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Effects of Teachers' Delocalization on Form Four Students on Academic Performance in Nakuru East and Nakuru West Sub-counties, Kenya

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Abstract:
In 2018, the TSC started the delocalization process, which has caused the teachers and principals of secondary schools to move from their Home Counties or regions to other counties and regions. Despite the good intentions, there have been complaints that mandatory transfers significantly affect the management and academic performance of both transferring and receiving schools. In addition, some teachers extensively involved in implementing the strategic plans in schools are delocalized before completing them. All these factors will affect the performance of such teachers in their new schools while creating issues for the management of the previous school. Therefore, the study sought to assess the effects of teachers' delocalization on form four academic performances in Nakuru east and west sub-counties. Specifically, the study sought to assess the effect of motivation and the teachers-students relationship resulting from teachers' delocalization on form four academic performances in Nakuru East and West Sub-Counties. The study was based on the Expectancy theory and adopted a descriptive research design. The target population for the study was 27 principals, 27 deputy principals, and 54 form four class secretaries from 27 public secondary schools in Nakuru East and West Sub-Counties. Since the target population was small, the study adopted the census technique to include all the 108 targeted respondents. The researcher collected primary data using questionnaires. The researcher sought clearance in advance from the principals of the sampled schools to be allowed to administer research instruments in their schools. From the findings, the study concluded that delocalization results in the separation of a teacher from his/her family members, which affects their productivity and students' performance. In addition, the study concluded that delocalization interferes with the social life of a teacher, which in turn affects their productivity.

Regarding the teacher-student relationship resulting from teachers' delocalization, the researcher concluded that the time a teacher takes to adapt to a new school environment affects their productivity and management. In conclusion, the researcher recommended that TSC should consult teachers before relocating them to a different school. This will reduce teacher resistance, which results in poor performance of students and schools' unrest through burning the dormitories, which has been experienced in the recent past.

Keywords: Teachers' delocalization, academic performance, teachers-students'

1. Introduction

In workplaces worldwide, transfers are a tool for resource mobilization and fair distribution of the workforce. The tool could yield great benefits to the organizations if it is done properly and strictly within the guidelines. However, in many developing countries, there is a lack of clear policies relating to teachers' transfers. In many cases, the policies are necessary and based on factors such as personal interests, political interferences, and other indirect factors rather than policies that would improve the quality of education. In some instances, the stated policies of teachers' transfers have not been developed, giving due consideration to its impact on the quality of education (Wijayatunga, 2018).

In the United States, job transfer is practiced to allow qualified teachers to gain more insights into a school's processes, reduce boredom, and increase job satisfaction through job variation. Job transfer benefits employees who participate by reducing job burnout, apathy, and fatigue, ultimately increasing employee satisfaction and motivation (Plowman, 2016). Not all teachers are open to the idea of job transfer. Higher performers, compared to underperformers, are likely to embrace job transfer because it is perceived to add to a greater improvement in skills (Khan, 2015).

In Nigeria, the situation regarding teacher delocalization and attrition appears complex. The government's freeze in the employment of teachers since the late nineties has led to a drastic decline in enrolment in teacher training colleges, thereby aggravating the shortage of teachers. Another worrying factor is the huge number of teachers leaving the teaching profession for other schools outside the Country. Most principals in schools were delocalized to different areas, making them disorganized in how to stay far away from their family members leading to some seeking early retirement (Irungu, 2020).

The Government of Kenya recognizes the investment in quality education as a critical factor in the supply of a skilled workforce to support development across all sectors of the economy. Teacher management in Kenya is a mandate

executed by the teacher's service commission (TSC). An Act of Parliament established the Teachers Service Commission (TSC) in 1967 and operated as a statutory Semi-Autonomous Government Agency (SAGA) under the Ministry of Education until 2010. Article 237 of the Constitution (2010) established the Commission as an independent entity with a redefined mandate to regulate the teaching profession and management of teachers under the employment of government (GOK, 2019).

The Constitution of Kenya (2010) is the main focal point of the legal framework and addresses several regulations concerning education. The Constitution guarantees a right to education for every person and provides that every child has a right to free and compulsory basic education. Further, the constitution addresses the distribution of functions between the National and County governments. It is the responsibility of the National government to formulate educational policies, set standards, develop curricula, oversee examinations, and grant charters for Universities. The constitution further entrusts the National government with the responsibility over education-related public amenities such as libraries, sports, and cultural activities. Teachers constitute the core of the education system and their importance in students/pupils' performance, which has been widely confirmed by Rirkin (2016).

In Kenya, the Ministry of Education bonding policy restricts newly appointed teachers from transferring before the end of five years. Teacher deployment in Kenya is guided by staffing norms provided by the Commission from time to time in order to achieve equitable distribution and optimal utilization of teachers. This is achieved through delocalizing, teacher balancing, posting, and deploying newly recruited teachers to schools with significant teacher shortages (TSC annual report, 2018-2019). The objectives of teachers' transfers are provided in the Teachers Service Commission code of regulation for teachers. These include serving the teacher's interest and request, among others. Transfers are used to promote the fair distribution and safeguard teachers' welfare. They can also be used to punish teachers delocalized on demotion because of disciplinary action by the commission (Kanyiri, Kibui & Keter, 2018). Teachers' delocalization is also supposed to be used to distribute teachers to the public schools in the republic as provided in the laws of Kenya, TSC Act section 4 (Wachira & Anyieni, 2017).

1.1. Statement of the Problem

In Kenya, the teachers' service commission (TSC) has mandated the hiring, deployment, and transfer of teachers. In their employment agreement, the teachers sign a document agreeing to work in any station and take duties as might be assigned by an agent of the commission. In 2018, the TSC started the delocalization process, which has caused the head teachers and principals of secondary schools to move from their Home Counties or regions to other counties and regions. All these are in an attempt to curb corruption in schools, reduce incidences of indiscipline and bring about a national outlook in the management of the learning institutions. The other objective of mandatory transfers was to ensure fair distribution of talented and qualified teachers among schools and to increase the productivity of every public school. In 2018-2019, one thousand, three hundred and sixty-four (1,364) newly recruited teachers from well-staffed Counties were deployed to understaffed Counties as a deliberate effort to reduce shortages in primary schools.

Moreover, three hundred and thirty-three (333) teachers were delocalized from primary and post-primary institutions to attain rationalization and regional balance (TSC annual report, 2018-2019). Despite the good intentions, there have been complaints that mandatory transfers significantly affect the management and academic performance of both transferring and receiving schools. Some delocalized teachers had already been involved in implementing strategic school plans and were yet to complete them. Others are delocalized to schools where their area of expertise is not required. Some others who had been involved in middle management level tasks may become assistant teachers in the new school. All these factors will affect the performance of such teachers in their new schools while creating issues for the management of the previous schools. This has led to the Teachers Service Commission regularly receiving requests from teachers and principals of respective schools to cancel the delocalization process. Students also find difficulties coping with new leadership styles, eliciting rebellions amongst them. Recently, the burning of the dormitories was experienced in most Counties in Kenya, which included: Buru Buru Girls' High School and Ofafa Jericho in Nairobi County, Kambaa Girls High School and Kijabe Boys High School in Kiambu County, Gitweku Girls Secondary, Mbugiti Boys High School and Kahuhia Girls National School- all from Murang'a County, Kanjuri High School, and Karima Boys High School both in Nyeri County, St. Luke's Boys High School Kimilili in Bungoma County, Sigalame High School and Namboboto Secondary School in Busia County, Chavakali High School, and Vihiga Boys Secondary School in Vihiga County, Ringa Boys High School and Gendia Boys High School in Homa Bay County, Osingo Mixed Secondary School, and St. Peters Abwao Secondary School both in Migori County, Maranda Boys in Siaya County, these are but to mention a few. The burning of these Schools is associated with teachers' delocalization, lack of enough spaces due to a hundred percent transition policy, short holiday breaks given during the closing of the schools, etc. Therefore, this study sought to assess the effects of teachers' delocalization on form four academic performances in Nakuru east and west sub-counties in Nakuru County.

1.2. Specific Objectives

- To establish the effects of motivation resulting from teachers' delocalization on form fours academic performance in Nakuru east and west Sub-Counties.
- To establish the effects of teacher-student's relationship resulting from teachers' delocalization on form fours academic performances in Nakuru East and West Sub-Counties.

1.3. Research Question

- What are the effects of motivation resulting from teachers' delocalization on form four academic performances in Nakuru East and West Sub-Counties?
- Does the teachers-students relationship resulting from teachers' delocalization affect form four academic performances in Nakuru East and West Sub-Counties?

1.4. Theoretical Review

The study was based on the ''Expectancy theory'' a proponent of Victor Vrooms The expectancy/valence theory, on the other hand, views individuals as thinking beings with beliefs and anticipations for the future. As such, the theory posits that human behavior results from some of the products determined by an individual's characteristics or internal forces and the perceived environment (Steers, 2010). The expectancy theory is based on the following assumptions: Behavior is determined by a combination of forces in the individual (intrinsic) and environmental factors (extrinsic). This means that people have specific needs that are influenced by their experiences in life. They then develop expectations on how they should be treated at work. Their work environment provides other extrinsic factors that will affect how an individual reacts. Different people place different values on the same things, as different people have different needs and goals. People do things they regard as bringing desirable outcomes and avoid those they perceive as causing undesirable outcomes. The core of the expectancy theory is the expectations people have about being able to perform well in their jobs, whether good performance will make them succeed, and if their performance will be rewarded accordingly (Garudzo-Kusereka, 2013). People perceive outcomes as related to behavior. They always look at possible outcomes to behavior before making choices and will choose the most favorable outcome as a premise for their behavior (Roos, 2015). The assumption is that people choose behaviors based on the anticipated consequences or outcomes. Therefore, the theory helps explain the effect of motivation resulting from teachers' delocalization on form four academic performances in Nakuru East and West Sub-Counties.
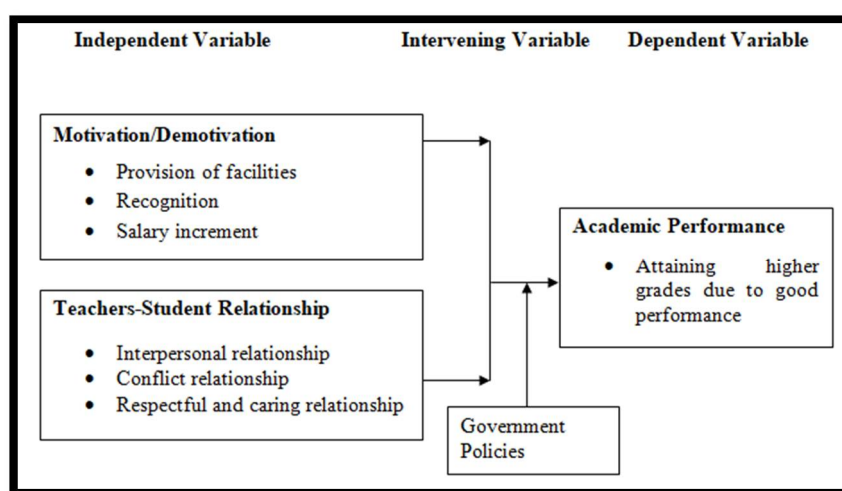
1.5. Conceptual Framework

Figure 1: Conceptual Framework
Source: Researcher (2021)

2. Literature Review

2.1. Motivation Resulting from Teachers' Delocalization

A very important element that helps teachers in their work is motivation. A teacher must be motivated to do his work to bring quality and development to the educational aspect. Their demotivation negatively affects the productivity of working with students causing a decrease even in pupils' academic development (Lingam, 2016). Motivation is a psychological concept that is essential in academic life and is greatly important to the quality of work. During their job, teachers go through Burnout Syndrome, which has an opposite effect on motivation. Facing these two opposite effects (Motivation and Demotivation) of the educational processes requires great attention from the leaders and educational systems because there is a need for balance between these two phenomena that affect the main subject dealing with the education of the young generation (Kelly, 2015).

Teachers' motivation is very important even if technology is being initiated to increase work performance. However, stakeholders must stress that what matters more in the educational system is the continuous work of the teachers. Burnout refers to a non-successful process that has to do with adaption and deals with a chronic non-function (Maslach & Leiter, 2016). It, therefore, deals with emotional tiring, which is caused by the work stress the employees face, in this case, teachers.

Motivation is the longing and drives in individuals that make them continuously interested and committed to making efforts to attain a particular goal. Motivational practices include:

- Provision of facilities and materials,
- Staff recognition,
- Teachers' involvement in decision-making, and
- Teachers' clinical supervision.

Teachers Service Commission (TSC) needs to understand what motivates teachers to effectively manage and grow a school that has the full support of its teachers (Ault man, 2016). Factors that affect teachers' motivation are related to both intrinsic and extrinsic. Intrinsic motivation is a self-drive that occurs when people engage in an activity at their own free will without external incentives. One engages in a behavior because it is personally rewarding and is not pushed into performing the task. On the other hand, extrinsic motivation occurs when one is enticed to engage in an activity for a reward or to evade punishment. Motivation is an effective tool for managers to inspire the workforce and creates their willingness to work (Karega, 2016).

According to Ngaroga, 2017, teaching and learning materials are those things which are available within the school environment. They can either be collected or bought. In primary schools, such resources include:

- Textbooks,
- Teacher's reference materials,
- Sets,
- Dictionaries,
- Wall maps,
- Atlases,
- Pens,
- Pencils and
- Exercise books.

According to Moore (2016), teachers expect their schools to provide the resources and materials to support good teaching. In Arizona, Schwartz (2018) stated that conditions at the workplace were found to be having the greatest effect as far as teachers' satisfaction and retention are concerned. In Tanzania, Eliapenda (2016) found out that the availability of facilities and materials contributed to teachers' intrinsic motivation and creativity in carrying out duties, thus improving their performance.

In Kenya, Mutua (2016) documented that institutions should provide favorable work conditions for teachers to ensure their motivation by providing adequate teaching and learning resources. Andisi (2014) established that insufficient instructional materials in schools greatly influenced teachers' performance. This shows that teachers will be demotivated to perform when materials are insufficient. This has adversely affected classroom organization, traffic flow, as well as the attentiveness and comfort of the pupils. Ochieng (2017) established that where the classrooms are overcrowded due to over-enrolment, classroom organization and traffic flow are affected. This frustrates teachers, and unless the head teachers device appropriate ways of motivating teachers, positive performance may not be realized. This is what a hundred percent transition has done in Kenyan Schools.

Maina (2016), in his findings, indicated that teachers' level of motivation is greatly influenced by the recommendation made by head teachers/educational managers for their promotion. Recognition motivates teachers since it gears them towards professional growth and improvement. Teachers yearn to be re-assured and acknowledged for their excellent work, which would motivate them to put concerted efforts to realize the pupils' good performance. Ocham and Okoth (2015) recommended that teachers should be given responsibilities and the freedom to act to develop their full potential. This is motivational since when teachers take part in making decisions, they own them and tend to perform their best to make sure that nothing fails in their hands. This is contrary to delocalization, which occurs in Kenyan schools, where teachers have no say but to follow instructions.

2.2. Teacher-Student Relationship Resulting from Teachers Delocalization

Students who have positive relationships with their teachers feel motivated to learn and be supported. Students are more engaged when they have a supportive relationship with the teacher; they tend to work harder in the classroom, persevere, accept direction and criticism, cope better with stress and pay attention more to the teachers (Little & Kobak, 2016). Moreover, a teacher's typical level of support and concern can also be treated as one of the facets of classroom climate. The classroom atmosphere or environment has a strong impact on students. Therefore, a significant effect of change in the teacher-student relationship on achievement deserves more attention, considering the dynamic quality and nature of these relationships. Teacher emotional support and guidance are very important to enhance students' academic achievement and protect students who are already exhibiting externalizing behaviors. Delocalization may not support this as it may take longer for role socialization to occur among the delocalized teachers.

The significance of teacher-student interpersonal relationships has been widely recognized in research addressing kindergarten, primary and secondary education. Both positive and negative factors influence the abilities of a child to stay motivated in school and hold academic success. Children, who are living in high poverty, face challenges in attaining desirable success in school. Positive teacher-student interaction enhances a positive attitude towards teachers and achieves positive academic outcomes (Maulana & Opdenakker, 2018). Studies reveal that students who have positive relationships with their teachers are less likely to avoid school and more likely to develop a sense of belongingness toward school.

On the contrary, conflicted teacher-student relationships increase poor academic grades, show disobedience towards the school system, and build mistrust towards teachers. Moreover, all students should have a respectful, caring,

and positive learning atmosphere enhancing their joy of learning. Taking time to build positive relationships with students profoundly affects their school experiences—both within and outside the classroom. Creating a climate of warmth, caring, and supporting autonomy would help students to feel a sense of control (Janosz, 2019). The nature of the classroom environment has a powerful influence on how well students achieve educational outcomes. Most classrooms' environments are not conducive for learning because of a hundred percent transition without expanding infrastructures to accommodate a large number of students. Definitely, this demotivates the teachers in executing their duties properly.

3. Research Design

The study adopted a descriptive research design, which, according to Kothari (2004), allowed the researcher to make conclusions about the population based on the sample analyzed. The design is appropriate for obtaining current information that could answer the research questions. This design, therefore, was appropriate for this study since the respondents were to be studied in their natural setting.

3.1. Target Population

Kombo and Tromp (2008) defined a population as a group of individuals, objects, or items, with at least one thing in common and from which samples for measurement are taken. The target population for the study was 27 principals, 27 deputy principals, and 54 form four class secretaries from 27 public secondary schools in Nakuru East and West Sub-Counties. The distribution of the target population is as shown below.

Categories	Number of Respondents
Principals	27
Deputy Principals	27
Form four class secretaries	54
Total	108

Table 1: Target Population
Source: Nakuru County Director of Education 2021

3.2. Sampling Procedures

According to Kothari (2014), sampling is the process of obtaining information about an entire population by examining only a part of it. Sampling has also been described as the process of selecting a representative number of items out of the targeted population (Orodho, 2005). A sampling procedure is the identification of the specific process by which the entities of the sample have been selected. Since the target population was small, the study adopted the census technique to include all the 108 targeted respondents.

3.3. Data Collection Instruments and Procedure

The researcher collected primary data using questionnaires. According to Orodho (2003), questionnaires consist of a number of questions printed in a definite order on a form. Questionnaires were used since they effectively reach a large number of respondents within a short time.

3.4. Pilot Testing

The researcher made prior arrangements with the administrations of schools selected for the pilot study. Mugenda & Mugenda (2003) asserts that ten percent of the total sample with homogeneous characteristics is appropriate for the pilot Study. Thus, 3 principals, 3 deputy principals, and 5 form four class secretaries, at least 10% of the total sample, were used for the pilot study. The schools and teachers selected for piloting were not part of the samples used in the actual study.

3.4.1. Validity of the Instrument

Experts in education management gave their opinions on the items they considered to measure what they were meant to subject the instruments to scrutiny. Items that were poorly scored were eliminated from the final questionnaire.

3.4.2. Reliability of the Instrument

Reliability of an instrument is also defined as the consistency of the instrument in producing a reliable result (Kothari, 2004). Therefore, an internal consistency test was used to determine the degree to which different test items in a measure gave the same attribute (Bergh & Ketchen, 2009). In this context, internal consistency was established using Cronbach's alpha coefficient, and the results were presented in the table.

3.5. Data Collection Procedures

The researcher sought clearance in advance from the principals of the sampled schools to be allowed to administer research instruments in their schools. Before conducting the study, the researcher held a briefing session for the respondents to highlight the purpose of the research and re-emphasized to the respondents the fact that the information obtained was to be used for the study only.

The researcher then issued the study questionnaires to the respondents. Drop Off-Pick Up (DOPU) method was used during the questionnaire administration. Thus, the researcher collected the questionnaires at a later date that was

agreed upon between both parties during questionnaire administration. The DOPU method was used to improve the response rate as sufficient time was given to the respondents to enable them to fill out the questionnaires.

3.6. Data Analysis

After collecting the data, the researcher checked the questionnaires to ensure they were correctly and fully filled. Data analysis was guided by the research objectives, research questions, and the data obtained during data collection. Data analysis was quantitative in nature. The raw data from the structured questionnaires were edited to remove any questionnaires that had inconsistencies or were incomplete. After verifying the questionnaires, the data were coded and analyzed using Statistical Package for Social Sciences (SPSS Version 23.0). In order to reveal patterns and enable the researcher to make inferences, descriptive statistics were used. The descriptive statistics used included:

- Mean,
- Standard deviation,
- Frequencies, and
- Percentages.

4. Findings

4.1. Response Rate

Questionnaires were distributed to 27 principals, 27 deputy principals, and 54 form four class secretaries. Among 27 questionnaires distributed to principals, 20 questionnaires were returned, making a response rate of 74%. On the other hand, among the 27 questionnaires distributed to deputy principals, 25 questionnaires were returned, giving a response rate of 93%. Finally, among the 54 questionnaires distributed to form four class secretaries, 40 questionnaires were returned, giving a response rate of 74%. The entire response rate was above 78%, leading to the conclusion of the adequacy of the response rate.

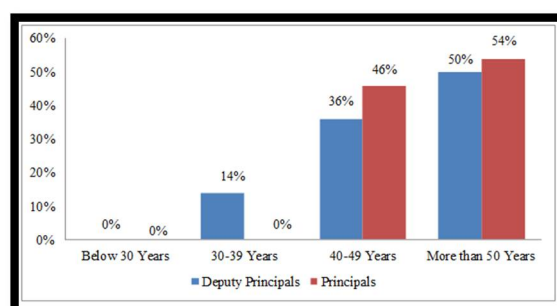*4.2. Demographic Information*

4.2.1. Age Distribution

Figure 2: Age Distribution
Source: Researcher (2020)

From the findings in the figure above:
- 14% of the deputy principals were in the age bracket of 30-39 years, 36% were in the age bracket of 40-49 years, and
- 50% were above 50 years.

Among the principals, 46% were in the age bracket of 40-49 years, while 54% were 50 years and above. From the findings, the majority of principals were above 49 years. They are, therefore, expected to be effective in the performance of their administration and supervisory duties. It also implied that most principals are appointed to the position after attaining adequate teaching experience.
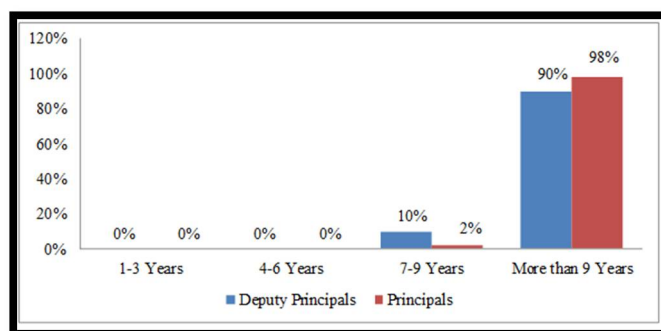
4.2.2. Teaching Experience

Figure 3: Teaching Experience
Source: Researcher (2020)

From the findings presented in figure 3 above, 10% of deputy principals had a teaching experience of 7-9 years, while 90% had a teaching experience of more than 9 years. Among the principals, 2% of the principals had a teaching experience of 7-9 years, while 98% of the principals had a teaching experience of more than 9 years. This implies that all the principals had a teaching experience of 7 years and above. The high number of principals with teaching experience of more than 9 years can be attributed to the fact that before a teacher is promoted to be a deputy principal or principal, he/she must have worked for some years. Further, the many years of experience among the principals implied that they were able to provide relevant and reliable information to the researcher.

4.2.3. Effect of Motivation Resulting from Teachers' Delocalization on Form Four Academic Performances
The researcher sought to determine the effect of motivation resulting from teachers' delocalization on form four academic performances in Nakuru East and West Sub-Counties.

	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Delocalization results in the separation of a teacher from his/her family members, which affects their productivity and negatively affects student performance	36	42	42	49	3	4	4	5	0	0
Delocalization interferes with the social life of a teacher, which affects their productivity	34	40	43	51	5	5	3	4	0	0
The majority of teachers perceive delocalization as a form of demotion which negatively affects their productivity which negatively affects student performance	34	40	48	57	2	2	1	1	0	0
The majority of delocalized teachers have a feeling that they do not get adequate allowances worth the transfer, which negatively affects their performance	58	68	20	23	4	5	3	4	0	0
When a teacher is delocalized to a school with fewer teaching resources compared to the former school, it negatively affects their morale	39	46	42	50	3	3	1	1	0	0

Table 2: Effect of Motivation Resulting from Teachers'
Delocalization on Form Four Academic Performances
Source: Research Data (2021)

The results in Table 2 revealed that 42% of the respondents strongly agreed that Delocalization results in the separation of a teacher from his/her family members, which affects their productivity and negatively affect students' performance 49% agreed with the same sentiment, 4% were neutral, while 5% disagreed. The findings also showed that 40% of the respondents strongly agreed that delocalization interferes with the social life of a teacher, which affects their productivity. 51% agreed with the same, 5% were neutral, while 4% disagreed. The results in Table 2 also indicated that 40% of the respondents strongly agreed that the majority of teachers perceive delocalization as a form of demotion, which negatively affects their productivity, which negatively affects student performance, 57% agreed with the same statement, 2% were neutral while 1% disagreed. From the findings, it was clear that the majority (97%) of the respondents felt that the majority of delocalized teachers feel that they do not get adequate allowances worth the transfer which negatively affects their performance.

In addition, 68% of the respondents strongly agreed that when a teacher is delocalized to a school with fewer teaching resources than the former school, it negatively affects their morale. 5% were neutral, while 4% disagreed. A well-motivated teacher:
- Shows goal-directed behavior with actions and activities directed in one way to achieve the required results,

- Makes a deliberate effort to achieve the set targets,
- Be persistent in actions and behavior that produce results,
- Be committed and consistent as a team player,
- Relates well with learners and colleagues, among other characteristics

The factors that influence teachers' motivation are mainly intrinsic and extrinsic factors.

Intrinsic factors come from a person, whereas extrinsic motivation factors are determined by the level and type of external rewards available (Bennel & Akyeampong, 2017). According to Javaid (2019), the teachers' morale and level of motivation can be attributed to both their living and working conditions, which will influence their classroom performance.

4.2.4. Effect of Teachers-Students' Relationship Resulting from Teachers' Delocalization on Form Four Academic Performances

The researcher sought to determine the effect of the teacher-student relationship resulting from teachers' delocalization on form four academic performances in Nakuru East and West Sub-County. The findings are as indicated in Table 3.

Items	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
The time taken for a teacher to adapt to a new school environment affects their productivity	41	48	38	44	4	2	2	2	0	0
Students take time before getting used to a new teacher, which affects their performance	31	37	33	39	12	14	9	10	0	0
Teachers take time before understanding the strengths and weaknesses of individual students in a different school which affect their mode of delivery	45	54	24	28	8	9	8	9	0	0
New teachers are likely to face resistance from students, which negatively affects their performance	42	51	34	40	4	5	3	4	0	0

Table 3: Effect of Teacher-Student Relationship Resulting from Teachers
Delocalization on Form Four Academic Performances
KEY: - SA= Strongly Agreed, A= Agreed, N= Neutral, D= Disagreed, SD= Strongly Disagreed.
% = Percentage, F = Frequencies
Source: Research Data (2021)

From the findings, 48% of the time a teacher takes to adapt to a new school environment affects their productivity, 48% of the respondents agreed with the same statement, 2% were neutral, and 2% disagreed. The findings further revealed that 37% of the respondents take time before getting used to a new teacher, which affects their performance. 39% agreed with the same statement, 14% were neutral, while 10% disagreed. In addition, 54% of the respondents strongly agreed that teachers take time before understanding the strengths and weaknesses of an individual student in a different school, which affect their mode of delivery, 28% agreed with the same sentiment, 9% were neutral, while 9% disagreed. Furthermore, the results in Table 3 revealed that 51% of the respondents strongly agreed that new teachers are likely to face resistance from students, which negatively affects their performance, 40% agreed with the same sentiment, 5% were neutral, while 4% disagreed. The findings agree with Adelabu (2015), who argues that when teachers have conducive working environments such as good relationships amongst themselves and with students and good leadership from principals, they are likely to be motivated to have job satisfaction.

5. Conclusion

From the findings, the study concluded that delocalization results in the separation of a teacher from his/her family members. This affects their productivity and negatively affects student performance. In addition, the study concluded that delocalization interferes with a teacher's social life, which affects their productivity. Most teachers perceive delocalization as a form of demotion, which negatively affects their productivity and hence negatively affects students' performance. Most delocalized teachers feel that they do not get adequate allowances worth the transfer, which negatively affects their performance.

Regarding the teacher-student relationship resulting from teachers' delocalization, the researcher concluded that the time a teacher takes to adapt to a new school environment affects their productivity. Furthermore, the study concluded that students take time before getting used to a new teacher, which affects their performance. Teachers take time before understanding the strengths and weaknesses of individual students in a different school. This affects their mode of delivery.

6. Recommendations

In conclusion, the researcher recommended that TSC should consult teachers before relocating them to a different school. This will reduce teachers' resistance and will result in the poor performance of students. After relocation, both the schools' administrators and parents should find a way to recognize and appreciate the good work done by the teachers since the teachers who received such recognition reported to have been motivated by such. In contrast, those who did not

receive the recognition indicated that it could be of great importance. School administration should ensure that the teachers receive the teaching materials on time because most teachers cited this as one of the most important motivators.

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