

Running Head: Brain Drain in The Social Sciences

Brain Drain in The Social Sciences: An Examination of the Emigration Attitudes of Social Work
Students at Addis Ababa University.

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A Thesis Submitted to the Graduate School of Social Work, Addis Ababa University
Presented in Partial Fulfillment of the Requirements for the Degree of Masters in Social Work

Addis Ababa University

College of Social Sciences

School of Social Work

Addis Ababa, Ethiopia

June, 2018

Addis Ababa University

Graduate School of Social Work

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I the undersigned hereby declare that the thesis titled, Brain Drain in The Social Sciences: An Examination of the Emigration Attitudes of Social Work Students at Addis Ababa University is my original work and to the best of my knowledge and belief this thesis contains no material previously published by any other person except where proper citation and due acknowledgement has been made. I do further affirm that this thesis has not been presented or been submitted as part of the requirements of any other academic degree or publication, in English or in any other language.

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Certification

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Acknowledgments

First I would like to thank almighty God without whom nothing would be. Second I would like to extend my heart-felt gratitude to my mother Zerfe Kassaye for always encouraging me to go further in my education and for financing my Masters education. Third I would like to thank my advisor Dr. Comdr. Demelash Debalkie for his support, encouragement and belief in me, thank you sir. In having this work accomplished, I had got immeasurable support and guidance from many of my classmates and instructors. I am eternally great full for your time and all you have done for me. Last but definitely not least I would like to thank all those who were willing in participating in this study.

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List of Acronyms and Abbreviations

FDI Foreign direct investment

HQPs Highly qualified professionals

IASSW International Association of the Schools of Social Work

NASW National Association of Social Workers

NELM New Economics of labor Migration

NGO Non-Governmental Organization

OECD Organization for Economic Cooperation and Development

Abstract

This study investigated the nature of brain drain in the School of Social Work at Addis Ababa University. It has specifically examined the attitude and intentions of graduate and undergraduate students of School of Social Work at Addis Ababa University. The sample for the study constituted a total of 130 participants, data was collected through both quantitative and qualitative means. The results show that a significant number of participants had a high inclination and intention of pursuing emigration. The primary reason for the consideration of emigrating was found to be pursuit of education, additionally financial reasons in the form of poor pay and low career progression have also been uncovered. This study has also found that, the flight of social workers to have an adverse effect on the education delivery of social work. Furthermore, lack of awareness about the social work profession among the masses and among employers have been identified to contribute to the underdevelopment of the profession.

CHAPTER ONE

1. Introduction

1.1. Background

The term “Brain Drain” is used as a synonym of the movement of human capital, where the net flow of expertise is heavily in one direction (Salt 1997). The Merriam Webster dictionary 2018, defines brain drain as: *“A situation in which many educated or professional people leave a particular place or profession and move to another one that gives them better pay or living conditions”*. Also it has been defined as the departure of educated people from one country, economic sector, or field for another usually for better pay or living conditions. The parliament speaker Nabih Berri of Lebanon on brain drain said it was *“the biggest problem we face in Lebanon”* and called emigration of graduates *“a transmitted disease among the youth”* (Daily Star, 2010) cited in (Gibson & McKenzie, 2011).

The early literatures on brain drain viewed the exodus of human capital as something of a curse. And those developing countries should retain their professionals, therefore policies need to be considered to oppose or reduce its negative impact on the emigration countries. However, in contemporary theoretical debates, the term brain drain is contrasted with the term “brain gain” which emerged in as late as the 1960s. The argument holds that drained professionals will possess constructive knowledge and skills that can be channeled to sending countries. And thus, would translate into an impetus for and contribute to development. Brain gain we can take then to simply mean benefiting from brain drain positively (Capuano & Marfouk, 2013).

Some beneficial aspects are said to be; the transfer of technology to institutions, Transition of information and results of researches which are not readily available, facilitating of

business contacts that will kick off research and commercial projects. It is also argued that, in today's world, distances and borders no longer pose as an obstacle towards the exchange of knowledge and the undertaking of cooperative work (Capuano & Marfouk, 2013, p. 2425).

A lot has been said on the issue of brain drain and gain (see e.g. Reinert, 2007; Rapoport, 2017; Mallah, 2015). But there hasn't been any substantial conclusive evidence so far to back up the "brain gain" claim. Some of the impacts of brain drain are; lower supply and demand for institutions, slower economic growth, declining high-skill labor externalities, lower productivity growth, less entrepreneurship and forgone cost of educating high skilled persons (UNCTAD, 2012). Also there is the foregone taxes paid by high-skilled persons, shrinking human capital base, less innovation, sectoral impacts especially on health and education and brain waste which basically means being overqualified for a simple job (UNCTAD, 2012).

Some more gains are said to be; Diaspora assistance in institution building, returnee supply and demand for institutions, remittances, diaspora savings: bonds, deposits, loans, funds, etc. creation and strengthening of foreign direct investment, returnee entrepreneurship, accumulation of broader and deeper knowledge base (UNCTAD, 2012).

There are many facts that undermine the brain gain argument, for example it was shown that remittances which are supposedly the most tangible evidence for supporters of brain gain are spent on day-to-day necessities of life such as food, clothing, and social activities. Remittances are not properly invested, and thus do not necessarily promote economic growth (Lowell, 2002; Tiemoko, 2004) cited in (Boyo, 2013). "*if remittances alone were all that was needed to develop the African continent, then African countries would be well on their way to joining the league of the so-called developed countries*" (Boyo, 2013, p.86). It has also been said that the "brain gain"

camp generally suffers from limited empirical content to substantiate its claim (Commander, Simon, Kangasniemi, and Winters 2004).

One thing about brain drain is that it has a tendency for amassing educated professionals in locations where they are already relatively abundant (Docquier, Marfouk et al. 2011). This tendency is reinforced by the selective immigration policies in major destination countries. These authors; (Capuano & Marfouk, 2013; Chimanikire, 2005; Kamau 2007, Comander et al, 2004; Boyo, 2013) have all described deliberate western extraction schemes to take away the best and the brightest. Comander et al. Described this western practice as “*cherry picking*” (2004, p.1), others like Kamu have called it “*poaching*” (2007, p.8), “*sifting*” (Anash, 2002, p. 22).

This is for long has been the trend. Besides controlling the overall volume, a common practice of current migration policies of developed countries is their selective nature, in terms of the educational level of migrants (Capuano & Marfouk, 2013). For example, the skill-based points systems in Australia, Canada and New Zealand target candidates according to their prospective contribution to the economy. The USA emphasizes on the selection of highly skilled workers through a system of quotas that favor candidates with academic degrees and or specific professional skills. Recently, a number of European countries have introduced programs aiming at attracting the qualified labor force. In May 2009, the European Council has agreed on the proposed European Union bid which aims at attracting highly skilled migrants from non-EU countries (Capuano & Marfouk, 2013).

The brain drain literature for the most part focuses on the drain of certain professions and fields. This is primarily on the natural sciences of which the medical profession is top most labored on topic in the brain drain literary works. An obvious miss out in this picture is the social

sciences. There is very little work done on the social sciences and brain drain, whether it exists or not or how it looks like. Most of the literatures on brain drain fall short of addressing this issue. There is a scant knowledge base on the issue of the social sciences and brain drain, there is unsatisfactory level of inquiry into the nature or details of the matter.

This study is going to attempt to examine and describe the situation of brain drain in the School of Social Work of Addis Ababa University. School of Social Work was designated as a study area as there is evidence from the school that indicates graduates leaving for and working abroad. As such it has proven to be an excellent ground on which to conduct an inquiry into brain drain on the social sciences.

1.2 Statement of the Problem

The issue of brain drain has long been a contested subject of interest. Many scholars around the world have brought forth a wide range of literary works on the issue. However, most of the works done on this divisive issue of brain drain gravitate towards certain topics. Some of these are; whether or not brain drain is indeed a drain or a potential gain, the effects of brain drain on sending countries especially in the African continent, and on how to mitigate and make the most out of the emigration of professionals. Starkly noticeable in the literatures, the professions under scrutiny in brain drain studies are for the most part natural science disciplines. And even from within the natural sciences, a great deal of studies have labored on brain drain in the medical field.

These authors; (Docqier etal, 2007; Docquire etal, 2014; Commander etal, 2004; Docquier and Rapoport 2007; Kamau, 2007; Reinert, 2007; Rapoport, 2017; Mallah, 2015) have in common inquired into the brain drain controversy and have weighed in on whether human

capital flight is a “gain” or a “drain”. Some of the major finds of these studies are; compensatory effects that show a limited but positive effects for sending countries, like; remittances, circular migration, benefits from returnees and diaspora externalities, human capital formation.

Stimulation of education, some specific emigration of the more skilled is beneficial.

In addition, these studies have stated factors that determine skilled migrations duality to have positive or adverse effects. In line with this, appropriate policy adjustments, which depend on the characteristics and policy objectives of the source country, can help to maximize the gains or minimize the costs of the brain drain. However, these very same studies have acknowledged that there is mounting evidence that suggests that there are many to lose than win among developing countries when it comes to skilled human capital flight. And that the “brain gain” camp suffers from limited empirical content to substantiate its claim (Comander et al, 2004). Kamu (2007) has also shown there is a scarcity of data on brain drain. And from this logically, studies have concluded that policymakers should gauge the costs and benefits of the brain drain in order to design appropriate policy responses.

Brain drain from the African continent’s development perspective have been looked at by authors such as; (Kalra, 1974; Capuano & Marfouk, 2013; Benedict & Ukpere, 2011; Sako, 2011; Chimanikire, 2005; Sefa Dei & Asgharzadeh, 2002; Boyo, 2013) These studies have shown that many African economies had lost a consistent part of their highly skilled labor force due to migration to developed countries. These studies similarly have revealed; a high magnitude of high skilled migration from Africa, the impact of brain drain on source countries including Ethiopia, push and pull factors in economic and sociopolitical aspects, globalization as an inescapable force bringing integration of the world economy, effects of a colonial background on brain drain. Additionally, adverse effects of structural adjustment program (SAPs) and the

impact of selective immigration and refugee policies of developed countries have been looked at by these authors.

Of the many studies that have been conducted on an individual country level, (Fouri, 2006) has analyzed the skilled migration flow of South Africans to one of its major brain drain destination, the UAE. The study has also studied South Africans motivation for leaving and migrating to the UAE, furthermore has touched the point of brain drain and circulation in the South African context Chimanikire, (2005) has also specifically gave attention to the causes of brain drain in Zimbabwe. Similarly, Kamau (2007) have looked at Kenyan human capital flight towards the US.

Numerous authors have studied the brain drain issue in the context of the medical profession. They have touched upon how big the physician brain drain is, what drives the physician brain drain, the push-pull factors, the dire impact on the health sector, cases in which the physician brain drain could translate in to gain, and recommendations for potential policy implications see e.g. (Martineu, 2002; Docquire & Rapaport 2012; Millete, 2013; Eyerusalem Minda, 2016).

One notable recurring theme is that there is lack of data on different aspects of brain drain; (Comander etal, 2004, Capuano & Marfouk, 2013; IOM, 2014) and (Özden, 2005; Groizard, 2005, Cervantes & Guellec, 2002 and Wickramasekara, 2003) cited in (Kamau, 2007) all agree and have stated most countries especially developing ones lack a comprehensive system for monitoring immigration flow. Empirical research linked to brain drain is constrained by lack of reliable databases on migration rates by educational levels. Many researchers are in agreement

that there is a need for a concerted effort to collect more and better quality international and internal migration data, in a systematic and consistent way.

A study conducted by Imran et al. (2011) on final year students and recent medical graduates of Lahore, Pakistan, the third leading nation contributing towards the pool of international medical graduates. Using a 10-point scale survey assessed; intentions to train abroad, post training plans and factors that motivated them to undertake international migration. Obtained result showed that; out of 275 respondents 166 or 60.4% of medical graduate students from Lahore, Pakistan intended to migrate for post graduate training, 37% wished to stay abroad temporarily and 10%) never intended to return. Impact of residency abroad on future career, financial conditions of doctors, job opportunities and better working conditions were found to be some of the motivating factors behind the migration (Imran et al, 2011).

A study conducted by (Avetikyan, 2013), assessed migration intentions among people with higher education and factors that encouraging brain drain in of the highly educated in Armenia. The study used a survey, 226 high educated people who completed bachelor, master, PhD and doctorate degrees in the field of; Political Science, Business and Economics, Linguistics, and It and Engineering. Focus groups were employed. The main findings of the research suggest that temporary intentions to migrate are high among the highly educated. Main motives for migration of Highly educated people were found to be; career growth opportunities, better pay, and better prospects for their children (Avetikyan, 2013).

When we come to the Ethiopian context, Reinert, (2007) has looked at brain drain from the two sides of the debate and mentioned remittance, and increased return education as possible positive impacts. And has also mentioned the vices of brain drain, stating that skilled workers

tend to generate the largest share of tax revenues and that emigration can have a detrimental impact on the tax base and others more about negative impacts on education.

Eyerusalem Minda (2016) in her very recent study have assessed the factors leading to brain drain and its implication on the development of the health sector in Ethiopia. And has come up with a range of push and pull factors that lead up to the brain drain of medical professionals.

Melaku Kifle (2016) in his work titled “*Causes and impacts of migration on Economic growth: The Case of Ethiopia*” has examined major causes for migration of trained professionals and the consequences of migration on the economic growth of Ethiopia. His study has outlined some of the causes that lead up to the migration of skilled professionals and has also put forward how Ethiopia is benefiting from the brain drain.

A study by Tesfaye Semela, (2011) investigated the extent, causes, and vulnerability to brain-drain among Ethiopian academics in higher education institutions. This was conducted in three colleges and four faculties affiliated to the Debub University one of which is in the social sciences. Some 103 faculty members were sampled. Data was collected based on a single-item yes/no self-reported measures. Results showed that affective job characteristics, work environment variables significantly predicted vulnerability to internal brain-drain. Organizational citizenship behavior, working conditions and salary were found as the most outstanding pull and push factors to external brain drain (Tefaye Semela, 2011).

There are some studies on how to harness and utilize from the Ethiopian diaspora community. Writers such as (Martha k. Ferede, 2013; Amazan, 2008) have in their studies asked and answered such inquires; what challenges do universities in sub Saharan Africa face, reasons to mobilize and engage the diaspora, what are the challenges of engaging and mobilizing the

diaspora, Diaspora engagement and university capacity-building initiatives, potential avenues for diaspora engagement in sub Saharan African universities.

Seyum Tefera, (1992) made one of the earliest attempt to determine the magnitude of brain drain and its causes for academicians at Addis Ababa University and from the Kotebe College of Teachers Education. The study deployed a five-point scale survey to 85 teachers and conveyed that brain drain among Ethiopian academicians to be primarily a function of political and job satisfaction factors, and that there was a substantial level of brain drain (Seyum Tefera, 1992).

A study by Berhanu, (2014) looks at the Challenges and Opportunities at Addis Ababa University”. The data used in this study was generated using qualitatively using interviews, document reviews, direct observation and personal experience. Departmental heads, program coordinators and assistant deans in the social sciences were interviewed to obtain their views on the status and future direction of the social sciences at Addis Ababa University. Results revealed expansion of postgraduate programs, and opportunity to capitalize on quality are some of the opportunities identified. Challenges faced by the social sciences were said to be, 70/30 education policy, poor Infrastructure and brain drain.

Brain drain was fleetingly raised in two paragraphs as a problem that existed from the past till the present. And detailed that in the past decade or so, every social science department had lost at least one staff member, and that some had even lost more than 50% of those who they had sent abroad for further education. Berhanu, (2014) briefly touching on brain drain as one of the challenges to the social sciences concludes by recommending that social science make the best out of its predicament and focus on quality.

As has been shown above a great majority of existing literatures are almost exclusively focused on the natural sciences especially on the medical field. It is very safe to say that there is an imbalance in coverage of brain drain between art and science. As much as the researcher could see there are very few inquiries on the matter of brain drain in the social sciences generally and more specifically on social work, be it at the global, continental or country level. There are no empirical studies that show the basic nature and extent of brain drain in the social sciences. It looks as if the social sciences have been deemed immune from the issue of brain drain existing in a vacuum. Most literary works even fail to mention the word ‘social sciences’ let alone delve into the issue. In all aspects, matters that relate to social science and human capital flight are overlooked, and seemingly untouched.

There for this study that has been conducted has taken the next logical step by studying brain drain in the social sciences by investigating specifically on the emigration attitude of social work students at Addis Ababa University which is also by extension another blind spot in the existing literatures on brain drain. This study has accordingly therefore shed light on the largely unaddressed matter of brain drain in social work. As such this study has filled in the knowledge gap by looking into the general nature and prevalence of brain drain in social work, and it has also assessed and examined the attitude of social work students towards emigrating abroad.

1.3 Objectives of the study

1.3.1. General Objective

The general objective of this study is to establish a preliminary understanding and description of the fundamental nature and extent of brain drain in the school of social work.

1.3.2. Specific Objectives

The specific objectives of this study are;

- To assess, the attitude and intention of social work students towards emigrating abroad.
- To identify, trends and patterns in social work student's attitude towards emigrating abroad.
- To illuminate, what social work student's reasoning's and considerations are towards emigrating abroad.
- To understand what the nature and pattern of brain drain is in the school of social work.

1.4 Research Questions

1. What are the attitudes and intentions of social work students towards emigrating abroad?
2. What are the trends and patterns in social work student's attitude towards emigrating abroad?
3. What are the reasoning's and considerations of social work students towards emigrating abroad?
4. What does the nature and pattern of brain drain in the School of Social Work look like?

1.5 Significance of the study

As has been shown the issue of brain drain in the social sciences in general and of social work particularly are for the most part untouched and unaddressed. Little if none is known about the nature or extent of brain drain in this regard. Most literatures point out to a lack of concrete empirical data and findings in to the general and specific study of brain drain. This study has investigated on an issue that hasn't been given the due attention that it warrants. As such this study has provided a preliminary background information into a relatively unexplored area i.e. brain drain in the School of Social Work of Addis Ababa University.

This research can serve as a stepping and corner stone for other researchers to build on and conduct further inquiries in to the matter. This work from its preliminary findings has forward some prima facie recommendations as potential courses of actions to take. Furthermore, this study has pointed out areas for further investigation. This work can also serve as an input to all concerned entities in the education arena, policy and decision makers to gain insight into an overly looked issue.

The researcher believes that, this study can transcend from the confines of skilled, legal human capital flight to reach to and impact on unskilled, illegal human capital flight and plight. *“Both skilled and unskilled migrants are likely to determine their migration decisions in part on the basis of the institutional characteristics of their home country, and the presence of common links with potential destination countries”* (Gibson & McKenzie, 2011, p. 9). We can understand from these statements that, skilled and unskilled migration despite their difference, in both cases the heart of the matter boils down to issues raised towards the broad structures we all are imbedded and bound to.

So addressing the issues that cause the educated to leave will indirectly address the issues that drive illegal migration. If students or more generally if the people, see hope in making it to their success using existing educational channels then that will surely be a good reason for others to strive to make it in their home territory to. Addressing our brain drain problem will also help save our brightest minds by staying put, this has its obvious advantages. Better educational prospects that come by as the result of the remedy of the brain drain problem will potentially and definitely produce, the elite one in several millions scientists and the great leaders of tomorrow. *'So, could it be that, social workers who are in the 'helping profession' could help others by helping themselves?'* That has yet to be seen.

1.6. Limitations of the Study

The study like most researches has its limitations. This work has been conducted in Addis Ababa University's School of Social Work. If it wasn't for time and cost constraints, the researcher had considered attempting to canvas extension and distance program social work students. The researcher also wanted to initially conduct the study on other disciplines as well. Thus, the findings of this study cannot be generalized beyond regular graduate and undergraduate social work students and this reduces its scope.

CHAPTER TWO

2. Literature Review

2.1. Introduction

The section below is the review of the literature on brain drain, this section sets out by defining the concept and then move on to the brain drain argument and then proceed to the negative and positive outcomes of brain drain and after that some counter arguments are presented. This is followed by a presentation of a compiled theoretical frame work for this study. Also the case of brain drain in the African continent is looked at followed by brain drain in Ethiopia. Finally, brain drain and the social sciences and lack of data in brain drain studies are outlined.

2.2. What is Brain Drain?

When we separately look at the term ‘Brain Drain’, the word ‘Brain’ pertains to any skill, competency or attribute that is a potential asset. The word ‘Drain’ implies that this rate of exit is at a greater level than ‘normal’ or than what might be desired. Linking the two implies that the departure of the most talented at a considerable rate. The term “Brain Drain” is used as a synonym of the movement of human capital, where the net flow of expertise is heavily in one direction (Salt 1997).

The term ‘Brain drain’ is a concept that has been subject to a lot of subjectivity, a wide range of interpretation has been given to the term by numerous scholars over the years. They all have their own examples of their take of the concept, they also add their own touch to it. As we can come to see however, plainly, there are common elements and themes that underlie most of

the definitions given. The reason for this breadth of interpretation may be attributed to the duration of the existence of the term.

The concept of brain drain was first used by the British Royal Society to describe a situation in the 1950s, where their scientists, doctors, engineers and other skilled individuals alike were migrating from Europe to the United States and Canada in search of employment (Gibson and McKenzie, 2011). This puts the existence of the term brain drain at more than half a century, here are some of the definitions given by different sources and authors:

The Dictionary of Modern Economics, (1981) defines brain drain as: The migration of educated and skilled labor from poorer to richer countries. Education skill, which represents investment in human capital, is usually cheaper to acquire in poorer, labor abundant countries, since its provision is usually a labor intensive activity. Those with the skills or education then move to more developed countries where the return to their human capital is higher. Such migration is often encouraged by laws and institutional factors, as most countries look more favorably on immigration by those with skills than those without.

According to the Donald Rutherford Dictionary of Economics, (1992) brain drain is defined as the: International migration of highly qualified persons, e.g. surgeons, physicians, scientists and engineers, from low income countries to more prosperous economies, especially the USA. Differences in salaries and research facilities, together with the over-supply of specialized graduates in less developed countries, has brought about this increase in the human capital stock of advanced countries. See also immigration, migration.

John Black dictionary of Economics, 1997 defines brain drain as: a pejorative description of the tendency for talent people from poor countries to seek employment in richer ones.

Sometimes this migration occurs because, while similar skills are needed in both poor and rich countries, the rich pay more for them. In other cases, brain drain occurs because the technical and economic backwardness of poorer countries means that job opportunities there are limited or nonexistent. It is also possible that brain drain is encouraged because of tendencies in poorer countries to fill such good jobs as there are on a basis of family connections, political influence, and corruption, while on average richer countries, though subject to some of the same problems, tend to fill posts on a slightly more meritocratic basis.

The Merriam Webster dictionary 2018, defines brain drain as: A situation in which many educated or professional people leave a particular place or profession and move to another one that gives them better pay or living conditions. And also the departure of educated people from one country, economic sector, or field for another usually for better pay or living conditions.

However, the language around the BD can be seen to alter when it was used to connote brain exchange and brain drain waste in an OECD Report (Salt, 1997). Brain exchange implies a two-way flow of expertise between a sending country and a receiving country. Yet, where the net flow is heavily biased in one direction, the terms 'brain gain' or 'brain drain' is used. A further term, 'brain waste', describes the waste of skills that occurs when highly skilled workers migrate into forms of employment not requiring the application of the skills and experience applied in the former job.

Moreover, Brain Return is an inherent part of the brain drain debate. In a significant study of Brain Return, Glaser (1978) cited in (Comander, et al, 2004) shows that the commitment to return to the home country is very strong amongst high-level personnel working or studying

abroad. Whilst many stays away longer than they initially planned, they eventually return to their home country.

“Human capital flight is an Economics term equivalent to the Sociology term, brain drain, which refers to the emigration of intelligent, well-educated individuals to somewhere for better pay or conditions, causing the place they came from to lose those skilled people, or brains” (Mallah,2015, p. 230).

“Brain drain happens when skilled professionals from a country (mostly poor countries) migrate into other countries (mostly richer countries) to practice their profession and benefit these countries economically” (Benedict & Ukpere, 2011, p. 1).

“Brain drain refers to the international transfer of human capital resources, and it applies mainly to the migration of highly educated individuals from developing to developed countries. In lay usage, the term is generally used in a narrower sense and relates more specifically to the migration of engineers, physicians, scientists, and other very high skilled professionals with university training” (Docquire, 2014, p. 2).

It is important to note that researchers have treated all migrants with post-secondary education as skilled workers. This would apply to individuals who have two or more years of college training, also occupations or jobs previously held by the migrant workers are also counted as an indicators of acquired skills (Kamu 2007). Brain drain as we can see above is tied to poor or developing nations by some authors.

We can also see that most of the definitions given to brain drain are negative in their connotation. The parliament speaker Nabih Berri of Lebanon on brain drain said it was *“the biggest problem we face in Lebanon”* and called emigration of graduates *“a transmitted disease*

among the youth” (Daily Star, 2010) cited in (Gibson and McKenzie, 2011). However, brain drain is as we have seen is sometimes synonymized with ‘gain’ as (Gibson and McKenzie, 2011, p.1) said “The problem of ‘brain drain’ has been converted happily into the opportunity of brain gain”. And gives an excerpt from one of the Indian prime ministers speech, “*Today we in India are experiencing the benefits of the reverse flow of income, investment and expertise from the global Indian diaspora*” (Government of India, 2010) cited in (Gibson and McKenzie, 2011).

2.3. Causes of brain drain

The predominant theoretical framework used to understand and debate the brain drain phenomenon is the push-pull theory. Central to this theory is the idea that poverty and underdevelopment motivate individuals to migrate. Push factors are elements or circumstances within the source country that cause individuals to leave. Low standards of education, economic instability and political unrest are examples of push factors that encourage migration (Bach, 2006) cited in (Boyo, 2013). Other factors include inadequate resources and facilities for the practice of one’s profession and bad working environments.

Pull factors on the other hand, are mostly developed countries attributes of being economically and socially attractive, that promise of a better standard of living, opportunities for career advancement, better wages, safe and stable work environments, job flexibility and a balanced workload are said to contribute as pull factors (Bach, 2006) cited in (Boyo, 2013).

Migration from one's country is always the outcome of a balance between push and pull factors. Push-pull theory is therefore a core theoretical approach widely used to make sense of brain drain and migration in general (Boyo, 2013), similarly (Millete, 2007) has stated the importance of pull and push factors as being a historic cause that encourage and influence

individuals to migrate. Other authors who used a similar push pull reasoning to show causes of migration are (Benedict & Ukpere, 2011).

Benedict and Ukpere, (2011) in their study of brain drain and African development have stated that the push factors are the unfavorable conditions that drive people to migrate. They include among other factors, job scarcity, low wages, crime, armed conflicts, political repression, human rights abuses, devaluation of currency and poor educational systems. The pull factors are the favorable conditions in the receiving countries that help migrants to decide to move abroad. They include among others, on the other hand, are the affluent elements in the rich countries. Reasons for migration follow several forms.

Some other causal reasons given by Benedict and Ukupere are; Africans tendency to being pulled to former colonial powers due to familiarity with the language and culture, shortage of professionals in developed countries, the lure of foreign or hard currency as it is known that is used by brain drainer-countries. Studies show the pervasive nature of companies organizing visas and job searches, whose advertisements are prominent in the business pages of national newspapers. While the Africa is trying to build and raise its professionals, richer countries are offering lucrative packages to recruit Africans with specific skills and competencies to fill staff shortages in certain areas (Benedict and Ukupere, 2011).

Sako, (2011) has however identified causes of brain drain in economic and sociopolitical aspects. Factors Affecting the Brain drain in the economic aspect are identified as; domestic mismanagement and inappropriate economic policies, poor and deteriorating socioeconomic infrastructure, high rate of unemployment, steeply rising cost of living, substantial decline in real incomes and wages due to hyperinflation and currency devaluation or depreciation, drought,

famine, collapse of the rural economy, inadequate facilities to facilitate optimum use of professional skills, especially in the public sector, frustration and demoralization of professionals arising from generally poor working conditions, nepotism, cronyism, tribalism, and corruption, especially in public service (Sako, 2011).

The social and political aspects are identified as the following; political and social intolerance, i.e. a persistent tussle over leadership succession, political repression, separatist irredentism and corruption, disillusionment with political governance, internal conflicts, and wars, political violence, political persecution, widespread use of political power for private gains, corruption, and loss of confidence in government, repression of human rights, including academic freedom and lack of political atmosphere conducive to free and open debate (Chimanikire, 2005).

Furthermore, Globalization and integration of the world economy, economic and political development failures in Africa and the SAPs were given as causes by Chimanikire. Also immigration and refugee policies of destination countries and colonial background were additionally raised as causes in the African continent by (Chimanikire, 2005).

Push factors identified by (Mallah, 2015) include; lack of employment opportunities and fears of disorder or of persecution on grounds of race, religion or politics in the areas they live, huge population, rigid education system, educated unemployment, globalization, increasing consumerism. To fulfill their ever increasing and ever changing needs and wants people in this globalized world look for better paid jobs which will provide better standard of living. Earning in foreign currencies makes it possible. Pull factors include favorable employment opportunities,

good health and educational facilities, public order and freedom, and a favorable climate, particularly for retirement in destination countries (Mallah, 2015).

Social, economic and political factors have also been discussed by Mallah as leading to migration, these are; political instability, red-tape, poverty, economic depression, political chaos, rising crime, crises and conflicts, corruption, family reasons, economic depression, low educational standards and inadequate infrastructure. On the contrary the host country offers rich opportunities, political stability and freedom, a developed economy and better living conditions that attract talent. At the individual level Mallah has identified family influences, personal preferences, career ambitions as drives towards migrating as well (Mallah, 2015).

Sefa Dei and Asgharzadeh, (2002) have listed such factors as inequality and the gap between north and south, the colonial legacy of Africa, socioeconomic, political and religious factors, and the Eurocentric vision of the world, materialism, and self-interest that is pervasive across the globe. (Boyo, 2013) has similarly gave; conflict and political instability, corruption and poverty, quality of educational system as causes. other pull factors are availability of scholarships offered by the host country to finance skilled migrant's education, labor shortages in Europe and North America, unemployment and Job dissatisfaction, colonialism, colonial mentality and the Structural Adjustment Programs (SAPs) have also been identified.

Much like what (Boyo, 2013) had to say, globalization and integration of the world economy, economic and political development failures in Africa and the SAPs, immigration and refugee policies in Europe and the United States and colonial background were raised as causes by (Chimanikire, 2005). Docquire and Rapaport (2011) despite being fore in the brain gain literatures have concurred that skilled emigration points out to; poor economic performance,

rampant poverty, bad institutions, discriminations, political repression as determinants of emigration in general and of high-skill emigration in particular.

Melaku Kifle, (2016) studying Ethiopian skilled migrants found out that outflow of trained professionals are being driven by a various mix of factors. This includes mainly economic, social, job dissatisfaction, low compensation, poor working condition, frustrated career goals, higher internal mobility (turnover), misconceptions on better life elsewhere, low employment opportunity, inadequacy of knowledge obtained from higher education, lower entrepreneurship qualities (Melaku Kifle, 2016). As we can see there are some underlying similarities among the causes of brain drain among different authors.

2.4. The Brain Drain Debate

Brain drain has been the subject of highly controversial debates since its inception. One school of thought examines it from the perspective of its highly detrimental effects on the developing countries that arises from the loss of their brightest minds. The other school of thought, argues that the problem is overdramatized and draws attention to the beneficial consequences of migration (Sako, 2011). Similar to this, other writers have also said about brain drains polarized nature.

Comander et al (2004) in line with this has said Brain drain and its consequences for the developing countries has sparked numerous discussion and debate. (Millette, 2013) has said that there were still literatures emerging from both sides of the debate, where some argue for the brain drain and others argue against it. *“skilled immigration has both benefits and consequences for the sending as well as the receiving country.”* (Kamu, 2007, p.27).

Capuano & Marfouk, (2013) have said that international migration especially if it is orderly can have both negative and positive impacts on both sending and receiving nations. (Docquire, 2014) has said that for reason of data constraints, identifying the impact of the brain drain on welfare and development in originating countries is a daunting task. Determining the size and magnitude of the effects and whether they are positive or negative remains controversial among economists (Docquire, 2014).

Boyo, (2013) has touched on this issue by classifying and dealing with the matter in two broad categories of supporters and opponents of brain drain. The debate on brain drain is essentially a question of whether the cost of brain drain outweighs the benefits or vice versa. (Docquire & Rapaport, 2011) have also similarly addressed this contentious nature of brain drain.

2.4.1. Negative consequences

One of the major and obvious concern regarding to the emigration of the highly educated labor force from Africa is the loss of the investment directly associated with training of professionals. It has been noted that to date, no comprehensive data documenting the amount of the training costs of skilled African migrants exist. However, different sources suggest that those costs might be substantial. For example, the UNCTAD (2012) has estimated that each African professional migrant represents, on average, a loss of 184,000 US dollars. Throughout the literature different authors have elaborated extensively on the negative consequences of brain drain some of them are detailed below.

Capuano & Marfouk, (2013) have told of four main messages delivered by the traditional literature on the vices of brain drain, these are; (1) that brain drain deprives developing countries of one of their scarcest resources i.e. human capital, (2) skilled migrants are net fiscal

contributors and their departure represents a fiscal loss for their home countries, (3) human capital is a source of economic growth and the brain drain negatively affects sending countries' economic performance and growth prospect, and (4) the decrease in human capital seriously affects the countries capacity for innovation and adoption of modern technologies and increases inequality at the international level, with rich countries becoming richer at the expenses of the poor countries.

Benedict & Ukpere, (2011) have told of brain drain leaving sending countries in a dire shortage of skilled professionals despite their investment in human capital and the enormous amount of investment that governments spend annually on education. They have also said that brain drain leaves Africa in a state where there is low education quality and lack of skilled professionals to ensure sustainable economic development in the continent. And this results in the continent importing expatriates from abroad and even brain drainer countries with vast sums of money.

Kamu, (2007) has identified and listed these as the consequence of brain drain; loss of skill, cost of skill, economic inequality, net decrease in human capital stock, disintegration of family structures, disintegration of family structures, reduced quality of essential services, reduction in a nation's capacity to develop, underutilization of skills of immigrants, increased competition in developed countries, and increased insecurity.

Docquire, (2014) has raised the social returns to human capital, the tax that will cease being collected from the departure of highly educated individuals, shortages of manpower in key sectors and increment in the technological gap between leading and developing nations as being

causes for brain drain. Similarly, Mallah has primarily stated that brain drain causes talent shortage (2015).

Some like (Sefa & Asgharzadeh, 2002) have framed the negative consequence interestingly. Through brain drain a gradual erosion of the middle and upper-middle strata leaves a social void that is not politically, economically, and culturally healthy. From a political point of view, the exodus deprives African societies of a solid middle class and so creates a situation that contributes to the erosion of democracy. Society becomes divided into two extreme camps the very rich and the very poor, this makes political checks and balances which are fruits of the existence of a strong middle class dwindle and diminish.

Boyo, (2013) to on the other hand has described the negative consequences such as; loss of essential Personnel, decline in quality of services, loss of investment and potential revenue, Boyo has also uniquely touched upon the social impact of migrants listing; family separation, adjustment, brain abuse i.e. the situation emigrants face where they are overqualified in their employment and their skills simply wastes away, employment discrimination and, the challenges of return migration which makes a migrant a stranger at home and abroad and identity crisis.

Millette, (2013) has stated as negative consequences similarly with some of the above mentioned like (Docquire, 2014); loss of the young working class, the loss of highly skilled professionals, the loss of highly-skilled professionals that could have be able to contribute to the economy leaving limited infrastructure and access to services such as medical facilities, cost of replacing drained professionals, losses of the investment that had been poured to educate the individual.

2.4.2. Positive aspects

As with the negative consequences a lot has been said for on the potential benefits of brain drain. Some of the works that have touched on the benefits of brain are described here.

Capuano & Marfouk, (2013) have stated that return migration can be a beneficial route if returning migrants use the additional knowledge acquired abroad to start up new entrepreneurial activities and contribute to the diffusion of new technology, highly skilled migrants promote bilateral trade and foreign direct investment (FDI) between countries of origin and destination through the creation of business networks and remittance.

It is argued that if returns to education are higher abroad than at home, the prospects of migration might increase the expected return of human capital, thereby stimulating human capital formation among people in source countries. The precondition being that only a fraction of the increased highly skilled labor force ends up in the destination. in the source country's long run, stock of human capital might be higher than what it would have been without migration opportunities (Capuano & Marfouk, 2013). Similarly, (Docquire & Rapaport, 2011) have given remittance and human capital formation as the biggest positive factor.

Benedict & Ukpere, (2011) writing of the benefits from the brain drain have said; transfer of technology to institutions in the African continent, transmission of information, facilitating business contacts, initiating research and commercial projects have been stated as gains. (Kamau, 2007) has listed these as positive aspects; promotion of higher investment in capital, return migration and brain exchange, inflow of remittances, technology transfer, private sector development, knowledge networks and brain circulation (Kamau, 2007). Similarly, (Docquire, 2014) has mentioned remittances, circular migration and diaspora externalities.

Remarkably, there are those on the pro brain drain side that have argued that the emigration of the highly skilled individuals can cause society and government to become introspective and critical about the state of affairs in the country and this can ultimately drive development (Grubel and Scott, 1966) cited in (Boyo, 2013).

Millete, (2013) has said that some of the key arguments behind those that are on the side of brain drain is the huge sums of remittances, and freedom of choice, technology transfers, and aid inflows. Remittances are said to be reducing the incidence of poverty and help support household consumption in response to adverse effects. On this note (Mallah, 2015) has given; brain gain, cross flow of knowledge and information and remittances as some positive aspects. Also in a very recent studies conducted by (Melaku Kifle, 2016) have identified and shown the high figure of remittances.

2.4.3. A look at some counter arguments

Here we will see some selected arguments that are against the brain gain camp. These are findings and works that are pitted against some of the biggest premises of brain gain argument. These are remittance, human capital formation, positive impact on education. Also authors take on the cost benefit of brain drain has been presented.

Remittance is one of the recurring word when we look at positive aspects of brain drain According to Khurshedi et al (2008) cited in (Millete, 2013) - it is estimated that 50-60% of remittance are spent on current consumption and only about 10% in to investment. Much of the remittance are used for the repayment of loans, or for daily expenses such as food, clothing, child education, healthcare and basic subsistence needs. Funds are also spent on building or improving housing, buying land or cattle, or on durable consumer goods such as washing machines and

televisions. Remittance are also utilized for financing the migration of other family members, social ceremonies and community development activities (IOM, 2014).

Faini (2007) on remittances has argued skilled migrants general, from wealthy families and their propensity to remit is relatively lower. Consequently, the negative impact of the brain drain on source countries might not be mitigated by the favorable effect of remittances cited in (Capuano & Marfouk, 2013). *“if remittances alone were all that was needed to develop the African continent, then African countries would be well on their way to joining the league of the so-called developed countries”* (Boyo, 2013, p. 86).

Many destination countries are adopting policies to attract highly skilled migrants through facilitated conditions for admission and family reunification, and fewer restrictions than for low-skilled migrants. 39% of governments globally had policies to encourage immigration of highly-skilled workers in 2011, up from 22% in 2005 (IOM, 2014). It may be argued that brain drain is touching only the top 5 per cent of the population, and, therefore not a cause for national concern. However, the school system for the remaining 95 per cent will get from bad to worse says (Rajput, 2002).

Something similar with Rajput’s argument is this; Brain drain reduces welfare due to the loss of externalities. The high-skilled labor force tends to have a positive externality on the rest of the labor force, since the latter emulates the better qualified workers and thereby achieves higher productivity. Therefore, the positive impact of highly talented persons goes well beyond their small numbers in the population. If many of the most highly skilled workers leave the country, this externality is considerably reduced (UNCTAD, 2012).

As we have seen, one of the important “gains” stated for brain drain is ‘human capital formation’ as mentioned by (Capuano & Marfouk, 2013). Here it is reasoned that for the prospect of migrating abroad people will start to invest more in education, this will then lead to human capital formation. It will for ‘human capital’ because it is assumed that only a fraction of those who have learned will manage to go out. In light of these it is assumed that brain drain doesn’t hurt or deplete from the basket of educated people in a country. Maybe not from the entire basket but surely brain drain will deplete the upper echelons of the educated. This has been made clear by several authors and works that show deliberate intent in extracting educated people. “*cherry picking*” was how it was described by, (Comander, et al, 2004, p.1).

Majority of the literature do accept that brain drains negative factors are more impactful than the positive factors, and that work should be done to counter these negative factors. especially with the increased globalization of the present modern world. Through many different international organizations, non-governmental organizations, international actors, and different states, there is a generally accepted understanding that the brain drain is hindering the growth and economic development of developing countries and for these developing countries, the overall negative impacts outweigh the positive ones (Millete, 2013). Similarly, Docquire (2014) has said the impact of the brain drain on a source country’s welfare and development can be beneficial or harmful. The evidence suggests that there are many more losers than winners among developing countries.

It is said that we should keep in mind that the conclusion emerging from empirical studies should be interpreted with caution, as their results may differ according to the methodology and data use. In brain drain the number of winners are severely limited and, more

significantly brain drain induces a negative effect that is more pronounced on the total number tertiary educated group of people in developing countries (Capuano & Marfouk, 2013).

Research on the brain drain from developing countries in general, and from Africa in particular, has a long history, however significant effort is still needed to shed more light on a few largely unexplored dimensions of skilled migration from Africa. A second topic of crucial relevance is the analysis of the brain drain from different key sectors in Africa. Many scholars underlined that scarce and inadequate data on this topic pose major obstacles in studying the dynamics of migration from developing countries (Capuano & Marfouk, 2013).

Whatever the school of thought, empirical evidence suggests that in sub Saharan Africa the brain drain has a significant negative effect in the growth rate of the source countries economy and can potentially retard its long term development (Sako, 2011).

While the pro brain drain camp acknowledges that there is a loss of professional personnel and financial capital in the home country as a result of migration, they insist that this loss is only temporary and stability is restored once enough individuals are trained to replace the emigrants (Easterly & Nyarko, 2008) cited in Anash (2002). The problem with this approach as stated by (Anash,2002), is that there is a tendency for these replacements to want to emigrate as well. In tune with this hypothesis of brain gain is strongly based on the assumption that emigrants will actually return to their country. This is clearly not the case and some scholars have pointed to the “chain reaction” of emigrants sponsoring migration of family members; (Boyo, 2013). The “brain gain” camp generally suffers from limited empirical content to substantiate its claim (Comander et al, 2004).

2.5. Theoretical Frame Work

Migration being the dynamic issue it is has several migrations related theories each with their own unique explanation of migration. It is impossible therefore to have a single, overarching theory of migration. And as such, the theoretical framework in this study consists of; two international migration theories three brain drain models and one approach. In essence, this study makes use of; Neoclassical migration theory, The New Economics of Labor Migration, The New Economics of Labor Migration, Nationalist, Internationalist and Globalization Models and Reasoned Action Approach.

2.5.1. Neoclassical migration theory

The neoclassical migration theory suggests that certain factors such as differences in wages and job opportunities are responsible for the movement of migrants, whether within the nation state, regional or international borders. According to the theory, push and pull factors influence the direction of migration. The pull factor can be described as those favorable conditions in the receiving countries that attract migrants in the first place (Brandt, 2012).

Pull factors can also be enabled by deliberate government policies. Most of these favorable conditions include, among others, higher standard of living, higher salaries, good social welfare system, the safety of the environment and less bureaucratic control. On the other hand, the push factors can be described as those unfavorable conditions in sending countries, which instigates people to migrate. These conditions include poor education system, less job opportunities, low wages, armed conflict and political instability (Brandt, 2012).

Neoclassical theory assumes that potential migrants have perfect knowledge of wage levels and employment in the destination region and that their migration decisions are overwhelmingly for the most part based on these economic factors (Brandt, 2012).

2.5.2. The New Economics of Labor Migration

The New Economics of labor Migration (NELM) challenges the assumptions of neoclassical emigration theory that assumes greater financial reward as being a sole motivator for migrants to emigrate abroad. However, NELM argues that, decision for an individual to migrate is collective and takes place within the family of a migrant. According to this theory, international migration requires substantial investment and as such, migrants are sponsored to migrate to well developed countries where their families know their investment capital will be gainful in the long run (Brandt, 2012).

The NELM suggests that migration is something that is never an individual decision, instead, it is often a collective decision which involves a combination of a group of people, individual families or even communities. Hence, the focus here is on the group of individuals that surround the migrant. The NELM theory tends to explain that migrants not only migrate due to higher wages, but also as a way to diversify income sources and provide resources for investment in existing activities or businesses back in their countries of origin. One critique against NELM is that it assumes as a given that intra-household relationships are harmonious, leading to unanimous collective decision-making (Brandt, 2012).

2.5.3. Nationalist, Internationalist and Globalization Models

These three brain drain models that are going to be briefly summarized and presented here emerged as a concept in the 1950s. During this time there was a massive migration of people generally and of scholars particularly, this exodus was triggered in the aftermath of the 2nd World War. This time also saw the United States became a prominent global actor, that attracted numerous foreigners, especially highly qualified professionals (HQP) from the global North at first then to the South as well (Anash, 2002).

2.5.3.1. Internationalist model

The first model, internationalist model, follows and is based on the rationalistic assumption and logic of human capital theory which assumes that, human beings voluntarily seek the highest reward that are proportionate to their potential level or their education and training. This perspective perceives the brain drain trend to reflect nothing more than voluntary choices made by migrants. In other terms it assumes that migration will be based on the demand-supply forces of the labor market and how well a worker can capitalize on acquired skills (Anash, 2002).

The utility centered focus of this theory blinds it from entertaining external factors like; institutional, structural, political and other factors that affect a given worker to migrate, even when one is content with their pay and advantages. This approach, given its way, would have us assume that donor countries are negligibly affected by the migration of their skilled labor. But rather that, the migration of HQPs results in the creation of a "brain bank" in developed countries, from which developing countries can utilize and draw from, for their development. The major drawback of the internationalist model was that it failed to comprehend any problems

that may arise as a result of the migration of HQPs. And hence, this approach proposes no solutions. This short sightedness and short coming then prompted a search for an alternative framework in analyzing the migration of HQPs (Anash, 2002).

2.5.3.2. Nationalist model

The approach that came next was a nationalist model, and it is fundamentally at stark difference with the internationalist perspective. For one this approach acknowledges structural problems that push HQPs to migrate. Some of the acknowledged structural problems are; obstacles in the career path and growth of professionals, limited internal mobility within the labor structure, lack of adequate equipment, limited political freedom and autonomy, as well as lack of dynamic, functional professional associations. This approach also views the large quantity of skilled personnel in developing countries not as an overproduction resulting in outflow, but rather in terms of inability of labor markets to absorb professionals (Anash, 2002).

And more generally, this model holds that brain drain is harmful to the emerging economies and that it benefits recipient countries unfairly. This model puts the world system into a contrasting and opposing dichotomy of developed/core countries versus developing/peripheral countries. This approach identifies the nation state as an “*entity that seeks to maximize its welfare through different forms of capital*” (Anash, 2002, p. 22). Therefore, the flight of any resources that serve as an input, especially human capital, hampers the ability of a nation state to maintain and safeguard its sovereignty, economic and political well-being.

Supporters of the nationalist camp criticize the selection mechanisms of recipient countries. They see it as perpetuating underdevelopment by “sifting” out HQPs from the work force pool of a source country, leaving it with low skilled and unskilled labor. This perspective is based on the premise that, the creation of highly skilled personnel’s is a costly undertaking and

that it is to a great extent financed by public funds. Thus, the loss of these people through migration represents a “*gift from a poor country that cannot afford it to a rich country that does not need it*”. This perspective is critiqued in its inability of proposing solutions to brain drain due to its fixation only on the demand side of the equation (Anash, 2002, p. 22).

2.5.3.3. Globalization model

Then emerged the globalization perspective which is oriented toward resolving the conundrum about the drain. This model reasons that today globalization has taken hold across various domains; be it in international trade and economics, migration and demography, and media and communications. This model extends this to proposes that, the international mobility of HQPs is a result of, and in turn a necessary contributor to the process of globalization. It proposes that all countries involved can potentially benefit from the mobility of labor. According to this approach, it is more appropriate to speak of a brain circulation rather than a drain (Anash, 2002).

The key assumption of this perspective is that globalization and its perks, specifically due to the very high innovation in telecommunication enables us to draw on migrants' expertise regardless of where they are. Proponents of this model would suggest that academic and cultural exchanges must be promoted to foster collaboration and exchange of knowledge from HQPs abroad. However, this model is limited in that it focuses almost exclusively on the existing loss and does not propose any measures geared toward the future retention of HQP in donor countries (Anash, 2002).

Based on a synthesis of these models given by (Anash, 2012), who applied these three theoretical perspectives in examining the issue of the brain drain from developing countries to developed countries. (Anash, 2012) citing the shortcomings of exclusively using either of these

approaches. Concludes for achieving a well-rounded analysis of the brain drain issue and to give it sound policy recommendations, it is proposed that it is best to blend the globalization approach, in collaboration with the other two perspectives.

2.5.4. Reasoned Action Approach

The theory of reasoned action is a theory developed in 1975 by Fishbein and Ajzen. In a nutshell this theory explains how intention influence behavior. Behavior in this sense is taken to be a transition of intention into action or practice. Earlier assumptions held by the theory were that end behavior is ultimately determined by and is a function of behavioral intentions. In the theory of reasoned action, behavioral intentions are an offshoot from the combined outcome of; attitude towards behavior, subjective norms and important norms (Fishbein and Ajzen, 1975).

This put in another way means, end behavior or behavioral intentions are determined by attitude toward behavioral outcome and public opinion.

However, one factor that was found to limit the translation of intentions to behavior is one's ability to enact the desired behavior. As such, the theory of planned behavior updated the theory of reasoned action to include a component of perceived behavioral control, which specifies one's perceived ability to enact the target behavior. Thus, the Theory of Planned Behavior proposed that the primary determinants of behavior are then; an individual's behavioral intention and perceived behavioral control (Fishbein and Ajzen, 1975). The theory of planned behavior has been proposed by Icek ajzen in 1985 as a development of the theory of reasoned action through his article "From intentions to actions: A theory of planned behavior".

The basic assumption of the theory of planned behavior is that, not all of the desired behavior is under an individuals' full control, so there is a need to add a 'perceived behavioral control' concept. This is taken to be the; skills, abilities and environmental factors that influence

one's ability to enact a target behavior. Done or not done a given behavior is not only determined by attitude towards end behavior and subjective norm, but also individual perception toward controls or based on individuals control beliefs about internal and external control factors (Fishbein and Ajzen, 1975).

However, it should be noted that both the theory of reasoned action and the theory of planned behavior developed out of a theoretical tradition that considers attitudes as a major influence on human behavior. In recent years, these models have been collapsed under the umbrella of the Reasoned Action Approach. As shown below in Figure.1, the reasoned action approach encompasses all of the constituents proposed by theory of reasoned action and the added 'perceived behavioral control' component of theory of planed behavior (Fishbein and Ajzen, 1975).

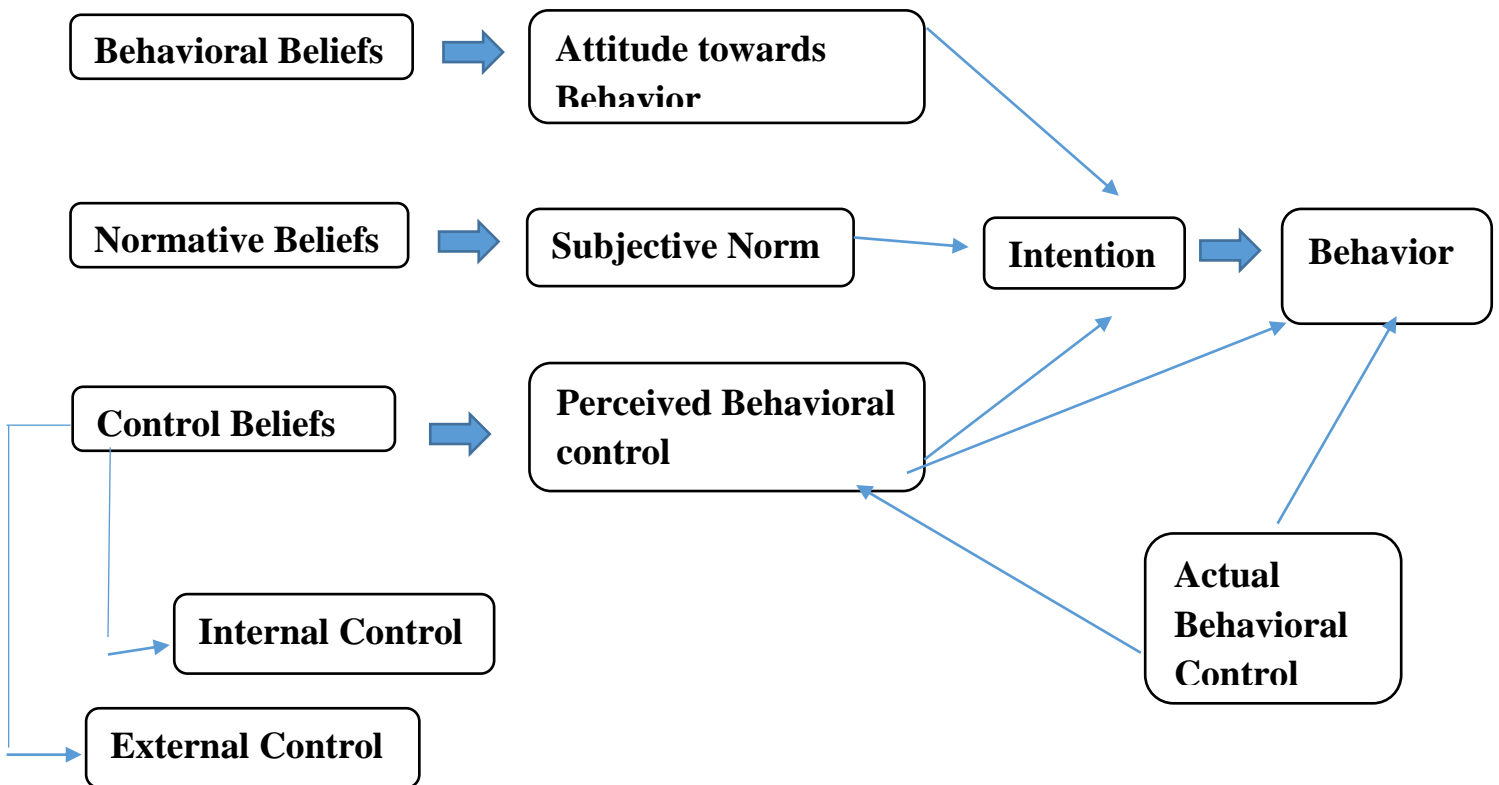


Figure.1 Model of Reasoned Action Approach

In this model, Behavioral beliefs are: presumed sets of beliefs that individuals have about a certain behavioral outcome and consequence. Attitudes towards behavior are defined as a collective of salient beliefs about the likely outcomes of performing a target behavior. Simply, it is a cost benefit analysis or evaluation of engagement or non-engagement in a behavior (Fishbein and Ajzen, 1975).

Normative belief are beliefs about important other's Attitudes towards a given behavior. i.e. personal belief toward how and what people, more specifically what significant others think and consider as important for the person in question. Individual decision is taken to be influenced by the social environment especially influential person to their life (Fishbein and Ajzen, 1975).

Subjective norms result from normative beliefs and are defined as beliefs about whether others think one should engage in the behavior. In other terms, subjective norms, are beliefs and perception of how significant others will take to a given behavior. Also to subjective norms, a concept of 'motivation to comply' i.e. motivation to comply with significant others take and prescription of a given behavior is also included (Fishbein and Ajzen, 1975).

Important norm this is taken to be prevailing norms in a social group or the surrounding social environment a person is situated in. Internal control are controls that are inside the subject like; skill, abilities and information that are an input required for a given behavior. External controls, are controls that are found outside the subject, examples of these can be; obstacles, opportunities, availability of time, money, social support etc... (Fishbein and Ajzen, 1975).

Perceived behavioral control are defined and taken as beliefs regarding to how easy or difficult performing a given behavior is likely to be. In this context then, perceived behavioral

control is based on the weighing of external factors and internal factors (Fishbein and Ajzen, 1975).

Behavioral intentions as we can see are a result of attitude towards behavior, subjective norm and perceived behavioral control. Behavioral intentions are defined as the perceived likelihood of performing a given behavior, or one's conscious plan or decision to exert effort to perform the target behavior (Fishbein and Ajzen, 1975).

2.6. The African Brain Drain in Context

Africans are moving to western countries at alarming rates. According to the World Bank (2007), "the official estimate of documented 'voluntary' African immigrants in North America and Europe is about 3 million, one million in the USA, 282,600 in Canada, and 1.7 million in Europe. In the United States, the majority of Africans (36%) come from West Africa; 24% come from East Africa, 22% from North Africa, 8% from Southern Africa and 3% from Central Africa (World Bank, 2007) cited in (Boyo 2013).

The majority of Africans in the US are Nigerians with a population of 134,940, followed by Ethiopians (69,5530), Ghanaians (65,572), South Africans (63,000) and Sierra-Leoneans (20,831) (World Bank, 2007). A similar pattern of distribution is present in the United Kingdom and arguably in Canada as well (World Bank, 2007). More specifically, the number of highly skilled or educated Africans migrating to the West has dramatically increased over the last four decades (World Bank, 2007).

Today, 40% of some of Africa's brightest minds live outside of the continent (Benedict & Upkere, 2012). Moreover, there are more African scientists and engineers working in the United States than there are in Africa. Thus it is not surprising that Africans have been reported to be the

most educated ethnic group in the United States. In fact: According to a 2001 U.S. Census Bureau report, 94.9% of these African immigrants aged 25 and over have at least a high school diploma compared to 87% of the American population. The proportion of the 70,000 Africans in the United States aged 25 and over with at least a bachelor's degree was 49.3%, substantially higher than the average for the general population of 25.6%, and other foreign born populations in the country such as Asians (44.9%) (Boyo, 2013).

Brain drain from the African continent became the subject of attention between 1960 and 1965 when 27,000 educated Africans migrated to the West. This migration became more pronounced during the mid-1980s when Africans who had travelled abroad for the sole purpose of furthering their education, did not return to their home country. This incidence of no-return has been on the rise in the last 10 years with the result that more than one third of Africa's highly qualified human resources are presently in the Diaspora. Currently, it is estimated that more than forty thousand Africans with PhDs now live outside the continent (Boyo, 2013).

Some of the stats of brain drain in Africa are significant and eye catching. Sudan lost 17% of doctors and dentists, 20% of university teaching staff, 30% of engineers and 45% of surveyors in 1978. 60 percent of Ghanaian doctors trained in the early 80s are now abroad (Boyo, 2013).

The migration of highly trained professionals out of Africa leaves many countries in the continent short of the skills needed to meet the challenges of economic development. The problem of brain drain from poor to rich countries has received a lot of attention in the world's press as well as from academics and researchers. Brain drain is not uniquely an African affair. Experts in research and development from developing countries migrate to developed countries

on a regular basis (Benedict & Ukpere, 2011). The flight of material and human capital puts the African continent in a state of perpetual instability, imbalance, and asymmetry (Sefa Dei & Asgharzadeh, 2002).

Emigration rates of high-skilled workers exceed those of low-skill workers in virtually all Countries (Docquire, 2014). An estimated 40% of the Africa's top professionals live abroad, costing the continent over US\$ 4 million per year in consultancy and expatriate Oduba cited in (Benedict & Ukpere, 2011). Africa has more scientists and engineers working in the United States than there are in Africa for Africa, the phenomenon represents a major development constraint. The brain drain challenges capacity building, retention of skilled workers, and sustained growth on the continent (Sako, 2011).

Countries such as Ethiopia, Kenya, Malawi, Nigeria, South Africa, Uganda, Tanzania, Zambia, and Zimbabwe have lost more than \$2 billion from training doctors who then mostly migrated to one of four developed countries; Australia, Canada, United Kingdom, United States (Millete, 2013). It is common to point to the medical brain drain as one of the major factors leading to the under-provision of healthcare states in Africa and, ultimately, to low health status and shorter life expectancy (Docquire & Rapaport, 2011).

Based on an analysis on an international migration data-set developed by Docquier, Lowell and Marfouk (2009) which provides detailed information on international migration by sex, educational attainment, countries of origin and destination in absolute terms and in percentages and emigration rates. The data set is based on census and register data on the structure of immigration in 30 OECD member states with the highest level of detail on the country of birth for two periods.

The percentage of highly skilled among African migrants has increased by 7 percentage points over the period 1990-2003. The proportion of the tertiary educated among migrants from Africa (32% in 2000) is eight times higher than their proportion in the continent labor force (4%). Looking at the value of the brain drain rate for the African region in 2000, it is remarkable how the propensity to move among highly-skilled workers (10.6%) is approximately twelve times higher than among the low-skilled (0.9%). This clearly indicates that the African continent is losing a consistent part of its human capital endowment to (Capuano & Marfouk, 2013).

2.7. Brain drain in Ethiopia

Many different scholars have concluded that the brain drain phenomenon is a relatively recent phenomenon in Ethiopia, it is said to have been directly related to and caused by the political situation of Ethiopia, in the 1970s. In Ethiopia this time is synonymous with the then Derg regime which was a military led junta that was in power from 1974 to 1987. And during this time the government's main internal confrontations were against young intellectuals opposing their rule. It is estimated that between 1968 to 1996, 35% of those who went abroad for their collegiate education did not return (Millete, 2013).

The long and extended internal conflict during the Derg time had led to the constant flow of individuals out of Ethiopia to find opportunities and a peaceful life elsewhere. And surely Ethiopia at that point in time was comfortably in the short list of most affected countries (UNCTAD, 2012; Capuano & Marfouk, 2013). Ethiopia ranked eighth in the top ten sending countries in 2000; South Africa (173,411), Morocco (155,994), Egypt (151,451), Nigeria (148,780), Algeria (87,777), Kenya (80,287), Ghana (67,105) and Ethiopia (52,538) (Capuano & Marfouk, 2013). As past generations of individuals chose to leave Ethiopia, infrastructure

continued to remain at minimal standard, encouraging future generations to emigrate as well for better opportunities, essentially creating a cycle of emigration and a continued lack of health infrastructure building within Ethiopia to this day (Millete, 2013).

Some stats regarding to Ethiopia's scores across different measurements and indexes is described here. Ethiopia is considered by the UN to be one of the forty-eight least developed countries of the world (UNCTAD, 2012). Economically speaking, Ethiopia is predominantly reliant on agriculture with approximately eighty percent of the population living in rural settings, and only twelve percent of gross domestic product (GDP) coming from the industrial sector. Ethiopia's gross national product (GNP) per capita is 361 USD, well below the sub-Saharan African average of 480 USD, and Ethiopia's gross national income per capita purchasing power parity adjusted (GNI per capita), is only \$1,01761 (Millete, 2013).

According to 2012 estimates by (UNCTAD) around 1000 Ethiopian medical doctors work in the United States, whereas the number of physicians working in the home country in 2009 was 2,154. Therefore, it can be surmised that out of all Ethiopian doctors, between one-third and one-half work abroad, this is very substantial.

Additionally, the life expectancy in Ethiopia in 2011 was only fifty-nine years old. As previously indicated in terms of the 2013 United Human Development Index, Ethiopia was labeled as 'low human development' and ranked 173 out of 186 countries⁶, showing it is one of the lower ranking countries globally (Millete, 2013). These indicators all show how Ethiopia is classified as a developing country and sending country in the brain drain relationship. Ethiopia receives a significant amount of remittances from its migrants (Reinert, 2007).

Tesfaye Semela (2011) examined the flow of Ethiopian academics both in terms of external migration and internal migration and explores why Ethiopia is one of the hardest hit countries by the brain drain within Africa. Tesfaye Semela notes that the staff shortage in terms of academic teachers and professors at the collegiate level will lead to hindering the growth of the academic system in Ethiopia, and this will in turn prevent further growth and expansion of the system.

One of the major findings of Tesfaye Semela is in regards to the structure of the academic system in Ethiopia and what the brain drain does to the academic institutions within a sending country. He found that the exodus of experienced and skilled academics, particularly of those from science and technology has left the universities not only with less qualified staff, largely composed of graduate assistants, but also without institutional leaders and mentors to the young and inexperienced.

In Ethiopia the number of students graduating at the bachelor's level rose sharply from 29,800 in 2007 to 75,300 in 2011. At the same time, however, the corresponding figure for higher level education (Master's and PhD) rose much more moderately: from 2,700 to 6,200. As a result, there is a severe shortage of people with doctorate-level degrees in Ethiopia, and this is especially true where they are most needed, i.e. in higher education. Among the 15,192 teachers and researchers working in the country's 25 universities, only 979 (6.4 per cent) hold a doctoral degree. Moreover, PhD holders are very unevenly distributed, since half of them work at the University of Addis Ababa (UNCTAD, 2012).

The bulk of the country's university teachers and researchers have only a master's degree (43.4 per cent) or a bachelor's degree (42.6 per cent). Ethiopian higher education institutions

sorely lack very high-skilled people. The number of PhD-holding teachers and researchers active in the country's universities is much lower than the members of the Ethiopian diaspora just in the United States and Canada who have that level of education: 1,600, according to conservative estimates. It is identified that 200 Ethiopian professors currently working in foreign universities, of whom 148 are active in the United States. Among these, 72 are full professors. In Ethiopia, by contrast, only 65 persons hold an equivalent position (UNCTAD, 2012).

In other words, there are more Ethiopian full professors working in the United States than in Ethiopia itself, in spite of the strong need of Ethiopian universities for very highly skilled people. In order to respond to the stringent need for more qualified university teachers and professors, the Ethiopian Government has launched a campaign to recruit 631 teachers and researchers, especially from India (UNCTAD, 2012). At the same time the Ethiopian government allocates 4.7% of GDP in education and further more universities are producing more than 100 thousand graduates per year (Melaku Kifle, 2016).

Sub Saharan Africa has been described as one of the hardest hit areas of the world in terms of overall impact on the local economy when individuals leave with their professional skills, or leave for professional training or education (Millete, 2013). The loss of highly skilled workers is a significant issue for Ethiopia. Migrating involves incurring private costs that can be significant. Consequently, migration rates tend to be higher for highly skilled individuals who can better overcome these costs. African countries have been hard hit in this process of "brain drain," and Ethiopia has not escaped this phenomenon.

2.8. Brain drain and the Social Sciences

Berhanu, (2014) in his study titled “The Social Sciences at the Crossroads: Challenges and Opportunities at Addis Ababa University” delves into the problems that plague the social sciences. In doing so Berhanu started with an overview of the history of the Social Science and then went to the challenges facing the study of social sciences at Addis Ababa University. Challenges stated included, oppressive regime implying to the Derg regime, poor infrastructure, shortage of staff, shortage of finance due to the overtly stated 70/30 education policy which favored the natural sciences and put the social sciences in the back seat.

Brain drain was fleetingly raised in two paragraphs as a problem that existed from the past till the present. And detailed that in the past decade or so, every social science department had lost at least one staff member, and that some had even lost more than 50% of those who they had sent abroad for further education. Berhanu briefly touched briefly on brain drain as one of the challenges to the social sciences and concludes by recommending that social science make the best out of its predicament and focus on quality (Berhanu, 2014). This was the only research that has come up regarding social sciences and brain drain. These studies however show that indeed the social sciences are affected by brain drain.

2.9. Scarcity of Data on Brain Drain

According to Wickramasekara, (2003) cited in (Kamu, 2007), no country has a comprehensive system for monitoring immigration flows at the international level. Rarely do the developing nations keep track of loss of talent but their counterparts, the developed nations, at least possess more reliable information and data. However, where comparable data on skilled

migration is available. And it is usually incomplete and in some cases inaccurate and unreliable (Cervantes & Guellec, 2002) cited in (Kamau, 2007).

Researchers on skilled migration recognize student mobility as an integral part of skilled migration, thus, there is much more comprehensive data for international students residing in the developed nations (Özden, 2005; Groizard, 2005) cited in (Kamau, 2007). Empirical research linked to “brain drain” is constrained by lack of reliable databases on migration rates by educational levels. Most of the available data is on the OECD countries compiled from their census but data from developing countries is still at large. Thus testing of migration theories becomes difficult in the void of longitudinal data over a length of time (Kamau, 2007).

Similarly in line with this (IOM, 2014) states that There is a need for a concerted effort to collect more and better quality international and internal migration data, in a systematic and consistent way, as well as make better use of existing data in both crisis and non-crisis settings, in order to enhance efforts to assist migrants, improve our understanding of the impact of migration on development of countries of origin and destination, as well as on migrants themselves, and our capacity to help countries design and implement evidence-based migration and development policies (IOM, 2014).

Understanding and measuring the effect of the brain drain on African countries requires further empirical research and additional efforts in terms of data collection. This would allow drawing clearer conclusions on the effect of skilled migration on human capital formation in developing countries in general and Africa in particular (Capuano & Marfouk, 2013). A first priority is to improve the data on international migration along several dimensions, particularly

its frequency, the quality of education, and the levels of education in different disciplines says, Docquire, (2014).

In summary it can be understood from what has been reviewed brain drain has been an issue for a considerable time. And ever since its existence the phenomenon of brain drain has attracted the attention of many writers. To this day the fundamental nature of Brain drain is still argued over and stirs contention. Wide ranging literary works have come forth on brain drain, contemplating some of the works on brain drain, as has been presented shows brain drain to be inevitable especially with the advent and take off of globalization.

Unfortunately, research regarding to brain drain in the social sciences in general and social work in particular, has so far been general and very sparse. Reflecting that gap, the literature reviewed in this study has presented a single piece of literature which was found to look at the social sciences together with brain drain. Apart from that the study has presented literary works on brain drains various aspects; from its origin and definition to the widely debated controversies, to a look at brain drain in the African and Ethiopian context. However, it has to be noted that further research is needed to clearly understand about the nature of brain drain in the social sciences.

CHAPTER THREE

3. Research Methods

In this section, the; philosophical stance, study design, study area and participants, sampling plan, methods of data collection, measurement and instrumentation, methods of data analysis, ethical consideration are outlined and detailed.

3.1. Philosophical Stance

The world view the researcher is adopting for this study is pragmatism. This is because, in the world of pragmatism there is a concern for and an emphasis on finding solutions to problems. Problems and their solutions are held as the main end goal of an inquiry. And thus in addressing a problem, pragmatism takes a pluralistic approach going freely for whatever works for tending to a given problem. In pragmatist paradigm, instead of methods the problem is given more importance, and in doing so researchers are enabled to use a range of approaches to understand a problem (Creswell, 2003).

This attribute of pragmatism makes it a key philosophical platform for which to conduct a mixed methods study, due to its pluralistic approach in deriving knowledge about a problem. The best pragmatism has to offer is, that it is not committed to any one system of philosophy and reality. Researchers have a freedom of choice to select the methods, techniques, and procedures of research that best meet their needs and purposes. Taking a pragmatic or pluralist position helps improve communication among different paradigms in the attempt to advance knowledge. Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods,

different worldviews, different assumptions, as well as to different forms of data collection and analysis in a mixed methods study (Creswell, 2003).

The researcher has chosen this paradigm for this study, for the advantages and appeal of its problem centered orientation. And as such a pragmatic stance have best aided this study answer its objectives advantageously, by giving them weight and flexibility as they set out to answer the stated research problem (Creswell, 2003). As has been said this emphasis on the problem of the pragmatist stance makes it pluralistic and dynamic in different regards same as migration. Migration generally and brain drain are multifaceted dynamic concepts. This attribute of brain drains is reflected throughout chapter two. As we can see, starting from the varied definitions and names it has been given, to determining whether it's a drain or gain. All these are clear indications to brain drains dynamic and varied nature.

As such, brain drain, hence this study as well, since it has studied brain drain. And could make good use of the multiple methods, worldviews, assumptions, as well as different forms of data collection and analysis offered by pragmatism. These aforementioned attributes of pragmatism also make it one of the widely used underpinning world view for mixed methods research. The tandem use of qualitative and quantitative data collection tools better provides a fuller understanding of a research problem. With all this in mind, the researcher has opted to select pragmatism as a world view.

3.2. Study Design

This study has followed a descriptive, concurrent mixed method design conducted on a cross-sectional time base. According to Chris and Diane (2004), a cross-sectional research is a study conducted at a single point in time, and because data have been collected within a single time frame, a cross-sectional time orientation is appropriate for this study. A concurrent mixed methods design is used, and that is a type of design where in which different but complementary data are collected in tandem on the same topic. The mixing proportion set for this study is Quantitative - qualitative in weight. This mixed methods study has served to establish a preliminary understanding and description of the fundamental nature and extent of brain drain in the School of Social Work at Addis Ababa University.

In this study, a survey instrument has been used to assess emigration attitude and intentions of regular, graduate and under graduate program students in the School of Social Work at Addis Ababa University. Concurrent with this data collection, in-depth interviews and a key informant interview have explored social work student's reasons and considerations towards emigrating abroad and have painted up an understanding in to what the nature of brain drain in the School of Social Work looks like. The reason for collecting both quantitative and qualitative data are to bring together the strengths of both forms of approach so as to, compare results for corroboration or variations, additionally qualitative responses can augment and explain complex or contradictory survey responses.

The quantitative part has made use of survey in the form of questionnaires, this selection is due to surveys ability to generalize from a sample to a whole to make inferences about some characteristic, attitude, or behavior of a population (Babbie 1990). For the qualitative aspect, this

study has made use of in-depth and key informant interviews. This is done so as, interviews are best suited in generating depth and detailed accounts of information.

The study has made use of both probability and non-probability sampling techniques. Probability sampling in the form of a simple random sampling has been employed for the quantitative inquiry of this study. From non-probability sampling, purposive sampling techniques has been used to acquire the population needed for the qualitative inquiry of this study. Quantitative results collected have been analyzed using descriptive and some inferential statistics. Qualitative data have been interpreted by analyzing data thematically for themes and categories and based on these, finally interpretation and conclusions has been made.

In a concurrent mixed method design the 'mixing' of qualitative and quantitative data is done during the interpretation phase of the research. This means that this design keeps the studies independent during the data collection and analyses them separately, and then mixes or merges the results during the overall interpretation. Triangulation of data have been used by directly comparing and contrasting quantitative results with qualitative findings for convergence, divergence, contradictions, and any other relationships. This has helped in developing a more complete understanding of the phenomenon under scrutiny.

3.3. Study Area

The designated study area for this study is Addis Ababa University, specifically the School of Social Work in the college of social sciences. This selection was reached as the researcher had a personal awareness and interest into the phenomenon.

With the founding of the University College of Addis Ababa (UCAA) in 1950, this long standing university in the country had its modest beginning at Arat Kilo Campus. At the time, the

core teaching faculty were expatriate staff from USA and Canada. In 1962, the University College was upgraded and renamed Haile Selassie I University, after the then emperor of Ethiopia. Following the overthrow of the imperial regime in 1974, the University was renamed Addis Ababa University (AAU). It has been noted that most of the new emerging universities have established their respective social science faculties which, most of the time modeled on the structure and curriculum of the Social Science departments of Addis Ababa University (Habtamu, 2008) cited in (Berhanu, 2014).

The Faculty of Arts, which was established in 1952, precedes the now, College of Social Sciences by two decades, the latter being established in 1978. Today the core academic units of the College of Social Sciences are; seven departments, one school and one institute. Listed in their alphabetical order, they are Department of Archaeology & Heritage Management; Department of Geography & Environmental Studies; Department of History; Department of Philosophy; Department of Political Science & International Relations; Department of Social Anthropology; Department of Sociology; School of Social Work; and Centre of African Studies.

Most of the departments have an undergraduate and postgraduate program. The programs are offered in three modalities: regular (day), evening, and summer. The regular program is common to all the departments, school and institute while the evening program is mostly available at the undergraduate level. The School of Social Work is probably one of the newest disciplines to join in, School of Social Work has spent a little over a decade in existence. Choosing Addis Ababa University and more specifically the School of Social Work was based on the researchers' familiarity and also because it is known by teachers and students alike that from time to time graduated professionals steadily trickle abroad for different reasons.

3.4. Study Participants

The participants for this study are students of School of Social Work at Addis Ababa University, additionally staff members of School of Social Work at Addis Ababa University were the intended target population of this study. Survey measurements of attitude and intention towards emigrating abroad have been taken from regular graduate and undergraduate students of the School of Social Work at Addis Ababa University. In-depth interviews have been conducted with selected social work students and social work students currently abroad. In addition, qualitative information has been obtained from a staff member by means of a key informant interview.

3.5. Sampling Plan

Both probability and non-probability sampling techniques were used. Probability sampling was conducted in a single-stage, a single-stage sampling procedure is one, where in which a researcher has access to names in a population and therefore is able to sample people or any other given elements directly (Creswell, 2003). This study has followed a single stage sampling design as a list of the study population had been acquired. The specific sampling method, techniques, procedure and size are discussed below.

3.5.1. Sampling Method and Technique

The study has primarily employ probability sampling method. More specifically, a simple random sampling technique was used to obtain a sample from social work students for the survey. A random sample gives each individual in the population an equal probability of being selected (Creswell, 2003). This study has used data from a randomly selected sample to generalize about regular undergraduate and graduate students of school of social work. With

randomization, inferences from a representative sample can provide the ability to generalize for the whole population (Creswell, 2003).

Accordingly, probability sampling in the form of a simple random sampling was used to obtain and select the sample population for the survey of this study. Non-probability sampling in the form of purposive sampling which as its name connotes, is a sampling that is done purposefully, it was used to identify and select social work students and social work students who are abroad for in-depth interviews. The key informant of this study were also purposefully selected. This study has made use of qualitative data to enrich findings of the survey.

In line with the outlined qualitative technique, In-depth interviews have been conducted with four selected social work students on the simple criteria of being regular graduate and undergraduate social work students. further more In-depth interviews were held with two social work students currently abroad, they have been purposeful selected as well. In addition, one key informant interview was collected from a staff member in the school of social work. The selection criteria here have been based on qualifying any staff member of the school of social work. Thus, qualitative data have been collected from a total of seven respondents.

3.5.2 Sampling procedure and Sample Size

The list of all regular, graduate and undergraduate social work students has been obtained from the department of social work. There were a total of 41 regular graduate students, and a total of 125 undergraduate students excluding first year undergraduate students.

Sample size was determined using the following formula.

$$n = \frac{Z^2}{4e^{2+\frac{Z^2}{N}}}$$

Where n=sample size, Z=1.96, N=, and e=0.05.

$$n = \frac{1.96^2}{4(0.05)^{2+\frac{1.96^2}{166}}}$$

$$n = \frac{3.8416}{0.01+0.02314217} = 115.9 \approx 116$$

Therefore, the sample size was 116. By adding a non-response backup of 15% on the sample, the final sample size becomes 134. Accordingly, from the distributed survey, 90 undergraduates and 40 master's students have responded to the survey. The total number of participants was therefore 130, with a response rate of 100%.

3.6. Methods of Data Collection

Since the research is of a mixed design, both quantitative and qualitative data collection methods have been employed. Quantitative data in the form of basic demographic variables, and responses towards scales of measures on behavioral beliefs, attitude towards emigrating, normative beliefs, subjective norms, control beliefs, perceived behavioral control, social mobility, socioeconomic security and intention to emigrate and likelihood of emigration in the next five years were collected using a structured survey. The survey was used to collect data from second and third year undergraduate social work students and first and second year regular graduate students.

The questionnaire was first validated by three experts from Addis Ababa University. Then was pre-tested on 10 students before the final survey question was distributed to the target students. The researcher had established prior contact and rapport with class representatives and willing students from both programs and years. This was done to the end of having them inform the researchers' endeavor and aim to collect a survey to their respective batch beforehand. Also the researcher had managed to garner their cooperation, that when the time came they would assist in collection of surveys. At the same time respective teachers for second and third year undergraduate programs were contacted to allot a certain time from their class hours for conducting the survey. Teachers were willing, and a suitable time to administer the survey was identified.

Therefore, second and third year undergraduate students completed the survey during on of their class. For graduate students the researcher has personally tracked down close to half of the students and had them fill out the survey. The researcher was also aided by class representatives in distributing and collecting from hard to reach students. To get reliable information from the participants, a great majority of most all the questionnaires were filled in the presence of the researcher. This has helped to clarify and explain questions on the spot so that students could give correct information.

After the completion of the survey, before finalizing the study, findings of the survey were presented for small group of students from the two target programs who had partaken in the study. They were allowed to give feedbacks and explain some of the issues. These helped to comprehend and confirm the finding of the survey and also to enrich the recommendations.

Qualitative data have been used to supplement quantitative information to better understand and come to terms with, numerous response patterns. To this end qualitative data in the form of in-depth interviews have been conducted with four social work students and 2 social work students currently abroad. Part of the main purpose of this study is to establish an understanding in to the basic nature of brain drain. And as such this study has conducted 1 key informant interview with a longstanding social work teacher.

3.7. Measurement and Instrumentation

To measure the attitude and intention of social work students, a survey was adopted and structured based on the theoretical model of 'Reasoned Action Approach' by Fishbein and Ajzen, (1975), (see Figure 1.). Additionally, the constructed survey has adopted some of the elements from an instrument used in the study of emigration attitudes of young Singaporeans by (Chan-Hong & Soon, 2010).

In line with reasoned action approaches frame work, this survey has taken measures on; 'Behavioral beliefs', 'Attitude towards emigration', 'Normative belief', 'Subjective Norm', 'Important Norm', 'Internal control', 'External control', 'Perceived behavioral control', 'Intention to emigrate'. Additionally, readings from scales of measures like; 'Socioeconomic security', 'Social mobility' and 'Likelihood of Emigration in the Next Five Years from (Chan-Hong & Soon, 2010) have been taken.

A Likert Scale was used to assess attitude towards these scales of measurement. The scale increments were from 1-5, with where 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4 = Agree, and 5= Strongly Agree. For the purpose of analysis individual response to the scales of measurement outlined above have been put into a composite form. Responses have been coded

as; -1= strongly disagree, -0.5= disagree, 0= undecided, 0.5= Agree, and 1= Strongly agree. And in one specific scale of measurement, i.e. 'intention to emigrate' there are Likert items that range from 1= Never to 5= All the time. This items also have the same value as above, this have been coded as -1= Never, -0.5= Once in a while, 0= Frequently, 0.5= Very frequently, 1= All the time.

For the emerging composites of all the scales of measurements a standard cut-off point has been set at zero or neutral. This assigned cut-off point has served to categorize the composite scores of scales of measurements into a comprehensible way. whether there is a positive or negative belief towards the scales of measurement. For all scales of measurements, their summed composite score has been compared against the set cut-off points. Values that fall below the cut-off point have been taken to be negative, and sums of values that are equal to the cut of point are taken to be neutral or undecided and scores above the cut-off point have been taken as being positive.

The survey has three sections. The first section has a total of six items, the first three introductory items are to reflect on participants' sentiments towards emigrating abroad. Participants are asked if situations are permitting, whether they would intend or consider to migrate abroad before, upon or after the completion of their studies on a 5 point Likert scale.

The other three items in this section include follow up open ended questions that ask participants who have at least answered one of the first three item positively i.e. (5) Strongly agree or (4) Agree. They ask to specify, why, where and when they might intend to migrate, also participants who have no intention what so ever i.e. those who didn't agree or strongly agreed to the first three items have been asked in one question to specify why they chose to do so.

The second section covers the main body of the survey. it includes most of the aforementioned scales of measurements mentioned above. A detailed explanation is given below.

Behavioral beliefs

This constitute the harbored beliefs about the consequences of emigrating, which in turn are the outcome of weighing the cost and benefit of emigrating abroad and belief held towards the evaluations regarding the outcome. If the individual has positive beliefs about emigration outcome, they will have a positive attitude toward emigration, and so the opposite to. An 8-item scale is used to measure behavioral beliefs, the 8 item scale on the survey are found from; No.1 to 8. Respondents rated this on a 5-point scale with end points indicating from 1(Strongly Agree) to 5(Strongly Disagree). Positive behavioral belief have been those scores above the cut-off point negative behavioral belief will mean scores bellow the cut-off point.

Socioeconomic Security

A 4 item scale is directed to measure socio economic security. Related items for this component can be found from No.9-12 on the survey. Respondents rated these 4 items on a 5-point Likert scale on how much they agreed with each item using the end points indicating from 1(Strongly Agree) to 5(Strongly Disagree). A Good take on socioeconomic security have been taken as those scores above the cut-off point, while scores bellow the cut-off point have been taken as a Bad take on socioeconomic security.

Important Norm

This is taken to be important norms in a social group or the social environment a person is in. Therefore, for this study, important norms have been those that are entertained by social work students and their environment. To measure important norms a 13 item scale have been used. On the survey these those items from No.13-25. Respondents have rated this on a 5-point scale with end points indicating from 1(Strongly Agree) to 5 (Strongly Disagree). High agreement with stated norms has been taken as those scores above the cut-off point, Low agreement has been taken as scores bellow the cut-off point.

Normative belief

Are beliefs about other's attitudes to the end behavior of migrating abroad. It is personal belief toward how and what people, more specifically what significant others think and consider as important for the person in question. Individual decision is taken to be influenced by the social environment especially influential person to their life. In this study this is taken to be family and friends. An 8 item scale have been used to measure normative beliefs, specifically these are No.26-33 on the survey. Respondents have rated this on a 5-point scale with end points indicating from 1(Strongly Agree) to 5 (Strongly Disagree). Positive acceptance has been taken as those scores above the cut-off point, Negative acceptance has been taken as scores bellow the cut-off point.

Social Mobility

Here, a 5 item instrument asks respondents for their views on upward social mobility in Ethiopia. The 5 item scale is found from No. 34-38 on the administered survey. The respondents responded on a 5-point Likert scale ranging from 1(Strong Agree) to 5(Strongly Disagree). High

mobility has been taken as those scores above the cut-off point, Low mobility has been taken as scores below the cut-off point.

Subjective Norm

Fishbein and Ajzen (1975) use the phrase motivation to comply, i.e. does the person comply with the other important person or not. Subjective norm is influenced by normative beliefs. Is the belief and perception of how significant others will accept and take to, to the notion of emigrating abroad. Under subjective norm is also individual's motivation to comply to significant others. A 4 item scale is used to measure subjective norm. In the survey these are those from No. 39-42. Respondents have rated this on a 5-point scale with end points indicating from 1(Strongly Agree) to 5 (Strongly Disagree). High compliance has been taken as those scores above the cut-off point, Low compliance has been taken as scores below the cut-off point.

Attitude towards emigration

Attitude is the result of the considerations of behavioral beliefs. It is about giving a positive or negative assessment towards emigrating abroad. A single item scale has addressed this, specifically this have been No.43. Respondents have rated this on a 5-point scale with end points indicating from 1(Strongly Agree) to 5 (Strongly Disagree). Positive attitude has been taken as those scores above the cut-off point, Negative attitude has been taken as scores below the cut-off point.

Intention to emigrate

This is taken to be as personal readiness and inclination to go abroad. A 10 item instrument is used to measure intention to emigrate. On the survey these are the items from No.44-52 Respondents have rated this on a 5-point scale with end points indicating from 1(Strongly Disagree) to 5 (Strongly Agree). 4 of the items from No. 49-52 requires respondents to rate the frequency with which they thought of working or living in another country for a range of reasons. These 4 specific items have been scored on a 5-item Likert scale of 1 (Never) to 5 (All the time). High inclination has been taken as those scores above the cut-off point, Low inclination has been taken as scores bellow the cut-off point.

Likelihood of Emigration in the Next Five Years

A single-item question specifically item No. 53 on the survey asks participants on whether they would actively look for an opportunity to emigrate in the next three years. Respondents rated this on a 5-point scale with end points indicating from 1(Strongly Agree) to 5 (Strongly Disagree). Higher likelihood has been taken as those scores above the cut-off point, Lower likelihood has been taken as scores bellow the cut-off point.

Control belief

Are personal beliefs about the factors that can facilitate and inhibit behavior, in this case emigrating abroad.

Internal control

Internal control are controls that the subject possesses like; skill, abilities and information. A 5 item instrument is used to measure internal control. These 5 items are those from No.54-58 on the survey. Respondents have rated this on a 5-point scale with end points

indicating from 1(Strongly Agree) to 5(Strongly Disagree). Positive perception has been taken as those scores above the cut-off point, Negative perception has been taken as scores below the cut-off point.

External control

External controls are controls that are found outside the subject, examples of these can be; obstacles, opportunities, etc... To this end an 8 item instrument is used to measure external control. The items on the survey are listed from No.59-66. Respondents have rated this on a 5-point scale with end points indicating from 1(Strongly Agree) to 5 (Strongly Disagree). Favorable perception has been taken as those scores above the cut-off point, unfavorable perception has been taken as scores below the cut-off point.

Perceived behavioral control

This is taken as individual perception regarding whether they are facilitated or inhibited to migrate abroad. To this end a 4 item instrument have been used to measure perceived behavioral control. Specifically, on the survey these are the items from No.67-70. Respondents have rated these items on a 5-point scale with end points indicating from 1(Strongly Agree) to 5 (Strongly Disagree). A Facilitated perception has been taken as those scores above the cut-off point, Inhibited self-perception has been taken as scores below the cut-off point.

The third and last section of the survey concerns to and addresses basic demographic characteristics of participants. This section includes items that profile participants, by sex, age, origin, high school and academic achievement.

3.7.1. Conceptual Definition of Variables

In this study, the types of variables that have been employed are; nominal, ordinal and ratio variables. The nominal variables that are used are, two nominal variables; gender, origin and high school. Ordinal variables have principally been all the Likert items of the survey. Demographic questions that asked participants age and academic achievement are ratio variables. And also, when the ordinal measures for the scales of measurements are summed into composites, they are transformed in to a ratio variable.

3.7.2. Validity

A content validity of the survey tool has been checked and assured by presenting it to two migration experts and one psychology experts at Addis Ababa University. The tool has been checked against set objectives on whether or not it is able to address those questions. Accordingly, necessary corrections were taken before proceeding to piloting. Corrective measures were taken in terms of the general appearance of the survey, irrelevant items were omitted, measures were taken to reduce the number of items. Additionally, negatively and positively charged items were pointed out to be reversely coded in the time of analysis.

3.8. Data Cleaning and Management

Below are the methods and procedures that have been used in the data cleaning and management of the study. Each procedural step is adequately explained below:

Editing: Editing of data is a process of examining the collected raw to detect errors and omissions and to correct these when possible. To this end, completed questionnaires were carefully scrutinized and edited for errors. Treatment has taken place when there were missing

data or errors, this has been done in ways that do not taint some of the study results. Missing data have been excluded from the main analysis.

Coding: Coding refers to the process of assigning numerals or other symbols to responses and variables so that responses can be put into a limited number of categories or classes making them easy to identify. This study has made use of computer software, i.e. Microsoft Excel to enter and code responses as well as create composites of scales of measurement (Creswell, 2003).

The final diagnosed and treated data has then been exported to a statistical software, namely SPSS, Version 23.0 for analysis.

3.9. Methods of Data Analysis

Quantitative data have been entered and analyzed using SPSS 23.0. Descriptive statistics were used to describe the study participants by cross tabulation with demographic variables. Next compounded results for the introductory three questions of the instrument, on sentiments to emigrate abroad have been presented in percentages generally across all participants and by demographic variable. Following, results of each scales of measurements have been individually presented. Using the scale of measurements as a heading, responses for all participants and responses by demographic variables were presented.

Then, an Independent Sample Test have been conducted to compare for statistical difference of scores within; gender, program, origin and high school. For all purposes, P value $<.05$ have been considered significant. Qualitative analysis from in-depth and key informant interviews have been interpreted by examining and developing a description of individuals by analyzing data for themes and categories. And from these interpretations have been made.

3.9.1. Mixing

This study being of a concurrent mixed design has used concurrent procedures, in which the researcher converges quantitative and qualitative data in order to provide a comprehensive analysis to the research problem. In a concurrent design, the researcher collects both forms of data at the same time during the study and then analyzes both independently following their respective analysis procedures. Then after, the integration of the qualitative and quantitative information takes place during the finding and interpretation phase of the overall results. The analysis has involved the triangulation of data from different sources by directly comparing and contrasting quantitative results with qualitative finds. Comparison was made to identify for convergence, divergence, contradictions, or any other emergent relationship between the two sources of data.

3.10. Ethical Consideration

The fundamental ethical principle of social work research is not to force anyone into participating in the study it should always be voluntary hence before starting the study, every participants of the study have been clearly informed about the purpose of the study and the possible length of time for the completing the survey and conducting the interview so that the research would only be carried out with the full consent of the participants.

The principle of informed consent as well as participant wellbeing have been given priority over the research objectives at all times. Survey instrument has a consent form that details that participants can, skip or not complete the survey. Interviews will, therefore be stopped or suspended if individuals become distressed in anyway. Therefore, careful thought has been given to the following ethical issues throughout the course of the research project; all

information gathered have been kept anonymous and confidential, participants' right to privacy have been upheld at all times.

CHAPTER FOUR

4. Results

4.1 Introduction

To restate, the purpose of this study is to establish a preliminary understanding and description of the fundamental nature and extent of brain drain in the School of Social Work at Addis Ababa University. Accordingly, the study has primarily assessed for the attitude and intentions of regular, graduate and undergraduate program students of the School of Social Work at Addis Ababa University.

This part deals with the presentation of the quantitative finds of the study. The survey employed in this study has measured the attitude and intentions of social work students towards emigrating abroad. This section has mainly highlighted the trends and patterns in social work student's attitude and intention towards emigrating abroad.

The organization of this section proceed as follows, in the first section the basic characteristic of participant's profile is presented. The second section presents sentiments to go abroad. Following, sentiments to go abroad across demographic variables is presented. Next a is a presentation of findings on the scales of the measurement. The last section presents result of Independent Sample Test within nominal variables.

4.2 Characteristics of participants

A total of 130 students from the regular, graduate and under graduate program of the School of Social Work at Addis Ababa University have partaken in this study. Response and completion rates of 100% have been attained.

Variable	Profile	Frequency	Percent
Program, Sex	BSW year 2 Female	16	-
	BSW year 2 Male	19	-
	BSW year 2 Total	35	-
	BSW year 3 Female	26	-
	BSW year 3 Male	29	-
	BSW year 3 Total	55	-
	BSW Total	90	69.2
	MSW year 1 Female	4	-
	MSW year 1 Male	12	-
	MSW year 1 Total	16	-
	MSW year 2 Female	9	-
	MSW year 2 Male	15	-
	MSW year 2 Total	24	-
	MSW Total	40	30.8 %
Origin	Urban origin	85	65.4 %
	Rural origin	45	34.6 %
High School	Private	44	33.8 %
	Public	86	66.2%

Table.1- Summary participants in terms of; Program, Sex, Origin and High school

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation
Age	127	13	19	32	23.30	3.18
Current GPA	106	1.91	2.09	4	3.1992	.42591
BA GPA for MA	37	1.17	2.77	3.94	3.4668	.28790

Table. 1.1 Summary of participants age and grades

Table. 1.1- Summary of survey participants in terms of: Age, Current GPA and BA GPA for MA

Profile of the participants of this study reveals that, of the total number of participants 90 or 69.2% percent are comprised of BSW students while the remaining 40 or 30.8 of the participants are made up of MSW students. Further break down of the total number is that, 35 of the participants i.e. (19 males and 16 females) were second year BSW students.

Fifty-five participants, (29 males and 26 females) are from third year BSW program. First year graduate students number 16 (12 are male and 4 females). And second year graduate students number a total of 24, (15 males and 9 females). This implies, of the total participants 75

or 57.7% are males and 55 or 42.3% are females in this study. To elaborate more, 48 males and 27 females come from BSW program and 27 males and 13 females from MSW program.

By origin, of the total of 130 participants 85 or 65.4% originate from urban areas while 45 or 34.6% of the participants have a rural origin. 44 or 33.8% of the participants finished their high school from private schools and 86 or 66.2% of the participants finished in public high schools. Reported age of 127 participants who have stated their age, indicates the mean age is 23.3, with minimum and maximum ages registered being 19 and 32 respectively.

Data gathered from 106 participants who had reported their current GPA's, revealed that the minimum and maximum GPA's recorded were 2.09 and 4.0 respectively, with a mean of 3.19. Also of 37 MSW students out of the 40 had stated their previous BA GPA had a mean score of 3.4668 with minimum and maximum scores ranging from 2.77 to 3.94 respectively.

4.3 Sentiments to go abroad

The next finding to be described and presented are the first three introductory items of the survey. These three items reflect on participants' sentiments towards emigrating abroad. This in the form of a question to participants, if situations are permitting, whether they would intend or consider to migrate abroad before, upon or after the termination of their studies. Frequencies and percentages have been given for the response of all 130 participants, followed by a brief summary of results, looked through compounding the results of the first and last two responses, i.e. (Strongly Disagree + Disagree and Strongly Agree + Agree) taking undecided as a mid-marker. Next, a report of the three items across demographic variables; Gender, Program, Origin and High school has also been presented in a similar manner

For the first statement which says: “If situations permit, I would intend or consider migrating abroad before the termination of my studies” half, 50.8% of the total participants had in general disagreed. Also, 22.3% of participants had strongly disagreed to the notion while the other 28.5 percent had disagreed to it. 21.5% of the participants were undecided on the matter. These then means that 27.7% of the total participants generally agreed they would consider migrating abroad before finishing their studies if the right situations arise. 10.8% of the participants had strongly agreed to the notion with 16.9% agreeing [Refer Annex C: Table 1].

As for the second statement, “If situations permit, I would intend or consider migrating abroad upon the completion of my studies?” 12.3% of the total participants had in general disagreed. 2.3% of participants strongly disagreed while the remaining 10% disagreed to it. 16.2% of the participants were undecided on the statement. More than half of the participants, that is 71.8% of the total participants had generally agreed they would consider migrating abroad upon completing their studies if permitting situations come about. 40.8% of the participants had strongly agreed to the notion with 30.8% agreeing, [Refer Annex C: Table 1].

For the third statement: “If situations permit, I would intend or consider migrating abroad sometime after the completion of my studies?” 13.1% of the total participants had in overall disagreed. 5.4% of participants strongly disagreed with the other 7.7% disagreeing. 9.2% of the participants were undecided on this notion. A great majority of the participants, that is 77.7% of total participants had in general agreed to the notion that they would consider migrating abroad sometime after the completing their studies. 43.1% of the participants had strongly agreed to the statement with 34.6% agreeing, [Refer Annex C: Table 1].

4.3.1. Sentiments to go abroad, across demographic variables

Next, a report of the three items across demographic variables; Gender, Program, Origin and High school is presented in a similar manner as above, by compounding the results of the first and last two responses, i.e. (Strongly Disagree + Disagree and Strongly Agree + Agree) and taking undecided as a mid-marker.

For the first statement: 'If situations permit, I would intend or consider migrating abroad before the termination of my studies, in regards to gender, 50.7% of males generally disagreed to the first statement and 20% of males were undecided. 29.3% of the males agreed to the notion of considering emigrating before concluding their current study. As for females, similarly, 50.9% of females disagreed to the notion with 23.6% undecided on the matter and 25.5% agreed to the notion. 57.7% of BSW students disagreed, with 16.7% undecided and 25.6% agreeing. MSW students on the other hand, 25% disagreed, 32.5% were undecided and again 32.5% agreed to the notion.

45.9% of those with urban origins disagreed, 23.55 were undecided and 30.6% were in agreement. On the other hand, 60% of those with rural origin were against and disagreed to the notion, 17.8% were undecided and 22.2% were in agreement. 43.2% of those who come from private high schools disagreed to the notion with 29.5% being undecided and 27.3% agreeing. While 54.7% of participants who finished in public high schools disagreed, with 17.4% undecided and the remaining 27.9% agreeing to the notion of considering emigrating before finishing their current study.

For the second statement: 'If situations permit, I would intend or consider migrating abroad upon the completion of my studies' across gender, 13.3% of males generally disagreed, 14.7% were undecided and 72% agreed to the notion of considering emigrating upon concluding

their current study. As for females, similarly, 10.9% of females disagreed to the notion with 18.2% undecided on the matter and 70.9% agreed to the notion. 14.4% of BSW students disagreed, with 18.9% undecided and 66.6% agreeing. As for MSW students on the other hand; 7.5% disagreed, 10% were undecided and 82.5% had agreed to the notion.

Of those with urban origins 11.75 disagreed, 15.3 were undecided and 72.9% were in agreement. On the other hand, 12.8% of those with rural origins were opposed to the notion, 15.3% were undecided and 68.9% were in agreement. 11.4% of those who come from private high schools disagreed to the notion with 18.2% being undecided and 70.4% agreeing. While 12.8% of participants who finished in public high schools disagreed, with 15.1% undecided and the remaining 72.1% agreeing to the notion.

For the third statement: 'If situations permit, I would intend or consider migrating abroad sometime after the completion of my studies?' Across gender, a combined 9.3% of males generally disagreed, 12% were undecided and 78.7% agreed to the notion of considering emigrating upon concluding their current study. As for females, 18.2% of females disagreed to the notion with 5.5% undecided on the matter and 76.3% agreeing to the notion. 16.7% of BSW students disagreed, with 10% undecided and 73.3% agreeing. As for MSW students on the other hand; 5% disagreed, 7.5% were undecided and 87.5% had agreed to the notion.

Of those with urban origins 13% disagreed, 7.1 were undecided and 80% were in agreement. On the other hand, 13.3% of those with rural origins were opposed to the notion, another 13.3% were undecided and 73.3% were in agreement. 15.9% of those who come from private high schools disagreed to the notion with 2.3% being undecided and 81.9% agreeing.

While 17% of participants who finished in public high schools disagreed, with 12% undecided and the remaining 71% agreeing to the notion.

4.4 Presentation of findings on the scales of the measurement

In this section findings from the survey instrument are presented and described. This has been done by individually analyzing the 12 component parts of the instrument comprising of ten scales of measure and two single items. These are; behavioral belief, socioeconomic security, important norm, normative belief, social mobility, subjective norm, attitude towards migration, intention to emigrate, likelihood of emigrating in the next five years, internal control, external control and perceived behavioral control.

These 12 item scales have been put into a composite form from the sum of their constituent items and for the two single items, just the value of their answer were taken. First a general description for the response of all the participants has been illustrated in percentages, this is followed by a brief summary of results. Following this general description of the whole sample, a cross tabulated presentation of the 12 scales against the 4 demographic variables follow in tabular form detailing percentages and means.

4.4.1. Behavioral Belief

The total scores for Behavioral belief of all 130 participants shows that only 13.8 percent had a negative behavioral belief towards emigration, a small percentage had a neutral score, 2.3 %, this leaves a great majority, 83% as registering a positive belief on emigration, [Refer Annex

C: Table 2]. Bellow, a further synthesis of behavioral belief scores by; gender, program, origin and high school is given respectively.

Behavioral belief cross tabulated by gender reveals that 18.7% of males and 7.3% females had a negative belief while there was no neutral scored male count there was 5.5% of females which were neutral or undecided. Predominantly a significant proportion, 81.3% of males and 87.3% of females had a positive behavioral belief.

By program, behavioral belief shows that 14.4% of BSW students and 12.5% of MSW students had a negative behavioral belief, only 3.3% of BSW students were undecided, with no MSW participant tallying an undecided score. A significant, 82.2 % BSW students and 87.5% of MSW students had a positive belief about migration.

Behavioral belief cross tabulated by origin shows that, a similar 14.1% of those with urban origin and 13.3 % of those with rural origin had negative behavioral beliefs. A mere 2.4% of those from urban origin and 2.2% of those from a rural origin registered a neutral score, while a great majority, 83.5% of participants from urban origin and 84.4% of those from a rural origin had a positive behavioral take on emigration.

Behavioral belief scores tabulated with high school reveals that a similar 13.6% of those who finished in private schools and 14% of those who finished high school in a public school had Negative behavioral belief, 4.5% of those who finished in private schools and 1.2% of those from a public high school were neutral, with 81.8% of those from a private high school and 84.9% of those from public school had a positive behavioral belief about emigration.

In summary, the general score for the study participants by all the nominal variables have registered a significant count for positive behavioral belief towards emigration. In all variables

positive behavioral belief counts were greater than 80%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is a positive behavioral belief about emigrating abroad. It can reasonably be concluded that there is no striking difference of scores between all the variables, all have roughly the same range of the scores. See table below for a general summary.

Behavioral Belief						
Value	-VE	N	+VE	Mean	Std. dev	P value
Code	1	2	3			
Male	18.7	0	81.3	3.7483	.82571	.830
Female	7.3	5.5	87.3	3.7773	.65911	.825
Total	13.8	2.3	83.8	-	-	-
BSW	14.4	3.3	82.2	3.6792	.74461	.066
MSW	12.5	0	87.5	3.9438	.76216	.070
Total	13.8	2.3	83.8	-	-	-
Urban	14.1	2.4	83.5	3.7441	.76057	.735
Rural	13.3	2.2	84.4	3.7917	.75801	.735
Total	13.8	2.3	83.8	-	-	-
Private	13.6	4.5	81.8	3.7301	.68090	.744
Public	14	1.2	84.9	3.7762	.79662	.732
Total	13.8	2.3	83.8	-	-	-

Table 2. Summary of behavioral belief scores across demographic variables.

4.4.2. Socioeconomic Security

Of the total survey participants 31.5% of the participants did not have a good take on socioeconomic security. Eleven point five 11.5% were neutral and more than half of the participants, 56.9% had a good assessment about their socioeconomic security, [Refer Annex C: Table 2]. Bellow, a further synthesis of socioeconomic security scores by; gender, program, origin and high school is given respectively.

Socioeconomic security cross tabulated by gender reveals that 29.3% of males and 34.5% of females had a bad assessment of socioeconomic security. Fourteen point seven percent of

males and 7.3% of females recorded as neutral or undecided. More than half 56% of males and 58.2% of females believed they had a good socioeconomic security.

By program, socioeconomic security shows that a similar 32.2% of BSW students and 30% of MSW students had a bad take on their socioeconomic security, again similarly 12.2% of BSW students and 10% of MSW participants had an undecided score. More than half, 55.6 % of BSW students and 60% of MSW students had a good belief about their socioeconomic security.

socioeconomic security cross tabulated by origin shows that, a similar 31.8% of those with urban origin and 31.1% of those with rural origin had a bad take of their socioeconomic security. Nine point four percent of those from urban origin and 15.6% of those from a rural origin were recorded as having a neutral score. And more than half of the participants, 58.8% of participants from urban origin and 53.3% of those from a rural origin had a good take on their socioeconomic security.

By high school, 31.8% of those who finished in private schools and 31.4% of those who finished high school in a public school had bad assessment about their socioeconomic security. Six point eight percent of those who finished in private schools and 14% of those from a public high school were recorded to have a neutral or undecided. More than half, meaning, 61.4% of those from a private high school and 54.7% of those from public schools had a good belief about their socioeconomic security.

In summary, it can be deduced that, general score for the study participants by all the nominal variables have registered a significant count for, good assessment on socioeconomic security. In all variables, good socioeconomic security counts were greater than 50%. It is

possible to conclude from the results that generally, across; gender, program, origin and high school that a significant number, more than half have a good socioeconomic assessment.

However, across all the variables a sizable number of students had a bad take on socioeconomic security. Across all the variables except gender which, more than 30% of participants had a bad socioeconomic assessment. Despite some variations, there seems to be no striking difference of scores between all the variables, all have arguably the same range of the scores. See table below for a general summary.

Socioeconomic Security						
Value	Bad	N	Good	mean	Std. dev	P value
Code	1	2	3			
Male	29.3	14.7	56	3.2100	.83225	.801
Female	34.5	7.3	58.2	3.2455	.72726	.797
Total	31.5	11.5	56.9	-	-	-
BSW	32.2	12.2	55.6	3.1917	.76534	.471
MSW	30	10	60	3.3000	.83819	.487
Total	31.5	11.5	56.9	-	-	-
Urban	31.8	9.4	58.8	3.2471	.80871	.662
Rural	31.1	15.6	53.3	3.1833	.75076	.655
Total	13.8	2.3	83.8	-	-	-
Private	31.8	6.8	61.4	3.3182	.81655	.336
Public	31.4	14	54.7	3.1773	.77162	.346
Total	31.5	11.5	56.9	-	-	-

Table 3. Summary of socioeconomic security scores across demographic variables.

4.4.3. Important Norm

On Important norms, of the total participants of the study only 10% had scores that indicated low agreement with stated norms. A mere 0.8% of participants meaning 1 response was had a neutral score. A very significant, 89% or 116 of the participants were in high agreement with stated statements, [Refer Annex C: Table 2]. Bellow, a further synthesis of important norm scores by; gender, program, origin and high school is presented.

Important norm cross tabulated by gender reveals that a close score of 10.7% of males and 12.7% of females were in low agreement with stated norms. No males were with a neutral score but 7.3% of females were neutral or undecided. A great percentage, 89.3% of males and 80% of females were in high agreement to stated norms.

By program, Important norm shows that 11.1% of BSW students and 7.5% of MSW students had a low Agreement, a small fraction, 1.1% of BSW students had an undecided score, there was no participant from MSW that had a neutral score. A large portion, 87.8% of BSW students and 92.5% of MSW students were in high agreement to stated norms.

Important norm by origin reveals that, 10.6% of those with urban origin and 8.9% of those with rural origin were in low agreement. A mere 1.2% of those from urban origin only had a neutral score. A great majority, 88.2% of participants from urban origin and 91.1% of those from a rural origin were in high agreement with stated norms.

As to high school, 9.1% of those who finished in private schools and 10.5% of those who finished high school in a public school were in low agreement with stated norms, a small 2.3% of those who finished in private schools were neutral, there was no participant from a public high school that had a neutral score. A great percentage, 88.6% of those from a private high school and 89.5% of those from public school were in high agreement with stated norms.

To sum up, the general score for the study participants by all the nominal variables have registered a significant count for high agreement towards stated important norms. In all variables positive behavioral belief counts were greater than 75%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is high agreement towards important norms. It can be fairly concluded that there is no outstanding difference of

scores between all the variables, most have roughly the same range of the scores. See table below for a general summary.

Important Norm						
Value	Low	N	High	mean	Std. dev	P value
Code	1	2	3			
Male	10.7	0	89.3	3.7337	.71685	.661
Female	12.7	7.3	80	3.6811	.61153	.654
Total	16.9	4.6	78.5	-	-	-
BSW	11.1	1.1	87.8	3.6533	.66066	.140
MSW	7.5	0	92.5	3.8423	.68823	.148
Total	10	0.8	89.2	-	-	-
Urban	10.6	1.2	88.2	3.6869	.67934	.569
Rural	8.9	0	91.1	3.7578	.66389	.567
Total	10	0.8	89.2	-	-	-
Private	9.1	2.3	88.6	3.6416	.60295	.399
Public	10.5	0	89.5	3.7472	.70587	.375
Total	10	0.8	89.2	-	-	-

Table 4. Summary of important norm across demographic variables.

4.4.4. Normative Belief

Normative belief means as detailed in the method part, is personal belief towards how significant others think and consider as important for the person in question. Looking across the entire study participants, 16.9% of the participants have indicated a negative acceptance from their significant other. A small number, 4.6% of participants had a neutral score. A great majority of the participants, 78.5% had positively accepted normative belief meaning that, they believed their significant others had a positive take on the emigrating abroad, [Refer Annex C: Table 2]. Bellow, a further synthesis of normative belief scores by; gender, program, origin and high school is outlined.

Normative belief cross tabulated by gender reveals that, with slight difference 20% of males and 12.7% of females negatively accepted normative beliefs. 7.3% of males and 4.3% of

females were neutral or undecided. A great majority, 77.3% of males and 80% of females positively accepted to stated statements on normative belief.

By program scores on normative belief shows that 20% of BSW students and 10% of MSW students were found to have negatively accepted normative belief, 5.6% of BSW participants and 2.5% of MSW participants had an undecided score. The greater majority, 74.4% of BSW participants and 87.5% of MSW participants positively accepted stated statements on normative belief.

Normative belief by origin shows that, 20% of those with urban origin and 11.1% of those with rural origin negatively accepted to statements. While, a small fraction, 4.7% of those from urban origin and 4.4% of participants from a rural origin had a neutral score. A clear majority, 75.3% of participants from urban origin and 84.4% of those from a rural origin have positively accepted to stated statements.

As to high school and normative belief, 20.5% of those who finished in private schools and 15.1% of those who finished high school in a public school negatively accepted stated normative beliefs, 9.1% of those who finished in private schools and 2.3% from public high schools have registered a neutral score. A majority, 70.5% of those from a private high school and 82.6% of those from public school have positively accepted stated normative beliefs.

In summary, findings point that generally, score for the study participants by all the nominal variables have registered a significant count for positive acceptance. In all variables positive acceptance counts were greater than 70%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is a positive acceptance to

normative beliefs. It can be noted that as compared to the rest, there is a seeming variation within program and high school variables. See table below for a general summary.

Normative Belief						
Value	-VEly	N	+VEly	Mean	Std. dev	P value
Code	1	2	3			
Male	20	7.3	77.3	3.6911	.96161	.912
Female	12.7	4.6	80	3.7091	.84754	.910
Total	16.9	4.6	78.5	-	-	-
BSW	20	5.6	74.4	3.5722	.92915	.017
MSW	10	2.5	87.5	3.9833	.81195	.013
Total	16.9	4.6	78.5	-	-	-
Urban	20	4.7	75.3	3.6549	.95077	.454
Rural	11.1	4.4	84.4	3.7815	.83698	.436
Total	16.9	4.6	78.5	-	-	-
Private	20.5	9.1	70.5	3.5379	.92193	.151
Public	15.1	2.3	82.6	3.7810	.90071	.155
Total	16.9	4.6	78.5	-	-	-

Table 5. Summary of normative belief scores across demographic variables.

4.4.5. Social Mobility

General results point that, for social mobility, a little more than half, or 51.5% of the participants registered as having low mobility, with 14. % of participants being neutral a sizable 33.8% had registered as having a high mobility, [Refer Annex C: Table 2]. Bellow, a further synthesis of social mobility scores by; gender, program, origin and high school is detailed.

Social mobility cross tabulated by gender reveals even though not by a wide margin, a majority of, 56% of males and 45.5% of females had low Mobility scores. Somewhat in the same range, 13.3% of males and 16.4% of females were neutral or undecided on the matter. Second, in terms of greater percentage, 30.7% of males and 38.2% of females had a high mobility score.

By program, social mobility shows that a little over half, 51.1% of BSW students and 52.5% of MSW students registered low Mobility scores. A close, 14.4% of BSW students and 15% of MSW participants had an undecided score. Second in terms of count, a substantial, 34.4% of BSW students and 32.5% of MSW students had a high mobility score.

Social mobility by origin shows that, over half, 51.8% of those with urban origin and 51.1% of those with rural origin had a low mobility scores. Twelve point nine percent of those from an urban origin and 17.8% of participants from a rural origin had a neutral score. And, the second in terms of volume, 35.3% of participants from urban origin and 31.1% of those from a rural origin have registered as having high mobility.

In regards to high school, a low margin majority, 43.2% of those who finished in private schools and 55.8% of those who finished high school in a public school had a low mobility score. A sizable, 20.5% of those who finished in private schools more than 11.6% from public high school scored a neutral score. Second in count, 36.4% of those from a private high school and 32.6% of those from public school have registered a high social mobility score.

In summary, findings point that generally, score for the study participants by all the nominal variables have registered a greater count for low social mobility. In all variables low social mobility counts were greater than 40%. Here to however, it has to be noted that across the four variables, high social mobility scores were minimum 30% or greater. It is possible to conclude from the results that generally, across; gender, program, origin and high school a small margin majority has a low social mobility score. It can also be noted that there is a seemingly negligible variation within the four variables. See table below for a general summary.

Social Mobility						
Value	Low	N	High	mean	Std. dev	P value
Code	1	2	3			
Male	56	13.3	30.7	2.8987	.60750	.306
Female	45.5	16.4	38.2	3.0000	.47610	.289
Total	51.5	14.6	33.8	-	-	-
BSW	51.1	14.4	34.4	2.9644	.49951	.483
MSW	52.5	15	32.5	2.8900	.67017	.532
Total	51.5	14.6	33.8	-	-	-
Urban	51.8	12.9	35.3	2.9294	.57958	.734
Rural	51.1	17.8	31.1	2.9644	.51397	.724
Total	51.5	14.6	33.8	-	-	-
Private	43.2	20.5	36.4	3.0227	.48650	.235
Public	55.8	11.6	32.6	2.9000	.58672	.208
Total	51.5	14.6	33.8	-	-	-

Table 6. Summary of social mobility scores across demographic variables.

4.4.6. Subjective Norm

Regarding towards subjective norm, of the total participants, 21% of participants had measured a low compliance, 6.9% were found to be neutral on the take. And a clear majority, 76.9% of participants had a high compliance score, indicating that they would adhere and strongly consider what is prescribed by their significant others, in this case, parents, [Refer Annex C: Table 2]. Bellow, a further break down of subjective norm scores by; gender, program, origin and high school is given respectively.

Subjective norm cross tabulated by gender reveals that 20% of males and 10.9% of females had a low compliance score. Few, 8% of males and 5.5% of females were neutral or

undecided. And a great majority of 83.6% of males and 76.9% of females had scores that indicated high compliance to subjective norms or significant others.

By program social mobility shows that 17.8% of BSW students and 12.5% of MSW students had a low compliance score, 5.6% of BSW students and 10% of MSW participants had an undecided score. By a wide margin, a very great majority, 76.7% of BSW students and 77.5% of MSW students had scores that point to high compliance with significant others.

Subjective norm by origin shows that, 12.9% of those with urban origin and 22.2% of those with rural origin had a low compliance with significant others. While, 8.2% of those from urban origin and 4.4% of participants from a rural origin had neutral scores. And a great majority, 78.8% of participants from urban origin and 73.3% of those from a rural origin registered a high compliance with significant others.

In terms of high school, a close, 15.9% of those who finished in private schools and 16.3% of those who finished high school in a public school had low compliance scores, with 6.8% of those who finished in private schools and 7% from public high schools ranking neutral. A significant majority, 77.3% of those from a private high school and 76.7% of those from public school had a high compliance with significant others.

Findings point that generally, score for the study participants by all the nominal variables have registered a significant count for high compliance with significant others. In all variables positive acceptance counts were greater than 70%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is high compliance to normative beliefs. It can be noted that, as compared to the rest, there is a seeming variation within gender

variables. Females show a higher compliance than males. See table below for a general summary.

Subjective Norm						
Value	Low	N	High	mean	Std. dev	P value
Code	1	2	3			
Male	20	8	72	3.6867	1.01350	.255
Female	10.9	5.5	83.6	3.8727	.76205	.234
Total	16.2	6.9	76.9	-	-	-
BSW	17.8	5.6	76.7	3.7056	.87376	.266
MSW	12.5	10	77.5	3.9000	1.00607	.294
Total	16.2	6.9	76.9	-	-	-
Urban	12.9	8.2	78.8	3.8265	.87374	.298
Rural	22.2	4.4	73.3	3.6500	.99344	.319
Total	16.2	6.9	76.9	-	-	-
Private	15.9	6.8	77.3	3.7784	.80734	.908
Public	16.3	7	76.7	3.7587	.97275	.903
Total	16.2	6.9	76.9	-	-	-

Table 7. summary of subjective norm scores across demographic variables.

4.4.7. Attitude towards Emigration

In regards to attitude towards emigration, out of the total participants of the study, 14.6% of the participants generally had a negative attitude towards emigrating abroad, 12.3%, as the finds show are undecided and the A great majority, 73.1% of participants were recorded as having a positive attitude about emigrating abroad, [Refer Annex C: Table 2]. Bellow, a further synthesis of behavioral belief scores by; gender, program, origin and high school is given respectively.

Attitude towards emigration cross tabulated by gender reveals that 16% of males and 12.7% of females had a negative attitude towards emigrating. 8% of males and a considerably higher 18.2% of females were neutral or undecided. A significant majority, 76% of males and 69.1% of females had a positive attitude towards emigration.

By program attitude towards emigration shows that 17.8% of BSW students and 7.5% of MSW students had a negative attitude towards emigration, where as 14.4% of BSW students and 7.5% of MSW participants had an undecided score. A significant majority, 67.8% of BSW students and 85% of MSW students had a positive attitude towards emigration.

Attitude towards emigration by origin shows that, 12.7% of those with urban origin and 17.8% of those with rural origin had a negative attitude towards emigration. A higher 15.3% of those from urban origin and a comparatively lower 6.7% of participants from rural origin had a neutral score. A substantial majority, 71.8% of participants from urban origin and 75.6% of those from a rural origin have registered a positive attitude towards emigration.

Finally, by high school, 11.4% of those who finished in private schools and 16.3% of those who finished high school in a public school had a negative attitude, while 22.7% of those who finished in private schools and 7% from public high schools had a neutral stance. A majority of, 65.9% of those from a private high school and 76.7% of those from public school had a positive attitude towards emigration.

Summary of the findings point that generally, score for the study participants by all the nominal variables have registered a significant count for positive attitude towards emigration. In all variables positive attitude towards emigration counts were greater than 65%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is

a positive attitude towards emigration. It can be noted that as compared to the rest, there is a seeming variation within program and high school variables. See table below for a general summary.

Attitude towards Emigration						
Value	-VE	N	+VE	mean	Std. dev	P value
Code	1	2	3			
Male	16	8	76	3.7867	3.7867	.406
Female	12.7	18.2	69.1	3.6182	3.6182	.394
Total	14.6	12.3	73.1	-	-	-
BSW	17.8	14.4	67.8	3.5111	1.15384	.002
MSW	7.5	7.5	85.0	4.1750	.95776	.001
Total	14.6	12.3	73.1	-	-	-
Urban	12.9	15.3	71.8	3.7412	1.09276	.723
Rural	17.8	6.7	75.6	3.6667	1.22474	.733
Total	14.6	12.3	73.1	-	-	-
Private	11.4	22.7	65.9	3.6364	.96668	.573
Public	16.3	7	76.7	3.7558	1.21690	.544
Total	14.6	12.3	73.1	-	-	-

Table 8. Summary of behavioral belief scores across demographic variables.

4.4.8. Intention to Emigrate

As to Intention to emigrate of the total participants, 33.8% had scores pointing to low inclination, a small, 6.9% of the total participants were undecided and a majority of 59.2% of participants have registered a high inclination or a greater desire to emigrate, [Refer Annex C: Table 2]. Bellow, a further synthesis of behavioral belief scores by; gender, program, origin and high school is given respectively.

Intention to Emigrate cross tabulated by gender reveals that a substantial 36% of males and 30.9% of females had a low inclination towards emigrating. A small percentage, 5.3% of males and 9.1% of females were neutral or undecided. And the majority, 58.7% of males and 60% of females had a high inclination towards emigration.

By program intention to emigrate shows that a considerable 34.4% of BSW students and 32.5% of MSW students had a low inclination towards emigration, 7.8% of BSW students and 5% of MSW participants had an undecided score. A majority, 57.8% of BSW students and 62.5% of MSW students had a high inclination towards emigration.

Intention to emigrate by origin shows that, 31.8% of those with urban origin and 37.8% of those with rural origin had a low inclination score. 7.1% of those from urban origin and 6.7% of participants from a rural origin were scored neutral. And, more than half, 61.2% of participants from urban origin and 55.6% of those from a rural origin registered a high inclination to emigrate.

In regards to high school, a considerable 31.8% of those who finished in private schools and 34.9% of those who finished high school in a public school had a low inclination towards emigration, while 6.8% of those who finished in private schools and 7% from public high schools had neutral scores. The majority, 61.4% of those from a private high school and 58.1% of those from public school had a registered a high inclination towards emigration.

The findings point that generally, score for the study participants by all the nominal variables have registered a significant count for high inclination towards emigration. In all variables positive acceptance counts were greater than 55%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is a high inclination

towards emigration. It can be noted that there is a seemingly no standout variations within all four variables. See table below for a general summary.

Intention to Emigrate						
Value	Low	N	High	mean	Std. dev	P value
Code	1	2	3			
Male	36	5.3	58.7	3.2033	.88383	.769
Female	30.9	9.1	60	3.1575	.86718	.768
Total	33.8	6.9	59.2	-	-	-
BSW	34.4	7.8	57.8	3.1185	.85597	.201
MSW	32.5	5	62.5	3.3313	.90606	.213
Total	33.8	6.9	59.2	-	-	-
Urban	31.8	7.1	61.2	3.1931	.91444	.871
Rural	37.8	6.7	55.6	3.1667	.80083	.865
Total	33.8	6.9	59.2	-	-	-
Private	31.8	6.8	61.4	3.5227	.89145	.884
Public	34.9	7	58.1	3.6000	.86971	.885
Total	33.8	6.9	59.2	-	-	-

Table 9. Summary of behavioral belief scores across demographic variables.

4.4.9. Likelihood of Emigrating in the next 5 years

Of the total population, a considerable 20% of participants for the single item on likelihood of emigrating in the next 5 years had scores pointed to a lower likelihood score, similarly 20.8% of participants had a neutral score, while the majority, 59.2% or 77 of the participants had a higher likelihood of emigrating in the next 5 years, [Refer Annex C: Table 2].

Bellow, a further synthesis of behavioral belief scores by; gender, program, origin and high school is given respectively.

Likelihood of emigrating in the next 5 years cross tabulated by gender reveals that a similar 18.7% of males and 21.8% of females had a lower likelihood of emigrating in the next 5 years. Substantially to it can be said, 22.7% of males and 18.2% of females were neutral or undecided. Most, 58.7% of males and 60% of females had a higher Likelihood towards emigrating in the next 5 years.

By program Likelihood of emigrating in the next 5 years shows that 21.1% of BSW students and 17.5% of MSW students had a Higher Likelihood of emigrating in the next 5 years, 22.2% of BSW students and 17.5% of MSW participants had an undecided score. And the majority, 56.7% of BSW students and 65% of MSW students as scores imply, had a higher likelihood of emigrating in the next 5 years.

Likelihood of emigrating in the next 5 years by origin shows that, 21.2% of those with urban origin and 17.8% of those with rural origin had a lower likelihood score. While, 18.8% of those from urban origin and 24.4% of participants from a rural origin were Neutral. A majority, 60% of participants from urban origin and 57.8% of those from a rural origin registered a higher likelihood to emigrate within the next 5 years.

Finally, in regards to high school, 22.7% of those who finished in private schools and 18.6% of those who finished high school in a public school had a lower likelihood score towards emigrating in the next 5 years. Twenty-five percent of those who finished in private schools and 18.6% from public high schools were neutral. Most, 52.3% of those from a private high school and 62.8% of those from public school had a higher likelihood towards emigrating in a five years' time.

Findings point that generally, score for the study participants by all the nominal variables have registered a significant count for higher likelihood of emigration in the next five years. In all variables positive acceptance counts were greater than 50%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is a for the most part a higher likelihood to emigrating abroad in the next five years. It can be noted that as compared to the rest, there is a seeming variation within program and high school variables. See table below for a general summary.

Likelihood of Emigrating in the next 5 years						
Value	Lower	N	Higher	mean	Std. dev	P value
Code	1	2	3			
Male	18.7	22.7	58.7	3.6000	1.23025	.805
Female	21.8	18.2	60	3.5455	1.25931	.806
Total	20	20.8	59.2	-	-	-
BSW	21.1	22.2	56.7	3.4889	1.27415	.225
MSW	17.5	17.5	65	3.7750	1.14326	.207
Total	20	20.8	59.2	-	-	-
Urban	21.2	18.8	60	3.5647	1.26723	.878
Rural	17.8	24.4	57.8	3.6000	1.19469	.876
Total	20	20.8	59.2	-	-	-
Private	22.7	25	52.3	3.4773	1.22927	.514
Public	18.6	18.6	62.8	3.6279	1.24661	.512
Total	20	20.8	59.2	-	-	-

Table 10. Summary of likelihood of emigrating scores across demographic variables.

4.4.10. Internal Control

In regards to internal control of the whole participants, a considerable 24% of participants had a negative perception of what they believed they possessed as skills and knowledge to be good for emigrating abroad. A fraction, 3.1% of participants were not sure and had a neutral score, while a great majority of 78% had a positive perception of their capabilities, [Refer Annex

C: Table 2]. Bellow, a further synthesis of behavioral belief scores by; gender, program, origin and high school is given respectively.

Internal control cross tabulated by gender reveals that 20% of males and 16.4% of females had a negative perception on internal control. A mere, 1.3% of males and 5.5% of females were neutral or undecided. A majority, 78.7% of males and 78.2% of females had a positive perception of internal control.

By program internal control shows that 23.3% of BSW students and 7.5% of MSW students had a negative perception on internal control, and 3.3% of BSW students and 2.5% of MSW participants had an undecided score. A clear majority, 73.3% of BSW students and 90% of MSW students had a positive perception on their own abilities.

Internal control by origin shows that, a similar, 18.8% of those with urban origin and 17.8% of those with rural origin had a negative perception. A small percentage, 3.5% of those from urban origin and 2.2% of participants from a rural origin were scored as neutral. A majority 77.6% of participants from urban origin and 80% of those from a rural origin have registered a positive perception on internal control.

And to high school, 15.9% of those who finished in private schools and 19.8% of those who finished high school in a public school had a negative perception on internal control, while 6.8% of those who finished in private schools and 1.2% from public high schools were neutrally scored. A majority, 77.3% of those from a private high school and 79.1% of those from public school had a positive perception on their internal capabilities.

In summary, findings point that generally, score for the study participants by all the nominal variables have registered a significant count for positive perception. In all variables

positive acceptance counts were greater than 70%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is a positive perception of internal capabilities. It can be noted that as compared to the rest, there is a significant variation within the program variable. See table below for a general summary.

Internal Control						
Value	-VE	N	+VE	mean	Std. dev	P value
Code	1	2	3			
Male	20	1.3	78.7	3.6080	.84881	.580
Female	16.4	5.5	78.2	3.5273	.77971	.575
Total	18.5	3.1	78.5	-	-	-
BSW	23.3	3.3	73.3	3.4600	.83542	.017
MSW	7.5	2.5	90	3.8300	.72402	.012
Total	18.5	3.1	78.5	-	-	-
Urban	18.8	3.5	77.6	3.5741	.86948	.996
Rural	17.8	2.2	80	3.5733	.72061	.996
Total	18.5	3.1	78.5	-	-	-
Private	15.9	6.8	77.3	3.5227	.84986	.612
Public	19.8	1.2	79.1	3.6000	.80528	.619
Total	18.5	3.1	78.5	-	-	-

Table 11. Summary of internal control scores across demographic variables.

4.4.11. External Control

On external control, i.e. controls outside the individual, a majority of 59.2% of the participants had an unfavorable perception on external controls, with 9.2% scoring neutral and a considerable 31.5% favorably looking at external controls, [Refer Annex C: Table 2]. Bellow, a further synthesis of behavioral belief scores by; gender, program, origin and high school is given respectively.

External control cross tabulated by gender reveals that a majority of 69.3% of males and 45.5.4% of females had unfavorably perceived external controls. Very similarly, 9.3% of males and 9.1% of females were neutral or undecided. Significantly varying, 21.3% of males and 45.5% of females had favorably perceived external controls.

By program external control shows that more than half, 56.7% of BSW students and 65% of MSW students had unfavorably perceived external controls, while, 11.1% of BSW students and 5% of MSW participants had an undecided score. A considerable, 32.2% of BSW students and 30% of MSW students had a favorable perception on external controls.

External control by origin shows that, most, 48.2% of those with urban origin and 51.1% of those with rural origin had unfavorably perceived external controls. While, 10.6% of those from urban origin and 6.7% of participants from a rural origin were rated as neutral. And, a substantial 41.2% of participants from urban origin and 42.2% of those from a rural origin registered a favorable Perception on external controls.

External control by high school shows a majority, 43.2% of those who finished in private schools and 67.4% of those who finished high school in a public school had an unfavorable perception on external controls, while a similar 9.1% of those who finished in private schools and 9.3% from public high schools were neutral. Significantly different, and substantially, 47.7% of those from a private high school and 23.3% of those from public school had a positive perception on external control.

In summary, findings point that generally, score for the study participants by all the nominal variables have registered a significant count for positive acceptance. There is significant variation in external control across most of the variables. It is possible to conclude from the

results that generally, across; gender, program, origin and high school, it can be assumed to be mixed, with slight inclination towards unfavorable perception of external controls. It can be noted that as compared to the rest, there is a seeming variation within gender and high school variables. See table below for a general summary.

External Control						
Value	Unfav	N	Favo	mean	Std. dev	P value
Code	1	2	3			
Male	69.3	9.3	21.3	2.7372	.57429	.064
Female	45.5	9.1	45.5	2.9273	.56963	.064
Total	59.2	9.2	31.5	-	-	-
BSW	56.7	11.1	32.2	2.8519	.54856	.313
MSW	65	5	30	2.7406	.63950	.343
Total	59.2	9.2	31.5	-	-	-
Urban	48.2	10.6	41.2	2.9809	.50757	.000
Rural	51.1	6.7	42.2	2.5093	.58170	.000
Total	59.2	9.2	31.5	-		
Private	43.2	9.1	47.7	3.0426	.38404	.001
Public	67.4	9.3	23.3	2.7025	.62652	.000
Total	59.2	9.2	31.5	-	-	-

Table 12. Summary of external control scores across demographic variables.

4.4.12. Perceived Behavioral Control

Perceived behavioral control which is, individual perception on whether they are facilitated or inhibited to perform a behavior, i.e. migrate, after weighing in on control beliefs. So accordingly, of the total participants, 43% of the total participants had an inhibited self-perception on being able to emigrate and a small, 6.2% were neutral and the majority 60.8% had a facilitated self-perception on being able to accomplish emigrating abroad, [Refer Annex C:

Table 2]. Bellow, a further synthesis of behavioral belief scores by; gender, program, origin and high school is given respectively.

Perceived behavioral control cross tabulated by gender reveals that a sizable, 37.3% of males and 27.3% of females had an inhibited self-perception about stated behavioral controls. And, 9.3% of males and 1.8% of females were neutral or undecided. The majority, 53.3% of males and 70.9% of females had a facilitated self-perception about behavioral controls.

By program Perceived behavioral control shows that a considerable and similar 34.4% of BSW students and 30% of MSW students had an inhibited self-perception about behavioral controls, a small fraction, 5.6% of BSW students and 7.5% of MSW participants had an undecided score. Most, 60% of BSW students and 62.5% of MSW students had a facilitated self-perception about stated behavioral controls.

Perceived behavioral control by origin shows that, 23.5% of those with urban origin and 51.1% of those with rural origin unfavorably perceived external controls. And 5.9% of those from urban origin and 6.7% of participants from a rural origin were neutral. With significant difference, the majority, 70.6% of participants from urban origin and 42.2% of those from a rural origin registered as having a facilitated self-perception about stated behavioral controls.

As to high school, a substantially unequal 18.2% of those who finished in private schools and 40.7% of those who finished high school in a public school had an inhibited self-perception about stated behavioral controls, while 6.8% of those who finished in private schools and 5.8% from public high schools were found to be neutral. Most, 75% of those from a private high school and 53.5% of those from public school had a facilitated self-perception about stated behavioral controls.

Findings here point that generally, the score for the study participants by all the nominal variables have registered a significant count for positive acceptance. In all variables positive acceptance counts were greater than 70%. It is possible to conclude from the results that generally, across; gender, program, origin and high school there is a positive acceptance to normative beliefs. It can be noted that as compared to the rest, there is an easily noticeable variation within gender, origin, and high school variables. See table below for a general summary.

Perceived Behavioral Control						
Value	Inhib	N	Facili	mean	Std. dev	P value
Code	1	2	3			
Male	37.3	9.3	53.3	3.1333	.77909	.344
Female	27.3	1.8	70.9	3.2545	.62637	.328
Total	33.1	6.2	60.8	-	-	-
BSW	34.4	5.6	60	3.1750	.73577	.820
MSW	30	7.5	62.5	3.2063	.68614	.815
Total	33.1	6.2	60.8	-	-	-
Urban	23.5	5.9	70.6	3.3000	.72662	.011
Rural	51.1	6.7	42.2	2.9667	.65626	.009
Total	33.1	6.2	60.8	-	-	-
Private	18.2	6.8	75	3.3750	.56676	.030
Public	40.7	5.8	53.5	3.0872	.76961	.017
Total	33.1	6.2	60.8	-	-	-

Table 13. Summary of perceived behavioral control scores across demographical variables.

4.5 Independent Sample Test

Independent Sample Test has been done across the scores of the 12 constructed scales of measurement. This has been done to assess for any statistically significant difference in the mean scores between the four variables, i.e. gender, program, origin and high school. Results for this variables are presented sequentially.

Between gender, for all twelve measures, there is no significant differences between the mean scores for males and females, as all p values are > 0.005 .

Independent Samples Test by program variable has revealed one significance. There was a significant difference in 'Attitude towards Emigration' scores for BSW program (M= 3.51, SD= 1.15) and MSW program (M= 4.17, SD= 0.95) conditions; $t(128) = -3.182$, $p = 0.01$.

Apart from this, in the rest of the measures there no significant differences between the mean scores for BSW and MSW programs have been found, as all their p values are > 0.005 .

Independent Samples Test by origin also revealed one significance. There was a significant difference in 'External Control' scores, for urban origin (M= 2.98, SD= 0.50) and rural origin (M= 2.50, SD= 0.58) conditions; $t(128) = 4.789$, $p = 0.00$. Apart from external control in the rest of the measures there is no significant differences between the mean scores for urban and rural origins, as all their p values are > 0.005 marker.

Independent Samples Test by high school has revealed one significance. There was a significant difference in 'External Control' scores, again, for private high school (M= 3.04, SD= 0.38) and public high school (M= 2.70, SD= 0.62) conditions; $t(128) = 3.294$, $p = 0.00$. Apart from external control in the rest of the measures there was no significant differences between the mean scores for private and public high school, as all their p values are > 0.005 .

CHAPTER FIVE

5. Findings

5.1. Introduction

This part deals with the qualitative finds of the study. In line with part of the overall guiding purpose of this study, the qualitative part of this study has examined in to the basic nature of brain drain in the School of Social Work at Addis Ababa University, additionally, the qualitative aspect of this study has also investigated social work student's reasons and considerations towards emigrating abroad. Accordingly, this section mainly highlights and present the major findings from the key informant and in-depth interviews.

The organization of this section proceeds as follows. In the first section the profile of interview respondents has been looked at. This is followed by the main section of the findings from in-depth and key informant interviews. Starting by respondents take on what social work is and why they choose to join social work. Some of the major themes that have been discussed below are; The generalist orientation of social work curriculum as a cause for lack of individual engagement, lack of awareness on many fronts, the general employment and work situation of social work in Ethiopia and the social sciences, career progression, better prospects for social work, general and specific outlook and belief towards emigrating abroad. Also reasons why

other social workers emigrate, family attitude towards emigrating, future goal of respondents, the effects of emigration on the social work profession and the probable benefits from the emigration of social work professionals is discussed.

Quantitative finds are presented along with the qualitative findings. Under relating themes, quantitative results of the scales of measurements and relating specific items are presented together with the emergent themes.

5.2. Profile of interview respondents

Qualitative data was collected from a total of seven respondents, four social work students, two social work students who are abroad and one staff member in the school of social work. Accordingly, In-depth interviews were conducted with 3 social work masters' students, (2 males and 1 female), one final year undergraduate student (male). Additionally, in-depth interviews were collected from two masters social work students currently abroad. Lastly, one key informant interview was held with a staff member in the school of social work.

Furthermore, it has to be noted that in the presentation to follow, interview respondents have been assigned code names to refer to them. Accordingly, the three masters' respondents, two males and one female, are code named as; R1, R2 and R3 respectively. The final year undergraduate student has been given, R4 as a handle. The two social work students who are abroad are given the handle; R5 and R6. The key informant of this study is referred to by call sign: R7. For summary of the profile information of interview respondents refer to [Annex C: Table 14]

5.3 Social work, more than a profession?

To the question that inquired respondents to tell about their profession, social work, and why they had chosen to join it. Respondents have expressed their understanding of social work and have gave their personal take on what they saw it for.

R1 has gave a description of social work as a discipline which helps people in helping themselves and enabling them attain a better version of themselves: “... *it is a profession that helps people help themselves, it’s about helping people be the best versions of themselves and creating the best possible environment to achieve and do that*” And continued that he thinks that the profession ought to pursue matters of humanity: “*social work should be about pursuing human rights, social justice and effective human cooperation and coexistence.*”

Concluding, the respondent summed up detailing social works areas of operation, and described the essence of what social work does as improving lives: “*it is a profession that operates at an individual, group, community and policy level, so I think it’s about improving human lives.*” And so says R1, these traits of social work resembled what he aspired to be: “*so I joined I think because it represented something that I hoped to be.*”

R5 on the issue has said that that the profession is one that theoretically and practically addresses how a society functions. The profession was also noted to have a wide ranging spectrum also the professions ability to establish a relationship with clients was raised. This is what R5 had to say:

“*In general like, social work is a profession that tries to address the both the theoretical and the practical implementation of you know, how a society functions and how a professional social worker can also contribute and have a relationship with clients, it is a very broad spectrum*”

R4 about social work has stated its high importance, also R4 has described the profession as problem solving discipline. Furthermore, R4 has outlined various levels at which social workers can engage. Concluding R4 said that the discipline even seemed as if it was “...like a spiritual education” as R4 has said. This is what R4 has said.

“Social work, as I had heard from former students is that the discipline is very important. It is a problem solving discipline. If you are a social work student, when you are employed and work in any organization, you can solve the problem easily and you will propose solutions and directives and stuff. And also psychologically, you treat disordered people, and also you work with family, with organizations, with individuals. Even, the discipline seems like a spiritual education, and it is very important.”

R2 has briefly stated that social work was a helping profession and explained that it was about helping the needy and studying and finding solutions to problems. The solutions to problems in R2 comments somewhat go with what R4’s “*propose solutions*” when describing what a social worker does. This is what R2 said on this matter:

“Social work is a helping profession, it’s all about helping the needy, studying problem, and finding solutions to problems, that’s what it is, for me it’s no more than this.”

R6 similarly with what R1 had to say, said, “*It is all about working for justice and bringing better wellbeing for minority people, like children, women people with disability and so on. So it’s all about bringing justice and improving the wellbeing of society.*”

R6 has also added that social work as a profession very much in harmony with her; religious perspective, personality and life principles, very much like R4’s concluding comment, “*the discipline seems like a spiritual education*”. This is what R6 said:

“...so I thought social work would be the best profession from even from my religious perspective it’s like helping others and bringing justice to human beings so I thought it would be a better profession for me. It is more like my personality, and it is more of aligned with my life principles”

R3 has briefly explained that social work is a profession made to help people that engages at the individual and for the most part on the community level. This is how R3 put it, *“Social work means, it is a department and profession within social sciences, it is a profession that is established to help people, and most of the time to work with the community.”*

5.3.1. Reasons for choosing to join social work

Respondents have given wide ranging yet with some similarly themed responses on why they have chosen to join social work. Answers varied from respondents who consciously sought to pursue social work

R1 had told that upon entering in to the university level, he had come with ambitions of joining journalism, but when he heard about the discipline from a teacher from social work during an orientation session before the choice for specific field stud, had him think twice;

“Everything changed when a teacher from the School of Social Work told us what we would be getting into if we chose social work, she said you would be standing for the powerless representing those who can’t represent themselves, changes lives for the better, touching lives that really matter and need somebody’s help”

R1, had also, apart from what he had said above, have given better financial prospects as one reason why he chose social work instead, *“When I joined university I was not really*

planning to pursue social work my initial choice was journalism, but then I wasn't sure about the market."

R5's reason for joining is differs, she was drawn to it out of her interest and passion for helping children.

"One is because I was really passionate to work on children, youth and family because my background is from psychology and I studied about family and the like but I heard or got the information from a social work student who informed me that there is a concentration studying this aspect.... And it really is because it is my passion to serve or be involved in the discipline"

And R6 as to why she joined attributed social works alignment with her general outlooks

"When I first chose social work, it was more of thinking about what would I do like as a job and I really wanted to do something that is fair to everyone. I didn't want to do something that hurts people... so I thought social work would be the best profession from even from my religious perspective it's like helping others and bringing justice to human beings so I thought it would be a better profession for me. It is more like my personality, and it is more of aligned with my life principles"

R4, who is a second year BSW student whom is blind, when asked why he wanted to join social work, told and explained to the researcher that it was before some time before joining the university that he had lost his eye sight. And before losing his sight R4 had aspirations of becoming a doctor that was drawn from a passion to serve humanity. For R4 losing his eyesight came in the way of his realization at becoming a doctor but not his passion to serve humanity. As R4 explains, he found social work as a worthy substitute to pursue.

Why social work appealed to R4 was that, in the respondents own words, he had got the information that what would lead him “*straight to helping people*” was social work. Below is R4’s full account:

“Before I entered social work I used to wish to be in medicine. I wanted to be in medicine because, I wanted to serve humans free, meaning I had a deep running inner interest to help humans. And that interest to of mine, when I came here and got the information that, what would lead me straight to helping people was social work. Now for example, I could have learned law, but I had interest for social work, and the profession, you can easily meet with people and help people. Well it is because I wanted to succeed my medicine ambitions.”

Very different from the rest, R3’s reason of joining social work is influence of her peers and her being swayed by what she heard, that social work was good. When asked why she joined social work R3 had to say this; “*Peer pressure, I entered because it was said that it was nice, that’s it. But there was nothing I knew.*”

Different like R3’s comments, R2 has frankly explained that he chose social work, out of hearing that there was a better living and a distinctive campus setting at Akaki which a gave a special treatment. This is what R2 said: “*Social work was given at Akaki in BA and, back then people told me that there was a better living they said the campus is different, they take special care of you, I chose.*”

5.4. Posts social workers fill and lack of engagement at the individual level

In the in-depth interviews, with students and with students abroad respondents when asked to describe what posts social work students filled. Apart from detailing on social worker’s areas of engagement respondents have recurrently raised that social work mostly

engages at the community level. Respondents have also pointed that social work has yet to engage in the individual level.

And to the question, respondents have similarly described various posts, social workers fill. Respondents have in summary raised engagements of social workers in non-governmental and governmental organizations, hospitals and teaching have been primarily raised.

R1 outlining what posts social workers fill described it in the context of various institutions and organizations. R1 has also highlighted that most of what social work does relates to communal issues and that social work has not yet reached to a level where it engages on an individual level.

“I think most of them are related to projects, especially when it comes to non-governmental organizations, in government organizations they work on issues like women and children affairs, in hospitals where they admit patients who need free care. Mostly it’s on communal issues, we haven’t reached a point where social workers work with individuals. And in nongovernmental organizations its working as project officers, outreach workers, in some instances monitoring and evaluation and stuff like that.”

In line with what was said above by R1, R5 has similarly noted that social work has yet to fully engage on the individual level. *“But they don’t actually go to the community and address individual needs of the community members.”*

R5 described the post social workers do as follows;

“...in health sectors they might be part of the team with health extension workers in terms of data collectors or researchers. Most of my friends are even university people either after graduating in social work in masters they just go to school and then they teach the profession

social work. So as I told you, it's either in NGOs as project personnel, and in health they are a kind of a survey or data collectors or you know part of the implementers of packages. And at the same time in higher institutions they are teachers. So their profession is not more than five or 6 roles I can say."

R3 to we can see from the extracts of her comments of what she thought social work is, had stated in line with R5 and R1, that social work was a discipline that mostly engaged with the community: *"it is a profession that is...most of the time to work with the community"*

5.4.1. Generalist orientation of social work curriculum and individual engagement

When asked about lack of individual engagement, the key informant of this study has affirmed social work in Ethiopia is yet to engage in the individual level. This is because, as R7 told, due to the generalist nature of the social work curriculum. R7 explains that the curriculum was crafted having in mind the overwhelming shortage of social worker as compared to what would be needed for the total population and the magnitude of problems. This is what R7 had to say on this:

"Our social work curriculum both in the undergrad and the master's levels is so called generalist social work, meaning we are not producing social workers who can work on specific in terms of individual work or case work or this or that because we haven't had that privilege. uh. the number of social workers in this country is very limited and the social problem is massive. So therefore the intention was to produce social workers who have the basic information which can enable them to work in different position and basically in terms of community work and in terms addressing people in group and not as individuals because we can't assign social workers for individuals. We don't have that privilege."

And therefore says R7 social workers have tried to be “*master of all in their profession*” R7, has also outlined more or less the same posts, as have been raised by students when describing the generalist nature of the social work curriculum:

“Therefore, we were trying of course social workers to be a master of all in their profession. Meaning working with healthcare system, working in community, working in the school system, working in governmental and non-governmental organization, working in policy framework, working with teachers, advocates, and this and that.”

5.5. Lack of Awareness

One of the most recurring theme that reappears with all respondents is the issue of awareness. All respondents have raised awareness, especially from the employing side, as a key problem in social work. For example, R4 has stated that awareness is the biggest problem, the masses in general had this lack in awareness, also R4 has talked about lack of awareness in the sub regions. Here is R4’s account:

“...but now the biggest problem is that there is lack of awareness of the masses, for example, social works importance in each and every hospitals, the masses don’t understand. Now for example, those in the sub regions don’t know it, when social work is said there, it is called (“Yegara Sira” a local terminology) “group work” but the name is just called social work but they don’t know that it has numerous problem solving courses.”

R4 Interestingly has also indicated to lack of awareness in assessing his parent’s stance on emigrating abroad. R4 has said that his family “*want my sisters and me to go.*”, “*but this*

means that it is a lack of awareness” Because R4 says, “it is possible to work here and change one’s self”

R1 on the issue has said that “... *it all comes down to awareness, when you know what a social worker does, you will fill a post that needs a social worker with a social worker and a social worker only.*” R1 Explaining in analogy to other disciplines, has added that;

“So everyone knows what a physician does what a lawyer does, we don’t hear so many discussions on that right? There are like no debates, because everybody knows what they are supposed to do it has been established a while ago. And I think, what we have to strive is to achieve that kind of universal understanding on what social workers can do and what social workers should do”

R5, has owed the lack of awareness to social works recent introduction. Said that due to dealings with human behavior and social environment people easily confuse professions like psychology with social work.

“In Ethiopia it is a recent phenomenon because people in different organizations or in different places do not distinctly you know identify what a social worker does because they usually mix it with other professions like psychology and sociology. Because it also deals about the human behavior and social environment so people tend or incline to mix it with those two professions.”

R5 has further added that employers being unaware goes beyond employers and to the wider society.

“As I can say employers are the reflection of the society, they are part of society when they are done from their work time they join the community at large so if the employers’ attitude is insufficient and then we can clearly observe that the average people are not fully aware what a social worker is up to so far, so I think it’s not going to be a different phenomenon to the average person as well.”

R6 similarly has told and confirmed of a lack of awareness and has added also that other professionals from other disciplines.

“Just to share my own encounters when we were doing internship at undergrad, so they didn’t know what social work was what to do with us. There is no awareness about the profession in the country. And also not only not being able to find a job for them but also there are people who assume themselves as social worker without any degree or training, so ya I know there is lack of awareness about the profession... someone I remember once, she graduated with psychology I think, but she told me that she got appointed as a social worker.”

R2 as we will see has raised awareness, specifically employer’s awareness when asked about the general work and employment situation of Ethiopia. The researcher had then asked R2 to further elaborate on what he raised on awareness. R2 has explained, using some of his own personal experience. R2 has told that employers are not even aware of social work the discipline but surprisingly knew of social work as just a post and nothing more. R2 has also showed that there are non-social workers who occupy social work posts. this is what he had to say:

“The position says social worker, there are those who only know there is only a social work position, but not that there is a social work discipline. For example, I had gone to the sub regions once, and in a government office, labor and social affairs, they two employed social

workers but when I gave my CV saying I'm a social work student, is there a social work education the head had said to me, he asked me is there any education like this, but there are two employees who are supposed to be social workers that he monitors. The two so called social workers are, one is in civics and the other is an economics or something graduate. There are many who don't know."

Still on awareness, R2 has additionally pointed to as an example, what he had heard some while back, that when a social worker applied for an advertised social work post, amazingly the social worker got rejected and was told he could not apply, and a legal proceeding was filed against the employing organization. Concluding R2 said that it is to challenges like this but there were many untapped opportunities. This is R2's comments:

"Even, two years or three years before, there are those who have went and argued and even filed a suit to. They were a social worker and they gave in their social work papers but they told them they would not compete and banned them from a social work position. It's that there are these kinds of challenges but there are opportunities, lots of uncovered areas."

5.5.1. Lack of clearly defined posts in the work environment.

R1 had stated that most of the people who are managing NGOs especially middle and small level NGOs are graduates from the school of social work.

"Because wherever I go for field education or for other thing I see people who studied here, and the attitude hasn't changed much, still. About what we said earlier, what social workers should do. But still the policy of the organizations hasn't changed still. People who are trained by this very school who are running lots and lots of organizations especially the NGOs

are still practicing their old policies and even if they are employing more social workers they don't have clearly specified job specifications for this social workers."

R1 however said that that was his opinion; *"I think it needs more research in to it, my observation could be an over simplification."*

However though, in line with what R1 said about employers lack of awareness R2 has also backed some of what R1 has said: *"the profession is not well known among employers, there is a tradition of placing other professionals from other fields in the work post."*

And when asked about social work posts from the government side, lack of awareness was an issue also here. R1 drawing from those friends he knows in government jobs had this to say:

"From what I have heard, some of my friends are employed in those government posts. And they tell me they had to refine the job to fit their skill sets. In a way they had to rewrite their job specification by themselves.... The thing is, the government doesn't really have a clear specification of its expectations when they hire people, in many instances not just social workers, and it's an even vague concept for social workers."

Something similarly R5 on the matter has said that employers don't quite know where exactly to put a social worker:

"... Employers to be honest they don't know where to put social workers in a position, because they don't actually know what the profession can solve... they don't know what to do with them, like do I put them on a program position on a project or as an assistant or you know,

so they create a space, a flexible space to insert social workers in any position that they would like to fit them in.”

R2 has described the work situation similarly as what has been said by R1 and R5 above have. R2 telling his own work story, told that it was not clear what is expected of you and that employers “*make you do everything*” and that they made one work unrelated things, like to fill the gaps of other posts.

“They just make you a do all person I have worked 1 year as a social worker at a local NGO called Progenist as a project manager. The position says a project manager but what they make you do is everything; you also do other extra works that do not relate. So it is not clear what you do, they don’t most of the time specify and set what you do. If you are employed in non-governmental organizations, they are like that most of the times... and the work most of the time is tiring. And they might make you do something unrelated, if there is a gap in some other post.”

5.5.2. Competition from other disciplines

When asked to comment about what is being said about other disciplines filling in social work posts, R5 had given an elaborated explanation about how this trend takes its toll on social work from fully being “*a profession by its self*” and has also given on the matter an example of sorts.

“... when you see mostly in Ethiopia Ethio-jobs is the most famous electronic job site and whenever you apply for a social work position it says in general, social science, but when you just go through the activities in detail, it exactly matches with the profession social work, but first they will say social work, or psychology or sociology or related fields. So this is I think, is the major challenge which keeps social work not to be a discipline or a profession by its self.”

Continuing Respondent 5 had even gone to the length of stating her doubt of whether employers would know where to get social workers.

“...and one is the lack of awareness and two is, they don’t know where to find you know, knowing where to get the person, the right person on the right time is also one other skill from the employer’s part, but I think they don’t actually know where to get social workers.”

Very much in sync to this R1 had also given a statement about how job advertisements emphasize on the job as opposed to profession. This is what R1 had to say;

“When they post a job advertisement they call for a range of professions so they are not specifically advertising to hire social workers. So usually the specification is about the job, not the profession and the social worker is going to fit in that position and that position may not have been tailored for a social worker, specifically for social workers.”

Respondent 1 in stating opportunities for social work has made note that social work posts are being field with non-social work professionals. *“... it used to be filled by para-professional”* and that it *“was being field with non-professionals”*

R3 when asked to elaborate on her statements about her bleak assessment of the general work situation of social work. In line with R1 and R5 R3 has told of social work jobs being filled by other social science disciplines, and that there is no work advertised for social workers. On top of this R3 has added that lack of awareness exists about what social work is and what a social worker does is not known by most people in Ethiopia. Below is R3’s comments:

No, there is no... there is no work first of all. The reason for this I think is social work is done by many social science fields, be it sociology or anthropology I don’t know, anyways,

anyone does it in many NGO's, there is no work issued specifically for social work so there is a lot of scrambling on social work. It also doesn't have awareness, most of the people in Ethiopia don't know what a social work is, what a social worker does so, a lot of times there is no work that is advertised for social work in my opinion."

R3 has also added that, as a social worker it is possible to do a lot of work, but employers unawareness creates lot of scramble for social work posts from other disciplines, thereby increasing the unemployment of social workers' states R3. Here is what R3 had to say:

"There is work, you can do a lot of work being a social worker, but in Ethiopia the people don't have awareness, the ones who employ, other people who learned other disciplines get in and do that work, specifically they don't want those who have learned social work to work for them, so there is lot of scrambling and that's why the unemployment for social work got high."

R2 has similarly stated that for social work posts that are put on notice there is no stated requirement for a social worker, but instead other disciplines or generally social sciences will be put there.

"For example, for a certain job a social work position will be issued but those who learned social work might not be written in the list, and it might be said sociology or psychology or just any kind of social science."

5.5.3. Psychology overshadowing social work,

One specific thing that R5 had made note of was about psychology overshadowing social work when it comes to counseling. It is important to point out and remind at this point that R5 is of a psychology background. This is what she had to say;

“...they don't actually go to the community and address individual needs of the community members. So I think that is because sometimes the discipline psychology overshadows the role of social workers. For example, if someone wants a counselor social work personnel can also give counseling but they usually associate it with... the role of counseling is absolutely the mandate of psychology, there are these kind of biases so they don't practically get evolved to such activities so in CSOs or in NGOs they are project person so they do the one plus one thing.”

5.5.4. Employers lack of awareness, A reflection of their past?

R7 on lack of awareness, after hearing out the researcher's explanation about different aspects of lack of awareness and some of the examples given on this by other respondents, R7, has given what he and others hold on this matter. R7 first established that generally speaking, for the most part employers come from a generation that had lived under the socialist Derg rule. And employers that come from this time says R7 are influenced with the way of doing things then. By this R7 is referring to the practice of interchangeably and crudely assigning and employing people of different social science disciplines except political science says R7 into any given posts. Furthermore, R7 also explained that during that time there was a habit of calling different field agents that came in to contact with the community as social workers. This is what R7 said on what has been summarized:

“If you look the current employers. Those employers are graduated during when? Mostly, during the Derg period. If you count back during the Derg period, there was no social work. So they were simply calling social workers, those people who used to work as a field agent, home-to-home visit, this and that, they used to call them social workers, since they in regular basis communicate with community members. And they hadn't had that awareness. So for them, what can be done by sociologist can be done by psychologist and this and that. That's partly was because during the Derg period, the government used to assign graduates to different employment and social scientist used to be placed in the similar kind of organization like Sociology, so... sociologists, psychologist or others could be placed in the same place, except political science.”

R7 has went on further and explained that, this experience of employers gave them a thinking that a given post can easily be filled and done by another professional from a similar but different background. R7 has also given as an additional reason for the lack of awareness social work is facing to be the fact that it is relatively a new profession. And also that being a new profession there aren't many employers with social work credentials. This is what R7 had to say on this:

“And that kind of experience, I can call it a bad experience lead them to believe that, they can use different professionals interchangeably, what matters is the depth of their knowledge, otherwise you might say this job or that job can be easily implemented by those people who have similar kind of background, even if it is not similar. That is their thinking and as I said these people were not exposed to the profession, because it wasn't there during their time. It wasn't there until 2004-5. So it is a new profession and that's one. The other one is there are only very few employers who have a social work degree.”

R5 as reason to employer's awareness has said that it has to do with the relatively recent arrival of the discipline: *"In Ethiopia it is a recent phenomenon because people in different organizations or in different places do not distinctly you know identify what a social worker does because they usually mix it with other professions..."*

5.6. General employment and work situation of social work in Ethiopia

When respondents were asked about the specific work and employment situation, the matter has been addressed in various vantages, some respondents like R1 and R3 have in common described the situation from a national perspective. Most respondents have stated one way or another that, social work can't be looked at independently but rather along with other disciplines in the social sciences and the general employment and work situation in Ethiopia.

R1 when posed with the second question in the interview guide about the general work and employment situation, said that it should be seen generally. *"I think we have to see it in context of the employment opportunities in the country for any profession, which I think is pretty low. There are so many unemployed youths who have graduated from universities."*

R1 answering to a question that asked about other disciplines taking over social work posts had this to say;

"...second is it reflects on the general employment and work situation in Ethiopia now. Because, it's not just social workers, lots of posts are being filled by professionals who have nothing to do with that particular post. We hear it every day, this is not exclusively to social work."

Continuing R1 added that one big problem faced here in Ethiopia generally is lack of careful planning in management. Citing this R1 has explained that this is not limited to social work but rather is embedded structurally. This is what R1 had to say:

“And the third thing is about, the concept of management in Ethiopia which I think comes down to control rather than a careful planning and deliberations to achieve your strategic objectives. So I think to a bigger extent it has structural issues that are not just limited to social work, so that is my take on it.”

From R1’s description of social work posts in the government sector, has explained how the government is unclear of the roles of the people they employ, and that this problem affects other disciplines. This was what R1 said: *“The thing is, the government doesn’t really have a clear specification of its expectations when they hire people, in many instances not just social workers, and it’s an even vague concept for social workers”*

R3’s take on the general employment and work situation was grim. For R3 the situation was bad, because, as she reasons not many of her friends she had graduated with were able to find a fitting work for them or none at all, for two years’ now. R3 has dealt with this question explaining from the country stand point similarly with R1. R3’s account:

“In Ethiopia, it is very bad, because from what I know, not one percent of the students found a work in social work in Ethiopia, all were under employed or are unemployed, still, and it’s going to be two years now, so it’s really bad.”

When asked of the general work and employment situation of social work, R2 has explained that there are several work that come in a social work position, but employees lack of awareness has seen a trend of other professionals filing social work posts. R2 put it another way

to, has basically said that generally the social sciences have a low market value, but that he believes that from within the social sciences, social work had a better employment prospect. This is what R2 commented on the matter:

There is a lot of employment opportunities, there are many work posts that come out as social work position, but because the profession is not well known among employers, there is a tradition of placing other professionals from other fields in the work post. So it's somewhat challenging to enter work. And in another way, the whole of social science, its appeal and on the market, it's a little cheaper, social work included. But apart from that from within social sciences, social work is better, it has a better employment prospect, I believe."

When R7 was asked about how the general work situation of social work looked like, the respondent has told that, the number of social workers was very limited as the profession was just emerging. "...Especially, so far, not this year or last year; for the last couple since the number of social workers in the country was very limited... Ah, securing job wasn't a problem here locally as it was relatively new." The researcher followed up on this, asking 'Are social workers still easily absorbed into the local market?'

R7 to summarize has elaborated that the absorption rate of undergraduates is slowing, but that it compared better than other disciplines. The master's program, due to the small number of learning students and existing masters level work force as R7 noted, puts master's holders in social work in demand. This goes in line with what R2 had said, about the situation being poor for all social sciences in general but that he believed it was better for social work. Below is what R7 said:

"It is decreasing right now for the undergrad it is declining now. But in the master's level most of them are already employed when they come to us. Most of them have already have their

own job. Only few of them are self-sponsored and out of job and for them to get employment wasn't as such a very difficult thing to do. Because, one, they are very few in number, even they can be easily absorbed by the higher institutions in the country because of their number. Second, the number of graduate in that level is also very very small so the job market is still looking for social work graduates, it's in the masters' level but when it comes to the undergrad level, uhh... like as compared to other jobs, but as compared to other professions it is good, but as compared to the previous social work graduates, now it is declining every year."

On the last part of R7's quote in the above paragraph, the researcher had asked as to why this decline is taking place, the key informant has explained previously social work was solely given by Addis Ababa University, but now more and more regional universities are giving social work, which produces more graduates and thus more competition. This is what R7 replied:

During that time there were many vacant positions which can be fulfilled by young graduates. Previously it was only School of Social Work at Addis Ababa University who used to offer social work. But now, Gondar, Bahir Dar, other seven-eight universities are offering social work degree. So the number of graduates every year is increasing so now it became competitive."

5.6.1. General employment and work situation in Social sciences

As has been mentioned in the previous section, some respondents have looked at social work in light of the social sciences.

When asked how the pay looked for social sciences in general, R5 has noted that unsatisfactory pays are common across all social science disciplines. This is what R5 had to say:

“Yes, exactly, that’s what I was trying to say even the same is true for social work, psychology, sociology and other social science fields. Especially when you are at zero experience, or not even for two, two years is also, is not a good earning stage, so either you have to work more years to get you know the better payment position so I think we are on the same page when it comes to social science in general”

When asked do people in social work or the social sciences, believe they can transform their lives with what they do, meaning regarding to pay. R1 has given his personal outlooks about his prospects in future that he anticipates with his current trend of earning. R1 has said things going the way they are he doesn’t believe he will even achieve a middle class status. Below is that take of R1.

“I think at the current pace, if things go on as they are, I can’t tell you about other people but I can tell you about myself. I don’t see myself buying a house, I don’t see myself owning a car, I don’t see myself becoming a middle class citizen in the foreseeable future with my current earnings from working as an academician in the field of social work.”

When R7 said for social work degree program, that: *“As compared to other jobs, its better.”* At this point the researcher had asked: ‘Compared to say, as compared to other social sciences?’ R7 confirmed and added even from the natural science, referring to engineering, social work has it better in terms of employment. Here is this excerpt: *“Yeah. For example, even non-social science as well. As compared to, for example engineering it is better. Because of the 70-30 policy? Yeah there are number of people over there.”*

5.6.2. Saturation of absorption and lack of enough employment Opportunities

R1 has outlined positive prospects for social work, but despite that was careful to underline that employment opportunities despite there being some, are scarce due to a competitive market and a low absorption rate of the market. This is what R1 said:

“Employment opportunities... no I didn’t say they are enough, I said there are employment opportunities here. It is a very competitive market and the absorption is not high, that’s one thing. Both, I think, for instance hundreds of thousands of Ethiopians graduate from universities every year. And the job market can’t handle that many students, new graduates.”

R1 has also added and concluded that despite, social works relative advantages he had outlined, in the paragraphs above, he never the less tough the situation was not good.

“I think they are limited but there are opportunities, as I have said about employment, there are opportunities but people have lost hope. What I’m telling you is that the reality on the market is that social work students have a better chance than others, but still it is not good.”

Similarly, with what R1 had said about many graduates being produced every year, the key informant of this study has also told that since social work is spreading and being thought in other universities the number of graduates are increasing currently. Here is the extract from R7’s comments:

Previously it was only School of Social Work at Addis Ababa University who used to offer social work. But now, Gondar, Bahir Dar, other seven-eight universities are offering social work degree. So the number of graduates every year is increasing so now it became competitive.”

R6 when asked what happens to social work graduates when they go looking for jobs replied that it is generally a challenge to do so but has also cited examples of people who have managed to find good jobs, also those who couldn’t. this is how R6 put it:

“They were not able to find job generally, one of my friends I can say, that for sure she was really trying to find job at all. But I’m not sure about others because they had other interests other than being a social worker. But I also know others who have graduated and got good job with social work. So it’s both from my cohort. But generally I heard from most students that they had difficulties in finding job.”

5.6.2.1. Lack of interest, not lack of employment opportunities

One respondent, R4 and the key informant of this study, were the only ones to raise lack of interest, when talking about employment or lack of it.

However, when asked about the general work situation, R4 has expressed that work can be found, the question rather is as R4 says, our *“interest”*. R4 has tried to show the breadth of social work, and has outlined the various posts that relate to social work. R4 though, has in conclusion remarked of lack of awareness as a big problem. Following is R4’s comments:

“Work, work can be found, the main thing, I mean is our interest, there is work everywhere, for example, women and children matters, there is work that relates to us, even in hospitals, there is a line of work that relates, that we have, but now the biggest problem is that there is lack of awareness of the masses, for example, social works importance in each and every hospital, the masses don’t understand.”

R7 similarly like R4 has expressed that there is wide ranging jobs but graduates are unwilling or uninterested to go especially to the rural areas, as most would like to be employed in urban areas. R7 has pointed that regional governments because of this are troubled to get social workers. This is R7’s statements on the matter:

“but the issue is graduates are not interested to be employed in rural areas or in woredas or in regions. Now, at this point in time, all the regional governments are looking for employees, who have graduated in social work and they are telling me no one is interested on going to the region. Only very few people are interested. Many people are not interested to go to regions. Everybody will like to be employed in urban areas”

5.6.3 Career progression

Towards career progression different views have been forwarded. In general, career progression has been looked at negatively, respondents had a bleak assessment of career progression, even despite having achieved a fairly good progression in the case of R5. Very differently though R1 had gave a different answer, in that he briefly replied that the profession hasn't been around long enough.

R5 has shared her experience, where she told about her work experience when she had joined social work. She tells that she had a fairly quick progression in her posts, but that, even though it was out of her hard work, she considers that to be luck to as she believes getting promotions are a challenge. The following is R5's account of this;

“when I started at School of Social Work I used to work as a project coordinator for a local NGO, after studying one year and then having been exposed to the Mandela Washington fellowship so I got promoted to a position of you know being the disability inclusion advisor in that organization. So now from the disability inclusion advisor I moved as a disability mainstreaming program coordinator.”

“...I got those promotions very recently within not maximum of a year, those two transitions were less than a year even with months so for me I consider myself, even if it was

from my hard work but I was also lucky to be on that position because I have fellows who have positive attitude towards my promotion but I'm not saying that this will happen to every one so if you I mean, ... it's hard to generalize you know saying people will get the promotions easier when they study social work but more of I can say it is a kind of a challenge in getting that promotion."

But when R1 was asked about career progression he had expressed that social work is a new profession and it has yet to see many people climb up the ladder. This is what R1 had to say on the matter: *"I think the profession has not been around that long to have witnessed that many people who studied social work going up the ladder."*

When asked about how career progression R3 said: *"here it is not good"* following up on this, when R3 was asked how career progression compares, here in Ethiopia and abroad. The respondent has expressed that she believes career progression is better abroad than it was here in Ethiopia owing to the professions wide recognition abroad, which makes it "valued" as R3 has said. *"I think it's better there because they have a good thinking about social work, they have a lot of awareness, better than ours so the profession is valued."*

From behavioral belief, for the 2nd item of the survey which states: 'Migrating abroad will be very good for advancing my carrier' 11.6% of participants had generally disagreed to the notion, 11.6% were undecided and 76.9% have generally agreed much in line with what has been said by respondents [Refer Annex C: Table.4]

5.6.3.1. Biases in carrier progression

R5 when asked how career progression looked in social work, told that promotions are not given based on the hard long work you do, but is just entirely up to your employer.

“Well unfortunately in Ethiopia we are not practicing this, you get promotions after working for so long and even if it is not on the professional service that you provide or quality service that you give but sometimes its biased you know, it’s all about your supervisor giving you good grades and recommending you to the next stage, and I’m sorry to say this because there is a bias in most of the NGOs and also in government sectors. In NGOs its relatively better as I can see.”

Very similarly to R5, R6 implied the same thing when discussing about employment:

“I don’t think it’s the profession that makes you employable or unemployable, it’s more of your connection. I’m not sure whether its social work, sociology or law, that is more employable but it is more of your personal effort and connection to other people.”

And when R6 was posed with a question by the researcher, whether she meant that all disciplines are affected, respondent 8 simply answered back, *“Yes, generally for everyone”*

5.6.4. Meager pay

Dissatisfaction with pay has been pointed out across different instances, respondents have given different takes on the matter. Below is some examples to this.

to this R1 has indicated that lack of enough opportunities being put aside, even being employed, financial returns are unsatisfactory and there is need for better pay. This is R1’s accounts:

“And those who are employed are not satisfied with the pay, so increasingly there are more and more people who are asking for more and the country can’t simply give it to them. So they are seeking their options somewhere else... And even if you get employed the life you make

out of it is never satisfactory so there is also the need for better salary and better financial returns... not just me but other peoples as well.”

R5 when asked how the pay is, and how it was that social workers fared, this is what she had to say:

“It all depends as your entry level, I have not met any employer which pays high in the first two years for social workers and even for me to so, after getting the promotions my salary got higher but in the early stages it is a kind of entry position that they give you.”

R3 when explaining her reasons in migrating had raised about the poor financial situations here, as compared to outside, this is what R3 said: *“...the pay that you get no matter what is one-thousand-fold better than here”*. Also in line with this when R2 was detailing some of the reasons other social workers leave has mentioned better pay: *“... financially there is a better pay there.”*

In line with what the respondents have reflected above, assessment on behavioral belief manifests that; 13.8 percent had a negative behavioral belief towards emigration, a small percentage had a neutral score, 2.3 %, this leaves a great majority, 83% as registering a positive belief on emigration, [Refer Annex C: Table. 2]. Specific items under behavioral belief is described as follows.

To the 3rd item of the survey: ‘Migrating abroad will be very good for my personal growth and development’ 10% of participants had generally disagreed to the notion, 8.5% were undecided and 81.5% have generally agreed. To the 8th item of the survey: “Migrating abroad is advantageous than staying in Ethiopia.” 12.3% of participants had generally disagreed to the notion, 16.2% were undecided and 55.4% have generally agreed, [Refer Annex C: Table.4].

5.7. Better prospects for social work

Unlike what has been mostly said, R1 tells of some advantages that await social work. Some of this include, the fact that many social work posts are filled by other professionals, governments shift of focus from economic to social aspects, and potential rise in CSOs was given as some of the reason.

“... and I think social work graduates have even a better prospect of getting employed, from the social sciences, the reason why I said this is because the profession can work at so many levels, and the need for it is obvious, previously it used to be filled by para-professionals... So I think as the market has an advantage for social work, first of all the starting point is very low so that means the growth is bigger... the profession is newer while the market existed for so long and it was being field with non-professionals so I think that is a comparative advantage. Another advantage, is the country is growing and in the past the government was more concerned with economic growth and now I think, although no doubt inadequate they are giving more attention to social development to empower the people, grass roots movements and resource mobilization. I think the country is going to need a large social work workforce and I think that creates an opportunity, not just by the government but also the civil societies and the non-governmental organizations”

5.7.1. 70/30 education policy in favor of social science

When asked how social and natural sciences compare in terms of employment, R1 told of the odds in favor of social sciences. This is what he had to say;

“I’m not an expert but my personal belief is that there is more demand for social science fields including business and economics. And because of the number of graduates from the

natural science over the past two three years, the 70/30 policy, the market may have reached its saturation point and I don't think the market was good as the government thought in the first place and when the market over flooded with graduates, I think it was beyond what it could actually absorb. So I believe social science students have a comparative advantage when it comes to employment in Ethiopia”

R1 also said that within social science, *“the employment opportunities are better for business and economics students I think followed by social work students.”* And when asked whether that was a good standing? R1 replied *“Yes.”*

However though, R1 in conclusion said that social work, despite the edges and prospects it has offers unsatisfactory returns and benefits. *“So, I say, although social work students have a relative advantage of getting employed their working situation and the benefits they reap from their employment are not as good.”*

The key informant of this study has in line with what R1 has said has told that social work compares better from other social sciences and even better from engineering says R7: *“... even non-social science as well. As compared to, for example engineering it is better.”*

R2 has also similarly expressed his belief that from within the social sciences social work had better prospects. Here is the excerpt from R1: *“But apart from that from within social sciences, social work is better, it has a better employment prospect, I believe.”*

5.7.2 Social work curriculums international nature

The key informant of this study R7, when initially asked how the flow of social work professionals in migrating abroad looked like, the respondent has in summary said that to explain this phenomenon, it should be taken to account that the School of Social Work at Addis Ababa

University is a member of the International School of Social Work Association and that the existing curriculum for master's program by part fulfills international criteria's and standards.

R7 has told that the masters curriculum fulfills six international criteria's' for social work education which makes it internationally accepted. Furthermore, R7 has told that the membership of the School of Social Work here at Addis Ababa University to the International School of Social Work Association gives the degree issued from the School of Social Work in Addis Ababa University to have some acceptance "*in the eyes of the international people*". Below is R7's full statements on this matter:

"I think in order to explain this, first we have to evaluate the existing curriculum. Our existing Masters curriculum is designed in order to fulfill both international criteria's and also local needs. When you meet international criteria's as well as local needs, the graduates will have an opportunity to be employed abroad as well as locally. There were some people who used to criticize the curriculum saying that our curriculum is designed in a way that a student can migrate, because it fulfills the international criteria's. According to the international criteria's, there are six components of social work education. One is practice, the other one is policy, human behavior theory, research, ethics and field placement. These components have to be there in the curriculum so that it can be internationally accepted. And in addition to that we are a member of the International School of Social Work Association. Therefore, our degree is somehow acceptable in the eyes of the international people."

Also from the words of R7 it is possible to discern that social workers, if licensed abroad are almost guaranteed to secure employment. This is due to as R7 explains, the profession social work is a low rated occupation in the countries context and in the eyes of the native citizens abroad. This is the extract of what R7 said regarding to this:

“The other one is, once you have a license to be employed as social worker, based on my experience so far, in the U.S is not a problem. Because it is a kind of lower kind of job. Uh... different kind of organization will hire you very simply”

5.8. General outlook and belief towards emigrating abroad

R1's take of emigration generally was that it was unrealistically portrayed in the media, further more for R1 people who emigrate abroad fall in to two categories as he sees it, “*well educated*” people who feel like they are not achieving their full potentials worth and “*people with means*”, i.e. those who have financial capabilities and social ties. Furthermore, as can be seen in R1's statement below, he has described the loss of well-educated people as a “*huge loss*” to the country because R1 says, “*Because we already have a shortage of skilled man power especially those with high level of education and intelligence*”.

“I think, emigration is a natural human phenomenon, I think people move and people moved through the human history. And what we hear in the media, the demonization of emigration is a wrong characterization of it.... So I think migration is a perfectly normal human phenomenon. But as a social worker, as a social work student when I look at the trends of emigration, I see mostly two kinds of people migrating abroad. People who are well educated, that think they are not getting the fruits of their capabilities. So they are seeking better options abroad, this is a huge loss to the country. Because we already have a shortage of skilled man power especially those with high level of education and intelligence and we are losing them and the second is people with means, like financial and social ties. ...I don't agree with its abomination, I don't agree with how it is portrayed in the media and the Ethiopian media as if it's an evil.”

In the same note, with R1, R6 has raised the loss of “academics” as being “bad”. R6 took it to be both good and bad, the good part of it weighing more, also R6 has raised remittance as a good point also decided that despite loss of academics being bad for the country, the gains outweigh the loss, so over all it was good for the country was R6’s final remarks. R6 giving her take on emigration generally said:

“It is good and bad. It is good to improve yourself to excel with your education, but it is bad for the country because it is losing a lot of academics or professionals, but also it might be also a problem for that person if he is staying in that country if he or she are not able to find job, so it may also not be bad for the country. But generally I don’t think it is bad for the country, because that person might help the family like with remittance... If you want me to have a stand I would say it’s good, in both side, for personal development and also for the country, but it also has some bad to.”

R1 similar to R6’s “good and bad” has also addressed emigration in terms of “pros and cons” when telling how the media should have rather talked about and portrayed the truth about migration. Below is what R1 had said.

“...instead I think that people loose trust in the media, So I think the right way of handling it is to accept the pros and cons of it and I think emigration is a necessary evil that we have to live with. But I really hate the outcomes it has had, especially illegal migration, we have lost to many youths.”

On the same issue, comparatively, R4 has a more different take on emigrating. R4 as we can see is very much in opposition of people migrating abroad, especially those who go with the

assumption of getting rich. And R4 has also added that he would be a role model in teaching others that it is possible to change and grow without leaving. R4's said:

"Now, those who think of going abroad and say they will get rich, I really don't support that... working in Ethiopia and growing in Ethiopia, that's the stance I have. And I will teach others that it is possible to work here and grow here."

And when asked whether one can grow and change one's self here R4 had said with the outmost surety that it could be achieved. *"It's possible, it is perfectly possible."*

R3 had a general perception about emigration that was, positive. But the respondent has also in the same sentence noted that, even though emigrating was good, it was not however for *"living there permanently"* as the respondent put it. This is what R3 had to say:

"Personally, I think that emigrating is good but not for living there permanently, but to return with something better. I want to go out, for learning so that I may have a better life here, to have a better opportunity to get employed and stuff. So I have a positive outlook towards emigrating"

5.9. Reasons why social workers are interested in emigrating

For the lead up question that followed a question on general outlook towards emigration has asked 'Do you have any interest in emigrating' all respondents except one have gave their reasoning's. It can be soundly underlined that education is the predominantly raised reason for having interests in emigrating. The reasons of respondents to emigrate abroad is outlined below.

R3 is one of those who have gave educational pursuit as a prime reason for being interested in migrating abroad. Below, R3 as we can see explains that pay differentials are great

and that having education and working abroad would enable R3 lead a better life here, with better pay. R3 has also made note that, in reverse she could find a better job opportunity with her current education abroad than here. This is what R3 had to say:

“Yes, to get a better education, to have a better life, and like I said to have a better employment opportunity when coming here, also I could go out and find a good, better job opportunity there with what I have learned here, and the pay that you get no matter what is one-thousand-fold better than here.”

To sum up, R1 has said that despite having some success here and achieving some of his wants, R1 believes he can do more but there are some intangible things that are hard to achieve here despite hard work. And it is for this reason that R1 would want to study abroad, to go to an environment where he can realize his potential which he says he hasn't been able to do so far.

“I can't say no, I think I do. I want to study abroad and I want to see how things are done in an environment where I can realize my potential, because I don't think I have been able to do that so far. Of course I have had some success, I have achieved some of the thing that I wanted to but there is always room for more. And I think I have come to realize that there are certain things that are very, very hard to achieve here no matter how hard you work.”

Similarly, R5, when asked the follow up question ‘Why did you emigrate’, had said that she had emigrated for the sake of pursuing education. This is what R5 had to say: *“In terms of my personal belief, the reason that I wanted to migrate Addis to the US is that I am planning to study disability law.”*

Also in line, with R5, R6, in summary has said that, to better serve her country regarding disability, she has sought out to improve her knowledge and skill by going abroad and learning

disability studies which is nonexistent in Ethiopia. R6 has also interestingly highlighted that for disabled people, for several reasons, studying as well as living abroad was as she put it a, “...*plus plus...*”

“Because first there is no such thing as disability studies in my country, so it’s my passion to work on disability because I believe there is a lot to do in my country regarding disability issue, so I believe that this program would help me improve my knowledge and skill to do something better in my country. And also learning in Ethiopia and the US is not the same... in Ethiopia you don’t have classes in accessible manner, you have to struggle with steps and you had to walk a lot in the campus, like they don’t have disability shuttle like to drop you at your classes, and they don’t have accessible dormitories. So for persons with disabilities, it is a plus plus to study abroad than be in Ethiopia...also as well as for a better life as a disabled person.”

R2 to has given education as a reason for wanting to emigrate abroad. R2 has expressed fatigue with the educational system here in Ethiopia and is very much interested to see what the educational system abroad has in store. Additionally, R2 has indicated that he would like to go abroad just to see what it looks like and get some experience of a foreign culture. Following is R2’s full statements:

“For me, it is being fed up with the education system of this country. the main thing on emigrating, I don’t have an interest to go abroad and live, but at some time I want to go abroad to see what it looks like, what its experience looks like, I want to see new things and culture and if I am going to learn, I don’t want to learn here, because I believe there is a different teaching system there, I have tried it here and abroad, I want to try out the education, how my

performance will be. So, for education I want to go there and I want to see at least for some time”

5.9.1. Building capacity and need to learn other disciplines

Respondents have commonly told of wanting to pursue education abroad, citing that it would be better in their personal interest and in the interest also service receivers. Additionally, respondents have told of a need to be well rounded, as social work by its nature is dynamic.

R1 has explained that due to social works multi-dimensional nature, it is important to make one's self all rounded in terms of knowledge, which is also better for service users.

“I think I want to broaden my horizons learn other stuff as well, related to social work, because social work is a collaborative profession its multidisciplinary so the more you know about other professions about other disciplines I think the better it is for the service recipient, the service user and also for you as a professional and as a person. So I want to study social policy and I want to stay in academia, I want to keep teaching social work, I don't want to go out of it but I want to learn other disciplines as well, so that I can have a multifaceted kind of knowledge”

Similarly, R5 similarly like R1 has expressed that she believes that she should build her capacity in order to give better services. And added getting a hands on experience at “*experienced universities*”, would “*add*” to her profession and is “*preferred*”. And that these practical aspects are not found in Ethiopia, which was referred to as “*... a kind of a third world country*”

“As a social work student I believe that I should build my capacity in terms of providing good or quality service so getting you know experience from the experienced universities in the western could add to my profession and also see the practical theories and practical implementation of the profession in general. But in terms of resource because Ethiopia is a kind of a third world country, we cannot you know practically exercise what we are told in the classroom so in terms of getting that opportunity, studying abroad is kind of preferred”

R5 like R1 to has attested to social works multidisciplinary nature, and a need to be well rounded.

“But as I told you earlier the profession is broad and also the things or the dimensions we study in school is even better than other professions because it integrates multiple disciplines in it. It includes; psychology, it includes economics it includes medicine. By its nature social work is made up of different disciplines so when a person graduates from School of Social Work we expect him or her to be all rounded”

Similarly, with R5, R1 has also addressed the practice environment as one factor for wanting to get “quality education” abroad:

“...and I think the practice environment also obviously affects the academic trends here. Part of it is related to the quality of education, part of it has to do with getting experience in a different culture, but I don’t want to work in another country.”

On the contrarily R7 has said though, that most who go cite education as their reason, but end up working as social workers there. This is the extract of what R7 said:

“Most of them pretend that they are going for educational opportunity. And to your surprise, only I know two of them achieve that goal. But everybody will tell you that they are

there because it has access to education, further education. But they end up working in this humanitarian organization and making money than pursuing their education.”

Much in line with students' educational reasons given above, the first item of behavioral belief, on education, checks with respondents' answers. The first item states that: “I can have access to quality education and training if I emigrate abroad” results show that 10.8% were in disagreement, 13.8% were undecided and the majority of 75.3% were in agreement. Also, the writing part of the survey that asked for respondents to pen their reason of considering migrating has shown by far the most recurrent reason was the pursuit of better education.

5.9.2. Social work curriculums international orientation

As noted earlier R7 had told that the masters curriculum has an international nature to it: *“Our existing master's curriculum is designed in order to fulfill both international criteria's.”* Aware of this fact says R7, the first ever group of masters graduates from the first and second batch of graduates of the School of Social Work went abroad. R7 is well aware of this happening as he himself is of the first batch of graduates. R7 has even specified who the first ever graduate could have been that managed to secure a social work license abroad.

This person R7 speaks of has been given and is referred to by the alias name of 'Jack'. R7 said that jack applied as a social worker abroad, for which he had his paper work sent to him, his papers checked out with employers. Jack was given an exam for certification as a social worker, which he passed and became employed as a social worker. Here is R7's accounts:

“So knowing that, among the first and second batch of our graduates, few of them went there. After going there, they were looking for a job and... Let's mention they have a degree in social work and where from? Addis Ababa University. Then they told them if it fulfills all the

criteria's, they can be licensed. Then the first from my batch, jack. maybe the first, I don't know, to apply for this. When he applied, they have asked him to submit the credentials and we sent him the credentials and other transcript and this and that. They said "ok, fine. It's acceptable. You can sit for exam." And he sat for exam and he passed then he managed to be employed as a social worker.

Continuing R7 has said that, looking from the first group of graduates who managed to get employed as a social worker, others to very soon followed suit. R7 has also said that emigrating abroad is not easy and so says R7, when graduates from School of Social Work manage to get abroad, they will soon be requesting for their transcripts and paper works to be sent. This is what R7 said:

"The acceptance of the curriculum and also learning from the past experience of some of our graduates, know people are aspired to go there.... the bottom line is when people start learning about this kind of element, no first of all, it is very difficult, you can't easily migrate to the U.S. or Canada, right? You know, the number of people who can easily migrate there are very few. So whenever a social work graduate succeeds to get into the U.S. or Canada, in the second day, within a week time, they will send you a request. "please help me or this or that."

R7 on this note, gave an example of a certain student who managed to go abroad before completing her degree in social work. R7 explained that this person reapplied to School of Social Work in the distance program, so that she could finish without leaving. And now she is following her master's program in the distance program. R7 noted that after finishing she would definitely look for a license. Here is what R7 said:

"Even for your surprise, there is one student there, who didn't finish her degree and when she went there it became very difficult to pursue her degree in social work. Therefore, she

applied for the School of Social Work so that she can finish her degree in distance program. Now she is following her master's program in distance and when she finishes, she will definitely she look for license."

Additionally, one reason social workers intend on working abroad as can be understood from R7 is that, managing to be a licensed social worker abroad is highly paid compared to other low level occupations such as cleaning.

"Because of the curriculum and these things when they go there and if they get a license they can easily be employed and they don't have to start from cleaning and other kinds of job. Rather they can be highly paid."

5.10. Other reasons why social workers emigrate

When R1 was asked what are the reasons why other social work students have interests in migrating, and even whether they even migrated in the first place, R1 answered back saying: *"Yes, the reasons I have told you"*. R1 continued and raised however, that there are lots of compelling reasons that indicate he definitely will have better prospects and that it is his *"emotions"* holding him back. R1 also said that despite that he *"...really want to try here..."*. And has pointed out as a reason that it is obvious to see that: *"the most influential people in Ethiopia"* are the diasporas. This is what R1 had to say:

“And I really want to try here, but if you see the most influential people in Ethiopia, they are the diasporas, people who migrated and came back. Lots of objective reasons point that I have better prospects to go out, I think it’s my emotions holding me here.”

In line with what R1 has explained above assessment on social mobility shows that; little more than half, or 51.5% of the participants registered as having low mobility, 14. % of participants were neutral a sizable 33.8% had registered as having a high mobility. [Refer Annex C: Table. 2]. R1 as we can see above has said that *he “really want to try here”*, in the survey to there is an item in social mobility specifically item number 34 that states: “I prefer to improve my socio economic wellbeing in Ethiopia (e.g. by studying and working hard) rather than to emigrate for a better life.” Results show that 43.8% had generally disagreed, 26.9% were undecided and 29.2% were in general disagreement.

R1 has also made a statement on the pay situation and had this to say: *“I think at the current pace...I don’t see myself buying a house, I don’t see myself owning a car, I don’t see myself becoming a middle class citizen in the foreseeable future with my current earnings...”* Item 35 under social mobility has stated: ‘I can achieve the things that I want even without leaving Ethiopia.’ responses for participants reveals that, 35.3% had generally disagreed, 26.2% were undecided and 38.5% were in agreement. This is in contrast to what R4 has said, R4 has in one instance as mentioned stated that: *“...working in Ethiopia and growing in Ethiopia, that’s the stance I have. And I will teach others that it is possible to work here and grow here.”* And has added that, *“...it is perfectly possible. To grow and develop one’s self here.*

When asked why it was that other social work students went abroad, R2 has told a wide range of potential reasons. Some of the highlights which R2 has given are; economic reasons,

dissatisfaction with the system, better facilities and health service, and that educational credentials from abroad have a high value here. This is R2's full account:

“Other people, for example; it is said that financially there is a better pay there, there are those who just don't like the system, the system or the government system, and so there are those who want to go out. Another is that, there, many things are developed, for example, economically, technologically, there are better access of many things, for health service or anything. So there are those who think that living in the developed countries makes most things easier. And there are those who like me want to go for education. Another is that, what you have learned there when it comes here, compared to education here, its acceptance is high, it makes you get respect, it makes you get employed.”

R1 has told that financially he doesn't expect his situation to change any time soon. R1 has also made note of the diasporas influentially. Similarly, R2 has noted that educational credentials from abroad have a high acceptance and commands respect. Accordingly, assessments from important norm shows that; only 10% had scores that indicated low agreement with stated norms. A mere 0.8% of participants meaning 1 response was had a neutral score. A very significant, 89% or 116 of the participants were in high agreement with stated statements [Refer Annex C: Table. 2]. Two specific items under important norms that relate to this instance are described next.

To the 16th item of the survey: 'People who have migrated abroad are most of the times economically better off on return.' 7.6% of participants had generally disagreed to the notion, 12.3% were undecided and 80% have generally agreed. To the 20th item of the survey: 'Changing and transforming one's life's financially is difficult here in Ethiopia.' 14.6% of

participants had generally disagreed to the notion, 10% were undecided and 75.4% have generally agreed. For full item responses, [Refer Annex C: Table.5].

5.10.1. Disgruntlement

On the topic of the reasons why other social workers emigrate, R1 has described about disenchantment and loss of hope: *“And I think there is also another trend, many people are disgruntled about life in Ethiopia, they have simply lost hope.”*

And when the researcher asked why was that was so, R1 detailed that matters of the socio political environment such as; fairness in the form of being unable to partake in the benefits of the growth that is being witnessed, security concerns in the form of fear of repercussions and ethnic tensions were raised as an independent cause from the predicaments of the social work. These causes says R1, are the reasons *“why people have lost hope in Ethiopia”* and that these reasons *“disgruntles people”* and makes them short sighted in seeing *“change coming soon”*. Bellow, are R1’s accounts:

“Because of the socio political environment, every day you expect the system to get better you expect a fair distribution of resources, you come to expect to benefit from the growth that you see but that doesn’t happen. We see there are some changes especially with regard to the growth part. But we are not reaping the benefits, and there is an issue of fairness, there is an issue of freedom of speech, you cannot really say what is on your mind. There are always fears of repercussion if you want to say something, there is loss of patriotism in the youth, there are ethnic tensions that you see everywhere that disgruntles people. This has nothing to do with the profession, but I think part of the reason why people have lost hope in Ethiopia is they don’t see change coming soon. So disgruntlement I think it’s one of the reasons.”

In line with what R1 has explained above, about “*disgruntlement*” and the “*socio political environment*” the assessment on socioeconomic security manifests that; 31.5% of the total participants’ assessment on their socioeconomic security was not good. Results also show 11.5% were undecided and more than half, 56.9% assessed their socioeconomic security to be good [Refer Annex C: Table. 2]. Specific items under socioeconomic security is described next. Results of Items for participants has been presented by compounding the results of the first and last two responses, and taking undecided as a marker.

To the 11th item of the survey: ‘Ethiopia’s future has become too unpredictable and emigration is the best option.’ 33.8% of participants had generally disagreed to the notion, 36.9% were undecided and 29.3% have generally agreed. To the 12th item of the survey: ‘Emigrating overseas can provide a “backup plan” in case Ethiopia fails.’ 32.3% of participants had generally disagreed to the notion, 26.9% were undecided and 40.8% have generally agreed. To the 10th item of the survey: “Emigration is a solution to problems related to security needs.” 40% of participants had generally disagreed to the notion, 23.1% were undecided and 37% have generally agreed, [Refer Annex C: Table.5].

5.10.2. Political cover, as a means for economic ends

When the key informant of this study was asked whether there were any other reasons apart from curriculum that could be a reason for social workers emigrating, on this note the researcher raised about the socio political situation as a potential cause and reason. R7 explained that, he believed that this was not the real underlying cause, but rather that it has to do with the prestige given to emigrating abroad which most desire as R7 said.

R7 further added that even family members put pressure on their children to migrate. And that these claims of political persecution are just a means to an end. This is because, as R7 says,

you need a swaying argument to get asylum in countries such as Canada and the USA, “...you need to have some, something, which needs to be considered as you can't go there simply.” This is the full excerpt of what R7 had to say in response to this matter:

“When they go to there, they usually, tell to the U.S government and others they are there because of political reason. They are there because of their legislation is bad. They are there because of the countries policy, they are there because of their ethnic background and this and that. For me all these kinds of things are a means to get residence permit, refugee status. Other than that, these are not the real reason. The real reasons are you know that, people will respect you if you are living in the U.S right? So everybody would like to have that respect. And everybody is pushed even by family members to go there. But in order to be there in the U.S. or in Canada or in other countries, you need to have some, something, which needs to be considered as you can't go there simply.”

Same with what the key informant has mentioned in the statements above, “you can't go there simply” the assessment on external control shows that; a majority of 59.2% of the total participants' has an unfavorable perception on external controls. Results also show 9.2% were neutral and 31.5% had a favorable assessment on external controls [Refer Annex C: Table. 2]. Some specific items under external control is described next. Some results of related items for participants is presented by compounding the results of the first and last two responses, and taking undecided as a cutoff.

To the 56th item in the survey: ‘Pursuing going abroad is an uncomplicated task.’ Half or 50.8% of participants had generally disagreed to the notion, 23.1% were undecided and 26.1% have generally agreed. To the 63rd item of the survey: ‘It is very difficult to go abroad.’ 25.4% of

participants had generally disagreed to the notion, 7.7% were undecided and a majority of 66.9% have generally agreed, [Refer Annex C: Table. 13].

Also similarly assessments on perceived behavioral control, shows that 33.1% of the participants had an inhibited self-perception of behavioral controls, 6.2% were neutral and a majority of 60.6% had a facilitated self-perception on controls. A specific item under external control that relates in this context is item number 67. To item number 67 which says: 'I can easily emigrate to other countries if I want to do so.' 59.2% of participants had generally disagreed to the notion, 23.1% were undecided and 17.7% have generally agreed.

When initially asked for what purpose did graduates go over there when they asked the School of Social Work to send them their paper works. R7 had recalled that most of the first graduates that left, that he knew including Jack went for mainly conferences, small visits and other related reasons. R7 concluding said that whatever reason it might be, as soon as social workers get there they first obtain a permit and next a license.

“Jack went for conference. Andrew went for conference. And another guy went for conference. Many of them for conference or for small visit or this and that. Some of them are sponsored by their own organization. Few of them by DV and some of them apply to attend the conference by their own when they get the chance. So whatever for, when they set foot over there, what comes in mind to them is first, get permit then license.”

R7 has gave an example where two PhD candidates from school of social work, left for education purposes but claimed political repression and decided to live there. But as R7 has noted Kyle returned to Ethiopia as an investor. Below is the Excerpt:

“Tony and the other one, Kyle went to... Tony for Canada and Kyle for the U.S. for educational purpose and they decided to live there and both of them used a political reason that

they are being searched by the local government so that they cannot go back to their own country and they decided to stay there. And Kyle was here last time as an investor.”

The theme of what was said by R7 above, has some accordance with the 25th item of the survey. The 25th item which is a component part of the scale of measurement on important norm states: ‘Any opportunity to go abroad should be pursued and seized without hesitation.’ 36.1% of participants had generally disagreed to the notion, 27.7% were undecided and 36.2% have generally agreed.

5.11. Family attitude towards emigrating

To the question that addressed what stance it was that respondent’s family’s took on the issue of them migrating abroad respondents have answered in different yet distinctively similar themed responses. The answers given to this question can be said to commonly portray, as can be seen bellow, that there is a split take of the matter of emigration by respondents’ families.

Families showed reasons for wanting and not wanting to send their children abroad.

R1 has explained that his family was unsure on the matter and had a, “*mixed feeling*” about it. R1’s statements give an intrigue into R1’s family dilemma. This in which they, i.e. the family are torn between wanting for their son to excel and have a better; courier, academic and financial prospects found abroad, which they are sure about. And between the unbearable thought of having their son live abroad “*in a foreign land.*”. R1’s own accounts on this are as follows:

“I think they have a mixed feeling. Sometimes they say you may be holding yourself back by staying here... they say I have a better carrier, academic and financial prospects if I migrate abroad. But at the same time they tell me that they don’t really like the idea of me living abroad

in a foreign land. So I think they have a mixed feeling, but they really think that I have better prospects if I migrate abroad.”

R3's accounts of her parent's attitude towards migration, can be said to be in a split. They support emigrating for education, but are against the notion of someone living abroad indefinitely. Here is the narration of R3:

“They think it's good like me to develop myself, but even they don't think living abroad is good, like I told you its rather for learning going abroad but not even for a single second, do they want anyone to live abroad.”

R1, R2, R3 and R4 have all stated about their families take of their emigration in a similarly themed. Very much in line assessment on normative belief holds that; 16.9% of the participants have indicated a negative acceptance from their significant other. A small number, 4.6% of participants had a neutral score. A great majority of the participants, 78.5% had positively accepted normative belief, [Refer Annex C: Table. 2].

Here, items under normative belief that relate to what was said are items; 27, 28 and 29. To the 27th item of the survey: 'My family think emigrating abroad will make me excel professionally.' 16.9% of participants had generally disagreed to the notion, another 16.9% were undecided and 66.1% have generally agreed. To the 28th item of the survey: 'My friends and family members think I should emigrate.' 20.8% of participants had generally disagreed to the notion, 7.7% were undecided and 71.5% have generally agreed. To the 29th item of the survey: "My family thinks emigrating abroad will make me prosper financially" 16.2% of participants had generally disagreed to the notion, 10.8% were undecided and 73.1% have generally agreed, [Refer Annex C: Table.7].

R5 giving her accounts of her family's stance revealed that most of her direct family members i.e. her mother and siblings have for long resided abroad in the USA. And that her family members were *"expecting that"* she would *"not be returning back to Ethiopia again when"* she *"went to the United States in June."*

R5 was asked as to why her family members thought that she wouldn't return, R5 went on to explain that her family have tried to sway her decision to stay on grounds that the USA is accessible in many fronts and would make her daily routines easier, and they would say to her why she would rather *"...suffer there"* with Ethiopia's disability unfriendly structures and transport. R5 said her family still insist she settles there and live with them. This is R5's account:

"Well, my mom, as I have a physical disability she tries every day to convince me in a way that America is more accessible and has the facility in terms of public services you know the busses the buildings, everything is accessible when compared to Ethiopia and she said like why do you prefer or why do you choose to suffer there with public taxi and transport and you know and climbing stairs where there are no ramps or elevators when you go to every building, so what is so exciting about you know getting all these challenges she said. So when it comes to their attitude they were very disappointed when I decided to return back here and continue my professional engagements so their attitude is, they still believe and they still you know tell me that I should be living there."

R6's accounts of her families take on her migrating also show her parents being undecided on the matter. R6's parents were *"sad"* because their daughter would leave them but *"happy"* that she would better her life situation. *"They were sad because I wouldn't live with*

them but they were happy that I'm moving forward to improve my life situation so generally they are happy about it".

When it came to family stance, despite R4's strong rejection to emigrating as has been seen, R4's family's stance on the contrary is pro emigration. R4 has also his parents would be happy if let alone him, if any one from the family leaves. R4 has also as said that, as explained before this was a lack of awareness. R4's had said that:

"My family, their thinking, they have yet to understand one can change their lives here, my sister, my younger sister, she enters an NGO, in World Vision, it's always that they wish that they would take her abroad, if someone from our family member went they would be happy, but this means that it is a lack of awareness, it is possible to work here and change one's self. They want my sisters and me to go."

When asked why his parents wished for him to go abroad, R4 explained that it is because they have seen the lives of those who have left improve and that they would like to get the perks of migration other families they see get. *"It's because they see those who have went before are a little rich, because they live a little improved life and because they give aids every year, they also wish for that, that's why."*

R2's explanation about his families take of emigration, aligns with R4's account above in which he had said that his family wished he would go abroad because they assume that he will get rich and they want to get remittances and other benefits that come from when a child emigrates abroad, which they have seen on others. This is what R2 said:

"My family, I think like any other family would be happy if I go abroad. Why? They think like that because they think that a person who goes abroad will be rich, because they think that

he will live a better life and because they see to, neighbors kid who went and stuff, because they know that... the status of the kid and even the family will grow, when a child goes abroad, from where I am from. So they wish that for me so that I can have a better life, and they also think if I have a better life I will help them live a better life to."

R2, R4 and R6 have in their explanation all similarly used the word 'happy' to describe how their parents react to their emigration. Distinct from the others, R4 is against migration, but his parents want him to emigrate, but again R4 has expressed protest to his parent's outlook and even called it "*lack of awareness*". It's reasonable to assume that R4 won't budge and accept his families plan for emigration. In line with this, assessment on subjective norm portrays; 21% of participants had measured a low compliance like R4, 6.9% were found to be neutral on the take. And a clear majority, 76.9% of participants had a high compliance score, indicating that they would adhere to prescriptions of significant others, [Refer Annex C: Table. 2].

Specific items under subjective norm that relate to some of the things respondents expressed are described next. To the 37th item of the survey: 'My family will approve of me going abroad.' 17.7% of participants had generally disagreed to the notion, 10.8% were undecided and 71.5% have generally agreed. To the 38th item of the survey: 'My family will be proud if I get a chance to go abroad.' 10% of participants had generally disagreed to the notion, 12.3% were undecided and 77.7% have generally agreed. To the 40th item of the survey: "I will accept and pursue plans for me to emigrate abroad by my family." 23.1% of participants had generally disagreed to the notion, 16.2% were undecided and 60.8% have generally agreed, [Refer Annex C: Table.9].

When further asked to elaborate as to why it was, that R3's parents thought that way, why they thought no one should live abroad, the respondent has explained that her parents thought

that an abroad educated person can make a good living here and for this reason they don't see why an educated person would stay abroad away from their social life and family here. Extract from R3 on this matter:

“The reason is they think a person who is well educated, or an educated person should not live abroad, because if you learn you could lead a good life, you could get good employment, you could do your own good work, but having learned and living there is pointless, keeping from your social life and family.”

5.12. Everyone wants to emigrate

When asked if any, what kind of students were more inclined to go abroad, respondents have given wide ranging replies, but for the most part it can be said, they think there is no need to classify as all people want to emigrate.

R1 has said that *“there is no kind when it comes to it”*, but he thinks that everyone is inclined to go abroad. R1 also said that sooner or later everyone wants to migrate but the reason why they want to migrate, where they want to go differs. R1 also stated he has observed that students who come from rural areas don't think about migrating initially, but in time would be like everyone else. R1 has also told of students with low grades migrating mostly due to having the means.

“I have seen students who dropped out migrate legally and illegally, to the Arab countries, the gulf nations or the west Europe and stuff. I have seen students with low grades migrate, mostly because they had the means... and I have seen students with excellent grades leave the country. I think everyone wants to migrate. There is no kind when it comes to it, but the way they want to migrate and the reason why they want to migrate differ based on the kind of

student. From what I have seen, for instance students who come from rural areas they don't really think about migrating in the first three four semesters and then they are just like everyone else. Sooner or later everyone wants to migrate but the reason why they want to migrate, where they want to go, and what they want to do after migrating depends on their results, their connections, the things that I have told you before."

R4 on this matter like R1 expressed above, similarly R4 has noted that most people wanted to emigrate, and has added that it was out of a desire to want a better living. R4 said: *"In Ethiopia, many people wish to go abroad the reason being that they want a better living means..."* When going abroad is mentioned about, it seems like heaven for them, that's why they go.

Highlights of what R5 had to say on this matter was that, it was hard to generalize in the Ethiopian context, but that most of the young population are interested *"to go abroad and study"*. R5 has Also, noted that the youth are not only inclined but also had a *"very very wrong attitude"* in thinking that *"...going abroad means all life problems are solved"*. Interestingly, R5 has noted that social science students had a higher rate of being interested to emigrate than natural science students. Below is R5's account:

"Well it's very hard to generalize in the Ethiopian context especially for youth because most of the young population are interested to go abroad and study, even not only study but they feel like, you know going abroad means all life problems are solved which is a very wrong attitude. But for us other than natural science students incline to migrate. Because when you compare a medical doctor and a you know a psychologist or a sociologist, the rate of being interested to move abroad is higher for social science students than the natural ones."

R3 has in line with what most said, told that everyone and that it was hard to generalize.

“This is not something you can’t generalize. It’s hard to generalize for this student or that.”

The key informant of this study, similarly has raised with the student respondents above has also expressed that it was everyone who emigrated. R7 has twice in different parts of the interview mentioned this. This is what R7 has said; *“everybody is addicted to go to abroad in this country.”* And *“If everybody is allowed to go there, I think everybody is interested to go there and to be employed as a social worker.”*

5.12.1. Good scoring students, more enabled to emigrate

When asked why do good scorers choose to leave despite their advantage here and what he had said about availability of work. R4 noted that it was again due to the differential in our economy and the economies abroad. On a final note R4 had said that also there were those who returned and turned their gains from abroad to good use here to. R4’s explanation:

“You asked me a tough question, I mean in Ethiopia when everything is here why do they leave if you ask me, in contrast to our economy, it’s because there is something better there, and there are those who got education and money and come back and helped Ethiopia.”

When asked whether the respondent thinks that good scoring students are inclined, R5 agreed and explained that, generally *“we Ethiopians”* have given priority to going abroad, and that children grow up listening from their parents of how desirable going abroad is. Importantly, R1 has told that *“when you have good scores”* people gave encouragements to go abroad and that they should not be *“abusing this beautiful mind here”*. This is R5’s accounts on the matter.

“Yes, because as I told you our community or nationally in Ethiopia or we Ethiopians give more priority to going abroad and we were grown and we were told by our parents that life

would be easier and going to the United States and other European countries is also a kind of being lucky and a means to fortune, so when you have good scores people will tell you, that like, you know you should not be abusing this beautiful mind here, you should go abroad and study and live there earn more money and then support your family, that is how you are told and you have been raised most of the time here in Ethiopia.”

R1 on good scoring people has said that they are motivated to leave just as everyone, and in a similar idea with R5 said that good scoring people despite that they could relatively earn better here and even if they had better opportunities, they choose to migrate because they feel like they are not excelling and they could better attain their potential.

“...they have just as much an intention, as big an intention as everybody else... Also this people have a better chance of earning better than other students here not just abroad. They have better opportunities for employment here as well... they feel like they are not excelling as they could and they can they could reach their potentials maximum, that is the reason why they migrate.”

R1, about good scoring students added that, good scoring students pursue scholarships because they have more odds at getting it” *...students who scored better, the more intelligent ones tend to pursue scholarship opportunities because they are more enabled and have more chance, for that particular kind of migration.”*

In line with what R1 has explained above, about students with good scores being more enabled, the assessment on internal control reveals that; nearly a quarter, 24% of participants had a negative perception of what they believed they possessed as skills and knowledge to be good for emigrating abroad. A small portion, 3.1% of participants were not sure and had a neutral

score, while a great majority of 78% had a positive perception of their capabilities. [Refer Annex C: Table. 2]. Following, four of the five items under internal control that relate to this instance are described.

To the 51st item of the survey which states: 'Migrating abroad requires a good level of skills and education.' 34.6% of participants had generally disagreed to the notion, 14.6% were undecided and half, 50.8% have generally agreed. To the 52nd item of the survey: 'I have the necessary skill and knowledge set to go abroad.' 12.3% of participants had generally disagreed to the notion, 15.4% were undecided and 72.3% have generally agreed. To the 53rd item of the survey: "I believe my grades are good enough to pursue emigrating abroad." 15.4% of participants had generally disagreed to the notion, 18.5% were undecided and 66.1% have generally agreed. And for the 55th item of the survey which states: 'I have access and awareness of scholarships and other contents that lead to emigrating abroad.' 18.4% had generally disagreed, 20% were undecided and 61.5% were in general agreement. For full item listing, [Refer Annex C: Table.12].

R5 has told that, when you have good grades, people, generally point and provide you with opportunities for going abroad. This is what R5 has said: *"Yes, when you have good scores the first thing people would tell you, they will provide you links and other international opportunities."* This statement of R5's relates to one item under normative belief, specifically item number 30. To the 30th item: 'My friends encourage me to try to migrate abroad.' 18.5% had generally disagreed, 3.8% were undecided the majority, 77.7% were in general agreement.

For R6, it was that people with social ties, or peoples who are *"connected to people who are abroad"*. On top of this, R6 has noted that *"city people"* the respondent assumes are

inclined, but also added that grades don't really matter, but rather depends on which scholarships one applies. And similarly with R5, R6 has also raised about wanting better education.

“Generally, those people who are so much connected to people who are abroad, they are more inclined to migrate than other people who do not have social ties. It may not be because they are supporting them but like, thinking and talking about their life situation may influence them to migrate. And if it comes to the academics they want a better quote on quote better education... from a general migration perspective, it's like more of city people and like those people who have a better life situation here in Ethiopia... it is not about whether you had a good grade in undergrad or something like that, it depends on which scholarships you apply.”

Similar to what R6 has said, R1 as we can see from his take on emigration generally, has outlined that he saw two kind of people migrating, *“educated people, who think they are not getting the fruits of their potential”* and *“those with means and social connection.”* R1 has also in line with what R6 commented, has, downplayed the significance of academic achievement.” *...so I wouldn't say their intention depends on their academic result.”*

Like what R1 and R6 have raised about social ties and means, there are two items under external control, i.e. items 58 and 59 that relates to this. To the 58th item of the survey: ‘I have in my family, social networks abroad that can help facilitate my emigration.’ 49.2% of participants had generally disagreed to the notion, 13.8% were undecided and 36.9% have generally agreed. To the 59th item of the survey: ‘It is expensive to go abroad’ 69.3% of participants had generally disagreed to the notion, 19.2% were undecided and 11.6% have generally agreed. For full item listings, [Refer Annex C: Table.5]. Different from what R1 has said, we can see that very close to 70% or 69.3% of the participants had generally disagreed that emigrating abroad was expensive.

R2 has told that from what he knows students with good grades from many departments have a high tendency, as they have an advantage that makes their chances more likely. But R2 has concluded that he doesn't mean to say others have an intention emigrate.

“From what I know, those who I know that went, their grades are good, but it's because it is with scholarships that they go, and there is competition there and for that, their grade helps them I think. I know many students from many departments, those with good grades fill scholarships, they have a higher tendency to leave to as they have better grades so they pass and they go. But I can't say others have no intention of going abroad.”

When the researcher asked the key informant of whether it could be considered high scoring people are differently inclined than the rest. R7 said he would agree to that, and also recounted one corresponding example where, a certain high scoring female Ph.D. student was offered a position in the School of Social Work at Addis Ababa University to which she declined citing she preferred to go abroad, R7 had found out later that her families were influencing her decision. Here is what R7 has said:

“I can say, Yes. Let me give you one example. We were hiring our own graduates to work with us, as a teacher and one of our high scoring student last year, she said no to be employed here in Addis Ababa University. Rather she preferred to go to abroad. Either in the U.S. or European countries as her preference in the form of scholarship otherwise it was a temporary business. She was not interested in being employed here with us. That tells you a lot because she is one of the top scoring students, she believed that this is not her place and rather she has to go somewhere. Finally, I realize that it was the influence of her family members.

The last sentence of the above paragraph, confirms normative finds as stated earlier, and this specific instance similarly goes with one specific item of normative belief. This is item 31,

which states: 'My family encourages me to migrate abroad.' 26.1% of participants had generally disagreed to the notion, 8.5% were undecided and 65.4% have generally agreed, [Refer Annex C: Table.7].

On a final note the researcher put forth a final question to the key informant, which asked whether the respondent would say that the policy of those nations abroad, is oriented to picking the best and the brightest. R7 has told that that was certain, that it could easily be seen in the criteria's set for the DV in which one has to finish high school just for legibility, this tells, says R7 that nations abroad are "*looking for smart people.*" As R7 has stated. Following is this account of R7:

"Yeah. every country's policy... you can call it the U.S. or Canada or this... the criteria's for DV lottery is you have to have a certain level of education, right? At least, you have to finish high school otherwise you are not even eligible to fill the form. That will tell you that they are looking for smart people"

5.13. Future goal

For the question that was posed about their future goal with social work, respondents for the most part wanted to elevate their knowledge and serve in their profession and country, for example R1 on this has said that:

"...my goal regarding social work in particular is to contribute my bit so that it can become a more Ethiopian social work, contribute to make it more culturally appropriate and context based, to draw from our experiences from our culture from our knowledge base, from the local knowledge so that is what I hope to do, to do researches so that the profession can become more context relevant."

R4 about his future goal in social work has told that he wanted to intervene in families to use his knowledge to solve problems like divorce, of which he is aware, because of its repeated coverages in the media. This is what R4 had to say:

“In the future, I want to do many cases, what worries me often is that, for a very simple reason, for something that won’t take it there, husband and wife, I hear divorce a lot of times on the radio and on the media. On that I want to enter in family and try to solve their problem using various systems, I want to work to decrease that.”

R5 on this has reaffirmed her will to return, after completing her study abroad on disability law, so as to serve and continue her activism on disability back home in Ethiopia. “... *I don’t think there will be changes on my stand even after going for my master’s studies in disability law. So I will study disability law and then come back and try to apply and change my activist strategy.*”

Further R5 has concluded on the matter of return saying:

“And so to conclude my attitude is definitely I’ll be going to my studies to study disability law and I’ll be definitely coming back to practice disability law and contextualize it to my country and I assure you I will be a disability activist in my entire life until we see justice in terms of addressing the needs of persons with disabilities and also gender... that’s how I think about migration, I don’t think or I don’t plan to live there and do you know dirty works and earn money and stuff.”

What compels her to return, R5 has stated that her long attachment here and her liking to her profession, despite its challenges.

“I studied my whole years here and I have been working as a disability activist in the community, there are a lot of challenges when it comes to promoting disability inclusion in the Ethiopian context but having all the challenges I really, really enjoy my profession. And I was able to inspire people in the national and the regional level so I feel like I have a responsibility you know to continue as an activist until we see an inclusive Ethiopia so for sure”

Even when on short breaks from her education abroad, R5 upon arrival reengages with her work, *“And currently I’ve been involving to promote disability inclusion in wash programs, there is a one wash program through water aid.”*

R6, similarly with the R5 has definite intentions to return and work in her country, after maybe staying a bit more to continue her PhD. *“I Bringing justice for disabled people in my country. I might stay for further study maybe do my PhD but I will definitely come back.”*

R3’s future assumption with social work is radically different from the rest. R3 sees no future in social work. This is what R3 said: *“No future goal with social work, like I told you before I don’t want to be a social worker, I want to change my field”*

5.14. Effects of emigration on the social work profession

To this question of effects of migration, R6 has raised the quality of education to be affected. R6 reasoned that if more academicians are to migrate, this would in a chain effect, affect all, including service recipient clients. This is what R6 had to say:

“Maybe the quality of education in social work might be affected if more professors are migrating. And if the education is impacted so will to other aspects of the profession to. For example, If you don’t have good professors you won’t learn about social work so when you go

out to practice you won't be able to do what you are expected to do it might affect your clients and all the things you do in the country will be messed up."

R5 has similarly with R6, has mentioned that the education in social work will be affected as experienced teachers leave. Generally, this respondent has said that this won't be good to have a flourishing social work discipline and has also raised about the imbalance of total social workers that are needed to address the various problems in Ethiopia, and that the emigration of social workers won't do much to help. This is what R5 has said:

"First of all the profession wont develop as it could, I mean if one by one people start to go out, which is what is happening it won't be good for developing and improving the discipline. And also related to this I think is... very much related I would say is that the education will be impacted. If all the professors and very educated teachers leave that won't be good for the education or for the students, those who learn. And considering the magnitude of the problem, different problems in the country, the available social workers are very small so that won't be good to."

R7 has put the total number of graduates in the USA alone to number 50, out of a total of 300 or so MSW graduate's over 10 year periods time. R7 has also made note that there were licensed social workers in Canada, South Africa and Europe. The number of graduates abroad are well known as all request the school for their paper work. R7's takes of these numbers of graduates being abroad, was that it was significant, this is what R7 had to say on this:

"Uh... More than 50, five-zero, not percent, graduates I know out of a total of ...maybe, so far, around 300 masters are graduated in the regular program. Not even 300, the last couple of years, I don't know the numbers exactly...in the first year there was 38, then 32. For a number

of years, the number of graduates was 32. And if you add up all this, it is not a high number, 300 something over ten something years. And now even its 20 something and this and that. But in one country having more than 50 licensed social workers means a lot...There are also a few in South Africa who have got license. There are couple of them in Canada. They have also got some license and in Europe.”

Furthermore, when the researcher asked the key informant ‘So we can say there is a flow, a good steady flow of social workers?’ R7 affirmed this and added that he believes everyone was interested in going abroad, but the difficulty was only getting there. Here is what R7 said:

“yeah. If everybody is allowed to go there, I think everybody is interested to go there and to be employed as a social worker. The difficulty is the..., it is not that as such accessible, I mean getting the visa is not the simple thing.”

R7 has also as a detrimental effect of the emigration of social workers detailed about the loss of skilled personnel’s from different organizations. R7 further states that even though this could be good in terms of freeing up work slots and create employment, this trend would also see off educated personnel with experiences of any given specialization, leaving their posts filled with lesser experienced replacements. Concluding, R7 states that higher education systems are also no exception to this problem of skilled personnel loss. Bellow, is R7’s remarks on this:

“You know in most cases, experienced social workers are leaving the country from different organizations. So those organizations are expected to replace their employees with the new one and the new ones are not as usually not as experienced like them. One way it’s good to create employment opportunities for the new graduates, by their living, as their number is not as much to influence the labor market. But the other one is in terms of the employer’s perspective,

they are losing a trained man power who have experience in some particular areas. And that includes the higher education system.”

R7 as an example told that there currently is a staff of 20, and that few years before, 5 Ph.D. students went abroad. R7 said:

“Among us for example, from the teachers, so far, four people preferred to stay there....20 is now the number of people we have right now. But in the last couple of years we have lost five. Two of them when they were Ph.D. students and two of them after graduating and completing their Ph.D.... These five are from the instructors, losing those people will force you to replace them with others.”

At this point the researcher had asked the key informant of the study ‘Out of 20 is 5 leaving significant?’ R7 has said that, the loss of even one or two is significant because of the small number of candidates at that level (PhD).

“... Among the very small number of candidates in the Ph.D. program, you will accept seven-eight or six or ten, maximum. Losing one or two is a huge number. We don't have to undermine. At one time we send eleven of them. Only one of them decide to be there. Ten of them come back. But these are all university professors. You can see the magnitude....”

Concluding R7 has said that the educational system is affected, due to the loss of staff, and new graduates take their post. This is what R7 had to say:

“But you know we are trying to compensate them with the new graduates but somehow I can say its affected. Because, when someone teaching in the regional universities, living the experienced social work graduates, you have to replace him with the new one, right? And that clearly affects the existing educational system.”

5.15. Potential benefits from the emigration of social work professionals

Towards a question that asked what potential benefits could come from the emigration of social work professionals, R6 sees no gains that could be found. R6 has said though it depends on the people, and has given an example which she recalled in her BA learning days that three academicians who left never contributed or came. This is what R6 had to say on this:

“I don’t think there is any benefit that could be gained, because almost all of them they don’t go back home or even contribute...It depends on the people. But from the experiences that we had in social work department, the professors who left they never came back and they were not contributing. That is what I know when I was there, I knew like two or three professors they left but they did not go back home and they were not even contributing from where they were, I don’t think there is a possibility.”

R5 has however stated of some potential benefits, citing herself as an example the respondent has said that she intends to go back and serve in her country and that she would bring to her work her new and enhanced knowledge and others to can do the same says R5. And that if it was done “*properly*” in R5’s own word it could turn out to be beneficial. Below is the extract of this narration from R5’s accounts:

“Well... like I have told you I intend to return to my country and serve, so when I do that I am going to do that in a better way because I have learned new things... so if others can do that I say that will be good but you know even my case is just the will, so anyone can contribute their part on something, and for example if it is properly done, I mean if people return and you know uh... give back, it can be very beneficial”

R7 when asked how immigrated professionals could contribute to the development of the social work profession, the key informant of this study had said those abroad could transfer their

knowledge, skills and experiences using online platforms. Further R7 has also expressed that he considers that there is willingness to commit, among those who are there.

“One, the country where they are working is much experienced than us. They can transfer their know-how, their knowledge and their skill and this and that. That is one. And also they can engage in online system to exchange ideas, to share experiences and this and that. I think they are willing to do that.”

5.16. Lack of mechanism for linkages, cooperation and exchange of knowledge.

When asked of any mechanism for exchange of knowledge that they know of, R6 has simply answered that she knows nothing of this sort, R6 said that: *“I don’t know of any such mechanisms.”*

R5 to like R6 has said she is unaware of such a thing, but said that this was very possible to do as there are modern means of communication that makes exchanging knowledge, creating linkages and establishing cooperation easily achievable. This is what R5 had to say:

“I don’t know anything like that till now I don’t think something like that, but it is possible, it’s very possible I think because like you have said exchange of information even linkages and cooperation can be done its exchanging information it’s what you and I are doing now in a way. I mean we are living in a modern age and this can be done by you know over the internet and other means so I think that is possible”

R7, on this has stated that some kind of cooperation exists, informally on an individual to individual basis. At the individual level, because says R7 former graduates owing to how they migrated can’t bear to face the school of social work. But R7 has also noted that there are

movements to collaborate with the school, but tangible results have yet to be seen. This is what R7 has said:

“With individuals. Because they are not as such proud of what they did. They don’t have a unified kind of communication at the school level, rather, they might have a relationship with individuals at individual level. But now they are trying to organize themselves there so that they can do something in collaboration with us like, building libraries and exchanging ideas and information and this and that. Now they are interested to do that, but nothing concrete yet. Yeah. the more informal way.

CHAPTER SIX

6. Discussion

The present study primarily was undertaken for the purpose of establishing a preliminary understanding and description of the fundamental nature and extent of brain drain in the School of Social Work at Addis Ababa University. Specifically, this study has assessed for the attitude and intentions of regular, graduate and undergraduate programs students of the School of Social Work at Addis Ababa University. Accordingly, attitude and intentions towards emigrating abroad were measured using a survey. The constructed survey is structured based on the model of Reasoned Action Approach by Fishbein and Ajzen, (1975). Following, results are discussed according to this theoretical frame work.

To discuss, the results of this study showed that, a great majority, 83% of participants had a positive behavioral belief on emigration, meaning they believed that migration holds many advantages and that doing so would get them better; education, career advancements, financial prospects if they emigrated abroad. And also a belief that emigrating abroad would help them in their personal growth and development in achieving their life goals. A great majority,73.1% of participants were recorded as having a positive attitude about emigrating abroad, meaning that

respondents weighing on behavioral beliefs and other factors have found emigrating abroad to be beneficial for them.

A very significant, 89% of participants were in high agreement with important norms. This implies that, that many number of participants have affirmed to notions such as; transforming one's life financially is difficult in Ethiopia and that working abroad provided a better working conditions and career opportunities than in Ethiopia. While at the same time disaffirming to notions that stated positively stated of carrier progression and employment prospects in Ethiopia.

Regarding to normative beliefs to, a very significant 78.5% of participants had positively accepted normative belief meaning that, they believed their significant others had a positive take on emigrating abroad. This means that most participants were encouraged to migrate abroad by their friends and families and that their families thought emigrating abroad would lead participants in exceling professionally and prospering financially. Measures on subjective norms show that a very significant, 76.9% of participant's had a high compliance score, indicating that they would adhere to and strongly consider and pursue emigration plans prescribed by their parents.

As to intention to emigrate a majority of 59.2% of participants have registered a high inclination or a greater desire to emigrate. Though more than a quarter of participants i.e. 33.8% had scores pointing to low inclination to emigrate. However, as Fishbein and Ajzen, (1975) have noted one's ability to enact the desired behavior limits the translation of intentions to behavior

In regards to internal control a great majority of 78% had a positive perception of their capabilities in terms of knowledge and skills that suffice for emigrating abroad. However, for external control a very significant portion, 59.2% of the participants had an unfavorable

perception on external controls, and still a sizable 31.5% had favorably perceived external controls. In regards to perceived behavioral control or individual perception on whether they are facilitated or inhibited to migrate after considering and weighing in on internal and external controls. In relation to this, a majority 60.8% of participants had a facilitated self-perception on being able to accomplish emigrating abroad after considering control beliefs, However, though close to half or 43% of participants had an inhibited self-perception on being able to emigrate.

Independent from reasoned action approach, the adopted scale of measurement on socioeconomic shows that more than half of the participants, 56.9% had a good assessment about their socioeconomic security after reacting to statements like for instance ‘Ethiopia’s future has become too unpredictable and emigration is the best solution’ however a sizable 31.5% of the participants did not have a good take on socioeconomic security. Eleven point five 11.5% were found to be neutral.

Independent Sample Test of the scores of the scales of measurement between the four variables, i.e. gender, program, origin and high school. Has revealed that there was a significant difference in ‘Attitude towards Emigration’ scores by program, BSW program (M= 3.51, SD= 1.15) and MSW program (M= 4.17, SD= 0.95) conditions; $t(128) = -3.182$, $p = 0.01$. There was also a significant difference in ‘External Control’ scores, by origin, urban (M= 2.98, SD= 0.50) and rural (M= 2.50, SD= 0.58) conditions; $t(128) = 4.789$, $p = 0.00$. Apart from external control in the rest of the measures there is no significant differences between the mean scores for urban and rural origins, as all their p values are > 0.005 marker.

Significant difference were again found for ‘External Control’ scores, by high school, private high school (M= 3.04, SD= 0.38) and public high school (M= 2.70, SD= 0.62) conditions; $t(128) = 3.294$, $p = 0.00$.

Apart from these outlined above in the rest of the scales of measures there was no significant differences between mean scores across; gender, program, origin and high school. all p values are > 0.005 .

6.1. Education as a key reason for considering emigrating abroad

Both qualitative and quantitative inquires have revealed that education is the most widely entertained reason for social workers to undertake emigration. In line with this, generally the quality of education in Ethiopia was described to be poor and shallow and in one instance fatigue with the educational system has been raised. Low educational standards and inadequate infrastructure. This is reflected in the neoclassical migration theory which has stated that push factors can be described as those unfavorable conditions in sending countries, including poor education system (Brandt, 2012).

These results also align with the following authors; (Melaku Kifle, 2016) have given low standards of education as an examples of push factors that encourage migration, similarly (Mallah, 2015) has raised inadequacy of knowledge obtained from higher education as a cause for undertaking migration. Boyo, (2013) has also described of poor educational systems and facilities as a cause.

It has also been revealed that educational pursuits abroad would lead one to excel in many fronts, in terms of; career, in terms of realizing one's full potential. It has also been revealed as a reason that students think they are not getting the fruits of their capabilities, and so

they seeking better options abroad. Similarly, inadequate facilities to facilitate optimum use of professional skills have been outlined by (Sako, 2011).

Apart from what has been raised it was also found that educational credentials from abroad have a high acceptance and commands respect, and therefore increase one's chances of employment here, it makes you "*employable*'

The two social work students abroad have also told that they had emigrated in pursuit of education, and are currently learning in higher institutions abroad. Additionally, the key informant of the study has also affirmed that most of those who leave from social work often cite educational pursuits citing numerous examples from his experience. However, it has to be noted that the key informant had expressed skepticism that educational pursuit was the main end goal of emigrating students. The key informant had expressed that this was most of the time a cover reason. The key informant had expressed that the real reason for emigrating was mostly economical, to get employment in human services abroad.

Quantitative finds also substantiate this, 83% of participants had a positive behavioral belief on emigration. And to an item in behavioral belief, 75.3% were in agreement that they can have access to quality education and training if they emigrated abroad. This is in line with what (Mallah, 2015) has given as one pull factor, Mallah has said among others good health and educational facilities draw educated professionals abroad.

6.2. Economic reasons for considering emigrating abroad

Qualitative results have revealed that respondents thought there was better career progression abroad, justifying that abroad unlike here there was a good attitude towards social work and it was valued. This was so, because as one respondent had explained, that the

profession had lot of awareness. Interestingly though, this recognition hasn't given prestige to the profession, as the key informant had explained social work was in the eyes of the native citizens abroad "*A kind of low level job*"

Two of the respondents from abroad on career progression had said that, there were biases in getting promotions. Respondents has also expressed that even after working for a considerable time, there was nothing that would be achieved by putting in hard work. But rather that it was all about employers giving good grades and recommending on to the next stage. In line with what was said about favoritism when it came to carrier progression Sako (2011) has given; frustration and demoralization of professionals arising from generally poor working conditions, nepotism, cronyism, tribalism, and corruption, especially in public service. Also in line the nationalist model of brain drain, acknowledges structural problems such as; obstacles in the career path and growth of professionals, limited internal mobility within the labor structure (Anash, 2002).

Respondents had also noted that financial returns are unsatisfactory and there is need for better pay. Respondents have also highlighted that even two years of work would not even get you anywhere and that it would count as a starting earning stage. This is line with pull factors such as favorable employment opportunities *and* better pay raised by (Mallah, 2015). Also in line, (Boyo, 2013) states that, opportunities for career advancement, better wages, contribute as pull factors.

One respondent had noted that the pay abroad was guaranteed to be a "*thousand fold better than here in Ethiopia*". all respondents including one who had no interest what so ever in emigrating abroad had attested to financial advantages abroad. Similarly, with this (Benedict and

Ukupere, 2011) have told of the lure of foreign currency as something that attracts educated professionals.

Respondent had also stated that even those who are employed are not satisfied with the pay they receive. That even if one manages to secure employment, the life one would make out of it is unsatisfactory. Respondents have also stated that there is a need for better salary and better financial returns and that this was not just for social work but generally for other disciplines in the social sciences as well. One respondent had expressed that generally for social sciences their market value was low. This statement is in high sync with Berhanu, (2014) has stated that most students were not likely to secure jobs following graduation and even when they do, the jobs available for social science graduates are low paying.

One respondent had assessed that, in his calculations, with the current pay that he gets as a university lecturer he doesn't see himself buying a house, owning a car, or even becoming a middle class citizen in the future that he looks into. Accordingly, working conditions and salary were found as the most outstanding pull and push factors to external brain drain by (Teskaye Semela, 2011).

In sync with what respondents had said the quantitative finds also reveal that most of a great majority of the participants had accepted to stated statements on important norms. Participants to the item in important norm that stated that, people who have migrated abroad are most of the times economically better off on return 80% had generally agreed. And to the item that had stated that, changing and transforming one's life's financially was difficult here in Ethiopia, 75.4% had generally agreed.

6.3. Socio political environment as a potential reason for considering emigration

One respondent when asked reasons why social worker choose to emigrate has stated “disgruntlement” this respondent had stated that many in Ethiopia are disgruntled and that they have lost hope. This the respondent says has nothing to do with the profession of social work but is something that affects all. This respondent has raised issues relating to fairness in the form of being unable to partake in the benefits of the growth that is being witnessed. Security concerns in the form of fear of repercussions and pervasive ethnic tensions were raised as an independent cause from the predicaments of the social work.

Very much in sync (Chimanikire, 2005) has stated of disgruntlement using another term ‘disillusionment’. Chimanikire has expressed that, political and social intolerance, persistent tussle over leadership succession, political repression, corruption, disillusionment with political governance, internal conflicts, and wars, political violence, political persecution, widespread use of political power for private gains, corruption, and loss of confidence in government, repression of human rights, including academic freedom and lack of political atmosphere conducive to free and open debate.

the “*socio political environment*” the assessment on socioeconomic security manifests that; 31.5% of the total participants’ assessment on their socioeconomic security was not good. Results also show 11.5% were undecided and more than half, 56.9% assessed their socioeconomic security to be good.

6.4. Family influences as a reason for considering emigrating

Qualitative finds show that all respondents have expressed that their family were very much for their emigration. The key informant of this interview has also stated of family’s influence, when a certain high scoring PhD candidate was offered a post to teach at Addis Ababa

University, she had declined that offer because of her family's pressure that wanted her to emigrate abroad. Quantitative finds also check out with qualitative finds, regarding to normative beliefs 78.5% of respondents had indicated their families had a positive take on their emigration. Similarly, to subjective norm scores show that a very significant, 76.9% of participants were very much likely to pursue emigration plans forwarded by their parents.

In line with what has been said above, the new economics of labor migration or NELM in short argues that, decision for an individual to migrate is collective and takes place within the family of a migrant (Brandt, 2012). In addition, (Mallah, 2015) has at the individual level identified family influences.

6.5. Impact of emigration on social work education

When asked how the profession of social work can get affected by the emigration of professionals most of the respondents had expressed that this would affect education. That it would affect the quality of education in social work and that if the education is impacted so will to other aspects of the profession to, like creating a competent social work, workforce. Tesfaye Semela, (2011) has similarly noted that staff shortage in terms of academic teachers and professors at the collegiate level will lead to hindering the growth of the academic system in Ethiopia, and this will in turn prevent further growth and expansion of the system. Boyo, (2013) has also similarly made note on decline in quality of services as an effect of brain drain.

In the last couple of years alone it was reported that five staff members from the School of Social Work had left their posts and emigrated abroad. To date the key informant of this study has put the total number of social work graduates in the USA alone to number 50. It was also reported there were also social workers in Canada, South Africa and some European countries.

This assessment was given as all those who leave issue their credentials and relevant paper work from the School of Social Work. The key informant has estimated the total number of MSW graduate's over 10 year periods time to be 300 or so.

The key informant had reported that, even the loss of even one or two is significant because of the small number of candidates at that level. Boyo, (2013) has similarly described negative consequences such as; loss of essential Personnel. Similarly, Benedict and Ukpere, (2011) have told of brain drain leaving sending countries in shortage of skilled professionals. And Mallah, (2015) has also stated that brain drain causes talent shortage. It may be argued that brain drain is touching only the top 5 per cent of the population, and, therefore not a cause for national concern. However, the school system for the remaining 95 per cent will get from bad to worse says (Rajput, 2002) in concurrence.

The respondent has added that the school is trying to compensate for those who leave with the new graduates. But this was pointed to clearly affect the existing educational system. And that was attributed to the experienced social work graduates leaving, which leads to their posts being filled by new, relatively less experienced replacements. Tesfaye Semela (2011) has in line stated that that the flight of experienced and skilled academics, particularly of those from science and technology has left the universities not only with less qualified staff, largely composed of graduate assistants, but also without institutional leaders and mentors to the young and inexperienced.

The key informant of this study has put that, looking from the first group of graduates who managed to get employed as a social worker abroad, others to very soon followed suit. This is contrary to what have been raised in the literatures as human capital formation by (Capuano & Marfouk, 2013) and (Docquire & Rapaport, 2011). These authors hold that the prospects of

migration and what it holds might increase and stimulate the formation of professionals. The precondition that only a fraction of the increased highly skilled labor force ends up in the destination. But as it has been told, graduates have steadily trickled abroad once having learned it is possible to secure employment abroad with social work credentials from the school of social work.

Anash, (2002) have also stated contrary to the authors above, that the problem with human capital formation is that there is a tendency for replacements to want to emigrate as well. The key informant has told of even people who join social work just for the sake of its internationally accepted curriculum. It has been noted that there are 50 social work graduates only in America, (Docquier, Marfouk et al. 2011) have similarly told about brain drains tendency for amassing educated professionals in locations where they are already relatively abundant.

6.6. Potential Benefits from the emigration of social workers

On potential benefits, one respondent, from abroad remembering and citing that three academicians who had left had never returned or contributed while the respondent was learning social work in the degree program. Contrastingly, the other respondent from abroad has said that she intends to go back and serve in her country and bring her new found knowledge and that others to could do the same. And this respondent has pointed that if it was done "*properly*" it could turn out to be beneficial. This is in line with what Capuano & Marfouk, (2013) have stated, that international migration especially if it is orderly can have both negative and positive impacts on both sending and receiving nations.

The key informant of this study citing the better experience of those abroad said that they it is possible to engage in online systems to exchange had said those abroad could transfer their

knowledge, skills and experiences. Similarly, these authors; (Benedict & Ukpere, 2011); (Kamu, 2007); (Mallah, 2015); (Capuano & Marfouk, 2013); (UNCTAD, 2012); have told of benefits from the brain drain like; transfer of technology to institutions, transmission of information, facilitating, initiating researches, cross flow of knowledge as some positive aspects.

Similar to what the key informant has said about engaging in online systems, the globalization model of brain drain states similarly that the high innovation in telecommunication of modern times can enable to draw from migrant's expertise regardless of where they are (Anash, 2002). Similarly, in the same vein, it has been stated that, "*In today's world, distances and borders are no longer an obstacle to the exchange of knowledge and to undertaking cooperative work.*" (Capuano & Marfouk, 2013, p. 2425).

6.7. Lack of awareness about social work

One of the major theme uncovered that all of the respondents of this study has said is that there was a big problem in terms of lack of awareness of social work, especially from the employer's side. Along with this it has been raised that social work posts are often times filled by non-social work professionals and that even some organizations can't quite tell apart social work from other professions in the social science like psychology and sociology. This misconception has been, by some respondents owed to most social science disciplines nature of dealing with human behavior and social environment so people tend to mix it with other professions. Others including the key informant of this interview have attributed this to social works relatively new history.

In regards to what has been said on lack of awareness of social work Emebet Mulugeta has very similarly stated that there is a "*common belief that any graduate from social science can*

work as 'social worker'. Departments of Sociology and Social Anthropology and Psychology Graduates from the two departments work as social worker” Emebet Mulugeta, (2006, p.86). It is important to note that Emebet has made this statement above twelve years ago, but as the researcher have found out this problem is very much present till date. Emebet on this has also stated this lack of awareness contributes to the under development of the social work discipline.

The key informant has also added as an assumed reason, that generally most employers come from a generation that had lived under the socialist Derg rule where they had experienced different social scientists being placed in similar posts and organizations.

CHAPTER SEVEN

7. Conclusion, Recommendations and Implications

7.1. Conclusion

This research has identified that social work students in the graduate and undergraduate program of the School of Social Work have a positive belief and attitude towards emigrating abroad. Primarily it has been found that social work students are inclined to emigrate in hopes of pursuing education abroad. It has also been revealed that social work students have raised of poor pay and low career progression in the work environment. This study has also found out that a substantial number of highly educated social work graduates reside abroad and that the flight of these kind of professional's impact specifically on the delivery of social work education as experienced social work teachers emigrate.

Generally, it has been identified that this trend of experienced social work professionals emigrating will lead to the underdevelopment of the social work profession. This study has also identified that there is a severe lack of awareness about the social work discipline generally among the wider public and more importantly among employers. Employers lack of awareness sees non -social work professionals filling in and competing for social work posts. This study has also revealed that lack of awareness is nothing new for social work rather that it has been

plagued by it ever since its start in Ethiopia. Lack of awareness among employers has also been found as one of the key causes to the professions underdevelopment.

7.2. Recommendations

Based on the major findings of this study, these recommendations are forwarded;

- A further wider inquiry and research is suggested to confirm the validity of findings of this research.
- The School of Social Work should aggressively and relentlessly campaign and promote to address severe misconceptions and lack of awareness about the profession, among the general public and among employers using mass medias or any other means.
- The School of Social Work should establish a platform for the exchange of knowledge and other cooperation with its graduates abroad to channel inputs for the growth of the social work profession.
- Additionally, the researcher would propose that similar studies should be conducted in other social science departments.

7.3. Implication to social work

This study has generally looked at brain drain in social work, and as such has examined an unexplored issue. No such inquiries of this sort have been conducted so far be it globally, in the African context or in Ethiopia. Social work being the helping profession that it is, is of paramount importance. For Ethiopia there is so much that social work could offer but that has yet

to be seen as the profession has still not yet fully flourished. This study provides a thorough insight on the attitudes and beliefs of social work students towards emigrating and other matters on the work environment. this can serve all concerned bodies especially to the School of Social Work at Addis Ababa University in providing valuable insight and information on the matter.

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ANNEX

ANNEX A. Survey instrument

Questionnaire :

The following questionnaire is designed to carry out a research for the study titled – Brain Drain in The Social Sciences: An Examination of the Emigration Attitudes of Social Work Students at Addis Ababa University. This research is carried out as partial fulfillment for the Masters of Social Work, from Addis Ababa University, College of Social Sciences, School of Social Work. It aims to assess the attitude and intentions of social work students towards international migration.

Statement of Informed Consent:

You are now being asked to participate as a volunteer in a research study. You will be one of approximately 150 participants in this study to complete this questionnaire.

1. Your participation in this project is entirely voluntary; you will not be paid for your participation.
2. Completing the questionnaire will require approximately 30 minutes. However, you may decline to answer any question, or not complete the questionnaire.
3. The researcher will protect the anonymity of all individuals participating in the study.

For further information, including a copy of the full result and analysis of this study, please contact:

Abraham Girma [the researcher]

abrahamglion@gmail.com Tel. No. 0912837878 [the researcher's contact details]

Final Notice: By completing and submitting this questionnaire, you are indicating that you understood the aforementioned statements, and thereby have consented to participate in this study. Read through instructions and proceed with the questions.

SECTION ONE: The questions below are intended to reflect your sentiments on migrating abroad. Please proceed by marking on the one that corresponds to your personal preference. On the table for each corresponding question you could put a mark X under (1)- Strongly Disagree, (2)- Disagree, (3)- Undecided, (4)- Agree and (5)- Strongly Agree.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

No.		1	2	3	4	5
1	If situations permit, I would intend or consider migrating abroad before the termination of my studies?					
2	If situations permit, I would intend or consider migrating abroad upon the completion of my studies?					
3	If situations permit, I would intend or consider migrating abroad sometime after the completion of my studies?					

4. If your answer for any one of the above three questions is either (4). **Agree** or (5). **Strongly Agree**, please indicate as to why you would consider or intend on emigrating abroad.

5. Also if your answer for any of the first three questions is either (4). **Agree** or (5). **Strongly Agree** please indicate if all is permitting when and where you might intend to leave to.

If all your answers for the first three questions are only from among; **(1). Strongly Disagree, (2). Disagree or (3). Undecided**, then please elaborate as to why you do not consider migrating abroad. (SKIP this question If you at least have answered one of the first three questions as either of **(4). Agree or (5). Strongly Agree**.

SECTION TWO: The section bellow is intended to further capture your attitude towards emigrating abroad. Please mark the one that corresponds with your personal preference. On the table for each corresponding question you could put a mark X under (1)- Strongly Disagree, (2)- Disagree, (3)- Undecided, (4)- Agree and (5)- Strongly Agree.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

No.		1	2	3	4	5
1	I can have access to quality education and training if I emigrate abroad					
2	Migrating abroad will be very good for advancing my carrier.					
3	Migrating abroad will be very good for my personal growth and development					
4	Financially, migrating abroad can help me earn and generate greater revenue than in Ethiopia.					
5	Emigrating abroad can help me succeed in achieving my life goals.					
6	Social workers who have successfully emigrated overseas enjoy a higher social status and economic advantage compared to those who remain here.					
7	The ability to emigrate is an indication of a person's success and competence.					
8	Migrating abroad has more advantages than staying in Ethiopia.					
9	Compared to Ethiopia, many overseas countries can offer a better environment to learn and work.					
10	Emigration is a solution to problems related to security needs.					
11	Ethiopia's future has become too unpredictable and emigration is the best option.					
12	Emigrating overseas can provide a "backup plan" in case Ethiopia fails.					
13	Emigrating abroad is a path to achieving long term sustainability.					

14	Emigrating abroad provides a better working condition than in Ethiopia.					
15	To secure a good future emigrating abroad will be better than staying here in Ethiopia.					
16	People who have migrated abroad are most of the times economically better off on return.					
17	There are many more opportunities abroad than here in Ethiopia.					
18	Carrier progression is difficult here in Ethiopia.					
19	Good, desirable jobs are in short supply here in Ethiopia.					
20	Changing and transforming one's life's financially is difficult here in Ethiopia.					
21	Migration can help me establish myself quickly in a highly competitive world.					
22	Many of my friends and classmates talk positively about employment prospects here in Ethiopia.					
23	Many of my friends and classmates talk positively of carrier progression in Ethiopia.					
24	Almost everyone wants to emigrate abroad.					
25	Any opportunity to go abroad should be pursued and seized without hesitation.					
26	Many of my social work friends want to emigrate abroad.					
27	My family think emigrating abroad will make me excel professionally.					
28	My friends and family members think I should emigrate.					
29	My family thinks emigrating abroad will make me prosper financially.					

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

No.		1	2	3	4	5
30	My friends encourage me to try to migrate abroad.					
31	My family encourages me to migrate abroad.					
32	My classmates talk positively about upward social mobility here in Ethiopia.					
33	Achieving an upward mobility abroad doesn't take time compared to Ethiopia.					
34	I prefer to improve my socio economic wellbeing in Ethiopia (e.g. by studying and working hard) rather than to emigrate for a better life.					
35	I can achieve the things that I want even without leaving Ethiopia.					
36	I will not renounce Ethiopian citizenship although I would want to become a permanent resident in another country.					
37	My family will approve of me going abroad.					
38	My family will be proud if I get a chance to go abroad.					
39	My family wants me to keep a look out for scholarships and other opportunities for emigrating abroad.					
40	I will accept and pursue plans for me to emigrate abroad by my family.					
41	Emigrating abroad will be beneficial for me.					
42	I very much would like to migrate abroad.					
43	I will actively pursue for a chance to go abroad.					
44	I will try migrating abroad.					

45	If I got a chance to go abroad now, I will surely take it.					
----	--	--	--	--	--	--

For the following four items, on the table for each corresponding question, you could put a mark X under (1) Never, (2) Once in a while, (3) Frequently, (4) Very frequently (5) All the time.

Never	Once in a while	Frequently	Very frequently	All the time
1	2	3	4	5

No.		1	2	3	4	5
46	How often do you think about searching for better prospects abroad?					
47	How often do you think about pursuing an overseas education?					
48	How often do you think about living and working in another country for an extended period of time?					
49	How often do you think about immigrating to another country to live there permanently?					

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

No.		1	2	3	4	5
50	I will actively examine the possibility of emigrating to another country within the next five years.					
51	Migrating abroad requires a good level of skills and education.					
52	I have the necessary skill and knowledge set to go abroad.					
53	I believe my grades are good enough to pursue emigrating abroad.					
54	My overall language skills are good for emigrating.					
55	I have access and awareness of scholarships and other contents that lead to emigrating abroad.					
56	Pursuing going abroad is an uncomplicated task.					
57	It is hard to get opportunities such as scholarships to go abroad.					
58	I have in my family, social networks abroad that can help facilitate my emigration.					
59	It is expensive to go abroad.					
60	My family is able to finance in part or full my expenses to go abroad.					
61	My family will to the best of their abilities try to finance my voyage if I get a chance to go abroad.					
62	If I get an opportunity and if my family is able, they will be very willing to finance and facilitate my voyage.					
63	It is very difficult to go abroad.					

64	I believe I possess a good level of overall competency to have a good chance of going abroad.					
65	I can search and find for opportunities of migrating abroad.					
66	I have a possibility of having my migration abroad financed.					
67	I can easily emigrate to other countries if I want to do so.					

SECTION THREE: The following questions are intended to show respondents demographic status.

1. Sex: **Male** **Female**
2. Age: _____
3. Origin: **Urban** **Rural**
4. High school: **Public** **Private**
5. Program: [BA] – [MA]. Year in program: _____
6. Academic achievement: Please indicate your current GPA: _____ For those who are in your MA program, please indicate your final GPA in your previous BA program:

- THANK YOU AGAIN FOR YOUR VALUABLE TIME -

ANNEX B. Interview guides

Interview guide with students

Background information

- 1.Age?
- 2.Level of education?
- 3.Any other occupation?

1. Tell me a little about your profession, i.e. social work?
2. why did you choose to be in social work?
- 3.What is your future goal with social work?

4. From what you have come to know, what does the employment and work situation in the social work profession generally look like?
5. As a social work student, what is your outlook and belief towards emigrating abroad generally? Do you have any interests in emigrating?
6. If so what would you say are the reasons why you and other social work students think of pursuing emigration abroad? (If not why please explain you are not interested in emigration?)
7. When it comes to you, what is your family's stance on the issue of migrating abroad?
8. If any, what kind of students are more inclined to go abroad would you say?

Interview guide with social work students abroad.

Background information

1. Age?
2. Level of education?
3. What is your occupation?

-
1. What are the factors that led you to consider to emigrate abroad?
 2. what was your family's role and stance on the matter of you migrating abroad?
 3. What were your outlooks and beliefs towards emigrating abroad before you left? How did it turn out to be?

4. What did the employment and work situation in the social work profession generally look like? On this matter what was entertained by other social work students in your time?
5. If any, what kind of social workers or students are more predisposed to go abroad would you say?
6. What is your future plan?
7. What effects do you think if any, might the emigration of social work professionals have on the social work education and profession generally back home.
8. Are there any possible benefits that could come to social work education and profession back home from the emigration of social work professionals?
9. Is there any such mechanism for linkages, cooperation or exchange of knowledge with universities back home? If so explain as to why or why not?

Interview guide with key informant.

1. How does the flow of social work professionals in migrating abroad look like?
2. How does the overall work situation of the social work profession look like here as compared to abroad?
2. What are the reasons that lead to the migration of social work professionals?
3. How can/is the social work profession be affected by the emigration of social work professionals?

5. Is there any such mechanism for linkages, cooperation or exchange of knowledge with universities back home? If so explain as to why or why not?
6. How can emigrated professionals contribute to the development of the social work profession?
7. If any, what kind of students are more inclined to go abroad would you say?

ANNEX C. Tables

Table.1 - Summary of Sentiments towards emigrating abroad.

1.If situations permit, I would intend or consider migrating abroad before the termination of my studies?			
	Frequency	Percent %	Cumulative %
Strongly Disagree	29	22.3	50.8
Disagree	37	28.5	
Undecided	28	21.5	-
Agree	22	16.9	27.7
Strongly Agree	14	10.8	
2.If situations permit, I would intend or consider migrating abroad upon the completion of my studies?			
	Frequency	Percent %	Cumulative %
Strongly Disagree	3	2.3	12.3
Disagree	13	10	
Undecided	21	16.2	-
Agree	40	30.8	71.6
Strongly Agree	53	40.8	
3.If situations permit, I would intend or consider migrating abroad sometime after the completion of my studies?			

	Frequency	Percent %	Cumulative %
Strongly Disagree	7	5.4	13.1
Disagree	10	7.7	
Undecided	12	9.2	-
Agree	45	34.6	77.7
Strongly Agree	56	43.1	

Table. 2 – Summary of frequency and percentage of the 12 scales used in the survey.

Behavioral Belief			Attitude towards Migration		
	Frequency	%		Frequency	%
Negative Belief	18	13.8	Negative Attitude	19	14.6
Neutral	3	2.3	Neutral	16	12.3
Positive Belief	109	83.8	Positive Attitude	95	73.1
Socio Economic Security			Intention to Emigrate		
Not Good	41	31.5	Low Inclination	44	33.8
Neutral	15	11.5	Neutral	9	6.9
Good	74	56.9	High Inclination	77	59.2
Important Norm			Likelihood of Emigrating in the next 5 years		
Low Agreement	13	10	Lower Likelihood	26	20
Neutral	1	0.8	Neutral	27	20.8
High Agreement	116	89.2	Higher Likelihood	77	59.2
Normative Belief			Internal Control		
Negatively Accepted	22	16.9	Negative Perception	24	18.5
Neutral	6	4.6	Neutral	4	3.1
Positively Accepted	102	78.5	Positive Perception	102	78.5
Social Mobility			External Control		

Low Mobility	67	51.5	Unfavorably Perceived	77	59.2
Neutral	19	14.6	Neutral	12	9.2
High Mobility	44	33.8	Favorably Perceived	41	31.5
Subjective Norm			Perceived Behavioral Control		
Low Compliance	21	16.2	Inhibited Self Perception	43	33.1
Neutral	9	6.9	Neutral	8	6.2
High Compliance	100	76.9	Facilitated Self Perception	79	60.8

Table. 2 – Summary of frequency and percentage of the 12 scales used in the survey.

Table 3. summary of profile of interview respondents

Respondent	Age	Level of education	Other occupation
R1	25	2 nd year MSW	Teacher at University of Gondar
R2	26	2 nd year BSW	Teacher at Mizan Tepi University
R3	24	2 nd year BSW	Part time job
R4	20	2 nd year BSW	No occupation.
R5	27	MSW	Program coordinator, at youth makers for sustainable development.
R6	26	MSW	Disability inclusion practitioner
R7	-	-	Veteran social worker and teacher

Table 4.

Behavioral Belief			
1.I can have access to quality education and training if I emigrate abroad			
	Frequency	%	
Strongly Disagree	3	2.3	
Disagree	11	8.5	
Undecided	18	13.8	
Agree	44	33.8	
Strongly Agree	54	41.5	
2.Migrating abroad will be very good for advancing my carrier.			
Strongly Disagree	4	3.1	
Disagree	11	8.5	
Undecided	15	11.5	
Agree	51	39.2	
Strongly Agree	49	37.7	
3.Migrating abroad will be very good for my personal growth and development			
Strongly Disagree	5	3.8	
Disagree	8	6.2	

Undecided	11	8.5	
Agree	57	43.8	
Strongly Agree	49	37.7	
4.Financially, migrating abroad can help me earn and generate greater revenue than in Ethiopia.			
Strongly Disagree	3	2.3	
Disagree	8	6.2	
Undecided	9	6.9	
Agree	44	33.8	
Strongly Agree	66	50.8	
5.Emigrating abroad can help me succeed in my life.			
Strongly Disagree	9	6.9	
Disagree	11	8.5	
Undecided	29	22.3	
Agree	39	30.0	
Strongly Agree	42	32.3	
6.Social workers who have successfully emigrated overseas enjoy a higher social status and economic advantage compared to those who remain here.			
Strongly Disagree	8	6.2	
Disagree	10	7.7	
Undecided	54	41.5	
Agree	35	26.9	
Strongly Agree	23	17.7	

7.The ability to emigrate is an indication of a person's success and competence.			
Strongly Disagree	19	14.6	
Disagree	40	30.8	
Undecided	34	26.2	
Agree	31	23.8	
Strongly Agree	6	4.6	
8.Migrating abroad is advantageous than staying in Ethiopia.			
Strongly Disagree	6	4.6	
Disagree	10	7.7	
Undecided	21	16.2	
Agree	51	39.2	
Strongly Agree	42	32.3	

Table 4.

Table 5.

Socioeconomic Security			
9.Compared to Ethiopia, many overseas countries can offer a better environment to learn and work.			

	Frequency	%	
Strongly Disagree	4	3.1	
Disagree	6	4.6	
Undecided	15	11.5	
Agree	62	47.7	
Strongly Agree	43	33.1	
10.Emigration is a solution to problems related to security needs.			
Strongly Disagree	15	11.5	
Disagree	37	28.5	
Undecided	30	23.1	
Agree	24	18.5	
Strongly Agree	24	18.5	
11.Ethiopia's future has become too unpredictable and emigration is the best option.			
Strongly Disagree	26	20.0	
Disagree	18	13.8	
Undecided	48	36.9	
Agree	24	18.5	
Strongly Agree	14	10.8	
12.Emigrating overseas can provide a "backup plan" in case Ethiopia fails.			
Strongly Disagree	15	11.5	
Disagree	27	20.8	
Undecided	35	26.9	
Agree	43	33.1	
Strongly Agree	10	7.7	

Table 5.

Table 6

Important Norm			
13.Emigrating abroad is a path to achieving long term sustainability and security.			
	Frequency	Percent	
Strongly Disagree	11	8.5	
Disagree	16	12.3	
Undecided	23	17.7	
Agree	66	50.8	
Strongly Agree	14	10.8	
14.Emigrating abroad provides a better working condition than in Ethiopia.			
Strongly Disagree	7	5.4	
Disagree	15	11.5	
Undecided	16	12.3	
Agree	54	41.5	
Strongly Agree	38	29.2	
15.To secure a good future emigrating abroad will be better than staying here in Ethiopia.			
Strongly Disagree	12	9.2	

Disagree	18	13.8	
Undecided	28	21.5	
Agree	53	40.8	
Strongly Agree	19	14.6	
Total	130	100.0	
16. People who have migrated abroad are most of the times economically better off on return.			
Strongly Disagree	5	3.8	
Disagree	5	3.8	
Undecided	16	12.3	
Agree	79	60.8	
Strongly Agree	25	19.2	
17. There are many more opportunities abroad than here in Ethiopia.			
Strongly Disagree	2	1.5	
Disagree	11	8.5	
Undecided	11	8.5	
Agree	62	47.7	
Strongly Agree	44	33.8	
18. Career progression is difficult here in Ethiopia			
Strongly Disagree	6	4.6	
Disagree	14	10.8	
Undecided	20	15.4	
Agree	58	44.6	
Strongly Agree	32	24.6	

19. Good, desirable jobs are in short supply here in Ethiopia.			
Strongly Disagree	7	5.4	
Disagree	11	8.5	
Undecided	8	6.2	
Agree	52	40.0	
Strongly Agree	51	39.2	
20. Changing and transforming one's life's financially is difficult here in Ethiopia.			
Strongly Disagree	5	3.8	
Disagree	14	10.8	
Undecided	13	10.0	
Agree	51	39.2	
Strongly Agree	47	36.2	
21. Migration can help me establish myself quickly in a highly competitive world.			
Frequency	%		
Strongly Disagree	9	6.9	

Disagree	14	10.8	
Undecided	25	19.2	
Agree	47	36.2	
Strongly Agree	35	26.9	
22.Many of my friends and classmates talk positively about employment prospects here in Ethiopia.			
Strongly Disagree	8	6.2	
Disagree	15	11.5	
Undecided	10	7.7	
Agree	41	31.5	
Strongly Agree	56	43.1	
23.Many of my friends and classmates talk positively of carrier progression in Ethiopia.			
Strongly Disagree	2	1.5	
Disagree	14	10.8	
Undecided	14	10.8	
Agree	42	32.3	
Strongly Agree	58	44.6	
24.Almost everyone wants to emigrate abroad.			
Strongly Disagree	5	3.8	
Disagree	28	21.5	
Undecided	19	14.6	
Agree	52	40.0	
Strongly Agree	26	20.0	

25.Any opportunity to go abroad should be pursued and seized without hesitation.			
Strongly Disagree	19	14.6	
Disagree	28	21.5	
Undecided	36	27.7	
Agree	39	30.0	
Strongly Agree	8	6.2	

Table 6.

Table 7.

Normative Belief			
26.Many of my social work friends want to emigrate abroad.			
Frequency	Percent		
Strongly Disagree	7	5.4	
Disagree	11	8.5	
Undecided	23	17.7	
Agree	66	50.8	

Strongly Agree	23	17.7	
27. My family think emigrating abroad will make me excel professionally.			
Strongly Disagree	9	6.9	
Disagree	13	10.0	
Undecided	22	16.9	
Agree	51	39.2	
Strongly Agree	35	26.9	
28. My friends and family members think I should emigrate.			
Strongly Disagree	6	4.6	
Disagree	21	16.2	
Undecided	10	7.7	
Agree	64	49.2	
Strongly Agree	29	22.3	
29. My family thinks emigrating abroad will make me prosper financially			
Strongly Disagree	10	7.7	
Disagree	11	8.5	
Undecided	14	10.8	
Agree	56	43.1	
Strongly Agree	39	30.0	

30. My friends encourage me to try to migrate abroad.			
Strongly Disagree	8	6.2	
Disagree	16	12.3	
Undecided	5	3.8	
Agree	64	49.2	
Strongly Agree	37	28.5	
31. My family encourages me to migrate abroad.			
Strongly Disagree	16	12.3	
Disagree	18	13.8	
Undecided	11	8.5	
Agree	50	38.5	
Strongly Agree	35	26.9	

Table 7.

Table 8.

Social Mobility			
32. My classmates talk positively about upward social mobility here in Ethiopia			
	Frequency	Percent	
Strongly Disagree	28	21.5	
Disagree	38	29.2	
Undecided	36	27.7	
Agree	24	18.5	
Strongly Agree	4	3.1	
33. Achieving an upward mobility abroad doesn't take time compared to Ethiopia.			
Strongly Disagree	10	7.7	
Disagree	38	29.2	
Undecided	51	39.2	
Agree	22	16.9	
Strongly Agree	9	6.9	
34. I prefer to improve my socio economic wellbeing in Ethiopia (e.g. by studying and working hard) rather than to emigrate for a better life.			
Strongly Disagree	16	12.3	
Disagree	41	31.5	
Undecided	35	26.9	
Agree	22	16.9	
Strongly Agree	16	12.3	
35. I can achieve the things that I want even without leaving Ethiopia.			
Strongly Disagree	15	11.5	
Disagree	31	23.8	
Undecided	34	26.2	
Agree	40	30.8	
Strongly Agree	10	7.7	
36. I will not renounce Ethiopian citizenship although I would want to become a permanent resident in another country.			
Strongly Disagree	19	14.6	
Disagree	15	11.5	
Undecided	24	18.5	
Agree	29	22.3	
Strongly Agree	43	33.1	

Table 8

Table 9.

Subjective Norm			
37. My family will approve of me going abroad.			
	Frequency	Percent	
Strongly Disagree	9	6.9	
Disagree	14	10.8	
Undecided	14	10.8	
Agree	51	39.2	
Strongly Agree	42	32.3	
38. My family will be proud if I get a chance to go abroad.			
Strongly Disagree	5	3.8	
Disagree	8	6.2	
Undecided	16	12.3	
Agree	61	46.9	
Strongly Agree	40	30.8	
39. My family wants me to keep a look out for scholarships and other opportunities for emigrating abroad.			
Strongly Disagree	4	3.1	
Disagree	20	15.4	
Undecided	13	10.0	
Agree	46	35.4	
Strongly Agree	47	36.2	
40. I will accept and pursue plans for me to emigrate abroad by my family.			
Strongly Disagree	13	10.0	
Disagree	17	13.1	
Undecided	21	16.2	
Agree	55	42.3	
Strongly Agree	24	18.5	

Table 10.

Attitude towards Emigration			
41. Emigrating abroad will be beneficial for me.			
	Frequency	Percent	
Strongly Disagree	11	8.5	
Disagree	8	6.2	
Undecided	17	13.1	
Agree	65	50.0	
Strongly Agree	29	22.3	

Table 10.

Table 11.

Intention to Emigrate			
42. I very much would like to migrate abroad.			
Strongly Disagree	10	7.7	

Disagree	13	10.0	
Undecided	21	16.2	
Agree	55	42.3	
Strongly Agree	31	23.8	
43.I will actively pursue for a chance to go abroad.			
Strongly Disagree	8	6.2	
Disagree	20	15.4	
Undecided	18	13.8	
Agree	45	34.6	
Strongly Agree	39	30.0	
44.I will try migrating abroad.			
Strongly Disagree	5	3.8	
Disagree	13	10.0	
Undecided	21	16.2	
Agree	54	41.5	
Strongly Agree	37	28.5	
45.If I got a chance to go abroad now, I will surely take it.			
Strongly Disagree	18	13.8	
Disagree	15	11.5	
Undecided	36	27.7	
Agree	24	18.5	
Strongly Agree	37	28.5	
46.How often do you think about searching for better prospects abroad?			
Never	16	12.3	
Once in a while	43	33.1	
Frequently	35	26.9	
Very frequently	29	22.3	
All the time	7	5.4	

47.How often do you think about pursuing an overseas education?			
Never	8	6.2	
Once in a while	32	24.6	
Frequently	46	35.4	
Very frequently	20	15.4	
All the time	23	17.7	
48.How often do you think about living and working in another country for an extended period of time?			
Never	20	15.4	
Once in a while	28	21.5	
Frequently	47	36.2	
Very frequently	24	18.5	
All the time	11	8.5	

49.How often do you think about immigrating to another country to live there permanently?			
Never	43	33.1	
Once in a while	41	31.5	
Frequently	25	19.2	
Very frequently	11	8.5	
All the time	10	7.7	

Table 11.

Table 12.

Likelihood of Emigrating in the next 5 years			
50.I will actively examine the possibility of emigrating to another country within the next five years.			
	Frequency	Percent	
Strongly Disagree	11	8.5	
Disagree	15	11.5	
Undecided	27	20.8	
Agree	42	32.3	
Strongly Agree	35	26.9	

Table 11.

Table 12.

Internal Control			
51.Migrating abroad requires a good level of skills and education.			
	Frequency	Percent	
Strongly Disagree	20	15.4	
Disagree	25	19.2	
Undecided	19	14.6	
Agree	47	36.2	
Strongly Agree	19	14.6	
52.I have the necessary skill and knowledge set to go abroad.			
Strongly Disagree	6	4.6	
Disagree	10	7.7	
Undecided	20	15.4	
Agree	68	52.3	
Strongly Agree	26	20.0	

53.I believe my grades are good enough to pursue emigrating abroad.			
Strongly Disagree	11	8.5	
Disagree	9	6.9	
Undecided	24	18.5	
Agree	54	41.5	
Strongly Agree	32	24.6	
54.My overall language skills are good for emigrating.			
Strongly Disagree	8	6.2	
Disagree	11	8.5	
Undecided	18	13.8	
Agree	58	44.6	
Strongly Agree	35	26.9	
55.I have access and awareness of scholarships and other contents that lead to emigrating abroad.			
Strongly Disagree	12	9.2	
Disagree	12	9.2	
Undecided	26	20.0	
Agree	57	43.8	
Strongly Agree	23	17.7	

Table 12.

Table 13.

External Control			
56.Pursuing going abroad is an uncomplicated task.			
	Frequency	Percent	
Strongly Disagree	21	16.2	
Disagree	45	34.6	
Undecided	30	23.1	
Agree	29	22.3	
Strongly Agree	5	3.8	
57.It is hard to get opportunities such as scholarships to go abroad.			
Strongly Disagree	20	15.4	
Disagree	49	37.7	
Undecided	34	26.2	
Agree	20	15.4	
Strongly Agree	6	4.6	
58.I have in my family, social networks abroad that can help facilitate my emigration.			

Strongly Disagree	35	26.9	
Disagree	29	22.3	
Undecided	18	13.8	
Agree	26	20.0	
Strongly Agree	22	16.9	
59.It is expensive to go abroad.			
Strongly Disagree	34	26.2	
Disagree	56	43.1	
Undecided	25	19.2	
Agree	11	8.5	
Strongly Agree	4	3.1	
60.My family is able to finance in part or full my expenses to go abroad.			
Strongly Disagree	30	23.1	
Disagree	36	27.7	
Undecided	18	13.8	
Agree	36	27.7	
Strongly Agree	10	7.7	
61.My family will to the best of their abilities try to finance my voyage if I get a chance to go abroad.			
Strongly Disagree	18	13.8	
Disagree	15	11.5	
Undecided	20	15.4	
Agree	60	46.2	
Strongly Agree	17	13.1	

62.If I get an opportunity and if my family is able, they will be very willing to finance and facilitate my voyage.			
Strongly Disagree	16	12.3	
Disagree	17	13.1	
Undecided	10	7.7	
Agree	59	45.4	
Strongly Agree	28	21.5	
63.It is very difficult to go abroad.			
Strongly Disagree	9	6.9	
Disagree	43	33.1	
Undecided	42	32.3	
Agree	30	23.1	
Strongly Agree	5	3.8	

Table 13.

Table 14.

Perceived Behavioral Control			
64.I believe I possess a good level of overall competency to have a good chance of going abroad.			
	Frequency	Percent	
Strongly Disagree	4	3.1	
Disagree	9	6.9	
Undecided	44	33.8	
Agree	65	50.0	
Strongly Agree	8	6.2	
65.I can search and find for opportunities of migrating abroad.			
Strongly Disagree	6	4.6	
Disagree	12	9.2	
Undecided	28	21.5	
Agree	73	56.2	
Strongly Agree	11	8.5	
66.I have a possibility of having my migration abroad financed.			
Strongly Disagree	10	7.7	
Disagree	19	14.6	
Undecided	38	29.2	
Agree	51	39.2	
Strongly Agree	12	9.2	
67.I can easily emigrate to other countries if I want to do so.			
	Frequency	Percent	
Strongly Disagree	29	22.3	
Disagree	48	36.9	
Undecided	30	23.1	
Agree	15	11.5	
Strongly Agree	8	6.2	

Table 14.