Managing the Socio-Economic Effects of Lecturers Brain Drain for Sustainable University Education in Rivers State

Eseyin, Emmanuel Olorunleke (Ph.D)

and

Wagbara, Chinyere Dorathy (Ph.D)

Email: ephrata4doptimist@yahoo.com and chipeter46@yahoo.com

Abstract

Public universities in Nigeria have been confronted by several institutional shocks that have resulted to several lecturers emigrating to other countries. The sustainability of university goals become doubtful given the timeline of the SDGs which emphasizes the need for quality education towards 2030. Four research questions and corresponding hypotheses guided the study. The study adopted descriptive survey design with 3, 806 teaching staff in the public universities in Rivers State constituting the study population out of which 390 respondents (94 females and 296 males) who were sampled using convenience sampling technique. A 30-item questionnaire was deployed for data collection and was face and content validated by experts while the reliability index of 0.89 was estimated using Cronbach Alpha statistics. There were 369 copies of the questionnaire retrieved. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. Social and economic effects of lecturers' brain drain were identified as well as ways of managing these social and economic effects such as provision of support system and improved budgetary allocation among others. The study recommended the provision of various kinds of allowances such as hazard and performance allowance for lecturers to retain them in the system.

Keywords: Lecturers, harsh, labour, condition.

Introduction

Education particularly at the university level in Nigeria has been a mix of both successes and failures. The successes in University education span from the transition in University ownership from the Colonialists to the administration of Universities by the Federal Government, State and now Private individuals as well as the expansion in courses offered to the digitalization of University activities. This has contributed to the development of relevant manpower for steering the wheels of the different sectors of the national economy. However, the failures range from the lack of personnel, underfunding and lack of autonomy experienced by Universities in Nigeria despite the global advancement in University education.

One of the major challenges that has bedeviled University education in Nigeria in recent times is the movement of skilled workers to other developed countries. The movement of lecturers to other countries in search of greener pastures has been a seasonal occurrence in the past not until the recent times when the agitation between the Academic Staff Union of Universities (ASUU) and the Federal Government of Nigeria (FGN) on the basis of revitalization of Universities and provision of earned allowances as well as infrastructure development led to several strike actions which negatively

affected the livelihood of lecturers forcing them to think of other means of survival including relocating to other educational institutions outside Nigeria.

The movement of Nigerian lecturers to other countries has taken a worrisome trend especially on the African continent given the fact that Nigeria ranks second in Africa in terms of brain drain experiences after South Africa as reported by Anokye et al. (2019) and this has continued to generate concerns among well-meaning Nigerians. The inability to meet the demands of these lecturers' occasion by paucity of funds as indicated in the low budgetary allocation to education has slowed down the process of actualization of University goals and objectives in Nigeria. Between 2000 and 2013 and probably till date, the highest budgetary allocation to education was 13% which is far from the 26% recommended by United Nations Scientific Education and Cultural Organization (UNSECO) (Matthew, 2014) and this made it difficult for the minimum benchmark for University education in Nigeria to be actualized thereby fueling the brain drain syndrome.

The brain drain syndrome if left unaddressed has the capacity to undermine the social and economic development of the country and addressing these effects are essential for sustaining the goals and objectives of University education in the country. Educational researchers have alluded to the fact that several economic and social variables, such as low pay, low job satisfaction, financial crunch, the political climate, and dwindling currency exchange regimes, as well as pull factors like enticing salaries and research and study possibilities, among others, cause skilled labor to migrate from developing to developed countries (Shumba & Mawere, 2012) and this no doubt comes at a price creating socio-economic effects with short and long term implications. Jacob and Atobauka (2021) alluded to the fact that many academic and non-academic personnel in Nigeria's higher education institutions are departing due to the unfavorable working conditions and will no doubt leave socio-economic effects on the country if left to linger.

Statement of the Problem

It is public information that due to the face-off between the Academic Staff Union of Universities and the Federal Government over the issue of University education administration, there has been series of strike actions that have crippled academic activities and led to the attrition of several lecturers to other higher educational institutions around the world. Brain drain is a situation where particularly skilled workers leave a country for greener pasture in other countries. The harsh labour condition and unsuitable working condition has resulted to several lecturers leaving the country to neighboring tertiary institutions in Sub Saharan Africa. Additionally, the social and economic challenges that some of these lecturers' face has contributed to a significant number of lecturers leaving the country to other educational institutions or profession in search of greener pasture and this has come to be code-named "lecturers brain drain". In Rivers State, lecturers' attrition form part of the factors that contribute to decline in the lecturing workforce even in public Universities. However, emphasis on public discourse has been placed on the number of lecturers who have left the country with very little attention given to the social and economic effects that this may have on University education in the country. The brain drain menace coupled with the challenges of University education administration in the country will no doubt leave the system worse off both socially and economically and assessing the social and economic effects that the attrition of lecturers

will create in the sustainable attainment of the goals and objectives of University education in Nigeria is the problem that this study intends to investigate.

Brain Drain

The concept of brain drain is one that has been used in different literature and to a lay man, it could mean the flow of brains from one location to another. Alluding to this fact, Okoro et al., (2014) pointed out that the concept of brain drain is often used to refer to the flight of human capital. In a more elaborate context, Anokye et al., (2019:100) stated that "in search of better jobs and opportunities, experienced professionals move both within and outside of Africa, resulting to a phenomenon which is known as brain drain". The concept of brain has expanded in meaning to imply the movement of skilled individuals from a developing country where opportunities are less available to a developed country where social and economic opportunities are sufficiently available. Furthermore, other expert opinions cited in Matthew (2014) describes brain drain as a widespread exodus of highly skilled, intelligent and creative individuals from one nation to another. This phenomenon tends to leave the home nation more vulnerable with the host nation gaining the advantages.

Sustainable University Education

University education which is referred to as the ivory tower of any nation occupies the top position in the educational structure of most countries and is designed to contribute to the pursuit and actualization of the developmental objectives of any nation. The goals and objectives of University education in any nation are often tied to the economic aspiration of the country and achieving these goals sustainably contribute to the overall development of the nation.

Universities in Nigeria like other countries are established with the intended objectives and according to Oyebade and Dike (2013), In line with the demands of national development, university education specifically helps to produce high level manpower in a variety of professions including instilling a sense of community in students. Otonko (2012) went further to point out that industrialization, positive attitudinal changes and human development are only made possible when Universities pursue and achieve their goals and objectives and achieving these sustainably is the goal of University education in any nation.

Social and Economic Effects of Brain Drain for Sustainable University Education

The fact that brain drain in Universities particularly migration of lecturers to other countries as occasioned by social and economic factors cannot be ignored. However, understanding the direction and magnitude of these effects on a developing country like Nigeria is relevant for relevant corrective measures to be taken. Supporting this position, Nelson (2015) noted that the brain drain syndrome no doubt has short- and long-term effects and addressing these effects is important both for sustainable University education and overall national development.

There are several social outcomes that tend to play out especially when workers leave one work environment for another and in the case of an international movement, the effects can be enormous. On one hand, Ogbu (2019:48) stated that "when people leave their country, they bring down their country's consumer spending as well as labour force" and this means that the movement of workers

reduces the number of skilled individuals in the nations labour force who are available for discharging relevant services. When people move from one country to another in search of greener pastures, there is a depletion of skills which affects the productive capacity of the country.

In another dimension, Jacob and Atobauka (2021) identified social effects such as poor education, administrative difficulty, high student-teacher ratio and shortage of staff as part of the social effects that can be suffered by the nation. Other social implications such as growing inequalities, social conflict, population reduction and dependence are likely to arise when employees move from one country to another and this has disadvantages for the home nation but benefits for the host nation.

Economically, experts such as Johnson (2009) pointed out that brain drain sometimes have positive effects as it tends to increase remittances to the home country. However, this does not write-off some of the negative economic effects as this tend to also increase the cost of labour in the long run when fewer skilled labour are available, employers will be forced to pay high cost to engage them. Similarly, migration of skilled workers such as lecturers can also slow down the economic growth of the country (Emeghara, 2013). In an additional manner, Bhagwati and Hamada as cited in Gibson and McKenzie (2012:361) identified the fact that there is a fiscal cost of allowing workers to move to other countries as the emigrating workers go with their education which was funded from the taxes paid by residents and some of these workers do not contribute back into the tax system. Allowing lecturers to move into other countries as a result of poor working condition may therefore have social and economic implications that may be best imagined.

Ways of Managing the Social and Economic Effects of Brain Drain for Sustainable University Education

In order to mitigate the social and economic effects of lecturers' brain drain from Nigerian Universities and pursue the goals and objectives of University education sustainably, the government and private individuals need to collaborate to address this growing threat. Researchers have pointed out that it is important to respect the rights of citizens especially their right to decent work and pay, provide access to modern educational and health facilities and create a more appealing work environment (Johnson, 2009). Similarly, the issue of insecurity that has forced several lecturers especially in the North East of Nigeria to migrate to other parts of the world also needs to be given the attention it deserves as these social interventions can go a long way to douse these social effects.

On the other hand, Matthew (2014) pointed out that adequate educational funding, infrastructural rehabilitation, improved national economy, corruption control can also help to woo professional workers to Nigerian educational institutions thereby reducing the effects of brain drain in the country. Similarly, Nelson et al., (2017) identified the need for improved remuneration, good working environment and opportunities for further development as effective economic control measures and this cannot be overemphasized in the face of the economic challenges that have made life difficult for several lecturers. In summary, the financial, market, self-development and technical structure of the country must be strengthened (Mukhtarov et al., 2022) as this will go a long way to retain lecturers in Nigerian Universities while further attracting foreigners into Nigerian Universities.

Empirical Reviews

Researchers have conducted studies on causes of lecturers' attrition to other countries with a few studies carried out on the implications but not within the context of this study. Akinwumi (2009) investigated the influence of brain drain syndrome on learning outcome among undergraduates in Nigerian universities. The study was guided by three research questions and hypotheses while 150 respondents were sampled using simple random sampling technique. The data analyzed revealed that brain drain results to intellectual migration, creates employment gaps, negatively affect the academic performance of students and reduces productivity. A related study by Wosyanju et al., (2012) which focused on the impact of brain drain on the quality of education in Moi University, Kenya relied on a case study design with 360 students and 120 teachers sampled proportionately for data collection. Result of the study pointed out that the level of brain drain was high with destination points being America followed by Asia, Europe, Africa and Australia.

Furthermore, Kwizera et al., (2020) investigated the effect of brain drain driving factors on university competitiveness among universities in Burundi. Descriptive and cross-sectional design were employed in the study. There were 99 persons sampled from a population of 132 persons. Result of the study showed that there was a direct positive relationship between brain drain driving factors and the competitiveness of universities. It was indicated that remuneration and growth opportunities had a positive significant effect on university competitiveness. Nelson et al., (2017) also investigated brain drain in private Universities in Kenya and four research questions guided the study which was conducted using descriptive survey design while all the full time lecturers at Baraton University formed the population out of which 46 staff were sampled. Result of the study showed that improved remuneration was topmost among the intervening factors. Nwozor (2011) also conducted a study on brain drain and national development in Nigeria. The result of the study showed that brain drain leads to service inefficiency, and also revealed that there was need to relax the immigration policies as a control measure.

Aim and Objectives of the Study

The aim of the study was to determine the management of the socio-economic effects of lecturers' brain drain for sustainable university education in Rivers State. In specific terms, the objectives of the study were to:

1. determine the social effects of lecturers' brain drain for sustainable university education in Rivers State
2. describe the economic effects of lecturers' brain drain for sustainable university education in Rivers State
3. ascertain the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State
4. examine the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State.

Research Questions

The following research questions were answered in the study:

1. What are the social effects of lecturers' brain drain for sustainable university education in Rivers State?
2. What are the economic effects of lecturers' brain drain for sustainable university education in Rivers State?
3. What are the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State?
4. What are the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State?

Hypotheses

The hypotheses stated below were tested at 0.05 level of significance:

1. No significant difference existed between the mean ratings of male and female lecturers on the social effects of lecturers' brain drain for sustainable university education in Rivers State
2. No significant difference existed between the mean ratings of male and female lecturers on the economic effects of lecturers' brain drain for sustainable university education in Rivers State
3. No significant difference existed between the mean ratings of male and female lecturers on the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State
4. No significant difference existed between the mean ratings of male and female lecturers on the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State.

Methodology

This study engaged the survey type of descriptive design while the population of the study consisted of 3, 806 teaching staff. There were 390 lecturers (94 females and 296 males) who were sampled for the study using convenience sampling technique. A 30-item questionnaire titled "Socio-Economic Effects of Lecturers Brain Drain for Sustainable University Education Questionnaire" (SEELBDSUEQ) was the instrument used for data gathering. The questionnaire was face and content validated by three Educational Management Lecturers in University of Port Harcourt. The reliability of the questionnaire was determined using Cronbach Alpha statistics with an average reliability coefficient of 0.89. Out of the 390 copies of questionnaire distributed to the respondents of the study, 369 copies (81 females and 288 males) which represented 94.6% were retrieved after it was administered by the researcher and three Research Assistants. Research questions raised were answered using Mean, standard deviation and rank order while the hypotheses were tested using z-test at a significance level of 0.05.

Research Question One: What are the social effects of lecturers' brain drain for sustainable university education in Rivers State?

Table 1: Mean and standard deviation scores on the social effects of lecturers' brain drain for sustainable university education in Rivers State

S/No	Items	**Female Lecturers n=81**		**Male Lecturers n=288**				
		Mean $\bar{X}_1$	**SD**	**Mean $\bar{X}_2$**	**SD**	**Mean Set**	**Decision**	**Rank**
1	Educational inequalities are likely to exist	2.78	0.83	2.62	0.86	2.70	Agreed	7th
2	Overcrowding of classrooms	2.81	0.83	2.97	0.74	2.89	Agreed	2nd
3	Shortage of skilled workers	2.94	0.72	2.66	0.94	2.80	Agreed	3rd
4	Reduction in the number of education seekers	2.59	0.95	2.59	0.99	2.59	Agreed	8th
5	Dependence on other Universities for expertise	2.68	0.88	2.84	0.75	2.76	Agreed	5th
6	Increased burnout at work	2.89	0.79	2.70	0.92	2.80	Agreed	3rd
7	Increased teacher-students ratio	2.92	0.74	2.88	0.94	2.90	Agreed	1st
8	Reduction in academic labour force	2.77	0.84	2.67	0.93	2.72	Agreed	6th
9	Social conflict in the University	2.60	0.95	2.48	1.03	2.54	Agreed	9th
	Grand Mean and Standard Deviation	**2.78**	**0.84**	**2.71**	**0.90**	**2.74**	**Agreed**	

Table 1 indicated that the female lecturers sampled for the study responded to items 1-9 with mean values of 2.78, 2.81, 2.94, 2.59, 2.68, 2.89, 2.92, 2.77 and 2.60 while the male lecturers who responded to the same set of items had mean response scores of 2.62, 2.97, 2.66, 2.59, 2.84, 2.70, 2.88, 2.67 and 2.49. All of the items sampled had mean values that were above the criterion mean score of 2.50 used for decision making and as such were all agreed in line with the questionnaire items raised except for item 9 from the male lecturers with mean score of 2.48 which was below the criterion mean score of 2.50 used for decision making and as such implied that the male lecturers disagreed that social conflict in the University was part of the social effects of lecturers' brain drain. Averagely, item 7 had the highest and first mean set score of 2.90 implying that increased teacher-

students ration was the major effect of lecturers' brain drain while item 9 with the 9th ranked mean score of 2.54 implied that social conflict was the least social effect of lecturers' brain drain. Summarily, the grand mean score of 2.78 from the female lecturers and 2.71 from the male lecturers agreed with the average mean set score of 2.74 to imply that the respondents averagely agreed on all the items as the social effects of lecturers' brain drain for sustainable university education in Rivers State.

Research Question Two: What are the economic effects of lecturers' brain drain for sustainable university education in Rivers State?

Table 2: Mean and standard deviation scores on the economic effects of lecturers' brain drain for sustainable university education in Rivers State

S/No	Items	**Female Lecturers n=81**		**Male Lecturers n=288**				
		Mean $\bar{X}_1$	**SD**	**Mean $\bar{X}_2$**	**SD**	**Mean Set**	**Decision**	**Rank**
10	Increase in the volume of remittances	2.58	0.95	2.54	1.02	2.56	Agreed	7th
11	Increased cost of labour acquisition	2.93	0.72	2.71	0.81	2.82	Agreed	2nd
12	Slow pace of economic growth	2.86	0.81	2.63	0.95	2.75	Agreed	3rd
13	Increased fiscal cost	2.71	0.87	2.69	0.93	2.70	Agreed	5th
14	Wastage in educational investment	2.70	0.87	2.61	0.96	2.66	Agreed	6th
15	Underutilization of University capacity	2.82	0.82	2.66	0.94	2.74	Agreed	4th
16	Inefficiency in service delivery	2.94	0.72	2.83	0.75	2.89	Agreed	1st
	Grand Mean and Standard Deviation	**2.79**	**0.82**	**2.67**	**0.91**	**2.73**	**Agreed**	

Table 2 revealed that the response of the female lecturers to items 10, 11, 12, 13, 14, 15 and 16 produced mean responses of 2.58, 2.93, 2.86, 2.71, 2.70, 2.82 and 2.94 while the male lecturers also responded to these items and their mean responses to the same set of items were 2.54, 2.71, 2.63, 2.69, 2.61, 2.66 and 2.83. In the responses above, all the items from the female lecturers and male lecturers produced mean values that were above the criterion mean score of 2.50 used for decision making and implied that the respondents agreed to all the items. Furthermore, with the highest mean set score of 2.89 coming 1st in the rank, it implied that inefficiency in service delivery was the major economic effect of lecturers' brain drain and this was followed by increased cost of labour

acquisition while increase in the volume of remittances was the least economic effect coming 7th. The grand mean score of 2.79 and 2.67 indicated that the female lecturers and male lecturers agreed with the items listed and was substantiated by the average mean set score of 2.73 that the items were identified economic effects of lecturers' brain drain for sustainable university education in Rivers State.

Research Question Three: What are the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State?

Table 3: Mean and standard deviation scores on the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State

S/No	Items	Female Lecturers n=81		Male Lecturers n=288				
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	Mean Set	Decision	Rank
17	Provision of adequate social support system	2.80	0.83	2.91	0.77	2.86	Agreed	1st
18	Infrastructural development	2.79	0.83	2.88	0.72	2.84	Agreed	2nd
19	Protection of workers' rights	2.93	0.72	2.74	0.83	2.84	Agreed	2nd
20	Regional partnership on education	2.60	0.94	2.64	0.95	2.62	Agreed	7th
21	Addressing the high level of insecurity	2.67	0.89	2.70	0.81	2.69	Agreed	6th
22	Provision of staff retention programmes	2.85	0.81	2.55	1.01	2.70	Agreed	4th
23	Internationally arranged training for all staff	2.62	0.93	2.78	0.80	2.70	Agreed	4th
	Grand Mean and Standard Deviation	**2.75**	**0.85**	**2.74**	**0.84**	**2.75**	**Agreed**	

Table 3 showed that in response to items 17, 18, 19, 20, 21, 22 and 23, the responses of the female lecturers produced mean scores of 2.80, 2.79, 2.93, 2.60, 2.67, 2.85 and 2.62 while the male lecturers sampled also responded to the same set of items with mean scores of 2.91, 2.88, 2.74, 2.64, 2.70, 2.55 and 2.78. All of the items responded to by the female lecturers and male lecturers produced mean values that were above the criterion mean score of 2.50 and implied that the respondents agreed to all of the items listed. The grand mean score of 2.75 from the female lecturers and 2.74 from the male lecturers agreed with the mean set score of 2.74 that the items were ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State. In terms of ranking, item 17 with mean value of 2.86 came 1st as a way of managing the social effects

of lecturers' brain drain showing that providing adequate social support system was a way of managing the social effects of lecturers' brain drain while item 20 with the least mean value of 2.62 came 7th indicating that regional partnership on education was the least option of the ways of managing the social effects of lecturers' brain drain for sustainable University education in Rivers State.

Research Question Four: What are the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State?

Table 4: Mean and standard deviation scores on the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State

S/No	Items	Female Lecturers n=81		Male Lecturers n=288				
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	Mean Set	Decision	Rank
24	Equitable distribution of economic resources	2.77	0.84	2.67	0.83	2.72	Agreed	4th
25	Improved budgetary allocation to education	2.94	0.72	2.96	0.74	2.95	Agreed	1st
26	Provision of research and other training grants	2.73	0.86	2.62	0.86	2.68	Agreed	5th
27	Attractive employment package	2.77	0.84	2.79	0.80	2.78	Agreed	2nd
28	Providing empowerment programmes for lecturers	2.84	0.82	2.65	0.95	2.75	Agreed	3rd
29	Increased government investment in other sectors	2.66	0.89	2.59	0.99	2.63	Agreed	6th
30	Relaxed immigration policy	2.44	1.02	2.47	1.03	2.46	Disagreed	7th
	Grand Mean and Standard Deviation	**2.74**	**0.86**	**2.68**	**0.89**	**2.71**	**Agreed**	

Table 4 revealed the responses of the female lecturers to items 24 to 30 to be 2.77, 2.94, 2.73, 2.77, 2.84, 2.66 and 2.44 while the responses of the male lecturers to the same items produced mean values of 2.67, 2.96, 2.62, 2.79, 2.65, 2.59 and 2.47. Item 30 from the female lecturers produced mean value of 2.44 from the female lecturers and 2.47 from the male lecturers and was disagreed because the item was below the criterion mean score of 2.50 used for decision making while the other items 24 to 29 with mean values above the criterion mean score were all agreed by the female lecturers and male lecturers. Item 25 had the highest mean set score of 2.95 and was ranked 1st

among the ways of managing the economic effects of lecturers' brain drain meaning that improved budgetary allocation was a way of managing the economic effects of lecturers' brain drain and this was followed by item 27 with mean score of 2.78 and came 2nd meaning that attractive employment package was another economic management strategy while item 30 came 7th with the least mean value of 2.46. The grand mean score of 2.74 from the female lecturers and 2.68 from the male lecturers supported the average mean set score of 2.71 to establish that the items listed were ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State.

Test of Hypotheses

Hypothesis One: No significant difference existed between the mean ratings of male and female lecturers on the social effects of lecturers' brain drain for sustainable university education in Rivers State

Table 5: Summary of z-test analysis on the difference between the mean ratings of male and female lecturers on the social effects of lecturers' brain drain for sustainable university education in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Female Lecturers	81	2.78	0.84					
				367	0.65	1.96	0.05	Retained
Male Lecturers	288	2.71	0.90					

In table 5, the value of z-crit. of 1.96 which was derived from the intersection of the degree of freedom of 367 and a significance level of 0.05 was more than the value of z-cal. of 0.65 and on this note, the null hypothesis was retained indicating that there was no significant difference existed between the mean ratings of male and female lecturers on the social effects of lecturers' brain drain for sustainable university education in Rivers State.

Hypothesis Two: No significant difference existed between the mean ratings of male and female lecturers on the economic effects of lecturers' brain drain for sustainable university education in Rivers State

Table 6: Summary of z-test analysis on the difference between the mean ratings of male and female lecturers on the economic effects of lecturers' brain drain for sustainable university education in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Female Lecturers	81	2.79	0.82					
				367	1.14	1.96	0.05	Retained
Male Lecturers	288	2.67	0.91					

In table 6, the value of z-crit. of 1.96 which was derived from the intersection of the degree of freedom of 367 and a significance level of 0.05 was more than the value of z-cal. of 1.14 and as a result of this, the null hypothesis was retained meaning that there was no significant difference

existed between the mean ratings of male and female lecturers on the economic effects of lecturers' brain drain for sustainable university education in Rivers State.

Hypothesis Three: No significant difference existed between the mean ratings of male and female lecturers on the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State

Table 7: Summary of z-test analysis on the difference between the mean ratings of male and female lecturers on the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Female Lecturers	81	2.75	0.85	367	0.09	1.96	0.05	Retained
Male Lecturers	288	2.74	0.84					

In table 7, the value of z-crit. of 1.96 which was derived from the intersection of the degree of freedom of 367 and a significance level of 0.05 was more than the value of z-cal. of 0.09 and as such the null hypothesis was retained suggesting that there was no significant difference existed between the mean ratings of male and female lecturers on the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State.

Hypothesis Four: No significant difference existed between the mean ratings of male and female lecturers on the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State

Table 8: Summary of z-test analysis on the difference between the mean ratings of male and female lecturers on the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Female Lecturers	81	2.74	0.86	367	0.56	1.96	0.05	Retained
Male Lecturers	288	2.68	0.89					

In table 8, the value of z-crit. of 1.96 which was derived from the intersection of the degree of freedom of 367 and a significance level of 0.05 was more than the value of z-cal. of 0.56 and as such the null hypothesis was retained implying that there was no significant difference existed between the mean ratings of male and female lecturers on the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State.

Discussion of Findings

The responses from the female lecturers and male lecturers sampled for the study indicated that they averagely agreed on all the items as the social effects of lecturers' brain drain for sustainable university education in Rivers State. Similarly, it was revealed that there was no significant difference existed between the mean ratings of male and female lecturers on the social effects of

lecturers' brain drain for sustainable university education in Rivers State. The respondents agreed that part of the social effects of the lecturers' brain drain syndrome was that it will result in increased teacher-students ration and also result to overcrowding in the classroom. The reasons for these are not far-fetched as a related study by Akinwumi (2009) showed that brain drain results to intellectual migration, creates employment gaps, negatively affect the academic performance of students and reduces productivity and these are part of the social experiences that occur when lecturers migrate to other locations.

Similarly, the respondents also pointed out that this phenomenon will also result in increased burnout, shortage of skilled workers, dependence on other Universities, reduction in the academic labour force, educational inequalities, reduction in the number of education seekers and all of these are social effects that can arise from the movement of lecturers in Nigerian Universities to other locations. Wosyanju et al., (2012) in their study identified that chosen destination for these lecturers usually include America followed by Asia, Europe, Africa and Australia. However, the respondents differed in their responses on whether the movement of lecturers will result in social conflict which may likely arise when the movement of the lecturers is skewed.

In a similar manner, the respondents agreed with the listed items as identified economic effects of lecturers' brain drain for sustainable university education in Rivers State. It was equally revealed that there was no significant difference existed between the mean ratings of male and female lecturers on the economic effects of lecturers' brain drain for sustainable university education in Rivers State. The respondents were able to allude to the fact that when lecturers move to other countries, there will be inefficiency in service delivery and a related study by Kwizera et al., (2020) revealed that competitiveness usually increases as a result of these experiences among the Universities. The respondents agreed that the cost of acquiring labour will also continue to increase as lecturers leave as well as slow down the pace of economic development. It means that the movement of lecturers have several economic implications as it has social effects also. However, the respondents also alluded to the fact that this phenomenon will also result in increased remittances to the country but this was the least identified economic effects suggesting that there could be economic benefits from the migration of lecturers to other countries but there might be more loses than benefits from this process.

The study showed that the respondents agreed with the identified ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State and that there was no significant difference existed between the mean ratings of male and female lecturers on the ways of managing the social effects of lecturers' brain drain for sustainable university education in Rivers State. The female lecturers agreed with the male lecturers that there is need for the provision of a robust social support system to mitigate this phenomenon and this might include things like quality health care system, access to social amenities among others. The respondents also agreed that there was need for infrastructural development, protection of the rights of lecturers, provision of staff retention programmes to keep the lecturers as well as access to international training which might be part of the reasons why some lecturers leave and never return to the country. The respondents also agreed on the need for addressing the high level of insecurity as well as regional partnership in the

management of the brain drain syndrome and according to the recommendation from the study by Nwozor (2011) this might include relaxing the immigration policies as a control measure but how effective this will be in the long run remains uncertain.

In the study, it was agreed by the female lecturers and male lecturers that the items listed were ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State. Similarly, there was no significant difference between the mean ratings of male and female lecturers on the ways of managing the economic effects of lecturers' brain drain for sustainable university education in Rivers State. The respondents agreed that improved budgetary allocation and attractive employment package were economic intervention strategies required and hence corroborating and being corroborated by the result of the study by Nelson et al., (2017) which identified the need for improved remuneration as topmost among the measures of dealing with the brain drain syndrome. The respondents also identified the need for provision of empowerment programmes for lecturers, equitable distribution of economic resources as obtained in other professions, provision of grants and increased government investment in other related sectors to cushion the effects of lecturers' brain drain. The respondents however disagreed with the strategy of relaxing the immigration procedure and this could be due to the fact that this will increase the level of job competition which may be favourable to the government but not to the stakeholders in the profession.

Conclusion

The conclusion made from the findings of the study was that lecturers brain drain has several social and economic effects on University education and the male and female lecturers did not differ in their views on these effects. The migration of lecturers to other countries leads to social and economic crises which can affect the delivery of quality University education. However, with the appropriate interventions in place, these crises can be addressed for sustainable University education in the country.

Recommendations

The recommendations made based on the findings of the study are as follows:

1. The reward system in Nigerian Universities needs to be improved upon. The government should consider providing hazard, performance, project and deniability allowances among other incentives. These will enable lecturers to make up for some of the unfavourable work experience as well as promote lecturers' retention in Nigerian Universities.
2. A robust social support package that will cover for health, family, career advancement and balance any identified inequalities need to be provided for lecturers. This will create a sense of satisfaction for these individuals who are giving their best for the success of University education in the country.
3. The University education policy in Nigerian needs to be revisited to take into consideration some of the current social and economic challenges hindering the advancement of University education in the country and a comprehensive and inclusive solution should be devised so as to

guarantee satisfaction among all stakeholders and proffer lasting solution to the identified challenges in Nigerian Universities.

References

Akinwumi, F. S. (2009). *Influence of brain drain syndrome on learning outcome among undergraduates in Nigerian universities*. file:///C:/Users/User/Downloads/25InfluenceofBrainDrainSyndrome%20(1).pdf

Anokye, S. A., Arikpo, O. J. & Adie, E. A. (2019). Retention and brain drain of academic staff in higher institution in Nigeria: A case study of University of Calabar. *Global Journal of Educational Research, 18*, 99-105

Emeghara, E. E. (2013). Brain drain as a clog in the wheel of Nigeria's development: The university education system in focus. *International Journal of Development and Management Review, 8*(1), 110-121

Gibson, J. & McKenzie, D. (2012). The economic consequences of 'brain drain' of the best and brightest: Microeconomic evidence from five countries. *The Economic Journal, 122*, 339-375

Jacob, O. N. & Atobauka, I. S. (2021). Effects of brain-drain on higher institutions' administration in Nigeria: *Pindus Journal of Culture, Literature, and ELT, 8*, 33-41

Johnson, N. (2009). Analysis and assessment of the brain drain phenomenon and its effects on Caribbean countries: *Florida Atlantic Comparative Studies Journal, 11*, 1-16

Kwizera, E., Mwirumubi, R. & Kizito, J. B. (2020). Effect of brain drain driving factors on university competitiveness among universities in Burundi: *International Journal of Management Studies and Social Science Research, 2*(5), 260-269

Matthew, I. A. (2014). Combating brain drain menace in tertiary institutions in Nigeria: The way forward. *International Journal of Novel Research in Education and Learning, 1*(2), 20-33

Mukhtarov, S., Dinçer, H., Bas, H. & Yüksel, S. (2022). Policy recommendations for handling brain drains to provide sustainability in emerging economies: *Sustainability, 14*, 16244

Mustapha, M. A. & Abdul, Z. I. (2022). Insecurity and the challenges of brain drain syndrome in Borno State, Nigeria: *International Academic Journal of Management and Marketing, 7*(1), 259-266

Nelson, N., Ojunga, J., Okurut, D., Ewk, N., Metto, E., Sammy, K., Cherutoh, G. & Makewa, L. N. (2017). Brain drain in private Universities in Kenya: Seeking for an innovative solution. *Journal of Advance in Social Science and Humanities, 2*(12), 20171-20173

Nelson, O. (2015). The social effects of the Spanish brain drain: *Social Impact Research Experience, 35*, 1-17

Nwozor, A. (2011). *Brain drain and national development in Nigeria*. PhD Thesis Submitted to the Department of Political Science University of Nigeria, Nsukka, Enugu State

Ogbu, E. (2019). Migration and the philosophy of brain drain in Nigeria: *Journal of African Studies and Sustainable Development, 2*(4), 44-60

Okoro, C. C., Omeluzor, S. U. & Bamidele, I. A. (2014). Effect of brain drain (human capital flight) of librarians on service delivery in some selected Nigerian Universities: *SAGE Open, 2014*, 1-11

Otonko, J. (2012). University education in Nigeria: History, successes, failures and the way forward. *International Journal of Technology and Inclusive Education, 1*(2), 44-48

Oyebade, S. A. & Dike, C. (2013). *Restructuring Nigerian tertiary (University) education for better performance*. https://files.eric.ed.gov/fulltext/ED567160.pdf

Shumba, A. & Mawere, D. (2012). The causes and impact of the brain drain in institutions of higher learning in Zimbabwe: *International Migration, 50*(4), 107-123

Wosyanju, W. G., Kindiki, J. N. & Kalai, J. (2012). Impact of brain drain on the quality of education in Moi University, Kenya: *Journal of Emerging Trends in Educational Research and Policy Studies, 3*(3), 241-246