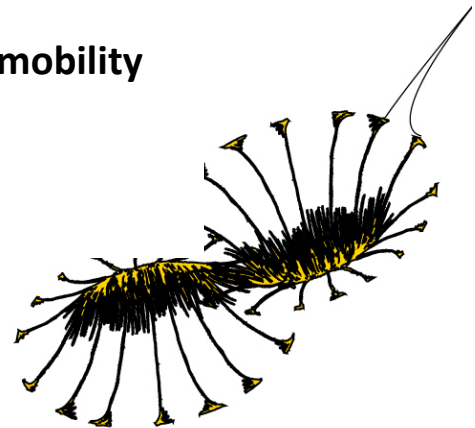


Job mobility in primary education: Empowering teachers to come in motion!

Different determinants involved in teachers' mobility decisions.



Stichting Katholiek Onderwijs Veluwe-Valllei • • •



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Summary

There is a new sense of urgency regarding job mobility in primary education in the Netherlands. Schools are faced with regional labour market challenges such as decreasing pupil numbers. Consequently, schools must reduce their teaching staff, resulting in forced job mobility of teachers within or between schoolboards. These obliged transfers could be facilitated or even prevented by more voluntary mobility of teachers. At the same time, voluntary job mobility offers teachers the opportunity to develop professionally in the context of the school. This change of situation and environment might lead to new insights and skills to broaden teachers' educational potential. This is a necessity in a changing educational labour market, which asks teachers to stay versatile up to retirement age.

Despite the possibilities, both external as well as internal job mobility of primary education staff in the Netherlands is relatively low. An important reason for this, is that schoolboards often lack a goal-oriented mobility policy. Embedding well thought mobility policy into the Human Resource Development policy (HRD policy) of primary schools, would provide favourable circumstances for school boards and teachers, in order for job mobility to take place. However, to set up and implement an HRD policy that addresses teachers' mobility considerations, an increased understanding of why teachers stay or why they leave is necessary.

Therefore, the aim of this study was to explore different factors (so-called determinants) to find out which determinants play a role for primary school teachers to either become engaged in voluntary or forced mobility or not. Research on these determinants of job mobility, relevant for the primary educational sector, is scarce (especially regarding voluntary versus forced mobility decisions).

For this purpose, an exploratory, multiple case study was conducted at a primary schoolboard in the centre of the Netherlands. A theoretical framework of determinants of job mobility in different sectors was used, to find out whether these apply to the primary educational sector as well. Three different points of views on job mobility are represented in this framework. The decision to become mobile (or not) seems to be the result of the interaction between structural determinants (*availability of mobility options*), individual determinants (*preference for mobility options*) and decisional determinants (*intention to engage in mobility options*) (related to a teachers' embeddedness). Four groups of primary school teachers, with experience with voluntary or forced job mobility and teachers having considered a job mobility step and either pursued this or not, were interviewed. Subsequently, these four groups were compared to find out *which* determinants play a role for teachers in each of the four groups and whether *similar* or *different* determinants lead to job mobility or not.

The results substantiate the interaction between different determinants on job mobility. Multiple determinants related to the *availability of* and *preference for mobility options* played a role for each individual teacher to either engage in mobility or not. However, comparing the four groups revealed that for teachers who decided to go along with a forced mobility step and for teachers who did not (yet) become engaged in job mobility, structural determinants (*availability of mobility options*) such as *job security* played an important role. In contrast, for teachers who have chosen mobility voluntarily, individual determinants (*preferences for mobility options*) such as *practical considerations*, *personal characteristics* and *professional development* emerged from the data. Decisional determinants (*intention to engage in mobility options*) did play a role for teachers in all four groups but to a lesser extent, except for teachers who did not (yet) become engaged in job mobility. Surprisingly, job embeddedness did not play such an important role for these teachers in staying or leaving. Schoolboards could address these determinants relevant for the different groups of teachers in their HRD policy to promote voluntary mobility of teachers.

Furthermore, three specific, group transcending determinants were noticed, namely 1. A clear and transparent *vision on mobility* (and consequently the *mobility policy*- and *procedure*) was recommended by the teachers, 2. Teachers wondered *how they will be perceived by other colleagues at the new school?* and 3. *Professional development* determinants teachers mentioned as a reason for and benefit of mobility. These results serve as an advice for schoolboards to invest in their mobility policy, in acquaintance of teachers between schools and a positive image of mobility. Moreover, an advice is offered, from teachers for teachers who consider voluntary mobility, to pursue this challenge.

Teachers might not await a forced transfer, which according to teachers has a negative sound to it. Rather, teachers take the initiative to proactively seek out the best position for them to enhance and deploy their qualities which the teaching profession asks of them. Consequently, job mobility empowers teachers to come in motion!

Key words: job mobility, determinants of job mobility, primary school teachers, professional development, job embeddedness

Samenvatting

Er is een nieuw gevoel van urgentie ten aanzien van arbeidsmobiliteit in het primair onderwijs in Nederland. Scholen worden geconfronteerd met regionale arbeidsmarkt uitdagingen, zoals dalende leerlingen aantallen. Als gevolg hiervan moeten scholen hun docentenaantal verminderen, wat resulteert in gedwongen mobiliteit van leraren binnen of tussen schoolbesturen. Deze verplichte transfers zou kunnen worden vergemakkelijkt of zelfs voorkomen kunnen worden door meer vrijwillige mobiliteit van leraren. Tegelijkertijd biedt vrijwillige mobiliteit leraren de kans om zich professioneel te ontwikkelen in de context van de school. Deze verandering van situatie en omgeving zou kunnen leiden tot nieuwe inzichten en vaardigheden om de educatieve mogelijkheden van leraren te verbreden. Dit is een noodzaak in een veranderende onderwijs arbeidsmarkt, die leraren vraagt om veelzijdig en flexibel te blijven tot de pensioengerechtigde leeftijd.

Ondanks de mogelijkheden die mobiliteit biedt, is zowel de externe (buiten de sector) als interne mobiliteit (binnen de sector) van het personeel in het basisonderwijs relatief laag. Een belangrijke reden hiervoor is dat schoolbesturen vaak een doelgericht mobiliteitsbeleid missen. Het invoeren van een goed doordacht mobiliteitsbeleid in het personeelsbeleid van basisscholen, kan gunstige omstandigheden creëren voor schoolbesturen en leraren om mobiliteit te laten plaatsvinden. Echter, voor het opzetten en uitvoeren van een personeelsbeleid, waarbij rekening gehouden wordt met overwegingen van leraren ten aanzien van mobiliteit, is een beter begrip nodig van de redenen waarom leraren blijven of vertrekken.

Het doel van deze studie was om verschillende factoren te ontdekken (zogenaamde determinanten) om uit te vinden welke een rol spelen voor basisschool leraren om al dan niet voor vrijwillige mobiliteit te kiezen of in te stemmen met gedwongen mobiliteit. Onderzoek naar deze determinanten van mobiliteit, relevant voor de primaire onderwijssector, is schaars (in het bijzonder met betrekking tot vrijwillige versus gedwongen mobiliteit).

Hiervoor is er een verkennende, meervoudige gevalstudie uitgevoerd bij een primair schoolbestuur in het midden van Nederland. Daarbij werd een theoretisch kader van determinanten van arbeidsmobiliteit in diverse sectoren gebruikt, om uit te vinden of deze ook van toepassing zijn op de primair onderwijs sector. Drie verschillende uitgangspunten ten aanzien van mobiliteit zijn vertegenwoordigd in dit kader. De beslissing om mobiel te worden (of niet) lijkt het resultaat te zijn van de interactie tussen structurele determinanten (beschikbaarheid van mobiliteitsopties), individuele determinanten (voorkeur voor mobiliteitsopties) en besluitvormings determinanten (intentie om te kiezen voor mobiliteitsopties (gerelateerd aan het 'ingebed zijn van leraren in hun werk')). Vier groepen leraren uit het basisonderwijs die ervaring hadden met vrijwillige of gedwongen mobiliteit en leraren die een mobiliteitsstap hebben overwogen en dit hebben nagestreefd of niet, zijn geïnterviewd. Vervolgens zijn deze vier groepen vergeleken om te achterhalen welke determinanten een rol spelen voor leraren in elk van de vier groepen, en of soortgelijke of andere determinanten leiden tot mobiliteit of niet.

De resultaten onderbouwen de interactie tussen de drie verschillende uitgangspunten ten aanzien van mobiliteit, zoals hierboven beschreven. Meerdere determinanten, behorende bij beschikbaarheid van en voorkeur voor mobiliteitsopties spelen een rol voor leraren bij mobiliteitsafwegingen. Echter, het vergelijken van de vier groepen heeft uitgewezen dat voor leerkrachten die geconfronteerd werden met gedwongen mobiliteit en voor leerkrachten die (nog) niet gekozen hebben voor mobiliteit, structurele factoren, zoals werkzekerheid een belangrijke rol hebben gespeeld (deze vallen onder beschikbaarheid van mobiliteitsopties). Dit in tegenstelling tot leerkrachten die vrijwillig voor mobiliteit hebben gekozen. Voor hen hebben individuele determinanten (vallend onder voorkeuren voor mobiliteitsopties), zoals praktische overwegingen, persoonlijke kenmerken en professionele ontwikkeling een rol gespeeld. Besluitvormings determinanten (intentie om te kiezen voor mobiliteit opties) hebben een rol gespeeld voor leerkrachten in alle vier groepen, maar in mindere mate, behalve voor leerkrachten die (nog) niet hebben gekozen voor mobiliteit. Verrassend genoeg speelt het 'ingebed zijn in hun werk' voor deze leraren een minder belangrijke rol bij het blijven op, - of verlaten van hun school. Schoolbesturen kunnen zich richten op deze determinanten die relevant zijn voor de verschillende groepen leraren, bij het vormgeven van hun personeelsbeleid om vrijwillige mobiliteit van leraren te bevorderen.

Verder vallen er drie specifieke, groepsoverstijgende determinanten op, namelijk 1. Een duidelijke en transparante visie op mobiliteit (en daarmee het mobiliteitsbeleid, - en procedure) werd aanbevolen door leraren, 2. Leraren vroegen zich af hoe andere collega's op de nieuwe school tegen hen aankijken? en 3. Professionele ontwikkelings determinanten die leraren genoemd hebben als de reden voor, - en het voordeel van mobiliteit. Deze resultaten dienen als advies voor schoolbesturen om te investeren in hun mobiliteitsbeleid, in de onderlinge kennismaking van leraren tussen scholen en een positief imago van mobiliteit. Bovendien wordt er advies geboden van leraren voor leraren, die nadenken over vrijwillige

mobiliteit, om deze uitdaging aan te gaan. Leraren wachten een gedwongen mobiliteitsstap, welke volgens hen een negatieve klank heeft, wellicht niet meer af. In plaats daarvan nemen ze zelf het initiatief om proactief de beste plek uit te zoeken waarbij ze hun kwaliteiten kunnen vergroten en inzetten. Dit is wat het beroep van leraar van hen vraagt. Als gevolg daarvan is mobiliteit de manier voor leraren om in beweging te komen!

Trefwoorden: arbeidsmobiliteit, leraren primair onderwijs, bepalers (determinanten) van mobiliteit, ingebed zijn in je werk, professionele ontwikkeling

Introduction

In today's changing societal and economic labour market, employees realize that lifelong job security is no longer a realistic employment goal (Ng, Sorensen, Eby and Feldman, 2007). Stable careers sustained throughout the employees' working lives are becoming increasingly rare due to unemployment risks (Grunow & Mayer, 2007; Mills, Blossfeld, Buchholz, Hofäcker, Bernardi & Hofmeister, 2008). Where employees were already taking more control in obtaining different work experiences and knowledge across jobs and organizations throughout their careers (Bird, 1996), many are also willing to seek out different job positions to build their skill sets (Ng et al., 2007), which results in job mobility.

Job mobility, which refers to transitions within and between organizations over the course of a person's career (Hall, 1996; Sullivan, 1999), is beneficial for both the employees and the organizations they work for. It offers employees namely a way to acquire different skills within an organization and thereby the opportunity to work on their professional development (Feldman & Ng, 2007). Furthermore, job mobility is essential for effective human resource planning of organizations and skill development of employees (Anderson, Milkovich, & Tsui, 1981; Greenhaus, Callanan, & Godshalk, 2000).

Research in the field of education however, concluded in 2001 already that career development through job mobility was in its infancy and systematic, goal-oriented mobility policies were lacking in the absence of an immediate need for schools to implement a mobility-policy which stimulates mobility of employees (Wiersma, Verbogt, Vermeulen, Louwes & Teurlings, 2001). Compared to 2001, in 2014 the concept of mobility as a development tool in education is still found to be fairly new (Van Geffen & Poell, 2014). Likewise, in the Netherlands in primary education, the labour market has a closed character. This means that both external mobility (to other regions and sectors) as well as internal mobility (between schools) of primary education staff is relatively low. From a Personnel and Mobility Survey, carried out in the context of a labour market analysis in primary education, nearly 80% of the employees indicated to have no desire at present to become mobile (Van den Berg & Scheeren, 2015).

However, a new interest of school boards in job mobility has emerged as a direct consequence of dealing with regional labour market challenges, such as decreasing pupil numbers (Corvers, 2014). A great number of regions in the Netherlands become less in need of teaching staff. As a result, the educational labour market is changing and the need for schoolboards to implement a mobility policy has become more urgent. Accordingly, job mobility between schools, schoolboards and other regions can offer a solution. This means that teachers, if possible, are being placed at other schools (forced mobility) within or outside schoolboards or otherwise face losing their jobs. The availability of mobility options depends partially on voluntary mobility of teachers as well as opening up vacancies by for instance ending temporary contracts and teachers reaching the retirement age and leaving the teaching profession.

Moreover, the importance of a mobility policy for schoolboards is acknowledged in primary educational government policy, which promotes a stimulating school environment where professional development is prioritized and contributes to the quality of teachers. To ensure this, school boards need to reconsider their policy regarding professional development, or Human Resource Development policy (HRD policy). By implementing this HRD policy, school boards commit to effectively employing teachers throughout their careers and, at the same time, strengthen the professionalism of teachers. To summarize, the professional development of teachers is one of the key features of the governmental action plan called: 'Teacher 2020 - a powerful profession!' (O,C & W, 2011).

Therefore, to set up such an HRD policy in which job mobility is addressed, it is essential to draw attention to job mobility as a proactive measure, aimed at the development of teachers (Wiersma et al., 2001). At the same time, mobility is a condition for teachers to be actively involved with their own development (Van Geffen & Poell, 2014). This offers another perspective to look upon mobility, as opposed to merely seeing mobility as a measure of dealing with decreasing pupil numbers. Another important reason to promote mobility in primary education, is that a change of situation and environment might lead to new insights and skills (Van Geffen & Poell, 2014). So by changing jobs throughout their careers, teachers develop themselves and therewith expand their educational potential (Feldman & Ng, 2007; Wiersma et al., 2001).

As a consequence, in order to stimulate teachers to become mobile voluntarily and create support for an HRD policy in which mobility addresses teachers themselves, it is necessary to find out which factors can influence a mobile attitude of teachers (Wiersma et al., 2001), as job mobility is not yet commonplace in education and as there is still much more to reveal about job mobility (Van Geffen & Poell, 2014).

Research on job mobility in different sectors has been mapped and categorized in multiple factors (the so-called framework of determinants) that underlie mobility decisions of employees (Ng. et al., 2007). However, still little is known on *which* determinants play a role for primary school teachers who are

considering mobility as an option. In fact, do the determinants, relevant for job mobility considerations in other sectors, apply to the primary educational sector as well?

Therefore, the aim of this study is to explore determinants, which lead to job mobility decisions of primary school teachers in the Netherlands. These determinants are based on the framework of determinants of job mobility by Ng et al. (2007). First, this framework is discussed in light of its relevance for the primary educational sector, followed by taking a closer look at definitions of job mobility and its different types from research on job mobility. Then, the framework of determinants is extended with literature on job mobility in education. Second, the setup of this research study, in which teachers were interviewed to gain better insight into the determinants that played a role for them in their mobility considerations, is outlined. Third, the results of these exploratory interviews are displayed. In the final section, conclusions are presented as well as practical advice on job mobility for schoolboards and teachers, followed by a discussion of this research study and recommendations for future research.

Theoretical framework

Some of the most important factors (so-called determinants) of job mobility and the manner in which they affect its occurrence are captured in a general theoretical framework. This framework integrates the empirical, - and extends the conceptual literature on determinants of job mobility in different sectors (Ng et al., 2007). At the same time, this framework addresses a theoretical question regarding individuals' mobility experiences, by focussing on why job mobility does or does not occur. This question suits the aim of this study well, namely exploring determinants of job mobility relevant for the primary educational sector.

Three theoretical perspectives (and their underlying categories of determinants) inform this framework. More specific, all three perspectives offer a different point of view for employees when considering job mobility. Subsequently, multiple determinants, based on individual preferences and motives, underlie and affect these perspectives. From the first perspective, *Availability of mobility options*, an employee wonders whether there are any possible mobility options available for him to engage in. Structural determinants, which operate on a macro level (economic and societal conditions) and on a meso level (organization), influence the availability of mobility options. For instance, the HRD policy of a school organization can influence the availability of mobility options. From the second perspective, *Preference for mobility options*, an employee bases his preferences for a mobility option on individual determinants that play a role for him personally. Therefore, these individual determinants operate on a micro level (employee). Finally, from the third perspective, *Intention to engage in a mobility option*, whether an employee actually intends to engage in job mobility depends on decisional determinants. These decisional determinants also operate on a micro level, as the intention to engage in a mobility option depends on the decision-making process of the employee.

Each of these three perspectives does not only provide a unique insight into the process of job mobility; these three perspectives and subsequently their determinants are interrelated and determine if a person chooses to be mobile or not. Moreover, these three groups of determinants do not operate independent but may influence each other. Especially, structural and individual determinants and their interrelationships should be examined in studies of job mobility (Ng et al., 2007).

In short, this framework offers a general starting point for understanding job mobility decisions. However, although the perspectives and their underlying determinants seem to be relevant in other work sectors, the educational sector has not been taken into account. Therefore, to find out which determinants apply to the educational staff, determinants, which lead to mobility decisions of primary school teachers, will be explored.

When looking more closely at individual motives, these motives can be related to the reasons why some people are embedded in their work (Feldman, 2002b). Actually, the construct of embeddedness, that is the totality of forces that keep people in their current employment situation (Mitchell, Holtom, Lee, Sablinski & Erez, 2001), offers another interesting point of view on job mobility. Moreover, the construct of embeddedness seems to fit the image of the teacher, being embedded at his or her school for years, well, given the fact that primary school teachers are not very mobile.

Three factors are suggested to be related to the forces toward job embeddedness, namely: fit, links and sacrifice. First, fit is the extent to which a person's job meshes with, or complements other areas of his or her life. Second, links refer to the extent to which an individual is tied to other people and activities at work. Finally, sacrifice refers to the ease with which these links can be broken (i.e., what people would have to give up if they left their current positions). The greater the fit, the number of links, and the degree of sacrifice, the greater the forces towards job embeddedness will be (Holtom & O'Neill, 2004). Moreover, job

embeddedness complements and extends researchers' understanding of the factors influencing leaving (and staying). For this reason, job embeddedness might contribute to understanding teachers' mobility decisions.

Therefore, in this study, the determinants of job mobility (Ng et al., 2007) as well as job embeddedness (Mitchell et al., 2001) are adopted to develop a theoretical model which is extended with literature on job mobility in the educational sector (as well as other relevant research on job mobility in different sectors) to come to a model applicable to the primary educational sector. This model will guide our inquiry.

To find out which determinants play a role in mobility decisions of primary school teachers the model includes the three perspectives of job mobility, namely:

- The availability of mobility options
- The preference for mobility options.
- The intention to engage in a mobility option (related to a teachers' embeddedness)

The following section starts with the definition of job mobility and subsequently elaborates on the three perspectives and the determinants they capture, relevant for the primary educational sector.

Job mobility

In the literature on job mobility in general, different definitions of mobility are used, from changing tasks to changing occupations (Feldman & Ng, 2007), and internal lateral mobility (job changes within the same organisation and at the same hierarchical level)- and internal upward mobility (job changes aimed at a different position within the same organisation) (Nicholson & West, 1988). Moreover, internal lateral mobility may be either voluntary or involuntary (Eby & DeMatteo, 2000). In case of an internal lateral involuntary mobility step, one must either relocate or face unemployment (Ostroff & Clark, 2001). Besides internal, - there is external mobility which relates to change of employer (Nicholson & West, 1988).

The present study adopts the broad definition of mobility in education as being much more than an actual transfer of teachers from one school to the other; it includes developing a different attitude. In other words, mobility means being open to change and being flexible so that skills are developed in a broad sense. Being versatile as a learning employee in a learning organization, also called: 'employability' (Wiersma et al., 2001).

Furthermore, in literature on job mobility in the educational sector, job mobility does not only relate to changing tasks or profession but can also refer to the ability of employees to transfer, not only mentally but also functionally and geographically, on behalf of themselves and in the interest of the organization (Bal & Van Gils, 1997). This definition acknowledges the broad impact of mobility for teachers when they choose for job mobility and this line of reasoning will be followed in this study. The literature also distinguishes between different forms of mobility in education such as vertical- (responsibilities) and horizontal- (change of job content) mobility (Van Geffen & Poell, 2014). For teachers, this means internal job mobility (working at the same school but in a different class or a change in responsibilities or job content while still working at the same school or working at another school within the same schoolboard) or external job mobility (working for a different schoolboard in the same or in another region or changing sectors). This can either be a voluntary or a forced mobility step. An example of a voluntary mobility step, is when a teacher voluntarily decides to work as a teacher at another school within the same organization. A forced mobility step relates to teachers who involuntarily leave the school they are working at and are being transferred to another school within the same school board. The choice of teachers for mobility may depend on the type of mobility, namely voluntary or forced, as this could have an effect on the considerations teachers have regarding that type of mobility.

On the other hand, why do people reject changing jobs if they get the opportunity, even when it is presented with attractive incentives to do that? (Ng et al., 2007). However, in primary education, incentives did not result in more job mobility transfers of teachers (Commissie Leraren, 2007), in contrast to other sectors, where a key driver of individually motivated job mobility is, nevertheless, better pay (Putman, 2013). Nowadays, a teacher with a specific specialism can start working in another salary scale but this can be reached at the school where the teacher works, therefore the urge to become mobile to earn more money only applies for teachers who aspire another function within education.

Determinants of job mobility

The availability of mobility options

Whether employees consider a job mobility step, depends largely on the availability of mobility options, which is influenced by structural determinants, that operate on a macro level (economic and societal conditions) and on a meso level (school organizations).

Research on job mobility in different sectors has focused on several influencing determinants on job mobility such as economic context (Feldman & Ng, 2007), career interests (Ng et al., 2007) and mobility as a norm within an organization (Eby & Russel, 2000). Moreover, labour market characteristics are taken into account (Putman, 2013). For instance, the economic conditions in which mobility takes place seem to have a significant impact on how individuals perceive the possibility or desirability to change jobs (Feldman, Ng, 2007). Likewise, the staffing policies chosen by an organization determine the availability of internal mobility options for its employees (Sonnenfeld, 1989). In order to find out what mobility options are available, the mobility-policy (as part of the HRD-policy) of a school board can provide clarity for teachers in making mobility decisions. In primary education, a study was conducted which aimed at stimulating employees to adopt a mobile attitude. This study revealed that, in order for a mobility policy to succeed, the perspective of the teachers is extremely important (Wiersma et al., 2001). Therefore, the determinants *economic conditions* and *HRD, - and mobility-policy* are present in the model as these determinants relate to availability of mobility options.

The preference for mobility options

Individual determinants play a role in the preferences employees have for job mobility options. These individual determinants operate on a micro level (individual teachers), and determine the preferences one has for mobility options. In other words, the type of job mobility preferred, and subsequently acted upon, may be affected by individual differences of employees (Feldman & Ng, 2007). But more research is needed to find out the motives for job mobility from the perspective of the employees themselves, as a significant proportion of job mobility seems individually motivated (Putman, 2013). Moreover, the importance of investigating individual motives for voluntary mobility in future research is emphasized (Ng, Sorensen, Eby & Feldman, 2007; Mayer, Grunow & Nitsche, 2010).

As shown in research on job mobility in different work sectors, for example, individual differences, such as age and educational level (Putman, 2013), can affect job mobility decisions. Moreover, research showed that gender could play a role in mobility decisions, as it seems that women are less inclined to be mobile than men (Dekker, De Grip & Heijke, 2002). Nevertheless, research on the influence of gender on mobility is inconclusive. Furthermore, it seems that older employees are less motivated to be mobile compared to their younger colleagues (Carnicer et al., 2004).

Besides gender and age, from the perspective of individual employees, decisions about mobility and embeddedness are complex and seem highly dependent on the career stage employees are in and life's considerations (Feldman, 2002a). Actually, research on the motivation of employees to be mobile showed that, for example, work-related motives are less influential when it comes to mobility than personal motives. And linked to these intrinsic reasons or motives for job mobility, it is interesting to remark that the work-family conflict (family situation) seems to be related to labour mobility more than traditional job-related factors (Carnicer et al. (2004). Furthermore, from educational research, it is known that the extent to which the teacher sees - being mobile as a practical possibility could also offer valuable information on the intention to be mobile (Van Geffen & Poell, 2014).

In addition, personal characteristics also appeared to have a major impact on the mobility behaviour of teachers (Wiersma et al., 2001). This is acknowledged in research in other work sectors as well. Personal characteristics can have an important influence on job mobility (Ng et al., 2007), as emotions of individuals instead of their cognition affect decisions to leave or stay (Feldman and Ng (2007). Accordingly, the sub-determinants *gender, age, family situation and personal characteristics* are added to the model, as they all relate to the first determinant, *individual differences*.

The second determinant that is captured by preferences for job mobility: *career interests*, and its sub-determinant *professional development* will be explored to find out what role these determinants play in the preference for mobility decisions. In education, one reason for teachers to engage in voluntary job mobility is that a change of workplace can help a teacher to continuously develop and it is also conceivable that the knowledge and skills of a worker are better acknowledged at another school. And although professional development is often associated with schooling, job mobility can also be part of the professional development and employability of teachers (O,C & W, 2011). In contrast, when a teacher faces forced mobility, one could argue whether this teacher is open to professional development.

Indeed, in research on job mobility in education, determinants such as attitude towards, - and motivation for job- mobility have been investigated. For instance, the relationship between mobility experiences, attitudes and intentions of secondary school teachers was studied by Van Geffen & Poell (2014). They offer an approach in which teachers focus on their own careers and development and in the meantime schools invest in employability of teachers. They found that a positive attitude towards mobility seems to

increase the probability that teachers choose to be mobile. It is therefore important that teachers are aware of the opportunities of mobility as a development tool and school organizations should enhance the positive image of mobility (Van Geffen & Poell, 2014).

The intention to engage in a mobility option

Decisional determinants play a role in whether a teacher eventually becomes engaged in mobility. These decisional determinants operate on a micro level (individual teachers).

The literature emphasizes the reconsideration of the role of decision-making and prejudices concerning mobility and or stability decisions (Feldman and Ng (2007). An example of a decisional determinant is mobility as a norm. It seems that the willingness of employees to engage in job mobility increases when job mobility is very common within an organization (Eby & Russel, 2000). Moreover, the decision of employees to become mobile is significantly affected by previous experiences with changing jobs (Blossfeld & Mayer, 1988). Educational research substantiates this, as experience with mobility may lead to teachers being open to mobility again (Van Geffen & Poell, 2014).

In addition, there are several other determinants that seem decisive in job mobility decisions of teachers. Work experience appears to be negatively related to job mobility as teachers with less experience are more likely to be mobile (Kukla-Acevedo, 2009). On the contrary, - those who are more experienced in teaching are less likely to have the intention to be mobile (Van Geffen & Poell, 2014).

Also, in other sectors, the kind of job contract seems to play a role. Employees who work part- time are less likely to be mobile, whereas employees with a full-time contract have a more positive attitude towards mobility (Dekker, De Grip & Heijke, 2002). Based on the above, the determinant *work experience* and its sub-determinants *mobility as a norm*, *experience with job mobility*, *years of work experience in education* and *job contract*, are added to the model.

Besides work experience, the extent to which a teacher is embedded in the context of the school depends on this teachers' specific, individual experience (micro level) and perceptions of the workplace. Moreover, being embedded in an organization and a community is associated with reduced intent to leave and reduced actual leaving (Mitchell et al., 2001). This could be a determinant of interest, as being embedded might play a role in teachers' intention to become mobile. Therefore, the determinant *job embeddedness* is added to the model, with its sub-determinants *fit*, *links* and *sacrifice*, as all three can play a role in whether a person becomes engaged in a mobility step.

Finally, when the desirability of a job mobility option is high, employees are more willing to engage in that type of mobility option, which subsequently leads to the occurrence of the job transition (Ostroff & Clark, 2001; Van Dam, 2005). For that reason, the determinant *desirability of mobility* is present in the model.

The following model captures the determinants of job mobility, as previously outlined in the theoretical framework. This model will be used to explore which determinants influence a mobile attitude of teachers (see Figure 1).

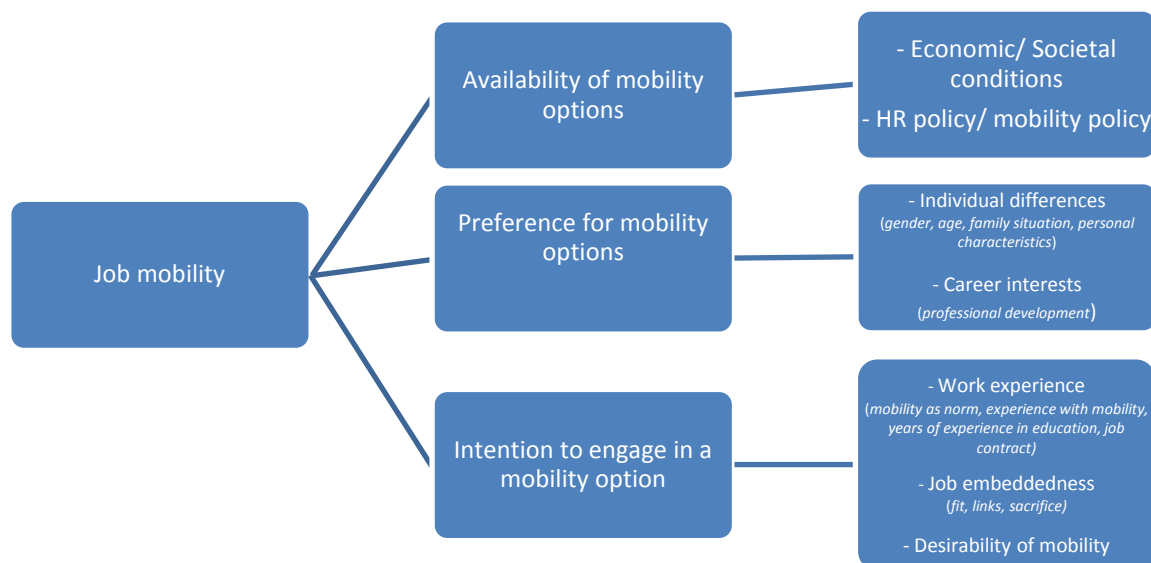


Figure 1. Model of determinants of job mobility in the primary educational sector

Concluding the above, it can be stated that multiple determinants, from research in diverse sectors, can play a role in job mobility decisions. But which determinants are relevant for the primary educational sector and apply to primary school teachers' mobility decisions, is still unknown. Given the fact that mobility does not occur regularly and decreasing pupil numbers do change the educational labour market, it is important to find out what insight teachers, who can reflect on mobility from experience, can offer a school boards' mobility policy.

Therefore, the purpose of this study is to gain insight into the determinants that influence job mobility decisions of primary school teachers, and whether specific determinants play a role when becoming engaged in job mobility or not. Teachers with experience with mobility, for instance, who have chosen voluntarily for mobility can reflect on these determinants which led them to engage in job mobility. Moreover, it is interesting to explore which determinants apply to teachers who have decided not to pursue a mobility step (yet) and teachers who have faced forced mobility. This leads to the following research question:

Which determinants, related to availability of, - preference for, - and intention to engage in job mobility, play a role for primary school teachers to either become engaged in voluntary or forced mobility or not?

Method

Design

An exploratory multiple case study was selected, guided by the character of the research question. This study aims at exploring different determinants of job mobility in the primary educational sector, that play a role in primary school teachers' mobility decisions. Moreover, by taking into consideration how a phenomenon is influenced by the context within which it is situated, a case study is an excellent opportunity to gain tremendous insight into a case (Baxter & Jack, 2008). This context relates to the educational context in which voluntary mobility but also forced mobility of teachers takes place. In this context, job mobility is situated at different levels. On a micro level, teachers deal with their school organization and their school principal first. On a meso level, the administrative context of the schoolboard, namely the HRD policy and the mobility policy play a role. Therefore, by asking teachers who were involved in job mobility about the different determinants underlying their mobility considerations, in the context in which job mobility occurred, this could enhance understanding of the actual mobility process.

In quantitative research on job mobility, the context in which job mobility occurs for different cases has received less attention. However, this case study offers a strategy for conducting qualitative research, as "human acting must be understood from the meaning and relevance people involved give to it" (Hutjes & van Buuren, '96, 19). Accordingly, individual cases of teachers will be analysed, followed by group cases (voluntary or forced mobility). Thereby explaining the complicated web of perceptions, opinions, attitudes and behaviour (Swanborn, 2010), to illustrate job mobility decisions of primary school teachers. In addition, a multiple case study enables the researcher to explore differences within and between cases where the goal is to replicate findings across cases (Yin, 2003). These different cases refer to voluntary and forced mobility and will be explained in the sampling procedure.

This multiple case study builds on the stories of the participants who were able during the interview, to describe their views of reality and this enables the researcher to better understand the participants' actions (Lather, 1992; Robottom & Hart, 1993). For this reason, a research design that appeals to teachers in a personal way by interviewing them and listening to their experiences and considerations regarding job mobility was chosen. Particularly, an interview is an opportunity for the researcher to get information about beliefs, perspectives, and the point of view from the participant (Boudah, 2011). As a consequence, the interview fulfils a central role as the data collection method in this study.

Description of the organisational context

The research study will be conducted at SKOVV, "Stichting Katholiek Onderwijs Veluwe Vallei", a primary school board which consists of 14 elementary schools with a Catholic background. SKOVV is located in the middle of the Netherlands (in the region 'Gelderse Vallei'). In total, 266 employees work at SKOVV and the staff formation at SKOVV mainly consists of teaching staff, followed by principals and administrative staff. The majority of the teaching staff are women, which is a national phenomenon in primary education in the Netherlands. Most of the staff work part-time and the majority of teachers is 35 years and older (see Appendix E1).

Since 2009, several schools at SKOVV have been faced with decreasing pupil numbers. These schools already had to cut their teaching staff, resulting in forced mobility of teachers to other schools within SKOVV. The expectation is that this (negative) trend will continue at SKOVV until at least 2020. Due to

decreasing pupil numbers, mobility has become more urgent at SKOVV, as voluntary mobility does occur but not in a systematic manner based on the current mobility policy. Between August 2009 and August 2015, only thirteen teachers transferred voluntarily, whereas 21 teachers made a forced mobility step during this period (see Appendix E2). The current mobility policy, dated 2008, has been shortly updated in 2013 and 2014 in order to deal with mobility as a result of decreasing pupil numbers. However, this policy still does not provide sufficient tools to deal with the mobility demands that rise with this labour market challenge (Mobility policy SKOVV, 2008).

As part of their strategic policy plan, set in 2014 up to 2020, a new mobility policy is expected to be implemented in August 2016. The new mobility policy will be drafted to address both forced mobility measures based on legislation and promotion of voluntary mobility, to fit current and future challenges.

The vision of SKOVV regarding their new mobility policy is aimed at addressing teachers' professional autonomy. This means, SKOVV asks teachers to take the initiative and direction in a possible mobility step. Furthermore, mobility at SKOVV is part of their personnel policy, aimed at sustainable employability of teachers, which refers to teachers who enjoy working in a healthy, motivated manner and staying competent and productive in their jobs (see Appendix E3). More insight into individual motives of teachers at SKOVV regarding mobility considerations is needed to promote voluntary mobility. For SKOVV, voluntary mobility is a necessary condition to allow voluntary and involuntary mobility shifts within the schools to take place. Finally, this case study was designed in consultation with, - and approved by SKOVV. Moreover, it meets the specific wish of the teachers at SKOVV, as they requested the school board to listen to their input concerning new policies.

Sample

Sampling for qualitative research should be purposeful and strategic. Therefore, in this case study, teachers were selected because of their importance to the issue under study (Boudah, 2011). One reason to select teachers, is the specific educational context, where voluntary mobility of teachers does not occur frequently and teachers do face forced mobility more often. Consequently, during the sampling procedure, critical case sampling was used, whereby teachers who had considered or pursued forced or voluntary mobility were selected. Their stories and their nature of experience could offer an understanding of the diverse determinants and considerations that underlie teachers' mobility decisions. In contrast, one could argue that teachers without any experience with, - or considerations for mobility, could not yet reflect on job mobility in terms of determinants that play a role for them. Moreover, because comparisons will be drawn between the cases, it is imperative that these cases are chosen carefully (Yin, 2003). This resulted in the following inclusion criteria for teachers:

- Teachers that were mobile due to forced mobility.
- Teachers who already made a voluntary mobility step.
- Teachers who have decided to make a mobility step the upcoming school year.
- Teachers who, at some point in their career had considered the possibility to become mobile (but haven't done this yet).

Accordingly, four groups of primary school teachers, who all worked at SKOVV and differed in their experience with job mobility, were formed. Two of the four groups of teachers have already gained experience with voluntary as well as forced mobility. These experiences could provide some insight into which determinants have played a role for them to become engaged in job mobility. The other two groups of teachers decided recently to either make a voluntary mobility step (or not). These teachers were expected to reflect vividly on their arguments supporting their choice for staying or leaving the school they are currently working at.

The teachers from the last group were selected from schools with decreasing pupil numbers. They might have considered a mobility step for themselves because of the possibility of forced mobility affecting them. Since decreasing pupil numbers mostly affect teachers, other staff members such as school principals and internal care coordinators were excluded from the sample.

For the sampling procedure, SKOVV provided an overview including 39 teachers who were mobile or intended to be mobile between 2009 up to 2015. These teachers were approached by mail and asked if they wanted to participate. In total, 25 teachers indicated that they were willing to participate. Two teachers known to the researcher were excluded. This resulted in 23 potential participants. To select an equal number of three participants from each of the groups, the following selection criteria were applied (when possible): a) teachers had to be working at different schools in order to get a broad selection of different schools from SKOVV and b)

some variation in the time teachers had been working at their new school after their mobility step in order to get a broad description of various cases within one group. An exception was made for the fourth group, teachers, working at a school which dealt with decreasing pupil numbers, were approached personally. Eventually, 13 teachers were interviewed (N=13), of which two of them were men. In group one, three and four, 3 teachers were present. In group two, four teachers were present as the pilot interview was included.

Instruments

Interview questions

A semi-structured interview with open-ended questions was drafted in which the interview questions were based on the determinants outlined in the model. These determinants were operationalized in three different categories of questions, based on the three perspectives present in the model. An example question will illustrate this. From the perspective of preference for mobility options, one sub-determinant was *Age*. The question that belonged to this determinant was: "Did your age play a role in your mobility considerations? Can you tell something about that?" For each of the three perspectives, the relevant determinants were present in the questions asked. Furthermore, these teachers were not only asked to clarify their main considerations for mobility, but they were also asked to reflect on their experiences and considerations during the mobility process and how these might be addressed in the future mobility policy of SKOVV. The interview questions were sent by e-mail in advance for the teacher to prepare for the interview. Moreover, there was room for the teachers to add information during the interview by answering open-ended questions such as: "Do you have anything to add concerning job mobility that has not been discussed during the interview?" For each group, the questions were adapted to meet the specific characteristics of the group, for instance with regard to whether or not they had already made a mobility step (see Appendix D3).

Online questionnaire

Furthermore, prior to the interview, a separate mail with a link to a short online questionnaire in Google Forms was sent to the teachers with closed demographic questions based on the determinants present in the model, such as *gender, date of birth, educational level, experience with job mobility and years of experience in education and in which function and whether these years of experience played a role in their choice for mobility, years of employment at SKOVV, and the number of schools the teacher has worked at and for how long*.

These participant characteristics were used to gain background information on possible relevant determinants for the participants and to characterize the four groups of teachers. As one form was not filled out, one of the teachers was omitted from this questionnaire. The online questionnaire and the results are presented under Appendix D1 and D2.

Procedure

First, a pilot interview was conducted with a teacher who represented one of the target groups and the online questionnaire was sent up front. This led to the revision of some items in the online questionnaire since there was some confusion about the wording of some of the questions. The interview questions however, appeared to be relevant and clear and served the research goal well. The interview took about 40 minutes to complete. As no changes were made to the interview questions, the pilot interview was later included in the sample.

All teachers working for SKOVV were briefly informed on the upcoming new mobility-policy and the forthcoming research study through an internal newsletter. SKOVV specifically contacted the teachers from the overview by mail to inform them about the upcoming research, they were asked if they wanted to participate and they were informed upfront about the duration of the interview. Subsequently, teachers who were interested to participate responded by e-mail to notify the researcher. After the selection procedure, the researcher contacted the selected teachers by telephone or e-mail in which a brief introduction was given on the design and background of the interview. Moreover, ethical considerations such as confidentiality, trust and anonymity, were mentioned as well. If teachers did agree to participate, the date for the interview was scheduled. The interviews took place at the schools where the teachers were currently working at. For the purpose of informed consent, the participants needed to sign a form in which approval was asked, ethical considerations were mentioned and permission for recording the interview was asked in advance of the interview (Appendix D4). The interviews lasted within a range of 20-40 minutes and all interviews were recorded. Besides the recorded interviews, some notes were made during the interviews, which were added to the interview data, for instance when a teacher added more information after the recorded interview was finished and the teacher was asked permission to add this information. After the interview, the teacher received a reward for participating. Then, the qualitative data of the recorded interviews of all four groups of

teachers was literally transcribed into written text, in columns which stated the response from the interviewee as well as from the researcher. Member checking consisted of sending the transcribed data back to the participants so that they could confirm the credibility of the information (Lincoln & Guba, 1985). All of the teachers agreed with the content of their transcribed interview.

Data analyses

After all of the thirteen interviews were transcribed, the coding procedure, following Saldana (2013), was conducted as follows:

1. Per interview, after the open-ended process of initial coding, based on the determinants present in the model, was finished, the second cycle of recoding resulted in actual codes.
2. These codes were based on 'in vivo' codes, literal terms used by the teachers in the interviews, as a code represents and captures a datum's primary content and essence.
3. The coding process was conducted manually (to provide more control over and ownership of the work), in a cyclical act.
4. It is one of the coder's primary goals to find repetitive patterns of action and consistencies in human affairs. Therefore, similar qualitative codes that emerged regularly during the content analyses of the cases, were clustered together. These codes included essential elements of the research story, which led to the development of initial categories.
5. During the final recoding phase, the interview data was coded until saturation emerged. Then, the different categories were refined to cover all the codes belonging to this category, resulting in an elaboration of the initial model of determinants of job mobility in the primary educational sector.
6. The theory, categories and codes used during the coding process, that represent all the determinants mentioned by the teachers, are presented in the codebook, which offers a complete and thick description. First, the codes are described resulting in a definition of the code when needed, a short description of the code and two or three examples (quotes) taken from the interview data (as a rule of thumb, the inclusion of two, and in most cases three independent examples for each code was followed).
7. Secondly, the codes are displayed in an elaborate coding scheme which is a schematic representation of the codes used (see Codebook Figure 1-3).

During the coding process, all thirteen interviews were coded according to the same coding scheme as described in the codebook. Then, the determinants of job mobility relevant to the teachers under study were grouped together in diverse tables and matrices. These tables present striking illustrations from the data (quotes) to further specify the interpretations of the researcher (Hutjes & Van Buren, '96). These interpretations refer to the teachers and their decision making process regarding job mobility. To complement working with the interview data, displays (such as matrices, tables and schemes) offered a useful tool to represent the data from the interviews in a thickened form (Miles & Huberman, 1984). As a result, conclusions can be presented clearly to the reader (Hutjes & Van Buren, '96). Moreover, this method enabled a constant comparison of the similarities and differences of different cases (Miles & Huberman, 1984), in this study referring to the four groups of teachers. In line with this reasoning, in sequential order: 1. For each of the teachers, an analysis was made of the interview data to reveal determinants relevant for the individual teacher (within-cases analysis). 2. All of the teachers in one group were compared to each other to discover similarities and differences in determinants within the group, which resulted in a summary data matrix for each of the four groups (cross-case analysis). 3. The similarities and differences between the four groups were analysed (cross-sectional analysis).

Results

In this section, an analysis of each of the four different groups of teachers will be reported. Per group, these teachers' mobility considerations will be illustrated, by using literal quotes of teachers. Then, for each group, a summary is provided at the end of the section. Data matrices, summarizing these results per group are present in Appendix A. Subsequently, a comparison of the four groups will conclude the results section.

Similarities and differences within each of the four groups

Teachers who have made a forced mobility step (group one)

The first group consisted of three teachers with an average age of 51,7, who were all faced with forced mobility and were transferred to another school within SKOVV. Respondent two was transferred in 2010, and respondents one and three in 2013. However, these teachers differed in the underlying reason for their forced transfer. As decreasing pupil numbers led to forced mobility of respondents one and three, respondent two made a forced mobility step because of a conflict at her school. All three of them had changed schools at least once in their educational careers. This change of schools was due to moving from one city to another or working at different schools because of one year contracts.

Looking at the interviews of these three teachers, the data revealed that they all mentioned a lack of initiative and control during their forced mobility procedure. Logically, one could assume this lack of initiative regarding their mobility step as it was a forced one. However, teachers specifically mentioned a lack of control regarding the school they were transferred to, as respondent one described her mobility procedure:

"I didn't have a choice in which school I would go to, it was just: that's it: point" (1 (1) p. 12). "We couldn't choose anything" (1 (1). p. 3).

Besides that, she had to wait and see whether or not there would be an available vacancy for her within SKOVV to be transferred to. During this period of insecurity regarding her job, she considered applying for a job elsewhere, instead of deciding to wait and see whether a vacancy would become available for her and hence go along with the forced mobility step. Eventually she chose to stay put because of the fact that:

"Within other schoolboards in this city, the same situation exists, because almost all schools are dealing with decreasing pupil numbers, I decided yes, you know, then I won't give it up (job security). That means I would have to start all over again" (1 (1) p. 4).

By 'starting all over again', she referred to the possibility of other schoolboards still using the 'last in, first out'- policy (referring to policy where the teacher who came in last, will be the first to leave if necessary). Therefore, although she experienced her lack of control over the situation as unpleasant, she didn't feel that the alternative (going to another schoolboard) would help here in terms of keeping a secure job. These structural determinants, decreasing pupil numbers and job security, have played an important role for two of the three teachers in considering their forced mobility step. For the other teacher, only job security played a role as a conflict formed the bases of her mobility step.

In addition, during the interview, all three teachers explicitly mentioned a lack of clear and transparent communication with the staff office during their mobility procedure, from the moment they were informed about their upcoming forced mobility transfer. Respondent one:

"We have known it for quite some time (forced mobility), but where are we going, what are we going to do?" (1 (1) p. 3). "And that has been very difficult occasionally because we had to wait for the staff office until everything was clear and you think yes, it would have been easier if they had released a bit more information about it, even though they had only told, we are very busy with it and we cannot really say much at the moment but this is the way it is going to happen" (1 (1) p. 6).

Moreover, a clear time path during the mobility procedure was missed, as respondent two referred to her mobility procedure and the role of the staff office:

"When you organize something at your school, you make a time path for everything and when you deal with the teaching staff, then it all just goes casually. If there is time, a small conversation of 15 minutes and then I think, I would like to have that on paper. Provide transparency, openness" (1 (2) p. 16).

Indeed, teachers' call for more clarity regarding their mobility transfer was reflected in all three

interviews. The lack of a clear mobility procedure and a time path (which are also structural determinants, related to the mobility policy) resulted for these teachers in feelings of insecurity, which is related to more individual determinants. Respondent one described how these structural determinants, more specific, a lack of a clear mobility procedure and time path, affected her personally:

"That just gives you so much turmoil because you just do not know where you stand. The transition has initially made me very uncertain" (1 (1) p. 12).

Respondent two explicitly mentioned the charge for her, regarding forced mobility, in relation to a clear mobility procedure, as she stated:

"Yes, a forced mobility step should be, it is always difficult, for there is often a charge to it. And that charge makes it, often it makes your emotions so big that you only dare to ask a little information on: What is going to happen to me? And I would really like it if there was just, when something like this happens, that there would be a clear plan, something like: we are going to....." (1 (2) p. 15-16).

This teachers' statement seems to straighten the claim for a clear and transparent mobility procedure, as emotions might blur teachers' thoughts in case of forced mobility. Moreover, these feelings also seem to relate to the fact that the consequences of the mobility policy for teachers did not always seem to be clear. This could have affected not only the feelings of a teacher during the mobility procedure but also, the extent to which a teacher accepts these consequences, which the two following quotes from respondents two and three indicated:

"I did not know the reasons for my (forced) mobility step. That has actually never been pronounced. And therefore you cannot close anything" (1 (2) p. 6-7). "When I talk to my current school principal at the new school about it, he indicates that he still feels some sadness there" (1 (2) p. 10).

"I thought the information (regarding the forced mobility step) was vague, because she (the school principal) could not give a reason (for the fact that this teacher was forced to make a mobility step), ready, that was it actually, someone has to leave. I've really struggled with that at first. You feel so aggrieved, yes" (1 (3) p. 4).

Besides these feelings of sadness, another determinant is mentioned, as all teachers emphasized the importance, although it was not an easy task, of a good completion at the 'old' school. Not only in terms of completing your tasks at school but also knowing why you had to leave, in order to get closure. Indeed, it seemed to take time to adjust to the fact that you are about to leave your, soon to be, old school, as respondent three described:

"Well, I needed some time to process (the fact that I had to leave) and then I switched the button. And well, leave the rest behind, I had worked there for years with great pleasure, nice colleagues and well yes, anyway, you do close it and you actually also almost shut some kind of door within yourself and you open up a door here (at the new school). Because that is the only way, by just opening up yourself here (at the new school)" (1 (3) p. 5).

Actually, when looking forward to the start at their new school, these teachers expressed feelings of insecurity regarding their expectations of the new school and the new colleagues. However, these expectations differed. Respondent two saw new chances and possibilities the new school would offer her and she was welcomed with open arms by her new colleagues. Respondent one however, was insecure about the educational vision of the new school which was new for her and she didn't choose herself, once she started working there. She wondered how she could cope with that:

"I just went from traditional primary education to 'Jenaplan'. Everything was different. Once I have even said: the only thing that was the same, was the fact that I had children sitting in front of me and everything else was different, all methods are different, the way they work is different" (1(1) p. 8). "And then, I have said to my location manager once, I do not know if I would have voluntarily applied for a job at a 'Jenaplanschool'. Now that I'm here, I'm fine with it and it's, it's good. And I also notice that it is good for me but I do not know if I would have undertaken that step myself" (1 (1) p. 13).

Furthermore, respondent three wondered how new colleagues might perceive her, especially because she made a forced transfer:

"You know that people who are working here, are not waiting for me, they had nice colleagues that had to leave

because of me. Well, then there is work to do. So, you make an effort and at a sudden moment, they realize that and gradually, they accept you, you become a member of the team. It takes time" (1 (3) p. 5).

These feelings of insecurity were not only professional or relational in nature, but also in terms of personal characteristics such as self-efficacy, as respondent three explained the effect the forced mobility step had on her feelings of self-efficacy, when she was asked about her expectations regarding her start at the new school:

"Well, if I really did have expectations, I don't know. It was more like I think, well, I'm just going to do my very best. And I hope it will succeed, that I will succeed. Yes, that is kind of a double feeling. On the one hand, you do feel insecure and that of course has to do with the fact that you do feel like you were not good enough to stay there (at your old school). You could reason that with your mind, that that is not it, but that does not mean that it reaches your feelings, yes so that is a very double feeling, on the one hand I think, yes I am an experienced teacher, I will succeed and I have always been very aware of the fact that well, I'm just going to open up myself and I can do it, but you are always in doubt, you are insecure anyway" (1 (3) p. 17).

Some tension between feelings of insecurity on the one hand and self-efficacy on the other hand seems tangible. Although this teacher displayed her feelings of insecurity, she did refer specifically to her experience as a teacher on which she could trust and built to successfully make the transfer. And exactly this sense of self-efficacy helped her to engage in the mobility step.

Although professional development did not play a role for these teachers to initially engage in mobility, as they were forced to transfer; when asked about what the mobility step had meant for their professional development, respondent one did reflect on that. However, this development did not occur immediately after the mobility step, as she described:

"Actually, I have had the feeling for a while that I have been standing still in terms of professional development. Because there were so many new things. Sometimes I really thought: oh dear, how will I cope with everything. Now I am slowly beginning to think that because of all the knowledge I am becoming more professional and that my development is moving forward again. Because now, you have gained all that knowledge and are able to use it" (1 (1) p. 11).

Moreover, she mentioned in what concrete way she saw her own professional development:

"What it had brought me as a teacher, is that I was already very strong organizationally but I have actually become stronger because of the different instructional groups within Jenaplan. It becomes easier and more natural. That knowledge of traditional education, I still apply it. There are still things I just apply within Jenaplan education, when I notice, oke, but these children do need this right now. So you, I have become better at seeing what children need. This child needs something different from me now. Then I offer a piece of suitable education: you need that, so I'm offering it to you right now" (1 (1) p. 12).

This teacher reflected clearly on what the mobility step brought her. It seems her experience as a teacher made it possible for her not only to retain and deploy her qualities, in this case referring to her strong organizational qualities. It was also possible for her to expand these qualities when she encountered a different educational vision on instruction groups at her new school. This relates to a teachers' professional development, as it can be understood as a learning process throughout their career experiences (Kelchtermans, 1993), which is ideally embedded in the context of the school (Runhaar, Sanders, Slegers & Yang, 2011). Job mobility can offer these experiences within the context of the school. For instance, another teacher was offered to start with a study and simultaneously fulfil another function within the new school which she was fine with.

Finally, when looking back, all three teachers expressed a positive feeling in how their mobility step eventually turned out for them, as respondent two stated:

"I would have liked to work there for a little while longer but looking back, the step has been fine. (If you look back on this step now): Yes, it has been a very good one, yes" (1 (2) p.7). It has provided me with a very nice job, within a nice team who are looking at qualities of people and not looking for negative things and are just very helpful. A positive attitude" (1 (2) p. 16).

And experiencing mobility herself did even affect the way respondent three previously regarded mobility:

"Although looking back I'm glad it went this way, I do think: do not force people to transfer, well, that was then and I still think that, except I am somewhat, I think yes, it can be a good thing to look at things in a different way because you do bring along what you had. I see that now, well oke, it can have good sides" (1(3) p. 8).

Summarizing the results for the teachers in group one, mainly structural determinants such as

decreasing pupil numbers, job security, mobility policy, - and procedure led them to engage in the forced mobility transfer. When looking more closely at the mobility policy, a lack of clear and transparent communication regarding the mobility policy effected a sense of initiative and control (ownership) over the mobility situation. All three teachers indicated to have no control over the school they would be transferred to. Besides that, during the mobility procedure, it took a long time for the schoolboard to provide clarity on where these teachers would eventually end up. These structural determinants seemed to influence individual determinants such as feelings of insecurity and sadness about the upcoming mobility step. Despite their insecurity, respondent two and three did express a level of self-efficacy towards the mobility transfer. However, all three teachers described the difference between a forced mobility step in contrast to a voluntary mobility step, regarding the impact forced mobility had on them. It was not easy step for all three teachers to literally 'undergo' forced mobility. Decisional determinants were less applicable to teachers in this group as it was a forced mobility step. Although it did have a great impact on them personally, looking back, they are satisfied about working at their new school. Moreover, respondent one and two reflected on what the transfer meant for their professional development (see Matrix A1).

Teachers who have made a voluntary mobility step (group two)

In the second group, four teachers were present with an average age of 43 years old. Two of the four teachers had previous experiences with mobility within the primary educational sector. A common factor for teachers in this group was that they all chose to undertake a voluntary mobility step. However, their underlying motives for mobility differed. Indeed, these teachers mentioned multiple determinants as important in their choice for mobility, as respondent two specifically described her choice for a voluntary mobility step as:

"The confluence of various indicators to move" (2 (2). p. 7).

Individual determinants played an important role for these teachers to become engaged in voluntary mobility. These determinants ranged from practical considerations regarding travel time and family situation (wanting to work close to home), career interests and a sense of development which was reflected by all of the teachers in group two. However, a change in situation at their former school or wanting a change in their situation made them decide to actually pursue mobility voluntarily as respondent three stated. She was approached for another function which she aspired:

"No, I think that that was very good for me, actually it came at the right moment, just because I was not able to develop at that school (where she was working before), that would eventually break me up and I already experienced a little, because I already did suffer from it, so I did pursue my own development" (2 (3) p. 17).

Furthermore, she reflected on her choice for an internal mobility step which was partly based on job security as a consideration for choosing to stay at SKOVV in times of changing economic conditions:

"There are obviously opportunities for growth regarding salary (in another function); since you remain within the same foundation, you obviously have your job guarantee, so there's no risk for you there. Well, in this time I wouldn't switch so easily from schoolboard because you are not absolutely sure of your position within the new school foundation again, which I find tricky. The transition(s) that I have made so far where in a time when there were lots of opportunities to switch, there were many jobs in education then, so I have been able to switch from school foundation, this is of course my third school foundation, without having to think about it and I find that something else in this time" (2 (3) p. 1-2).

As in group one, the teachers in this group also reflected on structural determinants. Where in the first group, teachers did not experience a sense of initiative and control regarding which school they were transferred to, teachers in group two however, did experience having control over their mobility step. Respondent two, who applied for voluntary mobility by filling out the mobility form, explained:

"Then, a small list came with five school from which I could choose, so to speak, what might appeal to me, yes or no" (2 (1) p. 2-3).

Regarding the availability of vacancies, she expressed confidence about her possible options for mobility as she stated:

"Because, yes, there are vacancies available, you know that" (2 (1) p. 20).

Apparently, the amount of initiative and control a teacher experiences during the mobility procedure

seems to be connected to feelings of ownership over that mobility procedure as previously suggested in group one. Respondent two described this feeling of ownership for her from the moment she applied for mobility voluntarily:

"Yes, you know what to expect. It either works or it will not work. But you have to wait and see, yes, partially it is in your own hands, I mean, not completely of course. Because you have to wait and see if people ask you if you want to talk to them or (say) we have room for you. And you yourself have a say in the matter because at a given time you can say, well sorry but I do not want to pursue this option" (2 (2) p. 19).

And exactly this sense of control was lacking for teachers in group one.

Furthermore, the teachers in group two also reflected on the mobility policy and present a clear view of what could be enhanced according to them. They expressed their vision on what mobility could offer teachers and what the schoolboards underlying motive could be to promote mobility of the teachers. Respondent three:

"Yes, I do think that is very important, yes, to put these people 'in their strength' again because sometimes at a certain school, they are not able to show their capabilities because there is no time or because there is already someone present with the same specialism, so I think that it is very good for people and teams in which the same people have worked for years. It might feel very comfortable and you talk about a family-feeling but to come to a professional culture it is good if some changes are made on a team level as well as on a board level" (2 (3) p. 20).

Respondent two implied that she might have been susceptible for a more stimulating role of the schoolboard regarding mobility but at the same time she clearly acknowledged the difference between stimulating mobility or forcing mobility:

"So I have always been indicated by my school principal, like there is a mobility form again which you could fill out. But I do not have the idea that an active type of advertisement was made for mobility and a stimulation to pursue mobility" (2 (2) p. 1). "I think it would be very good to, let's say move every ten years. Yes, I do not think I would have any difficulty with that if for instance a schoolboard would emphatically stimulate that. Well, I do emphasize stimulate. Because I do think that if you compel people to do that, there is the risk that people will transfer against their will, for whatever reason and you do not reach your goal, namely that people make the transfer positively and see it as a new challenge and like it" (2 (2) p. 10-11).

Again, the distinction was made between voluntary and forced mobility, not only in terms of a stimulating role of the schoolboard, but also the implication of what mobility could offer teachers, namely a new, fun challenge. Likewise, respondent one described her view on the difference between a forced and a voluntary mobility step:

"Yes, it depends on the people themselves and why they want to leave. Look, if you want to leave to develop yourself at another school, that is very different from, yes we do not have any room for you here anymore, you go to another school. That is a different approach. So then you will go to that other place with a different feeling, to the other school. 2 (1) p. 24).

These teachers also reflected on their voluntary mobility procedure which was not quite clear to them in relation to forced mobility as respondent one expressed her doubts about the consequences for her, when applying for mobility voluntary:

"Since, because it is voluntary I was like, but if I indicate that I want to leave, do I really have to go then? Because at my former school, three colleagues would have to leave. Yes, and what if something is offered that does not attract me at all, what then? Well, then nothing. I express my wish and then you have to go. No, that wasn't it, but that was not clear to me in the beginning, so I did check that: what if something comes along and I think, no, that doesn't feel good or no, I don't want that, so I have to undertake the transfer, but that wasn't the case" (2 (1) p. 4-5).

However, to some of them their mobility procedure happened some time ago and they reflected more on what their expectations were of what the mobility step would offer them and what really did happen after they started at a new school. Respondent three:

"I expected to enter a big learning process and I was looking forward to that immensely and indeed, it is a big learning process but it turned out to be different than I expected. Once I was in the organization, it became clear how much work there had to be done" (2 (3) p. 8).

These expectations are part of the mobility procedure as this teacher advocated to link a coach or mentor to make the 'new' teacher familiar at his or her new school:

"Yes, I would link the teacher with a buddy from the parallel group with whom they could.... or maybe talking to a coach, I would offer that space, sometimes it can be very nice to talk about yourself for a minute and that is something you do not do with your buddy who works beside you, because then it often involves everyday business. And of course I have had (and still have) a coach and I do think that is a prerequisite, you need someone to give you feedback" (2 (3) p. 24).

When looking at individual determinants, teachers in this group were in search of a challenge and mentioned wanting to develop personally and professionally. Whereas in the first group, few individual determinants were mentioned as those teachers made an involuntary mobility step, the teachers in group 2 paint a clear picture of the determinants that have played a part in what seemed their well-considered, intrinsically motivated voluntary mobility decision. With regard to career interests, the teachers in group two mentioned multiple determinants that have led them to engage in job mobility, which were gathered under the term professional development (see Codebook Figure 2). For respondent three, her own professional development, interest in her career and her ambition were the main considerations for her mobility step:

"But I did come here, a large school with multiple locations, so I think: I am going to learn a lot, I am going to gain a lot of knowledge to develop myself with the eventual goal of becoming a school principal somewhere, that was indeed my underlying purpose, yes" (2 (3) p. 8-9). "I did know that I do not want to be in front of a class until I am 67. Yes, if you ask me whether my age has played a role, I think, yes, in some way" (2 (3) p. 6).

Respondent one described her choice for a mobility step as follows:

"At a certain point you do everything a little bit, on the automatic pilot is kind of a heavy word, but you know where to find everything, the smallest, you are able to find the pushpin in, wherever it may be. I think, yes, it is al so ordinary and I, yes, I just want something new, something fresh and learn new things, other people, deal with other people and work together, they have other things that strengthen me and that was my drive to do that" (2 (1) p. 9-10).

This teacher expressed a high level of intrinsic motivation for pursuing a mobility step. However, it seems to take time before teachers decide to pursue voluntary mobility and teachers expressed having previous considerations. This relates to the intention to engage in a mobility option as respondent one explained:

"It is not like I'm thinking from one moment to another: yes, I 'm going to fill it out (the mobility form), let me do it. But it has taken me maybe two years or so, one year, yes the year before I thought: shall I do it, shall I fill it out. I think, yes, it's, the feeling of safety is still playing a role, like yes, but what do I leave behind and where will I end up? It did play a role. And I think, yes I do choose for myself. And I found it tricky though, because I think yes it is all very familiar and all the (work) groups where you are in, for example, I always did the traffic exam for grade 7, you knew exactly where you had to be. Then probably someone else will do that. You do have to let go of that at some point, yes, so be it. But it does play a role. No, it took some time (to engage in mobility)" (2 (1) p. 17-18).

But other reasons were mentioned as well, for instance, respondent two wondered how her new colleagues might perceive her:

"And will they be nice colleagues (at the new school) and I know now what my colleagues can offer me (at the school where I work) and I do not know if I will get nice people in return" (2 (2) p. 8).

Furthermore, she explained, based on her own personal characteristics, how she looked upon meeting new colleagues and what kind of investments she expected it would ask of her:

"The advantage there (at my former school) was that they knew me as well. And knew what they could expect of me. And that, of course do I have to, again completely, you have to, besides getting to know all my colleagues here, I have to give myself openly again so that people get to know me. And yes, that is not one of my strong sides of my character. I' m a pretty shy, introverted person. That doesn't scream it from the rooftops, so, that does cost me some energy again to give myself, yes to open up. And to make sure people get to know me. In a way that is comfortable for me and that, yes that will cost me some energy" (2 (2) p. 14-15).

However, when this teacher went to her new school to meet her new colleagues, surprisingly, she

found out that some of them were already familiar to her:

"(Knowing colleagues at the new school) did contribute to a positive feeling when I made the transfer. I liked that, yes I did, despite the fact that at first I thought: Oh shall I do it, and I think yes, you do not know what you get. Well that all went very well thus by a positive experience I am now happy about the fact that I did it" (2 (2) p. 8).

Apparently, although not a decisive one for these teachers, this determinant did play a role for teachers when considering a mobility step. Knowing other colleagues at the new school as well as hearing stories from other teachers who have made a mobility step contributed in a positive way to the decision of these teachers to choose for mobility, as respondent two even offered:

"For that matter I actually hope of course, that my story can have a positive effect on people who doubt a little and say: Shall I or shall I not, well just do it and give it a try" (2 (2) p. 12).

For two teachers, their intention to actually engage in voluntary mobility was due to their experience with mobility, which indeed led to being open to mobility again (Van Geffen & Poell, 2014).

Respondent three specifically related this to her sense of embeddedness and the way she was connected to the school:

"I felt that connectedness very strong with parents and children. Indeed, I felt it when I said goodbye and I still notice that but that should not hinder you, that is just really nice if you.., and everything is relative, if of course you have made a transfer two times before, you know that when you come back after a year, all simply continues. Yes, and because it is not the first time that you make the switch, you know that that is just the way it works. But now with this step, I haven't made the choice for a school, I have made the choice for myself, yes" (2 (3) p. 15-16/ 18).

Additionally, before she actually decided to engage in the mobility step, she looked for a 'click' at the new school:

"There has to be a click with the next school where you are going to work. I have stated up front: if there is no click, I won't go through with it, however nice that chance is. I made up my mind fairly quick, that I was going to make that choice, depending on the click I experienced" (2 (3) p. 4/ 18).

Finally, all of the teachers look back at their mobility transfer positively. Furthermore, they reflect not only on what a mobility step has brought them, but what mobility might also offer other teachers in terms of a challenge, as respondent four suggested:

"I think that if you once, perhaps if you are working at a school for a very long time and you notice: I am kind of crusted in all old patterns, that maybe you see less of a challenge in your work. Or if you are starting to get stuck in certain, always the same routines and doing the same little things. That is of course kind of inherent to the teaching profession, people who have been in education for a very long time. Maybe then it is very good to broaden your horizon, to see more around you and see other things. So that is perhaps a suggestion for those people who would like that. That maybe you start looking at your work differently and you see new challenges again and new chances" (2 (4) p. 16).

Summarizing the results for group two: these teachers were intrinsically motivated to take the initiative for voluntary mobility and pursued this. They based their mobility step on individual determinants, such as their search for a new challenge and personal and professional growth. In terms of structural determinants, all four teachers expressed having a sense of ownership over their mobility procedure. Because the mobility procedure wasn't quite clear to them from the start, they took on a proactive role in search of that information. Although they actively pursued the mobility step, three of them did wonder up front how they might be perceived by colleagues at the new school. For respondents three and four, their previous experience with job mobility helped them in making the mobility step and for all teachers the click they experienced at their new school made them become engaged in that mobility option. A change in situation at their former school led respondents one, two and three to pursue mobility. These teachers all acknowledged the fact that it takes time to consider a mobility step and letting go of what was familiar for them. However, when looking back at their mobility step, the teachers in this group stated that they have experienced personal growth and professional development as they reflected on what a mobility step has brought them. Moreover, they acknowledged the difference between voluntary mobility and forced mobility in terms of what it may offer teachers. All three teachers provided insight in what it meant for them to start working at a new school. Based on their mobility experience, these teachers offered suggestions to enhance the schoolboard's mobility procedure (see Matrix A2).

Teachers who are going to make a voluntary mobility step (group three)

Within the third group, teachers (average age: 41,6), who are about to make a mobility step the upcoming school year, have decided to pursue this for different reasons such as economic reasons (wanting to work full time) and a strong sense of what they are looking for at another school. Changing roles, ranging from changing tasks and responsibilities or changing from 'junior' to 'senior' teacher played a significant part in their decision to pursue mobility. The next two quotes from respondents two and three are illustrative for these changing roles teachers' aspired:

"I am a teacher with eight years of experience in group 3-4, I do notice here from the internal care coordinator and from colleagues that I do have that piece of experience they (at the new school) can benefit from" (3 (2) p. 14).

"Then I won't be the 'Benjamin' any more but then I'll probably be the eldest one there (at the new school), so that is, the 'seniority' you bring along, I do consider that a challenge" (3 (3) p. 2).

These teachers referred to their experience and the expertise they build up during their years at school. Moreover, these determinants were not only something they aspired personally but they also mentioned these determinants as being an important part of the vision of the schoolboard on job mobility. Respondent one offered an advice for the schoolboard:

"And it would, yes perhaps be a tip for the schoolboard, yes, but also make sure that you, except (looking) very technical: this should fit in terms of hours, so to speak, that it is also about where people are strong at. What qualities can you use? Because that can sometimes be a very good reason to say: that's someone we can really use in the field of mathematics at that school and I have the feeling that that is, well quite a bit neglected because it's just about money. But I mean, what a waist if you do not use those qualities, no" (3 (1) p. 30-31).

This teacher referred to retaining and deploying qualities of teachers as an important reason for schoolboards to focus on job mobility. This is related to the vision of the schoolboard on mobility which becomes visible in a clear and transparent mobility policy. As in group two, a sense of initiative and control regarding school choice was present for these teachers as well during the mobility procedure. Respondent three described how his choice for voluntary mobility was partly, alongside other determinants, based on the possibility of forced mobility affecting him. He decided to pursue voluntary mobility in order to remain in control over his work situation:

"And indeed, we are dealing with decreasing pupil numbers for the last five years and every year someone is appointed. The way that is composed, who will be appointed, that has been arbitrary in the past and yes, I didn't want to be selected arbitrarily, because then, it will be decided for you to which school you will go, you do not have a choice in that and if you voluntarily suggest to go. Then you have a choice and you can also say, I do not want to go. So I took matters into my own hands and learned from lessons from recent years, that's it actually" (3 (3) p. 2).

All teachers highlighted the communication during the mobility procedure as a point of improvement. They specifically mentioned the communication about the mobility form once it has been handed in. All three teachers have experienced that the initiative regarding communication and information during the mobility procedure had to come from them instead of the schoolboard. Respondent two even applied for mobility more than once without hearing anything about it:

"Yes, I filled out the (mobility) form for the third time in a row, and the first year I never got a response, the second year, I indicated that this was the case and that I would like to hear about my options this time and now this year after filling out the form I immediately made an appointment with the staff officer" (3 (2) p. 1).

The fact that it was not clear who would take the initiative to communicate about the procedure, for instance receiving information about the possible new school, created a sense of insecurity. This relates to the time path of the mobility procedure as a point of concern. Teachers explained that when you know you are going to leave the school you are currently working, you need time to complete your work in your class, hand over your school tasks and inform your colleagues, parents and children. This creates a lot of work pressure towards the end. The sooner everything is out in the open, from that moment on you can start planning your farewell. However, these teachers acknowledged that multiple parties (different schools, different teachers, teams) are involved in the mobility procedure and that this makes it hard to untie the mobility procedure of one teacher from the mobility procedures of others.

For this group, their strong intention to engage in mobility was led by a personal intrinsic motivation to pursue mobility, based on their vision of what this step would offer them. Respondent two referred to her upcoming mobility step as:

"I think you should also see that as an enrichment of your job as a teacher and yes, also as a human of course" (3 (2) p. 15).

Indeed, she stated she decided to pursue mobility early on in her career:

"During the years, I have always indicated during performance appraisals, I won't work at the same school for ten years. I do think that it is good to move on, let's say approximately every five years. I have this image of all those internships during the Pedagogic Academy (PAB) of all those teachers who have been at the same place for 20 years or more. Yes, I think, I don't want that because then you get, sort of a bit crusted teachers. And I just do not want that for myself" (3 (2) p. 7).

For respondent one, an experienced teacher, changing tasks or groups seemed part of his long professional career:

"I myself, do have, well yes you know, every 5, 6, 7 years I do feel like, not that I necessarily want to change then, but I do want to do something else, in any case, something else within your existing school for example. I am not going to change places every other year or do something completely different, also not in terms of changing groups but well, yes, there is more to life than just that group you happen to work in at the school where you where you happen to be" (3 (1) p. 3).

Although this was important to him, he acknowledged the fact that in education this is not prevailing:

"People in education are very static. People do not leave so quickly" (3 (1) p. 3).

In fact, respondent three suggested that:

"You keep your organization much healthier I think. It doesn't seem healthy to me to always work for the same boss. That has always been the case, but of course that is no longer" (3 (3) p. 25).

Moreover, this teacher offered an advice to other teachers, based on his considerations, who might also consider a mobility step or are in doubt:

"Just do it and the funny thing is that everywhere in the Netherlands, where you meet other teachers, you speak the same 'language'. You do speak the same language and it is, they are not scary on the other side, that's it, actually" (3 (3) p. 32).

To conclude the findings in this group, especially individual determinants, such as personal as well as professional development determinants (based on expectations of what a mobility step could offer them professionally) played a role for them to choose for mobility voluntarily. However, the effect of decreasing pupil numbers which might lead to forced mobility did make respondent three consider his options carefully, which resulted in voluntary mobility. All three teachers took the initiative to gain clarity on structural determinants such as the mobility procedure and they reflected vividly on their mobility procedure (especially regarding the communication and the time path) as they were still in the middle of it. Moreover, they presented a clear view on job mobility and why it is important for teachers and schoolboards. These teachers also wondered about how new colleagues might perceive them when considering job mobility. And it took some time for them to actually engage in mobility (decisional determinants). Finally, for these teachers, a coach who would guide them at the new school seemed important to them and gaining practical information regarding the start occupied them as well as what the new school, principal and team would expect of the new teacher (see Matrix A3).

Teachers who have indicated thinking about a mobility step but have not done this yet (group four)

The fourth group consisted of teachers with an average age of 43,3 years old, who have indicated thinking about a mobility step but have not done this yet. Similar to the teachers in group three, the reasons for a mobility step differed from economic reasons to family situation (respondent two desired to work in a region with another holiday period, which was more convenient for her family situation) and career interests. Indeed, multiple determinants influenced their choice not to engage in mobility. For respondents one and two a change in situation at their current school started their intention to engage in mobility (for instance a merger between two schools which respondent one didn't look forward to). For respondents one and three, eventually another step led them towards a change within the school they are still working at, in which there was room

for development (another group, another task). For them, there were no vacancies available suiting their specific preferences for mobility. For respondent two, this relates to the fact that no agreements were made with other schoolboards in other regions to exchange teachers who would like to work in another region.

All three teachers mentioned structural determinants as influential on not (being able) to pursue mobility. Concerning the vision and the HR mobility policy of the schoolboard, the teachers mentioned a lack of clarity and transparency of the mobility policy which might even result in teachers staying put at their schools as they were not sure about their job security, as respondent three implied:

"When people had to leave here (involuntary mobility), it was 'last in (within this school), first out' and that also inhibits a lot of people. Suppose I say, I want to look elsewhere and suddenly that school is faced with decreasing pupil numbers, I'm the last person that came in there and here (at the school I'm currently working), I'm safe. And then I would have to be the first to leave there. The HR manager said to me, but it does not work that way anymore. But that's not quite clear among staff, I hear more people say yes, I do want something different but then I will be the 'last in'. Should I do it? Those are things that stop people and that would stop me also. And that seems to be different now but among people and myself included it is not very clear how that works exactly" 4 (3) p. 2-4).

This teacher was guided by job security in her choice not to engage in mobility. This lack of clarity and transparency of the mobility policy for teachers might cause teachers to decide not to pursue mobility. Therefore, a clear vision on the purposes of mobility (for instance to create mixed teams in age and expertise of teachers) as well as a clear mobility policy which provides teachers with the clarity they seek, might offer teachers the information they need to engage in job mobility. This teacher even suggested:

"In case of decreasing pupil numbers, why not ask team members who would like to go voluntarily (since he or she is thinking about mobility) 4 (3) p. 14).

A change from her situation at the school she was working at, was precisely what respondent one wanted:

"At that moment, it was for me, I didn't feel quite comfortable at my workplace between my peers, so to speak, so I felt I was a little bit stuck, so it was an option to go somewhere else. Just change, just between other people especially in my case, yes, I saw it as a challenge. For me, at that moment, is seemed refreshing, just meeting new people again, that hopefully are positive, who give you energy 4 (1) p. 13-14). "You're better off together and I think you should take advantage of that, yes" 4 (1) p. 26).

In line with this reasoning, teachers learn from – among other things – collaboration with colleagues (Meirink, 2009). This fits the profile of a professional teacher who shares knowledge, both inside and outside the organization and the profession (Van der Neut et al., 2011).

However, when considering mobility teachers wondered how they might be perceived by new colleagues. Respondent two described her ideas about how she would look upon entering a new team and what would be important to her:

"I would find that very exciting and I do hope that the colleagues over there give you the feeling that you are welcome. I think that when you are forced to become mobile, there could be more friction. Like: oh no, someone has to come but yes, we actually do not want her because we want to keep our old colleague. Now (in case of voluntary mobility) you take the step yourself so that should be different, but yes, I do find that important, that you feel at home quickly within a team. Because that is the most important thing to be able to do your work properly" 4 (2) p. 10-11).

How to bridge this barrier? Respondent three suggested:

"But then you would really have to see each other as colleagues, yes, we do see each other like that, but that you know each other better and that for some taking a (mobility) step would be less scary, or oh I do not know anyone there. Once every two years, when we are together with all schools of SKOVV. If that would happen more often and become more familiar for people, my guess is that people will say: Oh I know people at that school, I would like to go there. Then you just become one big school, that would be really nice if that could very easily be the case" 4 (3) p. 8).

Summarizing the determinants mentioned in group 4, mainly structural determinants played a role for these teachers not to engage in mobility related to the availability of mobility options within the schoolboard. Moreover, a clear and transparent mobility policy might provide teachers with the information they seek in order to dare to make a mobility step. Furthermore, providing clarity on the role of the schoolboard in making a mobility step possible is desirable for these teachers. Again, experiencing the causes of decreasing pupil numbers at her school made respondent three wonder about what she wanted in the future. Indeed, teachers also expressed the need to look further regarding their careers interests or to change the situation they were in. This made them wanting to become engaged in job mobility (decisional determinants). Finally, according to

these teachers, getting acquainted with other schools and other colleagues might inspire and motivate teachers to pursue mobility (see Matrix A4).

Similarities and differences between the four groups

In all four groups of teachers, both structural and personal determinants were mentioned as important for teachers to either engage in mobility or not and specific determinants were frequently mentioned and recurred regularly over the groups. Under *Availability of mobility options*, the determinants *Decrease pupil numbers and Job security* were represented for forced as well as voluntary mobility or as a reason not to engage in mobility. Subsequently, belonging to *Preference for mobility options*, the following determinants were frequently mentioned as underlying teachers' mobility considerations: *practical considerations* (related to *Travel time* and *Family situation*), *Age*, *Career interests* such as *Ambition*, *Function*, *Changing roles*, (wanting to change) *Groups*, aspiring *Personal growth* and looking for a *Challenge/ Enrichment*. As a matter of fact, individual determinants belonging to preferences for mobility were well represented, particularly for group two and three. Finally, regarding the *Intention to engage in mobility options*, the determinant *Change in situation* was mentioned as an important determinant in the actual choice for mobility throughout the groups (see Matrix B1).

However, the emphasis on structural or individual determinants seemed to vary per group. When comparing the data from group one with the other three groups, it revealed that many determinants, relevant for voluntary mobility considerations of teachers in group two and three did not apply to teachers in group one, as they were confronted with forced mobility. The nature of their considerations did not derive from an intrinsic motivation for mobility and was therefore different from the other three groups. However, the stories of teachers in group one did provide an insight in what it was like for them to be confronted with forced mobility. Moreover, they talked about which determinants played a role for them to eventually go along with the forced mobility transfer. In line with this reasoning, these teachers indicated what might have been helpful for them to accept and successfully make the transfer, especially in terms of a clear and transparent mobility procedure along with a clear time path. Therefore, for teachers in group one, structural determinants played an important role in their forced mobility decisions. Moreover, these structural determinants seemed to influence individual determinants such as feelings of sadness. As a matter of fact, feelings of sadness were only mentioned so explicitly in group 1.

Similarly, teachers in group four, who decided not to pursue mobility yet, based their initial choice for mobility on individual determinants. However, due to structural determinants, it was either not possible or undesirable for them to engage in mobility. Therefore, for teachers in both group one and four, structural determinants such as job security played an important role for these teachers in either going along with forced mobility or deciding not to engage in mobility at all.

In contrast, for teachers in group two and three (who chose mobility voluntarily), when comparing them to group one and four, apparently, individual determinants played an important role. Teachers in the third group had already been mobile. However, teachers in group two were about to undertake a mobility step. Therefore, they had not yet been able yet to use their knowledge and skills and deploy their expertise at another school. With their stories, these teachers from group three presented another point of view on the mobility step, with a specific focus on the way they experienced their mobility procedure (since they were in the middle of it) and their expectations of what a mobility step would offer them. Nevertheless, despite their focus, individual determinants did play an important role for teachers in both group two and three and seemed to influence the way they looked upon structural determinants (see Matrix A5).

The comparison between the groups revealed specific determinants that emerged in all four groups. Regarding the mobility policy and procedure, similar themes and categories recurred in all four groups such as vision on mobility, clarity/ transparency, communication, time path (of the mobility procedure) and initiative and control (see Matrix C1). Moreover, teachers frequently addressed multiple determinants related to professional development (see Codebook Figure 2). Finally, one group transcending determinant stands out, as an important question for teachers seems to be how new colleagues at the new school might perceive them. This determinant, present under *Preference for mobility options, individual differences*, seems to be related to feelings of *insecurity* and *self-confidence*. The ways teachers look upon: "How do new colleagues perceive you?" are presented in Table C2.

Conclusions

The aim of this study was to explore which determinants play a role for primary school teachers to either become engaged in voluntary or forced mobility or not. The three perspectives on job mobility (*Availability*, *Preferences* and *Intention* (Ng et al., 2007) offered the initial framework for the model of determinants of job mobility in the primary educational sector (Fig. 1).

Therefore, 13 primary school teachers who differed in their experience with job mobility (ranging from voluntary to forced mobility and having decided to either make a mobility step or not) were interviewed. During the coding of the interview data, all the determinants teachers' mentioned were mapped and after that, the four groups were analysed separately and subsequently compared to each other to specify the determinants that were important for teachers in their mobility decisions within and across different groups.

The results showed, that multiple determinants played a role for each individual teacher to become engaged in job mobility. This is consistent with the framework by Ng et al., 2007, which endorses that multiple determinants play a role in making mobility decisions. Moreover, each of the three perspectives provides a unique insight into the process of job mobility and omission of any one of the three perspectives may lead to an incomplete understanding of job mobility. The circumstances regarding *Availability of mobility options* (structural determinants) and *Preference for mobility options* (individual determinants) must be largely beneficial before people will engage in job mobility transitions (Ng et al., 2007). This line of reasoning does reflect the findings in this study. Teachers mentioned structural determinants, namely: societal and economic reasons, mobility policy and procedure as having played a role in their mobility considerations. Furthermore, teachers mentioned individual determinants, namely: practical considerations, individual determinants and professional development determinants. Indeed, teachers did mention a combination of these determinants which were either favourable for them or not before becoming engaged in job mobility. Therefore, the model of determinants of job mobility in the primary educational sector did offer the framework for the multiple determinants teachers mentioned and provides an insight into the most important considerations teachers have had before becoming engaged in a mobility step.

Additionally, the findings from the analyses of the four groups and subsequently the comparison of the groups revealed that there seem to be mutual structural and individual determinants within and between groups.

However, a different focus per group on certain influencing determinants is visible due to the nature of the considerations per group. Whereas for group one (teachers who made a forced mobility step), structural determinants played an important role, the same applied for group four: structural determinants played an important role for them in their decision not to engage in a mobility step (yet). In contrast, the individual determinants mentioned by teachers in group two and three played an important role for them to voluntarily choose for mobility. These individual determinants were less applicable to teachers in group one as they hadn't considered this step voluntarily. And although teachers in group four did consider a mobility step based on individual determinants, structural determinants seemed to inhibit their mobility step.

Moreover, regarding the intention to become engaged in job mobility, decisional determinants were mentioned, such as letting go and the fact that it takes time to consider a mobility step. But these determinants seem to be less influential for teachers in the four different groups. The teachers in group one and two already decided to become mobile (forced or voluntary) and have gone through this process of letting go of their former school and started working at their new school. In contrast, the teachers in group three are in the middle of this process as they are about to leave their current workplace. And the teachers in group four have decided not to pursue mobility yet (for different reasons) and are still embedded in the context of their school. Before they actually become engaged in job mobility, they will experience this process of letting go themselves.

Concluding, the four groups of teachers that were interviewed, differed in terms of focus on type of determinants (structural or individual) that were important to them. These results offer a starting point for schoolboards to address both forced and voluntary mobility as well as addressing potential teachers becoming engaged in job mobility. Despite these differences, similar, specific determinants stand out as they were mentioned frequently by teachers in all four groups regarding the process of job mobility. Next, for each perspective on job mobility, these specific determinants as well as the implications for policy makers will be set forth.

Availability of mobility option

The horizontal analysis over the four different groups revealed that teachers in all groups explicitly mentioned the vision of the schoolboard on job mobility as well as the HR/ mobility policy embodying this vision, resulting in the mobility procedure. Particularly, for organizations, the decisions about whether to encourage mobility or embeddedness should be closely tied to corporate strategy. Especially, as mobility and embeddedness are not ends in and of themselves but rather means of linking HR practices to overall corporate goals (Feldman & Ng, 2007). Voluntary as well as forced mobility should be addressed in the mobility policy to provide clarity for teachers who engage in either type of mobility option. Furthermore, a mobility procedure with clear procedural steps and a time path could provide teachers with the clarity they need to engage in mobility. A clear and transparent mobility policy also seems helpful for teachers in considering voluntary mobility and to be able to accept the reasons and consequences of forced mobility. As an example, when schoolboards would provide teachers who might consider a voluntary mobility step with clear and transparent information regarding the mobility policy and mobility procedure, alongside a clear time path, this could offer them the information they seek to actually engage in mobility. Moreover, this enables teachers to take the initiative to pursue a mobility transfer. This means that they take control over their own mobility step (ownership) and become aware of what to expect at their new school and find out what the new school expects of the teacher. This is important, because with each career-related change, people go through a period of adjustment which can be facilitated by effective organizational on-boarding and socialization practices (Allen, 2006; Bauer, Morrison & Callister, 1998). Concluding, clarity regarding structural determinants such as job security could empower and motivate teachers to engage in mobility who might be open to mobility or are already considering mobility themselves.

Nevertheless, the question remains of how to promote voluntary mobility in primary education. Witnessing a norm for engaging in certain types of mobility within an organization may also increase employees' willingness to do the same (Eby & Russell, 2000). However, the above reasoning suggests that perceptions that job mobility is more commonplace, appropriate or valued in society should influence the likelihood that an individual engages in mobility (Ng. et al., 2007). However, this is not (yet) commonplace in primary education. In terms of job mobility in general, a person may be more inclined to pursue an opportunity for job mobility if he/ she feels that it is consistent with norms to engage in the transition (mobility as a norm) and has favourable attitudes towards that type of mobility. This intention logically results in the occurrence of that job mobility transition (Ng et al., 2007). Accordingly, whether mobility becomes the 'norm' within an organization seems to depend largely on the vision of that organization on job mobility as well as its HRD, - and mobility policy. Therefore, the determinants *vision* and *mobility as a norm* seem interrelated. This implies that schoolboards could enhance a more positive attitude of teachers towards mobility. For instance, by addressing mobility 'as a norm' within the schoolboard and take on a stimulating role towards job mobility. Certainly, the availability of job mobility options is a necessary but however, not a sufficient condition to motivate employees to pursue job mobility options (Feldman & Ng, 2007).

Promoting and creating opportunities to become mobile and generating policy that allows employees to develop themselves through being mobile could make a difference for the individual decision to become mobile (Van Geffen & Poell, 2014). According to this teachers' statement (group two, respondent one), there is a change going on when it comes to the choice of teachers for voluntary mobility:

"I do think that there is sort of a, yes, how do I call it, that more teachers think well, what if I go myself, yes and don't wait until yes sorry but you are being transferred to another school. But that you think about it, perhaps it is good for me to go, to see what it is like at another school, it becomes somewhat, I have the feeling that colleagues think about it more" (2 (1)).

Indeed, educational institutions can get more control over job mobility of teachers by pursuing a more thoughtful strategic personnel- and career- planning. Moreover, they should provide clarity regarding the possibilities for mobility to other functions and sectors in the career of teachers (Corvers 2014). For teachers, a clear, transparent mobility policy regarding voluntary and involuntary mobility could offer the information they need when considering a mobility step themselves. This will enable teachers to take the initiative and control in a mobility step.

Preference for mobility options

Many individual determinants played a role in job mobility decisions of teachers, especially in group two and three. Under *personal characteristics*, teachers in all four groups were concerned about how they might be perceived by new colleagues. This is a relational component, which deals with personal, - and environmental characteristics. Moreover, this is an interesting fact while during the interview there was no

question asked about this subject. However, teachers did mention various examples of this determinant during the interviews. Although this determinant did not play a decisive role in their mobility decisions, nevertheless, it occupied teachers' minds when thinking about job mobility. Especially, the group of teachers who are considering a mobility step in the future, might benefit from knowing colleagues at other schools as well as hearing stories of colleagues who have made a mobility step. To accomplish this, a schoolboard should take on an active role to invest in acquaintance of teachers within the schoolboard. Moreover, exchanging mobility experiences of teachers could help other teachers to become engaged in job mobility themselves.

With regard to professional development, according to the teachers, the possibilities for teachers' professional development are numerous. Providing teachers an insight in what a mobility step can offer them in terms of professional development might attract them to engage in job mobility. At the same time, the schoolboard invests in sustainable employability of teachers. In line with this reasoning, the importance of mobility gaining a more positive image with teachers themselves is stressed (Van Geffen and Poell, 2014). The following quote subscribes this image of mobility (group 2, respondent 3):

"It puts you in your strength to search for a new challenge and to develop. It is very exciting, if you have worked at one school for some years and it feels very familiar, to switch then. So you should not simply switch if it does not go well anymore, you should dare to switch if everything goes well, because then you are stable and then you can just start again somewhere. It seems like mobility is coupled to when you do not like it anymore or if you have a conflict" (2 (3) p. 11-12).

Intention to engage in mobility options

Regarding decisional determinants, job embeddedness, which refers to the fit and links of the teacher to the school and the sacrifice the teacher has (had) to make when leaving the school, was expected to influence teachers' mobility decisions. In this study, this turned out to be less influential in job mobility decisions, as some teachers even called it: 'part of the job'. For instance, teachers talked about how children come and go each year and so do their parents. Nevertheless, teachers did mention missing colleagues with whom one had a special relation with, even outside of the school context. In addition, they regretted leaving the school building which they were satisfied working in. Presumably, in this case, the researchers' own subjective attitude towards leaving a school, based on her own personal experiences, influenced the assumption of job embeddedness playing a role in mobility decisions of teachers. Indeed, for teachers who are still considering a mobility step, their level of embeddedness is still high.

Nonetheless, young professionals who have made a mobility step would experience an increased sense of embeddedness as they develop new relationships (linkages) and adjust to new roles (job fit) (Stumpf, 2014). This could very well be the case for teachers who start working at their new school, especially as adjustment is likely to occur because the moves were voluntary (Stumpf, 2014). Regarding the actual decision-making process for job mobility, teachers indicated that experience with mobility helped them in making the actual mobility decision. However, it takes time to consider and to finally become engaged in job mobility. Policymakers could take this into account and invest in discussing the advantages and disadvantages of mobility for teachers themselves in an early stage in teachers' careers to set the process of considering job mobility in motion.

Discussion and recommendations

First, the data for this study were obtained by coding the interviews of 13 teachers (N=13). A thorough study of the cases limits the number of participants (N= 10/ 15), due to its intensive character of data collection and analyses for all these cases. This results in generalizable possibilities being low (Hutjes & Van Buren, '96). Whereas the specific design of the study did not set out on a generalizable pretence, its purpose was to work in an illustrative way by describing the cases of the four different groups of teachers and the determinants they mentioned regarding their mobility decisions. However, comparing the different groups can create a possibility for generalizable statements. Generalizability becomes stronger when similarities are numerous and relevant and differences are scarce and irrelevant (Smaling, 2009). Therefore, the possibility of generalizability in this qualitative research design lies in sound analogical reasoning, which specified similarities and difference between the cases.

The societal relevance is to advance understanding of determinants playing a role in job mobility decisions in order to reveal possible anchors for school boards on how to deal with job mobility. An increased understanding of why people stay in their job or why they leave from the teachers themselves for other teachers and how those actions can be influenced can help schoolboards shape their mobility policy accordingly. This amplifies this study's practical usefulness.

Secondly, coding is not a precise science; it is primarily an interpretive act (Saldana, 2013). Therefore, the level of personal involvement as a participant observer as well as a teacher in this study, has filtered how the researcher perceived, documented and thus coded the data (Adler & Adler, 1987). This should be taken into account by the reader. However, to enhance construct validity, the exact wording used in the statements was retained as much as possible during the development of the codes and subsequently the categories (Krippendorff, 2012). Additionally, the codebook, providing a thick description, offers readers a complete picture and accountability of the coding procedure.

Thirdly, this study was conducted at one schoolboard. To enhance the generalizability of the findings, other school boards could be included or other groups of teachers, such as teachers who are facing a forced mobility step. A quantitative study to question all teachers within the schoolboard how they look upon mobility could also be an option. Nevertheless, the results of this study do offer practical implications for primary schoolboards regarding their mobility policy. All three perspectives from the model of determinants for the primary educational sector interact in the process of job mobility and different determinants influence job mobility decisions of teachers. This realization could not only inform schoolboards but this information could be used to gain more insight into which determinants play a role for individual teachers in their mobility considerations. More specific, the findings show that from the perspective of *Preference for mobility options*, multiple individual determinants played an important role in teachers' mobility decisions. These determinants could be included in performance interviews principals hold with their teachers. From the perspective of HRD, better information on the motivations of job mobility helps to improve labour conditions to match the preferences of workers better (Putman, 2013). These findings appear to support the current emphasis on the need for organizations to be concerned with employees' lives both on and off the job (Mitchell et al., 2001).

When looking more closely at employees' lives, for instance younger employees might be more inclined to pursue mobility than their older colleagues (Carnicer et al., 2004). Younger teachers might not yet be as embedded in their jobs as their older colleagues. In fact, as individuals enter middle age, the forces towards occupational embeddedness become stronger as opposed to younger individuals; employees become both more time-involved with, and financially committed to family responsibilities (Kondratuk et al., 2004). That does not mean middle-aged or mid-career employees cannot, or should not, be occupationally mobile. Rather, such moves require a very high degree of investment in one's career (relative to one's personal life) and sacrifices from one's family and friends as well as from oneself. Nevertheless, job and organizational mobility at mid-career can still be generally beneficial, both to avoid career plateauing and to increase one's standard of living (Feldman & Ng, 2007). Therefore, this is a plea for mobility for all teachers, despite their age, as the following quote substantiates. Group three, respondent three:

"I think there's a very special group of older, 'senior' teachers with a lot of expertise but little use is made of this knowledge. Why not just use that knowledge of older teachers to coach young teachers, precisely for their expertise and experience?" (3 (3) p. 18-19).

Finally, it seems that the different phases the teachers in each group were in, might account for the observed differences teachers mentioned between the groups. For instance, teachers in the middle of their mobility procedure were very explicit about the course of the mobility procedure compared to teachers who

already made a mobility step. These teachers had to think very carefully about the course of their own mobility procedure, which for some teachers happened some time ago. Consequently, these teachers reflected explicitly on what their mobility step has brought them. Subsequently, the context in which job mobility occurred could play a role. Teachers who work or have worked at a school dealing with decreasing pupil numbers have experienced job mobility of colleagues or of themselves up close compared to teachers from schools who do not face decreasing pupil numbers. This does seem to affect the way teachers perceive job mobility as desirable for themselves. Therefore, one implication of this study could be the fact that different groups might benefit from a different approach. This means a schoolboards' mobility policy should acknowledge and address the considerations of the different groups of teachers regarding job mobility in the specific phase they are in.

Besides the possibilities job mobility offers school organizations as well as teachers in their professional development, future research will have to look for determinants that influence the quality of education and show that mobility among teachers does improve the level of their teaching skills, and consequently the performance of students (Van Geffen & Poell (2014). Moreover, the feelings of self-efficacy of teachers, which has been mentioned but not further addressed in this study, could offer a line of further inquiry. Despite the experience of teachers, the matter in which they consider themselves capable of making a mobility step (their self-efficacy-level) seems to play a role in feelings of insecurity regarding the mobility step. This relates to an individuals' efficacy beliefs; one will only feel ready to make a change if he or she believes they can successfully make the transition and succeed at their new workplace (Ng et al., 2007). Therefore, future research should investigate self-efficacy of teachers regarding a mobility step.

Concluding, the image of the teacher being in front of the same class for years has not left the educational mind-set yet. However, a change is on its way. Where in the past, there was no reason for teachers to become mobile, now, in this changing educational labour market with decreasing pupil numbers, teachers might not await a forced transfer, which according to teachers has a negative sound to it. Rather, teachers take the initiative to proactively seek out the best position for them to enhance and deploy their qualities. This is what the profession asks of them: to stay versatile up to retirement age. Consequently, job mobility empowers teachers to come in motion.

Could this bring about a change in opinion regarding voluntary mobility? The fact that teachers themselves indicate the possibilities of job mobility to develop professionally, paves the way for professional teachers in professional schools which the 'Teacher 2020 - a powerful profession!' -plan aims at (O,C & W, 2011).

A final quote by one of the teachers, who made a voluntary mobility step, illustrates these possibilities job mobility can offer a teacher, best (group three, respondent one):

" Even now, you always learn new things and whether it is, in what task, which function, which workplace, everywhere you have, you pick up things and you save it somewhere in one of those drawers in your mind and that becomes a part of, of your personality as a teacher, I say". (3 (1) p. 18).

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SKOVV materials

Bestuursakkoord sector primair onderwijs SKOVV (juli 2014).

Mobility policy SKOVV, 2008.

Appendix A

Matrices A1 -A4 Cross-case analyses group 1-4

Matrix A5 Cross-sectional analysis

Matrix A1 Forced mobility step (group one)

(Individual cases of group one are mentioned and the determinants that have played a role during their forced mobility procedure)

<i>Teachers Group 1 Forced mobility</i>	<i>Availability of mobility options/ Decrease pupil numbers/ Job security</i>	<i>Communication/ Clarity/Consequences Transparency mobility policy/ procedure/ Time path</i>	<i>Completion</i>	<i>Insecurity/ Self-confidence/ How do new colleagues perceive you?</i>	<i>Self-efficacy</i>	<i>Sadness</i>	<i>Initiative/ Control</i>	<i>Looking back at mobility step</i>
1 (1).	Available vacancy (but was no guarantee at first) Decrease pupil numbers/ Job security	Lack of clarity mobility policy and procedure. Lack of transparent communication and information Initiative in communication	At a given moment, it was oke, you work towards the end, it was just ready, it's fine	Uncertain	Felt like you were left alone at new school	Insecurity	Not being able to choose which school to transfer to	Turned out to be a positive step
1 (2).	Available vacancy Job security	Lack of clarity mobility policy and procedure and clear time path Lack of clear and transparent communication and information	No clarity on reasons for forced mobility, has made it hard to close it. Once everything was clear on where I would go, it gave me rest. I saw new chances, possibilities, I went for it.	You do not know anything Unrest Insecurity Lack of confidence	Put expectations aside, start blank and see how it goes. I go for it, I will succeed, this was the goal I had in mind	Feelings of sadness because of forced mobility step and mobility procedure	I had to leave and was offered vacancies that I didn't aspire	Turned out to be a positive step
1 (3).	Available vacancy Decrease pupil numbers/ Job security	Lack of clarity mobility policy and procedure. Lack of transparent communication and information	Once everyone knows you're leaving you are already 'outside' Good completion is important but asks effort	Insecurity I do not know where I'm going. How will new colleagues perceive me?	Open attitude, No specific expectations, do my best and that I will succeed	Struggling Crying Aggrieved Hurt	Choice to work at current school was not made directly by the teacher herself.	Turned out to be a positive step

Matrix A2 Voluntary mobility step (group 2)

(Individual cases are mentioned and categories are used to classify the determinants)

<i>Teachers</i>	<i>Availability of mobility options</i>	<i>Communication/ Clarity/ Transparency mobility policy/ mobility procedure</i>	<i>Preference for mobility options</i>	<i>Insecurity</i>	<i>Intention to engage in mobility options</i>	<i>Initiative/ Control</i>	<i>Looking back</i>
2 (1). C	Available vacancies	Consequences Mobility procedure	PC distance school-home/ Travel time Room for development Personal growth Professional development Group Changing roles	Realized that it takes time to get to know new colleagues	Change in situation	Being able to choose between available vacancies at different schools	Positive
2 (2). J	Available vacancies	Clarity mobility policy	Personal growth Professional development Challenge	How do new colleagues perceive you?	Stability/ balance Change in situation Positivity/ Energy	Being able to choose between available vacancies at different schools	Positive
2 (3). D	Available vacancies	Vision schoolboard on job mobility	Career interests Ambition Function Approached for function PC Family situation	How do new colleagues perceive you?	Change in situation Click/ Match Experience with job mobility Change in situation	Approached for function	Positive
2 (4). E	Available vacancies	-	PC Family situation	How do new colleagues perceive you?	Click/ Match Experience with job mobility	Desirability of mobility: work at the school her kids were attending close to home	Positive

Matrix A3 About to make a voluntary mobility step (group 3)

(Individual cases are mentioned and categories are used to classify the determinants)

<i>Teachers</i>	<i>Vision mobility HR/ Mobility policy</i>	<i>Mobility procedure</i>	<i>Completion</i>	<i>Expectations regarding new school</i>	<i>Preference for mobility options</i>	<i>Changing roles</i>	<i>Initiative/ Control</i>	<i>Takes time to consider</i>
3 (1).	Retain and deploy quality Use of knowledge skills and expertise	Communication		Coach is important	EC full time job	Ambition tasks Retain and deploy quality Use of knowledge skills and expertise	In taking mobility step Taking initiative in mobility procedure Being able to choose between available vacancies at different schools	-
3 (2).	Retain and deploy quality Use of knowledge skills and expertise	Communication Time path Completion	Class related tasks School related tasks	Coach is important	Group, Educational vision	Ambition tasks Retain and deploy quality Use of knowledge skills and expertise	In taking mobility step Taking initiative in mobility procedure	-
3 (3).	Retain and deploy quality Use of knowledge skills and expertise	Communication Time path Completion	Class related tasks School related tasks	Coach is important What is expected of teacher?	Educational vision	Seniority Retain and deploy quality Use of knowledge skills and expertise	In taking mobility step Taking initiative in mobility procedure Being able to choose between available vacancies at different schools	Yes

Matrix A4 Have not yet made a voluntary mobility step (group 4)

(Individual cases are mentioned and categories are used to classify the determinants)

<i>Teachers</i>	<i>Availability of mobility options</i>	<i>Vision mobility HR/ Mobility policy</i>	<i>Preference for mobility options</i>	<i>Room for development</i>	<i>Intention to engage in mobility option</i>
4 (1).	No	Clarity/ Transparency	EC full time job	Internal mobility within school Other group	Change in situation
4 (2).	No	Agreement with other regions	PC Family situation School in other region	Change in situation	Change in situation
4 (3).	-	Clarity/ Transparency/ Job security	Career interests PD	Ambition: Task	Familiar/ Safe

Matrix A5 Determinants relevant for the four different groups

<i>Teachers</i>	<i>Has made (or is about to make) a mobility transfer</i>	<i>Has not (yet) made a mobility transfer</i>
Voluntary mobility	<i>Individual determinants influencing structural determinants (group 2 and 3)</i>	<i>Structural determinants influencing individual determinants (group 4)</i>
Forced mobility	<i>Structural determinants influencing individual determinants (group 1)</i>	-

Appendix B

Matrix B1 Within-case analysis

Matrix B1 displays an overview of all determinants per individual teacher mentioned as important for their mobility choice.

Matrix B1 Important determinants teachers mentioned for choosing job mobility (or not)

	Teachers	1 (1)	1 (2)	1 (3)	2 (1)	2 (2)	2 (3)	2 (4)	3 (1)	3 (2)	3 (3)	4 (1)	4 (2)	4 (3)
	Involuntary mobility	x	x	x										
	Voluntary mobility				x	x	x	x	x	x	x			
	No mobility (yet)											x	x	x
Availability	Economic conditions (EC) / Decrease pupil numbers	x		x			x							
	(EC) Job security/ Contract/ Working hours	x					x		x			x		x
	Agreement with other regions												x	
Preferences	Practical considerations Travel time/Family situation				x		x	x	x				x	
	Age				x	x	x		x	x	x	x		
	Career interest Ambition/ Function						x		x	x	x			x
	Changing roles				x		x			x	x			
	Personal growth				x		x		x	x	x		x	
	Challenge/ Enrichment				x	x	x			x	x		x	x
	Group		x		x					x				
Intention	Change in situation				x	x	x			x	x	x	x	

Appendix C

Matrix C1 Mobility policy and mobility procedure
Table C2 How do new colleagues perceive you?

Matrix C1 Collect table of condensed information on mobility policy and mobility procedure of all individual cases

Teachers per Group	HR/ Mobility policy	Mobility procedure
1	Clarity policy/ Transparent/ Open procedure	Time path mobility procedure Guidance/ Initiative/ Control
1	Clarity/ Transparency mobility policy	Communication/ Time path/ Initiative/ Control/ Clear mobility procedure
1	Vision/ Clarity policy	Communication/ Initiative/ Control/ Time path
2	Clarity about available vacancies/ M as norm	
2	-	Clarity/ Transparency mobility procedure
2	Stimulating role mobility policy	Clear communication/ Initiative/ Control
2	Vision/ Policy	-
3	Policy unclear/ not transparent/ shorter lines/ Clarity about vacancies	Time path/ Communication
3	-	Communication/ Initiative Reaction Overall Clarity procedure
3	Transparent policy	Third time mobility application/ lack of communication/ Time path/ communication/ Clarity mobility procedure
4	Last in first out?! Job security	-
4	No external mobility possibilities	Third time mobility application/ No external mobility possibilities
4	Policy unclear/ Clarity about vacancies	No vacancies

Vision mobility

Clarity/ Transparency

Communication

Time path

Initiative/ Control

Table C2 How do new colleagues perceive you?

Quotes of all individual teachers regarding How do new colleagues perceive you?

1 (1).	(Op deze school) ben ik met één andere collega de enige duo eh werkers. Ja, met onze duo's naast ons dan. De rest is allemaal fulltime. Sommigen hebben nu net wel een relatie, anderen zijn ook nog eens een keer alleen en dan sta je heel anders in het leven. Ik heb op een gegeven moment ook gezegd van ja jongens heel leuk en aardig dat jullie tot 's avonds 7 uur doorgaan. Ik moet om kwart over 5 uiterlijk weg, ik moet mijn kind ophalen bij de opvang. Ik kan niet tot 7 uur hier zitten.
1 (2).	Tijdens de teamvergadering was er gezegd van nou dit is onze nieuwe collega, ik heb ze even gegoogeld dus dat werd me later ook verteld. Vond ik wel heel komisch. Maar het voelde gewoon gelijk als een warm bad. Het was gelijk eh goed en eh en nou behulpzaam en.. Fijn dat je er bent, je hebt zoveel ervaring en d'r werd gekeken naar de dingen die goed, goed zijn in je en niet wat je niet kunt want dat is te leren, zeiden ze hier. Nou, dat vond ik heel prettig
1 (3).	Je weet ehm mensen die hier werken die zitten niet op mij te wachten, die hadden leuke collega's rondlopen, jonge collega's die doordat ik hier kwam weg moesten. Nou, dan heb je wat te doen. Collega's die zijn, ja ik ben best wel open en eh ja goeie, ik heb ook best wel, ja, klinkt heel arrogant maar ik zet me ook goed in, ik loop er niet de kantjes vanaf en eh ja dus je zet je goed in en op een gegeven moment hebben ze dat wel door en langzaam maar zeker wordt je dan wel geaccepteerd. Onderdeel van het team wordt je, het heeft tijd nodig. Dat merk je ook aan de collega's hier, die denken dan in ieder geval, oke gelukkig, het is wel iemand met Jenaplan. Ja, ik hoop dat mijn collega's dat (vertrouwd zijn) ook zouden zeggen hoor, misschien moet je die ook nog even vragen.
2 (1).	Je groeit ook een beetje naar elkaar toe. Je moet elkaar een beetje leren kennen
2 (2.)	En zijn het wel leuke collega's en ik weet nu wat ik aan m'n collega's heb en ik weet niet of ik wel aardige mensen terugkrijg.
2 (3).	We (samen met een andere collega gestart op dezelfde school) kwamen wel in een team wat al heel lang hier met elkaar samenwerkt en eh je komt ook in de plaats van of een plek van een andere collega die hier ook al heel lang heeft gewerkt dus je moet ook in het begin heel voorzichtig zijn, je moet eh je moet gewoon niet oordelen gelijk je moet echt eh heel veel luisteren, vertrouwen winnen
2 (4).	Dat was natuurlijk mijn eigen referentiekader. Ja, zo dacht ik van: zo hoort het, zo van oh nee wij deden altijd. Dadelijk denken ze elke keer van ah .. heeft het alleen maar over d'r oude school, ja. Ja, mensen, wat ik achteraf hier hoor is dat altijd mensen zeggen van he ben je d'r, was je d'r pas een jaar? Weet je wel eh. Lijkt wel of je hier altijd al geweest bent. Ik denk altijd he dan zoek ik altijd het zelf even of eh ik wil het zelf graag uitvinden. Dus ehm, ja dan moest je veel vragen en dan had je ook altijd het idee van, ja, vinden anderen niet dat je teveel vraagt. Of dat je tot last bent of eh dat ze denken van jou, die is nou nieuw maar eh komt alleen maar dingen vragen.. terwijl dat natuurlijk helemaal niet zo is.
3 (1).	-
3 (2).	Ik hoop niet dat ik iemand ben die elke keer gaat zeggen van eh ja maar op de (oude school), wij, maar ja, dat eh ja dat heb je achter, heb je natuurlijk hier andersom, collega's die hier zijn komen werken, dat je af en toe ook wel 's dacht van ja, maar wij. Wil ik ook wel heel graag bespreekbaar maken, dat ik daar bang voor ben dat ik dat te vaak ga doen of zo, ja.
3 (3).	Gewoon doen en het grappige is eh overal waar je in Nederland bij eh andere onderwijsmensen komt, je spreekt, je praat allemaal dezelfde taal. Je praat gewoon dezelfde taal en het is, ze zijn helemaal niet eng aan de andere kant, dat is het eigenlijk.
4 (1).	Ja, ik denk dat het, doe maar lekker open, waarom niet, kijk dan wordt je ook steeds meer een eenheid. We zien elkaar nu op een personeelsdag en dan weten we van oh ja, ik ken jou van die, maar laat dat maar wat meer in elkaar gaan vloeien

4 (2).	<p>Dat zou ik wel heel spannend vinden en dat hoop ik wel dat dat dan, ja dat de collega's je daar dan dat gevoel wel geven dat je daar welkom bent en dat denk ik ook als je dan gedwongen wordt eh om te mobiliseren dat daar dan meer frictie tussen zou zitten. Van oh nee, d'r komt iemand die moet, maar ja, we willen haar eigenlijk niet want we willen onze oude collega houden Nu kom je d'r zelf dus dan zou het wel anders zijn maar ja dat vind ik wel belangrijk, dat je snel thuis voelt binnen een team Want dat is toch wel het belangrijkste om je werk goed te kunnen doen, ja.</p>
4 (3).	<p>Dan denk ik dat het wisselen van scholen ook is, maar dan zou je elkaar ook echt gewoon als eh collega's moeten zien, ja zien we wel, maar dat je elkaar beter kent en dat voor sommige de stap dan ook minder groot is van oh dat is, dat is eng of dat is eh, ken ik er niemand. Met die dagen die wij dan hebben, 1 keer in het jaar, 1 keer in de 2 jaar, dat we met het hele SKOVV zijn En als dat vaker is en als dat vertrouwd wordt voor mensen dan denk ik ook dat mensen makkelijker zeggen oh die school, oh maar daar ken ik wel mensen, oh, daar wil ik wel heen. Dan wordt je gewoon een grote ja, ook echt een grote school zeg maar, zou ik wel heel mooi vinden als dat gewoon heel makkelijk zou kunnen.</p>

Appendix D

D1 Questions online questionnaire

Vragen voorafgaande aan het interview over mobiliteit UT Marieke K

Zoals afgesproken zijn de hier onderstaande vragen per mail naar u toegestuurd. Wilt u deze vragen beantwoorden en terugsturen? De antwoorden zullen ter voorbereiding van het interview door de interviewer gebruikt worden. Het gaat om de volgende vragen:

1. Geslacht:

- ☐ Man
☐ Vrouw



2. Geboortedatum

Vul uw geboortedatum in

Month ▼ Day ▼ 2016 ▼

3. Wat is uw opleidingsniveau?

Bij 'anders' kunt u aangeven welke opleiding(en)/ specialisaties u gedaan heeft.

- ☐ KLOS
☐ HBO
☐ WO
☐ Other:

4. Hoeveel jaren werkervaring heeft u in het onderwijs? En in welke groepen heeft u gewerkt en/ of functie/ specialisatie?

Bedoeld wordt het totaal aantal jaren werkervaring in het onderwijs (ook indien u op meerdere scholen gewerkt heeft en in verschillende groepen, en/ of in een andere functie heeft gewerkt). Bijvoorbeeld: in totaal 8 jaar werkervaring in het onderwijs waarvan 5 jaar in groep 7 op school A als leerkracht en 3 jaar op school B als intern begeleider.

6. Heeft u op meerdere scholen gewerkt?

- ☐ Ja (ga verder met vraag 7)
☐ Nee (ga verder met vraag 9)

7. Op welke scholen heeft u gewerkt?

8. Hoelang heeft u op die scholen gewerkt?

9. Hoelang ben u werkzaam bij SKOVV?

10. Heeft het aantal jaren werkervaring die u in het onderwijs heeft meegespeeld bij de mobiliteitskeuze?

Zo ja, kunt u aangeven waarom?

D2 Results online questionnaire

Nr.	Geslacht	Leeftijd	Opleidings niveau	Jaren werkervaring in onderwijs	Aantal scholen	Duur per school	Jaren SKOVV
1	Vrouw	39	HBO	18	4	4,5,4,5	5
2	Vrouw	-	HBO	3	1	1,2	2
3	Vrouw	52	HBO	30	2	4,26	30
4	Vrouw	55	HBO	26	3	10,12,2	15
5	Vrouw	38	HBO	15	1	11,4	4
6	Vrouw	61	WO	23	4	3,5,10,5	15
7	Man	54	HBO	34	4	13,5,11,5	16
8	Vrouw	31	HBO	8	1	8	8
9	Vrouw	48	HBO+	25	5	8,2,9,1	11
10	Vrouw	42	WO	18	3	7,6,5	11
11	Vrouw	36	WO	9	1	9	Niet
12	Vrouw	40	WO	15	1	15	15

INTERVIEW VRAGEN

Interview leerkrachten die verplicht een mobiliteitsstap naar een andere school gemaakt hebben.

Zoals overeengekomen zal het interview opgenomen worden.

Dit interview is gericht op de mobiliteitsstap die u gemaakt heeft.

In een aparte mail zijn de interview vragen die vandaag aan de orde komen toegezonden ter voorbereiding door de geïnterviewde.

Interview vragen

Er zijn verschillende perspectieven van waaruit je naar mobiliteit kunt kijken. In dit interview komen drie perspectieven aan bod. Dit zijn respectievelijk: **Beschikbaarheid van mobiliteitsopties**, **Voorkeur voor mobiliteitsopties** en **Intentie om te kiezen voor een mobiliteitsoptie**.

Beschikbaarheid van mobiliteitsopties

(Dit perspectief verwijst naar de bredere context waarin mobiliteit kan voorkomen)

1. Hebben *economische condities* in Nederland meegespeeld in de afweging om een overstap te maken? Zo ja, kunt u aangeven in hoeverre deze afweging meegespeeld heeft?
2. Lagen er praktische afwegingen aan de overstap ten grondslag? Verhuizing, vakantieregio?
3. Welke rol heeft het *personeelsbeleid* van SKOVV gespeeld?
4. Was u op de hoogte van het beleid van SKOVV ten aanzien van mobiliteit?
5. Hoe bent u aan die informatie gekomen?
6. Hoe heeft het mobiliteitstraject er voor u uitgezien?
7. Welke personen hebben hierin een rol gespeeld? Welke functies vervullen die personen binnen SKOVV?
8. Wie heeft uiteindelijk de beslissing genomen om op een andere school te gaan werken?

Voorkeur voor mobiliteitsopties

(Dit perspectief verwijst naar individuele factoren die hebben meegespeeld in de afweging om mobiel te zijn)

1. Heeft uw leeftijd meegespeeld in uw afweging om mobiel te zijn? Zo ja, kunt u daar iets meer over vertellen?
2. Heeft uw gezinssituatie meegespeeld in uw afweging om mobiel te zijn. Zo ja, kunt u daar iets meer over vertellen?
3. Hoe wenselijk was het voor u om mobiel te zijn, hoe aantrekkelijkheid was die optie voor u?
4. In hoeverre woog *interesse in uw carrière* mee in uw afwegingen om voor mobiliteit te kiezen?
5. In hoeverre was het voor u een overweging om nieuwe dingen te kunnen leren op een andere werkplek?
6. Kunt u aangeven welke professionele ontwikkeling u heeft doorgemaakt door de overstap te maken van de ene naar de andere school?
7. Hoe belangrijk is mobiliteit voor het u? Welke *waarde* hecht u aan mobiliteit?

8. Hoe belangrijk is het voor leerkrachten in het algemeen om zich mobiel op te stellen?

Intentie om te kiezen voor een mobiliteitsoptie

(Dit perspectief verwijst naar welke afwegingen een rol gespeeld hebben in de besluitvorming om mobiel te worden)

De volgende vragen zijn gebaseerd op '**job embeddedness**': dit betekent: 'ingebed zijn in je werk/ je baan.

'Fit'(passen binnen de school)

Organisatie:

Kijkend naar hoe goed u paste binnen uw vorige school, en daarmee wordt bedoeld ten aanzien van uw collega's, de cultuur van de school/ waarden, verantwoordelijkheden die u had, hoe uw talent/ vaardigheden tot zijn recht kwamen/ gebruikt werden, uw professionele groei/ontwikkeling en het bereiken van uw professionele doelen,

1. In hoeverre heeft dit uw overstap beïnvloed? (bemoeilijkt of juist makkelijker gemaakt?).

Privé situatie:

2. Hoe (goed) paste de baan op uw vorige school bij uw privé situatie?

'Links' (verbonden zijn met de schoolorganisatie)

Privé situatie:

3. Kijkend naar hoe verbonden u was met uw collega's, ouders (in werkgroepen bijvoorbeeld) en kinderen, in hoeverre heeft dit uw overstap beïnvloed ? (bemoeilijkt of juist makkelijker gemaakt?).

'Sacrifice' (offer, opgeven)

Organisatie:

Denkend aan wat u heeft moeten opgeven toen u van de ene naar de andere school overstapte, zoals de vrijheid die u in uw baan had om doelen te bereiken,

4. In hoeverre heeft dit uw overstap beïnvloed? (bemoeilijkt of juist makkelijker gemaakt?).

Privé situatie:

Denkend aan wat u heeft moeten opgeven toen u van de ene naar de andere school overstapte, zoals voordelen die u op uw vorige school had, en hoe u zich voelde als leerkracht op uw vorige school,

5. In hoeverre heeft dit uw overstap beïnvloed? (bemoeilijkt of juist makkelijker gemaakt?).
6. Ziet u mobiliteit als een *gangbare mogelijkheid/ norm* binnen SKOVV?

Overige informatie

1. Welke afweging heeft de belangrijkste rol gespeeld bij het nemen van de beslissing om mobiel te worden?
2. Kunt u zich nog herinneren op welk moment u besloot de overstap te maken van de ene naar de andere school? Kunt u daar iets over vertellen?
3. Wat waren uw verwachtingen ten aanzien van de mobiliteitsstap? In hoeverre zijn deze uitgekomen?
4. Hoe keek u aan tegen die overstap? Was u er *klaar voor*? Had u er *vertrouwen* in? Zag u uzelf reeds op de andere school werkzaam zijn?
5. Welke rol heeft de nieuwe school gespeeld in de voorbereiding op de overstap? Welke rol heeft de nieuwe school gespeeld nadat de overstap had plaatsgevonden? (denk bijvoorbeeld aan begeleiding, rol van collega's, wegwijs maken op de nieuwe school).
6. Heeft u nog tips en/ of adviezen voor andere leerkrachten die te maken hebben met een verplichte mobiliteitsstap? Heeft u nog andere aanvullende informatie ten aanzien van mobiliteit die niet in het interview besproken is?

Toestemmingsformulier

Beste leerkracht,

Dank dat u heeft aangegeven mee te willen werken aan onderzoek naar mobiliteitsafwegingen!
Voor dit onderzoek zal ik u interviewen. Er zal in vertrouwen met elkaar gesproken worden.

Het interview wordt opgenomen, om het gezegde later te kunnen analyseren. Er zal vertrouwelijk met de interviewgegevens omgegaan worden. Nadat het interview is uitgewerkt op papier ontvangt u een kopie van het interview zodat u kunt aangeven of erin vermeld staat wat er tijdens het interview besproken is.

Gaat u akkoord met het opnemen van het interview? Ja / nee

Het interview heeft als doel om theoretische noties omtrent mobiliteit te illustreren (of the ontkrachten). Daarom zou het kunnen dat zeer treffende delen uit het interview geciteerd worden in een rapportage. Hierbij zal er niet expliciet naar u verwezen worden. Het kan echter zijn dat collega's de geciteerde delen uit het interview naar u kunnen herleiden. Omdat u dit onwenselijk zou kunnen vinden vragen wij u:

Gaat u akkoord met het eventueel citeren van delen uit het interview? Ja / nee

Ondertekening:

Appendix E

E1 Overview Staff and Personnel SKOVV

Hieronder de verdeling van het aantal medewerkers per 31-12-2014 naar functie, zowel in werkelijke aantallen als in percentages van het totaal.

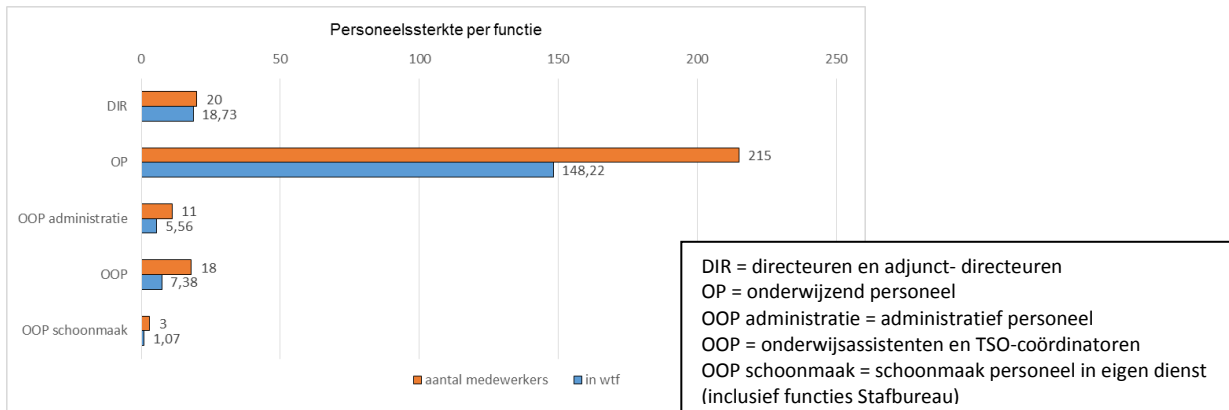
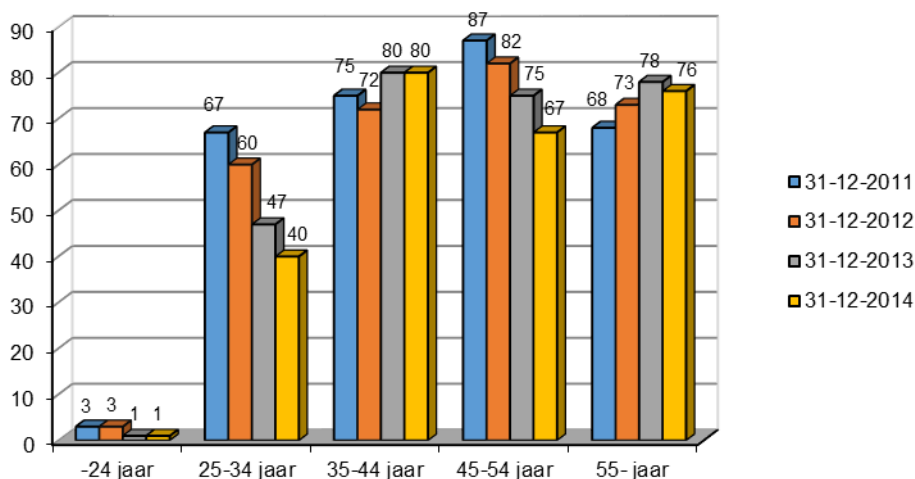


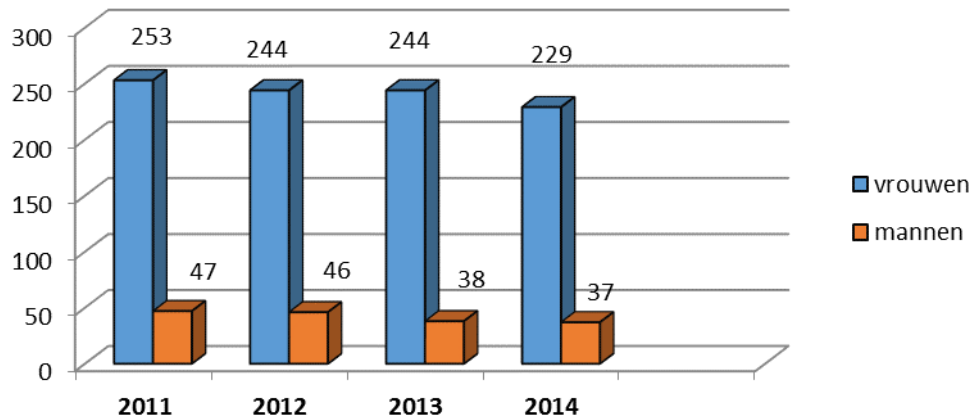
Fig 1.

Hieronder is het aantal personeelsleden per leeftijdscategorie op 31 december van de afgelopen vierkalenderjaren in beeld gebracht.

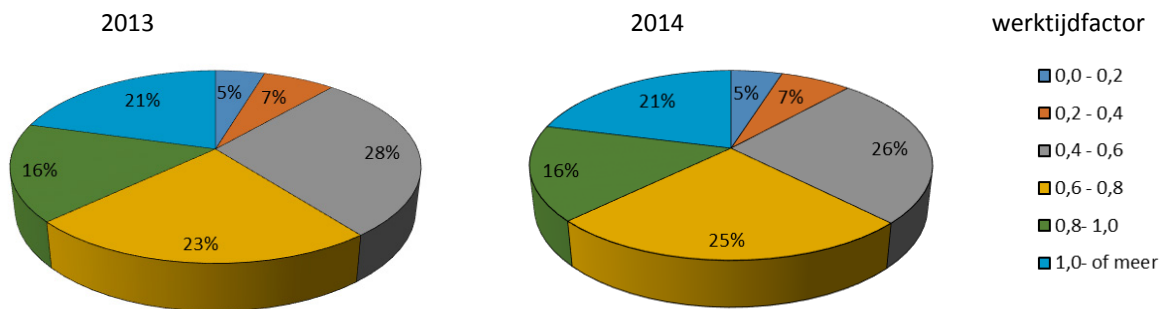
We zien een continue afname in de categorieën 25-34 jaar en 45-54 jaar, terwijl het middensegment ongeveer gelijk blijft. Het aantal medewerkers van 55 jaar of ouder is na een stijging gedurende de voorgaande jaren in 2014 licht afgenomen. Hier is o.a. het effect van de sociale regeling te zien. Over het geheel genomen is de leeftijdsverdeling niet ongunstig. De sociale regeling moet er toe bijdragen dat het aantal in de categorie vanaf 55 jaar verder afneemt en in de categorie tot en 34 jaar toeneemt.

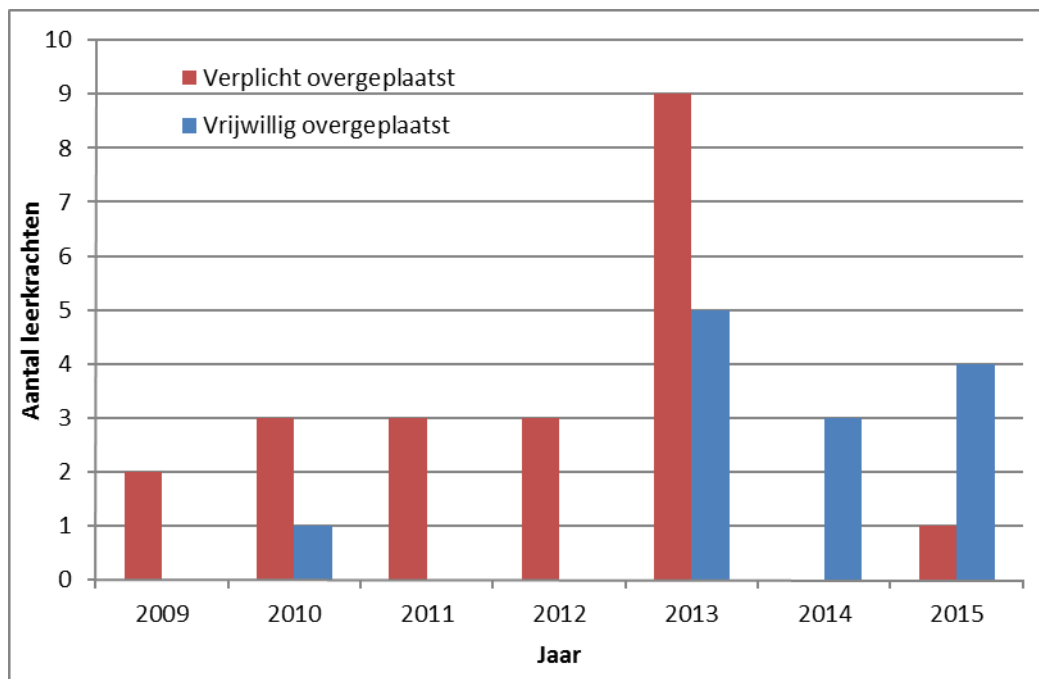


Het overgrote deel van het personeel van SKOVV bestaat nog steeds uit vrouwen. Dit is een landelijk verschijnsel. Zeker waar het onderwijsgevend personeel (OP) betreft. Het aantrekken van meer mannelijke leerkrachten, één van de doelen uit het strategisch beleid, lukt mede als gevolg van de vermindering van de hoeveelheid personeel onvoldoende. Uit onderstaande grafiek blijkt wel dat het aantal mannelijke medewerkers inmiddels minder afneemt dan het aantal vrouwelijke medewerkers.



Ook bestaat het personeel van SKOVV nog steeds voor het overgrote deel uit parttimers. Het aantal full-timers is in 2014 voor het eerst sinds enkele jaren vrijwel gelijk gebleven. In 2011 waren het er nog 75, in 2012 daalde het naar 69, in 2013 waren het er 58, terwijl het aantal medewerkers met een fulltime aanstelling in 2014 56 was. Het aantal personeelsleden daalde van 2011 tot eind 2014 van 290 naar 266.





E2 Mobility Figures SKOVV from 2009 up to 2015

E3 HRD Policy SKOVV

