

## Chapter #14

### **RAPID ENROLMENTS IN HIGHER EDUCATION: IMPLICATIONS ON TEACHING AND LEARNING**

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#### **ABSTRACT**

African higher education has witnessed massive increases in enrolments due to improvements at the primary and secondary school levels, coupled with the realisation that higher education qualifications help in economic development and improved standard of living for the individuals and the society. Botswana is one of the countries in Africa that is faced with high enrolment figures in tertiary institutions. This book chapter examines the implications of rapid enrolments on teaching and learning in higher institutions of learning in Botswana. Through a qualitative approach, semi-structured interview questions were used to elicit information from lecturers and students of two selected institutions of higher learning in Botswana. The chapter concludes by providing some possible solutions to the challenges posed by rapid enrolments in higher education.

*Keywords:* rapid enrolments; higher education, implications, teaching, learning.

#### **1. INTRODUCTION AND GENERAL OVERVIEW**

African higher education has witnessed massive increases in enrolments due to the improvement at the primary and secondary school levels, coupled with the realisation that higher education qualifications help in economic development and improved standard of living for individuals and the society. As Killick (2005) states, higher education has expanded rapidly over the years, both in terms of absolute numbers and the population it serves. The global enrolment in higher education increased from a hundred million in the year 2000 to one hundred and seventy seven million in 2010, representing an average increase of about 7.6 million students per annum (British Council Summary Report, 2012). The unprecedented increase in the global enrolments in higher education could be attributed to , changes in the legislations and policies of nations, increased demand for students at the higher education level, internationalisation and globalisation of higher education. Botswana formulated its second National Policy on Education in 1994. Popularly known as the Revised National Policy on Education, this policy had as one of its aims, the need to increase access to education for Batswana (RNPE, 1994). Government's efforts to provide education to the people was further strengthened in 2007, when it started sponsoring students in higher education at private institutions of higher learning in Botswana. This initiative by the government contributed immensely to the rapid enrolments in higher education in Botswana. Botswana is one of the countries witnessing the current wave of globalisation and internationalisation of higher education .Globalisation refers to the trends in higher education that have cross-national implications such as mass education , a global market place for students and faculty, highly educated personnel and a global reach of the new internet-based technologies .It is evident that institutions of higher

learning, both public and private, are fast evolving into global actors, a trend found in many other industries (Altbach & Knight, 2007; Altbach & Teichler, 2001). Internationalisation of higher education on the other hand, refers to the process of integrating an international, multicultural and global outlook into all aspects of higher education (Sehoole, 2006; Iloanya, 2013). Several terms such as, borderless education, multicultural education, global or offshore education have been used to define internationalisation of higher education (De Wit, 2001). The globalisation and internationalisation phenomenon and its impact, have played a significant role in the expansion of higher education enrolments. This scenario has been coupled with increasingly privatised and market oriented strategies to create education opportunities to meet the ever-increasing demand for higher education. Over the past two decades, higher education institutions have gone on a critical redesigning of their character and operations across the globe. There have been extensive increases in numbers of programmes, as well as institutions which operate internationally. Institutions are also paying attention to international and global recognition, as they also continue to operate not only within their borders but, even outside their countries of origin. This has broadened access to education as more students are enrolled into higher education programmes (Ntim, 2016; Moabi, 2017). This situation which is not unique to Botswana, is also being experienced in other countries of the world. China, Taiwan, South Korea, Japan and Hong Kong have recorded dramatic increases in higher education enrolments (Mok, 2008; 2016).

The driving force behind rapid enrolments in Higher Education differs from one geographical area to the other. Rapid enrolments in higher education was triggered off by the financial boosts given by several countries to improve higher education in the 21<sup>st</sup> century. In addition, improved living conditions for the middle-income group from the middle of this century gave it an ample opportunity to gain access into institutions of higher learning. Many countries experienced a significant expansion in their national economic growth, which led to an increasing demand for highly skilled workforce. The demand for highly skilled work force found its solutions in the corridors of institutions of higher learning meant to provide skilled personnel. Thus, academic qualifications and certifications from higher institutions of learning became synonymous with improved standard of living and status in the society. The more people realised the benefits accruing from higher education, the more the institutions of higher learning expanded to a significant level. Chacha (2004), states that, universities have become powerful institutions in societies that determine positions of authority, prestige and power. The benefits of acquiring higher education qualifications became so glaring that they have a direct effect on the access to higher education institutions, hence, increases in enrolments (Misaro, Jonyo, & Kariuki, 2013).

In Africa, the main reason for rapid enrolments in higher education could be traced to the pressure from secondary school leavers wanting to further their education. Rapid population growth mainly among the youths put the governments under pressure to embark on projects that will facilitate access to primary education in Africa in the 1980s. The increase in primary school enrolment led to an increase in the enrolment of secondary school students. Output from the secondary education level led to dramatic increases in higher education enrolments. There was also the issue of expansion at the higher education level emanating from the structural adjustment programmes, which required African countries to embark on investments in basic and primary education which triggered an increase in higher education enrolments (Lusenge, 2016).

In 2007, the government of Botswana extended its education sponsorship initiatives into higher education, from public higher institutions of learning to privately owned higher education institutions. This was a fundamental step in the higher education landscape which it could be said, further led to rapid enrolments in higher education in Botswana. The massive enrolment of students in Botswana's tertiary institutions has had a tremendous impact on tertiary education operations and its accessibility to the citizens (Molutsi, 2009). To encourage more enrolment in the higher education sector; Botswana government established a Tertiary Education Council to manage the affairs of the higher education sector. Subsequently, enrolment ratios in tertiary institutions rose from 5.8% in 1996 to 12% in 2001, while, tertiary education attainment rate rose from 2% in 1995 to 7% in 2001. An increase in student enrolment was further recorded over the five -year period of 2009/10 to 2013/14. An increased enrolment at the higher education level comes with some opportunities and of course, some challenges too.

This chapter examines the various implications rapid enrolments in higher education have on teaching and learning in Botswana. It discusses the benefits and opportunities accruing from massive increases in the enrolments at the higher education level; the challenges posed by massification and how these challenges could be addressed to ensure a favourable environment for teaching and learning in the face of rapid enrolments in Botswana's higher education institutions.

### **1.1. Rapid enrolments (massification) of higher education**

Massification of higher education is described as, a rapid increase in student enrolment in the later part of the twentieth century. It is a widening participation movement in higher education in different parts of the world (Misaro et al 2013). In the context of more developed and industrialised countries of the world, massification refers to a high enrolment rate in higher education ratio of a country. A higher education enrolment rate of up to 50% is considered 'mass enrolment'. In the African and other less developed countries' context, Massification of higher education is viewed as rapid increase in student enrolment consistent over several years. Massification in Africa's higher education countries increased remarkably between 1999 and 2005 in the range of 12% to 60%. Big as this number might seem in percentage terms, the gross enrolment hardly exceeded 5 % (Mohamedbhai, 2008). This obviously implies that, developing countries did not experience similar rate of massive enrolments across their borders. With rapid enrolments, higher institutions of learning tend to compete with one another not only in attracting qualified and eligible students; but also, from the angle of attracting and retaining quality faculty members and ample resources to cope with the increasing number of students. Altbach (1987; 2009; 2012) describe massification as a modern –day revolution in higher education. Massification has become so astronomical that most institutions of higher learning have no choice but to begin to wrestle with its implications, especially from the point of view of the challenges and opportunities (Ntim, 2016 ; Teferra & Altbach, 2004).

## **2. BACKGROUND /THEORETICAL PERSPECTIVES**

This study draws from the theory of Egalitarianism. The theory of egalitarianism emphasises on equality and equity in wealth, education and status. Marginson (2006) cited in Lusenge (2016), asserts that, egalitarianism orchestrated increased enrolments in higher education which in some cases have threatened the stability of such institutions. The unprecedented increase in enrolment has seen institutions of higher learning grappling with issues of pedagogical quality, equity control, and management of assessment and funding.

The road to success seems quite rocky for most African higher education institutions due to the seemingly unstoppable increases in higher education enrolments.

There is presently more demand for higher education than before and this has resulted in massive student enrolments. Many people are yearning for higher education in many societies all over the world. There seems to be no decrease in demand soon (Altbach, Reisberg, & de Wit, 2017). The challenge the world is facing is how to accommodate the multitude of millions of students qualified to study at a university but who are unable to do so, as it seems that, the existing universities do not have the capacity to accommodate them (Grobler, 2013).

National governments have realized that higher education has big contributions to make to the growth of their economies (Misaro et al, 2013; Manyasi, 2010). The World Bank (2002) supported this stand when it asserted that such education contributes to social cohesion of a nation. At an individual level, many people have realized that higher education contributes to improved standard of living (APEID-UNESCO, 2006; Manyasi, 2010). This has some impact on University enrollments world over.

## **2.1. Higher education enrolment trends in Botswana**

### **2.1.1. Brief history of higher education in Botswana**

The University of Botswana started as part of the University of Basutoland, Bechuanaland and Swaziland, and later renamed University of Botswana, Lesotho and Swaziland (UBLS) which collapsed in 1975. Later it was transformed into the University of Botswana and Swaziland (UBS), comprising the University College in Gaborone (offering economics, social studies and natural science programmes) and the University College in Kwaluseni (offered law programmes). The colleges developed their infrastructural and academic resources at a high pace during their life time. UBS was dissolved in 1982 and the University of Botswana and the University of Swaziland were established as autonomous higher learning institutions. The University of Botswana engaged in major changes in governance and expansion (<http://www.ub.bw/content/id/1366/History/>). In 1990 eight new faculties were established, while in 2008 a White Paper on Higher Education that projected increases in the gross enrolment ratio (GER) to 17 per cent by 2016, and then to 25 per cent by 2026 was issued ([https://www.google.com/search?q=2008 white paper on higher education](https://www.google.com/search?q=2008+white+paper+on+higher+education)).

Higher Education in Botswana is provided by both public and private universities. Public higher education institutions are the responsibility of ministries and departments of government, while private institutions are run independently of government control, except for academic quality and curriculum development matters, which are regulated by the Botswana Qualifications Authority (BQA). A rapid enrolment in higher education was experienced in Botswana for the first time in 2007 because of government sponsorships of students being extended to private tertiary education institutions. The post-secondary education enrolments then rose from 18,144 in 2005 to 31,129 in 2007, while enrolment ratio rose from 7.5% in 2005 to 8.2% in 2007 (TEC, 2011). There has been continued rise in enrolment numbers and ratios in years after 2007. The tertiary enrolment rose from 31,129 students in 2007 to 37,859 in 2011, while enrolment ratio rose from 8.2% in 2007 to 13.4% in 2011 (Molutsi, 2009)

In private universities, enrolment declined from 45 per cent in 2008/2009 to 41 per cent in 2009/2010 and further declined to 35.2 percent in 2010/2011. In 2009/2010 there were 24,996 students enrolled in public tertiary institutions, constituting 59 per cent of the higher education student population, while 17,370 students (41 per cent) were enrolled in private institutions (TEC, 2011). The combined private tertiary education enrolment was

followed by the University of Botswana with 34 per cent, while other publicly funded tertiary education providers accounted for only 25 per cent (with the Botswana Wildlife Institute enrolling the smallest number of students). The University of Botswana enrolled 18,176 students in the 2013/14 academic year.

The University of Botswana Fact book (2011/12) shows that the University enrolled a total of 15,484 students in 2008 (12,401 full time students, 2,584 part-time students, 499 distance-learning students); 14,420 students in 2009 (11,348 full time students, 2,548 part-time students, 524 distance students); and 14,706 students in 2010 (11,587 full time students, 2,614 part-time students, and 505 distance students). Teaching staff were 831 in year 2007/08; 848 in year 2008/09; and 798 in year 2009/10, although no reason is given for the decrease in numbers for year 2009.

The University of Botswana library books were 382,909 in 2007/08; 436,122 in 2008/09; and 450,771 in 2009/2010. Pamphlets were 18,069 in 2007/08; 30,305 in 2008/09; and 31,308 in 2009/10. Periodical Titles were 1,130 in 2007/08; 1,130 in 2008/09; and 1,027 in 2009/10. Full text Journals were 30,428 in 2007/08; 40,237 in 2008/09; and 96,714 in 2009/10. Internet Public Access Catalog terminals were 13 in 2007/08; 7 in 2008/09; and 6 in 2009/10. Internet Dedicated Workstations were 186 in 2007/08; 189 in 2008/09; and 182 in 2009/10. Registered Users of library were 25,000 in 2007/2008; 21,799 in 2008/09; and 19,901 in 2009/10. The seating Capacity in library stood at: 1,151 seats in 2007/08; 1,151 seats in 2008/09 and 1,168 seats in 2009/10. The university has Wi-Fi campus, 2,400 personal computers for staff, 2,600 personal computers for students, and only 350 personal computers are accessible for 24 hours (University of Botswana website).

Enrolments at Botho University, which is a private university, stood at 5472 students registered in 2013; 5598 in 2014; 5165 in 2015 and 4561 in 2016. Library seating capacity is still small due to available space being small. However, this is compensated by tablets given to each student to access e-learning materials. The university has many computer laboratories with seating capacity of more than 300.

There have been increased student enrolments and some universities are failing to cope with such increases. The demand has been precipitated by among others; the need to create prospects for future careers. Moreover, there is belief that there is no longer a hindrance to anyone who has no entry qualifications since the universities will always have a way to supplement their qualifications by bridging courses. Above all there is large number of universities established to accommodate many students. Unfortunately, the demand seems to be more than the available resources to make teaching and learning more worthwhile.

Most universities in developing nations have recorded student enrollment increases with no corresponding systems to take care of such increases. African governments agree that there must be democratisation of higher education and access to the same. With contraction of resources, while demand for higher education increases; African governments are far from meeting the requirements, in terms of the resources to match the rapid increase in enrolments. Policy makers are challenged to create a higher education system that will meet the required standard with regards to teaching and learning. Moreover, where fees are charged, such institutions have resorted to admitting less qualified students. Other challenges relating to mass enrolments relate to change in student body and what they desire in their quest to acquire university education. This creates the need for diversity of programmes and impacts on the funding provided by the government in some African countries.

### **3. METHODOLOGY**

The study was carried out in Gaborone, the capital city of Botswana. There are about twelve tertiary institutions in Gaborone, both public and privately owned. Two universities were used for the study, one is a public university, while the other one is a private university. The decision by the authors to use both a private and public university was motivated by the fact that, a simple comparative analysis of the implications of rapid enrolments in both institutions would throw more light on the true situation with regards to teaching and learning, as far as increased enrolment is concerned in Botswana. Using a qualitative approach, participants for the study were purposefully selected from the two institutions of higher learning. Qualitative approach was deemed appropriate for the study because, in qualitative research, the researcher carries out studies about people's experiences in their natural settings and humans form the focus of the study (Chilisa & Preece, 2005; Creswell, 2013). The problem of rapid enrolments in higher education can best be studied through a qualitative approach which allows the researcher to have a face-to-face interaction with the participants and draw out meanings from their experiences on the issues being investigated.

Ten lecturers were selected from each university, making it a total of twenty lecturers. Sixteen third year students were purposefully selected from each university used for the study. Focus group discussions were used to elicit information from the students. The discussions centred around the various implications of rapid enrolments on teaching and learning processes in the institutions of higher learning in Botswana. There was need to find out from the participants, the effects of increased enrolments of students on teaching and learning. Both students and lecturers had the opportunity to share their views on how rapid enrolments in Botswana higher education impacts on teaching and learning.

### **4. MAJOR FINDINGS AND DISCUSSIONS**

The findings of the study relate to two major issues concerning the impact of rapid student enrolment on teaching and learning in higher education. Some major themes emerged from the study based on the interview questions used to collect data from the participants in the study.

#### **4.1. Implications of rapid student enrolments on teaching and learning**

Findings from the lecturers and students interviewed revealed that, rapid enrolments in higher institutions of learning, could have some negative and positive effects on the process of teaching and learning. One of the shortcomings of rapid enrolments in higher education, on teaching and learning is high unfavourable teacher -student ratios resulting in impaired teacher-student interaction. It is imperative that teachers know and interact with their students. In this era of outcomes -based education where emphasis is on allowing the students to make enquiries and discover things for themselves through an active and performance based teaching and learning, teacher-student ratios should be realistically set for good teaching and learning to take place. With rapid enrolments in higher education, effective teaching and learning might be difficult to implement if university teaching takes place mostly in large lecture theatres. Individual differences abound in students, and it might be difficult to structure classroom learning to incorporate the interests and learning abilities of all students when teachers do not know their students' abilities and challenges. Perhaps, this should be a clarion call for teachers to have a look at the curriculum to enable them meet this important demand. The interviewees in both institutions did admit that, in a

normal classroom with a moderate number of students, the teacher -student ratio is between 1:20 to 1:30. The Tertiary Education Council student demographics report (March, 2007) recommends a teacher-student ratio of 1:16, but, due to increased enrolments in the number of students, for courses/programmes, it is difficult to put this into practice in the institutions of higher learning used for this study.

The lecturers interviewed, revealed that, student engagement process is affected by increased enrolments in higher education. This is worse in institutions where the resources do not match with the increasing number of students. This scenario causes a move towards lecture method of teaching negating interaction between teachers and students. Lack of student accommodation and facilities hamper smooth running of the institutions because of increased enrolments in institutions of higher learning. One of the participants interviewed disclosed that, “massified environment brings about constraints arising from being outside the school environment due to lack of accommodation in schools”. Sadly, these students see their classrooms as the main university experience they can recount after leaving the institution. Poor classroom facilities, students’ accommodation and inadequate library facilities are some of the burning issues plaguing rapid enrolment in higher education. This situation no doubt has effects on the teaching, learning and assessment processes. The labour market seeks quality graduates who can perform at the work places up to some required and acceptable standards. The effect of inadequate resources towards the production of fit-for-purpose graduates cannot therefore, be underestimated in this regard.

The challenges emanating from rapid enrolments of Higher Education are not insurmountable. Some possible solutions could help alleviate these problems. Institutions could help solve the problem of physical space by using distance learning mode to facilitate teaching and learning. With the use of modern educational technologies such as, Moodle, Blackboard, MOOCs etc., online teaching and learning could be as effective as face-to- face mode and at the same time save the much-needed space in the face of rapid increases in students’ enrolments. MOOCs could be said to be the aftermath of web-enhanced courses, blended learning, and online web-based courses. Even though MOOCs are noted for their high dropout rates estimated at more than 50%, and other shortfalls, MOOCs have been considered as a possible solution to some of the problems facing higher educational needs in the world, including rapid enrolments.

It is advisable that, both public and private institutions of higher learning realise the urgent need to carry out a needs assessment analysis when preparing their programmes. One of the advantages of rapid enrolments in higher education is the opportunity afforded to a wide range of students to gain access into institutions of higher learning. Unfortunately, the resultant effect is the production of graduates who may not be employed after graduation. There is need therefore, for institutions to carry out adequate needs assessment to ascertain if the programmes in place match with the requirements of the job market. The situation on ground seems to be tricky because as one of the lecturers interviewed put it, “public institutions of higher learning are likely to control the numbers to be enrolled due to budget constraints, while private institutions enroll without limit to maximize incomes and profits”. In simple terms, the solution to needs analysis as indicated by the interviewees may not be forthcoming soon.

#### **4.2. Benefits of rapid enrolments in higher education**

One of the major effects of increasing enrolments in Botswana’s institutions of higher learning is that, the youths have been availed the opportunity of receiving higher education qualifications. Massification has resulted in the growth of new universities, expansion of different categories of tertiary institutions and the assimilation of new sectors into degree

awarding institutions. Institutions of higher education have had glorious effects on other sectors of the society, as many have the opportunity of receiving higher education degrees which are catalysts to improved standards of living. The production of more educated people has a positive effect in the development of the society. This has led to the production of educated people who have transformed the society through their contributions in various sectors of the economy.

Rapid enrolments have made it possible for technicians to receive higher education degrees in various areas which they use to transform the economy of the country. This in effect has created markets for new and various cultural products, using graduates who serve the interest of the nation. In addition, increased enrolment in higher education and in different programmes has provided initiatives and innovations required in the economy. In Botswana, there are Universities of Technology and Innovation, offering courses in areas that promote self-reliance.

Massive enrolment in higher education has made an enormous contribution in production and distribution of knowledge, and opened avenues for increased market in the continuing education sector. People are eager to embrace change, train for, and acquire new skills and knowledge in the changing education landscape. It has motivated and inspired people not to stick to just one occupation, but to continuously seek, acquire new skills, competencies and aptitudes, needed to survive in the contemporary world. Botswana fully embraced the expansion of access to higher education to enable the youths to face the technological challenges of the 21st century (Republic of Botswana, 1977; 1994). Increase in enrolment is a democratising process to higher education and Botswana believes in the implementation of the principle of democracy (Iloanya, 2010; Adeyemi, 2010).

#### **4.3. Rapid enrolments in higher education and its challenges in Botswana**

The unprecedented demand for access to higher education and the overall reality of lack of adequate resources to manage the upsurge has left many institutions of higher learning in a very tight corner. Governments do not give financial support to private institutions in most African countries. However, in Botswana, government sponsors students to both public and private tertiary education institutions. The sponsorship covers mainly tuition and book allowance. While the public Universities receive funding for the maintenance of their universities, that is not the case with the private tertiary education providers (Lusenge, 2016; Onyango, 2016). Institutions therefore, face the challenges of raising funds to meet the increasing demand for the expansion of students' facilities such as, lecture rooms, sanitation facilities, academic laboratories and equipment, and other important facilities for the learning environment. Students from far locations need accommodation and most of them cannot be accommodated in the institutions' halls of residence.

Increased enrolment means a need for increased number of faculty members. Private tertiary institutions are faced with the daunting task of recruiting qualified teachers to teach the students. While they grapple with the issue of finding quality teachers, they are also faced with the challenge of how to pay them. The success of any higher education institute depends on its ability to attract and retain quality academic staff. Massification has made this a more serious problem. In some African universities, large classes are created to tackle the problem of inadequate faculty members. Some institutions of higher learning have resorted to using part-time teaching staff to cut costs (Mohamedbai, 2014). The engagement of part-time lecturers has its drawbacks, since; the institutions engaging them will not have full control over how they carry out their day to day duties. One would find that, even the full-time staff members are overloaded with teaching slots, coupled with other



administrative tasks. The same faculty members are expected to participate in research which is one of the academic expectations from teachers at a higher education level.

Other burning issues include, students' tutorials and effectiveness in the facilitation of such; managing large classes; inadequate library and laboratories facilities; continuous assessments; the use of information and communication technologies (ICT); and quality examination procedures. While one acknowledges the fact that tertiary institutions need all these facilities to function well, from contemporary standpoints, how much funding do they need to be able to provide all these in their institutions? With the declining government funding in many institutions of higher learning due to the declining state of the world economy, rapid enrolment poses a great challenge. Although many governments are willing to increase their expenditure on education, they still fail to satisfy the demand due to inadequate funds (UNESCO, 2007). Botswana is one of the countries in Africa currently cutting down on the number of courses and students to receive government sponsorship. In the light of these developments, there have been cases of students in Botswana's institutions, causing boycott of classes and in some cases, destroying valuable facilities in their institutions. Why? They are frustrated with challenges that rapid enrolments in higher education pose.

Massive enrolment poses the danger of producing graduates over and above market demand. Botswana is currently experiencing unemployment due to high turnout of graduates from the country's tertiary institutions. Mis-alignment of the curricular to the needs and demands of the market is one big problem created by rapid enrolment in higher education. The country produces a large number of graduates who are unfortunately, not needed in the labour market. The result is a feeling of apprehension and frustration by these graduates, parents and the society.

## **5. FUTURE RESEARCH DIRECTIONS**

This study has revealed the implications of rapid enrolments in higher education institutions in Botswana. There are benefits and challenges arising from the increasing number of enrolments. As the youths have more opportunities of having higher education experiences, the question is how far are the institutions prepared to meet up with the increasing demands in terms of resources being made available to match the increase in the number of students. This study was carried out in the context of Botswana. It would be beneficial to carry out future research in other parts of Southern Africa in order to draw comparisons between higher education institutions across the region so as to ascertain if the effects of increased enrolments cutting across the institutions in the region are the same or differ.

## **6. CONCLUSION**

Rapid enrolments in higher education is a contemporary issue and one cannot shy away from the fact that, the problem exists with us. Most of the challenges hinge on the issues of funding; mis-match of the curricular and the job market; quality of the graduates that are produced in the face of expanding enrolment without a corresponding increase in the facilities provided; the quality of academic faculty members to manage the massive number of the students; students' attitude to school work as they face some unexpected challenges of massive enrolment; it is a long list. In Botswana and in other African countries, one might think of some possible solutions to the problem. Some tertiary institutions in Botswana have come up with programmes they offer on Distance Learning

mode. Currently, Botho University, University of Botswana and Botswana College of Open and Distance learning run some online courses.

This is a step in the right direction as it reduces the massive physical presence of learners at the institutions at the same. It is necessary to note that, Distance Learning mode alone cannot solve the problem of rapid enrolments if the same lecturers are to set exams and mark for the large number of students. This leads to the issue of staffing. Institutions must engage and retain quality teachers to drive the vehicle of quality teaching and learning in their institutions. Quality Assurance systems must be enforced to ensure that students get value for the money they pay, even if they are being sponsored by the government. In addition, government should create an enabling environment for the proliferation of higher education institutions, to allow market forces to determine the costs of higher education.

Institutions should enroll students with correct entry requirements and carry out proper industry –needs analysis to ensure that needs are aligned to programme development and the number of students admitted in different programmes. If this is done, the problem of job market saturation could be avoided.

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