

Effects of Brain-Drain on Higher Institutions' Administration in Nigeria

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Abstract: Brain-drain is one of the major problems facing Nigerian higher institutions. Many higher institutions in Nigeria are losing their professors daily due to poor working conditions. This paper intends to discuss the effects of brain-drain on the administration of higher institutions in Nigeria. The paper looked at the concept of brain-drain. The paper identified the causes of brain-drain in the Nigerian higher institutions to include but not limited to; poor salary, unconducive working environment, poor staff development, inadequate infrastructural facilities, strike actions, insecurity and inadequate funding while the identified effects of brain-drain on the higher institutions administration to includes; poor quality education, high student-teacher ratio, shortages of academic staff, poor research development and poor programme development. The paper in order to ensure higher institutions sustainability in Nigeria hereby recommended among others the following: government should increase the motivation of academic staff, implement all reached agreement with trade union groups or civil society organizations in the country, ensure adequate life and job security in all higher institutions and provide more infrastructural facilities.

Key words: Administration, Corruption, University education, Nigeria

1. Introduction

Higher or tertiary education in Nigeria is defined by the National policy on education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI) (NPE,2013).

The goals of Tertiary Education is to: Contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (NPE,2013).

Tertiary Educational institutions shall pursue these goals through: Quality student intake; quality teaching and learning; research and development; high standards in the quality of facilities, services and resources; staff welfare and development programmes; provision of a more practical based curriculum relevant to the needs of the labour market; generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy; a variety of flexible learning modes including full-time, part time, block release,

day-release, and sandwich programmes; access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund); Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised; maintenance of minimum educational standards through appropriate regulatory agencies; an all-inclusive credible admissions policy for national unity; supporting affordable, equitable access to tertiary education through scholarships and students' loans; inter-institutional co-operation and linkages; and dedicated services to the community through extra-mural and extension services (NPE,2013).

The realization of the objectives, goals and programme of the tertiary education hinges on the availability of human and materials resources. The human resource is one of the critical factor in the administration and management of the higher institutions because they coordinate other resources in the realization of the objectives of higher education. The human resources within the higher institutions is grouped into two namely: academic and non-academic staff.

The poor working condition in many higher institutions in Nigeria is driving many academic and non-academic staff to leaving the higher institutions. Ogunode (2020) quoted Tribune online paper that reports that the Academic Staff Union of Universities (ASUU) has warned the Federal Government against encouraging brain drain with a lingering strike and nonchalant attitude towards the yearnings of ASUU. Prof. Biodun Ogunyemi (ASUU President) said Ethiopia has already recruited 200 professors from Nigeria while South Africa, Ghana, Egypt, etc have a sizeable number of Nigerian professors. In 2006, Ethiopia engaged the services of 600 professors, according to Olusegun Akinsanya, the former Nigeria's Ambassador to Ethiopia. He added that over 3,000 Nigerians were living in Ethiopia and that most of them were professionals who were doing very well in their chosen career. A few months ago, Ethiopia came to recruit 200 professors from Nigeria. "I don't want to talk of South Africa. Go to Ghana, Egypt, you will see them there. We treat our scholars with discontent. Each time they step out, they are highly valued and highly-priced (Tribuneonline, 2020).

Ehichoya and Ogunode (2020) noted that many experienced academic staff, professors especially, have been moving out of Nigerian higher institutions to developed countries like USA, Germany, UK etc. for better offer. This is affecting the quality of teaching in the higher institutions in the country. For effective teaching to take place, there is need for adequate professional and experienced lecturers in every higher institution.

Smah (2007) reports Professor Joseph Stiglitz, 2001 Nobel Prize winner in Economics, who, while at 50 delivering a lecture at the first Dr. Pius Okadigbo's memorial lecture series in Enugu, Nigeria, said that there is a particular university in the U.S. that has over 25 Nigerian professors. He submitted that the above pointer is instructive for any serious-minded government that wants to address the issue of brain-drain.

Ogunode & Abubakar (2020) observed that there are many problems facing universities administration in Nigeria. Some of these problems include; inadequate lecturers, inadequate funding, inadequate infrastructural facilities, incessant strike actions by the universities unions, institutional corruption, insecurity problems, weak administrators and poor capacity development lecturer, political interference in the universities' administration, indiscriminate issuance of licenses for establishing new universities, universities autonomy dilemma and poor Internally Generated Revenue (IGR) and brain-drain.

Based on these submissions, this paper will consider the following:

1. Concept of Brain-drain in Nigerian higher institutions;

2. Causes of Brain-drain in Nigerian higher institutions;
3. Effects of Brain-drain in the administration of higher institutions in Nigeria; and
4. Way forward for sustainability of higher institutions in Nigeria.

2. Methodology

This paper relied mainly on print materials and online publication. The print and online resources include; documentary reports, books published, dissertation, thesis, academic journal articles, publications, newspapers, media reports, archival sources and other relevant literatures. Content analysis was used to narrow the resources to the scope of the paper.

3. Concept of Brain-Drain

Brain-drain have been defined by different researchers. For NOUN (2009) brain drain refers to migration of academic staff from the institutions in the country to overseas institutions or equivalent institutions where their services are better rewarded. Institutional deterioration and salary erosion during the past decade have prompted substantial brain drain of academic staff and impeded new recruitment while UNESCO defined “brain drain as an abnormal form of scientific exchange between countries, characterized by a one-way flow in favour of the most highly developed countries” Brain drain can occur in two ways, first is the outright and direct outmigration and second is that graduates trained abroad refuse to come back (Kaempf and Singh 1987).

Brain drain is also described by Docquier and Rapoport (2006) as the international transfer of knowledge and resources in the form of human capital and applies to the migration of academics, skilled professionals, technical manpower and experts from developing to developed countries. The term “brain drain” is used in a narrower way in the non-academic literature to refer to the migration of physicians, academics, scientists, engineers and skilled labour with university training. Brain drain has been a great constraint on the development of poor countries.

The causes of these brain-drains can be attributed to: low level of academic salaries during the past decade; the declining financial attractions of higher education employment in and heavy workloads.

3.1 Factors Responsible For Brain-Drain

For the purpose of this paper, the following will be used as causes of brain-drain in the Nigerian higher institutions: poor salary, unconducive working environment, poor staff development, inadequate infrastructural facilities, strike actions and insecurity.

Poor salary

Poor salary is one of the key cause of brain-drain problem in the Nigerian higher institutions. The monthly salaries that academic staff are receiving is less compare to what other academic staff are been paid in other countries across the World. The inability of the government to adequately fund the various higher institutions in the country is responsible for the poor salaries and other financial benefits given to academic staff in the Nigerian higher institutions. Other factors responsible for the low salaries include corruption, fall in oil revenue and other sectors in the economy like security, health and infrastructural facilities. Ehichoya and Ogunode (2020) observed that there are many factors responsible for brain drain in Nigeria and they include: poor motivation, unconducive working environment, poor working condition and unattractive salaries. Anna (2017) did a study that investigated motivation and job performance of lecturers of tertiary institutions in Nigeria. In order to investigate the problem, three hypotheses were formulated to guide the study. Two instruments were used, namely, “Lecturers’ Motivation scale” and “Lecturers’ Job Performance Scale”. The findings showed that there was no significant relationship between lecturers’ work

environment and their job performance; there was significant relationship between lecturers' salary/incentives and job performance; there was significant relationship between lecturers' promotion and job performance.

Unconducive Working Environment

Unconducive working environment is another major factors responsible for massive movement of academic staff from the higher institution in the country to other part of the world. The working environment constitutes in majorities higher institutions in Nigeria is not conducive for effective service delivery. The working policies, administrative bottleneck, leaderships, quality of supportive services like internet facilities, light and academic freedom is not encouraging in motivating professional to stay and develop their career. Ogunode (2020) noted that factors responsible for Brain-drain in the Nigerian public universities include; unconducive working environment, poor motivation, insecurity, underfunding and political interferences. The implication of brain-drain in the Nigerian public universities include; shortage of lecturers, poor quality of education and high student-teacher ratio.

Poor Staff Development

Poor staff development programme is a very big problem responsible for why academic staff are leaving the Nigerian higher institutions to other countries that has better career development opportunities for their academicians. Ogunode, Jegede and Musa (2021) observed that poor capacity development is another problem facing majorities of the academic staff of Nigerian universities. Many lecturers in the Nigerian universities are not given the opportunities to access funds to develop themselves. One of the key factors responsible to attract professional to stay and develop their career in an institution is the level of the quality opportunities available for career development in the institutions. In Nigeria's higher institutions, the staff development policies are not well developed, the coverage of the policies for all academic staff is poor. Many academic staff in the system spend their personal money to go for training. Basil, Felix and Eno (2013) did a study that examined university lecturers' participation in capacity building programmes in South-South Nigeria and its implication for sustainable development. It focuses on the extent of lecturers' participation in workshops, seminars, conferences, ICT training and mentoring aspects of capacity building programmes. One research question and two hypotheses were drawn to direct this investigation. Findings revealed that university lecturers participate mostly in conferences than any other capacity building programme. Lecturers' participation in capacity building programmes is significantly low with respect to workshops, seminars, conferences, ICT training and mentoring. There is no significant difference between male and female lecturers' participation in capacity building programmes.

Inadequate Infrastructural Facilities

Inadequate infrastructural facilities are another major factor causing brain-drain in the higher education system in Nigeria. According to Ogunode & Agwor (2021) school infrastructural facilities refer to social capital within the school environment. They include school buildings/complexes such as classrooms, tables, exam hall, chairs, auditoria, desks, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, farms, gymnasias, central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc., Institute/centers', specialized facilities e.g. ICT infrastructure, special laboratories, conference facilities, etc., and Boards e.g. interactive, magnetic, screen and chalk, etc., ICT that is computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors, and Ergonomics furnishing in laboratories, libraries, and lecture rooms/theaters, moot courts, and studios, etc. Students' hotels or accommodation include Boys and Girls hostels; municipal/physical infrastructure i.e. power supply, water supply, good road networks,

sports, health and sanitation, staff schools, security facilities, etc. Ogunode & Agwor (2021) further outline the importance of infrastructural facilities in educational institutions include: it aids effective delivery of administrative functions in schools; It makes the delivery of services fast and reliable; It enables teachers to deliver lessons fast; Infrastructural facilities provide a conducive working environment for both teachers and students; Infrastructural facilities enable learners to learn at ease and learn well; and Infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT). It is unfortunate that as important as the infrastructural facilities to support effective services delivery that many public higher institutions in the country do not have the adequate. Abdul (2013) observed that, in many higher institutions in the country, academic and non-academic staff do not have offices. Some non-academic staff seat under the trees, move from office to office to while away time. Four to five academic staff share offices meant for two lecturers. Ogunode, Jegede and Musa (2021) observed that many academic staff share offices and some do not even have while many non-teaching staff seat under the trees and roam about from one office to the other because they don't have office to sit. Many academic staff do not have constant light in their offices and internet services to support their online teaching programme. NOUN (2009) submitted that the office accommodation is inadequate in all tertiary institutions. About three to four lecturers share offices in some of the institutions (some of which are prefabricated buildings). The offices are not comfortable, and hence hinder effective performance of staff, especially the teaching (academic) staff. Ishere and Ogunode (2021) identified inadequate funding, corruption, increase in population, poor infrastructural planning, poor maintenance culture and uncompleted projects as the causes of shortage of inadequate infrastructural facilities in Nigerian public universities.

Strike Actions

Ogunode (2020) submitted that strike actions in the Nigerian public universities is another problem facing the administration of public universities in Nigeria. The Nigerian public universities are known for continuous strike actions by different union groups in the public universities. The continuous strike actions by these different union groups are frustrating the administration of public universities in Nigeria. Ogunode, Jegede and Musa, (2021) observed that many academic staff cannot function or discharge their responsibilities whenever there is strike actions either by the NASU, NAAT or ASUU. Strike actions affects the teaching and research programme of academic staff. Strike actions caused unstable academic programme. Ogunode (2020) outlined the reasons for the strike actions by different union groups to include; underfunding of the public universities, inadequate infrastructural facilities, poor implementation of agreement reached with union groups and poor working condition. The implications of the continuous strike actions on the public universities include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria.

Insecurity

Insecurity problem is one of the major problem facing both the academic and non-academic staff of the public universities in Nigeria. Nigeria is facing insecurity challenges which is affecting all public institutions especially the higher institutions in the country. Many public universities administrators have been killed and kidnapped within the universities staff quarters. Ogunode et al., (2020) submitted that many non-academic staff have been killed. Scholars at Risk reported that on January 19, 2016, unidentified perpetrators kidnapped the Director of the Centre for Continuing Education at Rivers State University of Science and Technology in Port Harcourt. His whereabouts remained unknown at the time of writing. On May 3, 2016, seven gunmen reportedly entered the campus of the University of Calabar, Cross River State, at night, firing shots to disperse security

guards and passers-by. They kidnapped a lecturer and two students from their residential quarters, according to local news sources. Daniel, (2016) submitted that "University of Calabar Lecturer Kidnapped Along with 2 Other Students.

Inadequate funding

Funding is very vital for the administration of higher institutions. Adequate funding of higher institution will guarantee quality education. Inadequate funding is one of the major problems facing the administration of public universities in Nigeria. As important as funding is to the development of higher education, it is unfortunate that funding of higher education is inadequate. Ogunode and Abubakar, (2020) observed that the budgetary allocation for the administration of public universities in Nigeria is not adequate to implement the programme of universities in Nigeria. The university system requires a lot of funds for effective administration to be able realized it goals. The annual budgetary allocation for the administration of universities in Nigeria is grossly inadequate. The inability of the federal government to stick to the UNESCO 26% of national budget for education is affecting the management of Nigerian universities. Many higher institutions administrators in Nigeria do not have adequate funds to procure and purchase the educational resources to adequately implement the higher institutions. Due to poor funding, salaries are not paid until, infrastructural facilities are not adequate and benefits of academic staff are not paid. Ogunode (2021) observed that the implications of underfunding of the public universities include; inadequate infrastructural facilities, shortage of academic staff, poor quality of education, strike action and brain-drain. Ogunode, Jegede and Musa (2021) observed that there many factors responsible for brain-drain in the Nigerian public universities and these factors include; poor motivation, unconducive working environment, insecurity, underfunding and political interferences.

3.2 Effects of Brain-Drain on the Higher Institutions Administration in Nigeria

The effects of brain-drain on the higher institutions administration; frustrating the administration of higher institutions, poor quality education, high student-teacher ratio, shortage of academic staff, poor research development and poor programme development.

Frustrating administration of higher Institutions

One of the resources needed for effective school administration is human resources especially the academic staff. School administrators cannot do anything without the availability of right qualities of academic staff. Ogunode, Ahmed, Gregory, and Abubakar (2020) also observed that teachers are fundamental to effective delivering of teaching programme in the educational institutions. The teachers' place in the educational institutions cannot be replaced. Teachers are the implementer of the curricular. The teacher plans the lesson, organizes the instructional resources and deliver the lesson. The teachers ensure the students learn the right knowledge and skills through the process of teaching and learning. The reduction in the number of academic staff due to brain-drain problem is frustrating the administration of many higher institutions in the country. Ahaotu and Ogunode (2021) noted that Administrators of higher institutions in Nigeria are also struggling with the issue of brain-drain in their respective institutions. Many academic staff in Nigeria higher institutions are moving out of the institutions frustrating the efforts of the administrators and managers to provide quality education. Ogunode (2020) submitted that the mass movement of academicians from the Nigerian public universities is affecting the administration of the universities because academic staff are very important for the implementation of universities' programme.

Poor Quality of Education

Poor quality of higher education in Nigeria is also linked to the problem of mass exodus of professors out the higher education system to other part of the world due to poor motivation.

Academic staff are the main determinant of quality education in higher institutions. The quality of academic staff trained and posted or employed in the higher institutions determines the quality of manpower for the future. Yohanna and Simon (2013) observed that the place of academic staff in any academic institution cannot be overemphasized. The academic staff of any University are equally the intellectual resource pool of the University. Of course, no University is superior to its teaching staff. The type, quality, and quantity of lecturers in the nation's University system for the achievement of its goals and objectives are very crucial to its success. In particular, the higher the quality, the better the graduates who are often than not better equipped and more likely to excel in their chosen careers. To achieve quality education in higher institutions, there must be adequate academic staff with other infrastructural facilities in right quantities and qualities. The poor quality of education in the majorities higher institutions is due to inadequate academic staff and shortage of other resources. One of the factors reducing the number of academic staff in Nigerian higher institutions is the problem of brain-drain.

High Student-Teacher Ratio

Another effect of brain-drain on the administration of higher institutions in Nigeria is that it results to high student-lecturer ratio. According to National Universities Commission Benchmark Minimum Academic Standards (BMAS) of 2007 stipulated the following teacher/students ratio: 1:20 in science; 1:15 in Engineering and technology; 1:10 in medicine, veterinary medicine and pharmacy, 1:15 in agricultural and environmental sciences and 1:30 in education, management science, social sciences, law and arts. Due to shortage of lecturers in many universities, the policies is violated by many universities and what we have is high number of students to a lecturer in many public universities across the country. NEEDS (2014), observed in its report that the faculty-to-student ratio is very low in many Nigerian universities. For instance, the National Open University of Nigeria was reported to have a faculty-to-student ratio of 1:363; the University of Abuja, 1:122; and Lagos State University, 1:114. When compared with the faculty-to-student ratio of some highly rated universities such as Harvard University (1:4), Massachusetts Institute of Technology (1:9), Yale University (1:4) and Cambridge University (1:3), Needs reports submitted that the majority of universities in Nigeria were grossly understaffed. Nigerian academic staff are teaching large classes and this is affecting their performance.

Shortage of Academic Staff

The rate at which academic staff are leaving the higher institutions to other institution like the banking sector, oil industry and aviation is responsible for the acute shortage of academic staff in many higher institutions in Nigeria. The NEEDS (2014) submitted that the data available on teacher' shortage revealed that at the Colleges of education, 95 public colleges of education with population of students of 338,237 and teaching staff of 15,344 and teacher-students ratio of 1:22. For Polytechnics, there 45 public polytechnics with students enrolment of 166,121 and teaching staff of 5,636 while there are 37,504 teachers in the nation's public universities with a student enrolment of 1,252,913, representing a teacher-to-student ratio of 1:33. Ogunode and Adamu (2021) identified; brain-drain, inadequate funding, lack of strategic manpower planning, poor motivation, unconducive working environment and corruption as the reasons for shortage of academic staff in the Nigerian higher institutions.

Poor Research Development

Poor research development in many higher institutions in Nigeria is as a result of limited academic staff with experiences in carrying out research. Research is one of the key programme of higher institutions. Research is one major indicators used for ranking higher institutions performance. Conducting quality research demands experiences researchers and academician. It is unfortunate that many higher institutions in the country do not have these qualified researchers and professors

due to brain-drain problems. Okoli, Ogbondah, and Ewor, (2016) and Okebukola (2002) observed that, there is diminishing scope of mentoring junior researchers by seasoned and senior researchers due to brain drain.

Poor Programme Development

Many higher institutions in the country are losing their academic programme due to shortage of academic staff which is caused by brain-drain. In Nigerian higher institutions, Commissions are saddled with the responsibilities of accrediting programmes in different higher institutions. Programme accredited by these commissions implies that the departments met the standard set. One of the factors that determines accreditation of academic programme is adequate academic staff and other listed resources. Accreditation programme are done every five years depending on the institutions. Research has it that departments are losing their accreditation due to shortage of academic staff.

4. Way Forward

The paper in order to ensure higher institutions sustainability in Nigeria hereby recommended the following: government should increase the motivation of academic staff, implement all reached agreement with union groups, ensure adequate security in all higher institutions and provide more infrastructural facilities.

5. Conclusion

Brain-drain in the higher institution refer to the mass movement of academic and non-academic staff form higher institutions due to poor motivation to other institutions or travel abroad for a better working condition. The paper identified the causes of brain-drain in the Nigerian higher institutions to include; poor salary, unconducive working environment, poor staff development, inadequate infrastructural facilities, strike actions, insecurity and inadequate funding. The paper identified; poor quality education, high student-teacher ratio, shortage of academic staff, poor research development and poor programme development as the effects of brain-drain on the administration of higher institutions in Nigeria. In order to ensure higher institutions sustainability in Nigeria, the paper recommended that the; government should increase the motivation of academic staff, implement all reached agreement with union groups, ensure adequate security in all higher institutions and provide more infrastructural facilities.

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