

Access to Higher Education for National Development in Nigeria: Distance Education to the Rescue

by

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Abstract

The paper examined the place of Distance Education (DE) as a method of Adult Education in Nigeria and its contribution to national development. The paper discussed DE practice and challenges in some African countries and related this to the Nigerian situation. The paper further noted the challenge of the national admission body into the regular tertiary institutions with reconciling the ratio of applicants to those admitted. However, DE, which is originally a form of Adult Education, is fast becoming a replacement for regular higher education in its conduct. The implication of this on Adult Education practice in Nigeria is that the changes in the demographics of participants in DE, along with other challenges, affects the essence of Adult Education provision, access and its conduct. The paper analyzed the concept of DE and noted that distance education is currently used to replace, instead of support mainstream education in Nigeria by eroding the more desirable non-formal approach. The paper agrees that DE can be used as a tool, per excellence, for human and national development if practiced in its proper context attracting the target candidates. Several suggestions were proffered for better conduct of DE, including awareness campaigns to attract the right candidates into DE programs as well as better provision of access to regular education for the youth to stem their influx into DE. The discourse has great implications for lifelong learning, access, national development and adult education practice in Nigeria and globally.

Key words: Adult Education Method, Distance Education, Access, national development.

Introduction

Education is becoming increasingly recognized as a means of achieving rapid human and national development, especially at the tertiary level, for self-development, job mobility as well as sustainable national development. This paper explored the status of and access to distance education (DE), sometimes referred to as Open Distance Education in Nigeria as a contributor to national development. While recognizing the input of higher education through DE to the work force and human development, it is obvious that a nation with an unskilled workforce has fewer development options, and since higher education is key to a skilled workforce, it stands to reason that Nigeria will pursue every avenue to harness the contribution of, especially higher education,

in all its forms, to encourage development. Adults make immediate returns from education into an economy and are therefore target candidates for DE programs. However, the inadequate provision of access to regular higher education has undoubtedly stymied development efforts in Nigeria.

Education is a fundamental human right and all forms of education should be made accessible to the populace, especially if they are expected to participate meaningfully in development efforts. Education provision is meant to respond to equity and development challenges that will involve the improvement of the standard of living of the people in a sustainable way, such that this said development will also not negatively affect the future generations. Therefore, DE is supposed to provide the type of education that will give the learners the opportunity to advance, develop and enrich themselves, but ultimately benefit the nation, as well by create easy access for prospective adult learners. Oduwaiye (2011) discussed the problem of equity and access to tertiary education for the youth in Nigeria, however, this paper examines the effect of changing demography on the practice of adult education in Nigeria.

DE arguably is one of the more prolific methods of adult education as noted by the influx of candidates into its programs. Also, in more recent times, there has been a renewed impetus for the nation, in a bid to satisfy the large and quickly expanding clientele for higher education, to resort to DE as a tool to redeem the collective pledge made on September 29th of 2000 at the Abuja Declaration of the 2001- 2010 Decade of Distance Education in Nigeria. The highlight of the pledge was the solemn resolution to *'adopt distance education as a desirable and inevitable mode for providing access to all and achieving equitable representation by taking the distance out of education.'* However, in a country where the demand for higher education far surpasses the supply, it has proved to be more challenging for DE to contribute optimally to the openness of educational provision in the country. Nigeria's situation was compounded by the enthusiasm to adhere to the policy of education for all (EFA), and universal right to education. The free and compulsory Universal Primary Education (UPE) that begun in 1976, and the subsequent Universal Basic Education (UBE) initiative of 1999 have now released a huge number of candidates into the tertiary system. Unfortunately, the nation seemed to be ill-prepared for the increased demand for higher education by the younger generation who now find

their way into DE programs, thereby jeopardizing access for the adult learners. If the demand for higher education continues to rise at the present pace, regular provision for admission into higher education will be ineffective in handling the influx, it is therefore necessary to see if DE is capable of fulfilling its mandate to step in and ensure equity and access in the effort to promote a learning society who will contribute more effectively to national development. The Federal Government of Nigeria, as the regulatory organ is to ensure the promotion and provision of quality DE at all levels, and also strengthen the capacity of existing DE institutions (FRN, 2004).

Nigeria has a comparable DE system to many other African nations, but they all share similar challenges. According to COL (2005), **Kenya's** challenges include funding, inclusivity, internationalizing DE, access, as well as ICT provision, along with quality assurance, among others. **Botswana** battled policy issues, access, and even suggest that DE be more of a central component, rather than marginal. In **Lesotho**, it is government support and the need to recruit qualified and competent distance education practitioners. **Namibia** sees DE as a means of achieving her vision 2030 for social and economic development agenda and talks of advocacy to sensitize management about the needs of DE provision. **Tanzania's** Open University equally has challenges in its conduct. Altogether, they are challenged by the input of information communication technology (ICT) and the quality of delivery of DE. They similarly collectively struggle with the lack of government-driven legitimization of DE which leads to the lack of understanding of what DE is and what it entails as a method of accessing further education opportunities, along with a nationally pervasive resistant and/or negative attitude and mindset towards DE. Nigeria faces all of these challenges also, but rather more peculiar, is the level of influx of a younger generation into alternative education to fill a gap. Even so, the potential of DE to improve access to higher education is yet to be fully explored and exploited by the requisite audience for helping to boost human and national development. DE becomes even more germane to developmental aspirations in view of the fact that majority of Nigerians still live in the rural areas, and often below the poverty level, and therefore have limited access to the higher education they deserve. Many have also had to begin work earlier in their lives in order to meet social and family obligations; there is also the gender issue whereby women are more affected in this deprivation. Adding to the problem is the issue of proximity to the location of the higher institutions, as well as other challenges like physical disability and often financial

setbacks. All these, while stamping the clientele as adults on one hand, also on the other hand contribute to their inability to fully participate in national development efforts because of their inability to achieve their full educational potential. Many are equally obviously unaware of the option of alternative means of higher education that will not involve their presence.

The concept of distance education

Distance Education is the totality of all education that is characterized by physical separation (in time and/or distance) between the individual learner and the teacher, unlike in the traditional classroom setting, where content is then delivered through alternative media like print and ICT. Jegede (2003) calls DE the education that is provided by a mode other than the conventional face-to-face method, but whose goals are similar to and just as noble as those of on-campus, full time face-to-face education. The Association for the development of education in Africa (ADEA) Working Group on Distance Education and Open Learning (2002) identify the characteristics of DE as including:

- Institutional accreditation (where an institution or agency certifies the learning)
- Use of a variety of media for instructional delivery
- Provision of two-way communication to ensure tutor-learner and learner-learner interaction
- The option of face-to-face meetings for tutorials for learner-learner interaction, laboratory or practice session or library study.

All these parameters are strictly adhered to in the practice. Distance education is seen as synonymous with adult education. It is typically student-centered and was originally intended to extend education to those who need it for various reasons and cannot come to an institution, but also serves as a means of bridging the gap between the unmet demand and supply of tertiary educational opportunities, as well as to help provide accessible, equitable, qualitative and democratic education, according to the government. Moodley (2002) also observed that previous DE candidates in earlier times included adults who sought advanced education at home, on-the-job, or even the military, but added that nowadays anyone is a potential distance learner which will certainly influence the conduct of DE. In terms of development, DE can serve as a social institution whose graduates become better equipped as professionals and add value to society. Their newly acquired knowledge and more marketable skills elevate their level of understanding, boosts their employability/job mobility and makes them better participants in the design and implementation of strategies that help solve their communities' problems while raising their

standard of living. It should help promote the application of technology, increase prosperity and encourage progress. Also, reaching the remote areas with DE helps to spread development evenly and to achieve rapid development, while simultaneously helping to reach the EFA goals more equitably, faster, and with justice for all. All these become more relevant with the realization that we are competing at the global level. Therefore DE can be used as a strategy to develop the necessary human resources while helping the university community achieve its extension education obligations by reaching out to the hitherto unreached, and packaging the educational offering to reach remote locations instead of requiring physical presence at the institution. The problem is that DE now attracts young initial entrants, fresh from the completion of their General Certificate of Education (GCE O'Levels) diploma, usually to fill the gap. Many potential learning adults have given up on higher education as it may not fit into their lifestyle which has consequently reduced the level of their possible contribution to developmental efforts in the nation.

DE and adult education

DE was originally intended and suited for adult learners as a more flexible alternative (of comparative standards and quality) to the conventional option in the provision of access to university education to qualified candidates. It is best suited to the more mature learner who has the capacity to assess his circumstances, make life choices, and, as a self-directing individual, benefit more from distance education as an active discoverer and constructor of his own learning.

According to the American Council on Education (cited in Pityana (2004) -

'the process of DE as different from the non-traditional study is more of an attitude than a system. This attitude puts the student first and the institution second, concentrates more on the former's needs than the latter's convenience, encourages diversity of individual opportunity rather than uniform prescription, while de-emphasizing time and space....'.

This attribute makes DE more suited to the adult whose maturity will enable him learn independently, think, reflect, make informed choices and gain more from unsupervised learning. Moore and Kearsely, cited in Jensen (1998) agree that DE is meant more for adult learners (aged 25-50); especially because adult learners possess certain definitive qualities that set them apart, according to Malcolm Knowles. Adult learning circumstances are deemed to be different from that of children according to Knowles (1990) because of certain characteristics that set them apart from the child learner; they learn for immediate use, they have life experience that must be

incorporated into the teaching/learning experience, are problem centered, self-directing and internally motivated, among others. All of these, coupled with the expectation that they are full time workers, with family and other social responsibilities, and that they may have been non-completers at different stages of their education, make them ripe candidates for DE. In fact, DE was originally tailored to fit the adult learners' circumstances. The fact that they may not be able to leave their full time job or family responsibilities, but are otherwise self-directing enough to fit education into their life-style shows that they still appreciate the importance of education as a lifelong endeavour. Other elements of DE that make it most suitable for adult learning and more student-centered include:

- It is considerate of the adult's other responsibilities and so allows for a more self-controlled pace of learning, convenient location, time and other concessions often not bounded by conventional classroom settings or teacher's presence and so helps to bypass the rigidity of formal education.
- It allows the learner to assume a higher level of responsibility for his own learning as well as its management and be more active in the choice of his goals thereby enriching his learning potential
- It also allows more emphasis on and the learner's involvement in the process of learning
- It helps to enrich the learner's experience outside the classroom and personalize the learning strategy, making it more flexible and encouraging the use of technology
- It may also encourage student/student interaction apart from teacher/learner, self-learning, peer tutoring, team work and cooperation, thereby ensuring social interaction which will, in turn, contribute to national development (Salmon, 2000).

DE however also has some setbacks; some of the disadvantages include:

- Human beings are basically social animals and will often prefer one-on-one (face to face) interaction which may be a setback to the understanding of the conduct of DE
- The feedback may be delayed and, since adults are usually anxious to track their own progress, this may act as a deterrent to their full learning potential
- The ICT ingredients are often lacking, and computer illiteracy may also be a factor, not to talk of access to the necessary resources
- Because it lacks the immediate human touch and interaction, the encouragement may not be spontaneous and many life skills are also difficult to learn in absentia or through the computer, among others.

DE as a Tool for Nation Building in Nigeria

There is the need for Nigeria, with her over 140 million people (NPC, 2007) - and counting; and the continuing demand for education at all levels, to meet the EFA target, especially faced with the challenge of sourcing for effective and cost-beneficial alternative modes of educational delivery. This has led to the establishment of the different forms of DE in Nigeria.

Unfortunately, present circumstances indicate a more general preoccupation with creating more private Universities in order to plug the gap between admission into regular higher institutions and DE institutions, rather than giving the deserved credence to DE; thus DE hardly enjoys its due recognition yet in terms of providing alternative access to higher education in Nigeria.

Many have spoken about the partnership between distance education and development and there is a consensus as to the efficacy of this form of adult education as a tool for national development. DE serves as a vehicle to getting an education that will be crucial in making learners active participants in the development process (Amuako, 2009; Omolewa, 2001; Marope, 2005, Ukertor, 2010). According to Pityana (2004), higher education is an important element in the formation of character, in providing skills, nurturing a reflective quality and the capacity to think and formulate thoughts independently and evaluate situations critically. DE is expected to contribute to the building of mentally, physically, emotionally and psychologically stable individuals who will contribute to sustainable human development and ultimately help achieve the millennium development goals (MDGs) and EFA goals of reducing poverty and social inequalities, as well as unemployment. It will further contribute to improving the quality of life and help to increase participation in national development efforts.

The current status of DE in Nigeria

Distance education is conducted in several ways in Nigeria - largely through Correspondence Education, the Open University system and the Distance Learning Institutes. The key DE institutions are epitomized by the Nigerian Open University (NOUN) in Lagos, the Distance Learning Institute domiciled in the University of Lagos and what is known as Correspondence College. Several Universities in Nigeria were built on the modalities of distance education (Aderinoye and Ojokheta (2004). Examples include Correspondence Programs in Ahmadu Bello University (the Correspondence and Teachers' In-Service Programs, TISEP), University of Lagos (Correspondence and Open Studies Unit, COSU), the National Teacher's Institute (the first independent institution dedicated solely to distance education), as well as the University of Ibadan's External Study Program (ESP) for teachers on-the-job, among others, and who all awarded degrees and diplomas in teacher education. Virtually all Nigerian Universities today have Sandwich and other Part-Time Correspondence programs. Nigeria certainly appreciates

the importance of higher education as reflected in its inclusion in the National Policy on Education. According to the NPE (2004:45), Open and Distance Learning is included with the aim of:

- Providing access to quality education and equity in educational opportunities for those who otherwise have been denied
- Meeting special needs of employers by mounting special certificate courses for their employees at their work place
- Encouraging internalization, especially of tertiary education curricula and
- Ameliorating the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teacher, regardless of their locations of places of work

The underlining tone of the second and third statements suggest an audience of adult and full time workers as the target, rather than those transitioning from Secondary Education to the University system. Unfortunately, previous educational provisions and policies in Nigeria seemed to have excluded a large number of the populace and prevented them from contributing to development. Prior to the development of a viable higher education system in Nigeria, and before independence, the distance education system, especially through Correspondence Education, was heavily relied upon and served as the pioneer method of education for the educated elites at the time. These recipients later formed the core of administrators and educators who formulated and implemented policies, planning and other national development initiatives. Nigeria has the largest University system in Sub-Sahara Africa (although, South Africa's tertiary enrolments are higher); unfortunately, Nigeria's university population density remains one of the lowest in the world (Okunade, 2011). Nigeria has 103 universities (27 Federal, 35 States and 41 Private) all enrolling more than a combined total of over 400, 000 students (NUC, 2009). The rate at which people flood to higher education in Nigeria shows the interest of many to further their education. However, the country faces its own challenges in satisfying the unmet demand for higher education. Going by the records of the nation's central admission institution - the Joint Admission and Matriculations Board (JAMB), there is an imbalance between the number of applicants and the admission ratio (see tables 1 and 2). The process of higher education in Nigeria presently seems ill-equipped to handle the influx of thousands of hopefuls every year as indicated by the table:

Table 1: Enrolment growth in Nigerian Universities between 1999 - 2009

| Academic Session | No of Applicants | No Admitted | % Admitted | No of Unplaced Applicants |
|-------------------------|-------------------------|--------------------|-------------------|----------------------------------|
| 1999/2000 | 418,292 | 64,368 | 15.39 | 353,924 |
| 2000/2001 | 416,381 | 45,766 | 10.99 | 370,615 |
| 2001/2002 | 714,548 | 90,769 | 12.7 | 623,779 |
| 2002/2003 | 994,380 | 51,845 | 5.21 | 942,535 |
| 2003/2004 | 1,046,950 | 105,157 | 10.04 | 941,793 |
| 2004/2005 | 841,878 | 122,492 | 14.54 | 719,386 |
| 2005/2006 | 916,371 | 65,609 | 7.16 | 850,762 |
| 2006/2007 | 803,472 | 123,626 | 15 | 679,846 |
| 2007/2008 | 911,653 | 119,195 | 13 | 792,458 |
| 2008/2009 | 1,054,060 | 127,082 | 12 | 926,978 |

Source: Joint Admissions and Matriculations Board (JAMB) records, 2008

The JAMB administers the national university entrance examination and informs universities of applicant's scores. Over the years the overall growth has far exceeded the government's policy guidelines as indicated in Table 2. This shows the necessity for other forms of alternative higher education like DE to fill the gap as the conventional higher education system has proved to be insufficient to serve the teeming demand for higher education in Nigeria. Furthermore, the projected figures have more than doubled over the years leaving a huge gap in the admission process and a large proportion of applicants scrambling for alternative forms of higher education achievable through various forms of distance education.

Table 2: Enrolment Growth-Policy Norms and rates of increase

| Category | NUC Policy Norms | Actual growth rate |
|---|-------------------------|---------------------------|
| 1 st Generation Universities | 3% | 9% |
| 2 nd Generation Universities | 10% | 13% |
| 3 rd Generation Universities | 15% | 21% |

Source: Saint, Hartnett and Strassner (2004)

It is obvious from table 2 that there is a higher growth rate than was projected. There is definitely a high demand for higher education, judging by the statistics in table 1 which shows progressive over-subscription. DE, through the different modes serves as one of the more convenient gap-fillers. Therefore, DE has served as a boost for educational participation at the tertiary level. This is judging by the ratio of admission to DE programs against that of applicants through JAMB, as this shows a smaller range from that of DE. The huge yearly unplaced candidates into the traditional university system obviously encourages the influx into DE where

many are then forced to be economical with the truth about their ages in order to bypass the 21-year age limit for entrants into DE institutions. Thus as Okunade (2011) noted:

'Distance learning is designed for older people, mature students and all sorts who are working; but because of admission problem in Nigeria, it has become an alternative for admission. We now have young boys and girls coming for distance learning, such that we now have more undergraduates than the main university'.

The implication is that the present practice deprives the more deserving and often underprivileged adults who were the original intended candidates of DE to be able to avail themselves of the educational opportunities. Thus, Pityana's (2004) comment that Open Distance Learning in Africa remains an alternative or complementary mode of learning is debatable, going by the current situation in Nigeria where the intended clientele are not ultimately the ones serviced. Okunade (2011), while agreeing that the university provision in Nigeria is inadequate, further submits - *'the truth is that there are not enough universities in Nigeria per population'* - and that the solution is not even to recreate infrastructure or multiply universities; he however also supports DE's ability to provide access to higher education even beyond the country's borders. Aderinoye and Ojokheta (2004) further corroborate Okunade, and add that: *'the problem of unsatisfied demand for education versus actual supply of educational services contributed to the acceptance, growth, and implementation of distance education programs in Nigeria as a means to bridge the gap between demand and supply'*. The present clientele of DE in Nigeria are often people who are remedying educational deficiencies due to various reasons. Poverty, family commitments, physical disabilities, living in rural or remote locations have also often acted as a barrier to higher education for the deserving adult. DE as a veritable mode of adult education in Nigeria currently fills the gap left by mainstream education in terms of access and flexibility. There are two main categories of DE in Nigeria (with several examples and branches): the Open University and mainstream universities that offer programs by distance education in addition to their conventional programs. Major examples of DE institutions in Nigeria are listed below:

1) The Distance Learning Institute

The biggest example of a Distance Learning Institute in the country is situated within the University of Lagos with a total population that more than doubles the number of students in the mainstream University (judging by tables 1 and 3); it sets the pace among other Distance Learning Institutes in the country. The higher figure of intake is due to her exemption from the

National Universities Commission’s (NUC) embargo on over 10% admission (of the full time figure) policy for Part-Time programs, as they are regarded as non-full-time. The University of Lagos Distance Learning Institute (DLI) started in 1974 as the Correspondence and Open Studies University (COSU); and was the first attempt to establish a DE unit as part of a university. The DLI was founded on part of the objectives stated in the report of the Ashby Commission of 1959, which was to provide facilities for part time studies in different courses through Correspondence and Distance Learning techniques. According to the admission records in the last two years, the number of applicants to those registered is higher than that of the mainstream university as shown below, in direct comparison to the figures in tables 1 and 2:

Table 3: Application and admission patterns of DLI

| session | Number of applicants | Number registered | Percentage |
|-----------|----------------------|-------------------|------------|
| 2008/2009 | 7,000 | 3463 | 49.47% |
| 2009/2010 | 7,000 | 3155 | 45.07% |
| 2010/2011 | 7,200 | 2947 | 40.93% |

Source: DLI records (2011)

DLI now services over 13,000 candidates annually as of 2013 records. Tables 1 and 3 show a vast difference in the number of intakes through the ratio of number of candidates registered in the figures in table 3, which obviously exceeds that of mainstream university in tables 1 and 2, along with the percentage of intake. This is partly because the non-Part-Time is allowed a higher intake than in full-time education. When it is a part time program, they are only allowed 10% of the full time figure. DLI therefore, as a mode of DE, helps to bridge the gap of access to higher education, although it is rather packaged to suit adult learners.

2) The National Open University of Nigeria

The National Open University of Nigeria (NOUN) was established in 1983 by an Act of the National Assembly as the first distance learning institution in the country, as it became increasingly clear that the traditional means of face-to-face classroom delivery was inadequate to meet the people’s demand for higher education, especially with the government’s clampdown on the use of Satellite Campuses. After a few false starts, the NOUN was re-opened in 2002 and has functioned with renewed vigour since. NOUN is on a mission to provide functional cost-effective, flexible and quality education to all those who seek knowledge. This is in addition to providing wider access to education, equity and equality of educational opportunities, in support of EFA goals and lifelong learning, as well as convenient education. It has headquarters in

Lagos with liaison offices and Study Centres all over the nation. Its Learner Support Service Unit provides Print Materials, Audio Tapes, CD-ROM, Radio and Internet Service to students in the various Study Centers, and the University presently has over 64,000 students as of June 2011, registered for the different programs in the various Schools and 168,634 enrolled. The breakdown is shown in the following table:

Table 3: Record of admitted and registered students of NOUN from 2008 to 2011

| Year | No admitted | No registered | Percentage |
|--------------|----------------|---------------|---------------|
| 2008/2009 | 33,329 | 13,505 | 40.52% |
| 2009/2010 | 24,689 | 8,114 | 32.86% |
| 2010/2011 | 110,616 | 42,514 | 38.43% |
| Total | 168,634 | 64,133 | 38.03% |

Source: NOUN records 2011

The above figure indicates the level of interest in the NOUN programmes and their admission ratio too is higher, along with a bit more relaxed entrance requirement from the regular schools (they accept a pass in the GCE O’levels in two sittings for entry, unlike the regular university requirement of not more than one sitting). However, it is important to notice the high attrition rate between those who are offered admission and those who registered. This could be partially explained by the lukewarm reception of its certificates, along with the possibly foreign concept of being self-directing, exacerbated by the lack of awareness of the full potential of DE offerings. There is little doubt that distance education has contributed immensely to development efforts in Nigeria, especially through the production of teachers into the education system. However, this paper has noted that, going by the way distance education is presently being practiced in Nigeria; it is contrarily doing more of replacing, rather than complementing traditional higher educational services. In essence, the non-formal nature of DE is not allowed to fully blossom.

3) Correspondence Education

Correspondence Education as a mode of DE is primarily designed to be conducted using the postal system, and in Nigeria, it was initially used to prepare candidates for the General Certificate of Education (GCE). It was a prerequisite for the London Matriculation Examination,

arguably the first ‘Open University’ experience, and several notable Nigerians, prior to independence, have over the years availed themselves of the opportunity (while combining it with other pursuits) and later demonstrated its efficacy through their practice. Rapid Results College and Exam Success Correspondence College were examples of Correspondence Institutions in Nigeria, but have since quietly disappeared from the scene. Correspondence education, practiced in its original format, is currently the least popular of the different forms of DE. It is a dying form that was highly popular in the late 1950s and 60s in Nigeria with many degrees earned through Correspondence Colleges abroad. Various problems that have stymied the efforts of education by correspondence growth in Nigeria included a poor postal system where prompt and safe delivery of items cannot be guaranteed, especially to the more remote areas. Unfortunately, even more recent improvements made by NIPOST (the national mail carrier) still prove inadequate to ensure an effective two-way communication between distant learners and their institutions. Correspondence is therefore no longer reliant on the physical postage system which was fraught with problems. All correspondence can now be duplicated online, whether they are in the form of books, files, papers to be graded, and so on, can all be easily exchanged between the learner and resource person, who are physically separated, over the web in electronic form. Thus technology has made this type of exchange largely irrelevant, while improving communication between learner and teacher.

All the forms of DE mentioned above are gradually moving towards full computerization and the e-learning mode. DE efforts in Nigeria have been supported by international agencies like UNESCO, Commonwealth of Learning (COL) and the British Council, among others. DE practice in Nigeria has also benefited from the first distance University in Africa – the University

of South Africa (UNISA), which was established in 1873 and has contributed to the emergence of several distance education institutions elsewhere in the continent for human resource development. Other modes of distance education in Nigeria include Satellite Campuses of different Universities and other forms of Extension Education Programs for adult learners.

Challenges of DE in Nigeria.

DE faces several challenges in Nigeria today. E-learning, which is used to promote DE, according to Islam (1997), includes computer-based learning, web-based learning, virtual classroom and digital collaboration, where content is delivered via the internet, intranet/extranet, audio and/or video tapes, satellite television and CD-ROM, among others. E-learning helps increase access to learning opportunities, especially individualized learning, and is meant to help entrench a global learning culture. The distance between the learner and mentor calls for alternative means of communication and DE practice therefore relies heavily on ICT use, because the program is run at a distance, access to technology becomes pivotal to the running of a successful DE program. However in Nigeria there are fundamental issues involved. Unfortunately, up till date, there are still constraints in ICT delivery for reasons of affordability and access, along with the issue of computer illiteracy, cyberphobia, problems with electricity supply and internet access, according to Bakare (2009). NOUN, for example, still relies heavily on the use of print materials and face-to-face teaching because of this, coupled with the problem of study habits of the students. Other problems include inequality of access to technology, high cost of owning a personal computer and internet connectivity which continues to plague the potential success of NOUN. There is also the issue of acceptability of degrees earned purely through the e-learning mode in the nation. Up to the present, a clear picture of completers of

the program is also yet to be fully established. Learning in DE mode is supposed to be at the convenience of the learner's own space and time, as encouraged by DE; however, there is yet to be a full understanding of the workings of DE methods by the majority of DE students. The learners' lack of basic skills for independent studying habits (as their education so far ill-equips them for this) therefore precipitates the learner's reluctance to take responsibility for his own learning, and consequently affects the conduct of DE itself – making it more difficult to practice it non-formally. Consequently, if care is not taken, adult education will continue to be more formalized than the non-formal mode it is supposed to be, especially if the clientele tends to be of the younger generation.

Sustainable development, which basically involves the improvement of the standard of living of the present generation without jeopardizing that of future generation, is attainable through the education of the adult population and DE. If being an adult entails being in full time work, distance to institutions and other setbacks, then there is the danger of not giving the these endangered group of people the justice they deserve through equity in educational provision. This is more apparent in the Nigerian situation where a cursory look at the population of the DE system will show an obviously younger population to those it was originally intended, therefore negating the equity in the access and affecting the practice of adult education itself. Unfortunately, Nigeria's answer to the teeming population of applicants who are displaced had been to create more private universities for those who cannot afford to go to neighbouring countries for higher education. It is clear that the government's inability to service all applicants will logically make the provision of access and equity stated in the NPE rather elusive. DE that is supposed to increase access for adult learners for purposes of inclusion and equity, is presently

doing a poor job. It is rather depriving the adult populace of their rightful access to higher education and therefore debarring them from fully participating in development efforts. If due care is not taken, the practice of adult education will be seriously affected, as even the teachers will have a dilemma of how to approach the learners, whether as adults or adolescents, and this will change the way DE was meant to be practiced.

Conclusion

There is no doubt that education is a tool, *per excellence*, for national development. This is because the impact of an education brings about the empowerment, transformation or the permanent and positive change in behavior of the educated, as a result of the knowledge, values, attitudes and skills acquired; the educated person is then expected to improve himself, the quality of his life, and consequently the society, all of which translate into life-long learning, self-growth and national development. Education is therefore an investment, and a durable capital asset. DE remains a viable adult education tool that can help to achieve sustainability and create a learning society equipped with lifelong learning skills that will continue to help them find new solutions to their economic, environmental and social challenges. All the modes of DE in Nigeria have great potentials for human and national development, but care should be taken to ensure that it is practiced correctly. The paper confirms that DE remains a powerful means of achieving social justice, equity, and national development; especially to augment mainstream educational provision, and agrees with Jegede (2003); NPE (2004) and Marope (2005), on the potential contribution of DE to national development. The paper explored the provision and practice of DE in Nigeria, and, while accepting the efficacy of higher education for economic growth, highlighted some faults, and suggested solutions to optimize its potentials. The paper

also discovered that certain elements are responsible for the less than popular status of DE in Nigeria, enumerated these, and finally advocated for more awareness to the ideal DE situation, among others.

The way forward

The success of DE in Nigeria is contingent on the co-operation of government through adequate funding, and favourable policies and implementation. If DE is to fulfill the objective it was originally meant for, there is need to strengthen its base, widen its reach and ultimately make way for DE to be practiced in Nigeria the way it is practiced globally – in a more non-formal mode. It is advocated that admission policies into regular higher education be strengthened to favour the accommodation of more intakes, and stem the rush into DE; other suggestions are:

- It has become even more important to enlighten the general public and other stakeholders on the potential of DE as an alternative mode of enhancing access to higher education and encourage human development. There needs to be more awareness campaigns to stimulate the interest and promote enrolment of the desired candidates – adults, into DE programs through demonstrations, campaigns and a friendlier and more considerate admission and registration process,
- Quality assurance must be built into the DE process throughout to ensure best practice and especially in the quality and training of the distance educators to equip them to better handle DE requirements.
- There is presently a poor perception of DE as being inferior to the conventional provision as indicated by its unpopularity as a choice for an alternative by students (who still prefer the conventional mode, given a choice), and of employers preferring certificates from conventional education over DE certificates. Rather there should be more appreciation of the certificates because the recipients are usually already workers who have real life experience and can make more immediate contribution to development, hence the need for more awareness of the efficacy of DE.
- Strengthening of current infrastructure provision for DE. and better funding, while ensuring that access is given to mature students, which will also mean that the access to traditional higher education must be strengthened to cater for the younger applicants.
- More attention should also be paid to curriculum content at all levels in the educational system to focus on environmental, civic and economic literacy to engender the spirit of sustainability.
- DE recipients also need a re-orientation training, as their mode of education to the present only equips them for face-to-face learning, thus they seem to find it difficult to handle an

educational mode that does not include full time or face-to-face contact. They therefore need a re-orientation to prepare them for independent learning. This also implies that there must be re-training for the facilitators in DE, so that they will not continue with the regular mode of teaching, but get familiar with DE methods.

- There is indeed the urgent need to encourage learners to embrace ICT as the driving force of DE, and education providers should make enough provision for it, along with the necessary training that will ease the students into this learning mode.

When DE is properly conceptualized and implemented, it has great potential for increasing flexibility of educational provision, lifelong educational opportunities for experienced adults and women. It is also supposed to be more cost-effective because of the need for fewer infrastructures. DE remains one of the strongholds of adult education, and, if the non-formal element is eroded, it will become another glorified formal education approach instead of retaining the flexibility that is the essence of DE practice. DE must be conducted in the expected way in order to retain its strength and appeal. We must continue to appreciate the enormous potential of DE for sustainable national growth. More than anything, there is the need to pay more attention to learning with technology and provide the necessary environment for it to flourish as this is the way of the noughties.

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