AN EXAMINATION OF THE CAUSES OF BRAIN DRAIN IN NIGERIAN UNIVERSITIES.

A CASE STUDY OF AHMADU BELLO UNIVERSITY ZARIA, NIGERIA.

BY

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BEING A PROJECT SUBMITTED TO THE POST GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA) OF AHMADU BELLO UNIVESITY, ZARIA.

DEPARTMENT OF BUSINESS ADMINISTRATION,
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OCTOBER, 2005.

CERTIFICATION

This is to certify that this project titled "An examination of the causes of Brain Drain in Nigerian Universities, A case study of Ahmadu Bello University Zaria "By ALIYU, Maimuna Shika meets the regulations governing the award of the degree of Master of Business Administration (MBA) of Ahmadu Bello University, Zaria and it is therefore approved for its contributions to knowledge and literary presentation.

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DECLARATION

I hereby declare that this project titled “An examination of the causes of Brain Drain in Nigerian Universities. case study of Ahmadu Bello University Zaria ”for the award of the degree of Master of Business Administration (MBA) of Ahmadu Bello University Zaria, to the best of my knowledge is a product of my research work.

All sources of information used for this writ-up are clearly acknowledged by means of references. At the time of writing this project, no other person was writing on this same topic. Thus, the researcher takes full responsibility for any error committed and or omissions.

SIGNATURE:----------

NAME: ALIYU, Maimuna Shika

DATE: ----------

DEDICATION

With much gratitude to Almighty Allah (SWT) for sparing my life to see this day, I dedicate this whole work of study- this project to the ***ENTIRE MEMBERS OF MY FAMILY "THE ALIYU SHIKAS"*** whose love and guidance has put me in this present position. They stood by me, and I stood tall!, what more should I ask for? God has been extremely good to me. ALHAMDULILLAH!

And to the memory of our beloved brother YUSUF (Tuty).

I though time will heal the pain of your departure, we really miss your great presence, but hold on very strongly to the FOND MEMORIES you left behind.

Continue to rest in peace, until we meet to part no more in Aljanna fardausi (Insha Allah).

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ABSTRACT

Every organization be it public or private is primarily concerned with the retention of its staff to ensure the achievement of its goals and objectives. Yet, not every employee strives in the organization to attain these goals and objectives. When such gap exist, productivity, or service as the case may be "Suffers" and hence the attainment of the organization goals and objectives.

More so, no organization can achieve its goals without motivating its staff to put in their best for the attainment of these goals. It is in this vain that within the last ten years or more, Ahmadu Bello University had experienced continuous staff mobility of academic and non academic, senior and junior members of staff. For this development, something serious was deemed to have caused it.

In an effort to get the desired primary and secondary data, the study used questionnaire, personal interviews for primary data and documentary sources for the secondary data. And the data collected was analyzed using tables percentages and averages to establish their relationships and to draw out information to be applied to the problem as solutions and also used to making necessary recommendations.

It is expected that when all in suggestions and recommendations are implemented in the Ahmadu Bello University system and other the problem of brain drain will be minimized in our universities to pave ways for attaining their main goals of research and the training and development of the desired manpower for our nations.

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CHAPTER ONE

INTRODUCTION

1.1 GENERAL OVERVIEW

Given the present rate of economic growth in the country, and the plans for further economic development there should be great concern about “brain drain” in Nigerian Universities. The problems resulting from brain drain are often noticeable by the increasing demand for high level manpower in both public and private sectors and in the employment market generally. The point is often made that at a stage when there was an ever growing need for skills and expert of highly trained personnel, but there are large number of Nigerian Nationals abroad, especially in Europe and North America who have completed their training in various disciplines and prefer to remain and work in foreign countries.

It is for this reason that the problems of brain drain in the Nigerian Universities had become a trusting bane in the Nigerian policy. This however has necessitated the study on this topic in order to attempt to identify the causes and consequences of the migration of highly skilled academicians as it affects Nigeria and the possible steps which can be taken, as a matter of national policy, for curbing its intensity.

The conventional exception of loss of skills and talents should be from developed countries and the beneficiaries should logically be to developed

nations that need such skills and talents to enhance their development and not the other way as it is the case in Nigeria.

We view also as loss, the transfer of skills and talents by Nigerian academicians to other developing nations outside the context of technical assistance, except of course where such skills and talents are not required for the effective management of planned change in Nigeria.

Whether or not brain drain is a problem to Nigeria is no longer an issue. Public attitude has gradually shifted from passivity on the subject to that of national concern - a concern generated by the realization that the country does not have adequate skilled manpower (specially in our Universities) to bear the awesome burden for a massive indegenization efforts. There has also been United Nations resolutions calling for specific information on and solutions to the outflow of talents and skills which has now been largely restricted from the developing to the developed nations. These resolutions might have re-established official interest in the subject since Nigeria participated in the debates preceding the adoptions of such resolutions.

While brain drain is at present generally accepted as a problem, an aspect of it which remains undetermined is the precise number of Nigerian academicians abroad who are part of the phenomenon under consideration.

Fortunately, it is not necessary to wait for the exact statistics on magnitude to determine the consequences of brain drain for Nigeria. There are hundreds of Nigerians resident in developed nations with middle and high

level skills while at the same time, progress, on the second national development plan is being slowed down as a result of lack of these skilled manpower. With the continuous expansion of Nigerian Economic horizon, there is now the pressing need to demand for highly skilled academicians in our Universities to boost the intellectual prospects and performance of the students, as well as for the rapid development of the nation's economic system in general.

1.2 BACKGROUND OF THE STUDY

As with many social ills that have their origin elsewhere, the wave of brain drain, which describes large-scale movement of one nationality to other nations in pursuit of greater personal benefit, has caught up with Nigeria in the early eighties.

It became sufficiently worrisome to the federal government, that a presidential committee was set up in October 1988, to study the causes of brain drain in Nigeria.

The Federal governments subvention to higher education in Nigeria and especially University education has effectively shrinked as a result of the glut in the international oil market and the consequent dwindling in its oil revenue. Oil revenue accounts for over 90% of the National income in Nigeria. Meanwhile, Nigeria has over burdened with debt and its credit facilities with its allies in Europe and America have narrowed considerably. The national economy was apparently collapsing.

Paradoxically, there were mounting pressures to open more Universities to cater for the teaming secondary school graduates who were initially admitted into the school system in the hey days of the economy through the Universal Primary Education programme (UPE).

The Federal Government conceded and opened more Universities. In 1979, there were only 13 Federal Universities in Nigeria. By 1985, there were 13 federal Universities. The problem of spreading competed academics was compounded by an increasing and steady depletion of the most skilled and experiences ones through emigration. The exodus of academics from Nigerian Universities started in 1965 during the Lagos Universities Crisis. The appointment of Professor Saburi- Biobaku to replace the incumbent Vice chancellor Professor Eni – Njoku, which led to some protest which resulted in the mass emigration of Igbo lecturers and expatriates to Zambia, Europe, United States of America etc.

Prior to 1965, Nigerian Universities were relatively isolated from national partisan politics. More importantly, staff remuneration's were comparable (at par) to those of their counterparts in Britain. Not only were University lecturers better paid then their civil service counterparts, fringe benefits such as housing, allowances, social status, and working conditions were very attractive.

Adequate funding of Universities, attending overseas conferences every three years and such other fringe benefits were the order of the day. The prevailing economic situations in Nigeria were that annual salary of a

lecturer was sufficient to buy a car, and so the liquidation of a car loan in five years not a strain. Because of the above, there was no urge for academicians to leave the Nigeria Universities for employment overseas, or to join the civil service or move into private sector. Also, postgraduate students rush back home after completing their studies abroad.

In 1973, the federal government set up a committee headed by Chief Jerome Udoji to review the salaries and conditions of service in the public sector, the Universities inclusive. The harmonization of salaries into grade levels ranging from 1-15 effectively removed the differential between the salary of lecturers and civil servants, a move considered unacceptable by the academicians. Lecturers in the then six Nigerian Universities went on a national strike. Government retaliated by asking all lecturers to go back to work or quit their official quarters within 48 hours. The lecturers, capitulated since hardly any of them owned a house. This humiliation was an eye opener, that their jobs were not as secured as they formally thought.

The oil boom years saw the proliferation of Universities in Nigeria with the establishment in 1975 of the second generation Universities. The job opportunities thus created, and the favourable economic climate attracted many foreigners into the Nigerian University system.

The oil boom era ended in the late seventies with a decline in oil revenues.

In 1986, the continued decline of the revenues from the oil sector led the Babangida administration to introduce the Structural Adjustment Programme (SAP).

With SAP, the lecturers found it difficult to make ends meet. Moreover, the unbearable bank interest rates made it impossible to liquidate mortgage loans they obtained after the 1973 face-off with government. Lecturers especially those approaching retirement age were forced to seek foreign employment to save their houses from the auctioneer's hammer.

More so, during the Abachas administration, attempts were made to improve the standard of living of the low income earners by stimulating appropriate economic activities in the various wards of each local government area in the country through the introduction of the Family Economic Advancement Programme (FEAP) in 1997. Despite the implementation of the programme, its impact was not quiet felt by the University system in the country. As such there was still a great deal of exodus of lecturers from institutions to other private organizations during this period.

At present, the Obasanjos administration has also tried to satisfy its workforce (lecturers inclusive) in the country by introducing the Basic Salary scheme (i.e 50 percent increase in basic salaries of civil servant) which 25% has been implemented. But since the inception of the programme there has been instability and inconsistency of academic sessions in the University system in Nigeria. The Academic staff Union of Universities (ASUU) has

embarked on different strikes due to the fact that the federal government have not been able to meet up with the increase in salaries. This is 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 inducing brilliant and able students to come back to the system.

This study intends to consider the effects of brain drain on the Nigerian University education and the nations, economic development in general.
Thus considering the factors affecting brain retention and their effect on University education is part of the focus of this research study.

1.3 **STATEMENT OF PROBLEM**

Over the last few years, the Nigerian University system has emaciated seriously from a consistent brain drain of its experienced staff. These have brought so much harm to the academia in the Nigerian Universities that many of our academic departments are headed by staff of senior lecturers grade. Similarly, the quality of University Teaching and research has suffered.
The Universities in Nigeria have been unable to retain sufficient academic staff which constitutes the back bone of development and expansion of any academic institution and which makes it difficult to attain maximum efficiency and effectiveness in the field of teaching, research and public services.

Consequently, this study seeks to determine the causes and the effects an the magnitude pattern and possible responses to staff retention problems in Nigerian Universities using Ahmadu Bello University Zaria as a case study.

1.4 OBJECTIVES OF THE STUDY

The purpose of this research is to critically examine the causes of brain drain in Nigerian Universities using Ahmadu Bello University Zaria as a case study. Specifically, the objectives include:

1. Examine factors that cause brain drain in Nigeria Universities.
2. Assessing the effects of brain drain on the Nigerian University educational system.
3. Examine how brain drain affects the lecturers and student in the Universities.
4. To examine other factors that may have direct or indirect relationships with brain drain in Nigerian Universities.
5. To suggest and recommend, practical measures for curbing the continuous brain drain in our educational and national developmental systems in Nigeria.

1.5 HYPOTHESIS FORMULATION

Hypothesis refers to an experimental statement tentative in nature, showing the relationship between two or more variables. It is open to tests

and can be accepted or rejected depending on whether it agrees or disagrees with the statistical test.

This study seeks to confirm or refute: The assertion that brain drain has caused untold hardships to both students and lecturers in Ahmadu Bello University (ABU) Zaria and therefore, it seeks to consider the social, political and economic effects of brain drain at ABU Zaria.

1.6 SCOPE AND LIMITATIONS OF THE STUDY

A comprehensive study on the concept of brain drain should include: all academic staff moving out of the University system not as retiring staff or as a result of sickness or secondment, but permanently and intentionally leaving the services of the University to areas referred to as the "GREENER PASTURES". The reason and the effects for such movement are examined.

The study being a case study is limited to Ahmadu Bello University Zaria. The study does not seek to know from those who left, why they left the University but from the University system itself. However, it seeks to know from those still serving in the University the reasons for brain drain and its consequences on the University system as a whole.

Imitations are those factors inherent in the research study that might have affected the process of data collection for this research work.

One of the major limitations is the organization's unwillingness to give out necessary data that will have assisted in the conduct of this research work effectively.

Another limitation is the current harsh economic conditions in the country. Also, time constraint was another factor that limited the coverage of the scope of this study adequately.

The findings therefore, from this study is based on information that is obtained from Ahmadu Bello University Zaria, as a representative of Nigeria's University system. The findings have been generalized on all University system in the country.

1.7 SIGNIFICANCE OF THE STUDY

The study is significant in the sense that only through such a study that the ills created by this unwholesome development will made manifest and corrected to enhance effective improvement in our Universities and the economy.

It has equally revealed the extent to which brain drain is irretrievable and unfrighteningly crippling to the Nigerian University education in terms of academic quality. It suffices to say that it is only through such a study that those concerned will be compelled to understand and take appropriate measures to curtail the situation.

The study is also significant because it has shed light on some of the major causes of brain drain in Nigerian Universities and possible solutions and recommendation have already been made for minimization of adverse consequences to the entire nations.

1.8 RESEARCH METHODOLOGY

In order to determine the existence, causes and effects of brain drain at Ahmadu Bello University Zaria the research study have employed the following research methods.

a. Documentary Sources

Collection of secondary data from documentary sources which implied the use of already published literatures on the subject matter of this research. All kinds of institutions and corporate bodies keep a mass of data pertaining their organization for individuals and for groups who enjoy their services or purchased their products as well as the general public that are stakeholders to it.

This research study despite all odds has succeeded to some extent in gaining access to some relevant documents, which have helped tremendously in the collection of the desired data.

Documentary sources of data have some obvious advantages among which are: -

i. It saves time

ii. It saves the labour that could be used for fieldwork

iii. It saves the money that could have been used in collecting data through fieldwork.

However, documentary sources of data have some problems associated with it. These includes:

i. They may not be readily available to the researcher. Many organization documents are often treated as highly secretive and confidential.

ii. They may not be suitable for the problem at hand particularly with respect to coverage, definition and being up to date.

Moreover, a case record anywhere tends to be individualistic and subjective. Thus the contents, reliability and representative of information from official documents are out of the control of the researcher.

Other documents such as the organizations pamphlets, magazines, newspapers, essays etc also form part of the sources of data collection.

b. **Questionnaire**

This technique involves developing and administering for the collection of data. The respondent's fills in or answer the questions presented in the questionnaire and they returned to the research coordinators.

Questionnaires offer easy and inexpensive ways of obtaining data. Further more, the risk, bias or mistake on the part of the interviewer is absents it is generally a quicker means of collecting data, and it avoids the respondent - interviewer interaction which may lead to undue influences.

Two sets of questionnaires were used for this research. The first questionnaire was directed to the academic staff, while the second was

directed to the students. The Questionnaire method of data collection has its own limitations among which are;

i. It is only effective when questions are very simple.

ii. Answers have to be accepted as final in most cases, there is no opportunity for probing beyond the given answers.

iii. The technique is inappropriate where spontaneous answers are required.

iv. Different answers in a questionnaire cannot always be treated as independent, some respondents would normally try to give consistent answers.

v. Reaction to questions, which should be used to supplement answer given, cannot be observed.

I. **QUESTIONNAIRE FOR ACADEMIC STAFF**

This questionnaire is intended to ascertain the kind of effects brain drain has on the lecturers in particular and the university education in general. The possible reasons that cause or may likely cause brain drain were sought for and suggestions as solutions that may be used for policy formulation to curtail the exodus of quality staff from our Universities.

A sample size of lecturers were given the questionnaires at random not minding their departments, sex, marital status, state of origin or even their nationality or levels / grades.

II. **QUESTIONNAIRE FOR STUDENTS**

This questionnaire is intended to solicit from the students' responses on how brain drain has affected their academic performance. A sample size of students were given the questionnaires at random not minding their courses of study, sex, marital status or level.

III. **INTERVIEW**

The interview technique involves a face to face conversation between the interviewer and the respondents, with the objective of gathering desired data. The interview can be open or closed ended, just as in the case of the questionnaire.

Generally, the interview technique was conducted in a systematic manner involving both academic staff and students selected randomly.

1.9 DEFINITION OF TERMS AND CONCEPTS.

1. **BRAIN DRAIN:**

The migration of academics, skilled professionals and technical manpower from developing to developed countries, or to other such developing countries.

2. **PROBLEMS**

The problems are those which relates to the consequences or effects of a phenomenon - in this case brain drain.

3. **UNIVERSITY**

An institution of higher learning providing facilities for teaching and research, and authorized to grant academic degrees.

4. **EDUCATION**

Education could be seen as a process that helps to develop a whole human being physically mentally, morally, politically, socially and technologically to enable one function in any environment in which one finds himself.

5. **LABOUR TURNOVER**

The movement of workers out of the employment of an organization or on institution.

6. **CASUS BELLI**

“An act or event which starts a war or is though of to justify starting a war”

7. **A.B.U.**

Ahmadu Bello University.

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CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

It is important at the very beginning to consider the history of higher education established in Nigeria. This will give some insight into the motives behind the establishment of such institutions of Higher learning, particularly Universities in Nigeria.

The tradition has been for Nigerians to go overseas especially Sierra-Leone (Faurah Bay College) the United Kingdom, and the United States for Higher education. The first post Secondary institution of higher learning was established in Nigeria in 1932 by the British Colonial Administration and was named “Government Yaba Higher College”. As a result of the increasing need for higher education and in order to meet these demands by the people in the British colonies, set up a commission on Higher education in Western Nigeria in 1943.

The Commission report, which was submitted in 1945, led to the funding of the University College, Ibadan. Nigeria was approaching independence and many expatriate civil servants began to leave for their home countries thereby posing the problems of how to generate enough high level manpower to maintain administration. In addition, the phenomenal expansion of primary and secondary education in the country gave rise to further enthusiasm and demand for and more educational facilities at the

tertiary level. This led to the appointment of a commission by Federal Ministry of Education in 1959. It was headed by Sir, Eric Ashby and had equal numbers of Nigerians and non Nigerians on it, and was mandated to conduct an investigation into Nigeria's need in the field of Post-Secondary School Certificate and Higher Education over a period of twenty years (1960-1980).

One of the members of the Ashby commission professor Harbison of the United States of America on his part warned that: "Modern dams, power stations, textile factories or steel mills could not be constructed within a few years. But it takes between 10-15 years to develop the managers, the administrators and the engineers to operate them. School and college buildings can be erected in a matter of months, but it requires decades to develop high level teachers and professors to manages them".

The report of the commission popularly called the "Ashby report" which was submitted in 1960 and the government white paper on it provided the guidelines in the establishment and development of Universities in Nigeria in the 1960s.

2.2 BRAIN DRAIN AS IT RELATES TO ACADEMIC KNOWLEDGE

The literature on brain drain in Nigeria is scanty. Probably, the first major study on brain drain in Nigeria was that of the presidential committee set up by Federal Government in 1988, in an attempt to find solution to the problem of the exodus of academics, medical personnel and other

professionals from Nigeria. Based on data collected through questionnaires and interview of individuals and institutions, memorandum submitted by individuals and organizations, and divisions with Nigerian Émigrés in USA, Europe, Saudi Arabia etc, the committee came to conclusion that most of the problem leading to brain drain were directly traceable to the state of the national economy.

The report submitted by the Ibidapo-Obe led committee in February 1989 provided much valuable information on the fields of endeavour affected by brain drain, the negative and positive effects of brain drain on the Nigerian economy, and a list of sixteen measures which enable Ghanian Government to reduce the magnitude of brain drain and facilitate the return of emigrants.

The solutions suggested by the committee include improved reward system, regular salary adjustments, improved facilities, better funding of Universities, research institutions, teaching hospitals, and finally provision of regular electricity and water supply.

Leaving ones country to live and work in another temporarily and sometimes permanently is a common international phenomenon. Nigerians have always been working in other countries, especially in the United Kingdom, United States and some African countries, dating back to pre-independence days. Other nationals also live and work here. This did not constitute brain drain because the reasons for it are not directly connected with current economic, political or social situations prevalent in the country.

Brain drain therefore manifest a large number of special discipline or specialties leaving their country at specific times and for reasons that are well defined. The implication of this is that only marketable brains are affected by brain drain.

This is unlike technical assistance programmes where nations sends their nationals to assists other (less privileged) countries. In such cases, the best brains are never sent out. In brain drain, the best leave their country. Various approaches have been adopted in investigating the brain drain phenomenon by researchers of international migration.

Prominent among these are the demand and supply approach (Birk and Sinclair 1977) and the cost benefit method (Todaro 1969; Schultz 1961). The demand and supply approach was employed in examining labour demand and supply in both labour importing and exporting nations in middle East. The cost benefits analysis draws a comparison between the losses and grains associated with brain drain.

In an attempt to explain brain drain phenomenon and its effects on the economy, different schools of thought have come up with different models. The notable ones among these schools of though are the internationalists and the nationalists.

The internationalists thus view brain drain as a reflection of the internationalization of the labour market since, to them, the world has become one market for highly qualified manpower.

There is therefore, no such thing as brain drain, but only free movement of one factor of production. Such movement implies that labour simply relocates to country where it will have the highest marginal productivity.

While ensuring the optimum allocation of world human resources, labour migration does not strip less developed manpower, but relives them of the supply manpower which they cannot use (Baldwin 1970)5. This lead to apathy and loss of skill (Zahlan 1977), reduces unemployment and underdevelopment (Baldwin 1970). In this sense, therefore, Ghosh (1985), would rather refer to brain drain as brain overflow.

Emigration reduces the gap between demand and supply of manpower in less developed countries, and reduces technological gap between the less developed countries and developed countries (Myint 1968). Further more, emigrates who go abroad return with better qualifications, training and experiences, as consultants, researchers or experts thereby raising the prestige of their countries of origin (John 1967, Kannappan 1968). Simon (1971) proposed that a scheme of large-scale migration from poor countries to such ones could speed up economic development and raise the world's economic level.

This school of though argues that brain drain is beneficial both to the individual migrate and the country of origin. To the individual, it provides him with a conducive environment within which to use his hard earned skills. It also afford the individual increased wages, higher standard of living for

himself and his family, newly acquired skills and international recognition. To the country of origin, the benefits are in the form of income remittance which and development and could improve the balance of payment position, and reduce unemployment and underemployment in the country (home).

In spite of the above views, brain drain from developing countries is seen by the nationalist as a serious problem which could adversely affect their development process. This is because “the growth and development of national economics depend to a large extent on the level of qualification of those occupying key positions in the economy and administration (Galinski 1989).

The contend that the phenomenon robs developing countries of irreplaceable innovative individuals, results in wastage of resources and lower rate of development. According to the nationalists, the removal of such strategic power from key position in the country’s economy is detrimental to the growth and development of that nation. This is because of its resultant loss in present and future monetary invested in the education, training and skill formulation of migrants (maundered, 1989), where as is temporary emigration has been known to end up as permanent.

The nationalist further argued that brain drain results in the acceleration and thus widening of inequality between nations, assist developed countries to overcome shortages of necessary skills and raises the national output of the labour importing nations, while their indigenous

capitalist enjoy a rise in income. In other words, there is a brain drain for the labour importers (Macmillan 1982).

Furthermore, the question of reducing employment and Underdevelopment for the developing countries does not arise. This is because, the caliber of professionals involved in the brain drain are in short supply, therefore, could not possibly be amongst the unemployed and under employed. The brain drain migrants are generally better educated (McKee 1983), more experienced and more skilled than their counter parts who stay behind. The loss of such brain affects the training of upcoming professionals not only in terms of quality but also in quantity.

Studies of international migration have shown that remittances converted into local currency are often used for the purchase of land for building houses, for buying houses, to pay mortgage, to educate dependants and for buying consumers goods (Seacombe and Findlay 1989), rather than go into productive ventures that will result in multiplier effect.

Contemporary researchers of international migration have blamed the phenomenon of brain drain on economic forces and the insatiable demand for labour in the oil exporting capital rich states. (Birks and Sinclair 1980). However, brain drain can be explained by a combination of factors which are professional economic, social psychological and political.

2.3 **BRAIN DRAIN ISSUES IN ACADEMIC INSTITUTIONS IN NIGERIA**

The issues of brain drain in our academic institutions in Nigeria are numerous and have gradually been eating our educational system.

In December 1988, Professor J.Y. Olayemi the Dean of the Faculty of Sciences, Ahmadu Bello University Zaria, Spoke about and Lamented the decay in University System. At the time, he told of how many times they have to teach chemistry without chemicals. So deplorable has the institution been then that he said in 1987, “I had to put my foot down and say we cannot conscientiously award chemistry degree if basic chemicals for learning chemistry are not available ” In the end 250,000 naira was made available to buy essential chemicals which were imported.

He had to leave the University in 1990 because there was no considerable improvement in the educational system.

Nor is this problem confined to the sciences and medicine, Dr. Abdullahi Mahdi who headed the History Department of Ahmadu Bello University, Zaria told the Sunday New Nigerian Magazine in 1988 that, “the lack of Books, Journals, and other teaching and research materials have reduced some of our professors to graduate assistants”.

International conferences, which are a requirement for lecturers to update their knowledge, have become a thing of the past. These lecturers cannot also afford educative and relevant journals because of their meagre salaries. So pathetic is the situation under which lectures and students have to work this day that Dr. Musa Balarabe of the Faculty of Education, Ahmadu

Bello University, Zaria could only say “A Ph. D. in the country is no longer worth it”.

The situation is not peculiar to the Ahmadu Bello University, Zaria where Dr. Chidi Owumere of Political Science Department said between September 1987 and November 1989, over 300 staff left among them about 250 academics. These are made up of 20 professors, 16 readers, 70 senior lecturers, 42 lecturers II, 29 assistant lecturers and 9 graduate assistants.

However, an open letter to the then Vice chancellor, professor Adamu Nayaya Mohammed signed by 10 lecturers at the University on July 20, 1990 alleged that about 4500 senior staff left the University between September 30, 1987 and September 30 1998. It is said in the departures, cases of transfer of service or resignations and non-renewal of contract by far exceed cases of retirement, dismissals and termination.

The lecturers said what was more worrying in the case of Ahmadu Bello University was that most staff left for other tertiary institutions with similar conditions of service and as such it was not the case of the vice-chancellors “popular brain drain arguments”.

Professor Adamu, however, attributed the situation to insufficient grants. He said its subvention from the Federal Government of about 58million Naira in 1989 dropped by 10 percent to only 5 million naira, while other Universities enjoyed increases, ranging from 10 to 40 percent. All this, he said was in spite of the fact that Ahmadu Bello University was the largest with the highest financial commitments. He said he appealed to President

Ibrahim Babangida for deflationary grant of 30 million naira “so as to get the University out of the woods”.

However, factors responsible for the phenomenon are multifarious but the immediate causes as all concerned acknowledged were the harsh economic conditions in the country.

At the University of Benin, College of Medicine is a similar story. More than 20 consultants among them dentist, pediatricians and specialists in surgery left by 1988 and many more have left since.

The Director of the Bayero University Kano BUK School of General Studies, Dr. Usman Hassan (1990) attributed the rampant cases of brain drain in the Nations University system to lack of incentives and inadequate Research facilities.

Dr. Usman said, most University lecturers in the country now prefer to seek greener pastures because of the poor conditions of the entire University system. He also pointed out that lack of dynamic policy to guide and protect the interest of the academic community around “too much concentration of security forces on University campuses”, to be reasons for the brain drain.

According to him, brain drain is occurring in the Universities because “Views and observations of national concern from the academic are neglected and discarded, and sometimes even branded as radicalism and also because Nigerian leadership tend to rely on foreign expert advises at the expenses of the local academics”.

Lack of respect from the leadership for proper intellectual output is another factor - both military and political leaders tend to rely in campus opportunists, boot-lickers and sycophants. These categories of people are offered appointments not because of merit, but because of their connections at the expenses of highly intelligent and experienced intellectuals he added.

Mr. Moses Kadiri Itsuokor (1990) of Mass Communication Department, Ogun State polytechnic says, “Infrastructural or instructional materials in Universities are better equipped compared to the Polytechnics”. As a result of this, statistics have shown that lecturers prefer teaching in University than the polytechnics where they find equipment’s for their practical.

Also, Universities offer better job incentives such as cars and well equipped staff quarters. “on the psychological belittlement, the inferiority complex between polytechnics and University students have actually eaten deep into the blood stream of the Polytechnic lectures whereby some feel the degrees are better “ he said.

Mr. Itsuokor said, Polytechnic students learn faster because they have limited course duration unlike their colleagues in the University that are not time conscious. He however, suggested that polytechnics should set out to compete with other parastatals in order to retain experienced lecturers and produce quality students.

When the brain drain began in 1983, the last year of second republic, it was only a trickle and easily dismissed as the action of unpatriotic Andrews

of Nigerian television Authority (NTA) “checked out” because there was no electricity, Telephone or cold drinks rather than stay and salvage the country.

In the years 1988 to 1990, the situation has assumed a frightening proportion that propelled it to a torrential level and regrettably it is still largely ignored. What the country is now witnessing is the exodus of its best and brightest citizens who are fleeing not only in search of the proverbial Golden Fleece, but also professional fulfillment and the means to take care of rainy days in the sunset of their lives.

The brain drain phenomenon is not restricted to the Nigeria Universities, it has spread its tentacles to other organizations and sectors, especially the Nigeria health sector.

The period the Udoji panel which reviewed salaries and conditions of service in the public sector in 1974 could be regarded as the “golden era of professional practice” in the country.

Doctors, Nurse, Pharmacist and other paramedicals were satisfied working in public institutions. A high standard of professional practice existed in most institutions, which were not many and were well funded. At that time, nobody was averse to working beyond the official hours of duty.

Government, itself contributed in no small measure to initial spate of exodus of professionals from the public service by re-orientating itself mainly towards awards of contracts for public works. In the case of medicine, Government by its action, ignored the medical talents available in the country, preferring to encourage people to go abroad for treatment of all sorts

of ailment and given preference to foreign experts, some of whom were of inferior status compared with their Nigerian counterparts.

In 1974, following protest about placement within the Udoji United salary scale structure. That Industrial action confirmed the impression among Doctors and their paramedical that they cannot get a “Fair deal” within the public services unless they resort to industrial action where as the basic problems was that government in taking decisions negotiated only with the administrative class and not professionals. Unfortunately, the needs of workers in the administrative class were very often different from those of professional and University teachers.

With the decline in the economic fortune of the country, facilities in all hospitals dwindled and reach an all time how productivity between 1983 and 1987. Basic items such as gloves dressings plaster etc were not available, drugs were in short supply and the physical condition of the hospitals deteriorated.

It must be admitted that even before the general decadence of teaching and specialist hospitals was already obvious to the extent that the coup de’ tat broadcast of December 11983 specially mentioned this state of despair as a major “Casus Belli” for the coup.

Appeals to Government through 1984 by top medical personnel within the country to salvage medical practice in the country went unheeded and Doctors decided to do something about it. Doctors went on industrial action

early in 1985. Doctors at that time decided not to confront government again over any issue. What they resorted to do was to just leave the system.

The University college Hospital (UCH), Ibadan as an example of teaching Hospital had a subvention of N15 million in 1975, and in 1988 received a little less than N20 million. If records were to be kept, at 1975 standard, the deficit was N55 million considering the partial effects of the currency devaluation.

Consultants very often in teaching hospitals now pay for telephone bills which are used mainly for patient care, and often times buy materials for patient in order to achieve result. It was therefore easy to see why job satisfaction and staff morale have sagged and why most of them wished to opt out.

The Research carried out by Dr. (Mrs) Nkechi Mbanefoh in 1992, studied the demographic and economic characteristics of emigrants from the University College Hospital (UCH) Ibadan and their reasons for leaving. She used a case study approach with medical personnel. Medical Doctors, of consultants' cadre, Nurses of nursing sisters grade, and above and medical laboratory technologist all who migrated to Saudi Arabia.

Mbanefoh also sought information from the stock of University College Hospital (UCH) medical personnel on the ground at the time of study.

On the whole, a total of 22 out of an estimated 75 consultant doctors, 10 out of an estimated 368 nurses and 8 out of an estimated 41 medical laboratory technologist in addition to 33 non migrants medical doctors 62

nurses and 14 medical laboratory technologist who were on the ground were used for the study.

Data were used through the use of questionnaires and the content analysis of University college Hospital (UCH) records, journals and memoranda. Her study revealed that ninety five percent (95%) were in the age bracket of 45 to 59 years. Over 60% of the emigrants owned cars which were as old as 10 years and above and consequently, an equal proportion found car maintenance difficult. Most of the emigrants were in difficulty repaying their mortgage loans or wanted their own houses preparatory for their retirement from service.

Mbanefoh identified the fall in the value of Naira, the escalating rate of inflation, and high rate of interest on mortgage loans as the major factors responsible for brain drain in the University Teaching Hospital, Ibadan.

2.4 *PROBLEMS OF BRAIN DRAIN*

As gathered from the study, brain drain results in a loss to a national economy affecting national investment. The danger it posses should not be assessed simply in terms of input-output but in its long-term effects.

i. *AS A POLITICAL PROBLEM*

When the best of professional manpower leave their home country and settle in a more developed one, it is apolitical phenomenon; but it only rarely occurs that the motives are exclusively political. As a phenomenon, it expresses the

internal difficulties of the country left behind as well as the mercilessness of international competition, a struggle waged by unequal forces. It involves a peculiar contradiction; it simultaneously indicates the lack of production and the overproduction of professional manpower in the drained country. In this sense, brain drain is a symptomatic phenomenon, but at the same time it is one of the internal difficulties as well. To some extent it has an objective basis, as the attractions of a more developed country compared with those of the less developed ones have always existed in the course of history. It is for this reason that it cannot be considered simply as an imperialist manipulation, although it is definitely a specific form of capitalist competition. This objective effect assumes a political character as a result of world-wide polarization due to power relations. In this process, the United States has become the leader of the capitalist world, and this has resulted in a narrowing of choice, with the main imperialist country becoming the place of destination. The net effect of this is that the development of science and technology has been accelerated in the United States and has been slowed down in the drained countries. Settling in a new country is always political decision even if it does not involve taking sides politically on the part of the individual. And this also makes a difference between an old type of migration and brain drain, mainly because as compared to the earlier migration of scientists, brain drain has appeared at the time of the scientific and technological revolution when scientific research is on its way to becoming a directly productive force. That is another proof of the fact that science is the internationally most mobile element of the

productive forces. Barring international strife, brain drain is the only non cooperative element within international intercourse which has been so immensely in intensified in our age; and this again enhances the political character of brain drain.

Further, brain drain has a political character also because it is one of the most marked manifestations of neocolonialism. Without exposing brain drain, the nature of neocolonialism cannot be understood completely.

ii. ***AS AN ECONOMIC PROBLEM***

The economic aspect of brain drain cannot be divorced from the political aspect. First of all, we should like to emphasize that it is in contraction with the greatest international economic and political objective of our age, namely, the narrowing of the gap between the developed and the underdeveloped countries.

It expresses at the same time the complexity and the interdependence of different societies. It derives from the disproportionate economic, technological and scientific development of the capitalist and the developing countries, entailing contradictions in the training of professional manpower and the ability to satisfy the social demand for this group. It is characteristic of brain drain that the more underdeveloped the country is economically, the more it loses by brain drain, while only the developed countries profit from the process. It occurs through a complicated interplay of direct and indirect economic “Push” and “Pull” factors. It is stimulated by the lack of an educational system as well as the absence of a manpower policy in most of

the underdeveloped countries; these deficiencies naturally hinder the really efficient use of those qualified as well as those having talent. As against this, there are the higher living standards and better research and working opportunities of the more developed country, which provide thousands of possibilities for developing human potential. In addition to these objective economic factors, brain drain is also stimulated by the actually realized intention of the developed countries to acquire intellectual capital free, and as quickly as possible.

iii. ***AS A SOCIAL MOVEMENT***

The main flow of brain drain as a change of domicile starts from the underdeveloped countries towards the developed ones, especially to the most developed capitalist country, the United States. There are a few developing countries from which a quite large number out of the qualified manpower moves to a small number of developed Countries, and further there are a relatively smaller number migrating from many developing counties to again a few of the developed ones.

The greatest number of migrants in this process is from the following: professions: engineering, medicine, science (natural scientists), nursing; in a somewhat smaller number, but still significant, are social scientists. The migrants are usually between 30 and 40 years of age, but the proportion of those over 40 is also significant.

The process has been continually accelerating and the numbers involved increasing; its rate has speeded up particularly since the mid-sixties.

Neither the isolated phenomenon of a temporary regional slow-down or standstill nor the temporary saturation of some professions (a well-known fact in scientific circles) cancels this general tendency. Only very few of those who originally had the intention of settling down in the new country change their midst and return to their home country; there are so few in this category that they do not influence the main tendency at all.

The trend in brain drain points towards higher qualifications, i.e the higher the qualification, the greater its weight is in total emigration, in other words, it is selective to higher qualifications. This is supported also by the new skill-intensive immigration laws.

iv. ***AS REGARDING THE POSITION OF THE INDIVIDUAL***

Brain drain as a whole is the movement of scientifically trained manpower appearing in a way other than usual, and the process expresses the dissatisfaction of the involved individuals with their home country. When we speak of brain drain, it is a fundamental criterion that the individual leaves his country against the intention of that country. Even a very long study tour consented to by the home country cannot be considered as a case of brain drain, albeit it is primarily the receiving country which profits from the actual research work carried out in this way. It has been proved in practice for decades now that brain drain cannot be stopped by administrative measures (e.g by travel or visa restrictions). This has to be emphasized because, examining the problem from the aspect of the individual, administrative means always offer themselves to “solve” the problem. In certain special

historical situations it is imaginable, or even inevitable, to stop the migration of professionals in this way. To oppose this view, the defenders of brain drain usually refers to the Declaration of Human Rights, emphasizing that it belongs to generally acknowledged rights of freedom to change place of residence.

It is, of course, not only illegal departure from a country or refusal to return to it which constitute the process of brain drain but in most cases it is one of legal emigration. In these cases, the consent of the country of origin has been granted but it is unlikely to coincide with its intention. Hence, there are various grades of moral responsibility within this process, but the essence of the matter remains the same, namely, the emigration of intellectual capital.

Another important element in examining the problem from the aspect of the individuals is the question of how to judge the way of acquiring and using a given qualification. The basic case is when someone acquires his qualification at home but uses it abroad. It is different when the qualification is both acquired and used abroad, for in that case we can only speak of brain drain if the individual was sent to learn abroad by his country with the definite aim that he should return after acquiring the qualification to fill a vacuum in his profession. A third case is when someone acquires his qualification at home, leaves against his country's wish, but once abroad, does not work in his profession (e.g an engineer works as a driver); although this means a loss for the home country, it cannot be considered as a case of brain drain.

2.5 THEORETICAL FRAMEWORK.

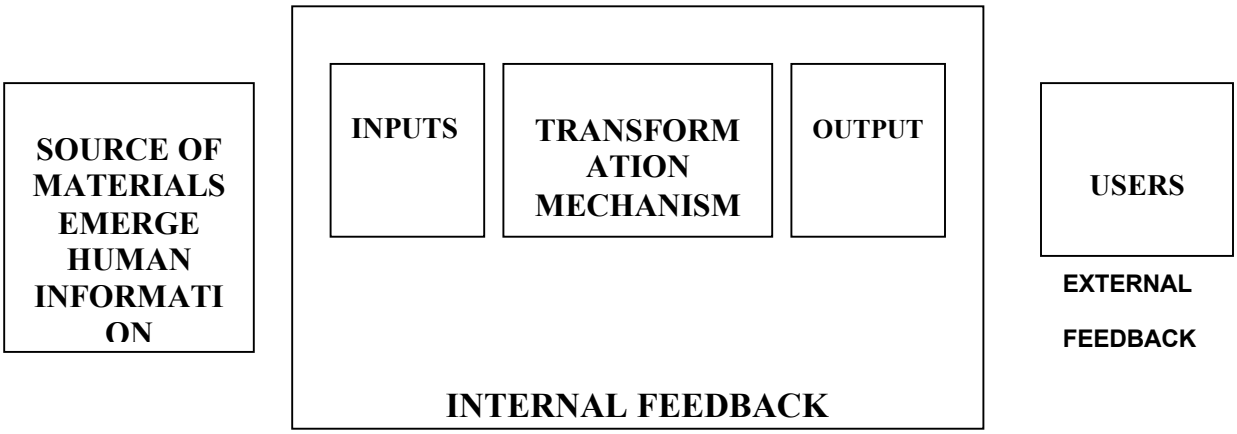
Since the university is conceived as an organization having its output which serve as an input to other organizations, the theoretical frame work within which a study of this nature will emerge naturally is from the organizational theory.

Many scholars have propounded various theories on organizations, but the one this study will employ is the systems theory.

Robert Pressithus, a writer in organizations clarify the meaning of an organization by defining it as “a system of structural interpersonal relations, individuals are differentiated in terms of authority, status and role with the result that personal interaction is prescribed……anticipated reaction tend to occur while ambiguity and spontaneity/irrationality are decreased”

Huse and Bouditch, in their definition described the system as “a series of interrelated and interdependent parts such that the interaction or interplay of any of the sub-system affects the whole”.

If by a system one means any organized collection of parts unified by prescribed interaction and designed to achieve a specific objective or general purpose, then one could have clear understanding why modern organizational theory is based on systems theory. The theory is concerned with the problems of relationship, problems of structure and problems of interdependency rather than with properties of various parts of system. From the point of view of an organization, the social system presumes that the organization possesses a complex set of mutually interdependence, interrelated, but variable elements.



If can be seen from the above diagram of the system process that any system in action such as an organization has three basic cycles of activities and they are:-

a. Input

b. Transformation, and

c. Output.

The University being an organization will be viewed using this theory. A distinguishing feature of the University is that much of her input into the system to get result is concentrated in knowledge, skills and abilities of employees and in addition, people are largely the output of the system. Hence, anything that affects the input such as brain drain will definitely have a negative inpact on the output.

In order to appreciate the system theory in analyzing organization, it is expedient to consider the significance of viewing organization from the systems point of view. One of the most important consequences of viewing

organizations from the systems theory is the realization that a change (negative or positive) in one of the sub-systems will have an impact on all the other sub-systems. And another significance is the concept of role. Each individual within an organization has a unique set of characteristics, and the role played by the individual provides a link between an individual and the organization.

The organization systems include one or more feedback mechanisms for self-regulation. For example, information from the internal or external environment that indicates that the output does not meet the required standard could results in modifications in either the inputs or transforming mechanisms or both.

This can be illustrated with a University system such as Ahmadu Bello University in which periodic examinations are conducted to provide the lecturers with feedback, and also permit the lecturers to take action to correct students' deviations from the normal learning process.

2.5.1 **THE CONCEPT OF BRAIN DRAIN**

According to Maslow (1970), one of the proximate causes of brain drain is insufficient activation and non-satisfaction of human needs. These can be viewed alternatively from Herzberg's two factor theory (motivation-hygiene theory) whose intrinsic factors (motivation) and extrinsic factors (maintenance or dissatisfiers) influences ones attitude to emigrate.

In the Nigerian context, academicians are dissatisfied with such motivational factors as achievement, recognition, advancement,

responsibilities, the work itself and growth possibilities. They are also not satisfied with some employment policies and management supervision which include pay, job security, promotion, interferences on professional freedom, provision and maintenance of relevant facilities and working conditions. Other professional oriented causes are crisis, imposition of policies without due consultation, termination of appointment and forced retirements of senior University staff. As a result, many experienced and skilled academicians are lost through brain drain.

In many Nigerians Universities, most vital teaching and research facilities are not in existence, and even where they exist, most of them are obsolete and in a state of total disrepair. Such a working environment, which is often blamed on lack of funds could be frustrating to professionals who often found their potentials and talents underutilized.

In discussing the importance of working environment, Harris (1980), pointed out that high educational level alone is not a sine –qua-non (essential condition) of high productivity. Other factors include the volume and quality of equipment available to the work force, the organization of the capitalists (bureaucracy) and conditions required to sustain high productivity such as housing conditions, recreational facilities and some measures, of social freedom.

Another casual antecedent is the world capitalist system. In effect, there are internal institutional and sectoral imbalances brought about by the incorporation of the Nigerian economy into the world capitalist system

(especially through the structural Adjustment programmes deregulatory measures) and its penetration by that systems political and economic institutions. Once, this process started, the key structure of the peripheral economy, Nigeria has been remoulded to fit external demand and the resulting structural imbalances promote brain drain.

Dr. Mahadi (1988) said that lack of books journals and other teaching and research materials have reduced some of the professors to mere graduate assistants. International conferences, which are a requirement for lecturers to update their knowledge, has become a thing of the past. These lecturers in addition cannot afford educative and relevant journals because of their meagre salaries. The situation is so pathetic that many lecturers cannot contend with this situation and the only option open to them is to leave the Nigerian University system.

There are a number of unpublished dissertations form higher degrees on aspects of brain drain in Nigeria. One of these is by Okpapi (1984), who studied the factors affecting retention of senior staff in Ahmadu Bello University, Zaria between 1972 and 1982. He attributed migration of academicians from the University into other fields of non-academic endeavours to factors like political instability, insecurity of staying in other people, town, insecurity based on religious differences, the desire to own a house, better job opportunities, and better remuneration's outside the University system. Okpapi recommended that government should put in place measures that would make workers feel at home wherever they work.

He also reasoned that if workers participate in decision making that will affect them, they might feel more secured in their jobs.

2.5.2 GENERAL CAUSES OF BRAIN DRAIN

Employees are as investments, some bring good returns others are less worthwhile. Either way, their departure means that the opportunity to obtain any return in the future is not in focus. Many factors are responsible for labour turn over (in this case brain drain) in Ahmadu Bello University Zaria. Some of the causes of brain drain in Nigerian Universities are outline below: -

Dissatisfaction with the reward system. Remuneration of Nigerian academicians is very low in comparison with foreign universities due to the fall in Naira value. Fringe benefits are not comparable to those in the civil service and the private sector.

Frustration and lack of job satisfaction caused by inadequate and sometimes lack of faculties in teaching and Research, poor library facilities and lack of Text books, inability to attend conferences overseas, inability to subscribe for journals and membership of professional associations, inadequate office accommodation, inadequate municipal facilities such as telephones, steady electricity and water, conducive environment, roads and transportation.

Another cause of brain drain is the fallen standard of living due to different programme such as Structural Adjustment Programs (SAP) Family Economic Advancement Programme (FEAP), Basic salary scheme etc, and Naira devaluation resulting in staff inability to provide good education for their

children, own houses and buy cars which are fundamental for optimal performance.

A potential cause of brain drain is the leadership styles in Universities (ineffective/bad leadership), couple with tribalism, nepotism, sadism, favoritism in appointment and promotion.

Also contributing to the problem is the feeling of insecurity of life and properties. Intimidation of lecturers by lecturers and of lecturers by students.

The fear of retiring empty – academicians migrate to earn enough money to meet their needs and expectations.

Low morale due to harassment of intellectuals considered by government to be social critics/deviants and troubleshooters. Job insecurity, termination and threats to eject staff from University quarters.

Finally, appointment of academic staff as political office holders e.g Commissioners, or Director General etc constitute a drain which may be irreversible unless it is checked.

2.6 SUMMARY

In this chapter, brain drain has been critically analyzed to find out how Nigerian Universities have suffered untold hardships as a result of this phenomenon.

Both the positive and Negative impact of Brain Drain and the problems arising and effecting the Nigerian economy, as well as measures to curb the epidemic were all examined.

The general causes of brain drain, were discussed in detail.

Likewise its general effects on lecturers and students in the University system, as well as its negative impact on University education as a whole were examined and discussed for the purpose of finding solution inform of recommendations to University authorities and the government of Nigeria.

FOOT NOTE

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presented the framework by which the data was collected and the techniques for analyzing the data collected.

As a matter of fact, it is pertinent for one to know the scope or nature of anything he wants to do if he must excel. It is therefore necessary for a researcher to know what research entails before venturing into the research process and procedures.

Research is an important tool for advancing knowledge, for promoting processes and for enabling man to relate more effectively to his environment, to accomplish his purposes and to resolve his conflicts.

Research is the process of wiring at dependable solutions to problems through panned and systematic collection, analysis and interpretation of data. It is a tool for advancing knowledge and promoting processes.

For one to successfully conduct a research, he or she ought to know various research methods available. Doing so usually guide and put him or her on tract in selecting a method that is most appropriate to his research topic.

Thus, this chapter is designed to critically and explicitly examine the problems of brain drain in Ahmadu Bello University Zaria, kaduna State. The research is also meant to assess how it affects lecturers and students of Ahmadu Bello University Zaria.

3.2 DATA REQUIRED FOR THE STUDY

Before embarking on any kind of research work, the researcher always have at the back of his mind the type of data that would be required to explicitly make his (work) study readable and meaningful.

Basically, there are two (2) classes of data for any research work, that is the primary and secondary data sources. In the case of this study, data required will be obtained form the primary and secondary sources of data collection.

However, questionnaire, interviews and written documents would be used to gather this data.

3.3 GENERAL RESEARCH METHODS

Research can be classified in terms of their purpose as well as by the research strategy used.

The classification based on purpose most often used is in (3) three folds, one of exploratory, descriptive and explanatory.

In the same way, one can employ methods or strategies such as experiment, survey, case study, historical and filed study methods in carrying out a research work.

A- **EXPLORATORY RESEARCH**

A research could be conducted to explore by gaining more insight into a topic, to provide the beginning familiarity with that topic.

This purpose is typical when a researcher is examining a new interest, or when the subject matter of study is itself relatively new and unstudied.

Exploratory studies are also appropriate in the case of persistent phenomena. Exploratory studies are most typically done for three (3) reasons:

i. Simply to satisfy the researchers curiosity, and desire for better understanding.

ii. To test the feasibility of undertaking a more careful study.

iii. To develop methods to be employed in a more careful study.

B. **DESCRIPTIVE RESEARCH**

A major purpose or goal of many social scientific research is to describe situations, or events. The researcher observes and describes what was observed.

For description to be considered useful for, research purposes, it must satisfy the criteria for exhaustiveness and mutual exclusiveness.

i- **EXHAUSIVENESS**

Exhaustiveness is achieved when all the important elements in the study are identified and a place found for each in the system, of classification.

ii. **MUTUAL EXCLUSIVENESS**

This occurs when each item is defined with adequate method of measuring it e,g

a. Real meaning

b. Norminal definition

c. Operational definition

C- **EXPLANATORY RESEARCH**

Another purpose of social scientific research is to explain things. A researcher has an explanatory goal if he or she wishes to know why. The researcher tries to demonstrate relationship between specified causes and effects. In order words, the researcher should be able to provide some information with some certainty about what variable influence or affects other variables.

D- **EXPERIMENTAL RESEARCH**

The classical method of the physical sciences is the experiment. Most physical science researchers aim to set up a situation in which all the variables can be controlled or varied at will.

By varying this one, an experiment involve monitoring changes in the “Output”. The relationship between:

i- Taking action

ii- Observing the consequences can be carefully studied and documented.

In essence, the researcher seeks to wary one of several independent variables, whilst measuring the effects on the dependent variable, keeping intervening variables constant.

Experiments are especially well suited to research projects involving relatively limited and well defined concepts and propositions.

Experimentation is a particularly desirable method were research questions take the form of hypothesis which states that" if (a) then (b) follows" rather than those hypothesis that seek to describe a phenomenon or where the primary aim of the research is to develop or verify theory. It is appropriate for hypotheses testing. It is better used for explanatory than descriptive purposes.

TYPES OF EXPERIMENTS.

1. **LABORATORY EXPERIMENT**

In which the researcher is able to closely control the conditions under which observations are made. The aim is to control as many as possible of the influential independent variables not pertinent to the immediate research problem. Laboratory experiments are useful when it is not possible to test hypotheses in real-life settings.

2. **FIELD EXPERIEMENT**

Where attempts are made to study the problem its real setting and to minimize the influence of seemingly unconnected facets or variables. The

use of experimental and close groups is the most common approach to controlling a field experiment.

As with the true experiment, the experimental; group consist of a group of people subjected to the treatment.

The control group most be sufficiently similar to the experimental group to allow comparisons to be drawn between the two.

E- **SURVEY METHOD**

This is the most widely used method in the social sciences. Surveys consist of methods of gathering data from usually large number of respondents who themselves constitute a sample by asking people questions. The purpose of a survey is not the collection of data per se, but the discovery of meaning in the data collected, so that facts and events can be better understood, interpreted and explained.

Surveys are based on a very simple procedure: if we wish to know what people think about certain things, we must ask them, i.e it involves collecting data through asking people questions either in self administered questionnaires or through interviews.

Surveys may be used for descriptive, explanatory and exploratory purposes. They are chiefly used in studies that have individual people as the units of analysis.

Although, this method can be used for other units of analysis, such as groups or interactions, it is necessary that some individual persons are used as respondents or informants. Survey research is probably the best method

available to the social scientists in collecting original data for describing a population too large to observe directly using research instruments like questionnaire, interviews etc.

F. **CASE STUDY METHOD**

The term “case study” usually refers to as fairly intensive examination of a single units, such as a person, a small group of people or indeed a single company.

Case studies involve measuring and studying what is there, and how it got there. In this sense, it is historical. It can enable us to explore, unravel, and understand problems, issues and relationships. It cannot however allow us to generalize i.e to argue that from one case study, the results, findings, or theory developed apply to other similar case studies.

The case study may be unique and therefore not representative of other instances. Case studies be used for exploratory studies and testing for hypothesis.

ADVANTAGES

1. A major advantage of the case study method is that it enables rich information to be gathered on a large number of variables from which potentially useful hypotheses can be formulated.
2. It enhances the validity of the findings.

DISADVANTAGES

1. Owing to the single or in some cases a number of cases examined, these does not allow us to generalize or establish the reliability of the findings.
2. It is also inefficient in research situations which are already well structured i.e. where important variables have been identified. Where this is the case, other methods should be used.
3. It is a time-consuming approach:- the case study method is extremely useful in exploratory studies where our main interest is in developing a rich variety of suggestions.

G. HISTORICAL RESEARCH

Time plays a number of roles in the design and execution of research, quite aside from the time it takes to do the research. In some sense, all research is historical i.e. it is impossible to analyzed data at exactly the same time as it is collected, and interpretation is based on past.

The historical method of research is concerned with been able to understand and explain the present, and predict the future, through an evaluation of available records of past events.

It may take one of the two forms: It may be concerned with a historical problem in management, or it may be a historical approach to the management problem.

Where historical problems are concerned, particular problems are faced by the investigator. A key problem is separating facts from opinion or myth. When the problem under investigation is more recent, then data and facts

may be available, but may not be collected in the form needed to the problem.

H. FIELD STUDY

Here, attempts are made to study the problems in its real settings, to make minimize the influences of seemingly unconnected facts of variables. The use of experimental and control groups is the most common approach to controlling a field experiment.

As with the true experiment, the experimental group consist of a group subjected to treatment. The control group must be sufficiently similar to the experimental group to allow comparisons to be drawn between the two.

I. INTERVIEWS

Interviews as data collection techniques are meetings in which the investigator (interviewer) directs questions at the subjects (interviewee) and records the obtained responses. These are often face-to-face interactions, although they can as well take place on the phone.

Unlike the questionnaire, the researcher both ask the questions and records the answers. However, when a questionnaire is used to conduct an interview, it is called an interview schedule.

Generally, a successful interview could be predicted on:

i) Accessibility

ii) Cognition and

iii) Motivation

Accessibility refers to both accessibility of the respondent to the in reviewer, and the accessibility of the required information to the respondent.

Cognition refers to the understanding of the respondent of what is required of him.

Motivation refers to the willingness of the respondent to co-operate and give accurate answers.

Often, one researcher is unable to conduct all the interviews necessary for a successful outcome of the research. In such situation, it become necessary for the researcher to recruit assistants, who should possess these characteristic:

i) Honesty

ii) Should have interest in research work, and in interviews generally

iii) Ability to record accurate answers

iv) Be able to accept or cope with varying situation in an interview

v) To remain emotionally detached from the respondents.

vi) Intelligence and educated

ADVANTAGES

a) Allow for quicker collection of information

b) Response rates tend to be higher than in mailed questionnaire.

c) Interviews permit greater flexibility in the process of questioning

d) Topics can be introduced in a variety of ways and questions can be clarified until the interviewee understands them and respondents have the

opportunity to further qualify their response even when these are so called limited choices

e) Illiterates and subjects with reading deficiencies can be contacted unlike with a questionnaire.

f) Validity of responses can be ascertained by the further in-depth probing of responses and by in-analyzing respondents state of nervousness, hesitation e.t.c. in responding.

g) Good for pilot studies

DISADVANTAGES

a) Cost: Interview cost more than questionnaires because of greater cost per respondent and limitations of the number of persons that can be reached.

b) The fact that the interviewer may not have established the proper rapport with the respondent. The inter-personal nature of the interview process may sometimes lead to changes in the attitudes of the respondent. These occur less with the questionnaire.

c) Training: Interviews require training of interviewers which may be long and expensive.

d) Possibility of wrong recording of information.

e) Interviews may take longer time than was envisioned. This may give rise to fatigue and consequently, this may affect the manner questions are administered.

TYPES OF INTERVIEWS

The structure of interviews depends on the questions asked by the interviewer and the responses. Interviews can either be structured interview or unstructured interview.

(a) STRUCTURED INTERVIEW

The prime functions of structured interview is standardization of the interview process by means of questionnaire schedule.

The structured interview is used primarily to verify existing theories and hypothesis derived there from. The researcher who employs this tool is usually intent upon testing an existing set of hypothesis, he is less concerned with discovery per se, and standardization greatly enhances reliability.

Structured Interviews also offer advantages in terms of efficiency, in time saving, labour and money by eliminating needless questions. And the more formalized the questions, the similar the coding; computing and tabulation process.

DRAW BACKS

1. The investigators tendency to impose his own categories upon those on respondent.
2. Social actions and human motives are too complex to be comprehended by posing questions in a highly stylized and formal manner.
3. Difficulty in establishing reliability and validity of responses employ depth interviewing possible in standard interview.

(b) UNSTRUCTURED INTERVIEWS

The term unstructured here does not imply lacking in structure. If the researcher is to sustain his role as a social scientist, he must attempt to structure every interview. He must at minimum clarify his goals.

Unlike the structured interviews, the unstructured interviews assumes a variety of forms which offers a considerable freedom on the questioning procedure. Sometimes the questions and answers tend to be informal, so there are no sets of questions.

Interest areas must be identified, and the interviewer has the freedom of framing and asking his questions.

ADVANTAGES

1. Freedom in interview method.
2. Reliability and validity can be established through further in-depth probing of responses.
3. The interviewer has the opportunity to reframe his questions for better understanding and for better response.
4. The structured interview keeps the respondents focused on the subject or areas of interest.

3.4 RESEARCH METHODS USED

As a precondition for take-off in this study, both primary and secondary sources of data collection method were used.

The data form the primary sources where the result of the questionnaires administered to academic staff and students of Ahmadu Bello

University Zaria. The study also used oral interviews conducted with academic staff and students in the institution.

Similarly, the secondary data were derived from published works and records. Published works like books, magazines, newspaper and periodicals relevant to the study were employed.

3.5 DATA COLLECTION PROCEDURES

1. PRIMARY SOURCES OF DATA

Primary data are provided by actual witnesses to an event or phenomenon in question. Primary data are expressly collected for specific purpose from various sources.

(a) DOCUMENTARY SOURCES

These are usually written sources of information and include documents such as minutes of meetings, memos, biographies, official records, and institutional records e.t.c. Their reliability is limited because they are easily distorted.

(b) RELICS

This refers to archeological or geological remains such as tools and utensils. Both relics and documentary sources are common to the historical method of research.

(c) DIRECT OBSERVATION

Here, the researcher obtains information by direct personal observation of the object of study.

(d) EXPERIMENTATION

In experimentation, the researcher makes his observations while certain tests are being conducted at the end of the experiment.

(e) INTERVIEWS

This is a conversation engaged in by a researcher with a definite aim of obtaining certain information.

Interviews can be personal or conducted over the phone. In the course of this study, personal interview method was used.

(f) QUESTIONNAIRES

These are sets of prepared questions to which respondents are required to provide answers. The answers provide the data which the researcher uses in his studies. In the course of this studies, questionnaires were delivered by hand.

2. SECONDARY SOURCES OF DATA

Secondary data are not obtained directly from sources, but via middlemen. The inherent danger here is inaccuracy because of vulnerability to distortion.

A) DOCUMENTARY SOURCES

When documents are in form of records or reports written by people other than those who were originally involved, they become secondary sources of data.

(a) INDIRECT OBSERVATION

The researcher may delegate to others, the responsibility of making observations after instructing them on the details he requires. The researcher may also secure data from others that have made observations of the phenomenon to be studied in the past.

In the later case, indirect observation may come from documents or interviews.

(b) RUMOURS AND HEARSAY

Although data obtained in this way do not form a basis upon which a reliable research may be conducted, they are often a reason or motivating factor for conducting the research and on this grounds be considered as a secondary source of data and the methods used in collecting them. In most cases the sources of data themselves are in fact the “methods” of data collection.

In the case of this study, the researcher has adopted the primary and secondary sources of data collection, because of their reliability and to some degree authenticity in providing information. The researcher also as a matter of fact, placed more emphasis on documentary sources, interviews and questionnaire as the most valid sources. Thereby giving more thoughts to questionnaires and interviews.

3.6 DATA COLELCTION INSTRUMENTS

The major research tools used were questionnaires and interviews designed for Ahmadu Bello University Zaria. The questionnaire was however designed to seek information on assessing the effects of Brain Drain, how it affects lecturers and students and recommendations of some practical solutions which will be of great value to Ahmadu Bello University and other Universities in the country.

In order for the researcher to obtain the true picture of this phenomenon “Brain Drain” questionnaires were administered and sampling were carried out in the institute of Administration Kongo campus and main campus Samaru Zaria. The questionnaires were administered through random sampling method.

3.7 *DESCRIPTION OF DATA ANALYTICAL PROCEDURES*

The aim of the researcher here, is to make this work readable by all without impairing the objectives of the study.

This is done by trying to employ simple language and avoid unnecessary details that would affects the understanding of the layman. Statistical techniques were used to make the data collected more generalized. This aspect is very much important and relevant for any research work of this nature.

In this study however, the data was analyzed using percentages (%).

RANDOM SAMPLING

A random sampling method where each member of the population has an equal chance of being selected as a sample was used.

A sample is said to be random if the process of selecting the members is randomly done. This method was adopted due to time and financial limitations of the researcher.

The need for unit preservation method is based on the assumption that sampling characteristics provide accurate presentation to Universal characteristics.

The sample size used include:-

1.	Academic Staff	80
2.	Students	40
	Total	**120**

3.8 SUMMARY

This chapter has provided explanation on the various methods of data collection and the analysis of data.

Our research findings are ultimately based on the quality of data collected from this research efforts.

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CHAPTER FOUR

4.1 INTRODUCTION

In this chapter, the historical perspective of Ahmadu Bello University, Zaria is presented. The presentation includes its objectives, organizational structure as well as the general functions of the Institution.

In the same vein, discussions on the University activities focused on the Management and management problems in the University as well as its prospects as one of the first generation universities in Nigeria.

4.2 HISTORICAL BEGINGING OF AHMADU BELLO UNIVERISTY, ZARIA

> "There shall be in Nigeria a University
> To be known as Ahmadu Bello
> University, the authorities of which are
> hereby constituted a body corporate
> which shall have perpetual succession
> and common seal and may sue
> and be sued in the name of the
> said University".

(The Ahmadu Bello University Law,

No.26 of 1962 (PART II) and the

Ahmadu Bello University Decree

22 of 1975 PART II).

The excerpt cited above constitute the legal foundation upon which the Ahmadu Bello University has been built and expanding. In addition, the Ahmadu Bello University, whose laws was enacted on 14th October, 1962, has its origin in the defunct Nigeria College of Arts, Science and Technology, Zaria founded in 1955; the clerical training center Kongo founded in 1957, the Samaru Agricultural Research Station established in 1924, and the Shika Stock Farm, started in 1928.

A month before independence in October, 1950 the Ashby Commission on post -school Certificate and higher education appointed by the Federal Government in 1959 recommended that a University should be created in Zaria, to serve the then Northern Region of Nigeria. Consequently, the Northern Regions Government requested the British Secretary of State for the Common Wealth Relations, to send a delegation, headed by Sir, Alexander Carr-Saunders, arrived in April 1961 in the month issued its recommendation on the scope and activities of the University.

In April 1961, a law establishing a provisional Council of the University of Northern Nigeria was passed by the Legislature of Northern Nigeria, and the provisional Council established in November, 1961 under the Chairmanship of Hon. Shettima Kashim CBE, now Sir, Kashim Ibrahim

KCNG, CBE (a member of Ashby Commission who later became Governor of Northern Nigeria and visitor to the University).

Sir Norman Stanley Alexander, a new Zealander and professor of Physics at the College University, Ibadan was appointed the first Principal (later Vice-Chancellor) in July 1961, and assumed office in November.

The University was named after Sir, Ahmadu Bello, (1901- 1966) Sarduna of Sokoto and Premier of Northern Nigeria who as the first Chancellor of the University performed the opening ceremony on October 4th 1962.

The University opened with just four Faculties, - Agriculture, Engineering, Law and Science, - fifteen Departments and 426 students. Under the successive vice chancellorship of Norman Alexander (1961- 1966), Professor Ishaya Audu (1966- 1975), Professor Iya Abubakar (1975-1978), Professor Oladipo Akinkugbe (1978-1979), Professor Ango Abdullahi (1979-1986), Professor Adamu Nayaya Mohammed (1986- 1991), Professor Daniel Saror (1991- 1995) and the Sole Administrator Gen Mamman Kontagora (Rtd) (1995- 1998), Professor Abdullahi Mahadi (1998- 2004) and Professor Shehu Usman Abdullahi (2004 to date).

The Ahmadu Bello University increased in size, scope and depth of its academic work. By a decree (the Ahmadu Bello University transitional provisional decree of 1975). The University was taken over by the then Federal Military Government, and now enjoys the status of a Federal University.

In 1987, the year in which the University celebrated its 25th Anniversary, A.B.U. has turned out to be the largest and the most extensive of all Universities in Sub-Saharan Africa. It covers a land area of about 7,000 hectares and embraces twelve faculties, a post-graduate school and 75 departments.

There are also five Institutes, six specialized centres, a division of four Agricultural colleges, A Demonstration Secondary School, a Primary School and extensions and Consultancy Services which provide a variety of complementary roles to the Academic Faculties.

The total student population pursing degree and sub-degree programmes number about thirty-five thousands (35,000) drawn from every State of the Federation and abroad. There are about two thousand academic and research staff, nine thousand (9,000) other supporting staff.

The University has also natured two university colleges – The Abdullahi Bayero College (now Bayero University, Kano) and Abubakar Tafawa Balewa College (now Abubakar Tafawa Balewa University, Bauchi) has 27 other colleges of Education, polytechnics and Schools of Basic or preliminary Studies affiliated to it.

However, the tremendous growth in student population, especially since 1990 was not accompanied by a commensurate physical and structural expansion. Added to this was the chronic under-funding of the University and the general down turn of the economy affected the University adversely. Consequently, the University became increasingly unable to fulfill the

mandate to which it was established. Coupled with low morale and social conflicts, the University's inability to achieve the objectives for which it was set invariably manifested itself in series of invidious crises, culminating in its closure in November, 1995 and the appointment of a Sole Administrator in November, 1995.

As a result of the appointment of Major General Mamman Kontagora (rtd) the Sole Administrator, the Ahmadu Bello University has been undergoing a fundamental re-organization. The re-organization permeates all aspect of the University's existence and will take some time to establish. However, from what has so far been done, it is evident that the Ahmadu Bello University will most certainly outgrow its crippling crises and become, as it was before, an embodiment of excellence.

4.3 THE OBJECTIVES OF AHMADU BELLO UNVERSITY ZARIA

At the first convocation ceremony of Ahmadu Bello University, Zaria in 1963, the founding father and mentor of the University, Sir Ahmadu Bello University, enunciated the philosophy of A.B.U. when he said;

"The First duty of every University
is the search for and the spread
of knowledge, and establishment
of truths …… But it must also
serve the needs of the nation".

The philosophy of the Ahmadu Bello University is predicted upon the "Cardinal Principles of imparting knowledge and learning to men and women of all races without any distinction on the grounds of race, religious or political beliefs".

Hence, the objectives of Ahmadu Bello University as articulated in the Article 4 of its 1962 and 1975 laws are:

a) To provide regular and literal courses of instruction in the humanities, Sciences and other spheres of learning of a standard required and expected of the University of the highest standing.

b) To promote research and the advancement of Science & learning

c) To secure the diffusion of knowledge throughout Nigeria.

In pursuing its goals, the Institution offers a wide range of services designed to reach teachers at many levels as possible. These take the form of:

- Conduct and Moderation of examination
- Curriculum Development and Research
- Teachers in-Service Education
- Publication and Consultancy Services.
- Organization of Education Workshops and Seminars

4.4 ORGANIZATIONAL STRUCTURE OF A.B.U.

The Structural base of an organization shows its power relationships between the various official or administrative setup within it. The structure indicates the position of functionaries in the

organization, their power and operational pattern; it guides power (authority and responsibility) relation; shows unity of command and administrative process; and indeed ensure a smooth flow of information and responsibilities.

VISITOR:

When the University was initially established, the law states that "fit persons shall be appointed by the Military Governors of the Benue-Plateau, Kano, Kwara, North Central, North Eastern and North Western States of Nigeria to be visitors of the University and he may be in addition to the power conferred upon him by the provision of the law, from time to time, and in such a manner as he thinks fits, direct a visitation to the University for the purpose of ensuring the effective fulfillment of its objectives as set out in the law".

However, when the Federal Government took over the management of the Institution, it became the sole responsibility of the Head of State, and so it acclaimed "The Visitor" to Ahmadu Bello University and all Federal Universities in Nigeria.

CHANCELLOR

The Chancellor shall be the head of the University and be appointed by the Visitor on recommendations of the Council.

The chancellor shall hold office for five years from the date of his appointment or until his resignation, which ever be the shorter, and shall be eligible for re-appointment.

The Chancellor when present shall precide at the ceremonial and other assemblies of the University, and in addition to his other functions provided for in the law, shall be entitled to call for information in regard to any matter relating to welfare of the University from the Vice-Chancellor and the Chairman of the Council whose duty it shall be to provide the same.

PRO-CHANCELLOR

The Law establishing Ahmadu Bello University states that there shall be one or more Pro-Chancellor who shall be appointed in accordance with statute and who shall act as deputies to the Chancellor in such manner and to such extent as shall be prescribed by statute. The Prevailing situation is such that there is one person politically appointed by the Visitor to the University, and he /she heads the University Council - The highest decision making body.

VICE CHANCELLOR

There shall be a Vice-Chancellor who shall be the Chief Executive and Academic officer of the University and who shall be the Ex-officio Chairman of the Senate. He has capacity to initiate meetings and discussion with the University Principal Officers and staff substance on issues affecting the University management. He thus can arbitrate in conflicts within the University (Between management and staff, management and students, staff and students).

His functions and operational pattern has significant consequences to the survival and growth of the University as he /she manages the day to day affairs of the University, implement policy decision and has direct contact with the entire human elements in the University (staff, students and the public in general).

His fundamental role to effective University management and efficient operation cannot be overemphasized.

COUNCIL

There shall be constituted for the University in accordance with the provision of this law a Council to be called the Council of Ahmadu Bello University. The Council shall be the governing body of the University with power to mange all manners not otherwise provided for by or under the law.

DEPUTY VICE-CHANCELLOR (ADMINISTRATION)

He/she should be appointed in consultation with Vice-Chancellor for the administration of housing and passage office, legal /industrial relation office, mail and postage service, catering services etc. The Deputy Vice-Chancellor (admin) do also act when the Vice-Chancellor is away.

DEPUTY VICE-CHANCELLOR (ACADEMICS):

The Deputy Vice-Chancellor (academic) will oversee the work of the Deputy Registrar (academic) and be responsibility for all academic matters.

SENATE:

There shall be a Senate for the University. The composition of which shall be determined statute. Proceedings of the Senate shall not invalidated by reason of any defect in the appointment of any member or by reason of any vacancies among its members.

The Senate shall be subject to the provisions of the Laws and Statute, and subject also to control by the Council in all matters affecting the finances of the University, manage the education affairs of the University and act for the University in all academic matters, and in particular but without derogation from the generality of the fore-going have the following functions:

1. To direct and regulate the admission of student and teaching, and instruction within the University and examination held by the University subject to the power of the Council as herein.
2. To promote research within University.
3. To confer Degrees, Diplomas, Certificates, Licentiateship and others distinctions.
4. To make after report from the Faculties concerned all regulations for giving effect to the Statute and advances of the University relating to course of study and examination.
5. To report the Council on all Statute and advance or proposed changes thereof.

6. To exercise and perform such other powers and duties as may be conferred or imposed upon the Senate by the State.

DEPUTY REGISTRAR (ADMINSTRATION):

The Deputy Registrar (admin) should be appointed in consultation with the Vice-Chancellor (admin) for the administration of housing and passage office, legal /industrial relations office, mail and postal service, catering service liaison office with other responsibilities attached to its duties.

DEPUTY REGISTRAR (ACADEMICS)

The Deputy Registrar (academics) should be appointed in consultation with the Vice-Chancellor. He will be responsible to the Deputy vice-chancellor (academic) for the administration of academic planning unit, academic office, University archives office, information and protocol office and the University farm.

BURSAR

The Bursar should be appointed to hold office for a long period of four years and bed eligible for reappointment. He should remain the Chief Financial Officer of the University subject to the directions of and responsible to the Vice-Chancellor.

DEPUTY BURSAR (FINANCE):

The Deputy Bursar (Finance) should be appointed in consultation with the Vice-Chancellor. He will be responsible to the

Bursar for the control, supervision and co-ordination of the work of the loans office, bank reconciliation office and central payroll office.

DEPUTY BURSAR (ACCOUNTS):

The Deputy Bursar (Accounts) should be appointed in consultation with the Vice-Chancellor. He will be responsible to the Bursar for the control, supervision, and co-ordination of the work of the expenditure control office, Final Accounts office, Pension and Insurance and Central Purchasing Unit.

UNIVERSITY LIBRARIAN:

The Librarian should be appointed in consultation with the Vice-Chancellor and hold office for a period of four years.

He should be eligible for re-appointment. The Librarian will be responsible to he Vice-Chancellor for the administration of Kashim Ibrahim Library and Samaru public Library. The other libraries should be managed by the Units where they are located.

DIRECTOR OF MAINTANANCE UNIT AND WATER WORKS MECHANICAL AND TELECOMMUNICATIONS:

The Director will be responsible to the Vice-Chancellor for initiating policy matters and executive action arising from the decisions of the Council, Senate and such other bodies or as the Vice-Chancellor may direct.

AUDITOR GENERAL:

The Auditor General should be appointed in consultation with the Vice Chancellor to hold office for a period of four years, and be eligible for re-appointment. As the Chief Internal Auditor and watchdog of the University, he will be responsible to the Vice-Chancellor for initiating policy decision of the Council, Senate and such other bodies or as the Vice-Chancellor may direct.

He is also concerned to auditing of payment of vouchers alone but widens its scope to include looking into irregularities arising from recruitment, training, promotion and discipline of staff. He is assisted by Deputy Auditor General.

CHIEF SECURITY OFFICER:

The appointment of the Security Co-ordinator should be on contract basis. He will be under the Vice- Chancellor, be responsible to initiating policy matters and execute action arising from the decision of the Council, Senate and such other bodies as the Statue may prescribed or the vice-chancellor may direct. The Security Coordinator may liaise with he outside bodies on security matters affecting the University if assigned by the vice-chancellor. He will have no control over the Security Division of the Faculties, Institutes and Centres.

FACULTIES AND DEPARTMENTS:

The Faculties should be granted autonomy and given power to appoint, train and promote and discipline staff.

The Deans of these faculties should be appointed in consultation with the vice-chancellor to hold office for a period of two years and eligible for re-appointment. The will report to the Executive Dean /Director General for the administrative and academic matters of their faculties, but however maintain certain autonomy. They should be member of the Senate.

The administrative set-up in the Unit should be as given below:

1.	Chief Executive	-	Executive Dean
2.	Academic Department	-	Heads of Departments
3.	Administrative Division	-	Director of Personnel and supply
4.	Finance Division	-	Director of Finance and Supply
5.	Maintenance & Service	-	Director of Maintenance Division & Service
6.	Audit Division	-	Director of Audit.
7.	Security Division	-	Chief Security Officer

The functions of these divisions should be clearly defined and proper schedule of duties drawn. The head of division will be responsible to Executive Dean for the performance of their duties.

UNIVERSITY COMMITTEES:

While some of Ahmadu Bello University Administrative Committees can be consolidated, general speaking, their number was not considered. a serious problem. All the Council and Senate Committee seem to be well founded and committees relevant to the responsibilities they were charged.

However, the tremendous burden of the committee woks for administrative and academic staff lay not in the number but composition and nature of the Committees.

The structural formations of these University Committees are administrative structured under three main bodies, Viz:

1. The University Councils, headed by the Pro-Chancellor
2. Senate Headed by Vice-Chancellor
3. The Congregation headed by the Vice-Chancellor

(i) The Committee under University Council are:

(a) Finance and General purpose Committee

(b) University Tender Board

(c) A.B.U. Companies headed by Vice-Chancellor

- A.B.U. bookshops
- A.B.U. Press
- A.B.U. Consultancy Services
- Kongo Conference Hotel
- University Farms

(d) Honorary Degree - Pro-Chancellor

(e) Appointment and Promotion of Committee Pro-Chancellor.

(f) Senior staff disciplinary Committee - External Council members

(ii) The Committees Under University Senate:

(a) University Admission Committee - Vice-Chancellor

(b) Special Admission Irregularities Committee - Deputy Vice-Chancellor

(c) IJMB	-	Vice-Chancellor
(d) Senate Estimate Committee	-	Deputy Vice-Chancellor
(e) Academic Planning Committee	-	Vice-Chancellor
(f) University Board of Research	-	Vice-Chancellor
(g) Students Disciplinary Committee	-	Deputy Vice-Chancellor

(iii) Committee under Congregation are:

Where both academic and senior administrative staff are involved. This allows for larger participation and ensure sense of belonging, recognition and esprit-de-corps if eventually and meritoriously distributed.

a) Management Monitoring Committee	-	Vice-Chancellor
b) Committee of Deans and Directors	-	Vice-Chancellor
c) University Library Committee	-	Vice-Chancellor
d) Physical Planning and Plan Implementation Committee	-	Deputy Vice-Chancellor
e) Main Campus Landscape Committee	-	Deputy Vice-Chancellor
f) Maintenance and Service Committee	-	Vice-Chancellor
g) Minor Work Committee	-	Vice-Chancellor
h) Contractors Registration Committee	-	Vice-Chancellor
i) Staff Housing Loan Scheme	-	Deputy Vice-Chancellor
j) Staff Housing Allocation Committee	-	Deputy Vice-Chancellor
k) University Health Services Consultant Committee	-	Deputy Vice-Chancellor
l) Junior Staff Committee	-	Registrar
m) Junior Staff disciplinary Committee	-	Senior Lecturer

The Organizational Structure of Ahmadu Bello University, Zaria can also be represented in a chart. This is depicted in the organizational Chart as described in the Ahmadu Bello University Almanac (1990) Shown overleaf.

4.5 *FUNCTIONAL OPERATIONS OF A.B.U.*

The functional operations of Ahmadu Bello University, Zaria like any other institution of higher learning among other things include recruitment, selection, placement, staff development, promotion, motivation and separation. This serves as bedrock upon which other important functional activities of the institution lies.

The Phenomenon of staff recruitment and development is of crucial importance to the primary objectives of Ahmadu Bello University which are “to provide regular and liberal courses of instruction in the humanities, the sciences and other spheres of learning of a standard required and expected of the University of the highest standing”, and "to promote research and advancement of Science and learning in Nigeria”. It therefore follows that the achievement of the laudable objectives would call for a meticulous recruitment of staff and as well as a carefully planned policy of the staff development.

The Ahmadu Bello University laws provides that “Membership of the university shall be opened to persons of either sex, and no discrimination shall be made or test imposed on the grounds religious belief, political views, racial and tribal origin, place of birth or residence”.

The above provision of Ahmadu Bello University laws optly sums up the recruitment policy of the University. It clearly spells out the open and neutral stances of the University and emphasizes its secular status.

The method of recruitment in the Ahmadu Bello University and the division comprising them, especially, as it relates to academic staff may follow one of two processes. The first is the recruitment (on contract or tenure) of persons with higher degrees or requisite skills to fill the middle or top echelons of the academic hierarchy.

Those employed through this process be either be indigenous or expatriate persons. This caliber of people is obtained either through internal or external advertisement or through the sorting of unsolicited applications. This is done in conjunction with the establishment division of the University.

The second process is the recruitment of the University's own excelling first degree holders into low positions of the academic staff hierarchy as Graduate Assistants. Those employed through this method are then trained to acquire higher qualifications through Internal Staff Development Programmes. Only indigenes of Nigeria are eligible to be recruited through this second method, which is by far the commonest means of staff recruitment in the University.

The recruitment of all staff (i.e. Senior, inter-mediate and junior) into the institution is carried out in conjunction with the University establishment office. In the case of senior academic staff, the Institution considers the applications forwarded to it, and at times conduct interview to ascertain the

qualification and sustainability of the applicants before recommending to the establishment office.

Selection is dependant upon passing the interview conducted during the recruitment process which ascertain a candidates suitability. Placement is also carried in accordance with University's Personnel policies. Educational qualification and experience will determine a candidate's placement.

The University as an organization cannot afford to stand still. It must be ready for change so must the people who comprise it.

In some ways, it is difficult to separate the idea of employee development from that of organization development.

As for senior staff, it includes overseas study-leave /fellowship, study leave within Nigeria and internal staff development programmes.

The choice of any of these options may depend on a number of factors including availability of funds. Over the years, the policy has been to develop staff internally as much as it is practicable. It is only when the facilities available for internal staff development programmes are clearly inadequate that alternatives options are sought.

As for intermediate and junior staff, certificates courses are mounted by the department of vocational and technological education for Secretaries, Executive Officers, Clerk, Typists, Store Keepers and other staff members. The Kaduna Polytechnic also offers others courses for Secretaries and Executive officers up to Diploma level. In addition, the University as a whole,

organizes lectures to prepare a wide range of artisans, for the city and Guilds Examinations.

Methods of promotion is in line with the personnel policies of the University and such thing as years of service and additional qualifications normally attracts promotion.

As for academic staff, promotion also depends on his ability to excel in his academic field through publication, seminars papers and workshops.

Motivation of staff is through the provision of some amenities such as offices and residential houses, health care facilities and other motivating factors.

It is inevitable that all employees must leave the services of their employers sooner or later due to one of the following reasons:

a) Separation at the initiative of the employers which includes dismissal, termination of appointment or retrenchment,
b) Voluntary separation, either retrenchment, as a result of old age or having acquired a new and better job.
c) Separation as a result of uncontrollable circumstances such as ill health, incapacitation or death.

4.6 THE ACTIVITIES INVOLVED IN MANAGING THE INSTITUTION

Ahmadu Bello University is owned by the Federal Government of Nigeria which funds it through the National University Commission (NUC).

The President and Commander-in-Chief of the armed forces of Nigeria is the Visitor. There is the Chancellor who is the ceremonial head of the University, a vice-chancellor who is the Chief Executive and Academic Officer of the University and the governing Council with powers to manage all matters of the University not otherwise provided for by or under the university law.

The academic affairs of the University is managed by Senate, under which there are faculty boards, and a Post-Graduate School Board. There are also Board of Governors as well as Professionals and Academic Boards of Institutes and Centres which administer their respective administrative and academic matters.

The major components units of the University are the twelve (12) faculties, Post-graduate School and seventy-five academic departments.

There are also five (5) Institutions, six (6) specialized Centres, a division of Agricultural Colleges, and three (3) organized Extension and Consultancy Services which provide a variety of complimentary roles to the academic faculties.

BRIEFS ON FACULTIES, INSTITUTES, CENTRES AND SCHOOLS

A. Faculties

There are presently twelve faculties, most of which developed out of Departments of the Defunct Nigerian College of Arts, Science and Technology, The Institute of Administration and the Institute of Agricultural

Research. The majority of the Faculties are located within the main Campus in Samaru while the rest are located at the Kongo Campus.

1. ***The Faculty of Administration***: which is located at the Kongo Campus, came into being in November 1966. It offers courses in Accounting, Business Administration. Local Government Studies, Public Administration as well as several Advanced Diploma Courses.

2. ***The Faculty of Agriculture***: which is closely related to the Institute of Agricultural Research was established in October 1962. it is situated to the west of the Main Campus on the Zaria-Sokoto Road. It offers courses of studies leading to the award of Honours Degree of Bachelor of Agriculture.

3. ***The Faculty of Arts***: Came into being in 1977 following the split of the former faculty of Arts and Social Sciences, which was founded in 1966. it is situated on the Main Campus at the former site of the Faculty of Arts.

4. ***The Faculty of Education***: Which came into being in 1968, is located on the Main Campus. The Faculty offers courses leading to award of B.Ed., B.A Ed), B.Sc (Ed) and BLS. The Faculty also offers Diploma Courses in mathematics and Physics Education.

5. ***The Faculty of Engineering***: Which took off in October 1962, is situated on the Main Campus. The Faculty provides courses leading to the award of the Bachelor's Degree in Engineering and the B.Sc. in Land Surveying and Quantity Surveying

6. ***Faculty of Environmental Design***: Founded in 1962, is located on the Main Campus. The faculty offers courses leading to the award of degrees of

B.A. in Fine Arts, and Industrial Design and Bachelor of Architecture, B.Sc. Building Technology and Urban and Regional Planning.

7. ***The Faculty of Law***: Established in 1962 is located on the Kongo Campus. The Faculty offers degrees and non-degree courses. The degree courses lead to the award of LL.B (Hon) in Civil Law or Sharia.

8. ***The Faculty of Medicine***: Came into being in 1967. it is located on the Main Campus. However, clinical studies are carried out at A.B.U. Teaching Hospital Complex located at Tundun Wada and Shika in Zaria, and in Kaduna and Malumfashi.

9. ***The Faculty of Pharmaceutical Sciences***: Evolved from the Faculty of Sciences in 1970. It lies adjacent to the Faculty of Medicine and offers Courses leading to the award of Bachelor of Pharmacy.

10. ***The Faculty of Sciences***: Which is situated on the Main Campus was established in 1962. It currently has nine (9) Departments and offers courses leading to the award B.Sc. (Hons) and B.Sc. (combined Honours degree).

11. ***The Faculty of Social Sciences:*** Was curved out of the former Faculty of Arts and Social Sciences in 1997. It is located within the buildings of the former School of General Studies. The Faculty offers courses leading to B.Sc. Economics, International Studies, Political Science, Mass Communications and Sociology.

12. ***The Faculty of Veterinary Medicine:*** Is located adjacent to the Faculty of Medicine and Pharmaceutical Sciences. Established in 1965, the Faulty offers courses leading to the award of DVM degree.

B) There are also five (5) institutes in the University which are:

1. Institute of Administration
2. Institute of Agricultural Research
3. Institute of Development Research
4. Institute of Education
5. Institute of Health

There are also:

i) Division of Agricultural Colleges

ii) Natural Animal Production and Research Institute

iii) Agricultural Extension and Research Liaison Services

C) The six (6) Specialized Centres in the Institutions are:

1. Centre for Islamic Legal Studies
2. Centre for Historical Research and documentation (Arewa House)
3. Iya Abubakar Computer Centre.
4. Centre for Energy Research and Training
5. The Veterinary Teaching Hospital

D) There is also:

i) A Post graduate School

ii) School of Basic and Remedial Studies

iii) Staff School /Demonstration Secondary School

4.7 *MANAGEMENT PROBLEMS OF THE UNIVERSITY*

In its character as an organization, Ahmadu Bello University, Zaria, just like any other Research Institution in Nigeria is within a structure which is shaped and influenced by some forces. At times, these sources combine together to foster the center's effective and efficient performances, while at other times these forces conspire, though covertly to negate the very noble ideas for which the institution was established.

Thus, the following can be seen as the major forces militating against achievements of some of the objectives. Some of the problems or constraints are external to the Institution and therefore need response from the external environment, while some emanate from within and therefore need solutions within the system itself.

1. Administrative Problems

a) Staffing

b) Training

c) Promotion

d) Discipline

2. Social and Environmental problems

3. Economic problems

1. *ADMINISTRATIVE PROBLEMS*

Looking at the existing organization and administrative structure of A.B.U. Zaria, and what is being practiced, academic staff have usurped the traditional roles and functions of the professional administrators in the general administration of the University. This ugly situation is attributed to what some people say “Administrators have been too powerful”. This accusation culminated in a situation over the years where teaching staff were so much involved in administration to the detriment of their primary assignment of teaching and research. For instance, an Assistant Dean was responsible for accommodation of students. This is usually the function of an administrator.

Also, some Directors assume that the Institute Secretaries and other administrative staff exists by their mercy. They fail to realize that their roles and those of the secretaries are often misconstrued as undue interference or unnecessary rigidity in decision-making.

The Public Administrator is primarily dealing with people in cooperative relationship, and in order to create these relationships, it will be necessary to make significant changes in management policies and practice, particularly in the field of Personnel Management.

Another challenge is the serving of Committees Boards and Councils. This has over the years been one of the most taxing bad experiences of the Administor in the University. In the past, Committees were composed of more seasoned and responsible academic staff who saw their efforts as geared towards the actualization of an academic environment for the promotion of

academic culture that transcended the vulgar and obscene. The interest of the University was paramount and humanness was not lacking. The role of the Committee Secretary was well known and acknowledged. He performed his functions without harassment and intimidation.

Today individuals or factional interests have taken procedence. The membership and operation of a Committee is dictated by them. For example, the Administrative Committees, some of the statutory committees have been rendered redundant, while Ad-hoc committees remained permanent to hijack their roles. These Ad-hoc Committees metamorphosed into organs with both the legislative and executive powers for policy formulation and implementation. Most of the academic staff members of such committees devoted most of the time and energy to Committee assignments to the detriment of their primary functions of teaching and research. Moreover, by hijacking the functions of paid career officers, they undermined their responsibilities and fueled the ember of tension in the University. A good example is the Security committee and Maintenance Committee. Membership of these committees, of course was based on the goodwill of few individuals very close to the “corridors of powers” in the University and not competence.

In the appointment and operation of these Committees, the University rules and regulations were flouted with impunity. Procedures were discorded and not followed. Also, a high level of high headedness was at times

exhibited. Some of the academic staff with questionable integrity saw the Committees as an avenue to lobby and get to the pinnacle of their career. Others were there because of their vocal and aggressiveness, even is they were misinformed about University Administration.

This should be a matter of great concern to the University because excellence has been systematically undermined, and academic and administrative leadership has gradually collapsed.

In such instances, the role Committee in servicing Committees is compromised because you either join them or are regarded as being subversive, and of course hounded.

2. ***STAFFING***

Ahmadu Bello University needs qualified, experienced and dedicated staff to manage its affairs. Such staff must be adequately compensated. But it is doubtful whether the current staffing position in the University fulfils these requirements in terms of quantity, quality and mix. Most staff are very resourceful and striving hard to justify their pay, but they are working under difficult situations of inadequate working facilities even though, their pay packets have been significantly enhanced.

To maximize their input and productivity, the staff requires adequate training and high degree of discipline and commitment. Unlike in the past, there was no articulated and systematic staff development programme. The present embargo on the study leave /fellowship with its stringent conditions

are detrimental to staff development. For instance, study fellowship is granted on one-half ($^1/_2$) of an employees salary without allowances.

Closely allied to these questions is the relationship between people and which has been characterized by a spirit of animosity and jealousy rather than cooperation and teamwork, as it should be if the service of the University is to be efficient. This spirit of animosity exists between superiors and subordinates, between professionals and administrators, between administrators and academicians.

One sometimes gets the impression that in observing human relations in the public service that Nigerians do not like each other.

There is also the reluctance of superiors to delegate responsibilities to subordinates, and the adverse reluctance of subordinates to accept responsibility. Thus reluctance results in excessive concentration of decision making at the top most levels and the consequent inefficient use of the talents of both the superiors and subordinates.

3. ***TRAINING***

Of all the aspects of Personnel Management, perhaps the most important today's training. Training is important for our public service. In spite of some outstanding efforts by the university in this regard, we remain short of skilled manpower so necessary to a successful development policy. Training is an important means of meeting this chronic manpower shortage. It becomes even more important as the system grows and expands, raising

new demands for more skilled manpower in more professions and occupations.

The deficiency of Training programmes in the University is noted and widely lamented. The worker regards training as a means to promotion understandably in view of the relative stagnation in salary. Precise training requirements to qualify employees for the promotion are needed in the University. This function should be planned and supervised. The problem is to relate individual employee qualification needs to the job requirements of vacant or foreseeable vacant post at the higher level. The University should then provide opportunities either within or outside the service to close the gap between present qualification and those needed.

Training is also needed to improve performance on the existing job whether or not there are promotion opportunities. Some training resources are not full utilized, while training needs are unfulfilled. Most of the present training is traditional classroom instruction and of duration that discourages participation by valuable employees. Very often, those worthy of training cannot be spared for long periods and are denied both training and promotion. For instance, a researcher is a victim of this circumstance. New ways and means must be developed to improve the present system in Ahmadu Bello University much more can be done with what now exist.

No successful organization relies on training institutions, as its prime resources to develop skilled manpower. The basic responsibility to develop the people of an organization lies with its line management. This means

proper supervision. In fact, this is one of the line management's most important responsibilities. From the Chief Executive down to the First Line Supervisor each must appreciate his reasonability for developing the skills and talents of all those who work under him. Each manager should be evaluated as to effectiveness by how well he develops his work force. This managerial responsibility is nor fully understood and put to practice in Ahmadu Bello University. Without a clear understanding and full commitment by the Chief Executive and his Senior officers to this concept, training will receive little more than lip service from those down the line. The University should encourage the executive cadre because it provides the best supervisory services in any organization.

4. ***PROMOTION***

To a worker, Promotion is a very sensitive and emotional subject that often cause great frustration. Unfortunately, the present policy and practice of the University seems to give grounds for such accusations like bias, favouritism and partisan considerations. The criteria for promotion of staff on the same cadre differs from one department to another. For instance, in the Registry Department:

> Candidates appointable to the post of higher Executive Officer (Admin) should have at least three (3) years post-qualification. Proven ability to speak and write good English is essential.

Or Assistant Executive Officer's Course Certificate from Kaduna Polytechnic or similar institution, plus at least four years post-qualification working experience.

This category of candidates should have had WASC/4GCE (0/L) Pass at credit level including English Language of Teachers' Grade II with merit passes including English Language or equivalent qualification. Proven ability to speak and write good English is essential.

Whereas, in the Bursary Department:

A candidate with four (4) years experience as Executive Officer (Accounts) can be promoted to the grade of higher Executive Officer (Accounts). Candidates should also possess 4 credits in GCE 'O' level including Maths or Candidates with four (4) years post-qualification experience as above can be appointed direct as higher Executive Officer (Accounts).

In addition to the above discriminatory criteria, a Principal Executive Officer (Administration) must acquire the Advanced Diploma in Public Administration (ADPA) before he is qualified for promotion to Assistant Chief Executive officer (Administration) and above.

His colleagues in the Bursary Department is promoted without much requirement up to the rank of Chief Executive Officer.

Hardly does the committee invite candidates for promotion to an interview. It relies mostly on the recommendations written by the reporting

officer, complains about the veracity and objectivity of such recommendations has been widespread. It is an unfair method of assessing one's worth.

The criticisms relate mainly to its lack of objectivity and the fact that the officer reported on does not know the comments made by his superior, and is not informed if the overall report is unsatisfactory to improve.

Behaviour and personality factors may in some cases be important, but there is no guidance on how to assess these factors and what yardstick to use.

When the basic method is questioned and the report kept away from the staff, suspicion inevitably arises that unknown factors were also considered such as ethnic background, religion, sex, favoritism, corruption or sheer lack of competence in writing the recommendation or report.

5. ***DISCIPLINE***

This challenge which no serious attention has been given to it is the low standard of discipline and productivity in the service of the university. Senior officers are very much aware of this endemic problem but no solution has been found to it.

Workers respect positive leadership, when they get it, there is seldom a problem of discipline. Discipline then is a product of leadership, and disciplinary problems are traceable to problems of leadership.

The other contributory causes to the low standard of discipline and productivity in Ahmadu Bello University are:

a) The lack of clear conception of objectives and a thorough knowledge of the meaning of achieving them: It is possible for an officer to go through his career without relating what he does to what actually happens on the ground. He believes that he has done his day's work if he pushes all the files from the in-tray to the out-tray.

Workers will no doubt be more interested if they know what is expected of them and how what they do relates to the University goals and objectives.

b) Lack of Training: Normally people prefer to be part of a well trained productive working unit than one in which leadership is lax, rules are disregarded and standards are so low, that there is no incentive to achievement. Lack of Training programmes for all the categories of staff in the university inhibited efficiency and effectiveness in the service.

c) Inadequate office accommodation: There is great overcrowding in many of the University offices. This is due to an acute shortage of office accommodation. In some cases, an office is of 10 feet by 10 feet meant for one senior officer is occupied by three (3) or more officers with the result that they distract one another. This is an intolerable environment which can only result in indiscipline and low productivity.

The surprise is not that productivity and discipline are low, but that the workers in such an environment are able to produce at their present low levels.

d) Poor Social Amenities: There is an acute shortage of housing and transport facilities. The University's transport system has collapsed. Workers travel in overcrowded buses, to work in overcrowded offices. Some who leave their houses early enough do not get the office on time because the depend on public transport which is sometimes difficult to get. For instance, the scarcity of petrol which began in November, 1992 made nonsense of the public transportation system. Others who trek because they cannot afford the soared transportation cost, arrive at their desk tired and hungry. Again on leaving the office after closing time, some are unable to get to their homes in time. They therefore have no time for games or cultural activities. This affects both their health and work, and results in low standards of discipline and productivity.

2. *SOCIAL & ENVIRONMENTAL PROBLEMS*

A University exist to serve the community in which it is located by attracting basic infrastructures, offering job and educational opportunities for the people especially those within its catchment's area, and providing consultancy and other services to the society at large and within its area of operation. This task is often confounded by the interplay of forces arising from multifarious interests.

In Ahmadu Bello University, during the period under review, these forces came in the form of ideology, religion and ethnic factions.

Sir Ahmadu Bello, the founder and first Chancellor of the University said at the first convocation in 1963, that:

> "The cardinal principle upon which our University is founded is to impart knowledge and learning to men and women of all races without any distinction on grounds of race, religious or political beliefs. The principle is enshrined in the University law. Only through freedom of membership and freedom of inquiry and research can a University be drawn into the full ferment of thoughts from which new knowledge comes. Only if it adheres to these freedoms can it be truly great. If our staff and students' are drawn from all parts of the world (and from all parts of our country) the mixture of international (and national) minds working together in an atmosphere of academic freedom can produce a University true to its ideals and meanings".

This legacy from our pioneers is a solemn trust which must not be betrayed. There is one area which the University has to watch very closely, that is personnel and students composition. It should be also recognized that a University is made or broken by the quality of its staff. More than mere lip service should be paid to this, both with respect to quality and quantity.

There appears the tendency to 'localize' staff excessively. The temptation to this must be resisted. Just as the presence of expatriates ensured that international standards were respected, similarly, with a truly 'national' staff, national standards will be respected. Any tendency to in-breeding and parochialism must be strongly resisted.

It is well known biological phenomenon that a nation that in-breeds becomes progressively weaker nation.

No one needs to be told that no matter what his religious or other forms of societal affiliation, in official matters, absolute impartiality without fear or favour should prevail. The event of the 11th March, 1987 seems to have heighten the fears of some members of the community about their safety. A state of suspicion and mistrust have persisted. The people need reassurance, they need to feel they are wanted, they need to have a sense of belonging.

The fundamental problems confronting the University today are primarily development, expansion in size, quality of output of the products of teaching, research and community service. In addition, the University will have to contend itself with the pursuit of answers and solutions to the social-political and economic problems facing the nation as well as, those peculiar to it. For instance, the University is yet to fully settle the problems of full access to University education, setting conditions necessary for tranquility in our campuses, evolving a formula with ways and means of ensuring an adequate and stable funding systems, and the art and science of coping with the stress imposed on the system, while at the same time maintaining quality of output.

The relationship between the University, the society and government of the day also would require a continuous reappraisal until an ideal state of dynamic equilibrium is attained. In this regard, the most vexing problems

confronting Universities around the world and Nigerian Universities in particular is that of accountability. Universities must be accountable to the Government and the societies within their location. This entails not only financial accountability, but also accounting for the quantity and quality of graduates in terms of standards and relevance, research output and contribution to community development.

3. ECONOMIC PROBLEMS

Ahmadu Bello University's economy is tottering on the verge of collapsed because of declining productivity; ranging inflation, high interest rates, corruptions and other hardships. The galloping inflation ills affected implementation of development projects. This attributed to unrestraint public spending over the years. As a result of these problems, production has given way to speculation, while values like honesty, hard work, merit, discipline and accountability have been relegated to the background. Our economy suffers from low productivity of workers as a result of such negative tendencies as lateness, bribery and naked stealing. This is why our traditional values of decency, humility, and thrift are fast giving way to peerless extravagant and flamboyant lifestyle as manifested in our misplaced taste for expensive clothes, cars and jewelleries as well as our lavish spending on unnecessary ceremonies like child naming, marriage, and burial ceremonies. The ultimate aim of a corrupt average Nigeria to advertise that "he has made it" and no

one will ask ‘how’? All these are a symptoms of a sick society which could have cured itself with the wasted resources.

Funding of the University in 1985 and 1986 also witnessed a decline. This understandable the result of a general recession in the economy. Apart from the fact the estimated figures submitted were drastically cut by the Federal Government, the actual figures approved for the running of the university were not released in full, particularly in 1986. Also, quarterly releases of the approved grants by the Federal Government were made in arrears.

All these affected meaningful planning and development.

The foreign exchange facilities granted the University in the period under review were too low to meet the requirements of the university in the important areas of staff development, procurement of library books, journal, periodicals and teaching and research equipment. Indeed the capital funding of the University has not been very encouraging. The concern of the University is to secure enough funds to executive their programmes of teaching, research and community service. It is very well known that the burden of academic development in universities rests in the Federal Government as the main source of funding. Yet the government itself is suffering from a serious economic crunch because of the fall in the world price of crude oil which is the major export commodity in Nigeria.

It is perhaps this state of affairs that prompted the government to set up the committee on the study of higher education curricular and

development in Nigeria. It is very necessary to define a clear, unambiguous and pragmatic approach to the issue of curricular development even when the economy is buoyant. However, Universities must be involved in this type of study, otherwise the desired result may not be achieved. Ahmadu Bello University has since realized that the rationalization of its academic programmes rest within the purview of its responsibilities. We certainly know our areas of strength and weakness, and are in a better position to undertake any rationalization of our programmes. Indeed, a comprehensive report on the Universities finances popularly known as the “Bajoga Report” was issued in December, 1984. Those recommendations which have been accepted by the Council are implemented. On the whole, the University was able to absorb the shock when the going was tough, just as it enjoyed bonanza during the oil boom.

PROSPECTS OF THE UNIVERSITY IN NIGERIA

The prospects of Ahmadu Bello University Zaria in this context, refers to the future contributions and importance of the institution if Brain drain as one of its problems is solved by this research efforts. The prospects includes:

1. The provision of services particularly at the higher levels for a suitable qualified and experienced graduates in view of the expanded nature of the demand for various services.

2. The retention of high quality manpower in the institution will enable the Institution regain its status as a world class Institution, and thus the

production of graduates that are of the same standard with those in developed countries.

3. The provision of adequate working facilities and practical supporting staff needed for research work will increase the scientific tradition in the institution and increase under utilization of professional skills. Thus, the elimination of old fashioned system of education in the University.

4. Enhanced productivity will prevail in the sector if salary structures are revised, and also if there is a deliberate national policy of higher pay for the academia.

5. There will be proper supervision of subordinates and accountability if corruption is controlled. The University should encourage the staff on the executive cadre because they provide the best supervisory services in any organization.

6. Regular promotion of the academicians will boost their morale and encourage them to work harder, so as to contribute their own quota to the development of the economy. The basis for promotion should be quality (not quantity) of publications and demonstrated teaching ability, workload and consultancy services to the public and private organizations.

7. A unified grade structure which will embrace all posts in the service from the highest to the lowest and provide equal opportunity for every staff to advance to the highest post irrespective of his or her discipline. This will increase the standard of discipline and productivity will improve.

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CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND THE FINDINGS.

5.1 ***INTRODUCTION***

Brain Drain represents a cost to the government and people of Nigeria in terms of money spent to train these personnel Since the country invested some huge amount of resources in the training of these experts, the country is not only denied the much needed returnees on investment, but the original colossal investment is only past to other nations. Investigations indicated that many of these professionals have at one time or the other in their educational careers enjoyed government assistance or sponsorships.

The death of skilled manpower associated with brain drain from the economy creates a vacuum which is filled by mediocre and unqualified people. When such people occupy positions of trust where merit ought to be the yardstick for appointment, one major area where the employment of inexperienced and incompetent people will create problems for the economy, relates to the lowering of professional standards. Lack of well qualified personnel to teach professional course means that the nation is producing half baked graduates. Undoubtedly, this could lead to a situation where the nations University degrees will no longer be recognized.

The main purpose of this study was to determine the causes, pattern magnitude and possible response to staff retention problems in Ahmadu Bello University Zaria.

This chapter presented analyzed, and interpreted the data collected in this research work. The data obtained personnel interview some documentary evidences and us based on responses to the questionnaires administered.

5.2 PERSONALITY PROFILES OF RESPONDENTS

A. *ANALYSIS OF PERSONALITY PROFILE OF ACADEMIC STAFF.*

TABLE 5.1

Age distribution of Academic Staff

AGE (YEARS)	NUMBER OF RESPODNETS	PERCENTAGE
24 - 24	8	12
35- 44	12	18.5
45-54	20	30.8
55-AND ABOVE	25	38.5
TOTAL	65	100%

Source : Research Questionnaire 2005

Table 5:1 above shows that about 12% of the academic staff fall within the ages of 24-34. This is because most young graduates prefer to work outside the educational institution in places like banks where remuneration is higher, as well as more job security.

18.5% fall within the ages of 35-44, 30.8% fall within the ages of 45-54, and 38.5% fall within the ages of 55 and above. The reason here for the higher percentage in the older bracket is because this people have been in the university system for a very long time and have become part and percel of the system, and are willing to stay up to their retirement age.

TABLE 5.2

Sex distribution of academic staff

SEX	NUMBER OF RESPODNETS	PERCENTAGE%
Male	39	50
Female	26	40
Total	65	100%

Source : Research Questionnaire 2005

Table 5.2 above shows that 50% of the lecturers are male. This is because men are more likely to withstand the regions and intensity of the job. Also, right from the onset of the University, there were more men employed than women and some are still in the service of the University, and thus the greater percentage.

On the other hand, only 40% of the lecturers are females due to religious and cultural believes of the environment.

TABLE 5.3

Marital Status distribution of Academic staff

MARITAL STATUS	NUMBER OF RESPODNETS	PERCENTAGE%
Married	40	61.5
Single	25	38.5
Total	65	100%

Source : Research Questionnaire 2005

Table 5.3 shows that 61.5% of the respondents were married due to long years of service they have been in the University, as well as the religious and cultural practices of the Nigerian society. Only 38.5% of the respondents are single.

TABLE 5.4

Education Background of Academic Staff.

QUALIFICATION	NUMBER OF RESPODNETS	PERCENTAGE%
First Degree	10	15
Master	32	54
P.hd	20	31
Total	65	100%

Source : Research Questionnaires 2005.

Table 5.4 revealed that only 15% of the respondents are first degree holders. This is because only few people are recruited into the system with their first degree, the greater percentage of respondents have their master degree which constitute 54% from the above. The greater percentage of masters holders means that most of the lecturers prefer to maintain their master level for this career, and only few reach up the Doctorate level as can be seen from the table with 31%.

TABLE 5.5
Years of Service Distribution of Lecturers.

NUMBER OF YEARS	NUMBER OF RESPODNETS	PERCENTAGE%
30 years and above	18	28
20 – 30	25	38.5
10-19	12	18.5
Total	12	15
Total	65	100%

Source : Research Questionnaires 2005.

Table 5.5 revealed that 28% of the residents spent 30 years and more in the service of the University. This is because most of the older staff for this institution fall within this bracket and majority have since retired from the service of the University due to old age.

On the other hand 38.5% fall within the age bracket of 20-30 years. They have adapted to the ups and downs of the University system and are willing to stand the test of time, and thus the highest percentage is constituted by them . 18.5% fall within the range of 10-19 because most of them are attracted by greener pastures elsewhere and whenever they get the opportunity, they move out of the system, so also the age bracket of 1-9 which constitute just 15% of the respondents are also susceptible to the same situation with those within the 10-19 years brackets.

TABLE 5.6

Current position of academic staff

CURRENT POSITION	NUMBER OF RESPONDNETSS	PERCENTAGE %
Professor	10	28
Reader	13	20
Senior Lecturer	12	18
Lecturer II	7	11
Lecturer I	10	15
Graduate Assistant	5	8
Total	65	100%

Sources: Research Questionnaire 2005

Table 5.6 Shows that 28% of the respondents are professors constituting the highest percentage due to the fact that they are the oldest staff in the system and the researcher fell that more important information will be obtained from the. 20% of the respondents are readers, also as a result of their long experience, and knowledge the high percentage mean and advantage to the researcher and thus the grater percentage too attached to them. 18% were however senior lecturers and 11% fall within the rank of lecturer II< and 15% are lecturer I. This is because all the three categories easily move out of the

institution whenever an opportunity is provided. Only 8% constitutes the graduate assistants because there is a very low number of such category in the institution because most young graduates prefer to work in other shears of endeavor instead of educational institutions due to the harsh economic conditions in the country.

B. **ANALYSIS OF THE PERSONALITY PROFILE OF STUDENTS**

TABLE 5.7

Age Distribution of students.

AGE YEARS	**NUMBER OF RESPODNETS**	**PERCENTAGE%**
18-23	14	47
24-29	10	33
30-35	6	20
Total	30	100%s

Source : Research Questionnaires 2005.

From table 5.7 above indicates that 48% of the respondents fall within the ages of 18-23 because most graduates enter the University in good time this days, and thus the low age bracket on the higher percentage. 33% fall within 24-29 years. This could be attributed to the frequent disruptions, in the University constituted by such factors as strikes, and prolonged semesters which makes the students grow older in the University. Only 20% are within the ages of 30-35 because some people engage in different kinds of occupations in order to raise money to sponsor their University education before joining the system. This and some other factors contribute to the engagement in higher institutions by some people due to the harsh economic conditions of the country.

TABLE 5.8

Sex distribution of students

SEX	**NUMBER OF RESPODNETS**	**PERCENTAGE%**
Male	18	60
Female	12	40
Total	30	100%

Source : Research Questionnaires 2005.

From the table above, 60% of the respondents were male and only 40% constitute the female respondents.

This is because of the traditional and religious beliefs constitute such. Mostly, the traditional belief of the society is that men are the bread winners in the home, and therefore engage more in educational pursuit than women whom mostly stay back at home and take car eof the home.

Current position of academic staff

LEVEL	NUMBER OF RESPONDNETSS	PERCENTAGE %
100	4	13.4
200	-	0
300	12	40
400	10	33.3
500	4	13.3
Total	300	100%

Sources: Research Questionnaire 2005

From the table 5.9 above only 13.4% of the respondents are 100 level students, this is because these set of students are not usually conversant with the University system, and will therefore not provide relevant information on the subject under review. The 200Level students returned no questionnaire because the researcher could not get them to submit back

those questionnaires given to them. 40% of the respondents were 300 level students. This set constitute a greater percentage because the researcher feels more important information can be obtained from them because they have stayed for sometime in the system and have tested some of the effects of the subject under review, and will thus provide information to the researcher. 33 . 3% of the respondents were 400 level students who are in their final year in some fields of studies and will as such provide relevant information to the researcher. Finally 13.3% were 500 level students, these are also final year students in some fields of studies who the researcher feels will provide adequate information on brain drain.

5.3 DATA PRESENTATION AND ANALYSIS ON AHMADU BELLO UNIVERSITY ZARIA.

The analysis and interpretation of the raw data of a research are the means by which the resort is answered.

Analysis is defined as “The ordering and breaking down of data into constituent parts”. It consist of the statistical calculations performed with the raw data to provide answers to the questions initiating the research.

The interpretation taken the result of the analysis, makes inference pertinent to the research relations studied, and draws conclusions about these relations.

In analysis data collected, the researcher has used the percentage (%) responses method. Using method, the researcher has allotted a 100% to

every question and has determined what percentage of the 100% the alternatives in every question constitute. The results have been interpreted.

The questionnaire administered to both academic staff and students of Ahmadu Bello University Zaria have been analyses independently. A.B.U. Zaria has been selected for this research study because of its outstanding performance amongst other universities in the country.

A total of 120 questionnaires were issued to the respondents. Out of the 120 questionnaires issued, only 95 were duly filled and returned to the researcher by the respondents 25 questionnaires were not returned to the researcher which represents 20.8% of the respondents who were issued with the questionnaire. Therefore, the 79.2% of the questionnaires which was duly filled and returned to the researcher were used for the presentation and analysis for this research study.

They table below shows the number of questionnaire given or issued out to the respective respondents. The same residents were also interviewed to obtain other necessary information, which was not covered by the questionnaire. This is to balance their views for authenticity.

Table 5.10

ACADEMIC STAFF & STUDNETS	NUMBER OF QUESTIONNAIRE	PERCENTRAGE (%)
Number of Questionnaire returned	95	79.2
Number of Questionnaire not returned	25	20.8
Total	120	100%

Out of the total of 95 questionnaires returned 65 were from academic staff and the remaining 30 were returned by the students. These are the questionnaires duly analyzed for this research work.

The academic staff were given a greater percentage of the questionnaires because the phenomenon under review – brain Drain is directly associated with academia and thus the greater percentage of the questionnaire was directed to them since they are in best position to provide vital information for a sound representation of the subject matter. The student's view more or less constitute a supplementary one, and thus the lower percentage of questionnaires directed to them.

5. 3. 1 PRESENTATION OF STAFF RESPONSES TO QUESTIONNARE.

5.3 11 REASONS FOR CHOOSING AHMADU BELLO UNIVERSITY ZARIA.

TABLE 5.11

REASON	NUMBER OF QUESTIONNAIRE	PERCENTRAGE (%)
Job Security & Interest	18	28
Opportunity for further studies and researcher	20	30
As a stepping stone for other jobs	127	42
Total	65	100%

Source: researcher Questionnaire 2005.

The academic staff were asked why they choose to work in Ahmadu Bello University Zaria 28% said they choose to work in the University due to job security and interest. This means they feel secured earning or living in an

academic institutions and also have interest in doing the job and will therefore remain in the institution for such reasons. 20% said they choose to work in the University as an opportunity for further studies and research. The implication of thus in is that there is a strong desire to excel and acquire knowledge within the academic cycle. However, the lack of or inadequacy of such opportunities and even facilities will mean frustration of efforts and thus will compel such individuals to leave the institution.

On the other hand 42 % representing about half of the population of the respondents said they joined the services of Ahmadu Bello University Zaria as a steeping stone for other jobs.

This means that the greater percentage of the academicians are not satisfied with their jobs due to certain factors, and would prefer to leave if an opportunity is provided.

5.3.12 ***Do You have time for Leisure ?***

TABLE 5.12

RESPONSES	**NUMBER OF RESPONDENTS**	**PERCENTAGE %**
NO	40	62
YES	25	38
TOTAL	65	100%

Source: Research Questionnaire 2005.

From table 5.13 above, 62% of the academic staff indicated that they do not have time for leisure which constitute the absolute majority of the

respondents considered for thus research work. 38% however, said they have time for leisure, this percentage is insignificant.

The lack of time for leisure is as a result of excess workload due to inadequate teaching staff, poor equipment and facilities etc. This usually hinders the lectures from performing their best.

5.3.13 Approximate Number Scripts Married By Lecturers In A Semester

TABL 5.13

NUMBER OF SCRIPTS	NUMBERS OF RESPODNETS	PERCENTAGE (%)
1000 and above	24	37
800-600	12	18.5
600-400	17	26.2
1-200	8	12.3
Less than 100	4	6
Total	65	100%

Source: Research Questionnaire 2005.

From table 5.12 above 37% of the academic staff indicated that they mark between 1000 and above scripts in a semester. These shows that a greater percentage of academicians go through a regorous exercise marking large number of scripts. The implication of this is that then lecturers due to work over load become frustrated, have low moral as well as lack time for leisure and other personal activities, and thus become dissatisfied with the work environment. Most often, the lecturers resort to setting objective questions which is a faster and easier means of assessing the students.

On the other hand, 18.5% of the lectures said they mark between 600-400 scripts, 12.3% mark from 1-200 scripts, & only 6% mark less than 100 scripts per semesters.

This is an indicator that the University is on its way to total collapse, because when an employee is subjected to work overload, his productivity decline due to the regour and intensity of the work. The University is lacking academic staff to cater for the large population of students in the system. Their productivity tends to decline and as such they are discouraged from performing their best.

5.3.14 ***What is the most Pressing Problem Facing University Education***

RESPONSES	NUMBERS OF RESPODNETS	PERCENTAGE (%)
Inadequate finding	24	25
Poor Equipment and facilities	12	15
Inadequate staff	17	22
All of the above	8	38
Total	65	100%

Source: Research Questionnaire 2005.

From Table 5.14 above, 25% indicated that the most pressing problem facing University education is inadequate finding because finance provide the most important element for any activity in every sphere of endeavor. Without funds every other activity will be at a stand still, therefore a lot has to be done on this aspect for a smooth operation of the institution.; 15% of the respondents indicated that dilapidated equipment's and facilities is then most pressing problem because without equipment's and facilities, proper research, teaching and learning cannot take place " Also, 22% of the academic staff

indicated that inadequate staff is the most pressing problem facing the institution because when skilled manpower is lacking in an academic environment, such institution is on its way to total collapse since they are the one to train these future leaders, for the country, when they are lacking, half baked students will be on the increase in the society.

Majority of the respondents on the other hand representing 38% of the lecturers are of the view that all the afore mentioned problems pose a great threat to proper teaching and research in the institution. They are of the opinion that non of the options can be over looked, and need to be properly addressed for an effective and efficient teaching and learning to take place, as well as minimize the outflow of academia from such institutions.

5.3.2 Students Responses to Questionnaire
5.3.21 Why o you choose to come to AB.U. ?

TABLE 5.15

RESPONSES	NUMBERS OF RESPODNETS	PERCENTAGE (%)
Reputation of the University	10	33.3
Academic Excellence	16	53.4
Proximity to Home	3	13.3
Total	30	100%

Source: Research Questionnaire 2005.

From table 5. 15 above, 33.3% of the respondents said they choose to study in Ahmadu Bello University Zaria because of the reputation of the University. Ahmadu Bello University Zaria is known with a very high Standards, and thus students from far and near take advantage of such to study in the University.

On the other hand 53.4% attached their reason for coming to A.B.U. Zaria for academic excellence. The implication of this is that authorities of A.B.U. Zaria has a challenge on the need to sustain or even improve upon such an image which is known for a decades about the University. Only 13.3% choose to study in the University as a result of proximity to home, which shows that this reason is a very weak one as the percentage is insignificant as far as this research work is concerned.

5.3.22 *Do you think your Reasons for coming To A.B.U. Will be Achieved upon GRADUATION ?*

TABLE 5.16

RESPONSES	NUMBER OF RESPODNETS	PERCENTAGE %
YES	30	100
NO	-	-
TOTAL	30	100%

Source: Research Questionnaire 2005.

From Table 5.16 above, all the students were affirmative above graduation from the University because it is the aim of every students to one day graduate from any institution he/she finds himself so as to continue the pursuit of his career in life. No students wish to remain in school forever, but hope to contribute to the advancement for their country by contributing their own quota. But many of them still showed dissatisfaction when interviewed because of their experiences in Ahmadu Bello University Zaria regarding constant seasonal instability in the entire system, the most frequent of such posed by strikes due to frustrations, dissatisfaction and other unsatisfactory

factors experience by the lecturers. Despite all these, the students still expressed pride for coming to Ahmadu Bello University Zaria because of the high academic standard associated with the institution.

5. 3. 23 ***To what Extent has The Shortage of Academic Staff Affected you ?"***

Responses	NUMBERS OF RESPODNETS	PERCENTAGE (%)
Poor performance	5	16.7
Low Morale	3	10
Negative Attitude to Studies	6	20
Frustration	4	13.3
All of the above	12	40
Total	30	100%

Source: Research Questionnaire 2005.

From Tables 5.17 above, shows that the students expressed the extent to which the shortage of academic staff has affected to all the alternatives given by the researcher (All of the above option) consisting of poor performance, how moral, negative attitude to studies as well as frustration on their own part. This took 40% of the response. Other independent variable such as poor performance had 16.7%, how morale 10%, Negative attitude to studies with 20% as well as frustration with 13.3%.

The responses to this question confirms that there exist academic staff shortages in the institution. In order to ascertain the validity of such answer, respondents were asked to explain how the shortages have manifested itself.

The problem is apparent in many ways viz:

a. Lecturers always prefer to give group assignments due to alrge number of students per lecture.

b. Students are forced to take some elective courses against their wishes this is because not all the elective course have lecturers.

The above are some of the manifestation of academic staff shortages as expressed by the respondents.

5.3.24 ***WHAT IS YOUR SUGGESTIONS TO THE GOVERNMENT TO CURTAIL THE PROBLEM OF BRAIN DRAIN IN THE UNIVERSITY.***

TABLE 5.18

RESPONSE	NUMBER OF RESPODNENTS	PERCENTAGE %
Better finding of the University	6	20
Provision of research facilities	8	27
Improved reward system	6	20
All of the above	10	33
Total	30	100%

From table 5.18 above, 20%s of the students were of the view that better finding of the University is the proper means by which the government can curtail the problem of brain drain. This is as a result of the significant role finance plays in the effective running of any organization 27% of the respondents suggested that provision of research facilities will best curtail the problem. This is because of research facilities are provided equivalent to those in advanced countries, there will be improvements in the area of teaching and research on recent developments in the environment. While another 20% are of the opinion that improved reward system will best curtail the problem. The salary structures of academicians should be revised, as well as be raised, discrimination and bigotry should be eliminated.

On the whole, 33% of the respondents constituting the highest percentage are of the opinion that all the alternatives put together as a whole

will yield the desired result i.e for brain drain to be curtailed from this institution, the government has to device a better system of funding, provide adequate research facilities as well as improve the reward system.

Also, the Universities should be encouraged to develop policies of their own stimulating the utilization of higher education for development.

5.4 *THE RESEARCH FINDINGS*

From the data analyzed above, we can say that brain Drain pose a great threat to the vision, mission as well as the overall goals and objectives of Ahmadu Bello University Zaria.

THE VISSION OF AHMADU BELLO UNIVERSITY

"The Ahmadu Bello University is to be a world class, apex University engaged in imparting knowledge and learning to men and women of all races, using high-quality facilities and multi-disciplinary approach, Through freedom of membership, inquiry, research, dynamic and interactive leadership and management, the University would be drawn into the full ferment of though from which new knowledge comes, through high –caliber and motivated staff and students drawn from all parts of the word, and working together in an atmosphere of academic freedom and security, the University would maintain a high reputation for quality and Institutional decline true to its ideals and meanings. The University would reflect the

needs, the traditions, the social and intellectual heritage of the land in which it is located by developing its own pattern to suit its present background and meets its future needs".

THE MISSION OF AHMADU BELLO UNIVERSITY

"To advance the frontiers of learning and break new grounds, through teaching, research and the dissemination of knowledge of the highest quality, to establish and foster national and international integration, development and the promotion of African Tradition and culture, to serve as a model and conscience of the society, to produce high level manpower and enhance capacity building through RETAINING, in order to meet the challenges of the 21st century".

From the questionnaires issued to the respondents, it was clearly seen that if the problem of Brain Drain is not addressed, the entire University system is on its way to total collapse.,

The brain Drain syndrome pose a great threat to the students, the remaining lecturers as well as the entire University system in the following ways:-

i. **EFFECTS ON STUDENTS**

Brain drain weakens the post-graduate programmes of the Nigerian University system in the same way as environmental mismanagement causes permanent damages to sprouting plant and animal lives. Potential young academics are the seeds for social economic and technological development.

If young academicians are not trained in adequate number and quality, there will be steady decline in the quality of public services. The space of national; developments is most likely to be impaired considerably, the future will remain bleak.

To the young academicians themselves braid drain is the most demoralizing factor in their pursuit of specialization. Many potential post graduate students have suffered severe set backs in their live because they could not be admitted when they were ready. They could not be admitted because there were no enough senior academics to supervise their work and show them what to o scholarly. Many who secured admission could not complete their studies in time because mid way through their research programme their supervisors left. In most chasms post graduate students are forced to change their topics and begin again.

They end up frustratingly in a circular motion, the students, companioning of little or no process, the overloaded supervisor complaining of lack of interest.

The frustrations of University academic are often vented in their students through inattention and outright abandonment resulting in massive failures.

ii. **EFFECTS ON REMAINING LECTURES**

Brain drain also contributes to the lowering of morate of the academicians left behind in the Nigerian University system, a situation which reduces their productivity. Often, those who have left disseminate information about real or

imagined opportunities abroad to those back home. Their success stories usually exert " a pull" on others. Those who cannot move immediately but have their mind cast on to their jobs. The effect is a labour force that is disenchanted, disorganized, sad, undedicated, demoralized, aggrieved and completely de-energized.

Among the most important problem of brain drain revealed by this research include the over loading of existing staff in the institution. The overloading of these lecturers is a major course of concern which has a long run effect on the entire system. For example, the increased workload will have tremendous effects on the effectiveness of the course they're teaching. This is because one lecturer will be found teaching three to five classes at a time. This reduces his personal research time, personal leisure time and more over, the courses they handle cannot be taught satisfactorily. This is because in most cases, course outlines are not exhausted before the semester ends.

Due to excessive workload, lecturers are complied to device work load, lectures are compelled tom device methods of conducting semesters continuos assessments through group assignments, and setting of objective questions, this is a way of reducing the whole stress.

A typical example of excess work load is related to the marking of examination scripts.

The number of students intake over the years is highly increasing and this has not been accompanied with increased academic staff employment,

hence delay in the making of examinations scripts. In addition, some lecturers reveal that their departments, sometimes force some course on them even in areas they know they cannot perform satisfactorily because those teaching those course have left and the department cannot do without those course.

The extra work load on academic staff also manifest in the number of supervisors especially, final year students. The number of students handled by lecturers is always disturbing high and the implication of this is that the lecturer has to put ion extra hours in order to complete these assignment on time.

However, the role stress play in weren't in most organizations and normally workers need some form of stress to achieve their best in terms of performance, but if the stress is beyond what they can cope with under normal circumstance then it becomes unhealthy.

Stress or pressure results from too many competing demands at the work place. The way and manner the role occupant tolerates pressure can only be explained by both the pressure itself and the way it is generated.

Generally, an individual tends to withstand a higher level of work pressure if it is self-induced than if an external agent imposes it. It is apparent that the above stress on academic staff is not self induced and any work pressure that is not self induced is unhealthy.

iii **EFFECTS ON UNIVERSITY EDUCATION**

The depletion of our Universities of quality staff has two pertinent dimensions worth mentioning.

First, those of the academics who are waiting their turns for more lucrative jobs outside the University system engage in private practices. Some practices related to their training and other practices completely outside their training such as scurrying for supplier contracts. These private practices tend to take more of their times and greater physical attention, to the detriment of their University jobs. In the end, even those academics who are in the system are not really there.

Secondly the apparent weaknesses in the students that we graduate have harmed the international and professional recognition, which our university programmes, and training enjoyed previously.

Withdrawals of this recognition simply means longer periods of post graduate schools overseas. Graduates of Nigerian Universities are finding it increasingly difficult to pass qualifying examinations into post graduate schools overseas.

Many who passed are forced to withdraw prematurely because they were ill prepared.

These are some of the dangers posed by the brain drain syndrome and have either direct or indirect consequences on University education and the nation at large.

5. 5 *GENERAL DISCUSSION ON THE IMPLICATIONS OF THE FINDINGS*

In the course of conducting this research work, the researcher was able to make a number of findings as enumerated and analyzed above.

When academicians with high standards constantly withdraw their services from the Univerisity, it means that the future oif the country is bleak, since half baked graduates will be produced, and thus has a negative impact on the entire economy. The outputs of every educational setting serves as an input to other sectors of the economy including so many sensitive sectors which could deter the effective and efficient running of the entire economy.

It was discovered from the questionnaires issued that a greater percentage of the academic staff joined the service of the University as a stepping stone for other jobs, (see table 5.11) which is a clear indicator that the academicians are prepared to leave the service of the Univeristy as soon as a better opportunity is provided.

Therefore, the salary structure of the University system needs to be revised, so that academicians gets a good take home pay to cater for their needs.

Another discovery is that of inadequate finding of the University by the Federal Government and poor equipment and facilities as indicated in table 5.14 where 38% of the academicians revealed that these were the most striking problems facing the University. This also leads to the mass exodus of academician to other places where better condition of service is provided.

It was also discovered from the study that most of the academic staff do not have time for leisure and other co-curricular activities due to too much work, load. As could be seen from table 5.13, 62% of the lecturers said that they don't have time for leisure or other activities due to extra workload on them due to shortage of staff. The few lecturers left are forced to engage in doing extra work meant for others who have left. This usually makes them frustrated with the job.

On the part of the students, it was discovered from their responses that most of them choose to come to Ahmadu Bello University Zaria because of the high academic excellence associated with the University. Table 5.15 is a clear indicator of this where 53.4% of the students were in support of this. Therefore, the authorities of the University needs to strive top bring back the lost glory and prestige of the University.

Also, majorities of the students were affirmative about graduation from the University. This can be confirmed from Table 5.16 where a 100% of the students said they were sure of graduating from the University even though the University constantly experience instability posed by strikes and other disruptions.

Here, the University authority needs to take a permanent solution to the problems faced by the institution so that students can graduate within the stipulated duration's of their various courses of study.

It was also discovered that the shortage of academic staff has affected students in so many ways including negative attitude to studies, poor

performance, low morale and frustration. Table 5.17 serves as a pointer here because 40% of the students confirms the statement.

5.6 *SUMMARY*

This chapter contains the data presentation and analysis that was collected for the research from the identified respondents. The personality profile of the respondents used for this research work was analyzed for readers to appreciate the caliber of respondents that provided the data.

Findings were drawn form the data presented and analyzed, and their implications were carefully explained as they may affect every stakeholder under the problem of Brain drain in Nigerian Universities.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 *SUMMARY*

Nigeria is a developing country which has devoted a grater proportion of its resources to manpower production in the hope that this will facilitate the rapid development because of the availability of skilled manpower. The continuing emigration of a significant proportion of the highly skilled manpower therefore has major adverse consequences for the national economy.

Over the last few years, the Nigerian University system has emaciated seriously from drain of its experienced staff. So much harm has been done to the academic in Nigeria that many of our academic department are headed by lecturers of senior lectures grade. Similarly the quality of University Teaching and research has suffered.

Dissatisfaction with condition of service on campuses and the more attractive conditions elsewhere had led to an exodus of academicians into other sector of the Nigerian economy where academics were totally unrelated to their qualifications.

Brain Drain threatens University education system with total collapse because there is a growing difficulty in inducing brilliant and able lecturers to come back to the system.

The present Brain Drain also has the effect of contributing to the lowering of morale of the academicians left behind in the University system, a situation which reduces their productivity.

Those who cannot move immediately have their minds cast on favorable conditions obtained in other sectors of the economy or abroad and remain only marginally committed to their jobs.

In order to contribute to the Understanding of the problem of Brain Drain and its implications on University education and the nation at large an attempt was made in the first chapter to look at how University lecturers leave and work happily in the period prior to 1973 due to better condition of service and how thus was negatively affected by the Udoji committee which reviewed conditions of service in the public sector. The chapter also traced the cause of brain drain to problems associated with the national economy.

Chapter two traced the historical development of University education in Nigeria. It present arguments and views as advanced by scholars and researchers who undertook similar study as part of the literature review. Also, the problem of Brain drain was examined to find out the extent in which the menace affects University education. The chapter goes further to look at how the brain drain phenomenon has spread its tentacles to the health sector.

The systems theory was used in the chapter to explain how the University operates.

Lastly, the concept of Brain Drain was discussed, as well as the general causes of Brain Drain.

Chapter three depicts the research methods used for the study.

Chapter four discussed the organizational history, the objectives and structure, functional operations, and the functional operations of Ahmadu Bello University Zaria.

Also, the activities involved in managing the Institution, management problems of the institution as well as the prospect of the University in Nigeria.

Chapter five was primarily concerned with an analysis of the data collected as response to questions asked lecturers and students through questionnaires and interviews during the course of the research. It has shown that the University in general is experiencing Brain Drain. The responses also indicates that those willing or intending to leave the services of the University is high.

Chapter Six concludes by Summarizing what the whole research entails, and some suggestions were made for improvement and further research.

6.2 CONCLUSION

It is obvious that Ahmadu Bello University Zaria 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 the study institution revealed that frustration resulting from a ghetto like work environment, inadequate facilities (offices, lecture and seminar rooms, lecture theatres, laboratories, water electricity) lack of everything including laboratory

equipment's, ragents, current text books and journals, teaching and learning resources, basic classroom furniture and the inability to up-date ones self through attendance at conferences (local and overseas) all these have led to job disillusion and consequently job dissatisfaction.

Likewise the existence of stringent guidelines for promotion, have made lecturers situations helpless. This is because of lack of publication. The University lecturers looks over his shoulders to find his less gifted school mates in the army, custom, civil service, finance houses etc earning more, and comfortably accommodated and provided with municipal facilities such as uninterrupted water and electricity supplies, free telephones, security and other attendants.

Clearly innate discoveries cannot be made in ghetto – like potential discovered opts for a more financially lucrative and yet less intellectually demanding job. Consequently productivity in the form of original contribution to knowledge and development has declined down to almost zero.

6.3 RECOMMENDATIONS

i. The study has revealed that dissatisfaction with the reward system is one of the important factors causing brain drain. Table 5.11 clearly shows that 42% of the academicians choose to work in the University as a stepping stone for other jobs, indicating that they are not satisfied

with the reward system and are willing to leave if an opportunity is provided, hence the government should review the Universities salaries to reflect productivity in order to curb brain drain. Professionals going abroad should be informed of what has been done.

ii. The government should provide the Universities with periodic block grant to rehabilitate existing facility and purchase new ones. This can be clearly seen from Table 5.14 where 15% of the respondents indicated that one of the most pressing problem facing University education in Nigeria is poor equipment's and facilities. Most of the existing equipment's and facilities are obsolete, and as such there is the urgent need for their replacement with modern ones in order to meet the challenges of 21st century.

iii. The study also indicated that the fear of retiring empty handed make older and more experienced academicians migrate. The salary structure of the academic needs to be reviewed and certain amendments should be made, so that they can be also to cater for their daily living as well as make some savings. Table 5.18 is a clear indicator to this situation when the students were asked to suggest to the government on how to curtail the problem of brain drain 20% suggested that improved reward system will help Gerb the phenomenon.

iv. The establishment division of the University should conduct on exist interview to find the real and particular reasons why some lecturers left. The real cause of leaving from those that have left and take constructive actions against such problems.

v. To strengthen confidence in the long-term future of the University, there should be more effective measurers for the long term planning of government financed research and development. The public should be kept informed of government policy and porogrammes for research and development by the publication of an annual review of programmes, forecasts and objectives. In particular, if it is necessary to abandon or run down a major project, alternative plans should first be devised, and made public for the redeployment of the manpower and resources involved.

vi. The University authority should promote a greater degree of constructive mobility between and within the various sectors of employment with the object of creating greater opportunity for the individuals at every level. Pension rights should be made readily transferable. The institution should do more along this line. There is room for a much more along this line. There is room for a much more professional approach to management's, and there is a great deal still to be done.

vii. The university should encourage research especially in the science based course. There should be a deliberate national policy of higher

pay on a selective basis for engineers, technologists and scientists. At the some time, the Government should consider the case for financial incentives in order to encourage the more effective employment of highly qualified engineers, technologists and scientists. Also, the University should encourage and sponsor business travel, attendance at important conference, exchange programmes and the like.,

viii. Public Companies particularly those engaged in manufacturing industry should appoint University staff to serve as part time members on their Board of Directors and other Policy- Making bodies, and likewise that the University should provide more opportunities for suitable Senior members of industry to serve as visiting professors and lecturers in University Departments of engineering, technology and science. The University Should reverse the current tendency to train Scientists towards academic achievement as an end itself, and thus change the consequent attitude that academic research is the only respectable outcome of such training. They should direct the emphasis of Scientific education more towards the needs of industrial laboratories for higher degrees".

ix. The university should be encouraged to develop policies of their own stimulating the utilization of higher education for development. Affiliations between the institution and other institutions in developed countries should be established.

x. Inequities of status especially afflict middle level personnel, hence their employment conditions should be improved by making their status commensurate with their economic worth taking their needs into consideration.

xi. Developed countries which have profited from the immigration of professionals from developing countries should feel a special obligation to help to improve conditions of education, science and technology in the lands from which this human wealth come.

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QUESTIONNAIRE FOR ACADEMIC STAFF

GUIDELINE: PLEASE TICK, AS WELL AS WRITE THE APPROPRIATE ANSWER

SECTION A – Personality profile of respondents

1. Age
   (a) 24-34 [ ]
   (b) 35-44 [ ]
   (c) 45-54 [ ]
   (d) 55 and above [ ]

2. Sex
   (a) Male [ ]
   (b) female [ ]

3. What is your Educational Background ?
   (a) First Degree [ ]
   (b) Masters [ ]
   (c) P.hd [ ]

4. How many years did you spend in the service of this University ?
   (a) 30 Years and above [ ]
   (b) 20 – 30 years [ ]
   (c) 10 –19 years [ ]
   (d) 1-9 years [ ]

5. What is your Current Position ?
   (a) Professor [ ]
   (b) Reader [ ]
   (c) Senior Lecturer [ ]
   (d) Lecturer II [ ]
   (e) Lecturer I [ ]
   (f) Graduate Assistant [ ]

SECTION B

1. Why do you choose to work in this University ?
   (a) Job Security and Interest
   (b) Opportunity for further studies and research
   (c) As a stepping stone for other jobs.

2. Tick the classes you lecture in a semester?
   (a) Phd/PGD [ ]
   (b) Bsc/B.e.d [ ]
   (c) Diploma/Certificate [ ]

3. How do you conduct your continuous assessments and examination.
   (a) Setting Long essays
   (b) Setting objectives
   (c) Group assignments/Presentation.

4. How many Scripts do you mark approximately in a semester?
   (a) 1000 and above [ ]
   (b) 800 – 600 [ ]
   (c) 600 – 400 [ ]
   (d) 400 – 200 [ ]
   (e) 1 – 200 [ ]
   (f) Less than 100 [ ]

5. How long does it take you to mark the scripts ?
   (a) 20 – 30 days [ ]
   (b) 10 – 20 days [ ]
   (c) 1- 10 days [ ]
   (d) 30 day and above [ ]

6. How many final year students do you supervise in a session ?
   (a) Over 30 [ ]
   (b) 20 – 30 [ ]
   (c) 10 – 19 [ ]
   (d) 1 – 9 [ ]

7. Do you have time for Leisure?
   (a) Yes
   (b) No

8. If No, why ?
   ---

9. Would you like to leave the University if an Opportunity is provided ?
   (a) Yes
   (b) No

10. If Yes, why would you want to Leave ?

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11. If No, Why would you not want to Leave ?

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12. What do you think the University should do to provide satisfaction and contentment to its staff ?
    (a) Improve working condition
    (b) Increase pay package to staff
    (c) Create adequate welfare scheme.
    (d) All of the above

13. What in your Opinion is the most pressing problem facing University Education. ?
    (a) Inadequate funding.
    (b) Poor equipment and facilities
    (c) Inadequate teaching staff
    (d) All of the above.

What do you think is the reason for mass exodus of academicians from University ?
    (a) Dissatisfaction with reward system
    (b) Frustration and lack of Job satisfaction
    (c) Falling standard of living
    (d) Leadership styles in the University.

15. What has been the effect of brain drain on you and your department.
    (a) Low morale [ ]
    (b) Work overload [ ]
    (c) Frustration [ ]
    (d) All of the above

16. How in your opinion do you think brain drain can be curtailed?
    (a) Improved reward system'
    (b) Regular salary adjustments.
    (c) Improved facilities
    (d) Better funding of Universities
    (e) All of the above

17. Simply describe the relationship of your University and the federal government.
    (a) Excellent
    (b) Good
    (c) Fair
    (d) Poor

Thank you.

APPENDIX B

DEPARTMENT OF BUSINESS ADMINISTRATION
FACULTY OF ADMINISTRATION
AHMADU BELLO UNIVERSITY, ZARIA.

QUESTIONNAIRE ON THE CAUSES OF BRAIN DRAIN IN NIGERIAN UNIVERSITIES, A CASE STUDY OF AHMADU BELLO UNIVERSITY ZARIA.

Dear Respondents,

This Questionnaire has been designed to obtain information for a project on the above subject matter.
This is done in partial fulfillment of the requirements for the award of the degree of masters in Business Administration (MBA) of Ahmadu Bello University, Zaria.

The above named Institution has been selected for this research study because of its performance amongst other universities in the country.

It will be appreciated if you respond to these questions, sincerely and objectively. Be assured that all information given shall be treated with utmost confidentiality and anonymity. It will also be used for research purpose only. Your prompt response to this questionnaire will be highly appreciated.

Thanks for your anticipated co-operation.

Yours Sincerely.

ALIYU MAIMUNA SHIKA

QUESTIONNAIRE FOR STUDENTS

GUIDELINE: PLEASE TICK, AS WELL AS WRITE THE APPROPRIATE ANSWER.

SECTION A: PERSONALITY PROFILE OF RESPONDENTS.

1. Age
   (a) 18- 23 [ ]
   (b) 24- 29 [ ]
   (c) 30- 35 [ ]

2. Sex
   (a) Male [ ]
   (b) Female [ ]

3. What is your level of study ?
   (a) 100 level [ ]
   (b) 200 level [ ]
   (c) 300 level [ ]
   (d) 400 level [ ]
   (e) 500 level [ ]

SECTION B.

1. Why do you choose to come to A.B.U. ?
   (a) Reputation of the University.
   (b) Academic Excellence
   (c) Proximity of Home

2. Do you think your reasons for coming to A.B.U. will be achieved upon graduation ?
   (a) Yes [ ]
   (b) No [ ]

3. if your answer is yes, how ?

   ---

4. If No why ?

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5. Do you have academic staff shortage in your department ?
   (a) Yes [ ]
   (b) No [ ]

6. If yes, why ?

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7. If no why ?

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8. To what extent has the shortage of academic staff affected you as a student ?
   (a) Poor performance [ ]
   (b) Low Morale [ ]
   (c) Negative attitude to studies [ ]
   (d) Frustration [ ]

9. What is your suggestion to the government on how to curtail the problem of Brain drain in this University? [ ]
   (a) Better funding of the University.[ ]
   (b) Provision of research facilities [ ]
   (c) Improved reward system [ ]

10. How do you rate the activities of this Institution?
   (a) Impressive [ ]
   (b) Very impressive [ ]
   (c) Not impressive [ ]

11. How often do you communicate with your lectures?
   (a) Very often
   (b) Not very often
   (c) When the need arise
   (d) Not at all

12. If not often why?

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13. How do you rate your Institutions image in the public?
   (a) Excellent
   (b) Good
   (c) Fair
   (d) Bad