



A Survey On The Socio-Political Challenges Driving The Trend Of Education Tourism In Foreign Institutions Among Nigerian Tertiary Level Students

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ARTICLE INFO ABSTRACT

Education tourism has been a sought-after option in recent years for tertiary level students in Nigeria who are in search of quality education in foreign institutions. Reports have revealed that Nigeria has the highest outbound student mobility in Africa. The decision for Nigerian tertiary level students to leave the country is motivated by the socio-political challenges that have plagued the public tertiary institutions in Nigeria. This study therefore examines how socio-political challenges have influenced education tourism in foreign institutions among Nigerian tertiary level students with a focus on three socio-political challenges - poor funding, incessant strikes, and insecurity. Hence, both primary data and secondary data were collected using literature search and interview. This study adopts the Human Capital Theory. Data gathered were analysed using thematic method of analysis. This research reveals that the absence of sustainable funding of public tertiary institutions, the constant disruption in academic calendars, and the state of insecurity have led to the prevalence of education tourism among Nigerian tertiary level students to foreign institutions, and more students are willing to embark on education tourism if given the means and the opportunity to do so. This study recommends that there should be the yearly allocation of 26% of the national budget to the education sector which will help close the gap that stands currently. The study therefore concludes that there is a relationship between socio-political challenges and education tourism.

1. Introduction

Education remains a country's most powerful tool for social and economic advancement, as well as upward stratification (IseOlorunkanmi, Rotimi, Adebola, Lawal, Henry & Adebisi, 2021). The 20th century saw the growth of higher educational institutions, particularly universities, which provided a crucial blueprint for the creation of the Nigerian higher education system (Adekeye, 2018). This growth extended into the 21st century which increased the number of higher educational institutions thereby opening up more access points for the country's growing youth population. During the 21st century, foreign academics from Europe, Asia, and other countries in Africa were drawn to the Nigerian educational system due to their high standard excellence in all aspect of teaching, research, and public service (Anyebe, 2014; Umeh, 2021). However, in recent times, there has been a poor patronage of the Nigerian higher education system particularly the public tertiary schools in Nigeria by competent foreign lecturers, as well as the significant rise in education tourism among Nigerian tertiary level students to Europe, North America, Asia and other African countries in pursuit of quality education (Adekalu & Oludeyi, 2013; Chukwudi, 2022).

Education tourism which has to do with migration of people in quest for better and quality education (Attaalla, 2020; Obire, 2020; Choudhary, Srivastava, & Panwar, 2022) has been a sought-after option over the last few decades for Nigerian tertiary level students who are in search of quality education (Osimen, Daudu & Awogu-Maduagwu, 2023). According to Adeyanju (2018), the consideration to study abroad is met with endorsement and exaltation to aspirants who cannot be blamed for their choices as the Nigerian

education system has been plagued by certain socio-political challenges which seem to have no end in sight. The rate of Nigerian tertiary level students moving overseas to pursue higher education has been growing exponentially over time. Nigerian tertiary students currently rank 10th on the index of international outbound students studying abroad for the acquisition of knowledge and career development (International Trade Administration, 2023). As reported by The Tribune Newspaper (2022), over 3 million Nigerians studied in Europe in 2022. In the same vein, the Central Bank of Nigeria (CBN, 2023), revealed that from January 2022 to September 2022, Nigerians spent \$1.38 billion on education tourism. Following the prevailing rate of education tourism among Nigerians and its growing effect on major sectors in the economy, an inquiry into these socio-political challenges becomes imperative. In their efforts to understand education tourism, scholars have had to grapple with identifying factors that can influence education tourism.

While their studies have identified that economic factors drive education tourism, there is a deficiency of information detailing how education tourism can also be influenced by socio-political challenges. To address this gap, this study survey show socio-political challenges have influenced education tourism among Nigerian tertiary level students in foreign institutions. This study specifically examines education tourism among Nigerian tertiary level students from 2019 to 2023. Socio-political challenges, as it relates to this study, are those challenges that hinder or prevent individuals from having the best educational pursuits, and this can either be caused by individuals or the government. Based on this study, such socio-political challenges are identified as poor funding of public tertiary institutions in Nigeria, frequent strike actions in public tertiary institutions, and insecurity in Nigeria. This research is guided by the following research questions: how has poor funding of public tertiary institutions in Nigeria influenced education tourism in foreign institutions among Nigerian tertiary level students? to what extent have incessant strikes in public tertiary institutions in Nigeria influenced education tourism in foreign institutions among Nigerian tertiary level students? And what way has insecurity in Nigeria influenced education tourism in foreign institutions among Nigerian tertiary level students?

2. Research Method

Primary source of data such as interview, and secondary sources of data, such as relevant books, journal articles, reviews, and internet sources are utilized to accomplish this study. This study is descriptive in nature. The descriptive research design is used because it obtains information that describes education tourism in foreign institutions among Nigerian tertiary level students and to determine how socio-political challenges (poor funding of public tertiary institutions, incessant strikes in public tertiary institutions, and insecurity in the country) have influenced this education tourism. This study adopts the purposive sampling technique. The participants who are from public tertiary institutions in Nigeria were selected purposefully for this study. The sample size for this study is 16 Nigerian tertiary level students from public tertiary institutions in Nigeria. The justification for this sample is in line with scholars' suggestions which state that 12 to 15 interviews are enough for a qualitative study to attain a point of saturation (Hennink & Kaiser, 2022).

The study is divided into six sections. Following the introduction, the research method is explained. Section three addresses the theoretical framework that suites the view adopted by the study. Section four presents the findings by answering the research questions posed in the study. Section five discusses the finding and section six presents the conclusion and recommendations of the study.

3. Theoretical Framework

The Human Capital Theory was propounded by Gary Backer in 1964. According to this theory, access to educational opportunities that exist in the destination country, access to trainings, education and skills that are in demand in the destination country's labor market, prospect for an increased future earning potential, and rise in income levels are the primary motivations for migration. Socio-Political challenges have moved Nigerian tertiary level students to react to disparities in educational opportunities between their home country and the destination countries. Since Nigerian students perceive that the desired educational opportunities required for them to increase their income and attain better living conditions are available in foreign institutions, they have migrated to other countries to access these educational opportunities, specialized programs, or resources that are not readily available in public tertiary institutions in Nigeria (Kafle, Benfica & Winters, 2018).

4. Data Presentation and Analysis

Table 1: Demographic Distribution of Respondents

S/N	Gender	Frequency	Percentage
1	Male	6	38%
2	Female	10	62%
3	Total	16	100%

Source: Author's Field Survey (2024)

The table 1 shows the demographic classification of respondents that were interviewed for this study, and their institutions.

Presentation of Data for Research Question One

How has poor funding of public tertiary institutions in Nigeria influenced education tourism in foreign institutions among Nigerian tertiary level students?

Adekola (2019) reported that one of the fundamental problems the Nigerian education system faces at all levels is inadequate funding. But at the upper level, its impact is considerably more noticeable. Public spending is seen as belonging to the government's social service obligations, of which financing education is one. Furthermore, section 13(120) of the National Policy Education (NPE, 2004) acknowledged that, in order for educational programs to be implemented successfully, funding from all levels of government must be sufficient, as education is an expensive social service (Obona, Edim & Edim, 2020). According to the National Policy Education (2004), universities, polytechnics, and colleges of education are considered to be part of tertiary education. By design, tertiary education is supposed to promote knowledge, provide solutions to national problems, and ultimately assist the society to achieve its aim of human and socio-economic development in all sectors (Adebolaji & Arojoye, 2022). However, Nigeria has not fully harnessed its potential for tertiary education. This is as a result of many variables that stand as challenges to quality education delivery in tertiary institutions in Nigeria, and shortage of funds continue to remain a prominent and constant challenge.

According to a study by IseOlorunkanmi et al. (2021), the government of Nigeria has been persistently underfunding the education sector for years since it does not set aside sufficient funds from its budget for this purpose. The United Nations Educational Scientific and Cultural Organization ([UNESCO], 2015) recommends that countries are expected to allocate 4% to 6% of their Gross Domestic Product (GDP) or 26% of their national budget to their education sector. However, a report released by Ojo (2023) revealed that 8.2% allocation was given to the education sector in 2023 which is only a 2.8% increase from the previous year. Below is a table showing Nigeria's national budget and its allocation to the education sector from 2015 to 2024, as well as the 26% allocation recommended by the UNESCO if it had been followed and the difference between this recommended allocation and the actual allocation to the education sector.

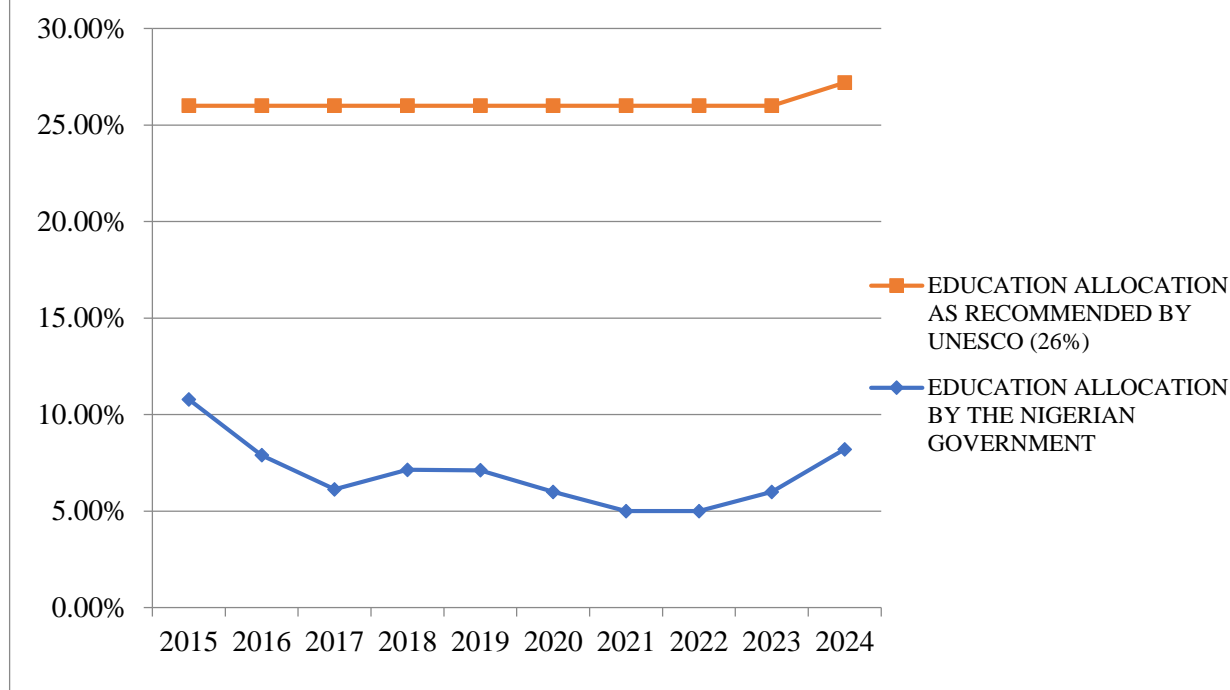
Table 2: Federal Government allocations computed based on UNESCO's specification and actual allocations to the education sector from 2015 – 2024.

Year	National Budget by the Nigerian Government (Naira)	Education Allocation (Y)	26% Recommended by the UNESCO (X)	X-Y (Difference)
2015	5.06 trillion Naira	492.03 billion Naira	1.31 trillion Naira	817.97 billion Naira
2016	6.06 trillion Naira	443.08 billion Naira	1.57 trillion Naira	1.13 trillion Naira
2017	7.44 trillion Naira	455.41 billion Naira	1.93 trillion Naira	1.47 trillion Naira
2018	9.12 trillion Naira	673.28 billion Naira	2.37 trillion Naira	1.69 trillion Naira
2019	8.92 trillion Naira	634.6 billion Naira	2.32 trillion Naira	1.68 trillion Naira
2020	10.59 trillion Naira	686.8 billion Naira	2.75 trillion Naira	2.06 trillion Naira
2021	13.58 trillion Naira	771.5 billion Naira	3.53 trillion Naira	2.76 trillion Naira
2022	17.12 trillion Naira	888.82 billion Naira	4.45 trillion Naira	3.56 trillion Naira
2023	21.83 trillion Naira	1.09 trillion Naira	6.60 trillion Naira	5.51 trillion Naira
2024	27.5 trillion Naira	2.18 trillion Naira	7.15 trillion Naira	4.97 trillion Naira

Source: BudgIT (2024); Author's Computation (2024)

In order to address this study's research question one, 26% of the budget for each year was calculated using UNESCO's benchmark to represent the amount that would have been allocated to the education sector if UNESCO's recommendation had been followed. The findings are shown in Table 2. This table also displays the discrepancies or gaps between the amount allotted to the education sector and the amount, according to UNESCO's benchmark, that ought to have been allotted. This is discrepancies are further displayed in figure 1.

Figure 1: Trend graph showing the gap between UNESCO’s 26% benchmark that would have been allocated and the percentage actually allocated to the education sector by the Nigerian government from 2015 – 2024



Source: Author’s computation (2024).

Adebolaji and Arojojoye (2022) observed that inadequate funding is a fundamental challenge that has impeded the quality of tertiary education in Nigeria. Based on the interview carried out, 10 of the 16 interviewed respondents reported that they have been affected by the issue of poor funding of public tertiary institutions. A few of these responses are stated below:

Respondent 1 (2024):

Poor funding has made students leave the country because school facilities are not been funded well. Students have to take off their clothes in class during lectures because the classes are usually hot and not convenient. Only the ICT laboratories are well funded. They are being used for exams and so far, there have been no issue faced while using the ICT labs for our examinations.

Respondent 9 (2024):

Poor funding has to a great extent affected me because the necessary equipments are not been provided for to carry out adequate research. I could not publish my project because I was not sure of what I did since the necessary equipments were not provided for me to carry out my research effectively.

Respondent 12 (2024):

For me, poor funding has made students embark on education tourism. This poor funding is obvious when it comes to the payment of staff salaries. Because members of staff are not being paid well, they embark on strikes and students will have to stay at home for long period of time which increases the statutory duration of the study. Infrastructure is also not available. Lecture classes are not enough for students and they are not conducive for receiving lectures. So due to these challenges, students make decisions to leave the country to study in other countries where these facilities are available and they are sure they can graduate at the right time.

These responses are supported by the findings of Obona, Edim and Edim (2020) and Adejomo (2017) who asserted that poor funding of public tertiary institutions has created loopholes in the management of Nigeria’s tertiary education in terms of provision of resilient infrastructural facilities. Adejomo (2017) further contended that there is a widespread perception that the state of the school’s infrastructure, in particular, has a significant bearing on the efficacy and academic success of its pupils. Proper electricity and water supply, a functional communication system, an enhanced transit network, suitable classrooms, libraries, and laboratories, along with furniture and sporting supplies, are all necessary for an educational institution to support effective learning. The academic standard, which serves as a gauge of the school’s level of quality assurance, is significantly impacted by the infrastructure.

Presentation of Data for Research Question Two

How have incessant strikes in public tertiary institutions in Nigeria influenced education tourism in foreign institutions among Nigerian tertiary level students?

The closure of public tertiary institutions due to incessant strike actions is another socio-political challenge. Incessant strikes have always been a feature of tertiary education system since 1999 (Yohanna & Diggah, 2022). Since then, numerous organizations and unions have organized strikes in a variety of economic sectors. As stated by Nwanyanwu, Nkoro, Nwankwo, and Igbara (2023), the main goals of the Academic Staff Union of Universities (ASUU) are to guarantee high standards in academic performance and practice, to support members continued academic and professional development, to offer membership assistance and benefits, and to promote legitimate goals within the parameters of the constitution's educational provisions. This is all enshrined in Rule 2 of the 1984 ASUU constitution as amended. ASUU has involved the Federal and State governments in the implementation of agreements and memoranda of understanding in an effort to accomplish these goals. Among other things, these memoranda of understanding and agreements include pay, benefits, and infrastructure at post-secondary schools (Nwanyanwu et al., 2023). To force the government to fulfill its responsibilities, ASUU has initiated multiple strikes. The educational sector has received the greatest hit of all sectors. The effect of these repeated closures of schools has led to serious setbacks of university education in Nigeria (Offem, Anashie, & Aniah, 2018). This observation is consistent with the statements made by the respondents who were interviewed. They mentioned that long periods of absence from schools have negatively impacted them, undermining the purpose of education—that is, to train and develop human capital.

Respondent 6 (2024):

I have been affected by strike. It was almost like three or four months. I was not attending lectures so I was sitting down at home. This made the school rush the syllabus when I resumed back.

Respondent 7 (2024):

I lost a number of years in school due to strike and had to study for more than the required duration of my course. Also, most times, the lecturers are unable to cover the syllabus.

Respondent 9 (2024):

I have been affected by strike. And the way it has affected me is that during the period of the strike, the houses I paid for my accommodation was not used since I had to stay at home, and by the time I came back, I had to pay a new rent since the previous one had expired which I did not even use. So my money for the previous accommodation was wasted. Also, there is the struggle of adjusting back after resuming from a long period of strike and also, trying to rush to cover up the curriculum affected me.

Taiwo and Tobias (2022) asserted that the issue of strike results in students staying in school for more time than the statutory duration of their study. This has affected employment patterns where age is a key consideration for entry-level jobs. Ewa and Eze's (2023) report examines how strikes affect university performance in Southeastern states of Nigeria. The report finds that disruptions to school calendars have a negative impact on learning processes, lower the quality of education in Nigerian universities ultimately result in graduates who are not employable.

The number of strikes embarked by the ASUU and their duration is presented in table 2:

Table 3: ASUU Strike Chart (1999-2022)

S/N	Year	Duration
1	1999	5 Months
2	2001	3 Months
3	2002	2 Weeks
4	2003	6 Months
5	2005	2 Weeks
6	2006	3 days
7	2007	3 Months
8	2008	1 Week
9	2009	4 Months
10	2010	5 Months
11	2011	59 Days
12	2013	5 Months
13	2017	1 Month
14	2018	3 Months
15	2020	9 Months
16	2022	8 Months

Source: The PUNCH (2022)

Presentation of Data for Research Question Three

How has insecurity in Nigeria influenced education tourism in foreign institutions among Nigerian tertiary level students?

Insecurity is another major socio-political challenge. Insecurity in Nigeria is a recurring problem that jeopardizes the well-being of Nigerians. Insecurity, being a multidimensional problem, takes on diverse dimensions in different geopolitical zones. According to Joshua and Chidozie (2021), insecurity is a recurring problem that jeopardizes the well-being of Nigerians. Terrorism appears to be Nigeria's most critical security threat. Terrorism appears to be Nigeria's most critical security threat. Nigeria has one of the world's highest levels of terrorism threats (Sasu, 2022). Despite a general decline in terror-related deaths, the country has reported the ninth greatest number of individuals killed in terrorist incidents globally, following Afghanistan. Several militant organizations are active in Nigeria, resulting in assaults on both civilian and military targets (Sasu, 2022). Boko Haram is by far the deadliest, operating mostly in the country's north. According to the United Nations Development Program ([UNDP], 2021), this figure is ten times higher than earlier estimates of around 35,000 people killed in violence in Nigeria since the crisis began 14 years ago.

Nigerian tertiary level students travel abroad to study in countries where insecurity is less common in order to avoid dealing with the problem of insecurity and its repercussions. Numerous higher education institutions have been targeted by the insurgency in Northern Nigeria, which has disrupted their academic programs, killed students, and destroyed infrastructure intended for teaching and learning. The infrastructure of schools in Nigeria, especially in the Northeast, has suffered considerable damage as a result of insecurity. The rebels have damaged a large number of educational establishments, ranging from elementary to university level. Poor ICT management and deployment in the many northern Nigerian educational institutions can be attributed to insecurity. Abubakar (2023) noted that because most schools lack adequate protection, during times of crisis, the militants have either destroyed or set these institutions on fire. This is in accordance with the request made by UNESCO to the Nigerian government to enhance training on school safety and security. Since the beginning of terrorism in 2009, Boko Haram has killed 2,300 instructors in northeastern Nigeria, according to the United Nations Educational, Scientific, and Cultural Organization ([UNESCO], 2021). The UN organization stated that 19,000 instructors have been relocated in the area, impacting students' access to education, in the 2018 UNESCO Global Education Monitoring Report (GEM). The views of Nigerian university students regarding the level of insecurity in the country were made clear by these interview responses.

Respondent 2 (2024):

The state of insecurity is that Nigeria was not like this in the past, but now, you cannot even move out freely by 7pm. Insecurity is everywhere in the world, but the insecurity in Nigeria is not being handled well. There is no proper system to mitigate the insecurity here in Nigeria.

Respondent 5 (2024):

Insecurity is affecting everyone in the country. Everyone is scared. You cannot even board a bus or plan to travel. It is getting worse and making people more self-conscious. Because you do not know who is a kidnapper and who is not. This has led to both students of public and private tertiary institutions in Nigeria wanting to leave the country, and the government is not doing anything about it.

Respondent 7 (2024):

The state of insecurity in the country is bad. Students cannot go to school as a result of it. It is only when students are safe they can go to school. If there are any insecurity issue, schools are shut down.

Respondent 11 (2024):

It is very terrible. It has made everyone self-conscious. People cannot travel as they could in the past.

Out of the 262 school locations evaluated in the most recent assessment of educational requirements, 28% had sustained damage from gunshots, shells, or shrapnel; 20% had been purposefully set on fire; 32% had been plundered; and 29% had military or armed organizations nearby. Obi (2015) emphasizes that insecurity has presented the Nigerian government with significant challenges recently. The Islamic sect's actions have caused property and human casualties throughout the nation, particularly in Northern Nigeria. Bombings, suicide bombings, random shootings of defenseless, unarmed civilians, church and police station fires, abductions of women and girls from schools, etc. are a few of these acts. Other significant insecurity challenges the nation faces include kidnapping, rape, armed robberies, political unrest, murder, and the destruction of oil facilities by militants from the Niger Delta. The existence of certain militant groups which have pushed their agendas through violent methods has threatened the vision of integration in Nigeria. To illustrate, some of these groups have wrecked havoc and as a consequence, their actions have crippled the economy, escalated political tensions, retarded development and hindered efforts at democratic sustenance

(Duruji-Moses, Chidozie, Olanrewaju, 2019; Chidozie, & Orji, 2022). Nigeria is listed as one of the nations with the highest rate of terrorism worldwide.

Education Tourism of Nigerian Tertiary Level Students from 2019 to 2023

Busari (2023) observes that Nigeria continues to witness the mass exit of its citizens to industrialized countries in search of better opportunities. One of the prominent means Nigerians, particularly youths, utilize to migrate is education tourism. The need for education tourism is fueled in part by Nigeria's burgeoning population, which values high-quality education, exposure to other countries, certain educational preferences, more disposable cash, and overall wealth. Nigeria's public tertiary institutions have suffered a significant cash outflow in the past ten years. The rate of Nigerian students moving overseas to pursue higher education has been growing exponentially over time. Despite the enormous expenditure associated with financing such relocations, the number of students traveling overseas for academic purposes is rising significantly each year.

Education remains an important aspect of human advancement, and investment in education is the best form of human capital development (Sodirjonov, 2020). Nigeria spent a sum of \$11.6 billion (5 trillion naira) on education tourism between 2019 to 2022. According to the CBN (2023), Nigerians spent \$1.38 billion on education tourism between January 2022 and September 2022. Additionally, the Nigerian Immigration Service granted 1,899,683 passports in 2022, which is the most ever in a single year (Angbulu, 2023). The demand for quality tertiary education in Nigeria has not been met by the 52 federal universities and 63 state universities, and other tertiary institutions in the country (International Organization for Migration, 2016). Thus, many Nigerians migrate yearly in search of quality university education. The UK is the most popular destination for Nigerian students to pursue a foreign education, followed by the United States and Malaysia (Alagbe, 2022; Ogwo, 2023). In 2022, the number of Nigerian students who were granted visa to pursue both undergraduate and post-graduate courses increased from 6,798 in 2019 to 59,053 in 2022 which shows a 768.7% difference (Ogwo, 2023).

Thousands also study in other countries like Ghana, South Africa, France, Turkey, Norway, Cyprus, Italy, Sweden, Ireland, Ukraine, Hungary, Finland, Italy, Romania, Poland, Estonia, Greece, and the Netherlands (Alagbe, 2022). Ogwo (2023) also reported that there are about 71,000 Nigerian students in Ghana paying about \$1billion annually for tuition fees and upkeeps. He further stated that in 2022, over 78,000 Nigerian students were in universities across Ghana compared to 13,919 in 2016. While 14,438 Nigerians enrolled for education in USA tertiary institutions in 2022 as against 12,860 in 2021. In Malaysia, there are over 13,000 Nigerians in Malaysian universities. Alagbe (2022) reports that Nigerians on education tourism have been shown to have a significant interest in science, technology, engineering, and mathematics (STEM), at both the undergraduate and postgraduate levels. On the other hand, social sciences, arts, and other related courses remain a growing sector with less than 20% enrolment ratios. The availability of scholarships, the country's reputation of being safe, secure and hospitable has spurred Nigerian students to embark on education tourism in other countries. Also, the recent development of foreign universities requiring applicants to pay a fraction of their tuition as an initial deposit before they resume has made education tourism easy to embark on. As a result, many Nigerian students have developed a practice of paying their tuition fees in installment.

According to Popoola and Orjiude (2022), between 2010 and 2020, Nigerians spent \$39.66 billion on both education tourism and healthcare-related services. Out of this total, Nigerian parents and guardians paid \$28.65 billion expressly for their children to study abroad, while \$11.01 billion was spent on healthcare-related services abroad. The research claims that the high cost of foreign education has raised the demand for foreign currency in the country, which has put pressure on the value of Nigerian currency relative to the dollar. This report, which aims to address concerns about the persistent rise and fall of Nigeria's exchange rate, revealed that the exchange rate was determined by the price of the dominant foreign currencies in the country.

5. Discussion of Findings

Poor Funding of Public Tertiary Institutions and Education Tourism among Nigerian Tertiary Level Students

This study investigates the impact of socio-political challenges on education tourism in foreign institutions among Nigerian tertiary level students. The findings of this study revealed that the reasons why Nigerian tertiary level students have embarked on education tourism, and more are willing to do so due to poor funding of public tertiary institutions, incessant strikes in public tertiary institutions, and insecurity in the country. These findings agree with the findings of other scholars who have examined the causes of education tourism among Nigerian tertiary level students.

The findings of this study agree with the findings of IseOlorunkanmi et al. (2021) who examined the challenges in Nigeria's education sector and the migration of Nigerian postgraduate students to South African

universities. Their study identified that the shrinking government funding on education, decaying and lack of infrastructure in Nigerian universities are what have led to the demoralization of the academia. Their study identified that the major consequence of this is the frustration experienced by postgraduate students who have chosen to pursue higher education in foreign institutions. Using primary source of data collection, this study utilized an interview guide as an instrument for collecting data. The data retrieved from the interview revealed that among the 16 interviewed respondents, 10 reported a case of poor funding in public tertiary institutions in Nigeria. In order words, 62% out of 100% reported that they have experienced the issue of poor funding in public tertiary institutions.

They further stated that this has manifested in form of absence of conducive classrooms, conducive laboratories, provision of electricity and laboratory equipments and they will be willing to embark on education tourism if given the means and the opportunity to do so. The responses from these respondents are validated by the findings of Umar (2014) who used a case study of Nigerian postgraduate students at an international Islamic institution in Malaysia to investigate the movement of education among Africans. His study used a sample of 90 international postgraduate students from Nigeria who are enrolled at International Islamic University Malaysia as respondents. Based on his findings, it is revealed that the decisions to study abroad among these Nigerian post-graduate students were influenced by poor educational conditions in public tertiary institutions in Nigeria, a dearth of basic amenities like power supply, portable water heaters, lecture halls, dorms, and other facilities for higher education. His study further mentioned that on the flip side, the availability of infrastructure, educational resources, manpower, affordable tuition and cost of living were considered the factors that have pulled Nigerian post-graduates students to migrate to Malaysia.

The respondents' responses on poor funding are also further affirmed by the findings of Ojo, Oladejo, Afolabi, Osungbade, Anyanwu and Shaibu-Ekha (2023) who identified migration factors among 402 final-year students of health-related disciplines at Obafemi Awolowo University, Ile Ife, who were studying medicine/dentistry, nursing, pharmacy, occupational therapy, and physiotherapy. Their findings revealed that the growing concern of migration among health professionals in Nigeria and many other sub-Saharan African countries has been as a result of the poor funding of health care system which have led to a degraded health care delivery system and have had a detrimental effect on the accessibility and caliber of healthcare services in Africa.

Incessant Strikes in Public Tertiary Institutions and Education Tourism among Nigerian Tertiary Level Students

Incessant strikes have also been identified by this study as one of the socio-political challenges influencing education tourism among Nigerian tertiary level students in foreign universities. Based on the responses gotten from the interview conducted during this study, 9 out of the 16 respondents reported that they have been affected by incessant strikes and would be willing to embark on education tourism if they have the means to avoid the issue of strikes. These responses are validated by the works of Ogunode, Nelly, and Musa (2022) who examined why Nigerians choose to pursue higher education abroad. They asserted that the reasons why Nigerians are choosing foreign higher education are due an unstable academic calendar in public institutions in Nigeria. Their study concludes that many Nigerians are applying for admissions overseas because of these various difficulties that the Nigerian higher education system has faced and is currently facing.

This study asserts that the issue of incessant strikes has impeded the quality of education in Nigerian tertiary institutions. This assertion agrees with the statement of Babatunde (2018) who researched on the inclination of Nigerian students to pursue higher education elsewhere within the framework of the General Agreement on Trade and Services (GATS). His findings showed that many Nigerians pursue higher education overseas, in part due to the desire for higher-quality education. He concluded that due to the current challenges facing the Nigerian educational system, prospective candidates opted to study abroad primarily because of the opportunities that improved their career prospects through obtaining high-quality education in foreign institutions. The works of Adeyanju (2017) also support this assertion. Adeyanju (2017) who researched on Nigerian students in Canada using interviews reported that Nigerians are drawn to Canadian higher education because it provides a high standard of education that is not available in public institutions in Nigeria.

Insecurity in Nigeria and Education Tourism among Nigerian Tertiary Level Students

Finally, the findings of this study which revealed that insecurity has influenced education tourism in foreign institutions among Nigerian tertiary level students are backed up by the findings of Madichie and Madichie (2013) who carried out a study on Nigerian students and the allure of foreign UK education. Their study relied upon an online focus group of African academics and professionals outside the UK, in a bid to provide deeper insights on the problems and reasons why Nigerian students opt to study abroad, notably in the UK. With the use of interview, their study revealed that Nigerian students studying in the UK decided to pursue studies oversea due to the challenges facing higher education institutions in Nigeria. Their study further identified one of these challenges as insecurity. These challenges have altered the perception of students towards the Nigerian education sector. The findings of this study on insecurity also corroborate with the findings of Adekalu and Oludeyi (2013) that analyzed education tourism in foreign institutions from the

aspect of Nigeria's educational challenges and its impact on international choice of study. Their findings revealed that the Nigerian educational system is affected by the presence of violence relating to insecurity, cultism, and official assaults. These considerations are driving lecturers and students from Nigeria to international universities in search of better opportunities in foreign institutions (Daudu, Osimen & Shuaibu, 2023).

This study therefore concludes that the state of public tertiary institutions due to poor funding, incessant university strikes, and insecurity in the country are factors pushing education tourism among Nigerian tertiary level students to study in foreign institutions, while the factors encouraging education tourism in foreign institutions among Nigerian tertiary level students include access to quality education due to sufficient funding in foreign institutions, low possibility of strikes during educational programmes in foreign institutions, availability of scholarships, access to educational facilities, and the country's reputation of being safe, secure and hospitable has spurred Nigerian tertiary level students to embark on education tourism in foreign institutions. This conclusion is validated by the Human Capital Theory which was adopted by this study. This theory postulates that humans will always invest in their human capital, and they are more likely to move to locations where such opportunities are available and accessible. In other words, the socio-political conditions of Nigeria and opportunities available in tertiary institutions in foreign countries are factors Nigerian tertiary level students put into consideration when making decisions to leave the country. Therefore, based on these findings, this study submits that there is a relationship between socio-political challenges and education tourism.

6. Recommendations and Conclusion

The following recommendations are based on the findings of the study:

1. There should be the yearly allocation of 26% of the national budget to the education sector which will help bolster educational resources by increasing funds to enhance infrastructure and faculty development. This will help discourage Nigerian tertiary level students from seeking education in foreign institutions.
2. The Federal government should implement a comprehensive financial strategy that reduces their allowances and redirects the funds towards establishing a sustainable funding system for members of staff in public tertiary institutions. This will help address staff concerns about welfare, thereby minimizing the occurrences of strikes.
3. Nigerian tertiary institutions should prioritize upgrading infrastructure by investing in modern classrooms, research facilities like laboratories and laboratory equipment, and the provision of more scholarship opportunities which are likely to attract foreign students to study in Nigeria. With this, Nigerian tertiary schools will be able to compete globally with foreign institutions.
4. The government should collaborate with law enforcement agencies to enhance security on and around the campuses by implementing measures such as increased surveillance, improved lighting and community policing to create a safer environment for students and members of staffs.

This study concludes that through a comprehensive analysis of the prevailing socio-political challenges (poor funding of public tertiary institutions, incessant strikes in public tertiary institutions, and insecurity in Nigeria) faced by public tertiary institutions in Nigeria and their impact on education tourism among Nigerian tertiary level students, it was discovered that there is a relationship between socio-political challenges and education tourism.

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Conflict Of Interest

The authors declare that they have no conflict of interest.

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