

THE “JAPA” BRAIN DRAIN SYNDROME AND NIGERIAN UNIVERSITIES

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Abstract

The Nigerian university system which was an Eldorado for vast numbers of scholars from all over the world between 1948 and the early 1980s has fallen from its Olympian heights of glory and attraction following the reverse trend of mass exodus of lecturers, technologists, medical doctors and other allied personnel in search of greener pasture in other climes. This chapter anchored on historical method of investigation reveals that the glut in the international oil market in the 1980s coupled with the introduction of the Structural Adjustment Program (SAP) by the Ibrahim Babangida regime set the stage for the migration of expatriates from Nigeria due to the crash in the value of naira. It further reveals that the general neglect of the ivory tower by successive administrations in the Post-Cold War era has also triggered a massive wave of migration to other nations by Nigerian scholars thereby resulting in the dwindling fortune of Nigerian university system. The chapter suggests that Nigerian government stimulate economic growth, improve on university staff welfare and provide cutting edge facilities and amenities for universities across the nation in order to mitigate the crisis of brain drain engendered by the prevailing trend of mass relocation of staff abroad.

Introduction

The term "Japa", which is a combination of two Yoruba words meaning "ja" (run) and "pa" (without looking back), run, without looking back¹ has in the twenty first Century evolved into a popular cliché that captures the growing wave of emigration among Nigerians seeking better living conditions abroad. Surprisingly what began as an informal slang or expression has become a metaphor for a deep-seated socio-economic crisis, one that reflects widespread disillusionment with the state of governance, economic hardship, and the perceived decline of public institutions, including the university system. Within the context of higher education, the "Japa" syndrome signifies a renewed and accelerated phase of brain drain, as significant numbers of Nigerian academics, researchers, and students migrate to more developed countries and even countries in Africa in search of academic fulfillment, professional stability, and improved quality of life.

The "Japa" phenomenon is not entirely new. Nigeria has, since the 1980s, experienced recurrent waves of intellectual migration occasioned by prolonged military interregnum, declining economic fortune and currency devaluation. However, the current "Japa" trend differs both in scale and impact. It is fueled by global connectivity, digitalization, and more open international mobility frameworks, which make relocation more feasible than in the past. Nigerian universities have over the years lost talented faculty members, postgraduate students, and administrative staff to institutions in North America, Europe, Asia, the Middle East, Eastern and Southern Africa. For instance the 21st century zeitgeist reveals an International Political Economy that is replete with cut-throat competitive desires among states. It is on record that several decades of "brain drain" or "labour poaching" have decimated the African academic and medical sectors. As of 2007, about 44 per cent of Africans with tertiary education

emigrated from Angola, Burundi, Ghana, Kenya, Mauritius, Mozambique, Nigeria, Sierra Leone, Uganda and Tanzania in search of employment in Organization for Economic Co-operation and Development (OECD) countries. This includes about 20,000 Nigerian and 12,000 South African medical doctors.² It has also been established that the emigration of highly qualified personnel from Africa distorts the socioeconomic and political structure of the continent.³

The mass exodus of university staff has created a huge gap in terms of competent manpower which has affected the quality of graduates of Nigerian universities and also impacted negatively on enrollment into the country universities by foreigners. Suffice to say that the loss of skilled personnel has also led to teaching gaps, reduced mentorship for younger academics, and a decline in research output. Moreover, the morale of the remaining workforce is often dampened by poor remuneration, inadequate infrastructure, and institutional instability, creating a vicious cycle that perpetuates further migration.

This book chapter in discussing the “Japa” brain drain syndrome flowing from the ongoing introduction, the second section discusses the conceptual framework of brain drain and migration, and explain the forces that serves as catalyst for the movement of human capital. The third section interrogates the critical issues at the root of the unending migration of Nigerian intellectuals and other supporting staff in the university system to other parts of the world, while the fourth section explains the manifestations and consequences of brain drain on the country educational sector. The fifth and concluding section provides potential pathways to mitigate the crisis of brain drain in Nigerian ivory tower.

Conceptualizing Brain Drain and Migration

The conceptual framework that best expound “The Japa” Brain

Drain Syndrome and Nigerian Universities is anchored on the combination of migration theories, human capital theory, and globalization discourse, all of which collectively explain the motivations, processes, and implications of academic migration within the Nigerian higher education system. The term brain drain was coined by the British Royal Society to refer to the migration of technologists and scientists from the United Kingdom to the Canada and United States in the 1950s and 1960s.⁴ Brain drain is typically referred to as the emigration of a nation's highly skilled individuals. The theory of brain drain in Bhagwati and Hamada views primarily addresses the emigration of skilled and educated individuals from one country to another, a migratory pattern that leads to a loss of human capital in the originating country.⁵ Brain drain occurs when professionals such as scientists, engineers, and healthcare workers move to countries with better opportunities, often driven by higher wages, advanced research facilities, and improved living standards.⁶ This type of migration often leads to significant economic and social challenges for the countries losing their talent, as it depletes their pool of educated individuals who are crucial for innovation and development.

Brain drain which refers to the large-scale emigration of skilled and educated manpower from developing to developed nations has resulted in a depletion of intellectual and professional resources in the country of origin. In Nigeria, especially in the post covid era the mass emigration of university workers has been triggered by a combination of economic adversity, insecurity and institutional decay. This heightened phase of emigration otherwise known in the local parlance as "Japa" represents both an individual survival strategy and a systemic symptom of state and institutional failure. Regrettably, this development has led to both knowledge and capacity hemorrhage. The push-pull theory

of migration propounded by Everett Lee, provides a useful lens for explaining the “Japa” phenomenon as it affects Nigerian university system.⁷ The push factors for instance are situated in the adverse conditions within Nigerian universities that triggers migration such as poor salaries, inadequate research infrastructure, insecurity, unstable policies, repeated cycle of strikes and lack of academic freedom; while the pull factors on the other hand are situated in the attractive opportunities in foreign institutions such as higher remuneration, stable work environments, advanced research facilities, secured environment and clear career progression pathways. Obviously, it is the interaction between these forces in an increasingly globalized world that sustains a continuous outflow of human capital from the ivory tower in Nigeria.

In the views of the leading proponents of Human Capital theory, Becker and Schultz, education and skills constitute forms of capital that increase individual productivity and national development.⁸ As a result when highly educated individuals emigrate, the invested human capital is effectively transferred to the host countries, depriving the home country of the potential returns on its educational investments. Thus Nigerian universities, as producers of skilled human resources have been suffering from colossal loss of intellectual assets. At the broader level, the nation as a whole suffers significantly from the loss of benefits that would have accrued from the expertise of emigrated intellectuals.

In the argument of globalization experts, all is not gloom or doom about the “Japa” syndrome since the global integration of economies, technologies, and academic networks has made knowledge increasingly mobile, thus paving the way for redistribution of knowledge resources. Hence migration of Nigerian university workers should not be viewed as an absolute loss to the Nigerian academic

community and the country at large. Over the years, Nigerian academics abroad have maintained collaborative links with universities at home through research partnerships, mentorship, and virtual engagements. These forms of interactions have developed a pathway for *brain circulation* rather than permanent brain drain. According to Udeorah and Odichie, "while brain drain has historically been seen as a loss for Nigeria, brain circulation offers a framework to leverage the diaspora's contributions, transforming challenges into opportunities for national development."⁹ So apart from brain drain, the "Japa" syndrome has inadvertently led to brain gain. However, the phenomenon has also unfortunately led to brain waste as some university workers in Nigeria who are desperate to migrate at all cost settled for menial jobs in their host countries, some as drivers, security guards or caregivers.¹⁰

The "Japa" syndrome in the Nigerian context can best be conceptualized as an outcome of structural imbalances between national and global systems of opportunity. It is also a situation that arises from the tension between individual aspirations and systemic limitations, where personal pursuit of growth coincides with institutional decline. Sadly, Nigerian universities occupy a paradoxical space and a precarious position as producers of talent, yet victims of talent flight.

Factors responsible for the Emigration of Nigerian Universities Workers

As in other part of the developing world, decline in education quality resulting from lack of funding and low salaries have forced educators, academic professors and other sought-after professionals to migrate overseas for better remuneration and working conditions.¹¹ For Nigerians, the degeneration in the standard of education in the country is traceable to the 1980s especially with the introduction of the Structural Adjustment

Program by the General Ibrahim Babangida regime. This era heralds the gross devaluation of the country's currency and diminishing interests in the funding of universities by the military government. The poor funding of the universities in a period characterized by hyperinflation had tremendous adverse effect on the salaries of workers within the system and also set the stage for the dilapidation of critical infrastructure and facilities on campuses. The first category of staff to react to this development were the foreigners working in universities such as University of Ibadan, Ahmadu Bello University Zaria, University of Jos, University of Nigeria Nsukka, University of Lagos and several others. They resigned in their large numbers and migrated to the Middle East, Canada, United States and Europe in search of greener pasture. Those expatriates after relocating from Nigeria were in touch with their Nigerian friends in the university system - they did not shy away from comparing their enhanced earnings with their former colleagues in Nigeria. It was the staggering difference in wages coupled with the conducive atmosphere for teaching and research obtainable outside the shore of the country that triggered the second waves of emigration of scholars from Nigeria. For instance, before the close of the 20th Century available statistics from ASUU Secretariat Abuja indicates that Nigerian lecturers constituted one of the least paid workers in the country. For example, whilst the annual salaries of some public sector (Oil and iron and steel) workers as at 1997 were N600,000 and N400,000 respectively, that of university academic staff was N54,000.¹² In another report that compared the salaries of Nigerian academic with their counterparts in other African countries the revelation is mind blowing. According to a survey conducted in 2007 by the National Universities Commission (NUC) while a full professor in Botswana, Namibia and South Africa earned \$27,000, \$21,000 - \$35,000 and \$58,000 - \$75,000

respectively per annum, their Nigerian counterpart earned a paltry sum of \$12,000 per annum in 2006.¹³ Even though ASSU succeeded in getting a pay rise in 2009 from the Umaru Musa Yardua administration, government unwillingness to review the payment template since then in the face of galloping inflation has made nonsense of the pay rise negotiated. Sadly the general state of the nation has been on a free fall all through the military era to the present Fourth Republic. For example The Punch Newspaper in 2019 cited the view of The Economist on the parlous state of Nigerian economy and its implication for Nigerian workers as follows;

The Economist in its report said based on the thinking of the International Monetary Fund, the average income of Nigerians will not rise for at least another six (years).The report partly read, The Nigerian economy is stuck like a stranded truck. Average incomes have been falling for four years; the IMF thinks they will not rise for at least another six (years).The latest figures put unemployment at 23 per cent, after growing for 15 consecutive quarters.¹⁴

Funding is a critical factor in educational development. Adequate funding is required for payment of salaries and allowances of staff, purchase of facilities, construction and repairs of buildings and maintenance of other critical infrastructure. The United Nation Educational, Scientific and Cultural Organization (UNESCO) recommends that for effective funding of education, 26% of the Gross Domestic Product (GDP) of each nation be set aside for educational development. However, the situation in Nigeria over the years has been a far cry from the ideal, as the country has never comply with this recommendation. It is worrisome that for decades the budgetary allocation to the educational sector has been very low.

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

Year	Allocation by percentage of total budget
2000	8.36
2001	7.00
2002	5.9
2003	1.83
2004	10.5
2005	9.3
2006	11.0
2007	8.09
2008	13.0
2009	6.54
2010	6.40
2011	1.69
2012	10.0
2013	8.70

Source: Central Bank of Nigeria “Statistical Bulletin”. Abuja, Nigeria: Federal Government Press, 2013¹⁵

Data in Table 1 shows that between 2000 and 2013, Federal Government s allocation to the educational sector relative to the total budget was between 1.69 % (in year 2011) and 13.0% (in 2008). The figures in the table above tells the sad story of government deliberate neglect of the educational sector as its best attempt between 2000 to 2013 was 50% of the recommended benchmark attained in 2008.

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

S/N	Country	% Budget Allocated to Education	Rank
1	Ghana	31.0	1 st
2	Cote d Ivoire	30.0	2 nd
3	Uganda	27.0	3 rd
4	Morocco	26.4	4 th
5	South Africa	25.8	5 th
6	Swaziland	24.6	6 th
7	Mexico	24.3	7 th
8	Kenya	23.0	8 th
9	United Arab Emirates	22.5	9 th
10	Botswana	19.0	10 th
11	Iran	17.7	11 th
12	United States	17.1	12 th
13	Tunisia	17.0	13 th
14	Lesotho	17.0	14 th
15	Burkina Faso	16.8	15 th
16	Norway	16.2	16 th
17	Colombia	15.6	17 th
18	Nicaragua	15.0	18 th
19	India	12.7	19 th
20	Nigeria	8.4	20 th

Source: World Bank (2012) cited in Ige A.M, Combating Brain Drain Menace in Tertiary Institutions in Nigeria: The Way Forward, International Journal of Novel Research in Education and Learning Vol. 1, Issue 2, November-December 2014,pp 20-33¹⁶

As indicated in Table 2 above, while Nigeria spent 8.4 % of its GNP on education in 2012, Ghana spent 31.0 (the highest), followed by Cote d Ivoire (30.0%), Uganda (27.0%), and Morocco (26.4). Sadly, of the twenty countries listed, Nigeria gives the least priority to education, which is not ideal for sustainable development.

It is the combination of government apathy and aloofness to educational development and the fear of living in continue penury with no end in sight that exacerbate mass emigration

of skill manpower from Nigeria. With a large proportion of Nigerians living below poverty index the country which was one of the richest 50 countries in early 1970s, having retrogressed to become one of the 25 poorest countries at the threshold of the 21st century; the desire to flee or “japa” became the natural instinct not just for personal survival but for the survival of immediate and extended family members.¹⁷

Right from when the rot set in in the Nigerian university system in the mid 1980s, campuses served as the rallying point for opposition against military regime and thus became a target for brutal crackdown and repression by the junta who through act of intimidation and manipulation of university management eroded academic freedom. As Nigerian campuses increasingly became a theatre of violent repression of students and workers by the state instruments of coercion such as the police and the military, strikes and other forms of industrial actions became the order of the day thereby leading to another wave of emigration of universities workers, this time around mostly Nigerians who were eager to relocate from the toxic and volatile environment that the campuses have become. The wanton neglect of the Nigerian university by successive regimes has in a way created monsters out of the students who due to lack of conducive atmosphere for learning such as hostels and recreational facilities have transformed their campuses to theatres of cultism and violent confrontations that often results in deaths and live long injuries. Sometimes lecturers are either caught in the crossfire of campus cult rivalries or are deliberately attacked for their uncompromising stands against some vested interests in the university community.¹⁸

In addition to the foregoing, the activities of insurgents and bandits across many regions of the country, especially in Northern Nigeria where educated elites are considered to be “bad elements” and targets of attacks and kidnapping by the

jihadist organization, "Boko Haram" has created a climate of palpable fear in the academic circle, thus forcing some workers to relocate to other climes with their families for safety.

Government interference and undue politicization of the Nigerian university system is also at the root of the emigration of university workers from the country. Successive regimes have contributed to the erosion of academic freedom and autonomy thereby creating an atmosphere that encourage patronage and mediocrity. Key management positions in the universities are often determined by government functionaries who settles for their lackeys, those who will grant them contracts and unhindered access to the coffers of the ivory towers. The shameless sacrifice of merit on the altar of patronage is largely responsible for the promotion of ethnicity, religion and other primordial interests in most Nigerian campuses, a development viewed by some workers as reprehensible to academic culture, hence the reason for emigration of many intellectuals to saner climes where they can freely express themselves and realize their dreams as global scholars and intellectuals.

In the 21st Century, especially with the heightened pace of globalization and development in the advanced capitalist world, nations lacking sufficient skilled professionals have relaxed their immigration regulations to make it flexible enough to accommodate more immigrants; especially from Africa. For instance the previous strict restrictions on student visas in Australia was modified to allow skilled professionals to remain for a period in Australian "areas of need", such as in rural and remote areas, after they have completed their studies.¹⁹ Persistent shortage of skilled professionals as well as unskilled labour in the Western countries is the reason why aggressive strategies are being developed to foster brain drain and remedy the impending economic deterioration that would rather have struck them. The Australian government due to

chronic labour shortage that is threatening economic growth in the country in 2005 increased its skilled migrant intake and was also considering changing the rules for those entering the country as working holidaymakers to allow them to extend their visas or take on apprenticeships in rural areas. The European Union within the same period also announced “plans for a more liberal residence visa that would make it easier for foreigners to live and work in its member states.” For instance Germany alone planned to admit skilled immigrants at the rate of fifty thousand a year and allow them to stay permanently.²⁰ Nigerian university workers were encouraged by the liberal immigration policies across the western world to migrate in search of better living condition for themselves and their family members not minding the nature of jobs available for them in their host countries.

The advent of the internet Super Highway and digital technology has also contributed a great deal to the process of emigration as job vacancies, grant funding and scholarships are most often widely displayed and brought to the notice of interested persons via various online platforms. Hence it is far easier in the 21st Century to obtain relevant information as regards job opportunities and travel plans. Very close to the factor just discussed is the remarkable improvement in transportation. The risk associated with air transportation has reduced significantly due to advancement in aviation technology. In the country, airports now abounds in all the geographical regions, conducting international flights. The improvement in aviation safety rate and proximity to aviation facilities have contributed in no small measure in encouraging those who are interested in embarking on long distance flights.

Effects of Brain Drain on Nigerian Universities

The most fundamental outcome of brain drain on Nigerian universities is the shortage of qualified manpower. According

to Punch newspaper of 27th November, 2023 while 27 lecturers reportedly resigned from two faculties at the University of Lagos, about 500 academic vacancies existed at the University of Ilorin in the immediate aftermath of the covid 19 pandemic. The challenge posed by this development is the continuous decline in the standard of tertiary education in the country. With the exit of experienced hands from the ivory tower in Nigeria to other parts of the world, the quality of teaching and research also nose dived, thus contributing to the alarming rise in half baked graduates and stunted development in the industrial sector and other critical sectors of the economy and social endeavours.²¹ Over the years, since the onset of the brain drain, employers of labour and the general public have expressed concern on the quality of graduates of Nigerian universities. This situation is even more worrisome when graduates of Nigerian universities are requested to sit for qualifying examinations before they can be offer employment in both corporate and public organizations within the country and before they could also be admitted into postgraduate programs abroad.²²

Hitherto, public universities in Nigeria ranked alongside other standard universities in the world due to the availability of qualified and dedicated manpower but sadly the positions of Nigerian universities in terms of global performance has dropped to an abysmal level due to the ignoble trend of widespread emigration of university staff.²³ For instance, only three Nigerian universities made it to the list of the 2026 world university rankings released by Quacquarelli Symonds (QS), and non was in the top 1,000.²⁴

The corollary to the above stated factor, since the upsurge in brain drain that began in Nigerian universities in the 1980s is the fact that the country ivory tower has progressively lost its competitive edge as a preferred destination for foreign students and scholars. The departure of experienced lecturers,

researchers, and specialists over the years has eroded the intellectual capital that sustains high-quality academic programmes. Since many foreign students are interested in universities with strong faculty profiles and research output, the departure of experienced scholars inevitably leads to shortage of manpower which has a debilitating consequence on supervision and mentorship. This development in a way reduces the interest of foreign students from countries such as Cameroon, Ghana, Benin Republic, Gambia, Sierra Leone, Chad and Niger from enrolling in Nigerian universities. Ironically these foreign students often migrate alongside with their Nigerian mentors to their new destinations in Ghana, Rwanda, Kenya, Uganda, Botswana, Lesotho, South Africa, North America and Europe. So while the presence of Nigerian scholars in other countries help in attracting students to their universities from across the globe, their absence in their country of origin passes a subtle vote of no confidence on their own university system, therefore impacting negatively on the enrollment of foreign students.

An obvious fundamental outcome of brain drain in Nigerian universities is the fact that it weakens institutional research ecosystems. As senior academics migrate, they often break established research clusters, thus leaving home based universities with fewer experts capable of initiating or sustaining international collaborations. This development is responsible for the fewer number of international joint projects and the abysmal decline in Nigeria's visibility in global research networks.

The mass exodus of university workers from Nigeria to other countries has also led to the depletion in the number of staff available to attend to the ever increasing population of students across university campuses in the country. Given government disinterest in employing replacement for those

who migrated abroad lecturers are often overloaded with courses, and stretched to their limits, thus affecting their productivity. The twin evil of insufficient and qualified staff has led to the outright scrapping of some departments in the country universities as they kept failing year after year the National University Commission (NUC) accreditation exercise and scrutiny by other statutory professional regulatory bodies in academic fields such as medicine, engineering, architecture, nursing, law, pharmacy, medical laboratory science and others.

Another devastating effect of brain drain in Nigeria is the fact that many workers raised in Nigerian universities do not contribute their intellectual quota to developing their institutions or nation. Nigeria invests substantial resources in time past to produce skilled manpower needed in the ivory tower and various sector of the economy but who instead end up benefiting other more developed countries.²⁵ For instance The United Nations Commission for Trade and Development estimated that each migrating African professional represents a loss of \$184, 000 to Africa.²⁶ Moreover, brain drain is a loss in term of money used to employed skilled manpower or to hire the services of the same Nigerian trained manpower from their base abroad to render the same type of service hitherto provided by them or worse still by foreign expatriates. Each time expatriate are invited to teach or train workers in Nigerian universities it is at a higher cost to the host universities – in all of these, the nation is compelled to pay dearly for her insensitivity to the scourge of brain drain. Brain drain has inadvertently increased the level of dependence on foreign assistance by Nigerian universities and has retarded the technological advancement of the country because of the exit of the enlightened population that has all it takes to contribute immensely to the technological upliftment of the beleaguered nation especially at her moment of greatest need.²⁷

Skill diaspora network by Nigerian immigrants has over the years offer “incentive” effect as migrants even after departure from their universities still affect economic, political and social outcomes in their home country by sending money or returning after some time, or by forming diaspora networks that serve as bridges between host and home countries. Along those bridges, many things can circulate: goods, investments, technologies, ideas, values.²⁸ For instance scholars such as Professor Toyin Falola and Professor Saheed Aderinto following in the footsteps of the likes of Professor Ali Mazuri, Professor Chinua Achebe, Professor Ngugi Nwatongi and Professor Wole Soyinka have since migrating to the United States of America used their immense influence and resources to pave way for their counterparts in Nigeria to access scholarship grants and fellowship, thereby integrating African scholars to the hub of global scholars. It is glaring that the privilege to draw on a network of skilled compatriots scattered around the world, especially if they live in the developed countries in terms of technological innovation, financial power, and democracy standards is crucial to helping many developing and emerging countries in their search for better integration in an increasingly globalized world, a world that placed premium on knowledge acquisition. into the global economy.

Solutions to the Challenges of Brain Drain in Nigerian Universities

The pathways to mitigating the complex challenges of brain drain in Nigerian universities rest largely on aggressive funding of infrastructure, research, conferences and enhancement of staff remuneration and welfare of those who labour day and night in the ivory tower. To address the challenge of dilapidated infrastructure in Nigerian campuses

such as lecture theatre, offices, libraries and laboratories the federal government should do more to fund tetfund whose responsibility it is to intervene in the area of physical infrastructure. Tetfund should as a matter of priority reinvigorate its inspectorate units and insist on quality delivery by contractors and handlers of university projects. Issues of conferences, research and welfare are better taken care by university management through robust funding which is only feasible through deliberate implementation of the UNESCO 26 % recommended budgetary allocation to the educational sector.

It is imperative to buttress that a vibrant university system also deserves high level of academic freedom devoid of government interference and manipulations. This academic culture creates room for staff to give their utmost best in terms of performance without holding back especially when they are considered as critical stakeholders in the decision making process. The clarion call for university autonomy is long overdue, if government is genuinely interested in reversing the tide of the brain drain plaguing Nigerian universities then staff must have a say in the choice of those who manage their affairs and how they deploy resources.

While it is essentially the responsibility of government to create the enabling atmosphere for robust intellectual development and scholarship in the ivory tower, scholars on their own should of necessity build networks of intellectual synergy and cooperation in an increasingly globalized world. University authorities and managements can leverage on partnership programs and also take maximum advantage of digital technology in order to bridge the gap between scholars at home and those abroad so as to integrate their campuses into the global hub of the knowledge production industry.

Conclusion

The phenomenon of brain drain has done incalculable damage to the nation citadels of learning and negatively impacted on Nigeria development. While other parts of the world are benefitting from the labour and expertise of Nigerian trained personnel, the country has over the year lost her critical manpower and is confronted with the challenge of training competent manpower that are capable of driving the wheel of development as obtainable in other parts of the world. The situation though may appear bleak and pathetic at the moment but all hope is not lost if the government will put in the right measures to address the issues at the root of the "japa" phenomenon and Nigerian patriotic scholars in diaspora intensifies their efforts in bridging the gap between them and their counterparts in their country of origin.

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