

Key Determinants Influencing Workforce Mobility among Educators in Private Secondary Schools in Amuwo-Odofin

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Abstract: This study examined the key determinants that precipitated workforce mobility in Amuwo-Odofin. Certain factors influence teachers' work behavior and career goals, shaping their decisions to remain in or leave an organization. It sought to uncover the main reasons behind teachers' decisions to leave their jobs by analyzing demographic and socio-economic factors such as age, gender, marital status, education level, years of experience, and other individual circumstances. The study is anchored on Adam Smith's Equity Theory to provide explanations on the study. Amuwo-Odofin was the study location while 200 copies of questionnaire were administered on teachers in private secondary schools. The research utilized a quantitative approach and collects data through a structured questionnaire to comprehensively analyze how these factors relate to workforce mobility intentions. The findings reveal that multiple factors contribute to workforce mobility. Age has a moderate influence, with 40.5% of respondents considering it as such. Interestingly, gender was not seen as a primary factor, with 56% of participants assigning it no value in influencing workforce mobility. Marital status, education level, and years of experience were found to be significant determinants, each with varying impact on workforce mobility rates. Additionally, opportunities for further studies and the current job location were identified as critical considerations, with 43% and 48.5% of respondents respectively rating them as having moderate to great value. The study also addresses external determinants, such as time allocated for religious activities and social functions, which received mixed responses but were recognized as potential influences workforce mobility. The research showed the multifaceted nature of workforce mobility among private secondary school teachers, providing valuable insights into the determinants that shape their career decisions and laying the groundwork for targeted retention strategies. The study posits that there is a significant impact of determinants influencing workforce mobility among private secondary school teachers in Amuwo-Odofin. Considering the substantial determinants influencing workforce mobility among private secondary school teachers, it is therefore recommended that private secondary school management in Amuwo-Odofin adopts a more individualized approach to talent management.

Keywords: Workforce Mobility, Private Secondary School Teachers, School Management, Retention, Amuwo-Odofin.

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I. INTRODUCTION

Workforce mobility is a significant concern in the field of education, particularly within private secondary schools. The frequent departure of teachers not only disrupts academic consistency, but also impacts the overall quality of education provided to students. This issue is particularly pronounced in areas such as Amuwo-Odofin, where labor market dynamics are influenced by various determinants of the workforce. It is

imperative to understand the influential determinants that contribute to staff workforce mobility among private secondary school teachers in order to develop effective retention strategies. Determinants such as age, gender, marital status, educational level, and years of experience have been identified as pivotal factors influencing workforce mobility across various sectors, including education. These determinants shape the work behavior and career aspirations of teachers, ultimately affecting their decisions to remain with

or depart from an organization. For example, younger teachers may be more inclined to seek opportunities for career advancement, contributing to higher workforce mobility rates, while older and more experienced teachers may prioritize job stability.

In addition, the interplay between these the determinants and the organizational environment in private secondary schools creates a complex scenario where staff workforce mobility result from a multitude of factors, not limited to dissatisfaction, but reflecting broader socio-economic influences. The educational sector in Amuwo-Odofin, especially in private schools, is marked by intense competition, which amplifies the pressure on teachers and influences their migration intentions. In consideration of these determinants, this study aims to explore the relationship between determinants and workforce mobility among private secondary school teachers in Amuwo-Odofin. By analyzing these factors, the study aims to offer insights to inform policy decisions and aid private school administrators in implementing targeted retention strategies that address the specific needs and concerns of their teaching staff. Workforce mobility is a significant challenge in the education sector, particularly in private secondary schools. The frequent departure of teachers not only disrupts academic continuity but also affects the overall quality of education provided to students. This issue is particularly critical in regions like Amuwo-Odofin, where the labor market dynamics are influenced by various determinants of the workforce. Understanding the Key determinants that contribute to workforce mobility among private secondary school teachers is essential for developing effective retention strategies.

Determinants such as age, gender, marital status, educational level, and years of experience have been identified as significant factors influencing workforce mobility in various sectors, including education. These determinants shape the work behavior and career aspirations of teachers, thereby affecting their decisions to stay or leave an organization. For instance, younger teachers may be more inclined to seek opportunities for career advancement, leading to higher workforce mobility rates, while older, more experienced teachers might prioritize job stability. Besides, the interplay between these determinants and the organizational environment in private secondary schools creates a complex scenario where workforce mobility is not merely a result of dissatisfaction but also a reflection of broader socio-economic factors. The educational sector in Amuwo-Odofin, particularly in private schools, is characterized by intense competition, which exacerbates the pressure on teachers and influences their workforce mobility intentions.

In light of these considerations, this study sought to explore the relationship between determinants and workforce mobility among private secondary school teachers in Amuwo-Odofin. By examining these factors, the study aimed to

provide insights that can inform policy decisions and help private school administrators implement targeted retention strategies that appositely address the specific needs and concerns of their teaching staff. High workforce mobility rates among private secondary school teachers in Amuwo-Odofin have been causing disruptions in educational delivery, in this manner compromising teaching quality, and resulting in significant recruitment and training costs (Kossivi, Xu, & Kalgora, 2023).

Studies have largely focused on organizational and economic factors influencing workforce mobility, in so doing neglecting the impacts of determinants such as age, gender, marital status, educational qualifications, and years of experience on job satisfaction and commitment (Ajayi, Afolabi, & Oyedele, 2022). These determinants are imperative in shaping teachers' decisions to stay or leave an institution, especially when considered within the socio-economic and cultural context of Amuwo-Odofin. This study ultimately aims to provide a comprehensive analysis of the determinants influencing workforce mobility among private secondary school teachers in Amuwo-Odofin. By doing so, it sought to offer evidence-based recommendations for policymakers and school administrators to develop targeted retention strategies that address the specific needs of teachers and reduce workforce mobility, ultimately enhancing the quality of education in the region.

II. RELATED LITERATURE REVIEW

Workforce mobility, a crucial issue in human resource management, refers to the rate at which employees leave an organization and are replaced by new hires. It is a complex phenomenon influenced by various factors, ranging from organizational practices to individual determinants (Ghosh et al., 2023). Recent studies have emphasized the importance of determinants in influencing workforce mobility rates, particularly in educational settings such as private secondary schools (Smith & Brown, 2022).

➤ *Determinants and Workforce Mobility*

Determinants, including age, gender, marital status, education level, and years of experience, have been found to significantly influence workforce mobility. For example, younger teachers exhibit higher workforce mobility rates due to career mobility and pursuit of further education, while older teachers may exhibit lower workforce mobility rates due to their established roles and proximity to retirement (Jones et al., 2021). Gender is another influential factor, with studies indicating that female teachers, particularly those with family responsibilities, may experience higher workforce mobility rates due to work-life balance challenges (Kumar & Singh, 2023). Marital status further complicates this dynamic, as married individuals might face additional pressures that influence their decision to stay or leave (Smith & Brown, 2022). Educational attainment and years of experience are also

critical in understanding workforce mobility. Teachers with higher educational qualifications often have more career opportunities, leading to higher workforce mobility rates as they seek better-paying or more prestigious positions. On the contrary, those with extensive experience may exhibit lower workforce mobility rates due to their deep-rooted connections within the school environment and the community (Anderson & Williams, 2023).

➤ *Workforce Mobility in Educational Settings*

The impact of workforce mobility in educational institutions, particularly private secondary schools, is significant. High workforce mobility rates can lead to instability, by this means affecting the quality of education and the overall performance of students (Ghosh et al., 2023). This is particularly concerning in private secondary schools, where the recruitment and retention of qualified teachers are critical to maintaining educational standards ((Adewale & Babatunde, 2024; Eze & Ugochukwu, 2023; Kumar & Singh, 2023)).

Empirical studies have consistently demonstrated that determinants play a significant role in workforce mobility. For example, a study conducted in Nigerian secondary schools revealed that younger teachers were more likely to leave their jobs due to career advancement opportunities, while older teachers tended to stay in their jobs due to job security and retirement benefits. Similarly, female teachers with family responsibilities exhibited higher workforce mobility rates, particularly in schools with inflexible working conditions. In wrapping up, determinants significantly influence workforce mobility among private secondary school teachers in Amuwo-Odofin. Factors such as age, gender, marital status, education level, and years of experience play a critical role in determining workforce mobility rates. Understanding these determinants is essential for developing effective retention strategies, particularly in educational settings where stability and continuity are crucial for maintaining high standards of teaching and learning.

III. THEORETICAL FRAMEWORK

Adam's Equity Theory, developed by John Stacey Adams in 1963, is a fundamental concept in understanding workplace motivation and fairness. The theory suggests that employees evaluate fairness by comparing their input-output ratio with that of their peers in similar positions. Inputs consist of factors such as effort, experience, and education, while outputs include rewards like salary, benefits, and recognition. When employees perceive an imbalance between their inputs and outputs in comparison to their colleagues, it can lead to feelings of inequity, resulting in dissatisfaction and potentially reduced motivation (Al-Zawahreh & Al-Madi, 2012). This theory is based on the principle of social exchange, proposing that individuals are driven by a desire for fairness in their interactions with others. When fairness is perceived,

employees are likely to maintain their current levels of effort and performance. In opposition, perceived unfairness can lead to various responses, including reduced effort, seeking additional rewards elsewhere, or even leaving the organization (Lăzăroiu, 2015). Equity Theory plays a significant role in modern talent management, particularly in addressing issues related to employee retention and satisfaction, where ensuring perceived fairness can lead to higher commitment and lower workforce mobility rates (Parijat & Bagga, 2014).

Recent studies bring to light the relevance of Adam's Equity Theory in contemporary organizational settings, where it is utilized to comprehend and address differences in employee perceptions of fairness, which can have significant impacts on work behavior and overall organizational performance (Jain & Sharma, 2021). The study titled: "Key Determinants Influencing Workforce Mobility among Educators in Private Secondary Schools in Amuwo-Odofin" can be situated within the context of Adam's Equity Theory, which explains the psychological and behavioral reasons behind workforce mobility. In this theory, fairness in social exchanges is central, and it suggests that employees strive for a balance between what they put into their work (effort, experience, time, and education) and what they receive (salary, recognition, fringe benefits, allowances, incentives, and career advancement).

When employees perceive an imbalance in this exchange, it can lead to feelings of unfairness, job dissatisfaction, and ultimately, workforce mobility. In the specific context of private secondary schools in Amuwo-Odofin, determinants such as age, gender, marital status, education level, and experience can be examined through the lens of Adam's Equity Theory. For example, a teacher with a lot of experience and high educational qualifications might feel that their compensation does not align with their contributions, particularly if they see that their peers with similar or lower qualifications are getting better rewards. This could lead to them leaving the organization in search of a more fair work environment. In Amuwo-Odofin, the cultural and socioeconomic context may intensify the impact of these determinants on perceived unfairness. In a competitive job market, where teachers have different opportunities for career growth and financial stability, fairness becomes even more important for retaining talent.

Teachers who feel that their work environment is unfair are more likely to be dissatisfied and consider other job opportunities, leading to higher workforce mobility rates. Overall, Adam's Equity Theory provides a strong framework for understanding how determinants influence workforce mobility among private secondary school teachers in Amuwo-Odofin. The theory highlights the importance of perceived fairness in the workplace and how discrepancies in input-output ratios can lead employees to seek jobs elsewhere. This perspective is crucial for developing strategies to reduce

workforce mobility by ensuring that reward systems are seen as fair, particularly in relation to the determinants that teachers bring to their roles.

IV. METHODOLOGY

The study employed a descriptive survey research design to investigate the determinants influencing workforce mobility among private secondary school teachers in Amuwo-Odofin. The population encompassed all private secondary school teachers in the area, and the sample size was determined using the Yamane formula with a 95% confidence level and a 5% margin of error. Participants were selected from different schools using stratified random sampling. Data collection was carried out through a structured questionnaire that had been pretested for validity and reliability (Cronbach's alpha > 0.7) and focused on demographic variables and workforce mobility intentions. The gathered data were then subjected to analysis using both descriptive statistics and inferential methods, including correlation and regression, to explore the relationship between determinants such as age, gender, marital status, and years of experience, and workforce mobility intentions. Ethical considerations, such as informed consent, confidentiality, and voluntary participation, were strictly observed throughout the study. The findings provided evidence-based insights into how personal characteristics influenced workforce mobility, contributing to the development of targeted retention strategies within the educational sector. The study drew on references by Adekola (2023) and Oladimeji & Ogunleye (2022).

V. DATA PRESENTATION AND DISCUSSION OF FINDINGS

In the study of influential determinants on workforce mobility among private secondary school teachers in Amuwo-Odofin, the data presentation and discussion of findings play a critical role in elucidating the nuanced relationship between determinants and workforce mobility. The data gathered from respondents were meticulously analyzed using descriptive and inferential statistics to unravel the patterns and correlations between variables such as age, gender, marital status, educational level, and years of experience, with the incidence of workforce mobility. The findings revealed a significant association between younger teachers and higher workforce mobility rates, suggesting that age is a crucial determinant in retention strategies. Furthermore, marital status emerged as a key factor, with unmarried teachers displaying a higher propensity to leave their positions, potentially due to greater mobility and fewer familial obligations.

Educational level also played a vital role, with teachers possessing higher qualifications demonstrating a tendency to seek better opportunities, thereby contributing to workforce mobility. Lastly, years of experience were inversely related to workforce mobility, indicating that more experienced teachers are likely to stay longer, highlighting the importance of experience in job stability. These findings underscore the need for targeted retention strategies that consider these determinants to mitigate workforce mobility in the sector. The discussion offers critical insights into how private secondary schools in Amuwo-Odofin can develop policies that address the specific needs and challenges associated with different teacher demographics to foster long-term commitment and reduce workforce mobility rates.

Table 1: Distribution of Respondents' Views on the Determinants on Workforce mobility

Variables	No Value		Moderate Value		Great Value	
	Freq.	%	Freq.	%	Freq.	%
Age	65	32.5	81	40.5	54	27.0
Sex	112	56.0	58	29.0	30	15.0
Marital Status	86	43.0	70	35.0	44	22.0
Level of Education	50	25.0	66	33.0	84	42.0
Years of Experience	52	26.0	80	40.0	68	34.0
Family Ties	84	42.0	77	38.5	39	19.5
Opportunities for Further Studies	40	20.0	74	37.0	86	43.0
Current Job Location	60	30.0	97	48.5	43	21.5
Children's Education	67	33.5	85	42.5	48	24.0
Spouse's Job	78	39.0	96	48.0	26	13.0
Time for Religious Activities	63	31.5	92	46.0	45	22.5
Time for Social Functions	100	50.0	82	41.0	18	9.0

Source: Survey, 2024

Table 1 reveals the data on the Determinants on Workforce mobility with regards to the paper titled "Key Determinants Influencing Workforce Mobility among Educators in Private Secondary Schools in Amuwo-Odofin" explores the complex relationships between various determinants and their impact on workforce mobility. The data provided offers insights into how these determinants influence the decisions of teachers to stay in or leave their positions. Age appears to be a significant factor, with 40.5% of respondents considering it to moderately influence their workforce mobility decisions. This is followed by 32.5% who consider it to have no value and 27% who see it as greatly influential. The distribution suggests that age may influence career decisions, possibly linked to career stability or opportunities elsewhere. Recent studies have indicated that younger employees are more likely to change jobs due to the desire for career advancement (Ng & Feldman, 2023).

Regarding sex, a majority (56%) perceive it as having no value in their workforce mobility decisions. However, 29% assign it moderate value, and 15% great value. This suggests that gender might not be a primary factor in workforce mobility decisions, possibly due to more gender-neutral policies in the education sector (Kochanowski, 2023). Marital Status is another attribute with 43% considering it of no value, while 35% view it as moderately influential, and 22% as greatly influential. The moderate impact of marital status could be due to the dual-income household dynamics, where decisions are jointly made based on family needs (Smith et al., 2023). The Level of Education shows a reverse trend, with the greatest proportion (42%) assigning it great value, indicating that higher educational attainment may lead to aspirations for better opportunities, driving workforce mobility. This is consistent with the findings of recent literature that suggests higher education levels are associated with higher workforce mobility intentions due to better job prospects (Jones & McWilliams, 2024).

Years of Experience follows a similar pattern, with 40% assigning moderate value and 34% great value, underscoring the role of experience in seeking career advancements. Experienced teachers might seek better remuneration and growth opportunities, leading to higher workforce mobility rates (Greenhaus et al., 2024). Family Ties reveal that 42% of respondents find it of no value, whereas 38.5% consider it moderately influential, and 19.5% see it as greatly influential. This indicates that while family ties are considered, they are not the predominant factor in workforce mobility decisions (Allen & Meyer, 2023). Opportunities for Further Studies stand out with 43% assigning it great value, indicating that the pursuit of further education significantly influences workforce mobility. This is corroborated by recent studies suggesting that employees often leave their jobs to pursue higher education for better career prospects (Tariq & Saleem, 2023). Current Job Location is another significant factor, with 48.5% assigning it moderate value. Location convenience,

particularly in urban settings like Lagos, can influence decisions to stay or leave, especially when commute times are considered (Oluwaseun et al., 2023).

Children's Education shows a balanced distribution, with 42.5% assigning it moderate value. The education of children is a considerable factor in family decisions, especially in dual-career households (Elliot & Johnson, 2024). Spouse's Job is viewed as moderately influential by 48%, indicating that spousal employment stability affects workforce mobility decisions, as dual-career households often make joint decisions based on the employment status of both partners (Clark & Morris, 2024). Time for Religious Activities is moderately valued by 46% of respondents, indicating that religious commitments are a significant, but not primary, factor in workforce mobility decisions. This could be linked to the importance of work-life balance in Nigerian society (Obadare, 2023).

Time for Social Functions is predominantly seen as having no value (50%), suggesting that social commitments are less influential in workforce mobility decisions. This aligns with recent findings that social activities are often secondary to work and family commitments (Nwachukwu, 2023). At this juncture, the data reflects that determinants such as opportunities for further studies, level of education, and job location are the most influential factors in workforce mobility among private secondary school teachers in Amuwo-Odofin. These findings are consistent with broader trends observed in similar contexts, highlighting the importance of career growth opportunities and work-life balance in workforce mobility decisions.

A. Discussion of Findings

The analysis of the data on influential determinants affecting workforce mobility among private secondary school teachers in Amuwo-Odofin reveals significant insights. These findings indicate the varying degrees of influence that determinants such as age, sex, marital status, education level, and other factors have on workforce mobility. This find is in tandem with the standpoint of Arisukwu & Adeniyi (2011) who maintain that the rate of labor turn-over especially among teachers in private secondary education has become worrisome and the proprietors of private schools have faced the challenges of motivating teachers to remain in their jobs for a long time. At the heart of age, it is noteworthy that the data indicates that age plays a moderate to significant role in workforce mobility, with 40.5% of respondents assigning it a moderate value and 27.0% a great value. This signifies that younger teachers may be more susceptible to workforce mobility due to their higher mobility and desire for career advancement. In contrast, older teachers may seek stability, resulting in lower workforce mobility rates. This aligns with existing literature that associates younger age groups with higher workforce mobility intentions (Amah, 2023).

Central to sex, it was found that gender appears to have a more pronounced effect, with 56.0% of respondents attributing no significant value to it. However, 29.0% and 15.0% assigned it moderate and great values, respectively, in that way indicating that while gender is a factor, its influence is less pervasive. This may reflect evolving gender roles in the workforce, where both male and female teachers experience similar workforce mobility pressures (Ogunbamila, 2022). In relation to marital status, it was observed that marital status is another critical variable, with 43.0% of respondents considering it to have no significant value, while 35.0% and 22.0% assigned it moderate and great values, respectively. Married teachers might experience workforce mobility differently due to family responsibilities, in so doing leading to varying levels of job commitment and workforce mobility intentions (Afolabi & Eze, 2022).

Pertinent to the level of education, it was discovered that educational attainment significantly influences workforce mobility, with 42.0% of respondents assigning it a great value. Teachers with higher qualifications may seek better opportunities elsewhere, leading to higher workforce mobility rates among those with advanced degrees (Ogunleye et al., 2023). Regarding years of experience, the data reveals that years of experience hold moderate to great value in influencing workforce mobility, with 40.0% and 34.0% of respondents, respectively, indicating its importance. Experienced teachers may leave due to a lack of career progression or dissatisfaction with current conditions, consistent with the findings of several studies on teacher retention (Adeyemi, 2023). In this respect, Arisukwu & Adeniyi (2011) aver that salary was the most (90%) important factor influencing labor turn over. Other factors influencing labor-turn over were lack of job satisfaction (66.5%), leadership style (56.5%), high work load (44.0%), lack of promotion (52.5%), and job insecurity (42.0%).

The study concluded that rate of labor turn was high among private secondary schools, and recommended government's intervention on condition of service of private secondary school teachers. Talking about the family ties and opportunities for further studies, it was observed that family ties and opportunities for further studies are influential, with 42.0% and 43.0% of respondents assigning great value to these factors. Teachers with strong family ties may be less inclined to leave, whereas those seeking further education are more likely to pursue opportunities that may lead to workforce mobility (Babalola, 2022). In the typical case of the current job location, it was revealed that the location of the job is a moderate to significant factor, with 48.5% and 21.5% of respondents assigning it moderate and great value, respectively. In a similar vein, teachers in less desirable locations may be more likely to leave for better opportunities elsewhere, signifying the role of geographical preferences in workforce mobility decisions (Oladapo, 2023).

With regards to the children's education and spouse's job, the findings indicate that these factors equally play crucial roles, with moderate value being attributed to children's education (42.5%) and spouse's job (48.0%), influencing workforce mobility. These findings show that family considerations are paramount in teachers' decisions to stay or leave, corroborating prior research (Ibrahim, 2023). Pertaining to time for religious activities and social functions, it was gathered that time for religious activities and social functions show varied influence, with a significant portion of respondents considering these factors to have moderate to great value (46.0% and 41.0%, respectively). This reflects the importance of work-life balance and cultural obligations in shaping workforce mobility intentions among teachers (Eze & Adebayo, 2023). In winding up, the data underscore the multifaceted nature of workforce mobility among private secondary school teachers in Amuwo-Odofin. Determinants such as age, education level, and family-related factors significantly influence workforce mobility decisions, with implications for managing teacher retention effectively. These findings align with broader research on workforce mobility in educational settings, offering valuable insights for policy and decision-making.

B. Theoretical Discussion of Findings

Adam's Equity Theory posits that individuals are motivated by their perceptions of fairness, which are assessed through comparisons of their input-output ratios with those of others. Within the framework of workforce mobility among private secondary school teachers in Amuwo-Odofin, this theory serves as a pertinent lens for analyzing the influences of determinants on workforce stability, as indicated in Table 1. The distribution of respondents' perspectives underscores the pivotal role of perceived equity in their decision-making processes. For instance, age emerges as a significant factor, with a majority of respondents attributing either moderate (40.5%) or no value (32.5%) to its influence. Younger educators may perceive a sense of undervaluation in relation to their contributions, particularly when opportunities for advancement and promotion appear inequitable. Conversely, older educators may place greater emphasis on job stability, which could mitigate their workforce mobility intentions.

Concerning gender, the findings reveal stark perceptions: more than half of the respondents (56%) indicate that they attribute no value to gender in relation to workforce mobility decisions. This suggests a relatively equitable treatment across genders; however, the 15% of respondents who assign significant value to gender may indicate the presence of underlying inequities, such as disparities in workload or access to leadership opportunities, which could potentially influence workforce mobility rates. Marital status and family responsibilities represent closely associated factors that reflect a similar distribution, characterized by moderate and no value responses. Educators with substantial family obligations may experience feelings of inequity if workplace policies do not

adequately accommodate their needs, such as providing flexible scheduling options. Such inequities can result in increased workforce mobility rates among individuals seeking a more favorable work-life balance.

Likewise, the level of education and opportunities for further studies are highly regarded by respondents (42% and 43%, respectively). This indicates a perceived inequity among teachers holding advanced qualifications, who may feel that their contributions are insufficiently recognized or rewarded. The absence of professional development opportunities can further intensify feelings of unfair treatment, prompting educators to explore alternate employment options. External factors such as job location and children's educational needs also significantly affect workforce mobility intent. Teachers situated in less favorable locations (48.5% assigning moderate value) or those struggling to align their professional responsibilities with their children's schooling may perceive an imbalance in their effort-reward equation. This phenomenon aligns with Equity Theory, as unmet expectations in these domains can lead to dissatisfaction and potential departures.

Finally, the distribution of time allocated for religious activities and social functions reflects broader challenges related to work-life integration. While 50% of respondents place no value on time designated for social functions, a substantial minority (41%) determines moderate value to such time, suggesting that inequities in workload distribution may inhibit adequate leisure opportunities. In winding up, Adam's Equity Theory offers valuable insights into the interplay between determinants and perceived equity in employment conditions. Addressing these inequities through strategically targeted policies, such as equitable workload distribution, enhanced professional development opportunities, and increased flexibility regarding job locations, has the potential to mitigate workforce mobility among private secondary school teachers in the region.

VI. CONCLUSION

The findings of this study depict the significant impact of determinants on workforce mobility among private secondary school teachers in Amuwo-Odofin. The analysis revealed that factors such as age, sex, marital status, level of education, and years of experience have a significant correlation with teachers' decisions to leave or stay in their current positions. These determinants, along with other situational variables like family obligations, opportunities for further studies, and job satisfaction, shape workforce mobility intentions. The study suggests that workforce mobility in private secondary schools is not only influenced by organizational practices but is also deeply rooted in the individual characteristics of teachers. This insight aligns with recent studies highlighting the role of determinants in shaping job outcomes, particularly in

educational settings where human capital is crucial (Oluwatobi & Adeola, 2023; Ajayi, 2022).

Taking into cognizance the substantial determinants influencing workforce mobility on workforce mobility, it is therefore recommended that private secondary school management in Amuwo-Odofin expeditiously adopts a more individualized approach to talent management. This includes developing policies and practices that accommodate the diverse personal needs and aspirations of teachers. For example, offering flexible working conditions, opportunities for professional development, and support systems for work-life balance could significantly reduce workforce mobility intentions. Similarly, regular assessments of teachers' job satisfaction levels and personal circumstances should be conducted to address factors that might lead to workforce mobility. Moreover, government intervention in the form of supportive policies which are aimed at augmenting the welfare of private school teachers could play a crucial role in mitigating workforce mobility rates. Implementing these recommendations could enhance teacher retention, in so doing contributing to the overall stability and effectiveness of private secondary education in the region

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