the job. Such head teachers are more proficient to account for resources that's physical structures, the money subverted from Government consolidated fund and show the sources and means of expenditure. Such a headteacher is preferred because with accountability finds available one is trusted and considered reliable in terms of resource use thus such a head teacher is always promoted using promotion transfer at times.

These results revealed that head teachers who make accountability for school facilitates and resources are likely to provide excellent service hence as a reward they are promoted to better performing schooling.

In the same vein, when one of the headteachers who participated HT Benz in the study stated that;

I used to submit accountability reports to Ministry based on budget allocates, utilization and expenditures. With the use of these reports that could be presented to teachers, parents and Ministry. I won the attention of these stakeholders. With time when one of the head teachers in a better school than the one I was passed on I was promoted and transferred to this school.

This suggests that as one makes accountability and better utilizes this leadership skills in his position as a head teacher, trust is developed and consequently leads to promotion transfer on the job.

Theme: Confidence and Promotion Transfer of Headteachers.

Participants in the study were asked how head teachers confidence influences promotion transfer in the selected secondary schools in the central region of Uganda.

Results obtained on this theme revealed that highly confident head teachers were more valued, respected and always take decisions without fear and favor which consequently leads to better performance on the job. This high confidence on the job hence leads to such head teachers transferred using promotion transfer on the job. One of the teacher's participants VT2 on this stated that;

My headteacher is highly confident on the job, He is not scared to undertake any decision on the job. Even in situations that one may consider unbearable, he restores order by confidently handling issues using experience and skills acquired in handling such issues. For instance, last year some students wanted to strike over fees increment since the school was constructing an additional library. However, with high confidence the head teacher had to suspend some students involved while others were indefinitely suspended.

I also learnt that it was this job confidence that contributed to his promotion transfer from the previous secondary school to this one which is considered to be a high level school.

These findings implied that confidence of head teachers contributes to ones transfer from a lower level secondary to a higher secondary.

Meanwhile, one of the head teachers who participated in the study revealed that;

I was transferred to this school because of my high level of self-confidence on the job. I handled the first secondary school very well. Under taking decisions confidently after this people from Ministry of Education and Sports had learnt that I was a confident teacher in dealing with issues in my leadership. When an opportunity came, I was promoted to this secondary school as its head teacher. It is now seven years since that transfer was made.

This therefore, suggests that highly confident head teachers are at times transferred using promotion transfer as these head teachers are promoted to schools of a high repute. This confidence is considered essential in some schools of high status. Without this high confidence, the head teacher may not be able to handle some critical situations on the job.

Theme: Transparency and Promotion Transfer of Headteachers

Participants in the study were asked how transparency influences promotion transfer of head teachers in the selected Government Aided Secondary Schools in the central Region of Uganda.

Findings of the study revealed that transparency of head teachers greatly influences on promotion transfer of head teachers in the selected Government Aided Secondary Schools in the central Region of Uganda. Results here indicated that as one head teacher is transparent in his actions before the Students, Teachers, Board of Governors and the School Committee such as the Head teacher is likely to be transferred using promotion transfer on the job.

Theme: Optimism and Promotion Transfer of headteachers

Participants were also asked how optimism leads to promotion transfer of headteachers in the selected secondary schools in the central region of Uganda. Results revealed that teachers had perceived optimistic headteachers as being valued and their optimistic ideologies are considered important in their schools. This in turn creates positive home that once headteachers are promoted, they can more in their schools. For example, one of these teachers BT2stated that;

My headteacher is too optimistic and always makes every look and think in a positive future of the school. So far, the head teacher has drawn two big plans for school development. One was about buying a school bus which was achieved. In the case two years the head teacher of this school came up with an idea of extending the school to the dormitory and today the school has bought land for this extension. Many of us are happy with him and this extension I believe would bear positive fruits for him as in the corridor whispers are indicating that he is going to be transferred using promotion transfer to a better school than this one.

These findings therefore suggest that optimistic head teachers are at times promoted or transferred to better schools compared to where they were. This is justified as optimism gives hope for school development in the near future.

Another teacher participant TT3 stated that;

Our head teacher has optimistic goals and vision for this school. Most of what we see here was not there in the last five years. If you get to interact with him and discuss the fate of this school in the next five years, you really see progress. It is because of this optimism in driving the school forward that some big schools are suggesting that he transfers from this school to join them. But if this is effected it will automatically be a promotion transfer because this school is not at the same with those other big schools in need of his services and skills. These results hence suggest that with head teachers' sense of optimism on the job, many better schools feel that they should associate with him. Such a belief is based on the assumption that once he joins them, there is something of value that would be achieved from him.

Whereas the headteacher NISAN SS HT who participated in the study revealed that;

As individuals / head teachers work for the progress of where I am posted as a head teacher. I am always hopeful that nothing is impossible in terms of improving the status of the school. With this high zeal to achieve, I have always been able to achieve even when there are challenges. Even in my individual analysis I have come to discover that I have never been promoted to a remote or poor quality school. This suggests that all my transfers in my career as a teacher were promoted transfers.

The implications of this is that head teachers were in confirmation that when they do better work for progress of the school. Their positive hopes leads to promotion transfer.

Theme: Initiative and promotion transfer of headteachers.

Participants of the study were asked how initiative of head teachers contributed to their promotion transfer on the job, Results acquired here revealed that initiative was one of the factors that was based on to have head teachers promoted using promotional transfer. Teacher's perceptions were in favor of this that initiative allowed to view the head teachers as strategic and ready to deal with all challenges thus prompting relevant stakeholders to have them transferred using promotion transfer one of these teachers stated that;

My headteacher has initiated so many projects in this school. Previously the school had no van to transport students to academic conferences, seminars, workshops and study field tours. Currently the head teacher of this school has initiated a computer project, that started with construction of a computer laboratory and computers are on their way to school after initiating a project proposed that was offered to potential diners. Also, I believe that my head teacher has the capacity to initiate other better projects and that there are more chances that his transfer from this school would be a promotion transfer.

These results are indicative that promotional transfer was and is still offered to head teachers who initiate new things for wellbeing of the school more so when it gets at achieving goals.

Likewise, another teacher participant TT3 B emphasized that;

My head mistress has a strong sense of initiative and creativity at work. So far from the last two schools where she was transferred, people comment that she initiated several programmes that moved those schools to greater levels. There are visible achievements like the school chapel, new dining whole and Examination room for (UNEB) initiated out of her efforts in this school.

There are more chances that out of this initiative a promotion transfer would be offered.

This hence implied that initiative and creativity are more greatly relied on for one to be transferred using promotion transfer on from one school to another. The general finding on this objective was that those headteachers who show competencies on the job are always transferred using promotion transfer mode.

5. Discussion, Conclusions and Recommendations

The first objectives of the study was to explore secondary school teacher's perceptions of leadership competencies of head teachers who requested to be transferred from their previous schools. Results obtained on this objective revealed that leadership competencies of headteachers who requested to be transferred from their schools were those that matched with current trends of the 21st century. Such head teachers were indicated as having a high degree of self-awareness, having a high sense of emotional awareness and could carry out careful assessment. Likewise results indicated that these head teachers who requested to be transferred had a sense of self-control were transparent, having a sense of responsibility, accountability, highly initiative and were optimistic. With these effectively carried out in ones position as a head teacher. It was only through his or her request that transfer could be effected. These results were in line with those earlier researchers for instance

Olurunsola and Balo (2018) showed that head teachers and teachers transfers are always voluntary and this voluntary move is always associated with principles work effectiveness on the job. This means that a headteachers whose leadership competencies were effective could only be transferred using requested transfer. The study findings were more similar with Oribhabor, James and Omo-Osa (2018) who revealed that headteacher transfer requests raises questions about professional satisfaction of teachers and have potential implications for head teachers and schools' overall performance. This implied that with high professional skills one could do work better leading to requested transfer. Thus, headteachers may choose to be transferred for a variety of reasons including but not limited to the desire to work home. Further in situations where there are personality conflicts with the administrator or other staff member the opportunity requested for transfer is evaluated before the transfer is affected.

The study findings were almost similar with Komakech (2021) whose results showed that voluntary and involuntary transfers were significantly related with teacher's competences and efficiency at work. In line with the study findings, Dawo (2020) revealed a significant relationship between work community interactions and teacher transfer intentions. In more less the same direction with the study findings, Okello (2023) results revealed that there was a significant positive relationship between voluntary transfers and academic performance of teachers.

The findings of the study which revealed that leadership competencies were partly responsible for requested transfer of headteachers slightly differed from Plur and Mulega (2020) whose results revealed that requested transfers were due to a number of factors such as separation from their spouses, conflict with school management, poor deployment procedures, social amenities, and remoteness of the schools, fear of witch craft and qualification upgrading. In conclusion requested transfer could effectively be enhanced when the head teacher meets the current leadership competences thus when the request for transfer was made no hesitation could occur.

The second objective of the study was to explore school teachers' perceptions of leadership competences of head teachers transferred due to over stay in their schools. Findings acquired on this objective revealed that head teachers whose leadership competences were proficient and in line with current trends, were likely to overstay on the job thus their transfer was at times due to over stay. For instance, head teachers who could make accountability, were transparent, achieve results, had self-control, self-awareness achieved highly among others were likely not to be transferred early. In all ways their transfer was due to over stay. Such results were in tandem with those of earlier researchers. For instance, Kanyiri, et al.; (2020) whose results revealed that transfers of teachers and headteachers tend to be adhoc based on policies related with overstaying on the job. For instance, teachers are always transferred after eight years of continuous service in a given school. This is done to ensure that they exercise these professional skills even in the new schools where they are transferred.

The findings of the study were almost similar with Okello (2023) investigated teacher's transfers and academic of Learners in Uganda taking reference of Government Aided Primary Schools in Kalaki District. Results revealed that routine transfers had positive significant relationship on achievement (performance). This implies that routine transfers as an element of the national policy that recommends that at one moment teachers and head teachers be transferred after a given period of time is likely to have a serious impact on one's services once enforced. In conclusion, head teachers who were experienced in use of the current leadership competences were likely to over stay on the job leading over stay transfer by Ministry of Education and Sports.

The third objective of this study was to explore secondary school teacher's perception of leadership competences of head teachers who were forcibly transferred from their previous schools. Results acquired from this objective revealed that Leadership competences of such head teachers forcibly transferred lacked basic aspects of the current contemporary leader. Such head teachers lacked accountability transparency, a sense of confidence on the job. Similarly, these head teachers were indicated as non-optimistic and lacked initiative and a sense of emotional and self-awareness and low achievement as regards school goals and objectives leading to forced transfer. Such findings were in direct support of earlier studies findings. For instance, Olurunsola and Balo (2018) in line with the study findings revealed that there was no significant relationship between incessant teachers and principals' managerial effectiveness. This implies that even if they were highly forced to transfer from one school to another their competence to do work remains constant. Thus, leadership competencies like self-confidence, emotional stability, accountability, transparency once not effectively applied one's force transfer is eminent.

The finding of the study on this objective were in direct study of Oribhabor et al. (2018) who showed that involuntary transfer is either initiated by the principal or a ministry administrator. It is also regarded as administrator transfer and is always carried out to move a teacher who is not good or fit for the school or who is performing in satisfactorily. It was added in this aforementioned study teachers' unions and school administrators might agree that nothing affects student's achievements more than the quality of teachers and administrators in schools. In conclusion, head teachers who were less the leadership competencies of a twenty first century leader were forcibly transferred from one Government Aided Secondary School to another.

The fourth objective of the study was to explore secondary school teacher's perceptions of leadership competencies of head teachers whose transfer from previous schools came as a promotion. Results on this objective revealed that head teachers who lived to expectations of these leadership competencies especially in low grade and remote Government Aided Secondary Schools were offered or transferred to better grade Secondary Schools. This was more evidenced when such head teachers recorded high achievement were likely to attract promotional transfer. Likewise headteachers who were accountable, transparent with self-confidence and self-awareness in low grade Government Aided Secondary School were likely to attract promotion transfer. Such findings resonated well with earlier findings like those of Maina (2016) who revealed that 74% of the respondents indicated that career progression transfers create a sense of dedication and effectiveness of these school administrators mentioned. This hence indicates that headteachers who exhibit effective leadership skills are likely to be rewarded using promotion transfer. In the same vein with the study findings Ibungo and Komakech (2021) results revealed promotion to job as a means of transfer was significantly related with teachers and head teachers' effectiveness and efficiency on the job.

The study findings showed that forced transfers were due poor achievement at work. These findings were in agreement with Grissom and Loab (2013) whose results revealed that consistent with equity improvement, most involuntary transferred teachers were systematically moved to high performing schools and were generally out performed by teachers who replaced them. It was also revealed in this study that efficiency impacted on these involuntary transfers and that although transferred teachers and head teachers had nearly too fewer absences per year in their new schools, transferred teachers continued to have low value added in new schools.

The findings of the study were in tandem, Ofoyeju et al. (2022) whose results showed teachers and head teacher's transfers from schools were significantly related with the need to see learners pass examinations. This means that with low achievement as a leadership skill on the side of teachers and the head teacher, chances for forced transfers were more eminent. In the same vein with the study findings, Okello (2023) revealed a significant positive relationship between forced transfers and achievement or performance. In situations where one fails to achieve as expected, forced transfer is occurs unknowingly. In conclusion, head teachers who exhibited worthwhile leadership competencies in low profiled schools were attracted promotion transfer in high grade schools.

From the study, findings and discussions, the study made the following conclusions objective by objective. From objective one it is concluded that head teachers who depicted and applied leadership competences like self-awareness, self-confidence, emotional awareness, accountability, transparency, optimism among others were likely to be transferred using requested transfer. The study also concluded that this requested transfer was due to factors like health, environment and other individual reasons. The study concluded also that head teachers who utilized leadership competences of the contemporary society needs that is being transparent, achieving more, accountable confident, having confidence and emotional stability were more desired in their schools thus could over stay on the job thus their transfer was always due to over stay on the job.

From the third objective, the study concluded that head teachers who lacked leadership competences, achievement, self-awareness, emotional awareness achieved less not accountable, not transparent were transferred forcibly from their schools. Finally, head teachers low grade schools who showed leadership competences like self-awareness, emotional awareness achieved highly in poor schools were transparent, accountable and confident at work and were always rewarded through use of promotional transfer to high grade schools in central Uganda.

From the study findings discussion and conclusions, the study recommends that responsible stake holders at Ministry of Education and Sports Department of Secondary School Education, Ministry of Public Service, school Board of Governors and District Education Department should do the following to ensure that transfer of head teachers in the selected Government Secondary Schools is effectively done.

There ought to emphasize the need for head teachers to reflect on the leadership competencies desired in the current age. This would be done by; Organizing refresher training courses like workshops, study conferences, study leaves to ensure that these head teachers discover their awareness, develop positive emotional status, achieve more, think and make accountabilities, become transparent in their actions. In doing this, their request to be transferred on the job will be possible as no one would tamper with their services due to leadership effectiveness. Similarly, there is need for the aforementioned stake holders to sensitize head teachers in the aforementioned Government Aided Selected Secondary School to be aware of leadership competences like achievement. This might be done by encouraging head teachers to work towards achieving goals, become confident, optimistic to be aware of themselves. This may be done by retooling head teachers to for training to acquire these competencies. Thirdly, there is also need to inform and alert head teachers of the factors that can lead to forced transfer on the job. As they get aware of factors, forced transfers would be desisted by portraying leadership competences necessarily on the job. Finally, it is recommended that the key stake holders should monitor and supervise activities of head teachers to ensure that those who are transferred and offered promotion transfer are those who really need it.

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