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Sex Differential in Brain Drain Issues Among Universities Lecturers in South-south Nigeria.

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Abstract
The study investigated the sex differential in brain drain issues among Universities lecturers in South-South Nigeria. One research question was answered. The study adopted a descriptive survey design with a population of 9,714 lecturers from 12 (5 federal and 7 states) universities in south-south states. The sample of the study comprised of 7,571 lecturers from 7 (3 federal and 4 state) universities selected by the researcher using a multi-stage sampling technique. The instrument for data collection was lecturers inventory checklist (LIC). Results showed that T brain drain is more among male lecturers than the female counterparts, it was recommended that university management should create a supportive and inclusive work environment that can act as a catalyst to brain drain and government should look into the welfare of lecturers in line with other countries and also help allocate resources to areas that need improvement.
Keywords: sex differential, brain drain, Universities lecturers

Introduction
The problem of brain among university lecturers has been very topical in Nigeria in the past decades. In the late 1970s, the Nigeria university system began to experience several political and economic problems which eventually triggered an exit from the academia. University teachers began to migrate into other sector of the economy where their expertise and services

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were better acknowledged and rewarded. Omini (2025) asserted that universities should ensure adequate management of entrepreneurship of skill programmes in order to enhance job creation among post graduate students.

Sex differences in brain drain could be driven by factors like, disparities in educational attainment, unequal access to economic opportunities, and sex bias in employment and career advancement. This stems from the fact that male and female have a significantly gender gap in education, where women have less access to quality education can contribute to higher emigration rates among women. The gender segregation perspective and working in a female-dominated occupation could have different implications for male and female's brain drain and patterns of changing occupations, which would contribute to maintaining the sex segregation structure in the labor market. When institutional sex inequality affects both the relative benefits and cost to migration, the effects of sex inequality on female migration relative to that of male is likely to be non-linear. At initially low level of woman's rights increases in female brain drain relative to that of the males starting from higher levels of woman's rights, the effect on the female brain drain becomes negative, increase in female education positively affect labour productivity while the effect of male education is often statistically insignificant or even negative.

Variation in brain drain between male and female lectures can be attributed to some factors like educational attainment disparity, career prospect, and societal expectation. Sex disparity in access to education, particularly at the tertiary level, can influence brain drain patterns. If women face unequal access to higher education, their brain drain might lead to higher relative losses compared to men. Men and women may experience different career progression paths, opportunities for research funding or leadership roles in academic, these differences can influence their decision to seek better opportunities abroad. There is an assumption that sex has a role to play in the labor market and job performance. Therefore, the germane questions that need to be asked include; do women experience brain drain more easily in teaching than men? Does a woman get easily satisfied with a framework of the unfolding model of turnover, survival analysis, and other analytical methods? Lee's (2012) study found no supporting evidence for whether women get easily satisfied with work than men. He further suggested important practices tailored towards difficult reasons for brain drain as opposed to generic ones.

There is also evident that the supervision sex matters for satisfaction and turnover, as well as the effect of gender congruence which appears to be driven by lower satisfaction and greater staff brain drain among male teachers with female principals. Carissom, Crolty, and Keisir's

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(2012) carried out a research to test hypotheses concerning the impact of managing sex on the job satisfaction and turnover of public sector workers. The studies revealed a disparity between male and female workers. Hundera (2014) studies' findings have also revealed that the levels of role stress and the intentions to leave are higher among female teaching staff. Also, the effect of role stress on job satisfaction and intention to leave is significantly stronger for females than males, and overall satisfaction has a significant effect on the commitment of both female and male teaching staff though the effects are higher among female teaching staff.

In a thematic analysis that generated the factors affecting women's workforce brain drain; two broad themes, intrinsic factors, and extrinsic factors were identified as cases of women's workforce brain drain in the workplace. Intrinsic factors consist of work-life balance and motherhood whereas extrinsic factors include work pressure, long working hours, faulty appraisal practices, forceful transfers, and less cooperative colleagues (Singh, Garguti & David, 2017). Akpan and Asikhia (2016) study revealed that Sex has no significant influence on the intention of employees to leave their universities in an investigation to investigate the effects of demographic factors on the employees' intention to leave the academic system by the academician in the private universities in southwest Nigeria. Which implies sex is not a factor influencing brain drain in the academics. Luckens Lyter and Fox (2004) study discovered that six percent of male teachers moved to another school or district compared to 8.3% of female teachers. An equal 7.4% of male and female teachers reported leaving the profession.

Nizer (2014) study finding had also shown that women had greater rates of brain drain than men and that sex differences are germane to the understanding of the development of brain drain decisions. Nigeria University observed quality evaluation, the approach adopted by the federal government in establishing universities in the 40s and 70s could be described as conservative and methodical. This is a strategy of special relationships that allows other universities to midwife newly established ones to ensure quality assurance. A broad trend exists regarding which characteristics influence teaching staff or get the intention of leaving the profession. The teaching staff, sex, just like teachers' sex is one of the predictors of departure from the job, with a u-shaped distribution in which younger and older teachers are least likely to remain in the profession. Similarly, there may be a strong relationship between the staff brain drain and their experience, with the least experienced university teaching staff likely to depart the school system.

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One important extension which has been strongly disregarded in the literature concerns the sex gap in international migration. In particular, little research had focused attention on sex migration. The share of male in international migration increased over the last decades. According to the United Nations, this share increased from 46.8 for female to 49.6 percent male between 2000 and 2010. This evolution is mostly due to the rising representation of women in the migration stock of the most advanced countries (from 48.9 to 52.2 percent). It results from many factors such as the rise in women's educational attainment, the increased demand for woman's labor in health care sectors and other services, or cultural and social changes in the attitude towards female migration in many source Countries. The feminization of international migration raises specific economic issues related to the sex determinants and consequences of migration. In particular, women's brain drain is likely to affect sending countries in a very particular way.

Docquier and Markfouk (2006) provided estimates of emigration stocks and rates by educational attainment for 195 source countries in 200 and 174 countries in 1990. This data set gave rise to a couple of extensions as well as to some empirical studies on determinants and consequences of sex and brain drain. Unsurprisingly, at the aggregate level, the study has revealed the role of female education in raising labor productivity and economic growth. Suggesting that educating about sex gaps impedes economic development. Knowles et al (2000) who use Barro and Lee's human capital indicators or Coulombe and Tremblay (2006) who relied on the International Adult Literacy Survey to build a homogenized indicator of human capital. These studies suggest that investment in the human capital of women is crucial in countries where the sex gap in education is high. Societies that lose a high proportion of skilled women through emigration may experience slower growth and reduced income.

According to Morrison, Schiff, and Sjoblom (2007), the feminization of migration is likely to affect the future amount of remittance, the size of diaspora externalities, and the structure of activities in source countries. In this report, women are shown to send remittances over longer periods, to send larger amounts to distant family members, and have different impacts on household expenditure at the origin. In a study on South Africa, Collinson (2013) shows that employed men remit 25 percent less than employed women. Regarding the determinants of migration, it is also argued that women and men do not respond to push and pull factors with the same intensity. The social network is usually seen as more important for women who rely more strongly on relatives and friends for help, information, protection, and guidance at destinations.

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To Oso and Garson (2015) migration of women has tended to be overlooked in the literature for many years, the typical migrant being viewed as male. However, the situation has changed recently, reflecting the importance of family reunification flows and the growth of international recruitment in the service sector, and instability in domestic service. As a result, there has been much greater interest in the role of migrant women and a new literature has emerged that stresses the role of women as primo-migrants and considers the impact of their children left behind Ehrenreich & Hochschild, 2014; Parrefias, 2012). The specific role of immigrant women in remittance flows and their uses as also being considered (World Bank, 2007).

More generally, one could also argue that it neglects the sex dimension of international migrants which may be a major oversight in the research showing that highly educated women make a distinctive contribution to the social and economic development of developing countries (World Bank, 2011). They play a key role in the education and health sector, which are critics of development. Moreover, educated women tend to have fewer children contributing to a lower fertility rate. The education of mothers also has a positive impact on the human capital accumulation (education and health) of their offering (Schutt, 2005). As far as policies are concerned, a better understanding of the sex dimension of the brain drain would be of great interest to both origin and receiving countries. Migration and development policies indeed impact both the sex composition of migration flow and the contributions of women to the economic and social development of their home country.

Purpose of the Study

1. To ascertain if there a variation in the rate of brain drain among Universities Lecturers in South-South based on sex.

Research Questions

2. Is there variation in the rate of brain drain among Universities Lecturers in South-South Nigeria based on sex.

Methodology

This study adopted a descriptive survey research. The choice of this research design is because it involves the collection of existing data and analysis of data using a simple size representation of the entire population without manipulating any variable or data. The population of the study comprised of all the 9,714 lecturers from 12 (5 Federal and 7 States) Universities in South-South state. The sample for the study comprised of 7571 lecturers from 7 (3 federal and 4 state) universities from South-South, Nigeria which was selected by the researcher using a multi-stage sampling technique.

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Instrument

The instrument for data collection was a checklists divided into two section;

Section A contain the demographic data of lecturers while section B contain general lecturers inventory who are on full time employment from 2017 – 2022.

Data collected to answer the research question was descriptively analyzed, using percentage, mean and rates. Charts and figures were used to illustrate the result.

Result

The result of the study is presented below based on the research question of the study;

Research Question

i. is there variation in the rate of brain drain among Universities Lecturers in South-South Nigeria based on sex.

Data Analysis

Table 1: Percentage rate of Brain Drain among Universities Lecturers in the South-South Geopolitical Zone of Nigeria based on Gender

Sex	**Lect. Avail. (2017/2018)**		**Lect. Avail. (2018/2019)**		**Lect. Avail. (2019/2020)**		**Lect. Avail. (2020/2021)**		**Lect. Avail. 2021/2022)**	
	No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
Male	4522	75(1.6%)	4742	81(1.71%)	5412	101(1.8%)	4732	91(1.92%)	5100	136 (2.66%)
Female	1989	25(1.2%)	2071	22(1.06%)	2275	31(1.36%)	2403	27(1.12%)	2471	47 (1.90%)
Grand total	**6511**	**100**	**6813**	**103**	**7687**	**132**	**7135**	**118**	**7571**	**183**

Source: Fieldwork 2023

Data in Table 1 showed rate of brain drain among universities lecturers in the South-South geopolitical zone of Nigeria based on sex. Details of analysis showed that, in 2017/2018 academic session, out of 100 universities lecturers in the South-South geopolitical zone of Nigeria who left, 75 (1.66%) were males and 25 (1.26%) females. Also, in 2018/2019 academic session, out of 103 lecturers who left, 81 (1.71%) were males and 22 (1.06%) females. Furthermore, out of 132 lecturers who left in 2019/2020 academic session, 101 (1.86%) were males and 31 (1.36%) females. In 2020/2021 academic session, out of 118 lecturers who left, 91 (1.92%) were males and 27 (1.12%) females and out of 183 lecturers who left in 2021/2022 academic session, 136 (2.66%) were males and 47 (1.90%) females.

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The results further show that, brain drain is more among male lecturers than their female counterparts.

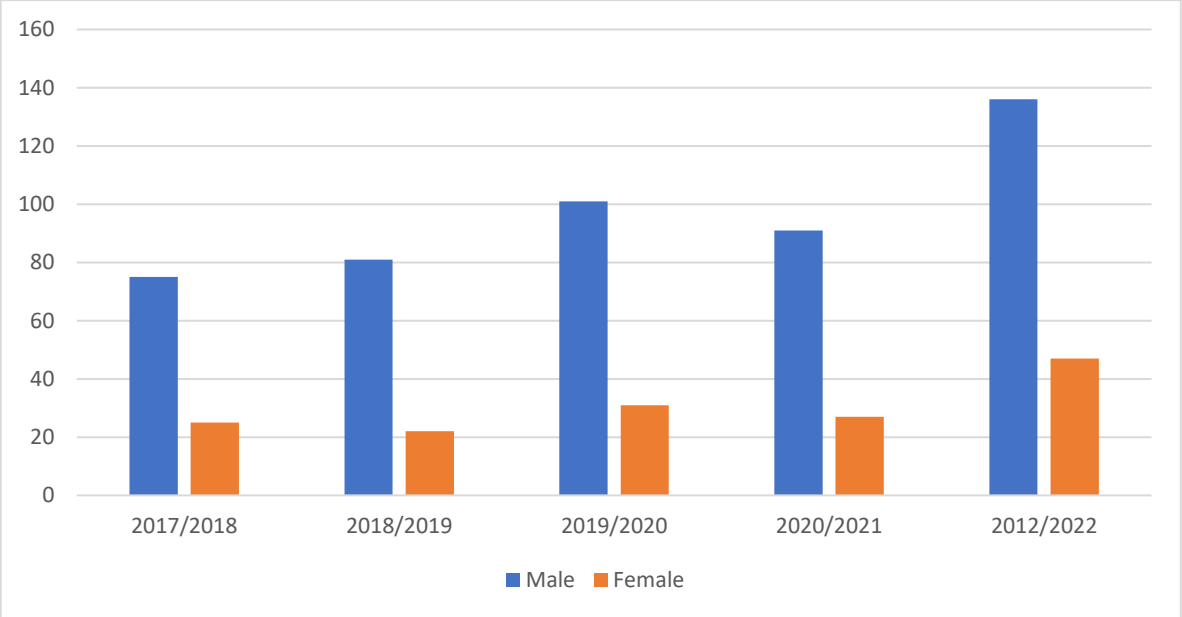

Figure 1: Chart Showing Percentage rate of Brain Drain among Universities Lecturers Based on Gender

Discussion of finding

The study examined the rate of brain drain among university lecturers in south-south based on sex. The investigation revealed that the rate of brain drain varies among male and female lecturers. The result which showed that the rate of brain is higher among male lecturer's than female is supported by Fredrick Lindsay and Abdeslan (2008) who discovered that brain drain rate for male 88% and that of female to be 20%. Thy established that the rate of skilled male emigrant was always higher than the female. This finding is in agreement with the result of the United Nation (2010) who found that the rate of brain drain of male lecturers was 49.6% to 40.8% female lecturers.

This finding agrees with a similar study conducted by Corrisom, Crolty and Keish (2012). They all found a variation in lecturer brain drain rate between male and female which was higher in male than female. However, this finding is in contrast with the founding of Luckens, Lyter and Fex (2001). They finding revealed 7.4% of male and 8.3% of female brain drain rate among lecturers.

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The findings are however not surprisingly as the brain drain rate was higher among male lecturers than female lecturers in line with the general expectation that male lecturer brain drain is higher than that of the female lecturers owing to the fact that most male are likely the one shouldering the responsibilities of their family.

Conclusion

This study concluded that there is a variation in the rate of brain drain among lecturers in south-south public universities between male and female. The brain drain rate among male lecturers is higher than the female lecturers. It is thus clear in that for university education to be relevant and received it aims and objective, there is a need for efficiency of the university system. The university should be able to maximally maintain and create a favorable working conditions for lecturers.

Recommendation

Based on the findings of the study, the following recommendations were made:

1. University management should create a supportive and inclusive work environment that can act as a catalyst to brain drain.
2. University management should identify and address systematic barriers that can contribute to brain drain such as lack of resources or opportunities.
3. Government should enhance the welfare of lecturers in line with other developing countries.

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