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PUSH AND PULL THEORY, BRAIN DRAIN IN THE EDUCATION SECTOR AND ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS IN NIGERIA

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Abstract

The study influence of the push and pull theory on the education sector and the implications for sustainable development goals in Nigeria. This was prompted by the level of brain drain in the Nigerian education system, especially in tertiary institutions. The study adopted the descriptive survey design. Three research questions guided the study, the population of the study comprised all academic staff in tertiary institutions in Delta State in the South-South and Anambra State in the South-East Geopolitical Zones of Nigeria. The sample size consisted of 400 academic staff selected from one federal and one state universities, one federal and one state polytechnics and one federal and one state colleges of education purposively selected from the two states. The study further adopted the quota sampling and the convenience sampling techniques for the selection of the respondents. 100 respondents were selected from each of the universities selected for the study while 50 respondents were selected from each of the polytechnics and colleges of education used for the study. Thus, 200 university lecturers, 100 polytechnic lecturers, and 100 college of education lecturers respectively were selected for the study. The instrument for data collection was a 32-item, four-point rating scale structured questionnaire titled: Brain Drain, Sustainable Development Goals and Quality Education Related Questionnaire (BDSGQERQ). The instrument was validated by two experts. The reliability of the instrument was established through a trial test with the split-half method and a consistency value of 0.81 was attained. The researcher administered 400 copies of the instrument to the respondents and 387 (97%) were returned. Descriptive statistics of mean and Standard deviation was used for data analysis. The results revealed among other things that a comparatively very low salary and benefits for staff in tertiary institutions of learning, poor working environment, political instability in Nigeria, excess workload without commensurate financial benefits, government's insensitivity to the development of education, and lack of government's political will to implement policy on education are some of the factors responsible for brain drain in Nigeria tertiary education. The study recommended that among other things that, addressing the issues of insecurity and political instability, and enhanced funding of the education sector would curb the challenge of brain drain in Nigeria.

Keywords: Education, tertiary education staff, brain drain, sustainable development, and Sustainable Development Goals.

Introduction

Nigeria's education sector has struggled with many challenges over the years, one of the most prominent being brain drain; the emigration of skilled professionals, including educators, to more developed countries in search of better prospects. The "push and pull" theory provides insight into this trend by explaining both the factors that drive professionals away from Nigeria (Omonijo et al., 2021) and those that attract them to other countries (Adepoju, 2019).

The primary drivers of brain drain in Nigeria are economic, social, and political factors. Economic instability and high unemployment push many professionals to seek better opportunities abroad (Afolayan et al., 2019). Additionally, inadequate infrastructure, particularly in education and healthcare, lowers the quality of life and job satisfaction, prompting emigration (Adepoju, 2016). Insecurity due to terrorism, kidnapping, and violence targeting the education sector further contributes to this trend, as many seek safer environments (Chidubem et al., 2020). Political instability and corruption, which undermine public trust, also foster disillusionment and fuel migration (Okafor & Ojukwu, 2017). Furthermore, limited career growth opportunities and inadequate salaries, especially in the education sectors, drive professionals to pursue better-paying careers abroad (Akinyemi & Ofem, 2021).

The departure of Nigerian educators to other countries has intensified in recent years, exacerbating the country's education challenges. Since 2015, the number of qualified teachers and lecturers leaving Nigeria for better opportunities overseas has steadily risen. This trend is driven by poor working conditions, low salaries, and a lack of professional development opportunities (Akinyemi & Fadayomi, 2020; Akinyemi, 2021). A 2019 report by the Nigerian Union of Teachers (NUT) revealed that over 20,000 teachers left Nigeria between 2015 and 2019, primarily for jobs in countries like the United States, Canada, and the UK (NUT, 2019). This loss of educators has worsened classroom overcrowding and contributed to a decline in the overall quality of education (Uche & Adesoji, 2022). The migration of educators has also contributed to a shortage of skilled professionals in Nigeria, hindering the country's educational progress (Onuka, 2023). As a result, classrooms are overcrowded, and the teacher-student ratio has deteriorated, impeding effective teaching and learning (Adepoju, 2017). The exodus of academics has also weakened research output and innovation within Nigerian universities, as many experienced scholars leave for better opportunities abroad (Oluwafemi & Ayandibu, 2019). This has reduced mentorship opportunities for younger educators and students, further complicating the education sector's problems (Ighobor, 2020). Recurring strikes led by the Academic Staff Union of Universities (ASUU) have worsened the situation, as these disruptions in academic calendars prompt educators to seek stability and better opportunities abroad, especially in the UK, Canada, and the US.

Brain drain in Nigeria's education sector has serious implications for the country's ability to meet the Sustainable Development Goals (SDGs), particularly those focused on quality education (SDG 4) (Eme & Ibietan, 2017) and reducing inequality (SDG 10) (Aina, 2020). The loss of skilled educators undermines the country's educational system, leading to a shortage of qualified teachers, a decline in education quality, and growing inequality in access to education. Addressing this issue is critical if Nigeria is to achieve its SDG targets.

Recent statistics underscore the gravity of the problem. For example, in 2019, Canada alone received 12,000 Nigerian immigrants, many of whom were skilled professionals, including educators. This migration depletes Nigeria's intellectual capital, hindering research, innovation, and overall educational quality. The continuing brain drain poses a significant challenge to Nigeria's development efforts, emphasizing the need for the government to tackle the root causes by improving working conditions, offering competitive salaries, and ensuring a stable, secure environment for educators (Akinwale, Kuye, & Akinwale, 2023).

To explain the circumstances surrounding such development in human society, particularly, the economic disparities among countries and the migration of people from one place to another, many theoretical frameworks have been propounded. One of such theories is the Push and Pull Theory. The push and pull theory was first introduced by E.G. Ravenstein in 1885 in his "Laws of Migration," which has since been expanded to explain various phenomena, including labor movement and education choices (Atsuko et al., 2018). In migration studies, the theory explains why people leave one place (push factors) and why they are drawn to another (pull factors). Push factors include economic hardship, political instability, or environmental challenges, while pull factors often involve better job opportunities, political stability, or an improved quality of life.

In terms of education, the push and pull theory helps explain why lecturers/teachers migrate for education. Push factors, such as inadequate educational infrastructure and limited career opportunities at home, push teachers abroad, while pull factors, such as superior academic systems and better career prospects, draw them to developed nations (Li & Bray, 2021). Policymakers must address these push factors to retain talent and improve the quality of education in the country.

In Nigeria, poor infrastructure, low wages, political instability, and insufficient research funding are significant push factors driving educators and students to seek opportunities abroad. Frequent disruptions, such as ASUU strikes, add to the frustration and push people toward more stable environments (Popogbe & Adeosun, 2022; Adepoju, 2019). On the other hand, developed countries like the U.S., U.K., and Canada attract Nigerian academics with better facilities, higher salaries, and more research opportunities (Atsuko, Gu, & Inoue, 2018). The cumulative effect of these push and pull factors has led to a significant brain drain, weakening Nigeria's education system and slowing overall national development.

Understanding these factors can help policy makers develop strategies to retain talent, reduce brain drain, and create more attractive conditions for education and development (Zhou & Feng, 2019). Unfortunately, the Nigerian government has paid insufficient attention to these issues, leaving many educators with no choice but to emigrate. The loss of experienced intellectuals and skilled professionals hinders the country's ability to meet the SDGs, particularly SDG 4, which focuses on quality education.

The Nigerian education system faces severe challenges in retaining its skilled professionals due to brain drain, which is driven by poor working conditions, inadequate infrastructure, and low salaries. This has resulted in frequent strikes and the migration of educators to countries with better opportunities. Many who studied abroad through government sponsorship programmes return to an environment starkly different from where they trained, which leads

to frustration and even more migration. The recurring strikes and government inaction, such as the loss of 1,463 academic days between 2008 and 2022 due to ASUU strikes, have had far-reaching consequences on education and the attainment of the Sustainable Development Goals. Despite attempts to reverse this trend, brain drain continues to be a significant issue. This study seeks to explore the factors behind brain drain in Nigeria's education sector and its impact on achieving the SDGs.

Statement of the problem

The education sector in Nigeria faces significant challenges in retaining skilled professionals, particularly due to the increasing phenomenon of brain drain. This migration of highly trained educators and professionals from Nigeria to other countries is driven by a combination of "push" factors, such as poor working conditions, inadequate infrastructure, and low remuneration, and "pull" factors, such as better opportunities, improved quality of life, and favorable working conditions abroad. These factors had over the years resulted in series of industrial actions by tertiary institution lecturers, experiences that led to the closure of institutions for varying period. In the process, some lecturers died while some relocated to other countries adding values to such countries. Some lecturers who migrated were beneficiaries of the Nigerian TETFUND sponsorship programme targeted at getting the best for the country. Regrettably, such people studied in relatively well enriched environment and properly organized education system but return home to meet a near opposite of what they experienced. Attempts to put things right often meet government resistance, and thus strike actions. For instance, from 2008 to 2022 a total of 1463 days within academic calendars were lost to ASUU strike actions due to several reasons including government insensitivities to the plight of the stakeholders concerning the education system. By implication, four academic years were lost to ASUU strike actions. This could have ripple effect on the education system and the attainment of the Sustainable Development Goals. Despite several interventions and policies aimed at reversing this trend, the migration of skilled professionals continues unabated. This study aims to critically examine the push and pull factors contributing to brain drain in Nigeria's education sector and its impact on the country's ability to achieve the SDGs.

Purpose of the Study

The general purpose of the study is to determine the implications of the Push and Pull Theory of migration on achievement of the sustainable development goals on quality education in Nigeria. Specifically, the study aimed to find out:

1. the key factors contributing to brain drain in Nigeria's education sector.
2. how brain drain in the education sector impacts the achievement of Sustainable Development Goal 4 (quality education) in Nigeria.
3. the role government policy plays in mitigating brain drain in the Nigerian education sector?

Research Questions

1. What are the key factors (push and pull) contributing to the brain drain in Nigeria's education sector?
2. How does brain drain in the education sector impact the achievement of Sustainable Development Goal 4 (quality education) in Nigeria?

3. What role does government policy play in mitigating brain drain in the Nigerian education sector?

Research Hypothesis

The following hypothesis was formulated and tested at 0.05 alpha level of significance.

1. Brain drain has no significant impact on the achievement of sustainable development on quality education in Nigeria.

Methodology

The study adopted a descriptive survey design. This became appropriate as the opinion of the respondents were sought for on the implications of brain drain for the achievement of the sustainable development goals in Nigeria education system. The population of the study comprised all lecturers in tertiary institutions in Delta and Anambra States. The sample size for the study was made up of 400 academic staff selected from two universities, two polytechnics and two colleges of education in Delta and Anambra State. Out of the 400, 200 were selected from universities, 100 selected polytechnics and 100 from colleges of education. The institutions were Nnamdi Azikiwe University, Awka, Anambra State, Delta State University Abraka, Delta State Polytechnic Ogwashi-Uku, and Federal Polytechnic, Oko, Anambra State, Federal College of Education (Technical), Asaba, Delta State, and College of Education Warri Delta State. The institutions were purposively selected to create a balance between federal and state-controlled institutions. The choice of the two states was to give a relatively national outlook as the two state were from different geopolitical zones and as both federal and states-controlled institutions were involved. The convenience sampling technique was used for the selection of the respondents. This gave room for the conscious and voluntary participation of the respondents in the study as they were approach with objectives of the study well communicated to them. The instrument for data collection was a 32-item four-point rating scale questionnaire titled: *Brain Drain, Sustainable Development Goals and Quality Education Related Questionnaire (BDSDGQERQ)*. The instrument was divided into two parts of A and B. Part A offered provision for respondents' biodata while part B provided item statements that elicited responses from the respondents on the issues raised in the research questions. The instrument was validated by two experts. The reliability of the instrument was established through a trial test with the split-half method. Ten each of university, polytechnic and colleges of education lecturers were randomly selected and used for the study. Index values of 0.81; 0.83; and 0.79 were attained from the different groups. The values were summed up and divided by 3; and consistency value of 0.81 was attained. 400 copies of the instrument were administered to the respondents selected for the study with the help of three guided research assistants and 387 (97%) were returned. The high level of return was due to the class of people (intellectuals) involved in the study. Descriptive statistics of mean and Standard deviation was used for data analysis while a t-test was for the test of the hypothesis.

Results

Research Question 1: What are the key factors (push and pull) contributing to the brain drain in Nigeria's education sector?

Table 1: Mean and Standard Deviation Distribution of Respondents' Responses on the Ways Brain Drain Impacts on the Nigeria's Education Sector.

S/N	Item	SA	A	D	SD	x	SD	Decision
	The main factors influencing brain drain in Nigeria tertiary institutions include:							
1	very low salary and benefits compared to foreign institutions	124	111	73	79	2.72	1.12	Agree
2	relatively poor working environment compared with foreign institutions	132	119	61	75	2.80	1.11	Agree
3	limited career advancement opportunities	69	81	117	120	2.26	1.08	Disagree
4	political instability in Nigeria	171	93	51	72	2.94	1.15	Agree
5	insecurity in Nigeria education system	91	72	105	119	2.35	1.15	Disagree
6	better compensation and benefits abroad	121	99	91	76	2.68	1.11	Agree
7	improved working conditions abroad	137	101	87	62	2.81	1.09	Agree
8	poor human value attachment in Nigeria	100	117	97	73	2.63	1.06	Agree
9	excess workload without commensurate financial benefits in Nigeria	141	103	81	62	2.83	1.09	Agree
10	endemic corruption in the education system in Nigeria	73	95	101	118	2.32	1.10	Disagree
11	government insensitivity to the development of education	153	112	61	61	2.92	1.09	Agree
12	education policy inconsistencies	127	94	97	69	2.72	1.10	Agree
13	lack of government's political will to implement policy on education	141	129	59	58	2.91	1.05	Agree
	Grand Mean/Standard Deviation					2.68	1.10	Agree

Table reveals that respondents agreed with all the items except items 3(2.26), 5(2.35), and 10(2.32). The mean values for items, 3, 5, and 10 are significantly less than 2.50 criterion mean. The mean scores for the other items range between 2.63 and 2.94, values that are significantly higher than 2.50 criterion mean. The grand mean score for the result is 2.68 with a grand standard deviation of 1.10. The grand mean is significantly higher than 2.50 criterion mean. The result indicates that, the main factors influencing brain drain in Nigeria tertiary institutions include, very low salary and benefits compared to foreign institutions, relatively poor working environment compared with foreign institutions, political instability in Nigeria, better compensation and benefits abroad, improved working conditions abroad, poor human value

attachment in Nigeria, excess workload without commensurate financial benefits in Nigeria, government's insensitivity to the development of education, education policy inconsistencies, and lack of government's political will to implement policy on education. On the other hand, the result reveals that limited career advancement opportunities, insecurity in Nigeria education system, endemic corruption in the education system in Nigeria are not basic factors that influence brain drain.

Research Question 2: How does brain drain in the education sector impact the achievement of Sustainable Development Goal 4 (quality education) in Nigeria?

Table 2: Mean and Standard Deviation Distribution of Respondents' Responses on the Ways Brain Drain Impacts achievement of Sustainable Development Goal 4 (quality education) in Nigeria

S/N	Item	SA	A	D	SD	x	SD	Decision
	Brain drain negatively impacts the achievement of sustainable development goals on education in Nigeria because it:							
14	leads to massive drift of skilled teachers to foreign countries without others coming in.	162	105	42	78	2.91	1.15	
15	weakens the quality of education in Nigeria	119	88	107	73	2.65	1.11	
16	leads to a shortage of experienced personnel in Nigerian higher institutions	127	82	95	83	2.65	1.15	
17	negatively affects the quality of research and innovation in Nigerian universities	107	119	91	70	2.68	1.07	
18	creates a gap in the capacity to deliver specialized education	99	139	79	70	2.69	1.04	

19	affects critical areas such as science and technology	141	90	98	58	2.81	1.09	
20	leads to an increased teacher-to-student ratio.	118	95	73	101	2.59	1.17	
21	depletes the human resource needed to maintain and improve educational infrastructure	61	76	114	136	2.16	1.07	
22	weakens school leadership and management strategies	100	94	114	99	2.48	1.11	
23	creates gaps in mentorship.	141	129	59	58	2.91	1.05	
	Grand Mean/Standard Deviation					2.65	1.10	

Result in Table 2 reveals that respondents agreed with all the items except items 21(2.16) and 22(2.48). The mean scores for the agreed items range between 2.59 and 2.91 and are significantly higher than 2.50 criterion mean. The result also reveals a grand and standard deviation of 2.65 and 1.10 respectively with the grand mean score significantly higher than 2.50 decision rule for acceptance of a mean score as agree. The result indicates that brain drain negatively impacts the achievement of sustainable development goals on education in Nigeria because it leads to massive drift of skilled teachers to foreign countries without others coming in, weakens the quality of education in Nigeria, leads to a

shortage of experienced personnel in Nigerian higher institutions, negatively affects the quality of research and innovation in Nigerian universities, creates a gap in the capacity to deliver specialized education, affects critical areas such as science and technology, leads to an increased teacher-to-student ratio, and creates gaps in mentorship. It also indicates that as dangerous as brain drain to the education system in Nigeria, it maintenance and improvement of educational infrastructure and does not weaken school leadership and management strategies.

Research Question 3: What role does government policy play in mitigating brain drain in the Nigerian education sector?

Table 3: Mean and Standard Deviation Distribution of Respondents' Responses on the Ways Government Policy Play in Mitigating Brain Drain in the Nigerian Education Sector

S/N	Item	SA	A	D	SD	x	SD	Decision
	Government can significantly curb the excesses of brain drain in Nigeria education system by:							
24	funding for educational institutions significantly impacts the retention of skilled professionals	122	104	71	90	2.67	1.15	Agree
25	provide better working conditions for educators can reduce brain drain in Nigeria	142	97	102	46	2.87	1.04	Agree
26	Incentive programmes, such as scholarships or grants for higher education, help in curbing brain drain in the Nigerian education sector	71	93	121	102	2.34	1.06	Disagree
27	ensure competitive salaries for educators can decrease the rate of brain drain	139	91	84	73	2.76	1.13	Agree
28	promoting research and development in Nigeria encourage academic professionals to remain in the country	58	97	137	95	2.30	1.00	Disagree
29	focus on improving infrastructure in educational institutions plays a critical role in mitigating brain drain	120	95	71	101	2.60	1.18	Agree
30	collaboration with international organizations to support the education sector reduces brain drain	98	135	93	61	2.70	1.02	Agree
31	addressing the welfare of teachers and lecturers has an impact on brain drain in Nigeria	151	97	78	61	2.87	1.10	Agree
32	focus on job security for educators have a significant impact on mitigating brain drain	71	83	121	112	2.29	1.07	Disagree
	Grand Mean/Standard Deviation					2.60	1.08	Agree

Result in table 3 reveals that respondents disagreed with items 26(2.34), 28(2.30), and 32(2.29) with mean scores significantly less than 2.50 criterion mean but agreed with all the other items. The mean scores for the agreed items ranged between 2.60 and 2.87, values that are significantly higher than 2.50 criterion mean. The grand mean for the result is 2.60 with a standard deviation of 1.08. The grand mean is significantly higher than the 2.50 criterion mean which indicates agreement. The result indicates that the government Nigeria can significantly curb the excesses of brain drain in the nation's education system by proper funding of

educational institutions to retain skilled professionals, provide better working conditions for educators, ensures competitive salaries for educators, focus on improving infrastructure in educational institutions, collaboration with international organizations to support the education sector, and addressing the welfare of teachers and lecturers to discourage the push element of push and pull factor. It also indicates that scholarships or grants programmes for higher education, promoting research and development in Nigeria, and focus on job security for educators without caring for the welfare of teachers and adequate funding of

the system will not curb the challenges of brain drain in the Nigeria Education system.

Discussion of Findings

Finding from the study on research question 1 reveals that many factors influence brain drain in Nigeria education system, especially at the tertiary level. Finding reveals that very low salary and benefits for lecturers and other education institution staff compared to foreign institutions, comparatively poor working environment, political instability in Nigeria, better compensation and benefits abroad, improved working conditions abroad, poor human value attachment in Nigeria, excess workload without commensurate financial benefits, government's insensitivity to the development of education, education policy inconsistencies, and lack of government's political will to implement policy on education are some of the factors responsible for brain drain in Nigeria tertiary education. This finding aligns with the findings of Adepoju (2016), Okafor and Ojukwu (2017). Afolayan *et al.* (2019), Chidubem *et al.* (2020) and Akinyemi and Ofem, (2021) who, though in different studies in different years corroborated that poor funding of the system, poor working conditions for teachers, political insecurity of lives and economic instability among others push experienced lecturers out of the countries into other better developed countries. On the other hand, the result reveals that limited career advancement opportunities, and endemic corruption in the education system in Nigeria are not basic factors that influence brain drain. This negates the position of and Akinyemi and Ofem, (2021) who stated that denied career advancement opportunities is a major challenge brain drain on the education system.

Further finding in the study reveals that brain drain negatively impacts the achievement of sustainable development goals on education in Nigeria because it leads to massive drift of skilled teachers to foreign countries without others coming in, weakens the quality of education in Nigeria, leads to a shortage of experienced personnel in Nigerian higher institutions, negatively affects the quality of research and innovation in Nigerian universities, creates a gap in the capacity to deliver specialized education, affects critical areas such as science and technology, leads to an increased teacher-to-student ratio, and creates gaps in mentorship. This finding complements the findings of NUT, (2019); Uche and Adesoji, (2022) who aligned that brain drain leads to loss of experienced teachers and lecturers to other countries thereby compounding the challenges of education including the implementation of the sustainable development goals.

Additionally, the findings from the study reveals that the government of Nigeria can significantly control brain drain in the nation's education system by proper funding of educational institutions providing better working conditions for educators, ensuring competitive salaries for educators, focusing on improving the infrastructure in educational institutions, and fostering collaboration with international organizations to support the education sector. This finding is consistent with the findings of Atsuko, Gu, and Inoue (2018), Zhou and Feng, (2019) who unequivocally stated that if the education system in Nigeria is well funded, lecturers well paid and respected for who they are, and critical infrastructure put in place, then the people will find confidence in the system and remain in it.

Conclusion

The push and pull theory provides valuable insight into the dynamics of brain drain in Nigeria's education sector. Regrettably, the "push and pull" elements of the theory seem to work against the education system in Nigeria. The Push factors such as poor working conditions, inadequate infrastructure, and low wages drive educators to seek better opportunities abroad, while pull factors like competitive salaries, better professional growth, and improved living standards attract them to other countries. This continuous exodus of skilled educators undermines Nigeria's ability to meet its Sustainable Development Goals (SDGs) on education, particularly SDG 4, which emphasizes quality education for all.

To mitigate brain drain and achieve sustainable development, the Nigerian government must focus on addressing the push factors by improving the conditions within the education sector. This includes investing in educational infrastructure, enhancing teacher training programmes, and providing competitive compensation and career progression opportunities. Additionally, creating policies that incentivize educators to stay and contribute to national development could help retain talent. Only through such comprehensive reforms can Nigeria make meaningful progress toward achieving its SDGs and securing a more prosperous and sustainable future.

Recommendations

Based on the findings from the study, the following recommendation were made.

1. **Improving Security and Political Stability:** Addressing the broader issues of insecurity and political instability is critical to curbing brain drain. A stable political environment will encourage both local and international investment in the education sector and motivate skilled professionals to remain in Nigeria
2. **Policy Strengthening and Implementation:** The Nigerian government should strengthen policies that address the root causes of brain drain, particularly by offering competitive salaries, improved working conditions, and career growth opportunities for educators. Aligning educational policies with the Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education), can help to retain skilled professionals and reduce the outflow of talent.
3. **Enhance Funding the Education Sector and Infrastructure:** To create a conducive environment for teaching and learning, the government should increase its investment in educational infrastructure. Modern classrooms, access to technology, and well-equipped research facilities would attract and retain educators, reducing the pull factors that lead to brain drain.
4. **Promotion of Research and Innovation:** The government, in collaboration with international bodies, should prioritize research and innovation within the education sector. This can be achieved by funding research projects, encouraging academic collaboration, and recognizing outstanding contributions to educational development. By fostering a research-driven environment, educators may find more fulfilling careers in Nigeria, reducing the push factors for migration.
5. **Enhanced Professional Development Programmes:** Continuous professional development (CPD)

programmes should be developed and made accessible to educators at all levels. Offering online and in-person training on modern teaching techniques, curriculum development, and educational leadership can enhance job satisfaction and contribute to sustainable educational development.

6. **Strengthening Collaboration with International Development Partners:** Nigeria should collaborate with international organizations, such as UNESCO, the World Bank, and the African Development Bank, to create exchange programmes, scholarships, and educational development initiatives that will enhance local capacity while discouraging the outflow of skilled educators.

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