Rural –Urban Migration of Teachers in Rivers State Universal Basic Education (2016-2021)

Iyaye Joseph Nyengiala
Ignatius Ajuru University Of Education
P.M.B 5047, Rumuolmeni, Iwofe,
Port Harcourt, Rivers State
nyengialaiyaye@gmail.com, temoleads@gmail.com

Abstract

The study captioned "Rural-Urban Migration of Teachers in Rivers State Universal Basic Education (2016-2021)" was carried out to examine migration of rural teachers to urban areas, it is believed that migration of teachers from the rural to urban areas leaves the students with some set-backs such as disruption of learning, loss of learning opportunity among others, with dire consequences of poor academic performance and other social vices. The study aims at unraveling the factors responsible for teacher's migration from the rural areas to the urban areas. The study is a qualitative research with a theoretical approach and utilized descriptive research design. Pull and Push theory of Ernest Ravenstein (1885) was adopted as the theoretical framework for the study. Data was elicited through secondary sources and the study employed content analysis to analyze the qualitative study. Findings from the secondary sources revealed that teachers are pushed out from hostile working conditions such as Crime and insecurity, poor infrastructure, lack of professional advancement, and favorable conditions in external location pull them in also majority of the rural teachers are urban dweller. In line with the findings above, the study recommends the emergence of actors such as the recruitment agencies to capitalize on the correct recruitment of teachers, as well as their posting/placement. Also vacancies and posting for next recruitment should be strictly based on place of abode and not by Local Government Area as was previously done in 2013 Rivers State teachers' recruitment, this will make teachers more productive at their posted area without migrating.

Keywords: Migration, Teachers, Education, Social Infrastructure.

Introduction

Migration is a multidimensional concept that has appealed to the reaction of many scholars in the discipline of Sociology, Political Science, Anthropology, Economics, and History. Migration has become a phenomenon among humanity since the creation of man people leave a place for another due to the difference in economics, social or political opportunity (Dwyer, 2014). Enormous theories have been generated on migration but most of it is classified in their various

disciplines and only a small segment of it is discussed in this study. Migration is an age old, global occurrence affecting every country in the world and has become a vital feature of the socio-economic, cultural and political lives of a significant number of people worldwide today. Migration experts (Sjursen, 2000 & Kristoff, 1999), opined that migration was more predominant in the 19th century than it is currently because of the requirement for movement from one country into another was flexible at that time. Miller, Ochs & Mulvaneys, (2008) also assert statistically, indicating that the number of migrants in the world has increased in the last 50 years and that there were around 191 million migrants in the world.

In Africa, migration is historic, it has being that of subjugation and slavery that shaped the continents past migration flows and still influences the current migration flows. Kaba, (2011), states that there are over 140 million Africans are in diaspora as a result of the slave trade and these Africans have been instrumental in the building of robust economies like that of the United States. The migration of teachers in Africa has invariably been influenced by the above mentioned historical links. Teacher migration is a Labour migration which involves teachers moving either in search of employment, better place of assignment, better returns or simply because they have being recruited (Martell, 2010). Rural-urban migration refers to the movement of people from one countryside precisely the rural areas into the urban or metropolitan cities and obvious not a recent topic in the world history (Onwubiko, 2012).

Over the years in Nigeria, demands for education have become progressively more insistent, more persuasive and complex. The kind of education given impinges on society in a variety of ways to meet an ever-widening range of needs. Education and its provision have continually changed partners from sole colonial administration to a tripartite agency (missionary organizations, government, and private individuals). It is the primary means of the deadline with the world's major problem and challenges of a complex and rapidly changing environment in contemporary Nigeria (Shittu, 2019). It pervades every field of human endeavors and plays a fundamental role in the social, political and economic development of a country (Shittu, 2019). Every year millions of world's people make what can be tagged a momentous decision to a new abode (Abiodun, 2015). Perhaps the movement might be across two or possibly to other parts of the country.

Teachers have been called to serve humanity, by impacting into students for best academic performance and excellence in other to shape and help them build a future. Like any other profession, the teaching profession requires qualified, dedicated and highly motivated individuals to serve it. For rural teachers to put in their best, the teaching environment must be conducive above other things for teachers to expend the best of their pedagogical aptitude towards achieving educational goals (Riley & Holden, 2012). When the learning environment appears unsafe, poor infrastructure, with not much progress in career to unable the teacher meet up qualitative modern teaching techniques, no satisfactory gain, no motivation etc. the urge to migrate from such backward areas becomes high. Teachers migrating from the rural areas without replacement is dire on students and the residual teachers, though the teacher may find peace but the effect most times are irredeemable Wiskow, Albreht & Pieto, (2010) assert that to retain motivated and goal-oriented teaching staff, the educational institutions should pay particular attention to the teachers" needs and what drives their motivation.

In Rivers State the place of education is not different either, the adoption of the second United Nations Millennium Development Goals (MDG) by countries worldwide was also adhered to. MDGs refer to a set of poverty reduction targets that was introduced and adopted by countries in the United Nations in 2000. According to Pronk, (2004), the goal in education is to ensure universal primary education for boys and girls and to eliminate gender disparity by the year 2015. The recruitment of 13,000 teachers in 2013 by Rivers State Government was to revitalize the collapsing educational system and 7,350 teachers were posted to the 23 Local Government Areas under the Rivers State Universal Basic Education Board (RSUBEB, 2013) to give a face lift to education generally, the reverse will soon give birth to a crises situation in the rural areas if nothing is done. Rural –urban migration of teachers has become problematic, teacher's desire better working environment in other to put in their best, but the students and the left behind teachers bear the brunt of migrating teachers actions. The students are faced with some set-backs such as; the disruption of learning and inability to cover scheme of work and be on same slate with their urban counterpart, loss of learning opportunity, by depriving students of some subjects especially key subjects with limited teachers, etc. The effect of rural-urban migration of teachers is dire on student even if migrated teachers are comfortable in new location. Migration weakens the resolve of some students to continue with school /educated, it produces half-baked students thereby giving rise to examination malpractice, mass failure in external exams, and generally poor academic performance of the rural schools, some students drop out of school, run back to the street, the creeks and some take to social vices such as; cultism, militancy, robbery, drug addiction and other criminal activities, causing social problems to the society. Teacher migration becomes is a bigger problem to deal with when it's difficult to get a substitute and also for students to adapt to new teacher's pattern of teaching. This movement, intra/ inter system transfer, promotion of personnel, retirement, death without replacement leads to problem of understaffing in the rural areas and over staffing in urban city in the system, causing the left behind teacher to suffer workload and pressure that could trigger crises situation in the rural schools. (Okumbe, 2001).

The Rivers State Universal Basic Education Board ICT/Statistical records (2022) reveals that there has been rural-urban drift among teachers and this migration trend may have left Rivers State Universal Basic Education in inequitable balance of teachers that might have caused shortage of teachers. Rural-urban migration have been critical in Rivers State from 2016 to 2021, interview with a high ranking officer of the Rivers State Universal Basic Educational Board (RSUBEB) confirms that teacher's migration from the rural to urban is based on " Personal Need and Political influence and it will continue. The number of migration by teacher is triggered by diverse reasons such as insecurity and crime, health challenge, transit stress, desire to be with family members and wanting to be in an urban set-up (Phiri, 2012). There have been some studies done on rural-urban migration of teachers around thus;

In a study, "The Attitude of Teachers Towards Teaching in the Rural Areas   in Nigeria" (A Case Study of Brass LGA, Bayelsa State),   carried out by Ayuba Dubai to ascertain the prevalence of attitude of teachers towards teaching in the rural area of Brass local government area and how it affects the academic performance of the students in the study area. it was discovered that lack of development in the rural areas like lack of infrastructure, no good road network, lack of health care facilities, lack of security, no potable water etc, compels teachers emigration from the rural areas and the study further recommends that for teachers to change

their attitude of migrating from rural to urban, the government should reach out to the rural dweller with the above mention factors leading to migration and also increase the salary of rural teachers to lure them to stay and teach the helpless rural students. (Ayuba, 2021).

In another study titled "Academic Imbalance Between Rural and Urban Areas in Imo State of Nigeria; Implication for Educational Evaluators and Curriculum Developers " by David, & Kingdom, (2016), the study reveals that teachers rejected posting to rural schools due to lack of basic necessities of life and social amenities, lack of facilities such as taxi cabs, and school bus services, and other rural environmental hazards. It was discovered that many rural schools are remote and rural dwellers hate and quarrel school teachers and these made them reluctant accepting school postings and attributed out migration as causing shortage of teachers and also responsible for the academic imbalance in the rural. The study therefore recommends that government should help rural schools and rural area by providing social amenities; teachers must imbibe the spirit of hard work whether in rural or urban areas and also rotate Government should make it compulsory that every teacher must serve at least 17 years in the rural area and may be 18 years in the urban if he/she is to serve for 35 years. That is to say that half of his full service year will be in the rural and urban areas respectively (David, & Kingdom, (2016).

Also in a study conducted in Zambia on the "Pull and Push Factors of Rural-Urban Teachers Transfer" was done investigating those factors that pushes teachers away from rural schools and pull them towards urban schools in Isoka district of Northern Zambia. The study recommends that the government implement 20% stipend to rural teachers in other to boost also boost teacher satisfaction and encourage hard work and the district educational office in the area need to be considerate during teachers' employment and replacement to suitably place teachers where they are most productive and settled to avoid transfers. The government should also provide social amenities for the teaching staff such as good schools for their children, adequate housing, access to health and recreational facilities (Ginno, & Ferdinald, 2020).

Also on the "Effect of Rural- Urban Migration on Education and Economic Development" study carried out by Abdulraheem & Iderawumi, (2019), to find out the causes of rural-urban migration and how it affects the rural students' performance. It was revealed that rural-urban migration among other things increases the rate of juvenile delinquency crimes and other social vices in the society and also affects Educational development, poor economic opportunities, lack of infrastructural facilities and unavailability of standard education in rural areas. It was recommended that the government should provide social and infrastructural facilities such as good road network, regular supply of electricity and so on for rural dwellers. And various youth programs should be organized, to possibly reduce rural-urban migration, most especially when the young ones are exposed to sustainable livelihood activities that they could embark upon.

However, from the above related studies it was discovered to our limited knowledge that there is no existing study that has been done on rural-urban migration of teachers in Rivers State Universal Basic Education (2016-2021), hence this study is carried out to bridge the gap in knowledge, and based on the above observation, the researcher will be guided with the following research questions and objectives; does insecurity and crime have any relationship with teacher migration, can poor infrastructure lead to teachers migration, can lack of professional advancement influence migration of teachers from the study area. The main objective of the

study is to examine the migration of teachers from the rural to urban areas, and the factors responsible for migration and the effect on students and left behind teachers.

Literature review

Literature review set the basis for any research work; According to Wellington, (2010), good literature review establishes the research study in its historical and methodological context. Migration is the movement of a group of people from one region to another. In the context of this study, it is the movement of teachers (workers) from one area to another area within a state for the explicit purpose of continuing their job (Roberts, 2009). The word migration comes from the Latin word migrare which means to change residence. However in migration literature, the transversal of space over a given period of time is often emphasized in the definition of migration. (Suarez-Orozco & Suarez-Orozco, 2005), stated that migration is the "more or less permanent movement of people across space." Migration is also the translocation of a person or persons from one place to another for a given time period(Harzig, Hoerder & Gabaccia, 2009), however offer a more sociological definition when they say migration is a "move from one society to another. Migration is also defined as the movement of a group of people from one region to another. In the context of this study it is the movement of workers from one countryside to another city for the explicit purpose of seeking employment and better services (Roberts, 2009).

According to (De Villiers, 2007) he opined that teacher migration is also a phenomenon that is driven by differences in the supply of teachers from one region of the globe to another region. Though workers migration in the rural areas have been few and those undertaken so far have mainly dealt with migration at a macro level, writers such as (Pasura, (2006), Campbell, (2007) Miller, Ochs & Mulvaneys, (2008), &, Manik, (2009) have failed to give voice to the key players, which happen to be the migrants themselves. The migrant workers have been treated as passive respondents to external environmental conditions moving from one region to another in search of "greener pastures" and trying to escape harsh environmental conditions.

Migration experts like Akokpari, (2001) made an assertion distinguishing between forced or involuntary migration and voluntary migration, citing cases where people have to move for reasons beyond their control, as in the movement of refugees and exiles and any other people who depart under political, ethnic, gender or other forms of persecution, the migration is termed forced migration, whilst movement of people for economic and other reasons that are not beyond their control is termed voluntary. But in 2004, the Commonwealth Teacher Recruitment Protocol (CTRP) by Commonwealth countries was signed. The CTRP moved to balance the rights of teachers to emigrate with the Self-advancement. While the push need to protect national integrity and was an attempt to regularize teacher recruitment in signatory countries(De Villiers, 2007). Although the CTRP has no legal force, it was still approved by migration professionals as the best exercise in addressing teacher recruitment and it eased a lot of tension between sending and receiving countries and recruitment agencies according to (Degazon-Johnson, 2004).

According to McGregor, (2006), he opined that Teachers migration started as or was triggered by a skill shortage in the politically and economically dominant countries in the North. The shortage of skills in the North started in the late (1980s) and it was believed that the shortage of teachers was as a result of demographic changes, the skills shortages especially in Western Europe were

caused by a relatively large aging population which could not meet its own demands for labour (Campbell, (2007). Sorensen, Van Hear & Engberg-Pedersen, (2002), Contributed on migration as it pertains to the linking together of countries of origin and the migrants' destination, the view remains the maintenance of migrants multiple relationships such as family, religious and even political economical, and there is always a touch or contact with countries of origin and destination. Internal and international migration is another distinction that is usually made in migration literature. Internal migration is the movement of people within the territory of their own country and may encompass urban-rural migration, internal displacement of people due to a catastrophe or internal refugees. International migration is cross-border or external migration. Solomon, (2003) maintains that many of the internal migrants in the world currently are victims of strife.

Theoretical Framework

 Migration theories have been advanced by the likes of Ernest Raveinsten (1885), S.A. Storffer (1940), W. A. Reilley (1994), Everest Lee (1966). The study adopted the "Pull and Push" theory of migration by Ernest Ravenstein a widely regarded migration Geographer, who used census data to develop his Laws of migration in (1889). He concluded that migration was governed by a push-pull process; that is, an unfavorable condition in one place tends to push people out, and favorable conditions in external location pull them in. Everett Lee in (1966) reformulated Ravenstein's theory, by placing emphasis to internal (or push) factors, Lee outlined the impact intervening obstacles have on migration process. He argued that variables such as distance, physical and political barriers, and having dependents can impede or prevent migration.

The push and pull factor theory has been criticized for being too simplistic and not taking all the factors that migrants consider when they migrate but only concentrating on the economic aspect. It has, therefore, been modified to include a number of added pull and push factors by migration theorists Dovlo, (2003) & El-Khawas, (2004), they advanced the push and pull theory to explain the migration of workers. They opined that the movement of worker from place to place is hardly attributed to a single factor; they identified certain socio-economic condition such as hostile conditions as being responsible for migration.

The neo-classic model popularly referred to as the push-pull factor model also been criticized by Harzig, Hoerder & Gabaccia,(2009), for being too linear and simplistic in the way that it explains migrant motivation for migration and for concentrating too much on economic factors at the expense of the socio-cultural factors pertinent to migration.

Relating the study with Ernest Ravenstein, (1885), Dolvo (2003) & El Khawas (2004) contribution on Pull and Push it is imperative to say that teachers are pushed out of the rural areas sake of socio-economic hostile conditions such as; Crime and insecurity, poor educational systems, poor conditions of service, lack of progression within a career, lack of necessary technology and resources and, limited chances for self-advancement etc. and are pulled to better conditions of service, advanced technology and availability of resources, higher chance of professional and personal improvement, greater environmental safety, higher standards of living, that make the work easier and safer Etc. Currently, on bridging the gap, the theory of pull and push, shows that while there are both pull and push that contribute to the increase of migration, .there are also new actors emerging to capitalize on correct portability of teaching credentials.

One of such actor is the recruiting agencies which aim is majorly to place teachers in schools where migration may not be an option (place of abode).

Methodology

The study is a qualitative one that adopted descriptive research methodology. The study solely relied on secondary data and according to (Adi, 2021), secondary research is the gathering of information from previously published primary data gathered from journals, internets, gazettes, books newspapers, magazines etc. the study also adopted content analysis to analyze the information gathered from the   secondary sources. The purpose of content analysis is to organize and elicit meaning from data collected and to draw a realistic conclusion from it. (Adi,2021). Teacher's migration trend from 6 Local Government Areas is assessed to really ascertain the claim on teacher's migration from the rural area to the urban area within a period of 6 years (2016-2021).

Teachers Migration Trend of 6 Local Government Areas (2016-2021).

Table 1: Selected Rural and Urban Local Government Areas Migration Trend (2016-2021).

S/no.	Names of LGEA	Total Number of primary & secondary school	Total number of teachers in 2016	Total number of teachers in 2017	Total number of teachers in 2018	Total number of teachers in 2019	Total number of teachers in 2020	Total number of teacher in 2021	Total number of migrated teachers (2016-2021)	Total number of teacher (2016-2021)
1.	**AHOADA EAST**	58	687	657	661	616	591	486	201	**3,698**
2.	**GOKANA**	57	669	627	581	606	585	567	102	**3,635**
3.	**OBIO/AKPOR**	82	2,621	2,497	2,459	2,330	2,269	2,244	377	**14,420**
4.	**OGBA/EGBEMA /NDONI**	101	1,336	1,287	1,262	1,259	1,219	1,206	130	**7,569**
5.	**OKRIKA**	46	654	630	599	633	613	600	54	**3,729**
6.	**PORT - HARCOURT**	76	1,755	1,605	1,471	1,427	1,365	1,324	431	**8,947**

Source: Rivers State Universal Basic Education Board, 2022.

 Findings from the 6 local government areas movements of teachers both in the rural and urban areas;

Ahoada East; had a number of 687 teachers in 2016, and 486 in 2021, showing a reduction of 201 teachers. For the 6 years total numbers of 3,698 teachers were recorded in 58 primary and junior secondary schools in the area.

Gokana; had a total number of 669 teachers in 2016 and 567 in 2021 showing a reduction of 102 teachers. For the 6 years a total number of 3,635 teachers were recorded in the 57 primary and junior secondary schools in the area.

Obio/Akpor; had 2,621 teachers in 2016 and 2,244 in 2021, showing also a reduction of 377 teachers For the 6 years a total number of 14,420 teachers were recorded in the 82 primary and junior secondary schools in the area.

Ogba/Egbema/Ndoni; had 1,336 teachers as at 2016 and in 2021 it got to 1,206, showing a reduction of 130 teachers. For the 6 years a total number of 7,569 teachers were recorded in the 101 primary and junior secondary schools in the area.

Okrika; had 654 teachers 2016 and 600 in 2021, showing a reduction of 54 teachers. For the 6 years a total number of 3,729 teachers were recorded in the 46 primary and junior secondary schools in the area.

Port- Harcourt; had a total number of 1,755 teachers in 2016 and 1,324 in 2021, showing a reduction of 431 teachers. For the 6 years a total number of 8,947 teachers were recorded in the 76 primary and junior secondary schools in the area.

The 201 teachers that were not seen in 2021 at Ahoada East, 102 for Gokana, 130 for Ogba/Egbema/Ndoni, 54 for Okrika must have entered somewhere, probably the urban area, though the 2 urban areas also had their missing teachers to the number of 377 and 431 respectively. It is evident that the missing teachers from the rural areas must have migrated into the urban cities, and there must be a reason. From the above analysis 487 teachers migrated from the rural area into the urban area from 2016-2021. It is imperative to note that there may be other reasons why the number of teachers in the rural kept reducing and also that of the urban areas, not all the figures are for migration, some may be as a result of retirement, death or promotion or even transfer. The main reasons for migration of teachers from the rural areas to the urban areas are majorly; insecurity and crime rate prevalent in the rural areas, poor infrastructure and lack of professional advancement;

Reasons for Teachers Migration

Insecurity and Crime in the rural areas: Identifying the crimes prevalent in the rural areas such as Armed -Gang, Sea Robbery/ Piracy, Cultism and Cult Clashes, Local Power Struggle etc. according to Tarila, (2021) on how insecurity affects lives of the rural people assert that those who suffer the consequences of insecurity are the ordinary people who do not have protection in the rural areas. He opined that rural insecurity has led to loss of innocent lives and young people involved in cult activities. The spread of insecurity, cult and criminal groups in the rural communities were state security is scarce, leaves villagers at the mercy of gangsters. Crimes and insecurity is a major anomaly to tackle, a work area that is devoid of security is worth avoiding, most of our rural areas are characterized by crimes that birthed so much tension capable of removing sleep in the eyes of rural dwellers, teachers are also robed of their personal effect while

discharging their duties in some of the rural areas, this is a good enogh reason for teachers to migrate to urban areas where there are state security.

Poor Infrastructure: According to Akinyemi in Agada, (2004), he defined rural village in African context as a geographical setting without adequate infrastructures, public utilities such as good roads, good drinking water, electricity, facilities for amusement and relaxation. Rural areas are deficient of all these facilities therefore, the government should reach out to those communities where schools are built. Akinyemi concluded that any rural area lacking these basic utilities may not be able to maintain both students and teachers. Education in rural comes with poor infrastructure like lack of electricity, poor road network, lack of potable water, lack of health care facilities, the rural areas are neglected by the government when it comes to development. Sake of the mentioned characteristics present in the rural areas, teachers transfer themselves back to the urban areas that have basic amenities that are not found in the rural areas, leaving insufficient hand in the rural areas. Other characteristics of the schools in the rural areas are poorly funded, dissatisfaction with jobs, management styles are all significantly related to the out-migration of teachers in the area. School and community factors are also contributory for migration of teachers. They need to be addressed to a reasonably extent, else the rural areas will continue to experience shortage of teachers.

Lack of Professional Advancement in the rural area: Teachers see the rural areas as offering less opportunity for professional advancement. The cost of pursuing career/ further studies from the rural area is far higher and stressing than a teacher in the urban area. In most rural areas, transport and communication network are so low and discouraging for teachers to take up studies. This is because the rural teacher may pay comparatively higher than his/her counterpart in the urban area doing the same programme. Urban areas are additionally attractive sake of ease of access to institutions providing further education and continuing professional development opportunity (Hedges, 2000). Teachers in urban areas are likely to make more personal progress, than their rural counter-part, hence the reason to migrate. These are valid reasons for teachers to migrate, but the effect of migration on both students and teachers on ground are also not to be neglected;

The Effect of Migration on Students and teachers left in the rural areas

The rural area is more often than not left with one or all of the following challenges after the emigration of teachers. The most prominent challenges as summarized by Brown, Tullao, & Rivera, (2008) are: The disruption of learning, especially if the teacher leaves during the school term, ii). Reduced opportunities of learning for the students left by the teacher, The loss of human capital invested in the education of the teacher, Crises on Staffing and personnel management etc. The disruption of learning when a teacher abandons his/her station during the school term causes uproar, however when this happens in a poor area struggling to meet its staffing needs the disruption can last for a very long time and have far-reaching consequences. The teachers in most classrooms especially the primary section are usually single his/her absence generally results in an abrupt stoppage of the learning process. Even in cases where the teacher is replaced promptly, he/she is usually replaced by a teacher who is either less experienced or less effective, and it takes time before the new teacher can perform at the same level as the departed one Morgan, (2005).

The migration of teachers leaves the remaining teachers with serious workload from the out-migrant, performing the tasks and duties of out-migrant, in areas of teaching more arms or classes, performing the duties of a form teacher, marking and recording, discipline and controlling, engaging in extra-curricular activities etc. Morgan, et al. (2005). The migrant teacher can however benefit personally, but such departure of a teacher not only affects the students, teachers left behind but also the school and host community. According to Brown, & Schulze (2013), migration of teachers tend to aspire non- migrant colleagues are left they often experience dilemma as they continue to work in the unpleasant conditions from which there colleagues migrated. Oucho, (2000), also contributed in same vein that many teachers often find themselves weaving dreams to leave and desiring the qualitative change in the work –life of those who are gone. The consequence of this feeling to migrate affects the teacher psychologically and professionally.

Conclusion

There are valid reasons ranging from insecurity and crime, poor infrastructure, lack of professional advancement etc. but are cogent enough to abandon the students. Rural-urban migration of teachers is actually motivated by the usual Pull and Push factor, people are drawn to migrate by the normal pull and push factor, the major causes of migration as gathered from the study and in accordance with migration theorists Dovlo, (2003) & El-Khawas, (2004) are as follows: Push factor : Crime and insecurity in the rural areas, poor infrastructure in rural schools, lack of progression in career. Others are Political repression, poor educational systems, Poor conditions of service, Lack of necessary technology and resources etc.

While generally teachers are pulled in by these various factors, also mainly socio-economic in nature, these factors attract workers from rural areas to urban. Key among these are the following: Better conditions of service, Advanced technology and Availability of resources that makes work easier and safer, Higher chance of professional and Personal improvement, Greater environmental safety, Higher standards of living and Less Bureaucratic control. Workers are seen by migration scholars as seeking better conditions for themselves by leaving areas with poor working and living conditions and moving towards those with better working conditions. Hence the workers are sometimes described as moving towards 'Greener Pastures. Ironically the (rural) area has always borne the brunt of loss of skills and expertise through out-migration. (Dovlo, (2003) & El-Khawas, 2004).

From the findings it was discovered that apart from the pull and push factor that compels rural teachers to migrate to urban, most of the 2013 recruited teachers with the Rivers State Universal Basic Education are urban dwellers with families and dependents in the urban city, who took up the teaching jobs in the rural areas according to posting, the stress of moving to the rural area poses a serious issue, hence the option to migrate without transfer since transfer centers around a Local Government Area. (Intra not inter) except for very obvious reasons like terminal disease or illness or fatal accident (RSUBEB). It was also discovered that there has not being any initiative employed as to stop or restrict rural- urban migration of teachers, (Inter-Local Government Area migration). According to an interview with an official of (RSUBEB), he stated that some of the reasons behind migration from the rural areas to the urban areas are valid and cannot be neglected such as cases of insecurity and crime, he added that a teacher has to live in other to impact knowledge, subsequently, for the purpose of progress in career, he stated that it is a duty

the government owe teachers to develop themselves in other to serve with better knowledge and technique, therefore migration cannot be ruled out completely though, it was also discovered that the government and host communities are also lacking in their beat to bringing to minimal crime situation in the rural area, and providing adequate teaching and learning facilities in place.

Recommendations

Based on the findings outlined above, the study made the following recommendations;

1. Recruitment of teachers in Rivers State should be left in the hands of the recruitment agencies that will be solely responsible for screening, recruitment and posting. With vacancy advertisement stated categorically according to applicant's location (residence) and not according to local government areas. According to an official of the (RSUBEB), the last teacher's recruitment in Rivers State was in the year 2013, the recruitment, screening and selection was handled by an agency but the posting was done by the UBE board according to the applicant's local government areas, meanwhile majority of the applicants are urban dwellers. This happen to be the major reason of migrating out of the rural areas sake of the daily struggle from the urban to the rural to do their job, hence the migration option. In other to solve migration of teachers from rural areas to urban city, the services of agencies are required with strict instructions on applicant's location and not according to local government areas. This is in consonant with (Zenzele, 2012) in his study he assert that the emergence of actors in recruitment process will bridge the gap in literature of migration being stimulated by "Pull and Push factor" .

2. Community leaders to assist school heads in any way possible to avoid insecurities, such as crimes, conflict and poor school environment in their area, the creation of peaceful atmosphere in rural areas is also the responsibilities of host communities in other to protect government projects cited in the area. Provision of the basic social amenities in the rural areas to measure up to the standard of the urban a little is recommended, there is also need for building befitting teacher's quarter, there is need for improvement in the rural areas, this is one of the reasons for teachers migration out of the areas. According to David, & Kingdom (2016), in their study, they opined that government should help rural schools by providing social amenities of which staff quarters is inclusive. A befitting quarter will serve the purpose of stabilizing the teachers posted to the area who wish to reside in the rural area.

3. Additional stipend should be given only to teachers posted to the rural areas as a pull factor. The expenses of rural worker are doubled compared to those in the urban cities, the cost of living in the rural areas are a bit difficult and hash coupled with high transportation fare, most of the teachers are urban dwellers but travel to rural areas to do their jobs, the high cost of transportation, transit stress as a result of bad road connecting road all contributes to health related issues and they are all push factors. The urban counterparts save more than the rural workers and it is the same salary structure. Thus, Opoku-Asare, & Siaw, (2016) recommended incentives to recruit and retain teachers in the rural area. This is in a study carried out in Urban and Peri-Urban Senior High School in Ghana. Evidence from the Visual Arts Program. Also Ginno & Fedinand, (2020) in their study specifically recommended a 20% incentive be added to the rural teachers basic salary, it will not only boost their salary but also encourage hard work to bridge rural- urban gap in educational standard and student's achievement and finally it will act as Pull factor.

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