

**ASSESSING THE IMPACT OF BRAIN-DRAIN ON
EDUCATIONAL DEVELOPMENT IN NORTH WESTERN
NIGERIA: A CASE STUDY OF THE POLYTECHNIC OF
SOKOTO STATE.**

By

**SHUAIBU ZAYYANU
ADM NO: 1011904074**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF PUBLIC
ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES
USMANU DANFODIYO UNIVERSITY, SOKOTO AS PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF BACHELOR OF SCIENCES DEGREE B.SC IN PUBLIC
ADMINISTRATION.**

OCTOBER, 2015.

CERTIFICATION

This is to certify that this research work has been submitted to the Department of Public Administration, Faculty of Management Sciences, Usmanu Danfodiyo University, Sokoto (UDUS) in partial fulfillment of the requirements for the award of B.Sc Public Administration.

Signed:.....
Dr. N.A. Allumi
Project Supervisor

Date:.....

Signed:.....
Dr. Sanusi Ahmad
Head of Department

Date:.....

Signed:.....
External Examiner

Date:.....

DEDICATION

This research work is dedicated to Almighty Allah for His Immeasurable Blessings, Mercies and Grace which provided me with the strength patience and wisdom through which I tried this challenging path of glory.

To my beloved parents Shuiabu Danjuma, my late mother Aisha Garba, my sisters Hasiya Shuaibu, Zainab, Amina, my lovely brothers Imrana, Abubakar, Sabiu, Ahmad, Isma'il, Alamin all for their love, prayers, support and encouragement. And finally to my friends Saifullah Ahmad, Tukur Aliyu, Sadiq,, Husaini, Musa Hantsi Abdulhaziz haruna and others.

ACKNOWLEDGMENTS

My sincere appreciation goes to my project Supervisor Dr. N.A. Allumi, Dr. Kirfi, Dr. Sanusi Ahmad, M.M Lawal, N.M. Koko, Ibrahim Yaro, Malam Manir Hussaini and others for the professional guidance, discipline, inspiration, encouragement and support they provided me throughout this study, I also appreciate their timeless and tireless guidance throughout the process of carrying out this Research Work, I pray that Almighty Allah continue to bless and guide them in all their endeavours throughout their lifetime.

Special thanks and appreciation goes to my course mates Aminu Abdullahi Jabbi, Abubakar Ibrahim Rufa'I, Abdulaziz Muhammad and others who have assisted me in various ways whether financial or morally throughout the course of carrying out this research work and even throughout the duration of my study in the University.

TABLE OF CONTENT

Title Page	-	-	-	-	-	-	-	-	-	i
Certification-	-	-	-	-	-	-	-	-	-	ii
Dedication	-	-	-	-	-	-	-	-	-	iii
Acknowledgments	-	-	-	-	-	-	-	-	-	iv
Table of Content	-	-	-	-	-	-	-	-	-	v

CHAPTER ONE: GENERAL INTRODUCTION

1.1	Background to the Study	-	-	-	-	-	-	-	-	1
1.2	Statement of the Research Problem	-	-	-	-	-	-	-	-	5
1.3	Research Questions	-	-	-	-	-	-	-	-	7
1.4	Objective of the Study	-	-	-	-	-	-	-	-	7
1.5	Hypotheses of the study	-	-	-	-	-	-	-	-	8
1.6	Significance of the Study	-	-	-	-	-	-	-	-	9
1.7	Scope and limitations of the study	-	-	-	-	-	-	-	-	9
1.8	Scheme of Chapters	-	-	-	-	-	-	-	-	10

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	-	-	-	-	-	-	-	-	11
2.2	Concept of Brain Drain	-	-	-	-	-	-	-	-	11

2.3	Causes of Brain Drain	-	-	-	-	-	-	14
2.4	Human Capacity Building	-	-	-	-	-	-	21
2.5	The impact of Brain Drain on the performance and Development of Higher institutions in Nigeria	-	-	-	-	-	-	23
2.6	Employee Retention strategies in Higher Educational Institution	-	-	-	-	-	-	24
2.7	Combating Brain Drain in Higher Educational institutions	-	-	-	-	-	-	25

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	-	-	-	-	-	-	27
3.2	Research Design	-	-	-	-	-	-	27
3.3	Population of the Study	-	-	-	-	-	-	28
3.4	Sample size and Sampling Technique	-	-	-	-	-	-	28
3.5	Instrument for Data Collection	-	-	-	-	-	-	29
3.6	Method of Data Collection	-	-	-	-	-	-	29
3.7	Method of Data Analysis	-	-	-	-	-	-	29

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1	Introduction	-	-	-	-	-	-	33
4.2	Test of Hypotheses	-	-	-	-	-	-	45

4.2.1 Test of Hypothesis One	-	-	-	-	-	-	-	-	46
4.3 Discussion of findings	-	-	-	-	-	-	-	-	51
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS									
5.1 Summary	-	-	-	-	-	-	-	-	53
5.2 Conclusion	-	-	-	-	-	-	-	-	54
5.3 Recommendations	-	-	-	-	-	-	-	-	54
References	-	-	-	-	-	-	-	-	58
Appendices	-	-	-	-	-	-	-	-	63

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background to the Study

The migration of intellectual worker and skilled personnel from the less developed countries, particularly from the poor countries, to the more develop or advanced countries termed as Brain-Drain is a global phenomenon. However, it hurts more, particularly in the area of science and technology and in the progress of poor and developing countries. It is a very serious matter which such countries must attend to on urgent basis. The term, "Brain Drain" was coined by the British Royal Society to describe the outflow of scientists and technicians to the United State and Canada in the 1950s and early 1960s (Carrington, 1999). By the 1970s brain drain came to be associated with the flow of skilled individuals from the developing world to Western Europe and North America. Brain Drain, also known as capital flight, simply connotes "large-scale emigration of individuals with technical skills or knowledge" (Idahosa & Akpomera, 2012, p. 17). To Stenman (2006), brain drain can be defined as a large emigration of individuals with technical skills or knowledge from one

country to another in order to enjoy better conditions of service and better living environment. It is also defined as the movement of service and better living environment. It is also define as the movement of service and better living environment. It could also mean the of high-level experts from developing countries to industrialized nation (Odhiambo, 2004). In the same vein, kegley (2007) sees brain drain as the exodus of the most educated people from their home country to a more prosperous foreign country.

The highly qualified and trained manpower is regarded as the greatest assest of any nation. The impact that one creative individual can make through his invention, innovations and discoveries can be greater than the labour of thousands of untrained individuals. The loss of human resources especially of skilled and intellectual worker from a state in North Western of Nigeria is referred to as the Brain Drain migration. For example, when someone leaves Nigeria, moves to America for training and education, but then does not return to his or her home country to benefit his country through his knowledge, the country suffers a Brain Drain. The reverse of Brain Drain is the phenomenon termed as the Brain

Gain, which is the return migration after additional knowledge and skills have been acquired abroad and that results in creation of business and trade networks. The North Western Nigeria elites that migrated to industrialized countries were able to play an important role in the educational development processes of their home country through their return and/ or transnational networks. This potential contribution of migrated elite to the educational development process of their home is very relevant.

Over the last thirty years in Nigeria, the educational system has witnessed an unprecedented industrial unrest and so many official assaults than other social institutions. According to Onuoha (2001:8), this is so perhaps, because of its strategic place both in the nation's hierarchy of priorities and its considered role as a veritable machine for development. In his own contribution, Nwakwo (2000:37) opined that Nigeria educational institution, characterized by military intervention in governance have witnessed untold negative political interference and a seeming calculated moves to submerge it in the river of irrelevances. He further argue that those in authorities sec universities, polytechnic as a

burden and as institutions to be exploited and left desolate. Consequent upon this unrest and non-payment development in North Western Nigeria development educational system have become aberrations. The manifestation are in form of cultism, Brain Drain, under funding by government, erosion of academic freedom, general insecurity, dilapidated structures and non-payment of University staff Salaries. These indications that all are not well with the Nigeria north western educational development system. Political interventions in the higher education system under series of military governments imposed distortions and constraints on the system's development. By 1980, Nigeria had established a well- regarded higher education system offering instruction at an international standard in a number of disciplinary areas. The universities of Ibadan and Ahmadu Bello University Zaria, for example, earned global recognition for their researches in tropical health and agriculture respectively. Under successive military governments during the 1980s and 1990s, however, this sparkling reputation steadily tarnished.

However, highly qualified professionals in north western Nigeria choose to leave their own country for another for economic reasons such as, job satisfaction academically progressive environment, better pay and service conditions, a higher standard of living e.t.c. throughout history, countries and centre of academic excellent that offer these attractions have received the largest numbers of professional migrants and these have, in turn made substantial contributions, not only to the economic growth of their host countries, but also to the scientific and technological advancement of humanity. On a global level, the free movement and interaction of high skilled people is a positive thing. But, the cost to the home countries of losing their professionals is incalculable in terms of both development opportunities and loss of investment (Oyowe, 1996)

1.2 Statement of the Research Problem

The migration of intellectual workers and skilled personnel from the North Western Nigeria to another area is a Brain Drain to the country education development system. North western Nigeria have a number of effective educational development programs designed to put correct measure to reduce Brain-Drain. This however is not without problems

thus: Brain Drain affect educational development in North Western Nigeria, as a result of this, it reduces the already low quantity of skilled manpower available in north western Nigeria and needed for their development. Brain drain result from poor condition of services as well as reduces numbers of dynamic and innovative people, whether entrepreneurs or academics. Brain-Drain has a negatively affects the continent's scientific output which lead to the low effective operation of educational development, unrest and nonpayment development in North Western Nigeria affected by Brain-Drain. Institutions such as tertiary educations, industries, private and public organizations are all affected by brain drain in north western Nigeria.

The problem of brain drain on educational sector from the north western Nigeria to another part of the country is major challenge to the development of the state and the region at large. North western Nigeria has taken measures to address this problem of brain drain in educational sector, which is a key to development of the state and region at large. Brain drain affects educational development in sokoto state and its region in many ways.

Presently, Sokoto state have been listed the most under developed state in Nigeria (the Punch Newspaper January 6, 2013). This is attributed to the educational system in the state and brain drain is one of the imminent problems affecting the sector in the north western Nigeria which has affected various sector of the state and the region economy and other developmental challenges.

1.3 Research Questions

- Does Brain Drain affect educational development in north western Nigeria?
- To what extent does Brain Drain results from poor condition of services in north western Nigeria?
- To what extent does educational unrest and non-payment development in north Western Nigeria development educational system cause Brain Drain?
- Are institutions in North western Nigeria affected by Brain Drain?

1.4 Objective of the Study

- To examine how Brain Drain affect educational development in North Western Nigeria

- To examine the extent to which Brain Drain results from poor condition of service in North Western Nigeria.
- To examine how education unrest and non-payment development in North western Nigeria development educational system cause by Brain Drain
- To examine whether institutions in north western Nigeria are affected by Brain Drain

1.5 Hypotheses of the study

- That Brain Drain affect educational development in North Western Nigeria
- That Brain Drain result from poor condition of service in educational sector in North Western Nigeria
- That educational unrest and non-payment in North Western Nigeria development educational system cause by Brain Drain
- That institutions in North Western Nigeria are affected by Brain Drain

1.6 Significance of the Study

The important of this research work cannot be over emphasized. However, this study aimed at assessing the impact of brain drain on educational development in north western Nigeria taking Sokoto state polytechnic as a case study. Therefore, this research work is meant to assist both undergraduate and graduate of management sciences and other future researchers who may find this research work beneficial in terms of researching, it will as well provide policy inputs in the impact of brain drain on educational development in north Western Nigeria.

1.7 Scope and limitations of the study.

The findings of this research work may not be applicable to all organizations other than the selected case study i.e Sokoto state polytechnic. This research work is limited by time, geographical landscape and finance. It will be limited by time because being an academic work; it must be completed within a session, it is limited to geographical landscape because it is applicable to Sokoto state polytechnic in Sokoto, it is also limited to financial difficulties because

the researcher is dependent on parents for fund and other necessities for the entire academic activities.

1.8 Scheme of Chapters

This research work is undertaken to assess the impact of brain drain on educational development in the north western Nigeria using Sokoto state polytechnic as a case study, it comprises of five chapters. Chapter one is general introduction which includes: background to the study, statement of research problem, research questions, objectives of the study, and hypotheses of the study, significance of the study, scope and limitations and schemes of chapter. Chapter two is literature review which includes: review of related works, conceptual and theoretical frame works. Chapter three is research methodology which includes; introduction, research design, population, sample and sampling technique, method of data collection and instrument; and method of data and analysis. Chapter four is Data presentation and analysis which includes: introduction, analysis on interpretation of data on research questions; and testing of hypotheses. Chapter Five is summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will focus on the review of related literature on the topic of the study. It reviews the concept of brain drain, causes of brain drain, human capacity building, impacts of brain drain on the performance and development of higher institution in Nigeria, employee retention strategies in higher educational institution and combating brain drain in higher educational institutions.

2.2 Concept of Brain Drain

The term, “Brain Drain” was coined by the British Royal Society to describe the outflow of scientists and technicians to the United States and Canada in the 1950s and early 1960s (Carrington, 1999). By the 1970s braindrain came to be associated with the flow of skilled individuals from the developing world to Western Europe and North America. Since then, the phenomenon\ has been a contentious issue in the north-south debate (Carrington, 1999). Brain drain, also known as capital flight, simply connotes “large-scale emigration of individuals with technical skills or

knowledge” (Idahosa & Akpomera, 2012, p. 17). To Stenman (2006), braindrain can be defined as a large emigration of individuals with technical skills or knowledge from one country to another in order to enjoy better conditions of service and a better living environment. It is also defined as the movement of high-level experts from developing countries to industrialised nations (Odhiambo, 2004). In the same vein, Kegley (2007) sees brain drain as the exodus of the most educated people from their home country to a more prosperous foreign country where the opportunities for high incomes are better. This deprives the homeland of the emigrants’ ability to contribute to its economic development.

Stenman (2006) describes brain drain as a large emigration of individuals with technical skills or knowledge from one country to another usually for better conditions of service and good living environment. These factors are germane for man and his family. The former serves as a means of livelihood while the latter makes life convenient for him and his household. Thus, every professional is as brain drain is considered, a world problem, its degree of occurrence varies from one country to another (Anekwe, 2009). While its occurrence is very

minimal in developed world, it is endemic in underdeveloped nations. This cannot be divorced from the fact that factors prompting brain drain in underdeveloped countries are well addressed in developed countries. The lure of well-maintained high-tech facilities in rich countries, in particular, is seductive for manpower assets in underdeveloped societies(Hagopian et al 2005). Job security, prestige and high salaries prevailing in their work settings equally attract them (Hagopian et al 2005). Although, manpower assets do migrate from one developed or less developed country to another but the movement is not rampant. Moreover, it does not constitute a major set back to the advancement of such nations. In another development, it is observed that skilled manpower assets do migrate from developed nations to underdeveloped countries, but this could be viewed in three ways:

- i. They migrate to work in their nations' companies operating in underdeveloped countries. For instance, companies operating in Nigeria include, Shell Petroleum Development Company Limited {SPDC},Chevron Nigeria Limited {CNL}, Texaco Overseas, Halliburton, Julius Berger etc.

- ii. They migrate to offer selfless services in international bodies set up to address specific social problems- war, deluge and famine etc threatening the existence of mankind in under developed countries. Such bodies include UNO peace keeping force, WHO, ILO etc.
- iii. They are coming as expatriates to tackle technological, leadership, scientific, education and economic problems of underdeveloped countries. Nevertheless, it is obvious that manpower assets don't migrate from developed world to underdeveloped countries because of joblessness, poor salary, and condition of service etc.

2.4 Causes of Brain Drain

A. poor State of Infrastructure, Equipment, and Facilities in Institutions:

According to Monehin, (2003), 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 (Okebukola , 2002 & Saint

,2003). 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 days 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.

B. Inadequate Equipment/Teaching Facilities:

Ordinarily, academic staff in the area of science and technology in tertiary institution requires adequate laboratory equipment and other facilities to be able to achieve the goal of effective teaching of the students. Unfortunately, Saint (2003), and Yaqub, (2001) indicate in their report that these are not readily available in many campuses and where they are available, they are instate of disrepair. Such situation serves as

discouragement, which often encourage them to leave their place of work for another institution with better equipment/facilities.

C. 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.

D. 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.

E. 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 (Ige, 2010). At times, lecturers and their families are humiliated, assaulted or live under threats over issues such as noncompromise 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. (Moja, 2001). 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 (Yaquub, 2001).

F. Conflict among Staff:

Staff of institution in spite of the fact that they are from diverse backgrounds, 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.

G. 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.

H. 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 institutions 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 matters. 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.

I. Lack of/Irregular Promotion of Staff:

In an ideal situation, staff of tertiary institution who are qualified for promotion, supposed 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 a sort of misunderstanding with the 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 within shortage of staff. Such staff are often promised extra allowance and opportunities apart from their regular promotion.

J. 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.

2.4 Human Capacity Building

According to Groot and Molen (2000) capacity refers to the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructures and processes that are locally meaningful. Similarly, the United Nations Development Programme (1998) defined capacity as the ability of individuals and

organizations on organizational units to perform functions effectively, efficiently and sustainably. Capacity is also seen as the ability of individuals, institutions and societies to perform functions, solve problems, set and achieve objectives in a sustainable manner (UNDP/DAC, 2006). Thus, “human capacity building relates to the provision of trained workforce, to the promotion of knowledge and skills that are required by a society to acquire greater prosperity through the raising of productive capabilities” (Saasas, n.d., p. 2). Anya (2010) sees human capacity development as: building an appropriate balance and critical mass of human resource base and providing an enabling environment for all individuals to be fully engaged to contribute to national development efforts. It involves providing opportunities for all citizens to develop to their fullest potential through education, training and motivation while creating the enabling environment for everyone to participate fully in national development. Any effort to increase human knowledge, enhance skills and productivity and stimulate the initiative, creativity and resourcefulness of citizens is an effort in human capital development (p. 9).

2.5 The impact of Brain Drain on the performance and Development of Higher institutions in Nigeria

Brain drain menace is not peculiar to Nigeria alone. Other countries in Europe, America, and Africa are also experiencing it. Shinn, (2008) 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% & 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. The head count of academic staff in tertiary institutions in United Kingdom, cited in Nunn, (2005) further revealed that 153 Nigerians were in UK, which was the

second largest in Sub-Saharan Africa (after South Africa with 268). At the 10th annual Conference of Nigeria People and Organizations (COMPO) held in Atlanta, United States of America (USA) from September, 17th to 20th 1998, it was also reported that Nigeria had the highest number of educated foreigners in United States of America.

2.6 Employee Retention strategies in Higher Educational institution

Throughout the study the message that academics were driven by the desire to do research and neither enjoyed administrative tasks nor always could see benefits of these was repeated. Changing the relative time spent on research and administration (without increasing total hours) and reducing administrative demands would be likely to increase retention, as would reducing the total time spent working. Approaches to this might include increasing the staff/student ratio, reducing structural change and reducing change in administrative demands and reducing the demands of quality reviews and inspections. Turnover is higher among academics who enter UK Higher Education as PhD students from overseas. Encouraging British students to undertake research degrees and so expanding the supply of UK-domiciled people with PhDs entering the

sector is likely to increase retention. This might be achieved through more funding for PhD students or addressing the debt built up during earlier degrees. Turnover is high amongst researchers

2.7 Combating Brain Drain in Higher Educational institutions

Sustainable development in Nigeria requires the availability of competent and committed human resources. Using education as a tool, the Government hopes to produce manpower that will serve in different capacities and contribute positively to the nation's socio-economic and political development. Specifically, the Government intends to gear higher education towards high level relevant manpower training, self reliance, national utility and international understanding ((Federal Republic of Nigeria (FRN), 2004)). In pursuit of these objectives, institutions of higher learning such as universities, polytechnics, colleges of education and monotechnics are established in different parts of the country by the Government, private organizations and individuals. These institutions admit, train and graduate students in different fields. The expectation is that, the graduates will work in different sectors of the

economy and contribute their quotas towards making Nigeria a developed nation.

Incidentally, many of the graduates could not get job, while those who get are underemployed. Babalola (2007), observes that there is a mismatch between teaching in our educational institutions and the needs of the labour markets. That is, graduates from tertiary institutions, have acquired skills which are not demanded by the labour markets. This constitutes a failure on the part of our educational institutions, he concluded. Although, series of reforms have been introduced into the educational system, technological development around the world seems to be having a strong impact on the nation. If the national aspiration could not be fulfilled now in spite of all the reforms in education, achievement of vision 20 in the year 2020 as proposed by the Federal Government could be a mirage. Educational planners and supervisors have the responsibility of ensuring that educational objectives are achieved. Especially, in this era of globalization, higher education should be able to meet the developmental needs of Nigerians both locally and internationally.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology used in study. It focuses on research design, population of study, sources of data analysis, method of data analysis and method of testing hypotheses.

3.2 Research Design

Research design is an overall framework of a research that explains the direction and method to be used in the study to gather the information needed, either from primary or secondary sources (Malhotra, 2007). According to Neuman (2006), quantitative approach has the characteristic of measuring objective facts using variables where data is separated from theory, statistically analyzed and emphasized with its reliability. Quantitative approach been used to develop hypotheses that consist of all the variables to empirically investigate the above statement via statistical technique.

Due to adoption of quantitative approach, it is inevitably that the study will be carrying out causal research where the hypotheses

formulated in earlier chapter consisting of all the variables will be empirically investigated using statistical technique such as charts, tables and other statistical measurements to prove the cause and effect relationship between employee retention and the independent factors, i.e. empowerment, training, compensation and appraisal. In essence, this research is a survey research

3.3 Population of the Study

Population refers to animate or inanimate things which the study is focused. It could be class, libraries, town, local government areas, states, nation or persons the researcher is interested in getting information from for the study. (Nnayelugo 2001).

In this study the population used is the staff of Sokoto State polytechnics which comprises of 529 (five hundred and twenty nine) both academic and non-academic staff. Academic staff is 240 and non-academic staff is 289.

3.4 Sample size and Sampling Technique

Since studying the entire population of staff of Sokoto State polytechnics, will be cumbersome, a sample unit therefore was selected;

the sample selected will also be as nearly representative as of the entire population. sixty six (66) respondents will be used to source information from each respondent. This sample size of sixty six is gotten by using systematic Random sampling strategy.

3.5 Instrument for Data Collection

The measuring instrument used in collecting data is questionnaire. It is structured fifteen (15) items. The questionnaire would cover the postulated research questions and hypotheses as in chapter one (1). Open ended and closed ended questions are included in the questionnaire.

3.7 Method of Data Collection

The method of data used for this study were collected both from primary and secondary sources. The researcher administered the questionnaires to the respondents in their homes and collects their responses immediately without delay.

3.7 Method of Data Analysis

It is generally noted that no research/study is complete Until the researcher is able to analyze the result of the data he collected as a result of that study. This simply means, given meanings to the characteristics of

the data themselves, for better understanding, even by the readers who are not experts in researches, data analysis helps researchers to test their hypothesis, in order to find out which one is rejected or accepted.

The researcher used the chi-Square and simple percentage statistical techniques in the data analysis. The chi-square would be used to test the statistical significance of the hypothesis by showing the difference or relationship between observed and expected frequency, while the simple percentage is used to interpret and analyse the data for the understanding of the readers. Responses will also be cross tabulated during the testing of the hypothesis. Questionnaire is used to gather the basic facts about the research.

$$\text{Chi-Square } X^2 = \sum \frac{(o-e)^2}{e}$$

Where O = Observed value (frequency); and

E = Expected value (frequency)

Therefore Chi-Square test was used to evaluate whether or not the frequencies that have been empirically obtained differ significantly from

those which would be expected under a certain set of theoretical assumptions.

The formula for calculating chi-square

Step 1: Calculate the expected frequency (Σ)

$$E = \frac{CT \times RT}{GT}$$

where:

CT= column total

RT= row total

GT= grand total

Step 2: Calculate the X^2

$$X^2 = \sum \frac{(o-e)^2}{e}$$

where:

X^2 = chi square

o = observed value

e =expected frequency

Step 3: Obtain degree of freedom (DF)

$$DF = (C-1) (R-1)$$

where:

C = Number of Columns

R = Number of rows

Step 4: Decide

If $CTV > CV$ reject the hypothesis

If $CTV < CV$ accept the hypothesis

CTV = Critical Table Value (obtained on the table under 0.05 level of significance)

CV = Calculated Value (The value of X^2 that was calculated)

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter deals with data presentation and analysis. The responses received from the questionnaires are analyzed based on percentages and are subjected to a statistical tool to enable the hypotheses to be tested.

Analysis of Data Presentation

Table 4.1 The distribution of questionnaire

No of questionnaire distributed	66
No of questionnaire returned	60
No of questionnaire not returned	6

Source: Field Survey: 2015

For the analysis, the researcher will be making use of the number of questionnaires returned which are 60.

TABLE 4.2 Response Based on Gender?

Variable	Frequency	Percentage (%)
Male	48	80
Female	12	20
Total	60	100

Source: Field survey: 2015

Table 4.2 above shows that 48(80%) of the respondents were male while 12(20%) of the respondents were female. Therefore majority of the respondents are male.

Table 4.3 Educational qualification?

Variable	Frequency	Percentage (%)
O' level	6	10
ND/ NCE	12	20
Bsc/ HND	30	50
Post graduate qualification	12	20
Total	60	100

Source: Field survey 2015

Table 4.3 above shows that 6(10%) of the respondents have O' level qualification, 12(20%) of the respondents have ND/NCE qualification, 30(50%) of the respondents have post graduate qualification. Therefore majority of the respondents have Bsc/HND qualification.

Table 4.4 Age?

Variable	Frequency	Percentage (%)
20-29	12	20
30-39	24	40
40-49	18	30
50 and above	6	10
Total	60	100

Source Field survey: 2015

Table 4.4 above shows that 12(20%) of the respondents belong to the age years interval 20-29, 24(40%) of the respondents belong to the age years interval 30-39, 18(30%) of the respondents belong to the age years interval 40-49 while 6(10%) of the respondents belong to the age years interval 50 and above. Therefore majority of the respondents belong to the age years 30-39.

TABLE 4.5 marital status?

Variable	Frequency	Percentage (%)
Single	18	30
married	42	70
Total	60	100

Source: Field survey 2015

Table 4.5 above shows that 18(30%) of the respondents were single while 42(70%) of the respondents have married. Therefore majority of the respondents have married.

Table 4.6 Length of service Years?

Variable	Frequency	Percentage (%)
1-5	6	10
6-10	27	45
11-15	18	30
16 and above	9	15
Total	60	100

Source: Field survey (2015)

Table 4.6 above shows that 6(10%) of the respondents have spent 1-5 years in the service, 27(45%) of the respondents spent 6-10 years in the service, 18(30%) of the respondents spent 11-15 years in the service while 9(15%) of the respondents spent 16 and above years in the service. Therefore majority of the respondents have spent 6-10 years in service.

Table 4.7 Do you aware of Brain-Drain on educational Development in North Western Nigeria?

Variable	Frequency	Percentage (%)
Yes	45	75
No	12	20
undecided	3	5
Total	60	100

Source field survey (2015)

Table 4.7 above shows that 45(75%) of the respondents agreed that they are aware of Brain-Drain on educational Development in North Western Nigeria, 12 (20%) of the respondents said ‘no’ that they are not aware of Brain-Drain on educational Development in North Western

Nigeria while 3(5%) of the respondents were undecided. Therefore majority of the respondents are aware of Brain-Drain on educational Development in North Western Nigeria.

Table 4.8 Do you agree that Brain-Drain impacts on educational Development in North Western Nigeria?

Variable	Frequency	Percentage (%)
Yes	48	80
No	6	10
Undecided	6	10
Total	60	100

Source: Field survey 2015

Table 4.8 above shows that 48 (80%) of the respondents said that they agree that Brain-Drain impact on educational Development in North Western Nigeria, 6(10%) of the respondents disagreed that Brain-Drain impacts on educational Development in North Western Nigeria while 6(10%) of the respondents were undecided. Therefore majority of the respondent agree that Brain-Drain impacts on educational Development in North Western Nigeria

Table 4.9 The highly qualified and trained manpower is regarded as the greatest asset of any nation?

Variable	Frequency	Percentage (%)
agreed	30	50
disagreed	27	45
undecided	3	5
Total	60	100

Source: Field survey (2015)

Table 4.9 above shows that 30(50%) of the respondents agreed that qualified and trained manpower is regarded as the greatest asset of any nation, 27(45%) of the respondents disagreed that qualified and trained manpower is regarded as the greatest asset of any nation while 3(6%) of the respondents were undecided. Hence majority of the respondents agreed.

Table 4.10 Does Brain Drain results from poor condition of services in educational sector in North Western Nigeria??

Variable	Frequency	Percentage (%)
agreed	54	90
disagreed	6	10
undecided	-	-
Total	60	100

Source: Field survey (2015)

Table 4.10 above shows that the majority of the respondents agreed that brain drain results from poor condition of services in North Western Nigeria i.e 54(90%) while 6(10%) of the respondents disagreed that brain drain results from poor condition of services.

Table 4.11 Does educational unrest and non-payment development in north Western Nigeria development educational system cause Brain Drain?

Variable	Frequency	Percentage (%)
Yes	42	70
No	18	-
undecided	-	30
Total	60	100

Source: Field survey (2015)

Table 4.11above shows that the majority of the respondents agreed that educational unrest and non-payment development in North Western Nigeria development educational system cause Brain Drain i.e 42(70%) while 18(30%) of the respondent disagreed.

Table 4.12 Are institutions in North western Nigeria affected by Brain Drain?

Variable	Frequency	Percentage (%)
Yes	36	60
No	24	40
Undecided	-	-
Total	60	100

Source: Field survey (2015)

Table 4.12 above shows that 36 (60%) of the respondents agreed that institutions in North western Nigeria affected by Brain Drain while 24(40%) of the respondents said that institutions in North western Nigeria are not affected by Brain Drain.

Table 4.13 Do you believe that inadequate equipment/teaching facilities and poor State of Infrastructure, Equipment, and Facilities in Institutions are the causes of brain drain in Nigeria?

Variable	Frequency	Percentage (%)
Yes	60	100
No	-	
Undecided	-	-
Total	60	100

Source: Field survey (2015)

Table 4.13 above shows that all of the respondents agreed that inadequate equipment/teaching facilities and poor State of Infrastructure, Equipment, and Facilities in Institutions are the causes of brain drain in Nigeria.

Table 4.14 Does sustainable development in Nigeria requires the availability of competent and committed human resources?

Variable	Frequency	Percentage (%)
Yes	48	80
No	6	10
No respondent	6	10
Total	60	100

Source: Field survey 2015

Table 4.14 above shows that 48(80%) of the respondents agreed that sustainable development in Nigeria requires the availability of competent and committed human resources, 6 (10%) of the respondents said no while 6(10%) of the respondent were undecided.

Table 4.15 Does educational planners and supervisors have the responsibility of ensuring that educational objectives are achieved?

Variable	Frequency	Percentage (%)
Yes	30	50
No	30	50
No respondent	-	-
Total	60	100

Source: Field survey (2015)

Table 4.15 above shows that 30 (50%) of the respondents agreed that educational planners and supervisors have the responsibility of ensuring that educational objectives are achieved while 30(30%) of the respondent said no that educational planners and supervisors do not have the responsibility of ensuring that educational objectives are achieved

4.2 Test of Hypotheses

In testing hypotheses, this study adopts the use of chi-square (x^2)

Goodness-of-fit which will be tested at .05 level of significance.

Therefore chi-square is represented as

$$X^2 = \frac{\sum (O - E)^2}{e}$$

Where X^2 = Chi-square

O = Observed frequency

E = Expected frequency

4.2.1 Test of Hypothesis One

In testing the first hypothesis response of table 4.11 will be represented as table 4.16.

Table 4.16

Variable	Yes	No	Undecided	Total
Yes	36	-	-	36
No	-	24	-	24
Undecided	-	-	-	-
Total	36	24	-	60

Source: Field survey 2015

H1: That Brain Drain affect educational development in North Western

$$e_1 = \frac{36 \times 36}{60} = 21.6$$

$$e_2 = \frac{36 \times 24}{60} = 14.4$$

$$e_3 = \frac{24 \times 36}{60} = 14.4$$

$$e_4 = \frac{24 \times 24}{60} = 16$$

Table 4.17 Contingency table

o	E	o - e	$(o - e)^2$	$\frac{(o-e)^2}{e}$
36	22	14	19	8.91
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
24	10	14	19	8.91
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
			X^2	17.82

$$\frac{36 \times 36}{60} = 22$$

$$\frac{24 \times 24}{40}$$

$$df = (c - 1) (R - 1)$$

$$= (3 - 1) (3 - 1)$$

$$= (2) (2)$$

$$= 4$$

$$= 9.488$$

df = 9.488 from chi-square table.

From the analysis, calculated $X^2 <$ table calculated; it is therefore accept that H1: That Brain Drain affects educational development in North Western Nigeria

Hypothesis II

4.3.2 Test of Hypothesis II in testing the second hypothesis, responses of table 4.10 will be re-presented as table 4.18

Variables	Yes	No	Undecided	Total
Yes	54	-	-	54
No	-	9	-	6
Undecided	-	-	-	0
Total	54	6	0	60

Table 4.19 Contingency Table

o	E	o - e	$(o - e)^2$	$\frac{(o-e)^2}{e}$
54	48.6	5.4	29.16	0.6
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
6	0.6	5.4	29.16	48.6
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
				49.2

$$X^2 = 49.2$$

$$\frac{54 \times 54}{60}$$

$$0.48.6$$

$$= \frac{6 \times 6}{60}$$

$$df = (c - 1) (r - 1)$$

$$0 (3 - 1) (3 - 1)$$

$$= (2) (2)$$

$$= 4$$

$$9.488$$

H2: That Brain Drain result from poor condition of service in North Western Nigeria

4.3 Discussion of findings

From the first hypothesis that was tested, it was learnt that Brain drain affects educational development in Sokoto State Polytechnic. This perhaps calls for the need for the state government to make provisions for retaining it's best trained, most knowledgeable and most skilled academic personnel through improved conditions of service, better workers motivation and the general enhancement of the state's educational system for the production of more suitable and qualified academic personnel.

The second and last hypotheses was also tested and proves that Brain drain results from poor condition of service in Sokoto state polytechnic. Thus, there is need for the state government to drastically improve the conditions of service in the state polytechnic to enhance the institutions workers retention ability. Through improved salaries and allowances, scholarships schemes for the staff and general infrastructural development of the institution to make the learning environment conducive for all.

In summary, both hypothesis are accepted as alternative hypotheses because their calculated table values approved greater that their respective critical values, i.e.

H_1 , is accepted because $17.82 > 9.488$

H_2 is accepted because $49.2 > 9.488$

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed the Impact of Brain-Drain on educational Development in North Western Nigeria; a case study of Sokoto State Polytechnic. The data used in the study were derived from both primary and secondary sources. The result reveal that high-skilled emigration is an emotive issue that in popular discourse which is often referred to as brain drain, conjuring images of extremely negative impacts on developing countries. Recent discussions of brain gain, have been used to argue against this.

Causes of the escalation of brain drain in Nigeria are: poor leadership of the country, poor salaries of workers and conditions of service etc. effects of brain drain on the economy of the country are: underdevelopment of Nigeria in the comity of nations, shortage of manpower resources, loss of tax to the country etc. Solutions to the problem of brain drain are: good leadership, good salaries and condition of service for staff etc.

5.2 Conclusion

Economists have been theorizing about brain drain for almost half a century. But until recently, there has been little empirical evidence to support or contradict these theories. The new evidence should counteract some of the myths and reveal some of the most common concerns about brain drain. Brain drain rates are not skyrocketing. Africa is not the most affected region for brain drain; small island states are also affected. Most skilled migrants are not doctors. But neither are they taxi drivers – they enjoy massive increases in living standards as a result of migrating. The rise in skilled migration does not appear to be crowding out migration opportunities for unskilled migrants: instead, skilled and unskilled migration have increased together. Skilled migrants are remitting back about as much as the fiscal cost of their absence. Existing preliminary estimates of the production externalities of brain drain are quite small.

5.3 Recommendations

Based on the above conclusion the following recommendations are made:

- i. Good leadership:-There should be transparency in leadership to maintain good governance in underdeveloped countries. This will ensure merit system without favouritisms in various institutions in the country.
- ii. There should be solid economy in a country. Sound economy has its root in high level of industrialization. This arrests unemployment among the masses and subsequently abject poverty.
- iii. Manpower assets should be well placed with better remunerations. These make life convenient for manpower assets and the entire populace. Their availability could go a long way in reducing migration of human assets from underdeveloped countries.
- iv. Education should play a powerful role especially in the growing problems of international migration of manpower assets and young intellects.
- v. Offering higher wages for human capital according to their qualifications is very essential. Furthermore, underdeveloped countries should shore up the qualities of their research institutes and provide research incentives for professionals. This could

address issues of research integrity, professional development, and psychological satisfaction.

- vi. General safety of lives and properties of the entire citizenry should be put in place. Crises – political, religious, and communal as well as full scale wars should be avoided at all cost. These could forestall migration of manpower assets from leaving the country out of fear for their lives.
- vii. Indiscriminate elimination of manpower asset should stop with immediate effect. Developed nations do protect their manpower assets from any attack that can take the worth of their knowledge away.
- viii. There should be solution to “train, retain, and sustain” workforces through national plans that improve salaries and working conditions, revitalize education, and mobilize paraprofessional and community workers whose services are more cost-effective and who are less likely to emigrate.
- ix. Curricula should be changed in order to address the most urgent needs of the particular country.

- x. Incentive packages should be ensured to encourage professionals to return after completing their education abroad.

References

- Appadurai, A. (1996). *Modernity at Large. Cultural Dimensions of Globalization*, Minneapolis: Regents of the University of Minnesota
- Bauman, Z. (1998). *Globalisation. The Human Consequences*, Oxford: Polity Press, Blackwell
- Blitz B.K., (2005). Brain circulation: the Spanish medical profession and international medical recruitment in the United Kingdom, in: *Journal of European Social Policy* 2005; 15; 363, <http://esp.sagepub.com/cgi/content/refs/15/4/363>
- Brettell, C.B., Hollifield, J.F., (ed.) (2008). *Migration Theory. Talking across Disciplines*, 2nd ed., New York and London: Routledge
- Castells, M. (2000). *The Rise of the Network Society. The Information Age: Economy, Society and Culture*, 2nd ed., Oxford: Blackwell
- Castles, S., Miller M.J., (2003). *The Age of Migration*, 3rd ed., New York and London: The Guilford Press
- Deave, R. (2006). The Dynamics of Diaspora Networks: Lessons of Experience, in Kuznetsov Y. (ed.) *Diaspora Network and the International Migration of Skills. How Countries Can Draw on Their Talent Abroad?* Washington DC: The World Bank
- Dore, R., (1997), *Taking Japan seriously*, CA: Stanford University Press
- Kuznetsov, Y. (ed.) (2006). *Diaspora Network and the International Migration of Skills. How Countries Can Draw on Their Talent Abroad?* Washington DC: The World Bank

- Ghosh, B. (2000). *Return Migration. Journey of Hope or Despair?*, Geneva: International Organisation for Migration and the United Nations
- Hannerz, U. (1996). *Transnational Connections: Culture, People, Places*, London and New York: Routledge 27
- Harper M., (2005), *Emigrant homecomings. The return movement of emigrants 1600–2000*, Manchester and New York: Manchester University Press
- Hastings, D. Wilson, T.M (2001). *Borders. Frontiers of Identity, Nation and State*, Oxford: Berg Publishers
- Hurst, Ch, E. (2007). *Social Inequality. Forms, Causes and Consequences*, Boston: Pearson,,
- Jałowicki, B. Hryniewicz, J., Mync A. (1994). *The Brain Drain from Science and Universities in Poland, 1992–1993*, Warsaw: University of Warsaw
- Johnson, H. (1968). “An “Internationalist’ Model”, in: *The Brain Drain*, ed. W. Adams, New York:Macmillan
- Kapur, D. McHale J., (2005). *Give Us Your Best And Brightest. The Global Hunt for talent and Its Impact on the Developing World*, Washington DC: Center for Global Development
- King, R. (2000). Generalisation from the History of Return Migration. W: *Return Migration. Journey of Hope or Despair?* Geneva: International Organisation for Migration and the United Nations
- Koser, K. (2000). Return, Readmission and Reintegration: Changing Agendas, Policy Framework and Operational Programmes. W: *Return Migration. Journey of Hope or Despair?* Geneva: International Organisation for Migration and the United Nations

- Kuznetsov Y. (ed.) (2006), *Diaspora Network and the International Migration of Skills. How Countries Can Draw on Their Talent Abroad?* Washington DC: The World Bank
- Kuznetsov, Y. (2006). Levaraging Diasporas of Talent: Towards a New Policy Agenda, in: Kuznetsov Y. (ed.) *Diaspora Network and the International Migration of Skills. How Countries Can Draw on Their Talent Abroad?* Washington DC: The World Bank
- Kudrycka, B. (2009). W. Naukowcach i studentach tkwi olbrzymi kapitał, w: *Gazeta Wyborca*, 3 lipca. str. 20
- Long, L.D., Oxfeld, E., (2004). *Coming Home? Refugees, Migrants and Those Who Stayed Behind*, Philadelphia: University of Pennsylvania Press
- Markovitz , F., Stefansson, A.H. (2004). *Homecomings. Unsettling Paths of Return*, Lanham, Boulder, New York, Toronto, Oxford: Lexington Books
- Martin, P., Abella, M., Kuptsch, Ch. (2006). *Managing Labour Migration in the Twenty-first Century*, New Haven and London: Yale University Press
- Massey, D.S., Arango J., Hugo G., Kouaouci A., Pellegrino A., Taylor J. E., (2005), *Worlds in Motion. Understanding International Migration at the End of the Millenium*, Oxford: Clarendon Press
- Özden, C., Shiff, M., (2006). *International Migration, Remittances & The Brain Drain*, Washington DC: The World Bank & Palgrave Macmillan

- Pandey, A., Aggarwal, A., Devane, D., Kuznetsov, Y. (2006). *The Indian Diaspora. A Unique Case?*, in Kuznetsov Y. (ed.) *Diaspora Network and the International Migration of Skills. How Countries Can Draw on Their Talent Abroad?* Washington DC: The World Bank
- Patinkin, D. (1968). A ‘Nationalist’ Model: In: *The Brain Drain*, ed. W. Adams, New York: Macmillan
- Podemski, K. (2004). *Socjologia podróży (Sociology of Travel)*, Poznań: Wydawnictwo Naukowe UAM
- Podemski, K. (2005). Tourism as the Commercialization of Strangeness, in: *Tourism in Scientific Research*, ed. W. Alejziak, R. Winiarski, Academy of Physical Education, Cracow
- Sachs, J.D. (2005). *The End of Poverty. How We Can Make It Happen in Our Lifetime*, New York: Penquin Group
- Sassen, S. (1988). *Globalisation and its Discontents. Essays on the New Mobility of People and Money*, New York :New Press
- Schutz, A. (1964). *Studies in Social Theory. The Collected Papers. vol. II.*, The Hague: Martinus Nijhoff,
- Stiglitz, J.E. (2003). *Globalisation and Its Discontents*, New York: W.W. Norton & Company
- Stiglitz, J.E. (2006). *Making Globalisation Work*, , New York: W.W. Norton & Company
- Stefansson, A.H. (2004). Homecomings to the Future: From Diasporic Mythographies to Social Projects of Return. in: *Homecomings. Unsettling Paths of Return*. Landbam: Lexington Book

- Torres, F. Kuznetsov, (2006). Mexico: Leveraging Migrants Capital to Develop Hometown Communities, in: Kuznetsov Y. (ed.) *Diaspora Network and the International Migration of Skills. How Countries Can Draw on Their Talent Abroad?* Washington DC: The World Bank
- Teferra, D. (2005). Brain Circulation: Unparalleled Opportunities, Underlying Challenges, and Outmoded Presumptions , in: *Journal of Studies in International Education* 2005; 9; 229,
<http://jsi.sagepub.com/cgi/content/abstract/9/3/229>
- Urry, J. (2000). *Sociology beyond Societies. Mobility for the twenty first century*, London and New York: Routledge
- Wallerstein, I., (2004). *World-systems Analysis. An Introduction*, Durham: Duke University Press
- Wallerstein, I. (1999). *The End of The World as We Know it: Social Sciences for the First Twenty Century*, Minneapolis: Regents of the University of Minnesota
- Wyman, M. (2005). Emigrants returning: the evolution of a tradition. W: Harper, M. (red.) *Emigrants homecomings. The return movement*

APPENDIX A

RESEARCH QUESTIONNAIRE FOR ACADEMIC STUDY

Department of Public Administration,
Faculty of Management Sciences,
Usmanu Danfodio University, Sokoto,
Sokoto State.

Dear Respondent,

I am a final year student of Department of Public Administration, Faculty of Management Sciences Usmanu Danfodio University, Sokoto. I am carrying out a research on the subject “the Assessing the Impact of Brain-Drain on educational Development in North Western Nigeria; A Case Study of Sokoto State Polytechnic.” in partial fulfillment of the requirement for the award of B.Sc. Degree in Public administration.

Attached to this Letter is a questionnaire aimed at gathering some vital information to assist me complete the research work. Kindly respond to the statements/questions as freely as possible in the space provided. All information given will be treated with utmost confidentiality and will be used solely for the purpose of the research.

Thanks in anticipation of your co-operation

Yours Faithfully,

Zayyanu Shuaibu

APPENDIX B

INTRODUCTION: DEMOGRAPHIC DETERMINANT OF THE RESPONDENTS

Please tick () the correct answer and write where necessary.

SECTION A

1) Gender?

A. Male ()

B. Female ()

2) Educational qualification?

A. O' level ()

B. ND/ NCE ()

C. Bsc/ HND ()

D. Post graduate qualification ()

3) Age?

A. 20 – 29 years ()

B. 30 – 39 years ()

C. 40 – 49 years ()

D. 50 – and above ()

4) Status

A. Single ()

B. Married ()

5) Length of service Years

A. 1-5 years ()

B. 6-10 years ()

C. 11- 15 years ()

D. 16 years and above ()

SECTION B

Question 6-18 will generate information on the assessing the Impact of Brain-Drain on educational Development in North Western Nigeria; A Case Study of Sokoto StatePolytechnic.

6) Do you aware of Brain-Drain on educational Development in North Western Nigeria?

- a. Yes ()
- b. No ()
- c. Undecided ()

7) Do you agree that Brain-Drain impact on educational Development in North Western Nigeria?

- a. Yes ()
- b. No ()
- c. Undecided ()

8) The highly qualified and trained manpower is regarded as the greatest asset of any nation?

- a. Agreed ()
- b. Disagreed ()

c. Undecided ()

9) Highly qualified professionals in north western Nigeria choose to leave their own country for another for economic reasons?

a. Yes ()

b. No ()

c. Undecided ()

10) Does Brain Drain results from poor condition of services in educational sector in north western Nigeria?

a. Agreed ()

b. Disagreed ()

c. undecided ()

11) Does educational unrest and non-payment in north Western Nigeria development educational system cause Brain Drain??

a. Yes ()

b. No ()

c. Undecided ()

12) Are institutions in North western Nigeria affected by Brain Drain?

a. Yes ()

b. No ()

c. Undecided ()

13) Do you believe that inadequate equipment/teaching facilities and poor State of Infrastructure, Equipment, and Facilities in Institutions are the causes of brain drain in Nigeria?

a. Yes ()

b. No ()

c. Undecided ()

14) Does sustainable development in Nigeria requires the availability of competent and committed human resources?

a. Yes ()

b. No ()

c. Undecided ()

15) Do you agree that Government hopes to produce manpower that will serve in different capacities and contribute positively to the nation's socio-economic and political development in way to combat brain drain?

a. Agreed ()

b. Disagreed ()

c. Undecided ()

16) Does educational planners and supervisors have the responsibility of ensuring that educational objectives are achieved?

a. Yes ()

b. No ()

c. Undecided ()