

Impact of Frequent Transfers of Teachers on Their Performance at The Primary Level of Tehsil Faisalabad Sadar

Muhammad Jafar¹, Dr. Rana Muhammad Amir², Sumaira Hanif³, Jamil Haider Jamati⁴, Muhammad Afnan Mehmood⁵, Asad Abbas Athar⁶, Asma Faridi^{7*}

¹ Primary School Teacher, School Education Department, Faisalabad, Punjab, Pakistan,
Email: jafarmalik1@gmail.com

² Associate Professor, Institute of Agriculture Extension, Education and Rural Development, University of Agriculture Faisalabad, Email: muhammad.amir@uaf.edu.pk

³ Primary School Teacher, School Education Department, Faisalabad, Punjab, Pakistan,
Email: sumairahanif25@gmail.com

⁴ Primary School Teacher, School Education Department, Faisalabad, Punjab, Pakistan,
Email: jamiljamati3737@gmail.com

⁵ Elementary School Teacher, School Education Department, Faisalabad, Punjab, Pakistan,
Email: afnangill3@gmail.com

⁶ Elementary School Teacher, School Education Department, Faisalabad, Punjab, Pakistan,
Email: asad111.aa64@gmail.com

^{7*} Lecturer, Aspire Group of Colleges, Faisalabad, Punjab, Pakistan,
Email: asmafaridi0026@gmail.com

*Corresponding Author Email: asmafaridi0026@gmail.com

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Abstract

Teacher transfer is experienced globally and is on the rise despite the presence of transfer policies governing teachers' mobility. Teachers' transfer may either be voluntary or involuntary. The transfer of teachers is a significant aspect of educational management that helps address staffing needs while also considering the professional aspirations of educators. The objective of the current study was to explore the impact of frequent transfer of teachers on their performance at the primary level of tehsil Faisalabad Sadar. According to the latest data from the School Information System, there are 8 government boys' primary school, 7 elementary boys' schools and 8 government girls' primary schools and 10 girls' government elementary schools. So, in these 15 government boys' schools, there are currently 99 teachers and in 18 government girls' schools, 100 teachers were recruited. The population of the current study was 199 teachers of Markaz Miranwala. The sample size was 132 teachers (67 male and 66 female teachers) with a 95% confidence interval and a margin of error of 5%. The sample size was calculated through [idsurvey.com/en/sample-size-calculator/#ssc](https://www.idsurvey.com/en/sample-size-calculator/#ssc). A proportionate sampling technique used to draw the proportion of male and female respondents among the total sample. A proportionate sampling technique was selected for the collection of data. In this survey, a questionnaire was used for the collection of quantitative data. After the collection of data, it was analyzed through Statistical Packages for Social Sciences (SPSS). It was concluded that teachers' transfers were shown positive effect on new teacher recruitment. By creating vacancies and promoting equity within schools, transfers attracted qualified candidates and contributed to the diversification of the teaching staff. However, the study also pointed out that the frequent transfer of teachers could hinder the adaptation of new staff to educational trends, potentially leading to challenges in

maintaining a stable and effective teaching force. It was suggested that educational department should offer career development programs to reduce teacher turnover. Public schools should improve job satisfaction through better work conditions and support. Teacher transfer policies should be flexible to accommodate personal and professional needs.

Keywords: Transfer of Teacher, Performance, Primary Level, Frequent Transfer, Faisalabad,

Introduction:

Teachers' transfer is experienced globally and is on the rise despite the presence of transfer policies governing teachers' mobility. Teacher transfer may either be voluntary or involuntary. A voluntary transfer occurs when an employee chooses to move to a different position, department, or location within the organization. Voluntary transfer is initiated by teachers for varied reasons, such as the desire to work closer to home, personality conflict with administrators, promotion, and avoidance of involuntary transfer. An involuntary transfer happens when the organization mandates an employee to move to a different role, department, or location, often due to business needs, restructuring, or performance issues. An Involuntary transfer occurs whenever the school or district authorities reassign a new position to a teacher. Furthermore, an involuntary transfer may contribute to effectiveness in service delivery (Jason et al., 2013). The term "transfer" describes the frequent movement of teachers from one school to another. Both voluntary and involuntary transfers may occur. Voluntary transfer is used to describe the kind of migration that educators request. The phrase "involuntary transfer" describes a move thought to be required for organizational efficiency (Nancy and Thinguri, 2018).

The School Education Department (SED) introduced the School Information System in March 2017 to monitor student enrollment in Punjab's public schools. This system has grown over time to encompass the gathering and administration of all public-school data, including students, faculty, school facilities, and authorized positions. Major workflows include teacher promotion and transfer, the yearly school census, and the e-transfer system have also been integrated (Siddiqui and Shaukat, 2021). Frequent teacher transfers in Pakistan's public primary schools, particularly in Punjab, disrupt professional stability and performance, mirroring broader systemic challenges. Policies like Punjab's transfer rationalization aim to curb corruption and balance staffing but increase pupil-teacher ratios and early-career disruptions, negatively impacting teaching efficacy and student outcomes (Bukhari et al., 2025; Rafiq-uz-Zaman, 2024). These shifts exacerbate issues akin to teacher shortages in Punjab's early childhood and primary education, where resource gaps and commuting burdens hinder sustained professional engagement (Rafiq-uz-Zaman, 2024). Educational environments critically shape teacher performance; unstable settings from transfers parallel special education challenges in Pakistan, where contextual barriers undermine efficacy (Rafiq-uz-Zaman et al., 2025). Multiple Challenges are faced by teachers in the primary schools of Punjab (Rafiq-uz-Zaman, 2026). Policy implementation in Punjab schools further amplifies these effects, as uneven enforcement leads to surpluses in urban areas like Faisalabad while rural primaries suffer deficits, eroding motivation and management effectiveness (Bukhari et al., 2025; Rafiq-uz-Zaman et al., 2025a).

Management styles influence outcomes amid transfers; democratic approaches could mitigate disruptions, yet policy-driven mobility favors early-career salary gains over long-term stability, reducing workplace satisfaction for experienced educators (Rafiq-uz-Zaman et al., 2025b). The Education Department has a large number of teachers in remote locations. In these schools most teachers are female and they try to attain opportunities for transfer. This will be fully fixed and transfers will be made based only on merit and without recommendations using an automated system (Zhou et al., 2024).

The specific objective of the study is.

- To explore the effects of teachers', transfer on their professional performance

Methods:

The present study was conducted in Markaz Miranwala Faisalabad Sadar. According to the latest data from School Information System (SIS), there are 8 government boys' primary schools and 7 elementary boys' schools. There are 8 government girls' primary schools and 10 girls' government elementary schools. So, in these 15 government boys' schools, there are currently 99 teachers, and in 18 government girls' schools, 100 teachers are working. The population of the current study was 199 teachers of Markaz Miranwala. Population is explained as a group of individuals through which the data are collected to measure the sample (Sumaira,2025). The population of the current study was 199 teachers (Male and Female) of Markaz Miranwala.

So, the sample size was 132 teachers (67 male and 65 female teachers) with a 95% confidence interval and a margin of error of 5%. The sample size was calculated through [idsurvey.com/en/sample-size-calculator/#ssc](https://www.idsurvey.com/en/sample-size-calculator/#ssc). A proportionate sampling technique will draw the proportion of male and female respondents among the total sample. A well-structured questionnaire in (Google Form) was used to collect quantitative data from the respondents of this study. All the variables of the questionnaire have clearly defined the objectives of the research. Development of the questionnaire (data collection tool) was a complicated task. During the preparation and development of the questionnaire, the questions were constructed for reliable and factual answers and the cooperation of the respondents. The primary data were collected through the questionnaire from respondents and the primary data were always the premier set of collection of facts. The purpose of data collection and procedure was explained thoroughly to all the respondents in face-to-face and online interaction before the filling up of questionnaires. The data were carefully recorded according to the procedure. The data were analyzed by Statistical Package of Social Science (SPSS)

Results and Discussion

The "results" component of social science research usually presents the study's conclusions, which are typically based on statistical analysis or other data-driven techniques. This part often discusses the limitations or possible future study directions, as well as how the findings add to our general understanding of the research issue and any implications they may have for theory or practice.

Table 1: Mean value, standard deviation, weighted score and rank according to factors related to teachers' personalities affect their professional performance after transfer

Effect on Personalities	Weighted score	Mean	S.D.	Rank
Bring patience	490	3.71	1.220	1
Punctuality	466	3.53	1.194	2
Effective teaching	460	3.48	1.345	3
Professional knowledge and skills	456	3.45	1.238	4
Cultural values awareness	455	3.45	1.200	5
Professional excellence	455	3.45	1.244	6
Habit of obeying	438	3.32	1.231	7
Higher acceptance of responsibilities	425	3.22	1.225	8
Motivation for teaching	412	3.12	1.296	9

1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always

Table 1 represents the results related to factors related to teachers' personalities that affect their professional performance after transfer. Bringing patience is ranked 1st with a weighted score of 490, a mean of 3.71. The mean value of the given statement lies between often and sometimes categories but is inclined more towards the often category. Punctuality is ranked 2nd with a weighted score of 466, a mean of 3.5. The mean value of the given statement lies between

sometimes and often categories but is inclined more towards the sometimes category. Effective teaching is ranked 3rd with a weighted score of 460, a mean of 3.4. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category.

Professional knowledge and skills are ranked 4th with a weighted score of 456, a mean of 3.45. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Cultural values awareness is ranked 5th with a weighted score of 455, a mean of 3.45. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Professional excellence is ranked 6th with a weighted score of 455, a mean of 3.45. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Habit of obeying is ranked 7th with a weighted score of 438, a mean of 3.32. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category.

Higher acceptance of responsibilities is ranked 8th with a weighted score of 425, a mean of 3.22. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the rarely category. Motivation for teaching is ranked 9th with a weighted score of 412, a mean of 3.1. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the rarely category. Pham (2022) examined the correlation between teacher transfers and learners' academic performance in government aided primary schools in Kalaki District. It was found that teachers' transfer techniques (voluntary, routine, and forced) were found to have a strong association with learners' academic achievement. This demonstrates that the more effectively teacher transfers are implemented, the better and higher the academic achievement produced in Kalaki District. Forced transfers, on the other hand, were found to have no influence on the inventiveness or performance of learners.

Table 2: Mean value, standard deviation, weighted score and rank according to the transfer of teachers impacts their classroom management skills

Classroom management skills	Weighted score	Mean	S.D.	Rank
Discipline in the class	490	3.71	1.220	1
Method of teaching	460	3.48	1.345	2
Flexibility in teaching style	456	3.45	1.238	3
Interesting process of instructions	455	3.45	1.244	4
Grip on lesson planning	438	3.32	1.231	5
Technical subject knowledge	425	3.22	1.225	6
Command of teaching tools	412	3.12	1.296	7

1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always

Table 2 represents the results related to how the transfer of teachers impacts their classroom management skills. Discipline in the class is ranked 1st with a weighted score of 490, a mean of 3.71. The mean value of the given statement lies between often and sometimes categories but is inclined more towards the often category. Method of teaching is ranked 2nd with a weighted score of 460, a mean of 3.4. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Flexibility in teaching style is ranked 3rd with a weighted score of 456, a mean of 3.45. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Interesting process of instructions is ranked 4th with a weighted score of 455, a mean of 3.45. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category.

Grip on lesson planning is ranked 5th with a weighted score of 438, a mean of 3.32. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category. Technical subject knowledge is ranked 6th with a weighted score of 425, a mean of 3.22. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the rarely category. Command of teaching tools is ranked 7th with a weighted score of 412, a mean of 3.1. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the rarely category.

Table 3: Mean value, standard deviation, weighted score and rank according to the transfer of teachers improves the teachers' ability of conversation with others and improve their professional ability

Ability of conversation	Weighted score	Mean	S.D.	Rank
Improve conversation skill	466	3.53	1.194	1
Increase the ability of deep listening	461	3.49	1.245	2
Provide networking opportunities	458	3.47	1.207	3
Nourish convincing tone	455	3.45	1.200	4
Thrive the skill of observation	416	3.15	1.245	5
Nourish professional performance	409	3.10	1.222	6
Develop positive argument habit	377	2.86	1.249	7

1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always

Table 3 represents the results related to how the transfer of teachers improves their ability of conversation with others and enhances their professional ability. Improve conversation skill is ranked 1st with a weighted score of 466, a mean of 3.53. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Increase the ability of deep listening is ranked 2nd with a weighted score of 461, a mean of 3.49. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Provide networking opportunities is ranked 3rd with a weighted score of 458, a mean of 3.4. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Nourish convincing tone is ranked 4th with a weighted score of 455, a mean of 3.45, The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Thrive the skill of observation is ranked 5th with a weighted score of 416, a mean of 3.15. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category.

Nourish professional performance is ranked 6th with a weighted score of 409, a mean of 3.10. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the rarely category. Develop positive argument habit is ranked 7th with a weighted score of 377, a mean of 2.86. The mean value of the given statement lies between rarely and sometimes categories but is inclined more towards the rarely category.

Table 4: Mean value, standard deviation, weighted score and rank according to the impact of teacher transfer on educational quality

Impact on educational quality	Weighted score	Mean	S.D.	Rank
Detailed instructions	483	3.66	1.118	1
Imparting knowledge according to students' abilities	472	3.58	1.218	2
influencing academic performance	470	3.56	1.262	3
Introduce diverse teaching methods	460	3.48	1.195	4
Impact on the ability of students	451	3.42	1.284	5
Dilution of the curriculum	441	3.34	1.241	6
Deeper understanding	440	3.33	1.221	7
Demotivation of students	421	3.19	1.279	8

1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always

Table 4 represents the results related to the impact of teacher transfer on educational quality. Detailed instructions are ranked 1st with a weighted score of 483, a mean of 3.66. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Imparting knowledge according to students' abilities is ranked 2nd with a weighted score of 472, a mean of 3.5. The mean value of the given statement lies between sometimes and often categories but is tend more towards the sometimes category. Influencing academic performance is ranked 3rd with a weighted score of 470, a mean of 3.56. The mean value of the given statement lies between sometimes and often categories but is apt more towards the sometimes category. Introduce diverse teaching methods is ranked 4th with a weighted score of 460, a mean of 3.48. The mean value of the given statement lies between sometimes and often categories but is persuaded more towards the sometimes category. Impact on the ability of students is ranked 5th with a weighted score of 451, a mean of 3.42. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Dilution of the curriculum is ranked 6th with a weighted score of 441, a mean of 3.34. The mean value of the given statement lies between sometimes and rarely categories but is leaning more towards the sometimes category. Deeper understanding is ranked 7th with a weighted score of 440, a mean of 3.33. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category. Demotivation of students is ranked 8th with a weighted score of 421, a mean of 3.19. The mean value of the given statement lies between the sometimes and rarely categories but is tendency more towards the sometimes category.

Table 5: Mean value, standard deviation, weighted score and rank according to the effects of teacher transfer on students' personality development

Student's personality development	Weighted score	Mean	S.D.	Rank
Escalate the skill of creating a correlation	473	3.58	1.236	1
Increase compassion among students	458	3.47	1.244	2
enhance the problem-solving skill	455	3.45	1.161	3
Disciplined attitude	454	3.44	1.193	4
Improve patience in students	453	3.43	1.193	5
Habit of concentration	448	3.39	1.184	6
Decisive ability	448	3.39	1.110	7
creative thinking ability	446	3.38	1.182	8
habit of hard-working	429	3.25	1.238	9
Ability to create positive interactions	427	3.23	1.111	10
Develop diligence in students	420	3.18	1.358	11
Able the students to follow rules	419	3.17	1.311	12

1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always

Table 5 represents the results related to the effects of teacher transfer on students' personality development. Escalating the skill of creating a correlation is ranked 1st with a weighted score of 473, a mean of 3.5. The mean value of the given statement lies between sometimes and often categories but is motivated more towards the sometimes category. Increasing compassion among students is ranked 2nd with a weighted score of 458, a mean of 3.47. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Enhancing the problem-solving skill is ranked 3rd with a weighted score of 455, a mean of 3.45. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Disciplined attitude is ranked 4th with a weighted score of 454, a mean of 3.44. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Improving patience in students is ranked 5th with a weighted score of 453, a mean of 3.43. The mean value of the given statement lies between sometimes and often categories but is motivated more towards the sometimes category. Habit of concentration is ranked 6th with a weighted score of 448, a mean of 3.39. The mean value of the given statement lies between sometimes and often categories but is tending more towards the sometimes category. Decisive ability is ranked 7th with a weighted score of 448, a mean of 3.3. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Creative thinking ability is ranked 8th with a weighted score of 446, a mean of 3.38, and an S.D. of 1.182. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Habit of hard-working is ranked 9th with a weighted score of 429, a mean of 3.25. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category. Ability to create positive interactions is ranked 10th with a weighted score of 427, a mean of 3.23. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category. Developing diligence in students is ranked 11th with a weighted score of 420, a mean of 3.1. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category. Enabling students to follow rules is ranked 12th with a weighted score of 419, a mean of 3.17. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category.

Table 6: Mean value, standard deviation, weighted score and rank according to the effects of teacher transfer on educational quality

Effects on educational quality	Weighted score	Mean	S.D.	Rank
Describes psychiatric disorders	475	3.60	1.265	1
Develop perseverance	473	3.58	1.331	2
Improve teaching strategies	472	3.58	1.249	3
Enhance teachers' integrity	469	3.55	1.262	4
Foster resilience	466	3.53	1.244	5
Identify areas of improvement	453	3.43	1.218	6
Improve empathy	435	3.30	1.234	7

1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always

Table 4.5.2 (b) represents the results related to the effects of teacher transfer on educational quality. Describing psychiatric disorders is ranked 1st with a weighted score of 475, a mean of 3.6. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Developing perseverance is ranked 2nd with a weighted score of 473, a mean of 3.5. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Improving teaching strategies is ranked 3rd with a weighted score of 472, a mean of 3.58. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Enhancing teachers' integrity is ranked 4th with a weighted score of 469, a mean of 3.55. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Fostering resilience is ranked 5th with a weighted score of 466, a mean of 3.53. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Identifying areas of improvement is ranked 6th with a weighted score of 453, a mean of 3.43. The mean value of the given statement lies between sometimes and often categories but is inclined more towards the sometimes category. Improving empathy is ranked 7th with a weighted score of 435, a mean of 3.30. The mean value of the given statement lies between sometimes and rarely categories but is inclined more towards the sometimes category.

Conclusion

In conclusion, frequent transfers of primary school teachers often act as a significant disruptor to pedagogical consistency and emotional stability, both of which are vital for effective early childhood education. When a teacher is relocated, the deep-rooted rapport and psychological bond built with young learners who require a stable environment to thrive is abruptly severed, leading to a period of "readjustment" that consumes valuable instructional time. Furthermore, constant movement prevents teachers from mastering the specific socio-economic and cultural nuances of a local community, forcing them to repeatedly start from scratch rather than refining their long-term teaching strategies. This cycle of displacement can lead to professional burnout, reduced morale, and a "temporary" mindset that discourages investment in school-wide improvements, ultimately resulting in a decline in overall teaching quality and student learning outcomes. However, the study also pointed out that the frequent transfer of teachers could hinder the adaptation of new staff to educational trends, potentially leading to challenges in maintaining a stable and effective teaching force.

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