



Research Paper

Secondary School Teachers' Perception of Leadership Competencies of Headteachers who requested to be transferred from their previous schools

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Abstract

The study sought to explore teachers perception of Leadership competences of transferred head teachers who requested to be transferred in the selected Government aided secondary schools in the central Region of Uganda. This study was based on the phenomenological design where the study participants involved 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 means of transfer. 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 transfer means. 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 requested transfer: 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.

Key words: Teachers' perceptions, Leadership competencies, Requested transfer

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I. Introduction

Transferring Headteachers (HTs) from one school to another causes a certain level of hope and/or disruption. But even with this variability, a common-sense belief prevails that HT transfer is a positive thing. For schools, replacement of HTs is a disruptive event because it changes the status quo in form of lines of communication, realigning of relationships of power, affecting decision-making, and largely disrupts the balance of regular school activities (Crowson & Morris, 1985). Conventional wisdom holds that changing administrators would improve school performance (Miskel & Cosgrove, 1985). The probable changes or outcomes that can result from HTs being transferred provide the rationale for moving HT whenever the need arises. Movement of school leaders may have been precipitated by voluntary or involuntary factors such as HT retirement, promotion, overstay, requested, rejection, illness, or even death (Muyingo, 2010).

In Africa, formal education did not start until after the Berlin conference of 1884 – 1885 from where it was resolved that each colonizing nation must civilize and modernize the colonized regions. This modernizing project was guided by the assumption that the higher culture of the colonizer must suppress the lower culture of the colonized native (Gellner, 1983; Bauman 1992). Even with the introduction of this formal secondary education in Africa a similar situation like that which was witnessed in administration of secondary schools in Europe was observed. Therefore, the external routine of transferring headteachers from one school to another was adopted. However, Head teacher transfers 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).

Contextually, the 100-page report from IGG 2023 suggested recommendations to MoES to transfer some headteachers from Central Region. This was based on recommendations around maladministration, abuse of office and mismanagement of funds attributed to lose leadership, managing the school without a budget, poor relations

with staff and board members. Within the past years some headteachers from Luwero District were rejected by former students due to maladministration. More still, MoES (2023) reported high cases of headteachers failing to solve emerging problems, failing to collaborate well with fellow headteachers. This study hence was carried out to establish the leadership competencies of headteachers transferred using requested transfer in Government added secondary schools

The study was also guided by the theory of Organizational Readiness Change. It was advanced by Weiner. It states that organizational change is manifested in its readiness to change and through a state organizational readiness to share psychological state in which organizational members feel committed to implementing this change and confident in their collective abilities to do so. This theory also has it that organizational readiness is best suited for examining organizational changes where collective behavior change is necessary in order to effectively implement the change in produce anticipated benefits (Weiner, 2009). Basing on organizational readiness theory heartaches in the selected public secondary schools in central Uganda should always be ready to request for transfer on the job especially if they live to the expectations of the leadership competencies desired in the contemporary world view

Transfer is 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 (Mubarok, 2022). In the current study the term transfer referred requested transfer or voluntary transfer from ones current school to another.

Leadership Competences are defined as a trait that gives a person the power to play a certain role (Mai, Do & Ho Nguyen, 2022). They are also defined as the collection of demonstrable features and skills that enable improve on the efficiency and performance. In this study, head teachers' leadership competencies referred to emotional intelligence competencies intended to help school headteachers respond appropriately to the unique needs of a particular context. Such competencies include: (i) Self-Management competencies such as emotional self-awareness, accurate self-assessment, self-confidence, self-control; (ii) Self-management competencies such as, transparency adaptability, achievement, initiative, and optimism; (iii) Social awareness skills such as, empathy, organizational awareness, service; and (iv) relationship management such as, inspiration, influence, developing others, change catalyst, conflict management, teamwork and collaboration.

II. 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 transfer of headteachers was worrisome. 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 indicated that within the past years, some transferred headteachers from Luwero District were rejected by former students and the community. It was not known whether failures by headteachers to live to the expectations of the 21st century administrative competencies contributed to the same. However previous accounts explaining administration of schools were based on the Weberian Model this current study was taking a different path with the Theory of Change considered as the best model to help establish the influence of headteachers leadership competencies on their requested transfer in selected public secondary schools in central Region of Uganda.

III. Objective

To explore secondary school teachers' perception of leadership competencies of headteachers who requested to be transferred from their previous schools.

4. Related Literature.

IV. Leadership competencies of headteachers who requested 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 Zamba. 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.

V. Methodology

This study was based on the phenomenological design. It was qualitative in approach. The study participants involve teachers, headteachers and commissioner secondary education Department MoES. The number of participants depended on saturation of the study findings. These participants were purposively selected. Interview guides were the data collection instruments. Data was coded, described, prescribed, basing on the key themes of the study. This data was analyzed using thematic data analysis technique.

VI. Results

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. Meanwhile another teacher TT2 stated that;

The headteacher in this school is aware of his weakness. At times when there is a contentious issue, this headteacher may call all teachers to contribute and immediately would adopt what the great majority decides. This strength makes him totally different from nearby head teachers. All matters are amicably resolved with his support.

These findings implied that the headteacher was aware of his weakness and when it gets to solving problems all teachers are allowed to contribute for the wellbeing of the school. Consequently such a headteachers is highly preferred in his school and if he or she is to be transferred it is upon his or her request.

Theme. Emotional Self-awareness and Requested Transfer.

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

Teachers who participated in this study revealed that headteachers who were aware of their emotional status could effectively manage schools and were likely to be transferred using requested transfer. For instance, Teacher NT1 on this revealed that;

The emotional status of this headteacher is that which has stability and suitable to the needs of his sub-ordinates. Previously, we had financial challenges at school and when I requested the headteacher to help me with money to solve one problem we almost quarreled. However, after a week I was called in his office and he explained to me how he was unable due to resource inadequacies but at this moment the school had accessed money from school fees and the head teacher was able to help and requested that if I had borrowed money I go and clear outstanding balances.

These results revealed that this headteacher's emotional status was good and could lead to requested transfer from one school to another. The way how this headteacher handled the problem was conducive to environment and would call for requested transfer.

Meanwhile, teacher VT1 stated that my headteacher has an emotional stability.

When having meanings, there are annoying teachers who comment on issues recklessly. However, the head teacher of this school is aware of how to handle such cases. We are proud of him and it would be essential to transfer him using requested transfer on the job. This finding suggested that some head teachers in the selected secondary schools in central Uganda have an emotional stability to the extent that even in situations of conflicts with other colleagues they remain emotionally stable. In turn such headteachers are likely to be transferred using requested transferred mode.

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.

These findings were also in line with those of teacher NT1 who stated that;

When it gets to carrying out assessment of issues that occur on the job, my head teacher is the best. I also had that even in the previous school were this headteacher was the requested transfer mode was used because the work environment was not conducive, this request was affected not to lose his service in case he decided to put down tools due to un favorable work environment.

This finding suggested that the requested transfer mode was used on headteachers who could carry effective assessment in the schools where they served. Likewise, this request is always accepted and positively received because such headteachers were better and effective managers of schools and their leadership skills cannot be lost in any way. In situations when the social working environment is not palatable such headteachers can only be transferred using the requested transfer mode.

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.

These results resonated well with those of one participant from the Department of commissioner in charge of secondary schools in MoES who stated that;

In central Uganda Government owned secondary schools, there are so many confident headteachers in what they do. As their supervisor, at times we take careful analysis to recommend such headteachers transfer, unless it is out if their request, such head teachers are less likely to be transferred from where they are to other secondary schools. These findings implied that highly confident head teachers are less likely to be transferred from one secondary school to another. It is only through their request that the move to transfer them could be implemented and effected.

One of the headteachers Nssan SS HT who participated in this study also revealed that;

Headteachers who are confident in what they do are favored compared to others who are less confident to do work. It is because of this confidence that they exercise that no one thinks of transferring them from one school to another. It is only out of their will that they could be transferred. It is for that reason that you find out that this transfer of confident headteachers is effected after one has requested.

This thus, implied that leadership skills of confident headteachers on the job are a key and significance factor that determines whether they are to be transferred from one secondary school or not.

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.

In line with the above findings head teacher HT BENZ from one of the schools studied indicated that;

I have strict control of how I behave at school. At times you I have personal challenges at home, but I cannot use school finds to solve or clear my individual loans. This has helped me to have a financial discipline to the extent

that even when I have pending loans I access money from other sources and clear. With this strategy I have been always trusted by school stakeholders and my transfer from schools have always been upon my request. These findings therefore suggest that head teachers with self-control are always likely to be transferred using requested transfer.

In line with the above findings another headteacher HT Toyota stated that;

As the headteacher of the school there challenges some female teachers, students may tempt you and if you do not have self-control you end up falling in love with them. The moment you do this it creates havoc in the school. So, to eliminate the negative consequences of this the only option is have a sense of self-control. Once you control yourself on such matters, it consequently implies that your transfer from one school to another would be upon our request.

These findings suggested that self-control of the teacher can lead to requested transfer as some of the common mistakes and ills are detected. As your workmates identify this the chances for you to request for your transfer are high.

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.

However, this finding was almost similar with that of participant VT2 who revealed that;

At the end of each term my headteacher makes reports and these reports gives us a summary of how effective he has managed the school. Such reports address issues related with fees collections, fees defaulters, areas of excellence and areas where there are weakness. After this the head teachers also labors to explain why the head teachers also labors to explain why the school excelled in some areas and why it failed in some areas. This move has created confidence in us and every one trusts in him because of this transparency and accountability.

This hence implied that this head is likely to stay in this school for a reasonable period and his transfer is more likely to be upon his request.

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.

Besides, another headteacher HT Benz also commented that;

I have always made it sure that I communicate with my stakeholders and the entire school fraternity. I do the using multi-media, mobile phones, internet and intranet. Therefore, I have always been explaining to these stakeholders the levels of progress, the challenges we face and achievements in terms, meeting the demands of the new CBC curriculum. Therefore, many of these school stakeholders feel that I should stay and the only option I have if am to leave this school is to request for my transfer.

These results implied that headteachers who are transparent with their stakeholders, who can account for their deeds in the eyes of students and other key stakeholders like parents, teachers and Government leaders always request if they are to be transferred from one school to another.

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.

Nonetheless, these findings were in consonance with those of the officer in commissioner secondary school Education department who scores highly in UNEB, UCE or UACE and achieves steadily in areas of school infrastructure development in science courses among others may not be easy to transfer as doing it creates resistance from Key stakeholder. Hence, the only way to transfer such a head teacher is to wait until he or she requests to be transferred from that station to a school of his or her choice.

This implied that with high achievement levels from some head teachers it is too difficult on behalf of the Ministry to transfer some of the teachers who excel at work. What Ministry does is to for the moment when such head teachers will opt to be transferred from one school to another.

Like wish one of the headteachers Toyota HT on the same stated that;

I have been hearing of headteachers transfers going in this region. It was in the previous transfers that I was contacted and asked if I can be transferred from where I am to another school. My response to this was that I am still satisfied and that I was to inform them after two years. However, you cannot request this if you have a bad track record in terms of performance.

These results implied that with high achievement levels transfer of headteachers from one secondary school to another are upon their request.

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.

VII. Discussion, Conclusions and Recommendations

Results obtained on this objective revealed that leadership competencies of head teachers 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 transferred. 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. It was 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 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 by emphasizing the need for head teachers to reflect on the leadership competencies desired in modern trends. 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 would be possible as no one would tamper with their services due to leadership effectiveness

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