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## THE EFFECTS OF POOR MANAGEMENT PRACTICES IN YEMENI UNIVERSITIES ON JOB DISSATISFACTION AND BRAIN DRAIN

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### Abstract

Yemen's universities have undergone a major struggle as the war-forced deficiencies and existing administrative problems created a persistent environment of dissatisfaction, leading to a huge brain drain phenomenon. This study attempts to explore the causes which encourage faculty members to quit their jobs in Yemen and turn to work abroad. To support the research, a structured questionnaire was prepared and distributed to 20 individuals. Afterwards, unconstrained interviews were conducted in order to investigate the issue further. The findings indicate that dissatisfaction factors including inadequate training, insecurity, lack of compensation, and nepotism/cronyism were primary drivers for emigration. The study underscores the urgent need for improved management practices and implementation of institutional support to retain qualified teaching faculty. Enhancing job satisfaction through training opportunities, fair compensation, and addressing nepotism/cronyism can mitigate brain drain and foster a conducive academic environment. Future research may address gender disparities and extend insights to regions unaffected by conflict to inform comprehensive strategies for higher education reform.

Keywords: Brain Drain, Job Dissatisfaction, Poor Management, Yemeni Universities

### INTRODUCTION

Yemen, located in the southwest of the Arabian Peninsula, has a population of 30.8 million (Alhariri et al., 2021) to 33 million, of which the majority of the population is between 15 years old (46%) and 65 years old (2.7%) (UNDESA, 2022). Since the 1960s, the South and the North of the country had been through several turmoil and instability. After the Reunification, Yemen witnessed a 4-month civil war in 1994. The situation did not change in 2011 with the advent of the Arab Spring. Eventually, this has led to the worst humanitarian crisis the world has witnessed (News, 2019). Yemen faces a shortage of basic needs, insufficient levels of public services, rising costs, and insecurity. Additionally, before breakout of the 2015 war, as a low human development country, Yemen ranked 153 out of 191, but the escalation of conflict in 2015 brought it to 183 (UNDP, 2022).

Generally speaking, states attach importance to higher education whereby nations can realize bigger dreams, innovations, and research breakthroughs. A high level of education in any nation can contribute to better the utilization of resources and play a role to boost that

nation's economy (Raid & Alzoubi, 2021). National initiatives are used to foster innovation and deliver a high level of performance in academic sectors (De Wit & Altbach, 2021). In the context of developing nations, the educational sector normally faces numerous obstacles, including technology, funding, and a high demand for its services. (Akour, Alshurideh, Al Kurdi, Al Ali, & Salloum, 2021; Leo, Alsharari, Abbas, & Alshurideh, 2021). Tertiary education is supposed to provide a most high quality of education in in terms of instruction for students and teaching staff. Universities are believed to be the key to enhance education and empower academics so as to contribute to the well-being of society. This is possible once the quality of teaching and learning is guaranteed and well-preserved in universities nationwide. Having said so, staff retention is crucial and can be conducted through providing experience, expertise, attractive payment and benefits for the faculty. If it happens, the morale and performance of academicians may be boosted and enhanced (Alam, 2022). To understand the situation of tertiary education, there is a dire need to review the history of the country and its higher education system.

As regards the Yemeni tertiary education, there are 16 State-sponsored universities, of which 6 are at the phase of construction, 38 private universities (Al-haimi, Ab Hamid, & Hujainah, 2018). With the establishment of public Sana'a University in early 1970s and public Aden University in 1970 (Al-Haimi, Hamid, & Hujainah, 2017; Hussein, Al-Mamary, & Hassan, 2017; University, 2023), the percentage of those who managed to finish higher education is still less than 20% of the population (ECONOMIC & AFFAIRS., 2019). Even this humble percentage does not guarantee that those graduates are well-qualified since economic, political, social, and religious hardships affect ordinary citizens, let alone the recipient of higher education. Additionally, it is devastating to know that there is a shortage of information pertaining to tertiary education in third party's literature as shown by Figure 1.

TERTIARY EDUCATION	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Gross enrolment ratio (%)</b>										
Total	...	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...	...
Male	...	...	...	...	...	...	...	...	...	...

**Figure 1: Yemen's Education (Statistics, 2023)**

After conducting a Yemeni official to inquire about the absence of new statistics, the reply was that most of the team left the country due to the ongoing war. The situation has become depressing. Not only do financial and economic difficulties but also safety and academic issues greatly impact the quality of tertiary education. The destabilization of educational quality and criteria is the result of complex issues related to academia and administration (Muthanna, 2015). It is obvious that the impact of the long-year war has been severe on the economic sector. The volatility of the Yemeni currency and prevention of oil exports made the government unable to continually pay the wages of teachers and lecturers (News, 2019), which affects the quality of education in general, and higher education in particular. Since the economic situation has witnessed a downturn trend, it has affected the provision of salaries and the purchasing power of the local currency (UNICEF, 2021). In turn, the tertiary education has been facing many economic adversities and educational disparities (Muthanna & Sang, 2018). Consequently, universities may turn to unwanted solutions such as leave without pay, salary reduction, recruitment of lecturers with no experience to replace experienced lecturers who demand to be paid fat salaries. A study showed that the salaries of some public university professors were not given for years, and the salaries of their peers in private universities decreased by 40% (AlMunifi & Aleryani, 2021).

The safety of the teaching staff in higher education has received little attention. Universities were under attack since the eruption of the war in 2014 (Tsolakis, 2022). The attacks were carried against the infrastructure as well as the human beings, be students or teachers. Unsurprisingly, Yemen came third in “the profiled countries most affected by attacks on higher education facilities” (Tsolakis, 2022). In the same report, the attack on education has declined during the period of 2020-2021 due to the de-escalation of the conflict. The two warring parties have entered into an undeclared truce when the UN-brokered truce ended in October 2022. Despite of that, there have been some casual clashes from time to time.

In line with training staff, universities send their working cadre to other countries to pursue higher education. It is called internationalization of the teaching staff. In normal cases, those sent abroad come back with qualifications and expertise to benefit their countries and universities. However, in the Yemeni context, many academic staff attending post-graduate programs abroad have not returned yet. What has been affected is the quality of teaching and research (Milton, 2017). Consequently, the outcome of these universities will be unable to cope up with new changes and trends in the academic arena.

One of the ways to enhance the performance of the educational sector is through innovation and retention of qualified cadre (Alshamsi, Alshurideh, Kurdi, & Salloum, 2021; Alshurideh, Gasaymeh, Ahmed, Alzoubi, & Kurd, 2020). The retained staff enjoy a good level of satisfaction, which in turns causes the institution stakeholders to be satisfied, too. Having said that, a number of scholars believe the absence of job satisfaction does not mean that any negative consequences may ensue (Withey & Cooper, 1989; Zhou & George, 2001). What helps to improve job satisfaction is the recognition and good relationships an employee feels and has (Cano & Castillo, 2004). These two factors constitute strong drivers for employees to be loyal to their institution. Conversely, the inequitable treatment of staff make them look for employment in another place (Ololube, 2006). Inequality treatment has many forms, one of which is the unfairness in the work settings.

On the other hand, job dissatisfaction and/or satisfaction represents an area which researchers ought to reconsider often and often to determine what affects productivity and retention of employees (Subramanian & Saravanan, 2012). According to Siddiqui and Saba, one of the factors that affects job satisfaction of the teaching staff is job security (Siddiqui & Saba, 2013). In other words, the more secured an academician feels, the more likely he has job satisfaction and never reconsiders seeking employment in a different institution. Although it is difficult to measure how secure the teaching staff are if they are unable to express themselves without fearing any kind of rebuttal. That is why employees need social support to cope better with job pressure and improve their performance. If the institution is unable to engage with the staff and make them feel appreciated, this leads to lose skilled and experienced staff, the loss of whom means additional negative costs and poor quality.

It is well documented in human resource management literature that job satisfaction contributes to the decrease in the level of intention to leave a job. The intention to leave a job in the educational sector presents a problem which is under-researched (Javed, Javed, Ahmed, & Anjum, 2019). There are factors that help to retain employees, including paying employees well, giving them training, keeping an eye on their careers, giving them fair performance reviews, and letting them take part in making decisions (Raid & Alzoubi, 2021). The presence or such factors can affect both whether or not an employee wants to leave and how satisfied they are in their job. Because of this, it seems important for any institution to create and follow good well-established practices in human resource management to gain, maintain, and motivate its employees (Alketbi, Alshurideh, & Al Kurdi, 2020; AlShehhi, Alshurideh, Kurdi, & Salloum, 2021). Otherwise, job dissatisfaction may lead to ineffective behaviour, one of which is the intention to leave the job. It may produce a state of unwilling to improve knowledge and sharpen skills. In the worst scenario, the turnover in the organization may witness an upward

trend. Such a situation needs to be studied and analyzed to provide insights into the situation. The level of job dissatisfaction is potential to reach high levels in a highly demanding and stressful work environment (Bos, Donders, Schouteten, & Van der Gulden, 2013). However, research on job dissatisfaction has received less attention than research on job satisfaction as a factor that may impact the work behaviour of employees. The employee's work behaviour responds to remuneration, career planning, training, involvement of employee in decision-making processes, and performance appraisal (Kurdi & Alshurideh, 2020; Taamneh, Alsaad, & Elrehail, 2018).

The phenomenon of brain drain is persistent in Yemen for several reasons. One of the reasons is the abuse of sabbatical leaves. After serving for four consecutive years, a professor is entitled to have one year to conduct research. Some professors travel abroad and occasionally never return (Muthanna, 2015). That creates a dire need for instructors in all disciplines. Another reason is the use of nepotism and cronyism to recruit new instructors instead of those who have left but never returned (Muthanna, 2015). Instead of allowing highly qualified professors to work in public universities, instructors with no experience and with a degree in a different field is granted academic posts. The least but not last, the devaluation of the currency and the intermittent payment of salaries to academicians aggravate the situation. The researchers believe that those who left the country for better life conditions may return to participate in the development process of the country once the situation get improved

Therefore, this study attempts to explore how far job dissatisfaction is linked to the decision of some Yemeni lecturers to leave the country and work abroad. It also aims at identifying the circumstances, if possible, that may drive them to return to work in Yemeni universities.

## RESEARCH DESIGN

The current study attempted to follow a case-study methodology to elicit more profound responses that help to explain complex social situations (Bryman, 2016). One of the methods utilized to collect information is the in-depth interview method (Schmidt, 2007) . Accordingly, this study targets a number of academicians who have left Yemen to work abroad in order to illicit some information related to job dissatisfaction and brain drain, and intention to return to Yemen. Since the respondents live in different countries, the researchers used virtual communication to contact them. To protect the identity of the respondents, their names were not mentioned in the survey but referred to as [Teacher + a number] so as to identify them for readers. As a result, they would feel more inclined to respond freely without any fear of retaliation. The data gathering instrument was a survey created by google forms. The survey was divided into two sections: demographic questions and questions on job dissatisfaction and intention to return. The second stage was the interview where they were guided through semi-structured questions to supply more information about their cases.

## DISCUSSION OF RESULTS

The survey link was sent to twenty Yemeni lecturers who at the time of conducting the research were currently living and working in different countries. The total respondents, however, were 9, which represents 45%. The analysis of the response started with their demographic information as shown in Table 1.

According to Table 1, the respondents' demographic information is as follows:  
Gender: There are only two females, representing 22%, while the vast majority of respondents are males. Marital Status: The majority of the respondents are married with 77.8%, and only two respondents claimed to be separated or divorced. Education Level: 77.8% of the

respondents hold a doctorate's degree, while 22.2% hold a master's degree. Type of University: 55.6% of the respondents work in public universities, 33.3% work in both private and public universities, and only 11.1% work in a private university. Years in Profession: 33.3% of the respondents worked between 1-4 years, 33.3% between 5-8 years, and 33.3% more than 8 years.

The responses show that more than half of the respondents were disappointed with their jobs, and only 22% were happy at work. The majority of the respondents used negative terms to describe their job satisfaction, such as "low," "very low," "not good at all," and "job dissatisfaction." Only one respondent described job satisfaction as "good," while two respondents used "50%" and "average" to describe their satisfaction.

However, one of them explained that the job would have been more satisfying if there had been better compensation, career opportunities, and support for research. Overall, it is safe to say that a large part of the respondents were unhappy with their work, which may have made them consider leaving their jobs. That is why human resource best practices should be maintained and applied to motivate employees to excel in term of performance and productivity (Kurdi & Alshurideh, 2020; Subramanian & Saravanan, 2012; Taamneh et al., 2018). What happens or has happened in Yemeni universities is to the opposite of what scholars recommend to conduct (Raid & Alzoubi, 2021). With the war, they decided to leave the country and seek employment abroad. Having said that, the other factors or reasons behind the decision to leave the country must be studied too as may have revealed in the interview.

**Table 1: Demographic Information of Respondents**

Demographic Info	Sub-classification	Number
Targeted people	Respondents	9
	Not responding	11
Gender	Male	8
	Female	1
Marital status	Single	0
	Married	7
	Separated/divorce	2
Attained degree	Bachelor's degree	0
	Master's degree	2
	Doctorate degree	7
Teaching in	Public universities	5
	Private universities	1
	Both	3
Years of experience	1-4	3
	5-8	3
	> 8	3

These factors are presented in the responses to the question: What made you decide to leave your teaching position? The responses vary greatly but are in line with prior studies in

the field. The absence of good human resource practices leads to the following complaints: “discrimination”, “unfairness”, “disrespect” and no “recognition”. Had the complaints been dealt with when they were raised or detected, fewer people would have job dissatisfaction (Alketbi et al., 2020; AlShehhi et al., 2021). It is in line with prior studies that highlight the importance to deal with complaints as fast as possible (Kurdi & Alshurideh, 2020; Taamneh et al., 2018). Another important factor is the economic situation as represented with “general economic situation” and “the economy”. The trigger for the deterioration in the economy can be traced to the crises, including the current civil war, the country has witnessed in the last two decades (UNDP, 2022). During war, the preservation of human rights is a challenge, and those who voice their opinion may be persecuted, arrested and brought to court. One respondent said “violation of human rights”, which indicates the absence of fair treatment and freedom of speech. Usually, journalists and social media are the victim of such human rights breaches.

One respondent said he travelled to complete a PhD program in 2011, but never returned to his post in Yemen. He has preferred to work abroad. It is known that financial incentives motivate lecturers to work abroad (Muthanna & Sang, 2018).

In relation to when they left Yemen, seven responded to this question. Four of them travelled between 2013-2015, two in 2007, and one in 2011. The country witnessed the Arab Spring Revolution in 2011, which was a civilian movement to oust the then President (Issaev, Khokhlova, & Korotayev, 2022). During that period, the country witnessed some, but limited, military clashes.

Five respondents mentioned that they worked in universities, either private or public, while one was a consultant with a charity. The remaining respondents did not mention where they were employed or what they did for a living. Two respondents indicated their intention to return to Yemen, while three respondents confirmed that they had no plans to return. Two other respondents showed hesitation, indicating that they may return to visit their families but not to live in Yemen. The responses suggest that the majority of the respondents are not planning to return to Yemen, but some may consider it if the situation improves.

After responding to the survey, the respondents were interviewed again using a semi-structured interview to elicit more information about their concerns and why some of them expressed refusal to return to their past posts in universities. The semi-structured interview allowed interviewees to voice their concerns and talk about the issues in a less carefree way, which sometimes led to unexpected insights. The discussion revolved around three themes, each of which was discussed in a separate sub-heading. While the semi-structured interview can provide useful information, its downsides include low validity and objectivity.

### ***Yemeni Universities: Need for Combating Nepotism and Cronyism***

Nepotism means the appointment of a kin in a position within the same organization or the provision of an advantage over other candidates, while cronyism refers to the practice of being partial when awarding jobs or advantages to close friends, associates, and subordinates. The former is more condemned and problematic to defend. In the context of business, it may cause job dissatisfaction and reduce success. In the academic arena, a family connection may be viewed as a way to offer job opportunities or privileges whether in administrative or academic positions. That is why some universities and organizations consider it unethical and unfair, so they impose strict measures to combat it. In a study, it was found that “perceived nepotism can hinder an organization’s ability to attract qualified personnel by demonstrating that potential job applicants were less likely to apply for a job at a prestigious but nepotistic organization compared to a less prestigious and less nepotistic organization” (Burhan, van Leeuwen, & Scheepers, 2020). The same is applicable to those who are employees in such an organization.

The environment is not conducive for most personnel to continue in the job since it is hard to stop the growth of dissatisfaction.

Some respondents expressed similar views as follows:

“In my university, they appointed a department head whose qualification is less than most of the department faculty. We couldn’t object since the new head is affiliated with the de facto government [in Sana’a].” (Teacher 1)

“Despite graduating as the top student in my department, I faced fierce competition with the son of a senior lecturer who was also applying to the same post. I was sure that I had no chance of getting the job. However, we both were fortunate enough when another job opening in a different department was vacant and both the senior lecturer's son and I were hired” (Teacher 2)

“My faculty occasionally had appointments. The list of prospective candidates affiliated with the ruling party, however, was prepared in advance, even though advertisements were placed for the positions in the newspapers. They formally interviewed all applicants and followed all procedures to the letter. However, only individuals whose names were on the list got recruited.” (Teacher 3)

“I’ve heard a lot about this issue [nepotism and cronyism], but I can't recall any stories I experienced first-hand.” (Teacher 4)

The phenomenon of nepotism and cronyism is common in Yemeni universities, and lecturers suffer from its consequences. They are deprived of the right position with its privileges, and they do not have a say in who is deserved to be appointed according to the set qualifications. This finding may go along with international reports about corruption in Yemen, where the country ranks 174th place in Transparency International’s 2022 Corruption Perception Index. Once either nepotism or cronyism takes place in any place, the spirit of performing well and competing in providing the best dwindles. Lecturers find themselves entitled to the same rewards and compensation as those who are unqualified and less hardworking but favoured by the management. This leads to a kind of dissatisfaction and disappointment in receiving performance-based compensation, which causes the quality of education to be low (International, 2022).

### ***Yemeni Universities: Need for Providing Continuous Compensation***

One of the most important aspects of the workplace is compensation such as salaries, wages, bonuses, and benefits. Employment seekers usually have a clear picture of what makes suitable compensation for them. Good compensation is a way to attract and retain highly performing personnel. The introduction of a good compensation plan can guarantee good results such as loyalty, productivity, and motivation. This, however, is still controversial. Good compensation is one attractive aspect of any employment. According to Ahmat et al. (2019), “employee satisfaction with compensation significantly influenced their work motivation, job satisfaction, and perceived quality of life” (Ahmat, Arendt, & Russell, 2019). Additionally, compensation dissatisfaction takes place when employees feel they are underpaid or unfairly paid. It enhances the feeling of being unappreciated. Having said that, university staff, being academic or administrative, suffer from two problems: the undervalue of the Yemeni currency and the intermittent reception of compensation. The problem is highlighted in the interview as follows:

“I was lucky. I left Yemen before the outbreak of war. We [lecturers] used to receive salaries without any interruption as far as I remember. Having said that, the problem banks on the value of our currency. When I joined the university, 50 Yemeni rials was equivalent to one US dollar. With time, the dollar went high until it reached 220 Yemen rials. Yet, our salaries didn’t reflect

this hike. The cost of life increased, but the salaries were slow to keep pace up with it.” [Teacher 4]

“When I joined the faculty, my salary was a little less than three hundred dollars. That is why I was forced to work in a private university to supplement my income. Now, the economic situation in the country has worsened since the war broke out. The last time I got paid, my salary was equal to one hundred dollars.” [Teacher 7]

“Since 2012, the provision of salaries witnessed some kind of interruption. However, the post-2014 situation created two realities. Those who teach in legitimate government-controlled territories are more likely to receive their salaries, while those who teach in Sana’a-government-controlled areas sporadically receive their salaries.” [Teacher 8]

A good salary is considered a significant factor that contributes to job satisfaction, and salaries should maintain almost the same purchase power. However, in Yemen, economic crises have led to the depreciation of the local currency, which has resulted in inconsistent compensation. Lecturers and teachers fall victim to such a situation in which they encounter the inconsistency of salary payment and devaluation of the currency. When a lecturer wishes to earn more, he/she becomes obliged to work in a private university, which impacts teaching quality and leads to a low level of planning, preparation, teaching, learning, etc. Inconsistent compensation, workload imbalances, and other factors make lecturers and teachers dissatisfied at the workplace. As a result, they accept any job offer in the Gulf States since the payment is quite high. Meanwhile, those who are on sabbatical leave or pursuing higher education find it difficult to return to their post in Yemen. Leaving abroad seems profitable but it leaves Yemen with a declining system of education.

### *Yemeni Universities: Need for Providing Training*

Training is an investment of an organization to capitalize on human power by providing them with what serves its goals. It can be of two types: on-the-job training and off-the-job training. The planned activities performed by an organization to equip employees with knowledge and skills, to effect change in employees’ attitudes or behaviours are called training. It takes different forms such as workshops, symposiums, forums, roundtable discussions, etc. Additionally, they can be generally classified into two types. The formal type is considered to be structured and organized, while unstructured, spontaneous, or voluntary training is called informal (Ahmat et al., 2019). Institutions and organizations can utilize both types to produce a well-rounded learning experience. The combination of these two types can lead to a structured approach to learning, flexibility and customization. Whether job training is linked directly or indirectly to job satisfaction, it is noticed that job training increases the performance of employees (Seel, 2011) (Nauman, Bhatti, Jalil, & Bint E Riaz, 2021). Financial incentives can motivate attendees to continue to go to workshops. However, this should not be the aim of attending a workshop, but in the long run it may help to cultivate a culture of attending training. Regardless of their performance, incentives should be distributed evenly among them (Schmidt, 2007).

Training in Yemeni universities is expressed in the views of the following lecturers: “I still remember the first training I had in my faculty a couple of months after my recruitment. I was suitably impressed. After that training, the themes were frequently repeated. Therefore, the training was ineffective.” [Teacher 4]

“Despite the fact that training is part of the faculty's calendar, we were rarely trained by a professional in our field. We received computer and English training courses. We held symposiums practically every year, but the benefits were limited because they were done as a faculty requirement with no meaningful supervision of the material. Because there were no



financial or scientific incentives, a large portion of the teaching staff did not attend.” [Teacher 5]

“Our faculty didn’t have training on the latest approaches in our field. Our equipment was outdated in comparison to laboratories in developed countries. That is why if a professor- who had a chance to attend a training abroad- attempted to provide the same train to us, he could only furnish us with the theoretical part.” [Teacher 7]

“We didn’t have formal training. Our colleagues delivered one- or two-day internal workshops. Most of them are encouraged to participate without being evaluated.” [Teacher 9]

The statements discuss the importance of training in universities in Yemen. Although it is obligatory to include training in the academic calendar, the lack of a definite plan based on the needs of the faculty or teaching staff makes the training ineffective. Faculties offer the same training year after year, which reduces the benefits of attending such training events. Furthermore, the absence of practical training and necessary apparatus is another shortcoming. The university budget can barely meet the salaries of employees, so there is no item to modernize a laboratory. To encourage teaching staff to attend training workshops, incentives in the form of financial benefits such as allowances or bonuses are necessary.

As the results of this study show, these issues are at the core of the problems facing Yemeni universities, which often leads to staff dissatisfaction and brain drain. Through the incorporation of both Naqli (revealed knowledge) and Aqli (reasoned knowledge) point of views we will provide comprehensive solutions to this matter. From a Naqli point of view, the key values of justice, equity, and fairness can be found in the teachings of Islam, something that is continuously stressed. Nevertheless, nepotism, discrimination, and the economic gap are frequently observed in Yemeni universities which disregard these sensitive concepts. Thus, the solutions are not just a matter of administrative reformations but they are as a result of Islamic moral values. An Aqli viewpoint requires reasonable plans of action that are possible to be applied practically. Transparent hiring processes, equitable salary schemes, and inclusive training programs can serve as tools to handle job dissatisfaction and promote the faculty experience. Additionally, it is important to conduct the implementation of the modern infrastructural and educational support structures in order to sustain the success of the higher education system in Yemen.

Implementing Naqli principles in combination with Aqli strategies paves a way to the holistic transformation of higher education in Yemen. Through the coordination of institutional policies in line with the Islamic values of justice and equity, we can create an environment that promotes academic excellence and has faculty characterized by contentment. Going forward, other research should consolidate Naqli and Aqli knowledge in order to come up with evidence-based policies. Through combining Islamic enlightenment and contemporary theories, we can mark a new chapter in the history of university studies in Yemen and beyond which will be a great leap to the improvement of higher education in our society.

## **CONCLUSION**

The current study endeavoured to investigate bad management practices leading to job dissatisfaction in Yemeni universities and the phenomenon of brain drain. The different factors pertaining to job dissatisfaction as mentioned in the literature were provided and analyzed. The respondents’ answers were matched with these factors to reveal more about the underlying challenges facing Yemeni professors before they decided to leave the country. It is found out that the encountered challenges have made a number of Yemeni professors leave the country, seeking employment and security abroad. The study showed that there is a need to improve the HR practices that aim at training and retaining staff. Additionally, the HR department should provide financial incentives to the faculty to induce a culture of attending training workshops.

On the other hand, this study was limited in number of respondents and gender equity. That is why another study is needed to include more female voices since they were underrepresented in the current study. With the current going-on war, more studies are needed to shed more light about the status and quality of higher education in the regions that are not affected by war. These studies may come up with good recommendations to enable and empower the higher institutions to provide the best according to the available capacities.

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