



## **Empirical Analysis of the Impact of Distance Education on Sustainable Economic Growth in Nigeria**

### **Analyse Empirique de la Portée de L'Enseignement À Distance Sur la Croissance Économique Durable au Nigeria**

**Chinwe Patience Ihuoma**

Department of Educational Foundations  
Faculty of Education  
National Open University of Nigeria, Abuja.  
cihuoma@noun.edu.ng

**&**

**Nwandu Raymond**

Madonna University, Okija, Anambra State  
raymondnwandu2020@gmail.com

#### **Abstract**

---

*This study critically examines the effect of distance education on sustainable economic growth and development in Nigeria. The study employed a descriptive survey research design of Primary data collected from the randomly selected sample from the target population. Three research questions and three hypotheses were developed to guide the study. An instrument tagged: Distance Education for Sustainable Economic Growth Questionnaire (DESEGG), designed by the researchers was used to collect data from the respondents. From the results, it was concluded that in Nigeria, Distance Education influences sustainable economic growth and development (mean= 3.00-3.50, SD= 0.50-80, contributes to poverty alleviation (mean= 3.00-3.80, SD= 0.50-76) and that there is a positive relationship between access to distance education and unemployment rate in Nigeria  $r(288) = 0.236, p < 0.018$ . Based on the findings and conclusions, some recommendations were made to the Nigerian government and other stakeholders to actively transform DE programmes to address both the internal and external challenges that Nigerians encounter in accessing education.*

**Keywords:** *Distance Education and Sustainable Economic Growth*

## Resume

*Cette étude examine de manière critique l'effet de l'enseignement à distance sur la croissance économique durable et le développement au Nigeria. L'étude a recours à une méthode de recherche descriptive par enquête, les données primaires étant recueillies auprès d'un échantillon sélectionné au hasard dans la population cible. Trois questions de recherche et trois hypothèses ont été développées pour guider l'étude. Un instrument intitulé : Questionnaire sur la formation à distance pour une croissance économique durable (DESEGO), conçu par les chercheurs, a été utilisé pour collecter les données auprès des personnes interrogées. Les résultats ont permis de conclure qu'au Nigeria, l'enseignement à distance influence la croissance et le développement économiques durables (moyenne = 3,00-3,50, écart-type = 0,50-80), contribue à la réduction de la pauvreté (moyenne = 3,00-3,80, écart-type = 0,50-76) et qu'il existe une relation positive entre l'accès à l'enseignement à distance et le taux de chômage au Nigeria  $r(288) = 0,236$ ,  $p < 0,018$ . Sur la base des résultats et des conclusions, certaines recommandations ont été proposées au gouvernement nigérian et à d'autres parties prenantes pour transformer activement les programmes d'ED afin de relever les défis internes et externes que les Nigériens rencontrent dans l'accès à l'éducation.*

**Mots-clés:** *Enseignement à distance et croissance économique durable*

---

## Introduction

At different phases of economic growth, advanced countries demonstrate the important role education plays in nation formation. Several studies have emphasised the relevance of human capital and education in the economic success of an economy (Benos and Zotou, 2014; Asiedu, 2014).

Education encompasses much more than the ability to read and write for its own sake. It's all about making the most of their education and putting it to good use in their personal and professional lives. Well-educated people can take care of themselves and not be reliant on others. A person's ability to read and write isn't the sole measure of education's worth. In contrast to literacy, education is the pursuit of

understanding and applying knowledge gained via reading and writing to better the lives of others. It promotes economic development, wealth accumulation, and the creation of new jobs for the nations that benefit from it. Education is critical for everyone's well-being, both personally and nationally (Chitra, 2021).

Formal education institutions, on the other hand, are unable to provide the numerous individual and community demands for information, skills, and behavioural changes that are necessary to create long-term economic development and employment in Nigeria and throughout the globe. In addition, current systems are under immense pressure owing to the massive growth in the school-going population, poor educational planning with respect to national needs, the rise in the expense of education per student, and budgetary limitations. Media facilities such as television, radio and cinema, paperbacks, low-cost publications, libraries and evening courses, have been increasingly accessible in the last several decades. Non-formal education, often known as distant education, is on the rise as a result of these factors.

In today's technological era, it is simple to pick, modify, and apply task functions or problem-solving strategies (Zofan and Lotfipoor, 2001). For human resources, tacit knowledge manifests itself via technology (Makhmali, 2005) Technological methods may speed up the process of learning and teaching while also reducing the expense of doing so (Wolf, 2001). It is also a good way to spread reading and education. The growing use of technology in education has given rise to the development of distance education (Nazarzadeh, 2008).

Distance learning is impossible without the use of technology. With features including temporal and physical separation of delivery/learning processes, decentralised student/learning support, and more effective student-teacher-content exchanges, distance education may overcome the drawbacks of traditional education systems (Javadi, Najafi and Farajollahi, 2013). Considerations such as cost-effectiveness, efficiency, capital intensity, productivity and employment all contribute to a better quality of life for the general population (UNESCO, 2020). ICT, multimedia, and electronic devices may be used to plan, construct, and manage the teaching-learning

process in a distance education setting to promote continuous learning and improvement (Ebrahimzadeh, 2007).

According to Ofoegbu, (2009) and Akinyede,(2005), the history of distance education in Nigeria dates back to the correspondence education era as a means of preparing candidates for the General Certificate in Education (GCE), a prerequisite for the London Matriculation Examination. According to him, the first indigenous distance learning programme was the English by Radio programme of Nigeria Broadcasting Corporation that followed independence in 1960. The programme was primarily targeted at primary and secondary school levels and covered core courses at both levels with more emphasis placed on the teaching and learning of Science, Mathematics and English. The technology-driven distance learning came into existence at almost the same time as the first indigenous distance learning with the emergence of Educational Television programmes of the then National Television of Nigeria (NTV). There was also the School of Educational Broadcast of Radio Nigeria located in Lagos and it relayed all through the federation. All radio stations were required to link up at specific times of the day during school hours for broadcasting programmes (Boroffice & Akinyede, 2005).

According to Jegede, (2004), University education programmes in the country are witnessing a lot of changes in terms of instructional delivery mode in some of our tertiary institutions. The Correspondence and Open Studies Unit (COSU) of University of Lagos that started in 1974, which later changed to Correspondence and Open Studies Institute (COSI) and is now known as Distance Learning Institute was the first attempt made to establish a distance education unit as part of a University in Nigeria. It began initially to offer programmes in science education at the first degree level in Biology, Chemistry, Mathematics, Physics and Postgraduate Diploma in Education (PGDE) for degree holders that did not possess teaching qualifications. The National Teachers' Institute (NTI) started as a distance education institution in 1976 (as the first dedicated distance education institution) with the support of UNESCO. It began by training Grade Two Teachers (TC II). In 1990, the Nigerian Certificate in Education (NCE) programme was introduced when the expectation was that the minimum teaching

certificate in Nigeria was expected to be NCE. The Institute also introduced the PGDE programme in the year 2005. Ahmadu Bello University (ABU) also started its distance education through a training programme known as Teachers-Inservice Education Programme (TISEP) for Grades Three and Two teachers and later the Nigerian Certificate in Education (NCE). Obi Z.C and Obi C.O. (2014). In 2003, the Nigerian government established the National Open University of Nigeria as a unimode Distance Education institution in the country. Since its establishment, the institution has done a lot in giving access to tertiary education to Nigerians in their numbers. Many of them have graduated and are gainfully employed.

### **Statement of the problem**

Despite the immense progress that Nigeria has made during the current democratic administration, the nation is beset by major issues, including young restlessness, militancy, terrorism, abduction, and other social vices. One of the main causes of this ailment has been identified as the high rate of unemployment among young people, both graduates and non-graduates. According to Eroke (2014), a growing number of jobless young people is a danger to the country's economic stability and a troubling signal to the international world.

Nigeria's unemployment rate jumped from 27.1% in the second quarter of 2020 to 33% in the first quarter of 2021, according to a National Bureau of Statistics (NBS) report published on its website. In addition to coming in at number two on the global list, the NBS research reveals that “more than 60% of Nigeria's working-age population is younger than 34” according to the analysis (NBS, 2021). In the fourth quarter, the unemployment rate for persons ages 15 to 24 was 53.4%, while the rate for those ages 25 to 34 was 37.2 %. A 35.2% unemployment rate for women was comparable to 31.8% for males. In the wake of a 1.9% decline in GDP last year, the International Monetary Fund predicts that the 200 million-person economy will expand at a 1.5% annual rate this year (IMF, 2022).

According to official statistics, young people, most of whom have dropped out of high school, account for roughly two-thirds of Nigeria's total population, and about 60% of them live below the poverty line,

making them vulnerable to issues like lack of access to quality education, unemployment, violence, and sexual and reproductive health issues (Onuoha, 2017).

The Nigerian National Bureau of Statistics (NBS) publishes data on the country's unemployment rate. In such a dire circumstance, the nation's peaceful coexistence and survival are at risk. Because of the high unemployment rate and the importance of Distance Knowledge in empowering adolescents with education and skills that may help them to thrive and be economically viable, this study concludes. The problem for which this study sought a solution is the impact of distance education on sustainable economic growth in Nigeria using youth unemployment as a case study.

### **Objectives of the study**

The primary aim of the study is to examine the impact of distance education on sustainable economic growth in Nigeria.

This study is guided by the following objectives:

- i. To examine the effect of distance education on sustainable economic growth and development in Nigeria
- ii. To ascertain how Distance Education has contributed to poverty alleviation in Nigeria
- iii. To discuss the relationship between access to distance education and the unemployment rate in Nigeria

### **Research Hypotheses**

To achieve the objectives of this study, the following null hypotheses were formulated and tested:

- i. There is no significant effect of distance education on sustainable economic growth and development in Nigeria
- ii. Distance Education has no significant contribution to poverty alleviation in Nigeria
- iii. There is no significant relationship between access to distance education and the unemployment rate in Nigeria

## **Review of Related Literature**

### **Education**

According to Adamu (2019), Education is a way of imparting or possessing general knowledge, developing the powers of reasoning and judgment, and preparing oneself or others intellectually, psychologically and socially for a mature and responsible life style. According to him, Education is the process that facilitates learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Generally, education is the process or act of giving and receiving systematic instruction, especially at a place of study which could be a school or university. It can also be seen as an enlightening experience or encounter which gives one an insight into a subject matter. Education is very important for sustaining and developing people. With education, people can endure, mature, and acquire experience, wisdom and the capability to fend for themselves as well as serve their communities and nation. Adamu, (2019).

Education is also both an instrument of stability and change. According to NPC (2016), stability is in the sense that good traditions are documented, taught, imbibed and practised; and change because it equips people to meet new challenges. In the same vein education is a tool for inculcating moral values in the citizen. Education statistics, like other social data, facilitates planning. According to Ihuoma (2019), they constitute invaluable inputs for computing important social indicators which are used to monitor trends in the quality of life and in making regional and international comparisons.

### **Distance Education**

For students who may have lost out on formal education because of socioeconomic, professional, or familial reasons, distance education (DE) provides teaching through a range of media, including print and other ICTs, to those who otherwise would not have had the chance to receive it. It has been said that distance education is education that is delivered in a manner other than the traditional face-to-face technique, but whose aims are comparable to the traditional on-campus full-time classroom experience and just as noble and practical (Jegade, 2003).

About 160 million people live in Nigeria, making it the most populated country in sub-Saharan Africa (NPC, 2007). The country has a total geographical area of 923,768 square kilometres and is home to 274 distinct ethnic groups. To meet the requirements of the people while dealing with declining financial and other resources, the social and economic components of education have to be taken into account. As Nigeria's population continues to grow, so does the demand for education at all levels, and traditional methods like face-to-face classroom-bound mode are becoming increasingly difficult to resource. The country must therefore find an appropriate and cost-effective means to respond adequately to the huge unmet needs. According to Jegede, 2003 and Sadeq, (2003), the most logical avenue to achieving these goals is via distant education, which they believe is the best option for cost-effectively achieving the desired outcomes.

### **Using Open and Distance Learning to help Nigeria's long-term sustainability**

In studies comparing online learning to in-person training, the results show that online learning can be just as successful as in-person learning. Tilwani and Jain (2005) assert that timely teacher-to-student feedback and student-to-student engagement occur when the methods and technology employed are adequate for the educational tasks. The system seems to be more student-centred than the traditional university system, based on this evidence and the aforementioned viewpoints on open and remote learning. As more students can apply for open and distance learning courses, they are more likely to be accepted into the programmes they choose. Conventional institutions frequently deny admittance or place students in courses they don't want to take because of a lack of space in their preferred fields of study. Candidates' lack of enthusiasm, talent, and dexterity in pursuing the courses so selected for them has made this act frustrating. In addition to affecting people, this has huge repercussions for the country's economy, workforce, and overall development. When colleges produce graduates who lack motivation and appropriate understanding in their fields, they wind up putting them into the workforce. According to Ihuoma (2019) and Ajadi, Salawu & Adeoye (2008), open and distance learning enable access to as many candidates as possible and in their selected programmes and courses.

Accordingly, government subsidies are insufficient to meet all academic demands and maintain the necessary basic standards of operation for traditional institutions (Akpan, 2018). In private and certain public colleges, this has contributed to an increase in tuition costs. This has the consequence of making college unaffordable for the majority of the population. Open and distant learning, on the other hand, may reduce operating costs while still meeting educational demands. They believe that students may study from the comfort of their own homes or workplaces, with just occasional trips to campus required thanks to ODL (Wambugu and Kyalo, 2013). In addition, useful and up-to-date material may be found on CDs and portable personal computers (PCs), which have replaced quickly out-of-date books. The conventional campus library and classroom are progressively being replaced by virtual alternatives. Due to the Internet and other information and communication technologies, students no longer have to go to a particular physical classroom or library to access (almost) limitless learning materials. Ajadi, Salawu and Adeoye (2008), Ajadi (2012), Onwe (2013), Jegede (2016), and NOUN (2016) all believe that the ODL form of education is more dynamic, efficient, and in touch with the notion of sustainability because of these traits and attributes combined.

Before the introduction of the distance education system, Nigeria has struggled to provide excellent education to its teeming millions. Education costs, lack of access, and underfunding contributed to the system's difficulties in sustaining itself. Teaching and non-teaching personnel in Australia have gone on strike regularly since at least the early 1990s because of a lack of adequate financing in the education sector, according to Vanguard (2019).

Before the distance education system came along, one of Nigeria's biggest problems was getting all of its many millions of people a good education. The system is hard to keep going because it is expensive, hard to get into, and doesn't have enough money. Vanguard (2019) says that poor funding is the main cause of problems in the education sector, especially in higher education, which has led to frequent strikes by teaching and non-teaching staff since the early 1990s.

## Methodology

The study employed a descriptive survey research design. The population of the study includes students of the National Open University of Nigeria (NOUN) in Imo, Abia and Anambra states that have spent at least two sessions in the school. The quantitative technique was used in gathering primary data from the randomly selected sample of students of the National Open University of Nigeria (NOUN) in Imo, Abia and Anambra states. A total of three hundred (300) respondents were sampled in the survey, each from a centre in each state using a structured research questionnaire.

Students who offer different programmes were in their 300 to 500 levels. Three hundred and fifty (350) questionnaires were administered, out of which three hundred (300) were selected from the correctly filled and returned questionnaire. The instrument used for data collection was a researcher-designed and validated Questionnaire tagged: Distance Education for Sustainable Economic Growth Questionnaire (DESEGO). The instrument was validated by experts in measurement and evaluation and educational administration. Section A measured socio- demographic variables of the respondents (students), while section B contained items on the research variables. The items in the questionnaire were measured by 4-point Likert Scale Type with Strongly Agree (SA), Agree (A), Disagree (D) and Strong Disagree (SD) as options.

With the help of three research assistants, the instrument (questionnaire) was distributed directly to the students of NOUN in the various states (Imo, Anambra and Abia states). The data used for the study were processed using descriptive and inferential analysis of Simple percentages, mean and standard deviation. Data collected from the study were analyzed using Chi-Square ( $X^2$ ) and Spearman correlation at 0.05 level of significance with Scientific Package for Social Sciences (SPSS).

## Results

**Table 1: Socio-Demographic Characteristics of Respondents**

Variable	Category	Frequency	Percent
Gender	Male	100	33.33
	Female	200	66.67
Age	Below 30	88	13.5
	30-39	118	39.34
	40-49	135	45
	50+	40	13.33
	No response	7	2.33
Religion	Christianity	210	70
	Islam	70	23.33
	Traditional religion	14	4.67
	Others	4	0.32
	No response	2	0.66
Marital Status	Single	32	10.67
	Married	230	76.67
	Divorced	8	2.66
	Widowed	12	4
	Separated	16	5.33
	No response	2	0.67

Table 1 shows the demographic information of the respondents. 33.3% were males while the remaining 66.7% were females. Females were more represented in DE than males. On age, 13.5% of the respondents were below 30 years, 39.3% were between 30-39 years, 45% were between 40-49 years, 13.3% were 50 and above. The majority of the DE students are between the ages of 40-45 years.

On religion, 70% of the respondents were Christians, 23.3% indicated Muslim, 4.6% indicated traditional religion and 0.3 indicated others.

On marital status, 10.6% of the respondents were still single at the time of the study, 76.6% were married, 2.6% were divorced, 4% were widowed and 5.3% were separated. The majority of the respondents were married.

## Response to Research Questions

**Research Question One:** What is the effect of distance education on sustainable economic growth and development in Nigeria?

**Table 2: Distance education on sustainable economic growth and development**

S/N	Items	Mean $\bar{X}$	Standard deviation	Remark
1	Distance education has promoted my status of education and knowledge	3.50	0.76	Agree
2	My ability to get a job has been promoted because of distance education	3.40	0.80	Agree
3	I can start my own business with the knowledge I gained from distance education	3.30	0.57	Agree
4	My level of education cannot be compared to what I used to be before gaining admission as a distance education student	3.00	0.50	Agree
5	I have skills that can earn me income now from the knowledge received from distance education	3.50	0.62	Agree

The result of the analysis presented in Table 2 indicated that respondents agreed with all the items showing that distance education influences sustainable economic growth and development since the mean and the standard deviation are between (mean= 3.00-3.50, SD= 0.50-0.80).

**Research Question Two:** How does Distance Education contribute to poverty alleviation in Nigeria?

**Table 3: Distance Education contribution to poverty alleviation**

S/N	Items	Mean $\bar{x}$	Standard deviation	Remark
6	Distance education helped in accommodating students with special needs which alleviates them from poverty	3.50	0.76	Agree
7	The capacity of distance education to eliminate the commute and hassle of getting to class had helped to alleviate poverty	3.00	0.50	Agree
8	There is a reduction in poverty level because distance education offers more networking opportunities for learners	3.30	0.57	Agree
9	Since students can now hone their time-management skills through distance education, the poverty level had dropped	3.60	0.66	Agree
10	Distance education helps students develop their technical skills that can make them tackle poverty	3.80	0.56	Agree

The result of the analysis presented in Table 3 indicated that respondents agreed with all the items showing that distance education contributes to poverty alleviation in Nigeria since the mean and the standard deviation are between (mean= 3.00-3.80, SD= 0.50-76).

**Research Question Three:** What is the relationship between access to distance education and the unemployment rate in Nigeria?

**Table 4: Distance education and unemployment**

S/N	Items	Mean $\bar{X}$	Standard deviation	Remark
11	I am attending distance education so I can be employable	3.75	0.53	Agree
12	I know I will gain the necessary skills needed in distance education to be self-employed	3.60	0.69	Agree
13	The essence of my attending distance education school is to be able to fight unemployment	3.00	0.50	Agree
14	I have all the education and skills needed to be competitive in the current job market from distance education	3.70	0.82	Agree
15	I feel the training and knowledge I have received so far in my distance education is enough in getting a job	3.50	0.76	Agree

The result of the analysis presented in Table 4 indicated that respondents agreed with all the items shown that there is a relationship between access to distance education and the unemployment rate in Nigeria since the mean and the standard deviation are between (mean= 3.00-3.75, SD= 0.50-82).

### **Test of Hypotheses**

**Hypothesis One:** There is no significant effect of distance education on sustainable economic growth and development in Nigeria

**Table 5: Chi-Square Test of distance education on sustainable economic growth and development in Nigeria**

	Df	$\chi^2$	$\chi^2\alpha$	Sig.	Alpha Level	Remark
Pearson Chi-square	4	36.42	65.117	.012	.05	Significant, Rejected
Number of Valid Cases	300					

*Df = degree of freedom,  $\chi^2$  = critical value,  $\chi^2\alpha$  = chi-square calculated, Sig. = P-value;  $P < .05$ , S = Significant, R = rejected*

Table 5 showed a chi-square calculated value of 65.117 which is greater than the critical value of 36.42 at .05 level of significance and with 4 degrees of freedom (i.e.  $\chi^2\alpha = 65.117 > 36.42$ ). This indicates that there is a significant effect of distance education on sustainable economic growth and development in Nigeria. Therefore, the hypothesis which states that there is no significant effect of distance education on sustainable economic growth and development in Nigeria was rejected.

**Hypothesis Two:** Distance Education has no significant contribution to poverty alleviation in Nigeria

**Table 6: Chi-Square Test of Distance Education contribution to poverty alleviation in Nigeria**

	Df	$\chi^2$	$\chi^2\alpha$	Sig.	Alpha Level	Remark
Pearson Chi-square	4	36.42	193.376	.000	.05	Significant, Rejected
Number of Valid Cases	300					

*Df = degree of freedom,  $\chi^2$  = critical value,  $\chi^2\alpha$  = chi-square calculated, Sig. = P-value;  $P < .05$ , S = Significant, R = rejected*

The result in Table 6 showed a chi-square calculated value of 193.376 which is greater than the critical value of 36.42 at .05 level of

significance and with 4 degrees of freedom (i.e.  $\chi^2_{2\alpha} = 193.376 > 36.42$ ). This indicates that Distance Education has made significant contribution to poverty alleviation in Nigeria. Therefore, the hypothesis which states that Distance Education has no significant contribution to poverty alleviation in Nigeria was rejected.

**Hypothesis Three:** There is no significant relationship between access to distance education and the unemployment rate in Nigeria

**Table 7: Spearman's rho Correlation between access to distance education and unemployment rate in Nigeria**

	Access to distance education
Unemployment	0.236**

*Note.* \*\*Correlation is significant at 0.05 level (2-tailed) at 298 degrees of freedom.

A Spearman rank-order correlation was conducted to determine if there was any relationship between access to distance education and the unemployment rate in Nigeria. A two-tailed test of significance indicated that there was a positive relationship between access to distance education and the unemployment rate in Nigeria  $r(288) = 0.236, p < 0.018$ . The correlation is presented in Table 7 and these findings indicate that there is a significant relationship between access to distance education and the unemployment rate in Nigeria. i.e., access to distance education will solve the problem of the unemployment rate in Nigeria. The effect size ( $r^2 = 0.06$ ) indicates that access to distance education accounts for 6% of the employment rate.

### Discussion of Findings

The finding of hypothesis one shows that there is a significant effect of distance education on sustainable economic growth and development in Nigeria. Rabie (2011) suggested that persons with economic means have the resources to acquire the necessary information and broaden their range of chances, but others without knowledge or riches are left behind, with no means to compete and advance in society. It is vital to recognise that distant education is the most economical and accessible method of achieving social and economic change. Because of its accessibility and affordability, DE is the sole vehicle through which

ordinary people may get an education and participate in the economic revolution.

Hypothesis two shows that distance education has a significant contribution to poverty alleviation in Nigeria. Distance education is ideal for low-income individuals who are unable to access schooling or other social services. It may give education to populations without schools in remote regions, women who face social or cultural restrictions that limit their access to educational institutions, socially disadvantaged groups such as minorities who are often marginalized, and pupils with impairments.

Hypothesis three shows that there is a significant relationship between access to distance education and the unemployment rate in Nigeria. According to Chan (2016), distant education may be seen as a focal point of knowledge acquisition, and as such, it contributes significantly to both economic growth and development by stimulating innovation, expanding students' skill repertoires, and providing jobs.

## **Conclusion**

The purpose of this article was to investigate the influence of distance education on long-term economic development in Nigeria. We based our assessment on the emerging framework with the main premise that development and its sustainability are heavily reliant on remote education, which not only promotes new ideas for tackling current unemployment issues but also designs techniques for long-term development. The study essentially contextualised development and sustainable economic growth. It bemoaned the status of Nigeria's economy and observed that an underlying lack of education had played a significant role in this situation. Sustainable economic progress can only be achieved if the Nigerian government prioritises educational inputs, particularly in science and technology through online education.

## **Recommendations**

This study suggests that:

- a) Government should adopt strategies to widen access to education thus increasing the participation of its citizens in higher education, poverty reduction and empowerment.
- b) The Nigerian government and other stakeholders must be actively seen as transforming DE programmes to address both the internal and external challenges that Nigerians encounter in accessing education.

## References

- Adamu, A. U. (2019). Convocation Address, 8th Convocation Ceremony of the National Open University of Nigeria, NOUN Headquarters, Abuja, March 23.
- Aderinoye, R and Ojokheta, K. (2004) “*Open and Distance Education as a Mechanism for Sustainable Development: Reflections on the Nigerian Experience*”. *International Review of Research in Open Distance Education* 5(1):33-40.
- Aderinoye, R. and Ojokheta, K. (2012). *Open-Distance Education as a Mechanism for Sustainable Development: Reflections on the Nigerian Experience*, University of Ibadan, Ibadan, Nigeria.
- Ajadi, T. O., Salawu, I. O. & Adeoye, F. A. (2008). E-learning and distance education in Nigeria. *The Turkish Online Journal of Educational Technology* – TOJET 7(4) 7.
- Ajibola J.O. (2016). *Education as a pathway to sustainable growth in Nigeria*. IJRRSSH Vol.3. ISS. 3 pp. 38-56. [www.paperpublications.org](http://www.paperpublications.org).
- Akpan, C. P. (2012). *Enhancing quality in open and distance education through effective utilisation of Information and Communication Technology (ICT) in Nigeria*. Department of Educational Administration and Planning, Faculty of Education, University of Calabar, Calabar, Nigeria.
- Asiedu, E. (2014). Does foreign aid in education promote economic growth? Evidence from Sub-Saharan Africa. *Journal of African Development*, 16(1), 37-59.
- Benos, N. & Zotou, S. (2014). Education and Economic Growth: A Metaregression Analysis. *World Development*, 64(2), 669-689.
- Chitra, R., (2021). Education and beyond college & university: *Why Education is Important? Top 13 Reasons*. Available from <https://content.wisestep.com/educationimportant-top-reasons/>.

- Ebrahimzadeh I. (2007). Transfer from traditional university to university: Innovation and challenge of change [In Persian]. *Res High Educ Program*. 8(43), 7–14.
- Eroke, L. (2014). Dangers of rising youth unemployment. *This Day Live*. Monday 23<sup>rd</sup> June.
- Eroke, L. (2014). Walter Heller and the introduction of human capital theory into education policy.
- Ihuoma, C. P. (2019) An Appraisal of the Nexus Between Education and National Development Strategies in Nigeria. *Uneswa Journal of Education* 2(1), 319 –332.
- Ihuoma, C. P. (2019). The Role of Open and Distance Education in Rebranding Nigeria’s Tertiary Education for Sustainable National Development Published in *West African Journal of Open and Flexible Learning (WAJOFEL)* 7(2) 1 – 18.
- International Monetary Fund (IMF). (2022). *France: Selected Issues*. IMF Staff Country Report 22/19. Washington, DC. Karabarbounis,
- Javadi, M., Najafi., H, & Farajollahi M. (2013). Factors affecting education quality; A case study in the higher education center of Tehran [In Persian]. *Mag E Learn Distr in Acad*. 4(2), 33–38.
- Jegede, O. (2016). Open and Distance Learning Practices in Nigerian Higher Institutions of Learning. *Being an Invited Keynote Address at the 3rd University of Ibadan Annual Distance Learning Centre Distinguished Lecture and Stakeholders’ Forum Held at the International Conference Centre, University of Ibadan, Thursday, 14th & Friday, 15 July*.
- Jegede, O. (2003). *Taking the distance out of Higher Education in 21st century Nigeria*. Paper Presented at the Federal Polytechnic,

Oko, Anambra state on the occasion of the Convocation ceremony and 10th anniversary celebration held on Friday, 28.

Makhmali H. (2005). Knowledge management, human-centered development [In Persian]. *Q J Manag Tomorrow*. 3(9), 10–21.

National Bureau of Statistics (2021). *Unemployment and Underemployment*. Retrieved January 31, 2018, from [www.nigerianstat.gov.ng](http://www.nigerianstat.gov.ng)

Nazarzadeh, M., (2008). Adult education and sustainable development. *J Sci Commun*. 10(1), 32–41.

NOUN (2018). *National Open University of Nigeria at a Glance*. Abuja: NOUN.

Obi Z.C and Obi C.O. (2014). Government expenditure on education and poverty reduction: *Implications for achieving the MDGs in Nigeria a computable general equilibrium microsimulation analysis*. *Asian economic and financial review*, 2014, 4(2): 150-172.

Ofoegbu, I. F (2009) “Female Access to Basic Education: *A Case for Open Distance Learning (ODL)*”, *Edo Journal of Counselling*, 2 (1): 46-57.

Onuoha, M., (2017). Youth education key to development. Abuja: *The nation Newspaper*. Wednesday March 8, 2017.

Onwe, O. J. (2013). Policies and practice of open and distance learning models in the Sub- Saharan African countries: A literature survey. *American International Journal of Contemporary Research*. 3(8), 56-72.

Ugbogbo, H. E., Akwemoh, M. O. & Omoregie, C. B. (2013). The role and challenges of education in national development (*The Nigeria experience*). *Journal of Educational and Social Research*. MCSER Publishing, Rome-Italy.

- UNESCO (2005). International Implementation Scheme: *United Nations Decade of Education for Sustainable Development (2005-2014)*, Paris: UNESCO.
- UNESCO (2014). *Aichi-Nagoya declaration on education for sustainable development*.  
[https://sustainabledevelopment.un.org/content/documents/5859\\_Aichi-Nagoya\\_Declaration\\_EN.pdf/](https://sustainabledevelopment.un.org/content/documents/5859_Aichi-Nagoya_Declaration_EN.pdf/) (Accessed 26 January 2017).
- UNESCO (2020). *Distance and open learning*. Strategically and economical approach.
- Vanguard (2019). *Scandalous poor funding: education gets n4.57 trillion of n61.48 trillion budget in 10 years*. January 6..
- Wambugu, L. & Kyalo, D. (2013). Open and distance education as a strategy for improving higher education in the 21st century in Kenya: A case of the University of Nairobi. *Journal of Education and Practice* [www.iiste.org](http://www.iiste.org) 4(14), 34-51.
- Wolf., S, (2001). Determinants and impact of ICT use for African SMEs: *Implications for rural South Africa*. Center for Development Research (ZEF Bonn). Trade and Industrial Policy Strategies (TIPS), Annual Forum at Misty Hills, Mulderdrift (10-12 sept 2001). Paris.
- Zofan S, & Lotfipoor K. (2001). *Instructional media for classroom [In Persian]*. Tehran: SAMT Publication.