

Causes for the Migration of Sudanese University Professors to Saudi Arabia

By

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Abstract

The study aims to identify the causes of the migration of Sudanese professors to Saudi Arabia. The descriptive analytical approach was employed in data analysis. The study adopted an electronic questionnaire, and the sample size was (104) participants. The results revealed that the most important economic reasons were the weak salaries in Sudanese universities, the high cost of living, the high cost of medical treatment, the economic crisis in Sudan and the deterioration of the local currency compared to foreign currencies. The most important academic and scientific causes were weak funding and lack of scientific research, lack of interest in scientific publishing, lack of support for new ideas and innovations and weak technical innovation environment. The study also found that the most important social reasons were social responsibility towards the extended and small family, meeting ambition and desire to develop, and free medical insurance for the professor and his family. The study recommended that Sudanese university professors' salaries must be increased to enable them to meet their needs and the needs of their families, thus encouraging them to settle.

Keywords: causes, migration, professors.

1.0 Introduction

Migration is a movement of people between regions or countries. It is the process of moving from the one operating environment to another operating environments that are, in most cases, thought to be better ones. Migration may be temporary, with the intention of returning to the country of origin in the future. The movement of Sudanese scientific competencies abroad has increased, and it has become a threat to the human economic resources. It has spread significantly in the last two decades due to economic, scientific, social and political factors. This phenomenon is a manifestation of social, cultural, vocational and educational imbalances in Sudan. A large proportion of competent people in the fields of medicine, science, and technology have migrated naturally, and their migration has not caused negative effects since they used their expertise in serving, developing, and supporting the economy. The remarkably growing immigration of manpower to the Arab oil-rich countries has been continuing astonishingly since the beginning of the seventies, causing Sudan to lose a great number of highly qualified and trained manpower, which is considered one of the precious sources the country possesses in vital fields, such as education, health and public services (Al-imam, 2010).

In the last few years, the number of immigrants of scientific cadres during the first ten months of 2013 was (75631) according to the ministerial report prepared by the Sudanese Ministry of Labor in 2013. Migration of health and education staff is considered to have the most numbers of immigrants as (5028) doctors emigrated during the past five years, (1002) university professors migrated, mostly in 2012. In mid-December 2013, the government announced that it lost 34% of the cadres of scientists and researchers at the National Research Center alone during the last six months of the year. (Ministry of Labor, 2013).

1.1 The Research problem

The problem of this research is that the government spent much money on the university professors until they became highly qualified and gained long experience in teaching, but it did not increase their salaries. Thus, they cannot meet their needs, and most of them cannot run their daily affairs. This situation forced Sudanese professors to migrate to Oil countries in the Gulf, especially Saudi Arabia. Therefore, the teachers found solutions for their problems through migration, and the receiving countries, especially the Kingdom of Saudi Arabia, gain benefit because of the big number of Sudanese teachers. This situation is complicated every day due to the high cost of life and education for children, health services, as well as the inability to meet the needs of the extended family in Sudan. The purpose of this study is to identify the causes of Sudanese university professors' migration to Saudi Arabia.

1.2 Study Questions

The study attempts to answer the following questions:

1. What are the causes of Sudanese university professors' migration to Saudi Arabia?
2. Do these causes differ according to gender?
3. Do these reasons vary due to difference in scientific degrees?

1.3 Research Objectives

The study aims to achieve the following objectives:

1. To identify the causes of the migration of Sudanese professors to Saudi Arabia.
2. To reveal if there are differences between male and female professors' reasons for immigration.
3. to spot the role of scientific degrees in the difference in the causes of migration.

1.4 The importance of the Research

The importance of the research stems from the importance of the subject itself. Recently, the migration of Sudanese scientific qualified has spread in an alarming manner, especially in the absence of the alternatives to those who are experienced and trained cadres in Sudan. The migration of university professors negatively affected higher applied and theoretical education programs in various fields. Thus, it is important to address the reasons behind this migration so that decision-makers can deal with those reasons to reduce the growing number of immigrant teachers.

2.0 Research Methodology

The descriptive analytical approach was used in data analysis. The study used the Statistical Package for Social Science (SPSS) for the analysis of the research data to reach the results that would answer the research questions and achieve its objectives.

2.1 The research sample

The sample of the study was the Sudanese university professors who are employed in the Saudi universities. The sample size was (104) professors employed by the following Saudi universities: Prince Sattam bin Abdul-Aziz University, King Saud University, Imam Mohammed bin Saud University, King Abdul-Aziz University, Bisha University, Najran University, and Dammam University.

2.2 Research instrument

For data collection, the study adopted an electronic questionnaire. It contained five sections. The first one focused on general data about the participants and four sections covering various causes of migration, which are economic, academic, social, and other causes. The questionnaire followed Likert scale in the five options which were (strongly agree, agree, neutral, disagree, strongly disagree). The assessment of the averages will be as in the table below

Table 1. Distribution of categories according to Likert scale

Description	Ranges of Averages
1-1.80	Very weak
1.80-2.60	weak
2.61-3.40	Moderate
3.41-4.20	Big
4.21-5.00	Very big

3.0 Literature Review

Chandna (1998, p.86) defines migration as a movement that involves a permanent change in residence from one settlement to another. In other words, it is a physical and social transaction and hence difficult to conceptualize. According to Johnston and Smith (1994, p. 380) migration is permanent or semi-permanent change or residence of an individual or group of people. Rubenstein and Bacon (1990, p. 75) define migration as a permanent move to a new location. It must be distinguished from the more general from 'mobility', which refers to all types of movement by people.

Migration is defined as a demographic movement of residence from one region to another leading to permanent or almost permanent change (Nouri and Farouq, 1999). It also refers to the process of movement from one area to another to improve the status of the immigrant after having lived difficult conditions, whether economic or social made him in a state of discomfort because of a sense of inability to meet the needs of his family of the necessities of life.

Brain drain was invented by the British to describe their loss of scientists, engineers, and doctors because of emigration from Britain to the United States of America, but the term has

been extended to include all highly trained migrants from their home countries to other countries (Elias, 1972). UNESCO(1984) considers that brain drain as an abnormal type of scientific exchange between countries, characterized by one-way flow (in terms of developed countries) or the reverse transfer of technology because the brain drain is actually a direct transfer of one of the most important elements of production, the human element.. The emigration of minds or scientific competencies is also used to refer to the emigration of university graduates in scientific, technical fields, and in different disciplines. (Elias, 1972).

The term "migration" is derived from "abandonment", which is the transfer of man from one country to another. It is also derived from emigration, i.e. leaving one place to another one. In general, migration means the geographical transition from one area to another for permanent or temporary residence (Al-Razi, 1984) and the person is called an immigrant when he emigrates to live in another land or to go to a second land searching for security, tranquility , and justice (Al-Fadl, 2002).

Migration is classified into two types. The first is external migration, which is the movement of individuals to another society that transcends political boundaries. The second one is internal migration. This intends to mean the movement of individuals and groups from one region to another within the borders of one country (Jalas, 1997). This study focuses on the external migration of Sudanese university professors to Saudi Arabia, which is known as the migration of scientific competencies.

Al-Arabi (2006) believes that the emigration of competencies represents the permanent migration of the most educated and qualified graduates. They are usually graduates of higher education and beyond. They search for opportunities in their field of specialization, a more attractive community environment or a better standard of living for themselves and their families. Affra (2005) also mentioned that migration of competencies simply expresses the involuntary or forced transfer of those with high scientific degrees and technical expertise from one country to another, whether they studied at home or abroad, so that their stability abroad permanently integrates them into the social, scientific and economic structure of the diaspora society.

In terms of migration motives and causes, they can be classified into two types. The first is optional migration. This means that the person searches for achieving his ambitions or searching for a better situation. The second type is compulsory migration (displacement), where an external force is imposed on the will of individuals or groups of different categories and segments, including "minds" leaving their home countries. Regarding the migration period, two periods can be identified.

Permanent migration which means that the immigrant does not intend to return to the original homeland. This can be regarded as more dangerous. A second one is a temporary migration the aims of which are to continue education, improve the standard of living or refuge due to political and security reasons. The migrant returns after achieving his goal or the absence of the cause of his migration (Zerna, 2006).

Simta, D., Varsha, M (2015) studied the migration causes and effects. He found that the main causes of migration in India are huge population, rigid educational system and lack of good job opportunities. Migration results in brain drain, talent shortage, reverse brain drain, and remittances.

Several previous studies have confirmed the migration of scientific competencies. Al-imam (2010) conducted a study on the impact of human brain drain on the sustainability of development in Sudan. The data were collected by a questionnaire from Sudanese immigrants in Saudi Arabia and Bahrain. The sample size was (500) respondents. The study revealed that remittances are directed to real estate and land, and the government is losing, because of this migration, specialized competencies and trained workers with high qualifications and skills, and 74% of the expatriates in Saudi Arabia and Bahrain are graduates with high qualifications and high capabilities.

In the same context, a paper was presented in a workshop which was held in (2012) on the migration of Sudanese competencies. The study aimed at identifying the factors leading to migration of university professors. The study found that the number of immigrants from university professors reached (2500) in 2012, most of the professors are immigrants from the category of assistant and associate professors and full professors, most of them held high positions in the Sudanese universities, economic factors caused the teachers to migrate, and no political reasons caused this migration.

Almahal (2013) presented a scientific paper at the workshop organized by the Higher Education Committee of the Sudanese Parliament. The paper revealed the Sudanese university professor's salary is the lowest one in the Arab and African regions. Faraj, M., Faiza, M. (2014) aimed to uncover the main factors leading to the migration of Sudanese minds. The sample size was 600 Sudanese competencies operating in Saudi Arabia. The study found that a set of factors caused the migration of Sudanese scientific competencies to Saudi Arabia. The first was economic, political and security, the second was the social, while the third one was training and qualification.

Al-Khalilah (2010) conducted a study revealed that economic, social and political problems experienced by the Arab countries, the low standard of living and low level of income for various scientific and technical competencies were the causes of Arab minds migration. Al-Kawakibi (2010) found that economic, poor institutional environment for skillful people, low public expenditure on scientific research, an absence of scientific research and innovation were the driving factors of migration in all countries.

Immigration is a result of eco-social non-balance among different regions, as there are certain factors that compel "individuals" to move away permanently from their original living places driven by economic objectives, whereas there are other elements that attract such individuals to the new places they settle at for the same objectives (Lion, F., and others, 1985).

4.0 Data Analysis

The data were analyzed descriptively by calculating the Means and standard deviations, statistical tests (T test), and (P) tests for statistical significance of the differences between Means responses of individuals around the study axes.

Table 2. Frequency distribution of respondents by gender

Gender	Frequency	Percentage
Males	77	74
Females	27	26
Total	104	100

Table (2) shows that the number of males in the sample is (77) represented by (74%) of the professors of different scientific degrees, while the number of females is (27) 26%.

Table 3. Frequency distribution of respondents by age

Age group	Frequency	percentage
30-40 year	27	26
41-50 year	60	57.7
51-60 year	17	16.3
Total	104	100

The results in Table (3) show that most of the respondents (57.7%) aged (41-50) years, (26%) are (30-40) years (26%), and (16.3%) are (51-60) years old.

Table 4. Frequency distribution of respondents by academic position

Academic	Frequency	Percentage
Lecturer	15	14.4
Assistant professor	69	66.3
Associate professor	16	15.4
Professor	4	3.8
Total	104	100

Table (4) presents the distribution of the Sudanese professors working in Saudi universities according to their academic positions. It is obvious that (66.3%) of the respondents are assistant professors, (15.4%) of them are associate professors, (14.4%) are lecturers, and only (3.8%) are full professors.

Table 5. Frequency distribution of respondents by monthly income

Income Group	Frequency	Percentage
5000-10000 SR	58	55.8
11000-15000 SR	35	33.7
16000-20000 SR	6	5.8
More than 20000 SR	5	4.8
Total	104	100

As can be seen from Table (5), most of the participants (55.8%) income ranges between (5000 - less than 10,000) SR, while only (4.85) of them belong to income that is greater than SR 20,000.

Table 6. Frequency distribution of respondents by Marital Status

Status	Frequency	Percentage
Single	2	1.9
Married	101	97.1
Divorced	1	0.9
Total	104	100

Table (6) shows that the majority of the respondents (97.1%) are married, while (1.9%) of them are single, and (0.9%) are divorced.

First Question: What are the reasons that prompted Sudanese university professors to migrate to Saudi Arabia?

To answer this question, the Means, standard deviations, and percentages of items in section two were calculated, and then they are put in a descending order according to the Means.

Table 7. Statistics of the economic reasons

Statement	Means	SD	Agreement percentages	Degree of acceptance	Rank
Weak salaries in Sudanese universities	3.88	0.35	99	Very big	1
High cost of living.	3.79	0.47	89.4	Very big	2
High cost of medical treatment.	3.77	0.46	93.3	Very big	3
The multiple economic crises in Sudan.	3.67	0.55	94.2	Very big	4
The deterioration of the local currency against foreign currencies.	3.66	0.56	96.2	Very big	5
High costs of raising children.	3.63	0.61	97.1	Very big	6
High prices of land and real estate.	3.60	0.63	98	Very big	7
The many economic crises in Sudan.	3.56	0.51	96.2	Very big	8
The large gaps between salaries of professors and other sectors.	3.44	0.72	95.2	Very big	9
Lack of job opportunities and competition for talent.	3.24	0.86	76	big	10

Table (7) displays the economic reasons that led to the migration of Sudanese university professors as seen by the sample members of the study are: poor salaries in Sudanese universities, high costs of living, high costs of medical treatment, multiple economic crises in Sudan, deterioration of the local currency against foreign currencies, land and real estate high prices, the large number of economic crises in Sudan, and the large gaps between the salaries of professors compared to other sectors. There is very big agreement on these causes since the percentages of responses range between (% 89.4 - 99%). However, the economic reason (lack of employment opportunities and competition for owners of competencies) can be considered as a big reason because (76%) of the respondents agreed on it. This indicates that it is not a strong reason to cause migration.

Table 8. The statistics of the academic and scientific reasons

Statement	Means	SD	Agreement percentages	Degree of acceptance	Rank
Weak funding and lack of interest in scientific research.	3.59	0.58	85.6	Very big	1
Lack of interest in scientific publishing.	3.45	0.66	95.2	Very big	2
Lack of support for new ideas and innovations.	3.35	0.73	90.4	Very big	3
Poor technological innovation environment.	3.34	0.77	87.5	Very big	4
Not adopting new ideas and innovations.	3.27	0.67	90.4	Very big	5
Good environment in universities in Saudi Arabia	3.26	0.81	81.7	Very big	6
Lack of appropriate university environment.	3.25	0.72	76.9	big	7
Acquire new external teaching experiences.	3.16	0.80	82.7	big	8
Lack of scientific conferences.	3.06	0.78	75.9	big	9

The main academic and scientific reasons that caused Sudanese university professors to migrate to Saudi Arabia, as it is obvious from Table (8), are: weak funding of scientific research and lack of interest in it, lack of interest in scientific publishing, lack of support for new ideas and innovations, weak technical innovation environment, lack of support for new ideas and innovations, and the good environment in Saudi universities. The Means scores of these items range between (3.26-3.59) and the agreement rate ranges between (81.7-95.2%), which make the classification of agreement as *very big* according to Likert scale.

Whereas the results in Table (9) show the participants responses to the items on the social cause of migration. The most important social causes are social responsibility toward the extended and small family, meeting ambition and desire to develop, and free medical insurance for the teacher and his family. There is a very big agreement among the respondents with means ranging between (3.29-3.5).

Table 9. The statistics of the items on social causes

Statement	Means	SD	Agreement percentages	Degree of acceptance	Ranking
Social responsibility towards the extended and small family.	3.54	0.66	78.9	Very big	1
Meeting ambition and desire to develop.	3.41	0.67	61.6	Very big	2
Free medical insurance for the professor and his family.	3.29	0.79	59.6	Very big	3
The need to secure social commitments.	3.18	0.85	84.6	Very big	4
Lack of appropriate university environment.	3.16	0.89	58.7	big	5
Ease of travel for teachers and their families from Sudan to the Kingdom and vice versa.	2.98	0.82	50	big	6
Stability of children's education.	2.73	0.91	73	big	7
Good social status in the Kingdom	2.72	0.93	82.6	big	8
Availability of entertainment for children.	2.68	0.95	94.2	big	9
The presence of Sudanese in most cities of Saudi Arabia.	2.50	0.84	92.3	big	10

Table 10. The statistics of other causes

Statement	Means	SD	Agreement percentages	Degree of acceptance	Rank
The presence of the two holy Mosques in Saudi Arabia	3.42	0.77	55.8	Very big	1
Security and economic stability in Saudi Arabia	3.22	0.71	67.3	big	2
Favoritism and courtesy in employment and promotion	3.19	0.98	54.8	big	3
Political instability	2.96	0.95	77.9	big	4
The desire to open up to the outside world	2.95	0.81	17.4	big	5
Absence of democracy	2.71	1.04	86.5	weak	6
Denial of political rights	2.69	0.92	87.5	weak	7
Imitating parents, friends, work or study colleagues	2.02	0.74	74.1	weak	8

Table (10) shows that the most important causes of Sudanese migration to Saudi Arabia are existence of the two Holy Mosques in Saudi Arabia, security and economic stability in Saudi Arabia, favoritism and courtesy in employment and promotion, political instability, desire to open up to the outside world.

Second Question: Do the reasons for migration differ according to gender?

To answer this question, the t-test was conducted to determine the significance of the difference between the responses of the sample members on all items. The results are displayed in table (11) below:

Table 11. T- test for the significant difference between the Means responses of sample members around the study items

Gender	Means	t-value	significant
Males	118.12	-1.46	0.148
Females	122.7		

According to table (11) the value of the level of significance is (0.148) which indicates the absence of differences between the respondents means according to gender variable.

Third Question: Are the reasons for the migration of professors different due to difference in scientific degrees?

To answer the third question, a single variance analysis was conducted to determine if there are the statistical significance of the differences between the means of responses of the participants according to the scientific degree.

Table 12. Results of the analysis of the variance of the differences between the responses of the participants according to the difference in the scientific degree

Source of variation	Sum of Squares	Degree of freedom	Mean of Errors	F-value	Sig
Between groups	1770.71	3	590.24	3.098	0.03
Within groups	19052.1	100	190.52		
Total	20822.9	103			

Table (12) above shows that the value of significance is (0.03) indicating that the difference between the Means is statistically significant. This reflects that difference in the degree causes differing opinions on the reasons for the migration of Sudanese university professors to Saudi Arabia.

5.0 Discussion of Results

The results obtained from the analysis of the data revealed that the most important economic reasons were the weak salaries in Sudanese universities, the high cost of living, the high cost of medical treatment, the economic crisis in Sudan, the deterioration of the local currency against foreign currencies and the high cost of living. These results accord with what was revealed by Faraj and Hassan (2014), Khalayleh (2010), and Zayat (2013).

The most important academic and scientific reasons were weak funding and lack of interest in scientific research, lack of interest in scientific publishing, lack of support for new ideas and innovations, and weak technical innovation environment. The study also found that the most important social reasons from the point of view of the professors were social responsibility towards the extended and small family, meeting ambition and desire to develop, and free medical insurance for the professor and his family.

The most important reasons mentioned by the study sample were security and economic stability in Saudi Arabia, favoritism and courtesy in recruitment and promotion, political instability, and the desire to open up to the outside world. The results did not show any statistically significant differences between the responses and the gender of the participants, indicating that the causes of migration between the two genders are often the same.

The results showed a difference in the reasons for the migration that can be attributed to the difference in the scientific degree of the respondents. This indicates that the scientific degree affects the cause of migration of Sudanese university professors who migrated to Saudi Arabia in recent years.

6.0 Conclusion

The Sudanese university Professors migration will continue and increase in the next decades because of the difficult situation of economics, academic and scientific causes concerning Sudanese universities. Social reasons can play an important role in Sudanese professors' migration like social responsibility for both extended and small family. Therefore, the only available solution for the Sudanese professors is to migrate.

7.0 Recommendations

In the light of these findings, the following recommendations can be proposed:

1. Sudanese university professors' salaries must be increased to enable them to meet their needs and the needs of their families, thus encouraging them to settle.
2. Sudanese university professors' problems should be catered for and solved so that they can play their academic role as required.
3. Further research should be conducted to find out all the reasons why Sudanese university professors migrate to Saudi Arabia or elsewhere.

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