

Factors Influencing Teacher Mobility in Uíge-Angola: Theoretical Analysis

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Abstract We have made a brief approach to the contributing factors to the movement of teachers in schools. We realized that the most of teachers in the present time have got reasons to transfer their continuation of academic training and the medical care because they want to stay close to their families. The academic level and career experience increase the teacher's quality and category. Some others factors such as economic or financial, working condition of the school and the family pressure these are also the influences for the teacher's movement from one school to another. The government should improve the working conditions, the location of school and the access of school routes so that the teachers can get their goals.

Keywords Mobility, Teacher transfer, Work conditions

1. Introduction

The concept of training or education for many people around the world is linked to the tendency of personal and social development. Despite the different ideologies and cultures of people, and because of the attention provided to education it is possible that some people can stabilize their economies, develop their technologies and maintain their population with low mortality rates and poverty. The current education system in Angola aims to achieve these goals, i.e. following the alert whereby, at this point (OECD, 2005, p.1) stated that “*all countries seek to improve their schools and respond better to social and economic expectations*”. The Angolan State has developed a set of policies to better the education system and to better respond to the need for economic and social growth of the country. For teachers to fulfill their fundamental role they must have good qualities, materials and necessary equipment, and must also be satisfied; otherwise, the policies of the State become unworkable (Reley, Robinson & jr-Forgione, 1996).

Many teachers are not satisfied with the conditions of the locality of work, and of the school itself (Fister, 2013). In addition, in view of the need to improve quality or its academic level, among other reasons, teachers prefer to evoke justifications for leaving schools where they work, and simply asking transfer to another school. It has that to

continue to work in the same school, but leave the school at a time where the funding a replacement would be difficult (Provincial Direction of Uíge, 2017).

Therefore, the possibility of retention of teachers in schools that don't provide incentives or allow the raising of the level of Education can be very difficult (McLauren, Smith & Smillie, 2009). The different municipalities that make up the province, because of some reasons of development, do not have the same economic capital (Provincial Direction of Uíge, 2017). Some authors claim that the school leader is an important solution to retention of teachers, and also as most important subject in working conditions (McLauren, Smith & Smillie, 2009). The purpose of this study was to present a brief analysis of some factors that influence teachers to make decisions to leave one school for another in the province of Uíge.

To achieve this purpose, we used a qualitative basic research descriptive type of first level (Bissonette, Richard, Gauthier & Carl, 2010), this allowed a description of teacher mobility and develop correlations with other research done on this issue. Therefore, we saw official documents of the government that provided Information. Firstly we did a survey related to teacher mobility; according to their data, journals was selected and related academic materials as well, with the documents subject in approach (Alecina, 2010; Gerhardt; Silveira, 2009 and Mattos, 2015). According to Bricki and Green (2007) “*a literature review should identify other studies in this area, and other studies on the same subject in different areas. In addition to providing basic information, you use this information in your analysis to think about what is the same and what is different in your study, and why.*” After, these articles and documents we attempted to find the most important qualitative documents

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(Buchele, Teza, Dandolini & Souza, 2015).

1.1. Background of the Study

The Angolan Government did efforts to implement some programs for the significant reduction of children outside the education system. It has built schools in almost the entire length of the national territory. This has improved the quality and increased the effectiveness of the education system. These growths of Education are helping in the training of technicians, politicians and manpower capable of supporting the development of the country. This also, can help for the adaptation, of the citizens' lives to the new internal and external realities. The issues such as equity for the distribution of quality education and incentives to reduce the turnover of quality teachers in almost all schools still remain questionable. In the report of 2013, of the Catholic University: *“All stakeholders involved in education are unanimous in saying that the formation of quality teachers is the cornerstone of the entire construction of the national Education Building, but the leaders of this system do not act accordingly, in order to overcome the mediocrity of current education that only produces diplomas and non-competent cadres and appropriate technical-professional profile”* (Catholic University, 2013, p. 88).

In this case, the established goals can be achieved **only** if there is a good equity and quality in the distribution of education relative to society. This is fostered by the quality and stability of the teachers force.

Information and communication technologies have brought a new concept of life to the population (Ingwersen, 1994 and Nzau, 2009). Globalization that enforces a new way to confront, organize and tackle work in all areas. For the developed countries, where the provision of training and employment is ample, educated people are free to move to job or job search that corresponds with their abilities and satisfy their needs (Gupta and Gehlawat, 2013). However, for developing countries, even with this gap still remain the barriers sustained by the quality of education that is administered to the population, the shortage of supplying various areas of training and also employment. This barrier leads professionals to stay in undignified jobs.

By examining the question of the possibility of teachers moving to find employment elsewhere, the need to distinguish two groups: teachers teaching in linked areas or very close to technologies such as mathematics, physics, chemistry, informatics and biology and others formed in areas with purely educational characteristics. We can admit that the first group has greater chance than the second (Kukla-Acevedo, 2009). If we look at the issue in the course of changing from one school to another, although the first group can be more prone, a number of factors associated with decision making and change are admitted. Starting from the commitment of education to all, from the standpoint of the state, is equity in the offer of education. This equity covers the distribution of quality teachers in almost all schools, create similar working conditions of the teacher and learning students at all schools; improving access, in

addition to curriculum, realization programs and quasi-equitable expenses per pupil in the entire extent of the national territory. Goldhaber, and Brewer (2000) consider the classification of the quality of the teacher by the certificate or academic level as relative. Another study conducted by Goldhaber, Gross and Daniel (2017) affirmed the existence of evidence that teacher quality **can be** the key schooling factor influencing student outcomes. That's why there are strong concerns about their retention and attrition.

However, according to their qualities, the teacher can be transferred to help improvement of the organization quality and training in certain aspects of the other school. For that, according to Goldhaber, Gross and Daniel (2017), the mobility of teachers can be beneficial when teachers who replace are best qualified, in this way it presents and provide something positive and associated with all sorts of benefits, because it will be able to help level to a certain extent, the differences in terms of quality education offer between schools. Another very important factor is the preferences of each teacher who sometimes enter into contradiction with the state's programming, his motivational state that goes from the reasons that led him to adhere to the profession of teacher, up to the working conditions and the State of satisfaction relative to the gains.

In many cases, transferring from one school to another in the same province or going to another school in another province may be motivated by incentives, the need to increase academic-professional level. For example, increase qualification in teacher's career. Hardly a teacher can make the decision to move out of nowhere. With the life of peace, and the education program for all, students increase in classrooms per year, new training areas emerge. However, the need for skilled teachers also increases as a way to respond to the needs of the moment. Teachers with low elementary secondary academic level, they begin to be regarded as teachers of "low quality" and, as not enough, the diploma has a great influence on qualification and wage increase; thus, the increase in academic degree and also the exchange of experiences between teachers of the same or different schools, becomes very important. The concept of "cerebral circulation", used to explain the movement of teachers, becomes important, since it translates contact with different methodologies used by different teachers and schools and the form of organization of educational systems; this helps overcome skepticism by stating other methods of teaching, taking advantage of the opportunity to observe the impact on pupils. The professor will be able to discuss with his colleagues in the schools who visit his own ideas that will enable him to develop the sense of power and professional recognition (Agency Erasmus + France, 2016). We like to say that despite the concept being used to explain the departure of famous minds from one position to another, it can also serve to justify the necessity for teachers to find schools to increase academic level and, to participate in organized sessions between schools where teachers discuss their methodologies, their knowledge and classroom management, etc. Naturally, the fact that academic level is

very important for sorting led to a demand to move teachers from one school to another or from one province to another. Unfortunately, as far as the exchange of experiences is concerned, this practice is not realistic between schools.

According to Goldhaber (2003, p.16), teachers in today's society "*clearly play an important role in defining the future of individuals and whole generations*". The recent educational reform brought with it new curriculum, new programs and also new demands. This ambitious transformation of the state at education level should be supported by teachers who must redouble their efforts to bring pupils to a quick and secure understanding. All these amendments requires qualified teachers, with emotional stability. In many cases, the state of motivation is mined by the working conditions, the salary unable to withstand health costs, transportation costs to workplaces, and still to be fulfilled with the official exchange rate discrepancy and the parallel market that makes the wage increasingly without the expected purchasing powers.

Teachers need to make all the efforts to increase their academic level in hopes of changing category, i.e. professional mobility (Sinpro, 2006). Obviously, this cost associated trend and other factors lead many teachers to travel from some schools to others. We can also consider the mobility of teachers, as a consequence of the levels of poverty of the schools in high or low enrollments in the classrooms (Ronfelt, Loeb, & Wyckoff, 2012).

1.2. Purpose of the Study

The purpose of this study was to present a brief analysis of some factors that influence teachers to make decisions and leave one school to another the Province.

Naturally, we start from the idea of growing teacher's career and we are going to the differences between the workplace characteristics, working conditions, we have included preferences that can also motivate the movement of teachers from one school to another, or from one location to another.

2. Teachers' Mobility in Angola

2.1. What Influences Teacher Mobility in Angola?

The difficulties of developing countries to elaborate a curriculum that reconcile the interests of local, government and global society appear to be the reason for teachers' mobility in Angola. This usually happens by the influence of colonizers and other countries on which the government maintain relationships. The case of Angola is not an exception. Professional education for indigenous peoples was established by Decree No. 242 of 22 February 1922, the Portuguese High Commissioner; the recognition of the creation of the education system for blacks was established by Legislative Degree No. 518, of 16 April 1927, the Portuguese State; and the new system of education was approved in 1977 and implemented in 1978 (Nguluve, 2006).

However, the challenges after independence lead on answering questions like who will teach, and what **are** their qualifications, in what conditions could teach, and who will supervise the work (World Bank, 2012) on the current reality in the country and in the world.

The movement of teachers among schools in the same province, from a province to others; the recruitment of employees without pedagogical training for pedagogical activities, are long-term practices at national level. To cover many failures in schools, it was necessary to cooperate with other countries; so cooperation was made with Cuba, Bulgaria and others (André, 2010). So, we must highlight the rules of education, and make some considerations on the laws at national level of teachers' mobility.

Establishing education as a priority (Angola-Law n. ° 4/75, of 9 December), there was an obligation to reform education through the elaboration of a new educational system through Decree n° 26/77 which adjusts the way of life of the population with its socio-cultural reality and the goals of the country at that time (UNDP-Angola, 2002, & Liberato, 2014), the adoption of national action plan for the education of all in counter position, imposed restrictions and Segregation by colonists (UNDP-Angola, 2002 & Nguluve, 2006).

Later, realizing that these results was not promising and not contextualized in relation of new developments, **an** emerging the need to adapt the educational system to the new social reality, politics and economics, the new reform was made on the basis of the diagnosis of the first reform and sustained by law 13/01 of 31 December regarded as the "*Angola-Basic Law of the educational system*" and Decrees No. 3/08 of March 4th in which the statute is presented to the Organic primary career, secondary teachers and Presidential Decree No. 104/11 of 23 may refer to the need to reinforce and improve the methodologies, techniques and procedures enabling the planning, management of the evaluation of the work forces of the public function in which teachers are part. Certainly, these documents show a great evolution in relation to the previous system.

In the implementation of the first educational reform, Government had difficulties to distribute quality teachers in every school in the country. This is because there were not enough teachers and, also, because the war prevented the extension of the reform to many localities of the country. Just to say, a part of the professors that supported the first reform did not possess the required qualification; or the second reform, based on the basics of the first, begins with very important situations, influenced by the time of information and communication technologies in education and in the social and economic life itself. Thus, the second educational reform was attended by Angolan and foreign teachers. The training of Angolan teachers is distributed at the following levels: teachers who have the basic training, overcoming course, middle course. Only few have the Bachelor degree and master's degrees.

The emergence of the organic status of the teaching career

of primary level and secondary education has added vigor in the need to improve working capacities acquiring new diplomas or complete new levels of technical and professional education. In this case, the relationship between the accumulation of diplomas and the service time arises as an important indicator to increase qualification, improve salaries and families income. This motivating boost can explain some cases of teachers' movement between schools in the same province or even for the other provinces.

The Angolan Government regulates the mobility of employees by promoting the teaching career, transfers, posting and requisition by Presidential Decree No. 104/11 of 23 May, the objectives of which are described in Chapter I, article 4, point C (Angola-Journal of the Republic-I Series No. 95, of 23 May 2011). Also ensures the management, development and allows programming of faculty training (*ibid.* paragraphs d. & e.). In chapter IV, the criteria and procedures for the replacement or mandatory of vacancies left by individuals under article 12 are described. We need to stress here that these policies are described in the general public function. In this case, becomes a right, the updating of knowledge, innovation and the promotion of experiences category (Angola-journal of the Republic, Decree No. 3/08 of 4 March, chapter VII Article 32 paragraph 2).

2.2. Factors Influencing Teaching Mobility between Schools

For Teixeira (2013, p. 195) "*Unsatisfactory needs motivate people or influence their behaviors*". In this sense, Hanushek (2011) argues that, if there are low performing schools, there will be slower economic growth.

It is certainly difficult to enumerate these reasons or factors influencing teaching mobility among schools. For example, Feng (2009) talking about American schools, state that "*public schools face two major problems in the retention of qualified teachers: first, there are systematic loses as teachers move into other occupations, as well as other schools; second, schools in urban areas, as well as those serving primarily disadvantaged students population, have particular difficult in staffing their classrooms*". These two problems are common in some of our schools. For example, even without a specific study, we can assume that in several companies and military civilians our province we found employees trained in teaching.

The decision to stay or leave a school to another can be influenced by the State to promote equity. The purpose of the transfers is looking for balance in quality of teachers between the schools. Teachers, for their time ask for transfer using acceptable reasons and end up strangling the State programs. There is also a diversity of factors that the State can serve to make the decision to transfer a teacher of a school to another. From the point of view of the teacher we can include their preferences, the structure of their family and their socio-economic condition, the school features and working conditions, from among several.

2.3. Influence of Career Mobility and Mobility between Schools

Career mobility and mobility between schools in Angola can be similar to what it is found in other countries. The quality of the teacher depends on the academic level taught and the time of service. These two factors influence a large extent on their promotion of category and also on their salary. Career mobility is one of the most important forms of mobility linked to professional development. This accompanies the teacher from the time when he starts exercising his activities until his decision to leave or be retired. All the achievements in this area summarize the learning's acquired before joining the career and that will incorporate during the career. Every year that passes increases their experience. This moment is sometimes accompanied by a continuation of the academic and professional training to improve their quality, skills, abilities and remuneration therefore. At each level completed, teachers elevate their classifications.

However, this has been the challenge for teachers. Teachers placed on several schools away from the location where the training institutions feel the need for space in schools next in order to meet their intention. As a result, schools in the capital of the province and the closest are a bumper crop of teachers with a full hours and outlying schools are lack of teachers.

Some authors claim that there is a direct dependence between the change of category of a teacher and their attitudes toward education which also leads to change the attitude of the students and the school work style (Burke, 1987 and De Souza, De Melo, Da Silva & Araujo, 2012). The authors present a list of eight stages in which the teacher passes until their retirement. De Souza, De Melo, Da Silva & Araujo (2012, pp. 45-46), presenting the steps followed by teacher in their career, such as: *a) Specific preparation before professional practice; b) Induction or socialization in the profession; c) Skills development, where the teacher seeks ways to increase his professional skills; d) Enthusiasm and growth, in which there is high satisfaction with the teaching profession; e) Frustration in career and disappointment with the profession; f) Stability and stagnation, in which the teacher is limited to doing what is expected; g) Turning (turning or wind-down) in the career, having a preparation for reform, having some satisfied with the positive experiences that have taken from their professional performance as teachers, while others crave retirement to flee from the profession that does not satisfies them; h) End-of-career reform.* The second stage is crucial for the adaptation of the new teacher to the activity in the classroom, but in Angola it is seldom to see this practice.

The data we had access during this study showed that the Angolan economy continued to depend on oil. This is since long the biggest contributor to the expenditure of the general budget of the State. According to the National Development Plan 2013-2017, the average annual contribution of oil

revenue to GDP is 7%. The funds for expenditure on education tend to fluctuate with the variation of this bookmark, salaries and other incentives for teachers are affected. **Until** 2016, the allocation for the education sector was 7.7% of the total State budget, instead of 20% recommended in the international commitment of Dakar (ADRA, 2015). To a certain extent, the wages of the teachers lose their purchasing power. This situation concerns the professionals both urban areas and the rural areas more. Taking advantage of the stabilization of oil in the world market, the State seized under the Public investment program, build and rehabilitate many schools all over the country. In accordance with article 58 of the Angolan law 13/01, of 31 December, there are those considered strategic and non-strategic ones; the latter have come up a long way from the same basic didactic materials equipment. Many teachers have managed to achieve the academic degrees and time needed for their promotion, are waiting in an impatient manner; Even if their performance rating is positive. The performance evaluation shows decision makers in addition to other information, if the teacher was creative and able to perform the teaching activities in the best way possible. Decision-makers (Minister of education and Governors) are trying to postpone the provisions in Decree No. 3/08 of 4 March, Chapter III, article 7 and Chapter IV; section II, article 15 on provision for appointment.

Each day that the teacher's mind tends to unmotivated, reduces the effectiveness of its work in detriment of the society itself in general and learners in particular (Wangai, 2012). It is not enough to work until the end of the year, nor do we have a staff with many approved students at the end of each year, but we must take into account that the teacher has all the expertise to model the information on the use of students to show in an apparent way the work done in the School year. And, our students, our families are not yet worried about this component. The consequences are already notorious. The need to increase the category by increasing the academic level drives many teachers to leave one school to another (Sinpro, 2016).

2.4. Transfer Requisition

Currently, the vacancies for each province are dictated by the sum of the vacancies of schools from the elementary school to the second cycle of secondary education. At the time of applications for the examination of public tender for vacancies in the education sector, the pledges are obliged to opt for the locality to which they will compete. The choice depends on the proximity of their residence, transportation facilities and other factors that the candidate can employ. Unfortunately, many desirable **job** are not always vacant **also** in areas where there are vacancies, conditions are not adequate and distances are greater **for teachers**. As a result, the candidates for the job are willing to go in any locale, expecting only to get the insertion in the public sector. Not always localities with vacancies have sufficient staff able to cover these openings. Made progress, some teachers are

displaced to areas where there are vacancies.

After this period, teachers have three years to work compulsorily in their site first. Upon expiry of this period, the teacher can request a transfer to the school of their choice. This transfer request obey some rules: when they need to leave one school to another in the same locality, the responsibility is of the Municipal Education Directorate. Leaving school from one location to another in the same province, the process is the responsibility of the Provincial Directorate of Education in collaboration with the municipal administrations; and, out of a school to another in different provinces; the process is the responsibility of the provincial directorates of education, provincial governments and Ministry of Territory administration.

The process begins with a vacancy request in the locality or school in which they want to be transferred; the applicant gathers an individual process in which it includes the justification of the reasons for leaving the current school or locality. The reasons are previously analyzed by local human resources. After that the process follows its legal proceedings until they consummate the transfer. For teachers who transfer from one school to another in different provinces, the result is published in the Journal of the Republic. The same goes for individuals who request to leave temporarily to exercise for the teaching activities to occupy other activities in other Government Ministry. The teacher in full exercise of teaching, according to his skills and the confidence he deserves in the upper organs, can be requested to temporarily exercise another activity in or outside the education Sector. According to Feng (2009) "*not only can schools in urban area and high-poverty areas lose teachers to other districts, teachers can transfer to more desirable schools within district.*" For Feng (2009), while attrition from teaching reduces the total teacher labor force, intra-district and inter-district movement may leave certain schools better off and others worse off.

The most common reasons mentioned by the teachers in the province of Uíge for the transfer request are the continuation of the academic training, diseases that require specialized medical follow-up, weddings.

Table 1. Teachers transferred from 2012 to 2016 in Uíge Province

Years/transferred	2012	2013	2014	2015	2016	total
Inter-provincial	3	4	14	11	17	49
Inter-municipalities	58	81	79	91	161	470
Total	61	85	93	102	178	519

Source: Provincial Direction of Education in Uíge

The data were collected from the provincial Directorate of Education of Uíge. It has not been possible to obtain data about transfers between schools in the same municipalities, or specifically the number of teachers transferred for reasons of further academic training, illness and marriage. The few data that were provided clearly show a tendency of growth of the transfer request. The volume of transfers between municipalities is more reflected in the output of teachers

from other municipalities to the municipality of Uíge which is the capital of the province. Otherwise, it rarely happens, that is, to admit that there are very few cases of application for transfers from the Municipality of Uíge to other municipalities. This is because many teachers because of the unpleasant living and working conditions that exists in the municipalities. In spite of the laws provided for the replacement of the vacancies left by people transferred, it's not always happening as planned.

It is known that schools need good quality teachers, these require good working conditions. Many schools are characterized by a very low socio-economic situation, and few skilled teachers. However, a possible rotation of teachers with good qualifications would require good condition. This disagree the greatest difficulty of the state in fulfilling its mission to provide quality education for all. This allows us to say that some extent is not current mechanisms and quick to the existence of fairness in the provision of education. The only reason that it puts barrier to the output of teachers from other localities or even continue to work in localities with low socio-economic conditions is the lack of diversification and mass of job offer in the country.

2.5. Retirement and Attrition

After 35 years of service, the teacher as other civil servants is tired. It is difficult to reach 35 years of service without major disorders in the body; this happens because of the nature of the work that teachers exert, working conditions and medical care or medication that these noble employees deserve. Very early, in the 1966 OIT/UNESCO advised that teachers could benefit from regular medical check-ups. Exposure to various types of diseases, stress, and many other emotional forms tend to interrupt the life and work of professor. The psychological and physical wear and tear resulting from the workload, family responsibilities, the various intrinsic and extrinsic conflicts, work requirements, can contribute to the poor quality of teaching at a given time, and anticipate retirement or death.

This fatigue of teachers can also arise when he concludes that the profession he chose was not worth only, which led him to waste time without achieving the well-being that he needed; When they are often wronged to learn that others who work in other schools and other localities, even if they have the same academic degree and time of service, they have better work and living conditions; or the disease that their salary cannot cover and old age. For one of these reasons, the teacher may stop exercising his profession. The school board, sometimes not decision-making, should wait until the guardianship agencies; in this case human resources solve the problem. As long as this does not happen, students are loose or sacrifice other teachers to ensure the continuity of students' training in the new teacher's waiting period.

The following table shows the evolution of retirements and deaths since the year 2012 to 2016 in Uíge Province.

The table shows that each year we have a certain number of teachers dying and leaving retirement vacancies to be filled by other teachers. In the capital of the province may not

be great concern because of the accumulation of human resources resisting there, but for the other municipalities the situation is different. Filling vacancies left by teachers retired and deceased tends always to rely on a new public tender since it is difficult to transfer from a professor of the capital city to other cities. This is where the turnover policy would fulfill with their paper.

Table 2. Retirement and death indicators

Years/indicators	2012	2013	2014	2015	2016	total
Retired	19	32	214	186	175	626
Death	-	8	60	9	29	106
Total of vacancies	19	40	274	195	204	732

Source: Provincial Directorate of education of Uíge-Angola (15.06.2017)

3. Basic Structure of the Economics School Contributions in the Handling and Retention of Teachers

In the framework of the State reforms mention that Angolan government has broken down the responsibilities of education by establishing three levels of management: at the top is the Central government, in the middle part are the provincial governments and on the basis are the municipal administrations and Communes (Angola-Journal of the Republic I^a Series No. 18, May 1995).

At the central level there is the Ministry of Education with its respective institutes, the Department of Higher Education and the Ministry of Social Assistance and reintegration. The latter cooperates with the Ministry of Education accounting preschool care (especially the care of nurseries). The Ministries of Education and Higher education are responsible for the management of the education system in terms of training, pedagogical; are also responsible for methodological guidance, control, monitoring and setting standards, programs and procedures for the implementation of approved policies on teaching and education. They articulate with the Ministry of Finance and they are in the costs of education (UNICEF, 2015).

At provincial level, are Provincial directions of Education maintains close relationship with Provincial Governments. The schools in the Second Cycle of secondary education and institutes are also considered management units because they get revenue of the State budget, but depend on directly of the provincial directorates of education in terms of methodological guidance and Government provincial in financial terms. For this reason, they have a close relationship with the provincial delegations of finance.

The provincial Directorates of education are direct dependencies of provincial governments. Both have direct executive services that ensure the implementation of the responsibilities and competencies of the provincial government (Angola-journal of the Republic, I^a Series No. 18, May 1995 and Angola-journal of the Republic Series 44, October 1999).

It is up to the provincial governments in their close relationship with the municipal and communal administrations, the organic, administrative and functional responsibility of all executions related to basic education and the first cycle of secondary education, i.e. from 1st to 6th grade and 7th to 9th Class under the direct dependence of the provincial government; The hiring and appointment of education staff; the management of educational institutions of the first cycle of secondary education. The municipal directorates have a budgetary dependence on their municipal administrations, for this reason they are not considered budgetary units. This dependence is not always successful. This has put schools in a degree of vulnerability in terms of working conditions. The small working conditions associated with lack of incentives and low wages can cause school teachers to leave, or decrease their self-esteem to work.

Post (2013), to estimate the probability of the teachers move from one school to another confirmed teachers working far from the areas of habitual residence or of their natal areas are more likely to move. And, as for "*monetary factors, driven by incentive bonus was enough to thwart the taste of teachers for schools favored*" (p. 173). This draws our attention that, once the policy incentives in schools of more isolated areas is implemented, the like the good mood of teachers moving may reduce.

3.1. Economic Conditions of the School

The responsibilities of construction, rehabilitation, equipping maintenance of the educational institutions, are protected by the public investment program by of the Central government. The staff expenses, that is, the maturity of the teachers also depends on the general budget of the State. Salaries are identical to all teachers who have the same qualifications and even time of work experience. The unfortunate thing is that both those in easy access zones and those in isolated areas, there is no difference and motivation. The most frustrating, the teachers placed in the capital city where the universities work, are more likely to access new levels of training and quickly to elevate their qualities, categories and salaries.

Between 2003 and 2008 taking advantage of the stabilization of the oil price value (Da Rocha, Alves, 2014) and according to the requirement of "commitment of Dakar" which requires Governments to dedicate 20 to 30% of their general State Budget to the education sector (UNICEF/Angola, 2015), were built many educational institutions in which there is almost growing need of transferring teachers.

The provincial Directorates of Education in close collaboration with provincial governments and finance delegations are responsible for staff expenses and other expenditure on a threshold previously established by law. Recent changes in the Angolan management policies have enabled provincial education directorates to purchase means of transport and other capital expenditure.

The municipal delegations of education and in this case also the communal are supported by their respective municipal administrations. It is possible to say that the schools in the Second Cycle of secondary education, to consider themselves as managing units (receive funds from the State budget to manage the functioning of the institutions); they would be in benefit of other conditions that depend on the management of Municipal Administrations. Of These institutions, sometimes arise complaints about the insufficient funds allocated to carry out many activities that are assigned to them. "*Ensuring adequate supply of qualified teachers is essential as junior and senior secondary educations expand, although the resources this requires are extremely limited and unlikely to grow significantly in the near future. Planning secondary teacher, strengthening programs that require a much higher level of budget is not realistic for most countries at the present time*" (World Bank (2007, p. 63).

Considered as a first priority, the primary schools and the first cycle of secondary education go through list management problems. Some expenses are covered by the contributions of the parents, in addition to the official fee, both the purchase of the most basic materials as in the maintenance of infrastructures.

The school values allocations and their management approach have been mentioned as part of the reasons that motivate the movement of teachers from one school to another. One of the great aims of people seeking employment is to see the economic condition mitigated. So, if there are school teachers with low categories and with their academic level increase as a way to increase their skills and wage category, the school had to have financial conditions to assist or encourage the teacher face the numerous difficulties they may encounter. Otherwise they can motivate the teacher to decide to switch to another school. "*Teacher retention is affected by economic factors, as teachers make rational economic decision about their careers and seek better paid work where they can*" (World Bank, 2007, p. 13).

For example, secondary schools, even being considered as management units there are no any laboratories to work also do not have any libraries or if has not libraries in good condition, many students and teachers should get the books at the market with very high prices, the same happens with other school materials.

3.2. Contributions from World Organizations

The contributions of non-governmental organizations in Angola are made in order to create the conditions of work of teachers and students' learning. The actions of these organizations are manifested through observation and research missions to understand the real situations on the spot; also implement training of human resources. The results of the studies carried out by these organizations have been very important because they help to define and point the way forward for education. Most of the studies are conducted by the Gulbenkian Foundation, World Bank, UNICEF,

UNESCO (Ferreira, 2005). UNESCO (2008), for example, published important recommendations on education by the OIT/UNESCO (1966) concerning the status of Teachers and UNESCO (1997), made recommendations on the status of higher education staff. These recommendations implemented, would help the achievement of the objectives of education for all as well as the retention of teachers in their schools. Hence, the movement would take place only for pertinent reasons and not for the frequently evoked reasons. Some conditions suggested by UNESCO (2008, p. 8) are "*working conditions that allow as much as possible an effective education and total dedication to their duties; Be submitted to medical exams periodically at no charge (p. 35), etc.*

According to the document of the UNESCO-IIEP (2003), Angolan schools have the contributions of specialized United Nations organizations such as UNESCO, UNDP, UNFPA, cooperation with Portugal, Italy, France, the European Union and Funding from the World Bank and the African Development Bank. These institutions provide financial, technical and material AIDS through training programs, constructions and rehabilitation of school infrastructures, supply of teaching materials in the populations of some rural areas.

In recent times we have highlighted the Chinese funding line that has boosted the construction and rehabilitation of many social infrastructures including schools in the entire country. This facilitates the country in increasing education provision for school-aged children and young people.

These works are contained in a report by the Ministry of Finance of Angola dated 30 June 2008 (Web. Minifin. November, 2016). In this project the Uíge, read in the document, benefited from the construction and equipping of the Polytechnic Institute in the Kandande district, the Middle Agrarian Institute in the municipality of Negage, the Middle school Institute of Administration and Management is located at Kituma district and the secondary school is in Bem-Vindo neighborhood.

However, the contributions of international organizations and some countries arise in order to reduce the gap between schools in different localities as a way of creating working conditions that can attract teachers in their current schools.

3.3. Contribution of Families

Some couples to decide the appearance of another child should concern itself above all the type of education that this should deserve. Families, regardless of their socio-economic condition, must guarantee that their children whatever education they can create to safe bases and bring the child into society in a dignified manner.

The reality of our society has manifested itself in some cases contrary to this principle. Families try to get rid of their basic mission to their children; others really need to reverse it. Some families delegate their mission to kindergartens and then to schools; still others prefer to show their bad behavior in front of the kids becoming bad examples of their children minds. The Social Report of Angola in 2012 produced by

study and scientific research Center at the Catholic University of Angola, the difficulties of programming of education of children are assigned to disparities between the high birth rate and mortality mother and child. This can grow the lack of comprehensive studies on the growth of the population and the socio-economic condition as their other very important factors which will help education in the planning of its activities. Parents, share this lack programming because of not being able to manage many problems affecting their relationships also their economy, or simply bad faith. The drop-out rates and school delay, adds the report, would be linked to the fact that many heads of families have low educational level; this one can also assign people generate too many children knowing of their socio-economic condition, unable to bear the cost of survival and parenting that generates. Problems such as vandalism in schools can also be attributed to poor education that parents can pass to the children or acquired among groups of children who grow up in similar conditions.

It is also important to know that Angola is one of the countries with great economic divergence "*much wealth of resources and lack of social welfare*" (Da Rocha, 2014, p. 12). This can be justified by the degree of financial participation of families in the education of their children. In year of 2003 or later, the family participation in the costs of education were considered to be spontaneous (op. Cit).

Today, even with the strengthening of legislation that excels in primary and first cycle of free secondary education, the need for relatives to contribute to the formation of their children increased. For example, the distribution of manuals is hardly done in all schools in an equal way and on the same time as well. This distribution would be free for the primary and first cycle of secondary education. This fact alone comes into contradiction with the information that each child is entitled to an annual amount from the General State Budget, as for example, the children of Uíge had by law in the year of 2016 the right of 15,342.00Kzs. (fifteen thousands and three hundred and forty two kwanza in Education of OGE 2016, point 6). This has been one of the points of discord between teachers, students and family members, where family members are obliged to use parallel markets to satisfy what their children needs. Other aspects such as parents' financial contributions to the maintenance of school institutions and other expenses demonstrate that the participation of family members in the free formation of children.

If we look at the policy measures of the National Development Plan 2013-2017 (2012; p. 115), the point 8 says that the school must ensure the transport of children living apart; only see the opposite in practice: It's not the school, it's the parents. These aspects in addition to enhancing the socio-economic level of families also show the socio-economic level of the schools. And this has a great impact on the retention and movement of teachers from one school to another.

As we have seen, one reason evacuated by a lot of teachers to change the school is marriage. UNESCO (2008, p. 35 – point 57) suggested that "*should take measures to allow*

teachers with family responsibilities to obtain placement in the locality where they reside and that couples of teachers are able to teach in the same area or even in the same school". This happens to both women and men. Also, the concept of extended family, especially for our culture, is a factor that has exerted a lot of pressure for the exchange of employment or even of locality. This is because, according to the structure of the family, there could be only a few people employed and the salary cannot be able to meet the needs of all members. Many of the teachers are parents of many children and also in charge of an extended family. Some of these parents have salaries that don't cover the cost of the kids and the support that either way is required to give to other relatives. This has been one of the reasons to dedicate more efforts into other sources of revenue than in the profession of teacher or change their job.

4. Conclusions

Throughout this work, we are limited to exploring some factors that drive the decision of teachers to change schools in the province of Uíge. We think the information used may not be sufficient, but allowed to highlight some of what actually happens in terms of trend or even practice of teachers' movement.

Certainly, it is visible the efforts the country is making towards the improvement of the education for all through the construction and rehabilitation of schools, faculty training, and a set of reforms about the management of human and material resources.

However, the identification of the factors that determine the decision of the teachers, can serve as a guide to improve the vision and work of the public policy makers. It is known that the teacher's work from the beginning with a lot of sacrifice, but the end was never flexible or gratifying. The dependence on wages at the academic level and the lack of incentives lead teachers to a sacrifice. Therefore, the possibility of retention of teachers in schools that don't promise incentives or allow the raising of the level of education, it is very difficult. The various municipalities that make up the province of course don't have the same socio-economic conditions. In the same way we can say that schools do not enjoy the same characteristics or similar working conditions. "Teacher retention is affected by economic factors, as teachers make rational economic decision about their careers and seek better paid work where they can" (World Bank, 2007, p. 13). The teachers moved especially by the need to increase the academic level or their search for economic stability at all costs try to require their transfer or discharge. In addition to academic training, factors such as the characteristics of the school, working conditions, away with the family, the transportation and difficulties due to shipping costs or of the access roads, are the reasons why teachers decide to move at another school. Certainly, it is difficult to enumerate such factors. This allows us to say that to some extent there are no current

mechanisms and quick to the existence of fairness in the provision of education. Either workable criteria that can help to meet the demand of teachers in terms of transfers or the rules of retention of teachers in some schools as well. Filling vacancies left by teachers transferred, retired and deceased in distant areas of the capital centers tends always to rely on a new public tender since it is difficult to transfer a teacher then gives to the provincial Center to the other Municipalities. This is where the turnover policy would comply with its role or even the faculty's stocking policy depending on the forecasts retirement and emerging cases such as death, expulsion or even transfer, suspensions and requisitions.

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