

# Combating Brain Drain Menace in Tertiary Institutions in Nigeria: The Way Forward

IGE AKINDELE MATTHEW

Deputy Director, Ministry of Education, Akure, Ondo State, Nigeria

---

**Abstract:** The quality of education which a pupil/student can receive in an educational institution depends greatly on the quantity and quality of staff in the institution. In Nigeria, provision of quality education in tertiary institutions has over the years been threatened by shortage of academic staff and worsened by exodus of many among those available in the institutions to better jobs, particularly in foreign countries. This paper examines the issue of brain drain as it affects tertiary institutions in Nigeria. Specifically, it discusses the causes, such as: inadequate funding of education, low wage/poor conditions of service for staff when compared to their counterparts in many oversea countries, inadequate/poor state of infrastructural facilities, victimization of academic staff, interference of Government in institution's internal affairs, introduction and implementation of obnoxious policies by Government, incessant strikes, student unrest, and cultism in tertiary institutions, among others. To curtail this menace and improve the quality of tertiary education in Nigeria, adequate funding of education, provision and rehabilitation of decay infrastructures, improvement of the country's economy, open administration, combating corruption in tertiary institutions, non-interference of Government in tertiary institutions' internal affairs, wooing professionals in diasporas back to Nigeria, are recommended.

**Keywords:** Combat, Brain Drain, Menace, Institution, Tertiary Institution, Nigeria, way forward.

---

## 1. INTRODUCTION

It needs not be over emphasized that tertiary education is a complement to the education already acquired at the lower levels of the educational system (i.e. primary and secondary). Studies [1, 2, 3, 4] have revealed greater return to education with additional year of schooling. It thus implies that an individual having tertiary education will enjoy better dividends of education. In Nigeria's context, tertiary institutions are recording remarkable growth in quantity and quality, due to the recognition of its roles in individual's and national development. No nation can achieve meaningful development without the availability of manpower in the right quantity and quality. Going down the memory lane, in 1959, Ashby Commission was inaugurated in Nigeria, to provide impetus for high-level manpower training, after the attainment of the country's independence and for the development of its economy. Sequel to the implementation of its recommendations, coupled with the efforts of successive governments in this direction, there has been phenomenal growth in the quantity and enrollment of tertiary institutions in Nigeria, at primary, secondary, and tertiary levels [5, 6, 7]. Statistics [8] indicates that as at 2012, Nigeria had one hundred and twenty nine (129) universities, seventy five (75) polytechnics, and one hundred and one (101) colleges of education, for the provision of tertiary education for willing citizens. In spite of this giant stride, inadequate high-level manpower persists in Nigeria which is the 'Achilles' Hills' in the country's effort to achieve significant development.

## 2. TERTIARY EDUCATION AND INSTITUTIONS, IN NIGERIA'S CONTEXT

In Nigeria, formal education operates at the pre-primary, primary, secondary, and tertiary levels. Out of these levels, tertiary education is the ultimate, which is aimed at enriching the knowledge of an individual beyond the secondary education. It can be acquired in tertiary institutions, such as the universities, polytechnics, monotronics, colleges of

education, schools of nursing, health technology and midwifery, and others of higher status than the secondary [9]. The university award degrees at undergraduate and postgraduate levels. It can either be conventional or specialized. When it is conventional, different programmes including science and technology, as well as the humanities are offered. A specialized university offers programmes in science and technology or humanities. Minimum duration of programmes at the undergraduate level is four years for a candidate that gains admission through the Unified Tertiary Institutions Matriculation Examination (UTME) and three years in the case of those that gain admission through direct entry. A candidate supposes to spend a minimum of between one to two years for master degree programmes and four years in the case of doctoral programmes. A candidate supposes to spend two years for the Ordinary Diploma (OND) and two years for the Higher Diploma (HND) sub-degrees in polytechnic/monotechnic, with a bridge year which is usually spent for industrial training. In the case of colleges of education, a candidate supposes to spend three years to acquire Nigeria Certificate of Education (NCE) which is the minimum qualification for those willing to join the teaching career. Such tertiary institutions train teachers for primary and secondary schools. The schools of nursing, health technology, and midwifery train nurses and other health technicians of different categories. Duration in the school of nursing and health technology is three years and one year in the case of the school of midwifery.

### **3. WHAT BRAIN DRAIN CONNOTES**

The concept 'brain drain' has many interpretations. An online definition describes it as the mass emigration of technically skilled people from one country to another [10]. It has also been described as: the continuing loss of citizens of high intelligence and creativity through emigration [11]; mass exodus of highly trained and experienced academicians from countries with poor conditions of service to those with better work conditions, in search of greener pasture [12]; migration of trained and talented individuals from one institution, country or part of a country to another, in search of better working conditions, higher quality of life and/or less hostile environment [13]. What can be deduced from these definitions is that brain drain concerns the movement of intellectuals/skilled individuals. Going by the definitions and in the context of this paper, it is the movement of academic staff, who are in charge of the training of less skilled individuals, from one tertiary institution to another or to another job entirely, within a country or another country.

### **4. GLOBAL CASES OF BRAIN DRAIN, NIGERIA'S INCLUSIVE**

Brain drain menace is not peculiar to Nigeria alone. Other countries in Europe, America, and Africa are also experiencing it. [14] reported that three thousand (3000) highly trained Kenyans do leave the country annually while about ten percent (10%) South African IT and finance executives have left the country in recent years. As at 2007, one hundred and fifty (150) Ethiopia professionals left for higher jobs in the Gulf States while between seventy and ninety percent (i.e.70% and 90%) of Zimbabwe's universities' graduates were working outside the country. In Nigeria's case, many skilled professionals such as medical doctors, pharmacists, lawyers, engineers, architects, surveyors, journalists, professors, nurses, who could have been useful in the country, are now in the Diaspora. Estimate of Presidential Committee on the issue by the Military Government revealed that between 1986 and 1990, 30,694 professionals from tertiary institutions left the country. [15] also reported that between 1988 and 1990, over 1,000 lecturers left the federal universities in Nigeria while as at 2007, over 10,000 Nigeria's academics were working in United States of America. The head count of academic staff in tertiary institutions in United Kingdom, cited in [16] further revealed that 153 Nigerians were in UK, which was the second largest in Sub-Saharan Africa (after South Africa with 268). At the 10<sup>th</sup> annual Conference of Nigeria People and Organizations (COMPO) held in Atlanta, United States of America (USA) from September, 17<sup>th</sup> to 20<sup>th</sup> 1998, it was also reported that Nigeria had the highest number of educated foreigners in United States of America.

### **5. GENERAL CAUSES OF BRAIN DRAIN**

Scholars have attributed the prevalence of brain drain menace to many factors, even though there is convergence of opinions expressed in literature. Among such factors are: political instability, lack of opportunities, health risks, personal conflicts [10]; poor funding of educational system, social unrest/conflicts, poor pay package for lecturers, poor working environment, and inadequate research facilities in educational institutions [15]; lack of life chances, low living standards,

political and social instability or repression, lack of opportunities to utilize skills, natural disasters, and environmental/ecological deterioration [16]; internal and external factors such as lack of jobs, low wages, no constant electricity, unsatisfactory living and working conditions, limited career opportunities, lack of conducive environment for professional growth, poor social conditions, corruption, political instability, better job opportunities, flexible career, higher pay, unsatisfactory living/working conditions, higher standards of living, and increased prospects for professional development [17]; poor conditions of service, human right abuses, misplacement of trained personnel, disregard for local talents, scarcity of jobs, limited access to education, poor healthcare services, and high level of crime [13]. In the light of the multi-various causes, the basic fact is that a migrant has his/her reason (s) for wishing to leave a country or a job for another.

## **6. PECULIAR CAUSES OF BRAIN DRAIN IN TERTIARY INSTITUTIONS IN NIGERIA**

It is a fact that brain drain is rampant in tertiary institutions in Nigeria. This is influenced by factors, such as:

### **6.1. Poor State of Infrastructure, Equipment, and Facilities in Institutions:**

According to [18], availability of classrooms, laboratories, workshops, office space, library and other specialized rooms are required for impartation of knowledge to students while adequate hostel spaces are needed for their habitation. The issue of inadequate and decay infrastructural facilities at all levels of the educational system has been a concern to education stakeholders in Nigeria [19, 20]. It is unfortunate that available classrooms in many tertiary institutions in Nigeria are inadequate for the population of students and for effective teaching and learning. Staff office is germane in institutions because it serves as a place where a lecturer can mark students' notes, assess their written works, prepare for the next day's activities, as well as rest after the day's activities. In many tertiary institutions, these are inadequate for the available staff while those that are available are not spacious enough for comfort ability of staff and even not adequately furnished. This situation, do discourage many academic staff particularly when they compare themselves to their counterparts in the foreign countries.

### **6.2. Inadequate Equipment/Teaching Facilities:**

Ordinarily, academic staff in the area of science and technology in tertiary institutions requires adequate laboratory equipment and other facilities to be able to achieve the goal of effective teaching of the students. Unfortunately, reports [20, 28, 29, 44] indicate that these are not readily available in many campuses and where they are available, they are in state of disrepair. Such situation serves as discouragement, which often encourage them to leave their place of work for another institution with better equipment/facilities.

### **6.3. Inadequate Funds/Support for Researches:**

In an ideal situation, one of the mandates of tertiary institution is to serve as research centre. Academic staff are thus expected to carry out research on the challenges facing the country, with a view to finding solution to them. Research needs fund for it to be carried out effectively and achieve its objectives. The issue of research funding in tertiary institutions in Nigeria, leaves much to be desired. Many researches had been abandoned due to inadequate funds which often demoralizes lecturers and forced them to leave for foreign countries where opportunity for such, abound.

### **6.4. Abuse of power/too much concentration of power:**

It is common saying that power corrupts while absolute power corrupts absolutely. Many tertiary institutions' administrators in Nigeria are 'thin gods' in the campuses. Students and staff dare not challenge them on any issue. Policies being implemented in many tertiary institutions have also not been staff and students' friendly. Many lecturers do consider the option of leaving their institutions for better job in the foreign countries because of hostile work environment.

### **6.5. Incessant Student Unrest, Strike, and Cultism in Campuses:**

Incessant cases of student unrest, strike, and cultism are features of tertiary institutions in Nigeria, which had in the past led to the death of students and destruction of valuable properties within and outside the institutions [21, 22., 23, 24, 25, 26, 27]. At times, lecturers and their families are humiliated, assaulted or live under threats over issues such as non-compromise with students in the award of good grade, competition with male student (s) over relationship with female

students, making courses too difficult for students, among others. [27, 28]. Consequent upon the incessant student unrest, cultism and strikes in tertiary institutions, is the issue of frequent closure of institutions which has been limiting the academic time and reducing the quality of teaching in the campuses [29, 27].

#### **6.6. Conflict among Staff:**

Staff of institution in spite of the fact that they are from diverse background, are supposed to co-exist and live harmoniously without any rancour. Unfortunately, in many tertiary institutions, conflict do occur among Staff, based on ego, personality which often makes some Staff to leave their institutions to allow peace to reign in the campuses.

#### **6.7. Disciplinary Action(s) on Staff:**

The issue of indiscipline of staff/teachers cuts across all the educational levels in Nigeria, where tertiary institutions have been involved. Cases of indiscipline of staff/lecturers of tertiary institutions abound in literature, such as: late/non-availability for lectures, extortion of money from students, indulgence in examination malpractice, sexual harassment of female students, sponsoring cult groups or belonging to cult groups, presentation of fake/forged certificate for appointment, indulgence in admission fraud/racketeering, and connivance with students during unrest, just to mention few. Over the years, many lecturers of tertiary institutions had been dismissed from service, rusticated/suspended from work, retired compulsorily, among other disciplinary measures. Apart from the fact that those lecturers that are often dismissed are often sent packing from the campuses This is a special issue that often leads to decrease in the number of staff of tertiary institution, .makes students to lose their expertise in such institutions, some erring lecturers that are suspended do consider the option of seeking for fresh job overseas, so as to save their faces from disgrace/humiliation.

#### **6.8. Non-Accreditation of Programmes/Courses:**

In Nigeria, it is a norm for Government, either at the state or federal level to set up accreditation panel to examine the courses in tertiary institutions, so as to detect whether they are of the minimum standard or not. Reports of Accreditation Panels are often submitted to Government for review and implementation. Negative report of Visitation Panel at times, makes many distinguished academic staff in institution to leave for foreign countries. Many lecturers are not usually disposed to working in an institution whose majority of courses are unaccredited. The low ranking of universities in Nigeria over the years has not been helping matter. Unfortunately, none of the universities in Nigeria ranked among the first fifty in the world. This is shameful for a country that claims to be the giant of Africa and hoping to achieve quality higher education. This is a wrong signal because it discourages the staff of institutions and makes them to prefer to take up lecturing job in any of the high-ranked institutions.

#### **6.9. Lack of/Irregular Promotion of Staff:**

In an ideal situation, staff of tertiary institution who are qualified for promotion, supposes to be promoted and when due. There are situations where staff of tertiary institutions will not be promoted due to one reason or the other, particularly when he/she is having an axe to grind with management. These often lead to staff leaving their institutions for another where their regular promotion can be guaranteed. The author observed that many academic staff, who are due for promotion in public tertiary institutions but are denied, are often wooed by the state and private tertiary institutions with shortage of staff. Such staff are often promised extra allowance and opportunities apart from their regular promotion.

#### **6.10. Lack of/Limited Opportunity for Staff to Rise to Top Positions:**

It is the desire of each academic staff of tertiary institution to rise to top position within institution. Situation where there are too much senior staff in an institution will encourage competitions where the junior Staff will not have better chances to rise to the top positions. At present, there are many professors in many universities in Nigeria while there are those already due for professorial position. Those with PhD and other lower qualifications might thus not have the chance to grab any opportunity where these senior staff exists. Since the junior staff wish to rise to the positions, many often leave for other tertiary institutions where they have better opportunity/chances. What can be noticed is the rate in which lecturers are leaving the federal to state controlled tertiary institutions in Nigeria because of better opportunities to rise to top positions in such institutions. Some universities, polytechnics/monotechnics, and colleges of education do offer higher post to applicants during recruitment process.

**6.11. Inadequate Funding of Education Sector:**

It needs not be overemphasized that funding is paramount in educational institution. No educational system can develop beyond the level of its funding. In an educational institution, fund is needed to pay the salaries and allowances of staff, purchase the needed facilities, construct and repair buildings and administer the institution on daily basis. UNESCO declared that for effective funding of education, 26% of the Gross Domestic Product (GDP) of each country in the world must be allocated to education. The case of Nigeria over the years however portends a non-compliance with this standard. Allocation to education sector has been very low when compared to the annual budget.

**Table 1: Allocation to Education in Nigeria by Federal Government: 2000-2013**

Year	Educ. All as % of Total Budget
2000	8.36
2001	7.00
2002	5.9
2003	1.83
2004	10.5
2005	9.3
2006	11.0
2007	8.09
2008	13.0
2009	6.54
2010	6.40
2011	1.69
2012	10.0
2013	8.70

Source: [5]

Data in Table 1 shows that between 2000 and 2013, Federal Government's allocation to education relative to the total budget was between 1.69 % (in year 2011 ) and 13.0% (in 2008). One would have expected higher expenditure on education in view of its stupendous roles in national development.

**Table 2: Allocation to Education as % of GNP in Selected 20 Countries in the World, including Nigeria, as at year 2012)**

S/N	Country	% budget Allocated to education	Rank
1	Ghana	31.0	1 <sup>st</sup>
2	Cote d Ivoire	30.0	2 <sup>nd</sup>
3	Uganda	27.0	3 <sup>rd</sup>
4	Morocco	26.4	4 <sup>th</sup>
5	South Africa	25.8	5 <sup>th</sup>
6	Swaziland	24.6	6 <sup>th</sup>
7	Mexico	24.3	7 <sup>th</sup>
8	Kenya	23.0	8 <sup>th</sup>
9	United Arab Emirates	22.5	9 <sup>th</sup>
10	Botswana	19.0	10 <sup>th</sup>
11	Iran	17.7	11 <sup>th</sup>
12	USA	17.1	12 <sup>th</sup>
13	Tunisia	17.0	13 <sup>th</sup>
14	Lesotho	17.0	14 <sup>th</sup>
15	Burkina Faso	16.8	15 <sup>th</sup>
16	Norway	16.2	16 <sup>th</sup>
17	Colombia	15.6	17 <sup>th</sup>
18	Nicaragua	15.0	18 <sup>th</sup>

19	India	12.7	19 <sup>th</sup>
20	Nigeria	8.4	20 <sup>th</sup>

*Source: World Bank (2012), cited in [30]*

It is indicated in Table 2 that while Nigeria spent 8.4 % of its GNP on education during the period, Ghana spent 31.0 (the highest), followed by Cote d Ivoire (30.0%), Uganda (27.0%), and Morocco (26.4). This is an indication that among these countries, Nigeria gives the least priority to education, which is not ideal for sustainable development of the country at this period. It is unfortunate that the low allocation to education in Nigeria has not been enabling it to develop. At present, due to inadequate fund, educational institutions in Nigeria are crying for attention, just like a baby that cry for the attention of his/her mother. Most educational institutions now parade dilapidated structures while infrastructures are inadequate for the increasing population of pupils/students. Due to low allocation and expenditure on education, educational institutions have not been getting substantial fund to put in place the needed infrastructural facilities and for effective management of the institutions. Consequently, what can be observed in many institutions these days are array of dilapidated buildings, inadequate classrooms, and inadequate facilities, among others. Lecturers have even been at the receiving end of the poor funding. On many occasions, the issue of fund has been one of the root causes of several crises in the tertiary institutions in Nigeria. Many staff of some tertiary institutions have had cause to leave for foreign countries due to frustration.

**6.12. Corruption/Mismanagement of Institution’s Funds:**

Corruption has been the bane of the development of the economy of Nigeria. According [31], as at 2013, Nigeria ranked 144<sup>th</sup> out of the 177 countries. Educational institutions are not even spared in the issue of corrupt practices in Nigeria. Many forms of corruption thrive in tertiary institutions in Nigeria, such as favoritism/nepotism in the allocation of allowances, fellowships; collection of bribes; collusion with contractors, by pass of allocation criteria [32]. Such cases of corrupt practices of the leaders do discourage staff many among who do take solace in leaving their institutions for jobs in other countries.

**6.13. Instability of Government:**

Nigeria is a country that had in the past experienced high level political instability. Although there has been stability in the country since the advent of the democratic government in 1999. The situation in the past where several military governments ruled the country in quick succession could be described as unfortunate. One thing that can be noted with military government is the draconian rules/laws they enact which are mostly intolerable by the masses. Many academic staff of tertiary institutions have had cause to leave the country during this period, because of instability in government, occasioned by death of citizens and unstable economy.

**6.14. Growing Insecurity:**

One of the basic needs of man is the guaranty of his/her security, that is, the security of all citizens ought to be guaranteed by the government in power, whether at the state or federal level. The situation in Nigeria over the years leaves much to be desired. Killing of innocent citizens and destruction of properties have been rampant. There had also been wars and demonstrations in villages, towns, and cities due to issues such as boundary dispute, election, local government areas creation, and religion [33]. The case of Boko Haram insurgency which originated from the Northern part of Nigeria but now spreading to other parts is disturbing. Many lives, including teachers and staff of tertiary institutions, had been lost while properties destroyed through the activities of the insurgents. Report [34] indicates the list of casualties arising from the activities of members of this sect including the killing of 150 citizens on November 4, 2011; killing of 40 students and undisclosed staff of Federal Polytechnics Mubi, Adamawa state. There is no doubt that many of the casualties are academic staff which will send wrong signal to their counterparts in other campuses. Without mincing words, kidnapping is now a lucrative business in Nigeria. What started in the Niger Delta areas few years ago, as a weapon for protesting over-exploitation of Oil without commensurate development in the region, has spread to every nooks and crannies of the country including educational institutions. Cases of armed robbery involving loss of innocent souls and valuable properties also abound in the print and electronic media. For example, in [35], there was a report of the assault on a particular lecturer by soldiers in a university in the Northern part of Nigeria. The crises in Nigeria now make the country unsafe for the citizens and serving as impetus for many lecturers of tertiary institutions to flee the country for safety.

**6.15. Victimization of Staff:**

There has been selective victimization of academic staff of tertiary institutions, especially those who are not disposed to government's programmes and policies, although there has been improvement since the advent of the civilian government in 1999. During the military era of the past, any staff of tertiary institution who dare criticise any of government's policies, would be victimized, occasioned by threat to his/her lives, arrest, detention, and humiliation by the security agents, as well as delayed promotion, kidnapping, assassination and damage to properties, by law enforcement agents. Many lecturers had been retired while some dismissed from service unjustly. The case of forty four (44) lecturers of a particular university in Nigeria few years ago, which generated controversies and led to strike in almost all the universities in Nigeria, is a reference point. Those lecturers were dismissed for joining their colleagues in other tertiary institutions to embark on strike, to press home their demand for increased welfare packages. Within the past decade, a particular Head of State in Nigeria directed that any lecturer in any of the universities who refused to resume from strike they embarked on then, should be ejected from their quarters. What seemed to be a joke became reality when many lecturers were bitten by law enforcement agents and their properties thrown out of their quarters. It took the intervention of influential Nigerians to resolve the issue amicably. This action of government forced many lecturers to exile where they felt their safety will be guaranteed.

**6.16. Introduction/Implementation of Obnoxious Policies by Government:**

Policies and programmes of Government do have impact on the living standard of the citizens, which can be positive or negative. In the past, policies such as introduction of tuition fee, cancellation of meal subsidy and free meal in tertiary institutions, introduction of Structural Adjustment Programme (SAP), withdrawal of subsidy on petroleum products, deregulation of downstream petroleum sector, acceptance of N120 million World bank loan for development of universities, were rebuffed by the masses including staff and students of tertiary institutions who could easily visualize their merits and demerits [36, 27]. Many lecturers had thus in the past arrested, humiliated, assaulted, and retired forcefully because of their grievances over government's policies and programmes [36]. Many are thus forced to go on exile in order to avoid the embarrassing situation.

**6.17. Interference of Government in Institutions' Internal Affairs:**

In Nigeria, Government pays the piper and thus dictates the tune of the education music. Due to its commitment to the funding of education, government believes that it must exercise full control of all activities in the public educational institutions, including the tertiary, in spite of the age-long agitations for autonomy. Contests for leadership positions often lead to fractionalization, hatred, conflicts, unrest, and strike in the campuses. These days, it is a norm for each tertiary institution in Nigeria to be willing to be governed by leader that studied or worked in the institution in the past, based on the belief that this will guarantee effective leadership in the institution. On several occasions, Governing Council of tertiary institutions in Nigeria had recommended best candidates among the contestants to Government for ratification. Rather than appoint any of the candidates, Government often impose candidates on tertiary institutions at will, against the interest of staff and students, which has been encouraging conflicts and strikes among staff as well as emigration of staff from their institutions.

**6.18. Overseas Training of Staff:**

Another dimension to the issue of brain drain in Nigeria, is the rate at which academic staff of tertiary institutions, is sponsored abroad for further studies, conferences, seminars, and workshops. A report by [7] indicates that between years 2008 and 2011, 4, 574 lecturers from federal and state tertiary institutions in Nigeria were sponsored for post graduate studies abroad while 1, 009 lecturers were studying abroad as at then. While these lecturers seek further knowledge in their chosen fields, many among them do secure job in the foreign countries after their graduation, particularly those that distinguished themselves during the programmes. Many even prefer not to return to the country because of the harsh economic situation, among other factors.

**6.19. Diversity Visa-Lottery/Green Card Programme:**

Over the years, many developed countries in the world, such as United States of America, Canada, and Australia, have under the guise of 'Visa Lottery' and 'Green Card Immigration Programmes' been recruiting skilled manpower from countries in Africa, Nigeria inclusive, with a view to assisting them to alleviate poverty in their countries. In Nigeria's

case, the desire to participate in such programmes is being encouraged by the downturn of the economy and the devaluation of the country's currency (naira) when compared to the major international currencies, such as United States Dollars, British Pound Sterling, Euro and Swiss Franc. At present, a United States' Dollar (\$1) and Pound Sterling exchange for above one hundred and sixty naira (N160) and two hundred and fifty N250 respectively, going by the official bank rate but higher at the black market (market operated by those that change money for those that need it). Many workers including lecturers of tertiary institutions thus wish to migrate to foreign countries so that they can secure jobs and earn the hard currencies. An online report [37] indicates that within the last five years, over 50,000 Nigerians had immigrated to USA through these programmes. One cannot however rule out the fact that many among these emigrants are lecturers in tertiary institutions because of the skill they possess which is a major pre-requisite for granting them VISA.

#### **6.20. Low Wage/Poor Conditions of Service of Staff:**

It is often said that a labourer deserves his/her wage. The issue of wage has however been a sensitive issue in any organization, educational institution inclusive. Apart from its utilisation in satisfying basic personal, family, other social and economic obligations, it is an indication of the regard for work and estimation of the skill, expertise, and worth of every worker [38]. In Nigeria, monthly wage of lecturers of tertiary institutions is low, compared to what obtains in many countries in Africa and other continents in the world. A survey by National Universities Commission (NUC) in 2007 revealed that a full professor in Botswana earned \$27,000 per annum, between \$21,000 and \$35,000 in Namibia, between \$58,000 and \$75,000 in South Africa. In the case of Nigeria, a full professor earned about \$12,000 per annum (as at year 2006). Worthy of note also is the fact that the salary of a professor in Nigeria is not up to what a fresh graduate earns in the GSM (telecommunication) company, Oil companies, as well as Banks. Nigeria is even a country where the annual salary of a university professor is not up to the amount being spent to hire a coach for the country's football team. In the past, many strike actions had taken embarked upon in Nigeria due to inability of government to honour agreements reached with Staff, particularly on issues such as increase in salaries and allowances [39, 40]. Unfortunately, staff of tertiary institutions in Nigeria, are now dogs that must back before being given food to eat. Apart from the issue of wage, there are some benefits which staff of tertiary institutions should enjoy, such as medical assistance, car loan, befitting accommodation, and office. Unfortunately, the state of staff quarters in tertiary institutions, also leave much to be desired. Medical attention for staff and families are mirage and even if available, are for those at the Senior Management Cadre. In most cases, staff had to be transferred abroad for medical attention, at the expense of families and contributions from charity organizations, thus going a long way to weaken the morale of staff and encourage many among them to leave for foreign countries.

#### **6.20. Failure to Make Administration Open to Staff:**

It is imperative for staff of organization to be carried along in the day to day management of organization, for the organization objectives to be achieved. If this is not followed, it breeds rumour and suspicion on the part of the staff against the institutions administrators, which can lead some of the staff including lecturers to leave their institutions.

#### **6.21. Lingering Unemployment:**

Since the advent of western education in Nigeria, many educational institutions had been established at all levels of the educational system [41, 42], so as to cope with the rising demand for education at these levels [5, 7]. Consequently, a lot of graduates are produced from these institutions annually, which cannot be absorbed by the economy [43, 44, 45, 46]. The inability of many graduates to secure job, has been encouraging some to travel out of the country in search of opportunities. To worsen situation, many industries and business organizations are closing daily in Nigeria [47, 48] due to inability to cope with the economic demands. The prevailing power saga has not helped matter. Many industries have closed as a result of too heavy cost of purchasing fuel for their generators. Job seekers also suffer discrimination from employers of labour [44].

#### **6.22. Downturn of Economy/Poverty:**

In Nigeria, it needs not be overemphasized that poverty is endemic among the citizenry. Statistics show that in 1980, the National Poverty Incidence was 28.1% of the population which increased to 65.6% in 1996, and 70 % in 2000 [49].



Unfortunately, the population living below \$1.25 a day (%) from 2000 to 2007 was also 64.4% [50]. Data in Table 3 further revealed the level of poverty in Nigeria when compared to selected countries in Africa as at year 2012.

**Table 3: Population Living below Poverty Line (i.e. below \$1.25 per day in Some Countries in Africa)**

Country	Population living below Poverty line i.e. \$1.25 per day (%)
Congo	54.1
Swaziland	62.9
Angola	54.3
Nigeria	64.4
Zambia	64.3
Rwanda	76.8
Benin	47.3
Malawi	73.9
Guinea	43.3
Liberia	83.7
Mozambique	60.0
Congo	59.2

*Source: [51]*

As a result of the issue of poverty, many workers are finding it difficult to afford their needs and even sustain their families. The desire to earn extra income in order to cushion the effect of poverty has thus been encouraging many lecturers of tertiary institutions to seek for jobs in foreign countries.

### **6.23. Provision of Consultancy Service for Foreign Organizations/Institutions:**

Many distinguished scholars in tertiary institutions in Nigeria, particularly at the university level, are consultants to foreign organizations such as World Bank, UNO, UNESCO, IMF, and UNICEF. There are some lecturers that are part time lecturers in foreign institutions. Many among these staff are often offered permanent job in the organizations or institutions they are serving.

## **7. CONSEQUENCES OF BRAIN DRAIN IN TERTIARY INSTITUTIONS IN NIGERIA**

The issue of brain drain has many consequences in tertiary institution, such as:

### **7.1. Loss of Staff of Tertiary Institutions:**

Inadequacy of high-level manpower has been a feature of Nigeria. Little can one wonder that it has been a developing country when the indices of national development, are considered. It is worthy of note that should brain drain continue in Nigeria, many professionals and intellectuals in the ivory towers would emigrate which will induce poor rating of the universities among the other universities in the world. Should the trend of brain drain also continue in Nigeria, there is tendency for tertiary institutions to be filled with young and less experienced staff that lacks the necessary mentors and role models to guide student. It is not a gainsaying that some programmes are worst hit by dearth of lecturers. Presently, programmes such as medicine, engineering and technical, among others had lost majority of their staff to the gulf states of Saudi Arabia, Iran, Iraq and others such as USA, Great Britain. Should this continue, most of the programmes will suffer while poor training will be given the students involved.

### **7.2. Production of Low Quality Graduates:**

Ordinarily, the worth of an educational system can be measured by the quality of its outputs. It is thus expected that the graduates of educational institutions would be able to display quality skills and knowledge at their respective places of work. While it cannot be contested that educational institutions in Nigeria had produced graduates in different fields of science and technology, many among these graduates in various sectors of the economy, are of poor quality. Many

scholars [52, 53, 54, 55, 56] had criticised the quality of education at the three levels of the educational system in Nigeria, where all point to the fact that there is declining quality in such education To the extent that the employers of labour are complaining over the inability of those employed to perform. Many public and private establishments are thus spending huge money to train and retrain their employees in order to meet standard. Presently, graduates of tertiary institutions in Nigeria must pass aptitude tests before they can be employed. Those seeking admission into tertiary institutions for further studies at national and international levels, are either denied admission or subjected to tests due to loss of confidence on their quality. Also, one of the goals of education is that through it, a child would be able to acquire appropriate skills, abilities and competence, both mental and physical as equipment to live and contribute to the development of the society [9]. A graduate of educational institution is expected to be able to communicate effectively among his/her colleagues in the public, by virtue of the level of education received. Unfortunately, many graduates of science and technology in Nigeria display poor quality in public conversations [56].

### **7.3. Low Rating of Institution/Non-Accreditation of Courses:**

Many tertiary institutions and programmes may also suffer accreditation problem if this persist. It is worthy of note that some higher institutions had resulted to the rationalization of courses as a result of dearth of academic staff. The implication of this in a country that is characterized by high level unsatisfied higher education admission demand will be serious. This will indeed continue to aggravate the situation and makes tertiary education elitist in Nigeria. Quite unfortunate is the fact that an online report in [26] indicates that as at year 2014, no university in Nigeria is among the world best five hundred (500) universities list. The best university from the Africa continent was university of Cape Town, South Africa. In Africa, the best university from Nigeria (Obafemi Awolowo University, Ile Ife) ranked 44<sup>th</sup> while university of Ibadan and Benin ranked 65<sup>th</sup> and 69<sup>th</sup> respectively.

## **8. WAY FORWARD**

In view of the negative consequences of brain drain in Nigeria, it is imperative for a lasting solution to be found to it. Achieving this feat, however calls for concerted efforts of the education stakeholders, particularly:

### **8.1. Adequate Funding of Education and Tertiary Institutions:**

Government needs to fund education adequately. The 26 % of Gross Domestic Product (GDP) recommended by United Nations Educational Scientific and Cultural Organisations (UNESCO) by every country in the world should be allocated to education in Nigeria to enable the educational institutions get substantial fund that can enable them to provide the needed infrastructures and facilities for effective teaching of students. Government should also reach out to International Organisations to continue to support it in one way or the other in the funding of tertiary education in Nigeria

### **8.2. Adequate Funding of Researches in Tertiary Institutions:**

In view of the fact that researches could proffer solutions to most of the problems of the country, there is need for government to allocate substantial fund for researches in the tertiary institutions while National Universities Commission (NUC) and tertiary institutions administrators should ensure that fund allocated for researches in their institutions, are judiciously utilized for the purpose.

### **8.3. Provision of Equipment, Facilities for Effective Teaching:**

It is imperative for tertiary institutions' administrators to strive to provide the needed equipment/facilities that can guarantee quality teaching in the institutions.

### **8.4. Ensuring Open Administration:**

Tertiary institutions; administrators should ensure that the staff, lecturers inclusive are carried along in the activities and programmes being carried out within the institutions. This can be achieved through regular communication with the union executives.

### **8.5. Restriction on Immigration Policies:**

There is need for government to review the existing immigration policies in Nigeria, particularly to introduce additional conditions for those citizens that wish to migrate out of the country, so as to limit the number of academics that are leaving the country annually.

#### **8.6. Improvement of Economy:**

There is need for the economy of Nigeria to be improved and the increasing rate of inflation to be controlled so as to reduce the hardship of workers and ensure that their income have value. Government should establish more industries and creates more jobs opportunities for graduates of educational institutions. Issues such as demonstrations, wars, kidnapping should be addressed through regular orientation of the masses through the media.

#### **8.7. Curbing Student Unrest, Cultism and Strikes in Tertiary Institutions:**

Educational institutions' administrators in Nigeria should curb the incessant staff strike, student unrest and cultism that plague their institutions and turning higher educational institutions into dens of crises. They should always provide enabling environment for peace to thrive in their institutions. Government should stop interfering in institutions' affairs.

#### **8.8. Non-Interference of Government in Institutions' Internal Affairs:**

Issue of appointment into positions should be left for institution to handle. Promotion of staff of institutions should be effected as at when due while the welfare of staff should be accorded high priority. More staff quarters and offices should be built in the tertiary institutions while those available in the institutions should be renovated.

#### **8.9. Upward Review of Salary of Staff of Tertiary Institutions:**

There should be upward review of the monthly salary of staff of tertiary institutions in Nigeria in line with the situation in the other underdeveloped and developing countries. Research grant should be released promptly to the lecturers of tertiary institutions to be able to carry out regular researches.

#### **8.10. Combating Corruption in Tertiary Institutions:**

While it cannot be contested that there are the Independent Corrupt Practices Commission (ICPC) and Economic and financial crimes Commission in place to tackle cases of corruption in Nigeria, the fact remains that the issue has continued to spread like '*harmattan fire*' in Nigeria. It is however imperative for these institutions to be fortified while the staff should improve on their efforts to tackle corruption at higher institution level. National universities Commission (NUC) also needs to be committed to the tackling of the cases of corruption in the Universities. Appropriate disciplinary action should be meted to those caught to have mismanaged institution's funds at any time. There should therefore not be the issue of sacred cow in their efforts to combat corruption in these institutions.

#### **8.11. Wooing Academics in Diaspora Back to Nigeria:**

Government should woo the Nigeria's professionals that are in exile back into Nigeria to invest in the economy or take up job in any of the sectors so that they can contribute to the development of the country in the present dispensation. Government should introduce immigration policies that will discourage the flow of skilled individuals out of the country. Government should develop a database of the professionals in various fields in the Diasporas using the internet and encourage more remittances from those in the diaspora so as to strengthen the economy of the nation.

## **9. SUMMARY AND CONCLUSION**

Manpower in the right quantity and quality, are *sine qua non* to a nation's development. Unfortunately, dearth of manpower, characterized tertiary institutions in Nigeria, which is worsened by issue of brain drain. In this paper, the issue of brain drain was examined, with a focus on factors influencing it, such as poor conditions of service, poor infrastructural facilities, limited research funding among others. In view of the effect of brain drain, it is imperative for effort to be geared towards curtailing it. Government has however over the years been committing resources on manpower production with the hope that the manpower will serve the country in one way or another. Exodus of lecturers from tertiary institutions in Nigeria constitutes loss of resources invested on their training. The cost of replacing the academic staff is also heavy and serves as burden to Government as well as threat to the limited finance flow to the education sector. At

present, it is disturbing that Nigeria's universities are rated low in world ranking. One of the conditions for ranking universities is the quantity and quality of academic staff in stock. Due to its consequences, strategies for curbing this menace in tertiary institutions, such as adequate funding of tertiary education, non-interference of government in institution's affairs, effective administration of tertiary institutions, and motivation of staff of tertiary institutions, among others were also discussed. It is hopeful that if the strategies are adopted and implemented by Government and institutions' administrators, the menace will become a thing of the past while the state of tertiary education will improve from the status quo in Nigeria.

#### REFERENCES

- [1] Dee, T.S. "Are there civic returns to education?" *Journal of Public Economics*, 88 (9)
- [2] Mazumder, B. "Does education improve health: A Reexamination of the Evidence from Compulsory Schooling Laws". *Economic Perspective*, 2, 16, 2008
- [3] Oreopoulos, P. "Estimate Average and Local Average Treatment Effects of Education when Compulsory Schooling Laws Really Matter". *American Economic Review*, 96(1), 152-175, 2006
- [4] Lochner, L& Moretti, E. "The Effect of Education on Crime: Evidence from Prison Estimates, Arrests and Self Reports". *American Economic Review*, 94 (1), 155-189, 2004
- [5] Central Bank of Nigeria "Statistical Bulletin". Abuja, Nigeria: Federal Government Press, 2013
- [6] Federal Ministry of Education. "Statistics of Education in Nigeria". Abuja, Nigeria: Federal Government Press, 2007
- [7] Federal Ministry of Education "The State of Education in Nigeria". Abuja, Nigeria: Federal Inspectorate Service, 2009
- [8] Teachers Registration Council of Nigeria, "Statistical Digest of Teachers in Nigeria (2011/2012)". Teachers Registration Council of Nigeria, 2012
- [9] Federal Republic of Nigeria "National Policy on Education (Revised)" Abuja, Nigeria: Federal Ministry of Education, 2004
- [10] [www. Geminiseek.com](http://www.Geminiseek.com)
- [11] Chambers Dictionary of English. Chambers Harrap Publishers, Edinburgh, U.K, 1998
- [12] Utile, T. (2008, May). "University Autonomy and Brain Drain Syndrome in Nigeria". A paper presented at the 3<sup>rd</sup> Conference of the ACU's Human Resource Management Network
- [13] yambalesa, H. "The Brain drain: causes, Effects and remedies." In [www.scribd.com](http://www.scribd.com), 2004
- [14] Shinn, D.H. "African Migration and the Brain Migration and the Brain Drain". Paper presented at the Institute for African Studies and Slovenia Global Action in Slovenia, 2008.
- [15] Timilehin, E.H., Esohe, K.P., Osalusi, F.M., & Babatope, A. "Towards Redressing the Brain Drain Syndrome in Nigeria Universities". *American-Eurasian Journal of Scientific Research*, 5(3), 156-160, 2010
- [16] Nunn, A. "The Brain Drain: Academic and Skilled Migration to the UK and Impacts of Africa". Report to the AUT and NATFHE, 2005
- [17] Adefusika, J.A. "Understanding the Brain-Gain in the African Diaspora: Focusing on Nigeria" (online paper, [jadefusika@mail.uri.edu](mailto:jadefusika@mail.uri.edu)), 2010
- [18] Monehin. O.B. "The University and the Development of Nigerian Society". A Paper presented at the universities' stakeholders' forum at Abuja, Nigeria, 2003
- [19] Okebukola, P "The state of university education in Nigeria". Abuja, Nigeria: National Universities Commission, 2002
- [20] Saint, W., Hartnett, T.A., & Strassner, E. "Higher education in Nigeria: A status report". *Higher Education Policy*, 16: 250-281, 2003

- [21] Obadan, C.E.. “Combating Cultism in Ondo State University, Ado Ekiti through Law Enforcement: An Institutional Approach”. Paper presented at a two day conference on combating cultism in Nigerian Tertiary Institutions, organized by Ondo State University, Ado Ekiti, Nigeria,1999
- [22] Adelola, I.O.A. “Combating Cultism in Ondo State University, Ado Ekiti through Socio-Political Approach”. Paper presented at a two day conference on combating Cultism in Nigerian Tertiary Institutions organized by Ondo State University, Ado Ekiti, 1999.
- [23] Igodo, C. “Campaign against cultism and drug addiction among youths in Nigeria”. Calabar, Nigeria. Centre for General African Studies, Research and Documentation, 2002.
- [24] Adewale, R.“Violence in the citadel: The Menace of Secret Cults in Nigerian Universities”. Nordic Journal of African Studies, 14(1): 79-98, 2005
- [25] Ossai, A.G. “Cultism and the management of higher education”. Seminar paper presented at the Faculty of Education, Delta State University, Abraka, 2001.
- [26] Osaigbovo, J.A. “Cultism and Administration of Higher Education in Nigeria”. Professional Seminar for PhD student, Delta State University, Abraka, Delta State Nigeria, 2000
- [27] Ige AM, Olowolabi S . “Student unrest in tertiary institutions in Nigeria: causes and remedies”. J. Educ. Res. Develop. 4(3):137:146, 2010
- [28] Moja, T. “Nigeria Education sector Analysis: Analytical synthesis of performance and main issues”. A World Bank paper, 2000
- [29] Yaqub, N. “Higher Education in Nigeria in Perspective”. Paper presented at the 12<sup>th</sup> General Assembly of the Social Sciences Academy of Nigeria, 2001
- [30] Daily Trust, Ist June, 2011
- [31] Kpolovie, P.J and Obilor, I E. “Adequacy–Inadequacy: Education funding in Nigeria”. Universal Journal of Education and General Studies, 2(8): 239-254, 2013
- [32] Transparency International ‘Corruption Index’, 2013
- [33] Hallack, J and Poisson, M.’’Corrupt Schools: Corrupt Universities: What can be done’’. Paris, International Institute of Educational Planning, 963-964, 2007
- [34] The Nation (2010, 15<sup>th</sup> March, p. 2)
- [35] Ekereke, A.S. ‘’The effects of Boko haram Insurgency and the school system: A case study of selected states in Northern Nigeria’’. Science Journal of Sociology and Anthropology, 11-15, 2013
- [36] Daily Trust, Ist June, 2011
- [37] Okeowo, S. ‘’Student unionism in Nigerian university campuses; a curse or blessing?’’ Paper presented at NUC Conference on 25 years of centralized university education, hald at Abuja, Nigeria, 1987
- [38] [www.ngex.com/news/public/newsinfo.p](http://www.ngex.com/news/public/newsinfo.p)
- [39] Afolabi, E.R.I.”Better Working Conditions for Teachers mean Better Learning
- [40] Conditions for Learners”. Paper presented at the world teachers’ day celebration, held at Akure, Nigeria, 2007
- [41] The Nation (2011, 13<sup>th</sup> June, p.7)
- [42] Obe “The University and the Development of Nigerian Society”. Paper Presented at the Universities’ Stakeholders forum at Abuja, Nigeria, 2003
- [43] Adesina, S. “Planning and Educational Development in Nigeria”. Lagos, Nigeria: Educational Industries Limited, 1977
- [44] Fafunwa, A.B. “History of education in Nigeria”. U.K; George Allen & Urwin Limited, 1974
- [45] Aghenta, J.A. (1999). “The Plight of School Leavers in Nigeria”. Speech delivered at the 4<sup>th</sup> Prize Giving Day Ceremony of Garrick Memorial Secondary School in Benin City, Nigeria

- [46] Okebukola, P “Redesigning University Education Curricula as a Long Term Solution to Graduate Unemployment in Nigeria”. Bullion, 25(4), 20-25, 2001
- [47] Ibeh, I. “Why many unemployed graduates in Nigeria?” Daily Triumph, 2009
- [48] Dabo “Addressing youth’s unemployment. Nigerian Tribune. Tuesday, 4<sup>th</sup> November, 2008. P.12
- [49] Oloruntegbe, K.O. “Projects production, perfection and evaluation Strategies for JETS programme”. Paper presented at 2008 Ondo State JETS facilitators Workshop at Akure, Ikare & Okitipupa, 2008
- [50] Daily Trust, 16<sup>th</sup> March, 2009
- [51] UNESCO Institute of Statistics. ”Global Education Database”, 2007
- [52] Obadan, M.I. “Poverty Eradication in Nigeria: The Way Forward”. Central Bank of Nigeria Economic & Financial Review, 39 (4), 1-31, 2010
- [53] United Nations Development Programme “Human Development Report”, 2012.
- [54] Nwadiani, M. “Dystrophies in higher education: Nigerian experience”. Higher Education Review, 31(3): 17-26, 1999
- [55] Dabaleen, A., Oni, B., & Adekola, A.O. “Labour market prospects for university graduates in Nigeria”. *Background Study Conducted to inform the Design of the Nigerian University System’s Innovation Project*. Washington D.C: World Bank, 2000
- [56] Ajayi, T. & Shofoyeke, A. “School Discipline, Teachers Attitude and Ethics of the Teaching Profession. Paper presented at the workshop on skills improvement programme for performance of teachers in Ondo State, 2003
- [57] Udele, M.E. “Science and Technology education and the achievement of the Millennium Development Goals”. Voice of Teachers, 1(2): 128-132, 2009
- [58] Adeyemi J.A., & Ige, A.M.”Examination malpractices in Nigerian educational system: Causes, effects and the way out”. Journal of Clinical and Counseling Psychology, 8(1): 59-75, 2002