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COLLABORATION PROGRAMMES FOR THE INTERNATIONALIZATION OF UNIVERSITY EDUCATION IN SOUTH-SOUTH GEO-POLITICAL ZONE, NIGERIA

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ABSTRACT

This study investigated collaboration programmes for the internationalization of university education in South-South Geo-Political Zone, Nigeria. Three research questions were answered and three hypotheses were tested. Descriptive survey design was employed for the study. Population of the study was 414 management staff in all the universities in South-South geo-political zone, Nigeria while the sample size for the study was 288 management staff. The instrument for data collection was questionnaire. Data analysis was done using mean and standard deviation to answer research questions, while independent z-test was used to test the hypotheses at 0.05 alpha level. Results of the study showed that there is a significant difference between the mean scores of federal and state universities management staff on the scholarly collaboration programmes for internationalization of university education. Furthermore, the results revealed a significant difference between the mean scores of federal and state university management staff on the constraints to scholarly collaboration programmes for internationalization of university education in South-South geo-political zone, Nigeria. Finally, the result indicated that there is a significant difference between the mean scores of federal and state university management staff on the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education. The study recommended that considerable efforts should be made by the National Universities Commission to ensure effective collaborative programmes for internationalization of Nigeria universities.

Keywords: Internationalization of University Education, Scholarly Collaboration, Constraints, Strategies.

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INTRODUCTION

Internationalization of university education may result in quality teaching, learning and research as well as contribute to institutional reputation. According to the National Universities Commission (2018) international cooperation and linkages could strengthen the capacity of academic staff in Nigerian universities through workshops, conferences, symposia, knowledge sharing as well as exploring hidden opportunities in Internet of Things (IoTs), with a view to providing platforms for cooperation and effective communication between the faculty and students. Internationalization enhances universities reputation and status as it is an essential parameters in world ranking of university with components as academic reputation, faculties citation, employee reputation and international student ratio. The total weight given to internationalization dimension in the world university ranking methodology is 10%, that is, proportion of international faculty is 5% and proportion of international student is also 5% weight (Khalid, et al., 2017). Unfortunately, in the 2019 world university ranking, none of the Nigerian universities is among the first three hundred highly-rated universities. Yet there are 219 universities (49 federal universities, 59 state universities and 111 private universities) in the country as at 2022.

Nigeria has no national policy on internationalization of tertiary education and not many institutions are committed to internationalization. The institutions that are actively internationalizing, do so on individual and ad hoc bases (Oyewole, 2021). Jega et al. in Oyewole (2021) carried out a survey of 194 tertiary institutions in Nigeria, and reported that there were 1,856 foreign students out of a total of 1,132,795 students. There was 437 foreign academic staff from a total of 5,604 academic staff in these institutions. From this survey, it was found that foreign students make up 0.18 percent in Universities, 0.29 percent in Polytechnics and 0.04 percent in the Colleges of Education. The percentage of all foreign students in Nigeria's tertiary education system as at the 2018/2019 session was 0.16 percent. With regards to academic staff, the percentage of foreign academics in Nigerian Universities is 0.008 percent, and 1.64 percent in the Polytechnics, and 0.18 percent in the Colleges of Education, an indication that the teaching staff in Nigerian tertiary education system is largely dominated by Nigerian academics. The number of international students is very low and the teaching spectrum is populated by Nigerians. This has made the Nigerian higher educational system too localized. Few people will argue that the country's challenge is to provide access to the very high population of young people seeking admission into tertiary institutions every year. The effect of this high localization is that Nigerian universities compete very low in the internationalization matrix (Oyewole, 2021).

Obviously, the researcher's experience, observation and interaction with management and staff in universities in south – south geo political zone, Nigeria have shown that there are some collaboration effort and partnership at the Delta State University, Abraka, Ambrose Alli University, Ekpoma, University of Benin, Benin-City, the Federal University of Petroleum Resources Effurun and the University of Calabar, Calabar with international agencies. For instance, some level of international collaboration and partnership were observed at the Delta State University, Abraka through its Centre for Research and International Programme (CRIP) with the mandate to build relationship and contacts with other universities, mainly outside Nigeria, research institutions and agencies for the promotion of research and training, scholarship and international understanding. Some level of international collaboration efforts and partnerships with international agencies were equally observed at the University of Benin,

Benin-City such as the UNESCO – GEIFON chair in environmental sciences, the University of Calabar, Calabar is involved in some level of collaboration and partnership with the Oxford University, UK. For example, Dr. David Pratten, the director African Studies Centre was in University of Calabar for a stint of one month July/August (2013) under a budding collaboration arrangement. At the Ambrose Alli University, Ekpoma and Federal University of Petroleum Resources Effurun there are international collaborative programmes for sustainable development in petroleum studies.

Consequently, it is important to ascertain if such collaborations and partnerships have the requisite institutional practices or whether there are practices to implement them as internationalization activities. As shown by Tagoe (2012) and Frolich (2005) implementation of internationalization of universities via collaboration programmes may impact universities national outlook, improve and maintain a competitive edge for universities through the development of a highly skilled and knowledgeable workforce that can function in an international work environment, promote national culture and improve quality of university education. The basic measures of the extent collaboration programmes are germane in the implementation of internationalization at the Delta State University, Abraka, Ambrose Alli University, Ekpoma, University of Benin, Benin-City, University of Calabar, Calabar, Cross Rivers State University of Technology, Calabar and Federal University of Petroleum Resources, Effurun, on these universities could be illustrated by these questions: What are the awareness level of management and faculty as regards internationalization of the universities? What are the collaboration programmes for internationalization of university on ground? Are management and faculty aware of the collaboration programmes for internationalization of the universities? How effective are these collaboration programmes for internationalization of university education? How far have universities gone with their collaboration programmes for internationalization of university education? Based on this background, it is necessary to carry out a study to ascertain the collaboration programmes for internationalization of university education in South-South Geo-Political Zone, Nigeria.

Purpose of the Study

The purpose of this study was to assess the collaboration programmes for internationalization of university education in South-South Geo-political zone, Nigeria. Specifically, the study intended to:

- Find out the scholarly collaborations programmes for internationalization of university education in South-South Geo-political zone.
- Investigate the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.
- Determine the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.

Research Questions

The following research questions were stated to guide the study:

- What are the scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone?
- What are the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone?
- What are the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone?

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 significance level:

- There is no significant difference between the mean scores of federal and state university management staff on the scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.
- There is no significant difference between the mean scores of federal and state university management staff on the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.
- There is no significant difference between the mean scores of federal and state university management staff on the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.

Social Exchange Theory

The social exchange theory was propounded by George Casper Hormans in 1958. The theory emphasizes the reciprocal social behaviour of organisms within a social system. It stresses that in every social organization, there is always interdependence of the various units. Emerson in Cropanzano and Mitchell (2005) maintained that the social exchange theory involves a series of interactions and that such interactions are usually seen as interdependent. Social exchange theory stresses that these interdependent transactions have the potential to generate high quality relationships (Cropanzano & Mitchell, 2005). It equally posits that the various units often exchange ideas, knowledge, skills and rewards for the benefit of one another and of the organization or society (Akpotu, 2013). According to him, no one power, organization, society or nation can be self-sustaining and entirely independent of others, rather, they must depend on one another and enjoy some forms of fluidity to ideas, skills and knowledge for the common good of all. In this regard, Onyene (2013) noted that no one person, organization or society can afford to live with his or her service in isolation, which implies that organizations and nations must grow beyond their primary locality.

Obviously, the social exchange theory most appropriately support institutional practices on internationalization of university education by postulating that no one organization can afford to live with its service in isolation, which implies that nation's universities must grow beyond their primary locality. Hence, Onyene (2013) opined that goal internationalization widens and redefines institutional boundaries, creates proper understanding of the boundaries as a multinational institution and demands more sophisticated stewardship and management. Thus, the concept of fluidity of ideas, exchange of ideas, knowledge for the benefit of one another and

interdependence of various units with potential to generate high quality relationships as specify by the social exchange theory relate to Knight (2006) and de Wit (2013) declaration of internationalization as a crucial interrelationship process in which the delivery of university education integrates local, national and international knowledge exchange. Therefore, rather than relying in the research interest and teaching expertise of committed individuals, a more systematic practices driven approach is required to drive the more comprehensive practical application of internationalization of universities that involve partnership and collaborations across countries. Hence from the exchange theory discussed so far, a model that shows the interdependence, connection and linkages of universities is graphically presented in figure 1. below:

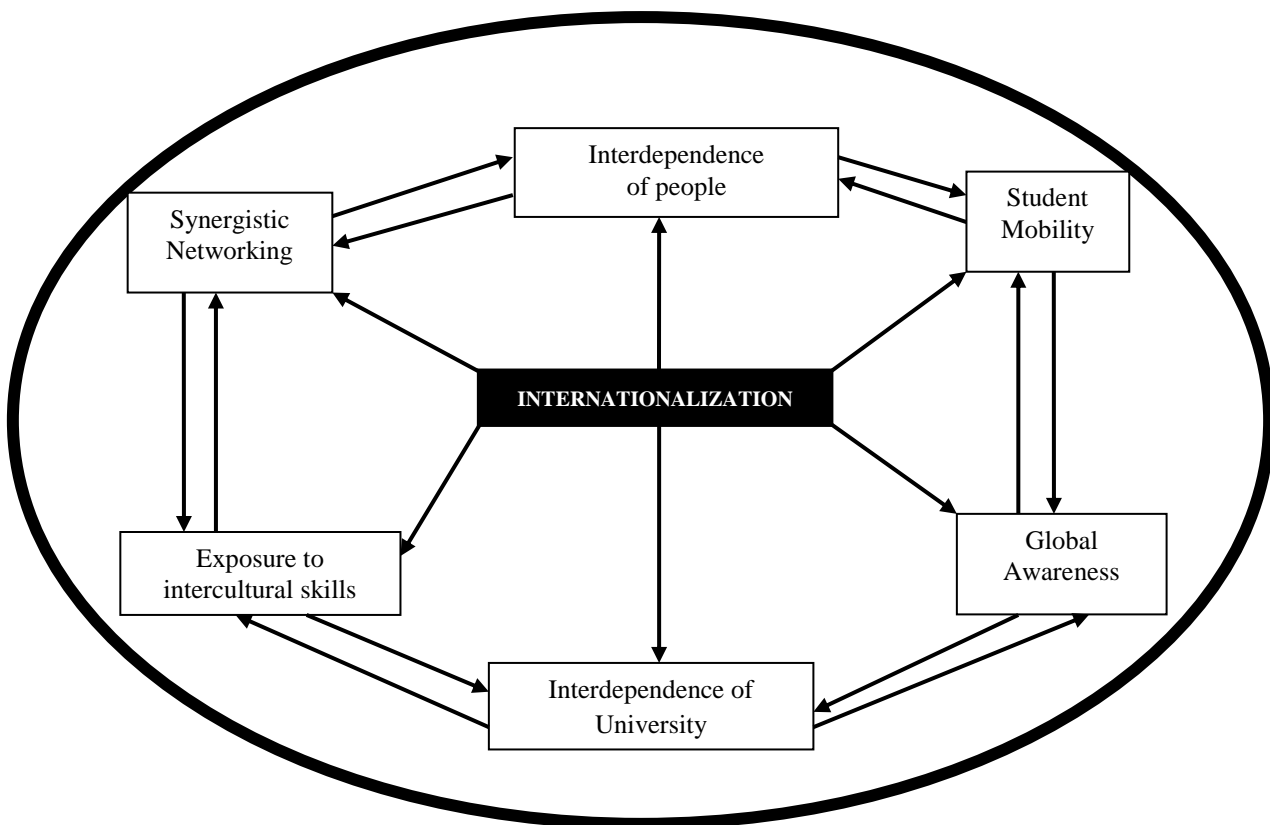


Figure 1: Model showing the interdependence, connection and linkages of universities
Source: Researcher (2019)

Therefore, it is imperative that Nigeria university system be made internationally connected, interdependence of people and institutions, research collaboration, building of international perspective, extended campuses, curriculum development and exchanges, academic mobility, synergistic networking, global awareness of the benefits international exposure to international foreign languages and intercultural skills for participation in global setting (Ekong, 2018).

METHODS

Design of the Study

The study adopted a descriptive survey research design. This was suitable for the study because the researcher described the data that were collected and analyzed them based on the existence of institutional practices for internationalization of university education in south-south geo-political zone, Nigeria.

Population of the Study

The population of this study comprised all management staff in universities in south-south geo-political zone, Nigeria. The population of management staff of universities in south-south geo-political zone, Nigeria is four hundred and fourteen (414).

Sample and Sampling Technique

The sample size for this study is 288, made up of 145 management staff from federal universities and 143 from state universities. To ensure adequate representation, multi-stage sampling procedure was adopted in selecting the sample for the study. In the first stage, random sampling technique using ballot system was employed to select five (5) federal universities and five (5) state universities from the public universities in south – south geo – political zone, Nigeria. This brought the sampled universities to ten (10) out of the sixteen (16) public universities (seven federal universities and nine state universities) in south-south geo-political zone. In the second stage, the purposive random sampling approach was used to select the management staff in the ten (10) sampled universities at the time of this study. In the third stage, the researcher used 100% of management staff in each of the federal and state universities in south-south geo-political zone, Nigeria. The use of 100% of management staff is above Roscoe (1977) recommendation of using a sample size of 10% and is above the minimum sample size of 384 for a population of over 1,000,000 suggested by Owie (2013).

Instrument for Data Collection

The instrument for data collection was a researcher developed questionnaire. The questionnaire was titled Institutional Practices for Internationalization of University Education Questionnaire (IPIUEQ). It had two parts, one and two. Part one was on the bio-data of the respondents, bothering on their status – whether state or federal universities management staff, gender, name of university and state. Part two was designed to obtain information on priorities for internationalization of university education and institutional practices on internationalization of university education. The response categories of the instrument was based on a Likert four (4) point summated rating scale of agreement weighted as Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points) and Strongly Disagree (SD) (1 point).

Validity and Reliability of the Instrument

The instrument was face and content validated by two experts in Educational Management from the University of Port-Harcourt. The reliability of the instrument was determined using the Spearman Brown prophecy formula which yielded a coefficient 0.85.

Method of Data Collection

The researcher employed the services of six (6) research assistants in administering and collecting the copies of the questionnaire. All the 288 copies of questionnaire were collected and found usable for data analysis.

Method of Data Analysis

The data collected for the research questions were analyzed with descriptive statistics involving the use of mean and standard deviation. The mean for the scale was 2.50. The decision was that any item that scored a mean of 2.50 and above was regarded as agreed while any item that scored below 2.50 was regarded as disagreed. The z-test was used to test the null hypotheses at 0.05 level of significance.

RESULTS

Research Question One: What are the scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone?

Table 1: Mean and Standard Deviation on the Scholarly Collaborations for internationalization of University Education

S/N	Items	Federal Universities Management Staff (N= 145)			State Universities Management Staff(N=143)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1.	Joint research projects	3.36	0.96	Agreed	3.19	1.26	Agreed
2.	International conferences and seminars	3.53	0.64	Agreed	3.30	1.18	Agreed
3.	International research agreements	3.08	0.41	Agreed	3.01	0.67	Agreed
4.	International research partners in academics and other sectors	3.08	0.27	Agreed	2.90	0.59	Agreed
5.	Link between research, curriculum and teaching	3.15	0.36	Agreed	2.86	0.58	Agreed
6.	Researcher and graduate students exchange programmes	1.33	0.47	Disagreed	1.43	0.53	Disagreed
7.	Support international assignments and sabbaticals leave opportunities for faculty	3.28	0.45	Agreed	2.97	0.56	Agreed
8.	Upgrading of Teaching, Research and other Facilities	3.31	0.46	Agreed	3.00	0.49	Agreed
9.	Encouragement of International Conference	3.15	0.41	Agreed	2.97	0.45	Agreed

Attendance and Overseas Training							
10.	Sponsorship grant for staff overseas training	1.31	0.46	Disagreed	1.31	0.46	Disagreed
11.	Support for staff, researchers and students to access both local and international library facilities at their convince	3.20	1.19	Agreed	3.61	0.90	Agreed
12.	International publish articles and papers	3.26	1.24	Agreed	3.69	0.73	Agreed
13.	Integration of visiting researchers and students into academic activities on campus	2.61	1.04	Agreed	3.10	0.36	Agreed
14.	Participation in European Union research projects	1.34	0.47	Disagreed	1.33	0.47	Disagreed
15.	Establishment of networks of research institutes by discipline and specialization	3.27	0.49	Agreed	3.00	0.30	Agreed
16.	Establishment of networks and associations of researchers by discipline and specialization	2.93	1.00	Agreed	3.09	0.66	Agreed
17.	Individual international mobility of researchers	3.13	0.48	Agreed	3.11	0.32	Agreed
18.	Dissemination of research results and sharing of knowledge through international networks and communications systems, such as international reviews and publications, that databases, conferences, seminars, workshops and colloquia on discipline and specialization related research	2.74	0.96	Agreed	3.05	0.23	Agreed
19.	International quality control and review of research	2.98	0.72	Agreed	3.04	0.21	Agreed
20.	Cooperation between researchers and research institutes and international business	2.99	0.96	Agreed	3.50	0.50	Agreed
21.	Participation in international research and development programmes and funds	1.38	0.48	Disagreed	1.46	0.50	Disagreed
Total		58.41	13.92		58.92	11.95	

Table 1 showed that items 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19 and 20 had mean ratings above the mid-point mean of 2.50. This indicates that the respondents agreed that those practices are scholarly collaborations programmes for internationalization of university education in South-South geo-political zone, Nigeria. However, the respondents disagreed that items 6, 10, 14 and 21 were not research and scholarly collaborations programmes for internationalization of university education.

Research Question Two: What are the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone?

Table 2: Mean and Standard Deviation on the Constraints to scholarly collaboration programmes for internationalization of University Education

S/N	Items	Federal Universities Management Staff (N= 145)			State Universities Management Staff (N=143)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1.	There is low quality of academic programmes	3.72	0.61	Agreed	3.20	0.42	Agreed
2.	Decline in funding and over dependence on external funding schemes inhibits it	3.69	0.54	Agreed	3.45	0.56	Agreed
3.	There is dominance of non-African languages (English, French and Portuguese)	3.64	0.69	Agreed	3.39	0.79	Agreed
4.	Rising local demand is a problem	3.75	0.47	Agreed	3.58	0.54	Agreed
5.	Lack of credit transfer facilities, hinders the process	3.74	0.57	Agreed	3.58	0.56	Agreed
6.	It is affected by low research capacity	3.53	0.61	Agreed	3.44	0.61	Agreed
7.	Serious economic downturn leads to increment in costs.	3.42	0.65	Agreed	3.46	0.60	Agreed
8.	There are weak institutional support structures	3.42	0.66	Agreed	3.21	0.51	Agreed
9.	Poor marketing of academic programmes, hinders the process	3.34	0.69	Agreed	3.19	0.47	Agreed
10.	There is discordance among institutional framework	3.26	0.71	Agreed	3.24	0.44	Agreed
11.	Obsolete methods of teaching and teacher training	3.19	0.69	Agreed	3.34	0.54	Agreed
12.	Scarcity of motivated teaching personnel	3.19	0.68	Agreed	3.51	0.54	Agreed
13.	Poor library and laboratory facilities	3.21	0.77	Agreed	3.50	0.67	Agreed
14.	Lack of group project work	3.32	0.65	Agreed	3.53	0.61	Agreed
15.	Brain drain syndrome	3.26	0.62	Agreed	3.60	0.57	Agreed
16.	Erosion of university autonomy and political interference	3.24	0.68	Agreed	3.51	0.57	Agreed
17.	Volatile and militant student unionism	3.33	0.50	Agreed	3.52	0.57	Agreed
18.	Examination malpractice and cultism	3.28	0.57	Agreed	3.46	0.59	Agreed
19.	Deterioration of infrastructures in universities	3.32	0.51	Agreed	3.46	0.62	Agreed
20.	Destruction of local and cultural identity	3.77	0.43	Agreed	3.55	0.57	Agreed
21.	Emphasis on unfamiliar teaching technologies	3.82	0.41	Agreed	3.18	0.43	Agreed
22.	Cost ineffectiveness	3.49	0.71	Agreed	3.15	0.39	Agreed

Total	75.93	13.42	75.05	12.17
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Given a 2.50 mid-point in the 4-point rating scale, data displayed on table 2 revealed that all the items (1–22) had mean ratings above the mid-point, indicating that they are constraints for internationalization of university education. Indeed, all of the identified constraints to scholarly collaboration practices for internationalization of university education received mean ratings of ≥ 3.0 . The highest mean rating of 3.82 – 3.18 (item 21) was recorded in the case of “emphasis on unfamiliar teaching technologies”. On the other hand, “obsolete methods of teaching and teacher training” and “scarcity of motivated teaching personnel” (item 11 and 12) received the lowest mean rating of 3.00.

Research Question Three: What are the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone?

Table 3: Mean and Standard Deviation on the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education

S/N	Items	Federal Universities Management Staff (N= 145)			State Universities Management Staff (N=143)		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1.	Creation of enabling environment that will foster internationalization of universities at both national and international levels	3.89	0.30	Agreed	3.74	0.45	Agreed
2.	Commitment to adequate funding of universities through alternative sources of income	3.77	0.43	Agreed	3.72	0.48	Agreed
3.	Formulating and implementing policies that will foster functional partnership between universities in Nigeria and those in the developed world	3.78	0.41	Agreed	3.56	0.59	Agreed
4.	Universities management should act as initiator and facilitator of programmes that will bring about international partnership and cooperation between universities in Nigeria and those in the developed world	3.77	0.43	Agreed	3.67	0.61	Agreed
5.	Universities managements should provide visionary leadership	3.82	0.41	Agreed	3.58	0.68	Agreed
6.	Universities should partner with organizations and agencies that encourage and support international cooperation between	3.54	0.62	Agreed	3.58	0.63	Agreed

	universities in Nigeria and those in the developed world						
7.	Universities should ensure that their academic calendar is stable and grantee	3.52	0.62	Agreed	3.52	0.72	Agreed
8.	Universities should adhere to their programme completion date	3.51	0.60	Agreed	3.48	0.71	Agreed
9.	Making definite plans to ease credit transfer facilities that hinders the process of exchange programmes	3.52	0.61	Agreed	3.44	0.65	Agreed
10.	Universities should provide adequate infrastructures and facilities	3.46	0.56	Agreed	3.39	0.59	Agreed
11.	Universities management should have policies covering franchising, twinning arrangement and double degree programmes	3.59	0.65	Agreed	3.39	0.66	Agreed
12.	Universities management should collaborate with the Nigerian Educational Research and Development Council (NERDC) to develop curriculum in consultation with world class universities and industries so that they can meet global competitiveness and standard	3.33	0.79	Agreed	3.39	0.51	Agreed
	Total	43.5	6.43		42.46	7.28	

Table 3 showed that all the items (1–12) had mean rating above the mid-point mean of 2.50 on the 4-point rating scale. This indicates that respondents agreed that those items are strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education. Indeed, all of the identified strategies received mean ratings of ≥ 3.0 . The highest mean rating of 3.89 – 3.74 (item 1) was recorded in the case of “creation of enabling environment that will foster internationalization of universities at both national and international levels”. On the other hand, universities management should collaborate with the Nigerian Educational Research and Development Council (NERDC) to develop curriculum in consultation with world class universities and industries so that they can meet global competitiveness and standard (item 12) received the lowest mean rating of 3.33 – 3.39.

Hypothesis One: There is no significant difference between the mean scores of federal and state university management staff on the scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.

Table 4: Z-test analysis of difference between mean scores of federal and state universities management staff on the scholarly collaborations programmes for internationalization of universities

Variables	No.	\bar{x}	SD	DF	z-cal.	z-crit.	Level of Sig.	Decision
Federal Universities Management Staff	145	58.41	13.92	286	5.706	1.96	0.05	Rejected
State Universities Management Staff	143	58.92	11.95					

Data in table 4 showed the analysis of z-test difference between the mean scores of federal and state universities management staff on the scholarly collaborations programmes for internationalization of university education. The results of the z-test revealed that the calculated z-value of 5.706 is greater than the critical value of 1.96 of a degree of freedom 286 of 0.05 significant level. The null hypothesis is therefore rejected. Thus, there is a significant difference between the mean scores of federal and state universities management staff on the scholarly collaborations programmes for internationalization of university education in South-South geo-political zone.

Hypothesis Two: There is no significant difference between the mean scores of federal and state university management staff on the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.

Table 5: Z-test analysis of difference between mean scores of federal and state universities management staff on the constraints to scholarly collaboration programmes for internationalization of university education

Variables	No.	\bar{x}	SD	DF	z-cal.	z-crit.	Level of Sig.	Decision
Federal Universities Management Staff	145	75.93	13.42	286	19.129	1.96	0.05	Rejected
State Universities Management Staff	143	75.05	12.17					

Data in table 5 showed the analysis of z-test significant difference between the mean scores of federal and state universities management staff on the constraints to scholarly collaboration programmes for internationalization of university education. The result of the z-test revealed that the calculated z-value of 19.129 is greater than the critical value 1.96 of a degree of freedom 286 of 0.05 significant level. The null hypothesis is therefore rejected. Thus, there is a significant difference between the mean scores of federal and state universities management staff on the constraints to scholarly collaboration programmes for internationalization of university education in South-South geo-political zone.

Hypothesis Three: There is no significant difference between the mean scores of federal and state university management staff on the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education in South-South Geo-political zone.

Table 6: Z-test analysis of difference between mean scores of federal and state universities management staff on strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education

Variables	No.	\bar{x}	SD	DF	z-cal.	z-crit.	Level of Sig.	Decision
Federal Universities Management Staff	145	43.5	6.43	286	17.79	1.96	0.05	Rejected
State Universities Management Staff	143	42.46	7.28					

Data in Table 6 showed the analysis of z-test significant difference between the mean scores of federal and state universities management staff on the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education. The result of the z-test revealed that the calculated z-value of 17.79 is greater than the critical value 1.96 of a degree of freedom 286 of 0.05 significant level. The null hypothesis is therefore rejected. Thus, there is a significant difference between the mean scores of federal and state universities management staff on the strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education in South-South geo-political zone.

DISCUSSION OF FINDINGS

Scholarly Collaboration Programmes for Internationalization of University Education

The finding of the study showed that joint research projects, international conferences and seminars, international research agreement, international research partners in academics and other sectors, link between research, curriculum and teaching, support international assignments and sabbaticals leave opportunities for faculty, international quality control and review of research, cooperation between researchers and research institutes and international business among others were the scholarly collaborations for internationalization of university education.

This finding is supported by Knight, (2008) that research and scholarly collaboration institutional practices include area and theme centers; joint research projects; international conferences and seminars; published articles and papers; international research agreements; research exchange programs; international research partners in academic and other sectors; and the integration of visiting researchers and students into academic activities on campus. The test of hypothesis one revealed that there is a significant difference between the mean scores of federal and state universities management staff on the scholarly collaborations for internationalization of university education in South-South geo-political zone.

Constraints to Scholarly Collaborative Programmes for Internationalization of University Education

The finding of the study showed that destruction of local and cultural identity, there is low quality of academic programmes, rising local demand is a problem, lack of credit transfer facilities, hinders the process, it is affected by low research capacity, poor marketing of academic programmes, hinders the process, scarcity of motivated teaching and teacher training, lack of

group project work, brain drain syndrome, destruction of local and cultural identity among others were the constraints to scholarly collaboration programmed for internationalization of university education.

This finding supported that of Adeoye et al. (2018) that constraints of internationalization of higher education across Africa to include poor government policy, poor funding of higher education, poor infrastructural base in Africa, poor technology base, cultural/language and value system, bad leadership, high corruption in the system, inadequate investment in teaching and research and adequate grants/subvention to higher education.

Again, Agih and Major (2013) have observed that there are problems of brain drain, high level of corruption, uncontrolled migration and relationship that will always lead to unequal benefits. The test of hypothesis two revealed that there is a significant difference between the mean scores of federal and state universities management staff on the constraints to scholarly collaboration programmes for internationalization of university education in South-South geo-political zone.

Strategies Universities Should Adopt to Overcome the Constraints to Scholarly Collaborative Programmes for Internationalization of University Education

The finding of the study showed that universities management should provide visionary leadership, creation of enabling environment that will foster internationalization of universities at both national and international levels, commitment to adequate funding of universities through alternative sources of income, universities management should act as initiator and facilitator of programmes that will bring about international partnership and cooperation between universities in Nigeria and those in the developed world, universities should partner with organizations and agencies that encourage and support international cooperation between universities in Nigeria and those in the developed world, universities should ensure that their academic calendar is stable and grantee, making definite plans to ease credit transfer facilities that hinders the process of exchange programmes among others were strategies universities should adopt to overcome the constraints to scholarly collaboration programmes for internationalization of university education.

This finding corroborated that of Afful and Owusu-Ansah (2017) that as a way of tackling the brain drain, the universities must create a favourable working environment that will constrain and motivate staff to return to the institutions after their sponsored training abroad. They equally observed that, some of the programmes could be run on split basis so that part of the course is run locally in order to make it unattractive for staff to stay away after the completion of their course. There is therefore the need for the institutions to explore more opportunities for sponsorships from corporate organizations, foundations, and donor agencies to enhance capacity building through cross border education. The test of hypothesis three revealed that there is no significant difference between the mean scores of federal and state universities management staff on the strategies universities should adopt to overcome the constraints to scholarly collaborative programmes for internationalization of university education in South-South geo-political zone.

CONCLUSION

Based on the findings of the study, one may conclude that scholarly collaboration programmes for internationalization of university education, the constraints to scholarly collaboration programmes for internationalization of university education emerged as the areas where more effort is not only need but should begin with the adoption of relevant strategies that may enhance the accomplishment of successful university education internationalization in South – South Geo-Political Zone, Nigeria.

Recommendations

The following recommendations were made in view of the foregoing findings and conclusions:

- Considerable efforts should be made by the National Universities Commission to ensure effective collaborative programmes for internationalization of Nigeria universities.
- Government (state/federal) should fund their universities adequately to meet the needs of research. This will encourage and attract foreign scholars/students and investments, since lack of proper funding of the institutions has over the years been causing brain drain.
- Government bureaucracy and recipients of foreign scholarships should display a high sense of responsibility by shunning corruptive tendencies and actions.

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