

Brain Drain Syndrome and Undergraduate Students' Learning Outcome in Ogun State Owned Universities

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Abstract

The study investigated brain drain syndrome and undergraduate students' learning outcome in Ogun state owned universities. The study employed descriptive and correctional survey research method which involved the use of both primary and secondary data sources while it reviewed relevant literature on brain drain syndrome on undergraduate. The study adopted the use of a structured questionnaire to elicit information from 6,175 respondents from Tai Solarin University of Education and Olabisi Onabanjo University, Ogun State. Simple percentage and PPMC statistical tool were utilised to analyse the data. The findings of study showed that brain drain syndrome has placed the academic departments of the Nigerian universities in a state of chaos and no direction. The study therefore recommended educational planning need be defined in conformity with social strategy, manpower needs and supply and the structure of skill required for national development. Educational policies must be in accord with assessment of needs.

Key words: Brain drain syndrome, learning outcome, back bone, PPMC statistical tool

Introduction

Since the early 1980s, Nigeria has been experiencing a wave of brain drain, which is the term used to describe widespread migration of one nationality to other countries in search of better personal benefit. The federal government established a commission under the leadership of Chief Jerome Udoji to review the pay and conditions of service in the public sector, including the universities, in 1973, and this is when the flight of academics from Nigerian universities began. The academicians found it intolerable that the salaries were harmonized into grade levels ranging from 1 to 15, as this effectively eliminated the pay gap between lecturers and civil officials. There was a nationwide strike led by the lecturers at the six Nigerian universities at the time. All lecturers were ordered to return to work or vacate their official residences within 48 hours as payback by the government. As few of the lecturers owned homes, they gave in. This treatment made them realize that their positions were not as secure as they had previously believed. In contrast to before, when staff compensation was equal to that of their British counterparts, university professors were not only paid more than their civil service counterparts, but also had appealing fringe benefits like housing, allowances, social status, and working conditions. It was standard practice to provide adequate financing for colleges, travel to international conferences every three years, and other perks. Due to the aforementioned factors, academicians were not compelled to quit Nigerian universities in search of jobs abroad, the civil service, or private sector. Also, graduate students who have finished their studies abroad quickly return home. This humiliation opened their eyes to the fact that their jobs were not

as secure as they had previously believed. It causes academic employees to leave local universities in favor of foreign or analogous institutions where their services are better compensated (Aliyu 2005).

The Babangida administration introduced the Structural Adjustment Programme as one of the policies the government put in place to stop migration and normalize the situation (SAP). The lecturers struggled to make ends meet with SAP. More specifically, during the Abacha administration, the Family Economic Advancement Programme (FEAP) was introduced in 1997 in an effort to raise the standard of living for low-income earners by encouraging appropriate economic activity in the various wards of each local government area across the nation. Despite the program's execution, the country's university system has not yet fully benefitted from it.

Also, the Obasanjo administration introduced the Basic Salary scheme (i.e., a 50% rise in the basic salary of civil servants), of which 25% has been put into effect, in an effort to appease its employees (lecturers included) throughout the nation. Nonetheless, there has been instability and inconsistent academic sessions in the Nigerian university system ever since the program's beginning. Due to the federal government's inability to fund the rise in salary, the Academic Staff Union of Universities (ASUU) has started a number of strikes.

Following an eight-month strikeout, an earlier promise to contribute \$3 billion into public schools has now been broken. Just \$1 billion of the requested amount was allocated in President Muhammadu Buhari's national budget for 2023, with only \$690 million going to universities and \$390 million going to polytechnics and colleges of education (YOA News 2022). The Nigerian government also decided

not to pay lecturers for the months they missed class (Jazeera News Agencies 2022). Regrettably, the government's answer to ASUU's act was to pay academics' wages for 18 days pro rata as of October 2022, so portraying them as hourly employees (Guardians 2022). This in turn has endangered the University education and also the search for better educational career abroad by students, as well as greener pasture by lecturers. Brain drain threatens University Educational System with total collapse because there is a growing difficulty in attracting brilliant and able students to come back to the system.

The Nigerian university system has suffered over the past few years due to a steady exodus of its skilled faculty. So, brain drain is the phenomenon in which highly qualified and specialized workers migrate from low-paying occupations to high-paying jobs, typically abroad. The term "brain drain" is defined as "the scenario in which a significant proportion of highly educated and competent individuals leave their home country in search of better living and working conditions abroad" by the Cambridge Dictionary (2013). As a result, the academic community in Nigerian institutions has suffered greatly, and both university teaching and research quality have decreased. Also, people who leave universities do so due to a lack of academic infrastructures to ease the burden of teaching and resources for research (Daily sun, 2009). The universities in Nigeria have struggled to retain enough academic staff, which is essential to the growth and development of any academic institution. This makes it challenging to achieve the highest levels of efficiency and effectiveness in the areas of teaching, research, and community services. Cantankerous syndrome is pointing out that, if brain drain is left unchecked, Nigeria is sitting on a gunpowder that tends to nose-dive not only the education system but also the entire economy as a whole.

Nigerian university have consistently lost her greatest brains to the western world. Within Nigerian educational institutions, the issue of brain drain appears to be disregarded. Only individuals in this situation who are at the top of their careers choose to work on without harboring dreams of working overseas, while those in the middle and lower classes frequently quit their jobs in search of better futures. Due to their small number and the high workload they carry, the few remaining lecturers struggle to finish all the course outlines they are responsible for teaching within the semester. According to Jazeera News Agencies (2022), reveals that Nigeria Universities had experienced at least 15 recorded strikes since 2000 till date. Due to this many University will want to meet up with their calendar year and not be able to meet up with all the courses

allocated to them; rather students are given the course content to study for exams. This in turn produces poor academic output due to inadequate guidance. Therefore, this study tends to consider how brain drain affect the quality of academic performance of academic staff in the Ogun State-Owned universities and how the quality of academic performance of academic staff affect the students' learning outcome in both Olabisi Onabanjo University and Tai Solarin University and how brain drain syndrome can directly or indirectly affect Nigeria's national development

Studies on Brain Drain and Students' Learning Outcome

In order for Nigeria to develop sustainably, qualified and dedicated human resources must be available. The government wants to create a workforce that will serve in a variety of roles and favorably impact the socioeconomic and political development of the country. It does this through using education as a tool. In particular, the government wants to direct higher education toward self-reliance, national utility, high level relevant workforce training, and global awareness (NUC,2014) Institutions of higher learning, including as universities, polytechnics, colleges of education, and monotechnics, are founded in various regions of the nation in order to achieve these goals by the government, private groups, and people. These institutes accept, educate, and graduate students from various academic disciplines. It is anticipated that the graduates will work in various economic areas and provide their fair share of contribution to the development of Nigeria. In addition, many graduates struggled to find employment, and those who do are underemployed.

According to Nunn (2005), there is a disconnect between what is taught in our educational institutions and what employers are looking for. In other words, graduates from higher education institutions have learned skills that are not in demand on the job market. He came to the conclusion that our educational institutions had failed in this regard. Although the educational system has undergone a number of improvements, the nation appears to be strongly impacted by global technology advancement. The realization of vision 20 in 2020, as planned by the Federal Government, may be a phantom if the national desire cannot be met now despite all educational improvements. Making sure that educational goals are met is the responsibility of educational planners and supervisors. Higher education should be able to address the developmental demands of Nigerians both locally and globally, especially in this period of globalization.

Previous studies suggest that the Chinese

government has been troubled about high cases of brain drain in China. And as such, in the early 90's the Chinese government began to encourage students living overseas to come home for short visits and partake in government development initiatives (Zweig, Fung, & Han, 2008). In view of the Chinese government programmes to minimize brain drain, Zweig et al (2008) conducted a research and titled their paper "Redefining the Brain Drain: China's 'Diaspora Option.'" The researchers used data from a survey conducted in Silicon Valley and three web-based surveys carried out in Canada, the US and Hong Kong with the mainland academics to answer these questions: What form will china's strategy and assistance take to encourage brain circulation and develop diaspora option to curtail the loss of high skilled workers from china's society? Why do people contribute to China's development, while living and working abroad? The study suggests that china's government supports its people overseas to help to participate in collaborative research, organizing seminars or mini-courses in China and lecturing. It also observed that China's government encourages mainlanders abroad to establish business in China and to also help China find export market.

The study found out that reason why China in diaspora contributes to the china's development (e.g. setting up company in China) while working and living abroad is because of technology exchange that exists between people at home and those abroad. Other reasons are: they want to promote the quality of research in China and make China stronger. Similarly, Docquier and Rapoport (2011) carried out a research on "Globalization, brain drain and development' 'by reviewing economic research on brain drain with interest on recent contributions and development issues. The researchers employ a stylized growth model to analyze the areas through

which a brain affects the sending nations. Three case studies are used, they are: "the African medical brain drain, the recent exodus of European scientists to the United States and the role of the Indian diaspora in the development of India's IT sector" the empirical analyses of the determinant of the medical brain drain on the survey of African doctors deliver the same outcomes on the push and pull factors involved. The physicians surveyed indicate that the reason for their emigration is to gain access to better wages, working conditions and improve lifestyle. Another reason for their migration which falls under push factor was the associated risk involved in taking care of AIDS/HIV patients. Docquier and Rapoport (2011) summarized that countries with lower pay for doctors, higher HIV prevalence and higher enrollment in secondary school have higher medical brain drain rate.

Methodology

This study adopted the descriptive and correlational survey research design to investigate the relationship among brain drain syndrome, academic staff performance and undergraduate students' learning outcomes in Ogun State-Owned universities. The population for this study comprises all the 1,170 academic staff and 8, 026 graduating students for the 2019/2020 academic session in the two (2) universities owned by Ogun State government. That is; Tai Solarin University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye. Tai Solarin University has 295 academic staff and 3, 776 graduating students while Olabisi Onabanjo University has 875 academic staff and 4,250 graduating students (DAPQAR and Human Resources Department, TASUED and OOU (Establishment Department and exams and record, 2022). Hence, the total population is 9,196.

Table 1: Distribution table

Institution		Total population	Validly returned	Percentage%
OOU	Academic staff	875	475	8
	Students	4,250	2,500	40
TASUED	Academic staff	295	200	3
	Students	3, 776	3,000	49
Total		9,196	6,175	100

Source: Research Field Survey, 2023

The total number of the questionnaires administered to the respondents were seven thousand (7, 000) copies while only six thousand (6, 175) were validly returned.

Data were collected from both primary and secondary sources and analysed using both descriptive and inferential statistics. The three research questions were answered using frequency

counts and percentages, and the two formulated hypotheses were tested using PPMC at 0.05 level of significance.

Testing the null hypotheses

H₀: There is no significant relationship between the brain drain syndrome and quality of academic staff performance in Ogun State owned universities.

Table 2: Correlation analysis of brain drain syndrome and quality of academic staff performance in Ogun State owned universities.

Variable	Institution		Number	Mean	Student	R	p-value	Decision
Brain drain syndrome	OOU Academic staff	475	6175	11.5	0.90	*0.22*	0.05	Significant
quality of academic staff performance	TASUED Academic staff	200		16.2	1.02			

Source: research field survey, 2022.

From table 3 above, the Pearson product moment correlation (PPMC) result for the two variables was positively correlated with $r = 0.22^{**}$. The null hypothesis is therefore rejected, and we accept the alternative hypothesis. It is therefore concluded that there is a significant relationship between the brain drain syndrome and quality of academic staff performance in Ogun State owned universities. The

implication of the result is that the brain drain syndrome has an impact on the quality of academic staff performance in Ogun State-owned universities.

H₀: There is no significant relationship between academic staff performance and undergraduate students' learning outcomes in Ogun State-owned universities.

Table 3: Correlation analysis of academic staff performance and undergraduate students' learning outcomes

Variable	Institution		Number	Mean	Student	R	p-value	Decision
academic staff performance	Academic staff	675	6175	23.1	0.21	*0.47*	0.05	Significant
learning outcome	Student (OOU and TASUED)	5,500		17.4	0.32			

Source: research field survey, 2023.

From table 4 above, the Pearson Product Moment Correlation (PPMC) result for the two variables was positively correlated with $r = 0.47^{**}$. The null hypothesis is therefore rejected and the alternative hypothesis accepted. It is safe, therefore, to conclude that there is a significant relationship between academic staff performance and student learning outcomes. This suggests that because of the country's low educational standards, academic staff performance has a major impact on how well students do in Nigerian universities. Because of the widespread emigration of academics from the country's universities to other countries for a variety of reasons, the quality of the majority of the university's outputs has invariably suffered which discourages many students from giving their studies full concentration and negatively affects their grade point (GP). The performance of the students would

undoubtedly be impacted by a lecturer who is unable to offer their best stuff owing to time constraints and by mentally unsettled strike-affected students. Because they think lecturers are not properly rewarded by the government, the least prepared students are not ready to enter academia and instead search for better pastures. The process of teaching, research, publication, and knowledge growth, according to Oni (2008), has little relevance to the difficulties facing the future generation or even the current global market in this highly sad position. As a result, he argued that the standard of education offered to students in African universities falls short of what is required by the global market.

Also this study revealed the outflow pattern of Academic Staff of Onabisi Onabanjo University and Tai Solarin University of Education from 2019-2023, for the period of 4 years.

Table 4: The outflow pattern of Academic Staff of Tai Solarin University OF Education from 2019-2023

College	Number	%
College of Science Information Technology (COSIT)	3	20
College of Specialised and Professional Education (COSPED)	3	34
College of Humanities (COHUM)	2	13
College of Social and Management Science (COSMAS)	2	13
College of Vocational and Technology Education (COVTEd)	5	20
Total	15	100

Source: OOU Establishment unit

The above tables show the outflow pattern of academic staff by college. It was also revealed that three academic staff members from COSMAS, accounting for 20% of the total, had left the academic system. 5 academic staff members, representing

34% of the total number that left COSIT, Furthermore, 2 academic staff left the COVTEd representing 13%, and 2 also left the COSPED, representing 13%. Three staff, representing 20%, left the COHUM.

Table 5: The students’ learning performance for the 2019/2020 academic session of Tai Solarin University OF Education from 2019-2023

College Name	1 st Class	2 nd Class Upper Division	2 nd Class Lower Division	3 rd Class	Pass
College of Science Information Technology	15	90	308	224	19
College of Specialised and Professional Education	5	193	439	225	28
College of Humanities	6	140	475	250	25
College of Social and Management Science	3	149	485	232	23
College of Vocational and Technology Education	0	0	221	204	15
Total	29	572	1928	1137	110

The above tables show the students' learning outcomes for the 2019/2020 academic session by Colleges of Tai Solarin University of Education. It further revealed that COSIT has 15 1st class students' out of 656 students, COSPED has 5 1st class students' out of 890 students, COHUM has 6 out of 896 students, COSMAS has 3 1st class students out of 892 students, and COVTEd has none out of 440 students.

Discussion of findings

This implies that brain drain syndrome has a serious effect on academic staff performance in Nigerian universities. According to Ohiwerei's 2009 study, brain drain is the departure of the most intelligent people from their native country to a more developed foreign nation where there are more prospects for high salaries. As a result, the emigrants are unable to support the country of origin's economic growth. According to Stenman (2006), brain drain is the widespread emigration of people with technical skills or knowledge from one nation to another, typically in search of better working and living conditions. These elements apply to man and his family. While the latter makes life easier for him and his family, the former provides a means of support. The study's findings concur with those of Todaro and Smith (2016), who argued that education has a significant impact on the issue of the global brain drain—the movement of highly educated people from developing to developed nations—which is an increasing concern. This is especially true for scientists, engineers, educators,

and doctors, thousands of whom underwent expensive social training in their native countries only to benefit from and contribute to the further economic rise of the already wealthy nations. 10.7% of Nigeria's highly skilled workforce, who had received their training here, ended up working abroad in 2006, primarily in OECD nations, according to Docquier and Marfouk (2006).

The result of the hypotheses two showed that there is significant relationship between academic staff performance and undergraduate' students' learning outcome in Ogun State-Owned universities. The effect of mass movement of academics from the nation's universities to other parts of the world due to many reasons has invariably taken its toll on the quality of outputs produced from the majority of the university, which affects a lot of students in putting their best into their study and it bounces back on their grade point (GP). A lecturer who cannot give his or her best due to time constraints and a student who has been affected by a strike and is not mentally settled will surely have an effect on student performance. This is also in line with Akindutire's (2007) assertion that institutional decline and compensation erosion over the past ten years have resulted in a significant "brain drain" of academic workers and hampered efforts to hire new employees. The results of this study are consistent with those of Mojeed-Sanni (2012), who reported that the Nigerian government made an effort to determine the precise number of Nigerian professionals who were living and working overseas in 1988. It was found that between 1986 and 1990,

Nigeria lost a total of 10,000 professionals from various higher education institutions. 30,000 individuals from both governmental and private organizations are thought to have relocated abroad. Also, it was found that 64% of Nigerians in America who are 25 years of age or older and have a bachelor's degree or above.

Conclusion

Based on the findings summarized above, the following conclusion was drawn: it was found from the study that there is a significant relationship between the quality of available academic staff and undergraduate students' learning outcomes in Ogun State-owned universities. The implication of the result is that the quality of the available academic staff has an impact on the students' learning outcomes in Ogun State-owned universities. It was also discovered that there is a significant relationship between brain drain syndrome and student learning outcomes. This implies that brain drain syndrome has placed the academic departments of the Nigerian universities in a state of chaos with no direction. However, it is important to point out that the scope of this study is limited to determining the extent to which brain drain syndrome correlates with undergraduates' learning outcomes in Ogun State-owned universities.

It is obvious that Ogun State University is facing academic staff shortages due to brain drain, as revealed by the data collected and analyzed both from academic staff and students of this great institution. The study revealed that frustration resulting from a ghetto-like work environment, inadequate facilities (offices, lecture and seminar rooms, lecture theaters, laboratories, water, and electricity), a lack of everything, including laboratory equipment, regents, current text books and journals, teaching and learning resources, basic classroom furniture, and the inability to up-date one's self through attendance at conferences (locally and overseas), has led to job disillusionment and consequently job dissatisfaction.

Recommendations

After giving the study's findings careful attention, the following recommendations were made based on them.

1. The Nigerian government should work to improve the general well-being of academics, which will deter them from looking for a better life overseas and ultimately enhance the academic performance of university freshmen. The government should work to increase professors' pay so that it is equivalent to that of their peers in other nations, and universities must receive enough support.

2. If the Nigerian government took a closer look at university lecturers' fringe benefits, such as housing, stipends, social position, working conditions, and the chance to attend international conferences every three years, academicians wouldn't feel the need to leave Nigerian universities in search of employment abroad, enter the civil service, or work in the private sector. Also, after finishing their studies abroad, postgraduate students will immediately return home.
3. In order to stop brain drain, the government should examine university salaries to reflect output. Professionals traveling overseas should be aware of the actions taken. The government should also give the universities recurring block grants so they can upgrade their current facilities and buy new ones.
4. There should be more efficient indicators for the long-term planning of government financed research and development to boost trust in the university's long-term future. By publishing an annual overview of programs, predictions, and objectives, the public should be kept up to date on government policy and programs for R&D. In particular, alternative for the redeployment of the labor and resources involved should be developed and made public before abandoning or winding down a big project.

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