

## **Types of Teacher Mobility**

### **1. Teacher Exit:**

In his study of teacher mobility in the metropolitan setting, Rodney (2007) adopts a conceptual framework in which teacher mobility (migration) is viewed in terms of the human capital approach. By adopting this theoretical framework, Pederson assumed that individual teacher employ a decision making frame work which is based upon a consideration of the costs and related benefits (in both economic and sociological terms) when viewing alternative employment possibilities and so migration flows will increase if the total money and psychic return exceed the total cost of relocation.

This approach according to Pederson conceives of teacher mobility as being a form of private investment in which individuals consider the cost benefit implications of remaining in, or moving to, another school. Relatively low wages are frequently cited as one of the main causes of teachers drift to other professions, for example, in a survey carried out in California by Tie and O Bren (2002) teachers who are considering leaving the profession rank salary consideration as the most important factor driving their decision. On the effect of wages on teacher mobility in the context of larger labour market, Stinebrickner (2001), observed that wages have a positive effect on teacher retention, and that men and women receive similar wages in teaching but men have greater opportunities for higher paying non teaching jobs. This according to him explains why there are fewer male teachers than female teachers.

### **2. Teacher Upgrading:**

Wages and earnings tend to correlate with the amount of education a person has obtained. Relatively teachers with lower qualifications earn less and command a lower status than their counterparts who may be teaching either in the secondary or tertiary institutions. Higher educational opportunities according to Rodney (2007) are necessary in order to pull away from the poverty line. This may explain why a primary school teacher who got into the profession as a grade II teacher or Nigerian certificate in education (NCE) upon acquiring higher degree opt for a teaching position either in the colleges of Education, polytechnics or even universities. Therefore a movement from primary schools to higher institutions constitute a major indicator of teacher mobility. Omar, (1999) described the level of motivation and personal welfare teachers get as professionals as the poorest in the country. The attitude he contended is not unconnected with the low regard accorded the profession often seen as a dumping ground where those already there, are often forgotten and abandoned. This he concluded has affected effective performance of teachers and lowered the quality of education in the country.

### **3. Vertical Mobility:**

Skilled teachers are precious commodity in all countries and the degree of their commitment to their work depends to a great extent on how they are motivated. One of the ways of motivating teachers, according to Njoku, (2005) for greater productivity and efficiency is by promotion as and when due and this is where vertical mobility comes in. Vertical mobility refers to a change or movement of an upward or down ward nature within a hierarchical structure of the status or prestige (Kemmerer 1990). Within the teaching career, vertical mobility refers to movement between the various levels in the promotion hierarchy. An example of vertical mobility according to Kemmerer (1990) would be when, in Tasmania, teacher is promoted from the position of classroom teacher to that of senior master or mistress, the later position having additional responsibilities and a higher salary

and status within the social structure of the school than does the former position. Apart from the learner the teacher is the most important single factor in any teaching-learning relationship. It is the responsibility of the teacher to facilitate Learning. To do this effectively, the teacher has to be well prepared, he has to be interested in his job and there must be something within the work environment or work itself which must serve to motivate the teacher on a continuous basis. It is in reaffirmation of the above claim that Babalola (2003) advocated for teachers promotion as and when due, this according to him will make them to be more enthusiastic and show more commitment to their work and this will help them teach in a way that the objectives of education would be achieved.