UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.21 (1);
January-June, 2026 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

NATIONAL OPEN UNIVERSITY OF NIGERIA: ISSUES, PROBLEMS AND PROSPECTS

Okechukwu Uzoamaka Deborah
08138390905; ud.okechukwu@unizik.edu.ng
Adult and Continuing Education Department
Nnamdi Azikiwe University, Awka

&
Okoli Somadina Mary Onyinyechi
07035091370; maryugorji2009@gmail.com
Department of Educational Foundations
Chukwuemeka Odumegwu Ojukwu University Igbariam

ABSTRACT
The milestone which education has provided over centuries raised the need for different educational patterns to reach every individual who is interested without any barriers. National open universities in Nigeria are one of the distance learning educations that has provided avenue for studying in one's comfort zone. This study assessed the national Open University in Nigeria, using the national Open University in Anambra state as a case study. It dived into the problems and challenges the university faces in meeting up their expectations as provision of education for all and promotion of long-life learning. Other challenges include filling the gap created by the closure of outreaches/satellite campuses cost effectiveness and improved economic of scales among others. National Open University in Nigeria have to an extent achieved the purpose of why it was formed by ensuring of equity and equality of opportunities in university education in Nigeria, provision of wide access to university education in Nigeria, also enhance education for all (EFA) and lifelong learning, although there are still struggling with few challenges. This study went on to give a view of the meaning of National Open University of Nigeria (NOUN). Also, to find out the issues or challenges facing NOUN and the students, the problems and prospects of NOUN, way forward and strategies for enhancing NOUN. The study was anchored on constructivist learning theory by Piaget.

Keywords: National Open University, Open distance learning

Introduction
Every nation invests in education because it can produce unquantifiable benefits for individuals, organizations and society as a whole. Education is provided through formal, informal and non-formal means. In informal settings the conventional (face-to-face school instruction) and of Nigeria which Open Distance Education (offered with separation in terms of physical location of instructors and students) have been used to provide education opportunities to recipients. National Open University of Nigeria (NOUN) is an example of Open and Distance Education, though not new in Nigeria has been given much prominence of recent.

Many Nigerian benefited through NOUN, such like Universal Basic Education (UBE). Open and Distance Education is one of the major pivots, on which the present Federal Administrative in Nigeria hopes to improve the quality of instruction in Nigeria schools. It is also a means of providing access to basic and tertiary education for Nigerians. National Open University of Nigeria is a Federal Government School and as a Federal Open and Distance learning (ODL) Institution a global educational concept, it has been around for over 40 years which serves as first of its kind in the West Africa sub-region. National Open University of Nigeria is a university that takes care of all prospective candidates irrespective of their academic background. The students have to be determined to self-study as they can interact with course facilitators. According to Open distance learning (ODL) also helps students who cannot be admitted to a university through the unified tertiary matriculation exam (UTME) out-off points.

NOUN offered over 50 programs and 750 courses. By its nature as an Open Distance Learning Institution, it does not provide lectures to students in normal classrooms except some certain study centers. The study centers in Lagos for instance provide lectures to all Law Undergraduates and supplies courses materials to all students after the payment of tuition fees. All courses offered by the Universities are accredited by the National University Commission (NUC). The Registrar serves as the secretary to council and senate bodies. The Registry department is primary responsibility is to provide support services for the general administration of the university with emphasis on council affairs, senate matters, recruitment of staff, student admission and welfare, staff welfare and related activities. According to Creed (2018) distance learning is an educational process in which a significant proportion of the teaching is conducted by someone located away from the lecturers. Open learning in turn is defined as an organized education activity based on the use of teaching materials in entry time, place, pace, method of study, oral combination of these. Thus, ODL subjected an educational approach designed to reach students in their homes, offices and groups, where learning proceeds without attending formal classes in person, no matter where or when they want to study. NUC (2017), stated that the Nigeria National Policy on Education (NPE) has over the years, recognized the places of Open and Distances Learning in achieving life-long education and a firms that lifelong education shall be the basis of the nation's education policy. Importance of NOUN in Nigeria has led to the discussion of issues and the challenges it faces and as such, this study seeks to address the issues, problems and prospects of national Open University in Nigeria.

Theoretical Framework

This study is anchored on Vygotsky's theory of cognitive development. The theory emphasizes the role of social interaction and culture in learning. Vygotsky believed that children learn through guided participation with more knowledgeable others, like teachers or peers. Vygotsky's theory comprises concepts such as culture-specific tools, private speech, and the zone of proximal development. Vygotsky posited that cognitive development is influenced by cultural and social factors. He emphasized the role of social interaction in the

development of mental abilities e.g., speech and reasoning in children. In Vygotsky theory, he strongly believed that community plays a central role in the process of "making meaning. "Cognitive development is a socially mediated process in which children acquire cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. He also explained on using more knowledgeable other where a student get assisted by those more knowledgeable in class. To Vogotsky, the more knowledgeable other (MKO) is someone who has a higher level of ability or greater understanding than the learner regarding a particular task, process, or concept. The MKO can be a teacher, parent, coach, or even a peer who provides guidance and modeling to enable the child to learn skills within their zone of proximal development (the gap between what a child can do independently and what they can achieve with guidance). The interactions with more knowledgeable others significantly increase not only the quantity of information and the number of skills a child develops, but also affects the development of higher-order mental functions such as formal reasoning. Vygotsky argued that higher mental abilities could only develop through interaction with more advanced others. According to Vygotsky, adults in society foster children's cognitive development by engaging them in challenging and meaningful activities. Adults convey to children how their culture interprets and responds to the world. Vygotsky's theory encourages collaborative and cooperative learning between children and teachers or peers, as he also theorized that Scaffolding and reciprocal teaching are also effective educational strategies. Scaffolding involves the teacher providing support structures to help students' master skills just beyond their current level, while in reciprocal teaching, teachers and students take turns leading discussions using strategies like summarizing and clarifying. This theory is related to this study as it explain the dynamics involved in national open universities in Nigeria as the modem of studying involve social interactions and cultural.

History of National Open University

The National Open University of Nigeria (NOUN) is a Federal Open and Distance learning (ODL) Institution, the first of its kind in the West Africa sub-region. It was initially established on 22nd July 1983 as springboard for ODL in Nigeria. It was suspended by the Government on 25 April 1984. However, it was resuscitated on 12 April 2001 by formal president of Nigeria, Gen. Olusegun Obasanjo. It was affiliated by Ambrose Ali University (AAU) and American University of Caribbean (AUC). Noun was favored in that NUC approved for graduates, masters and PhD programs and the approval is ultimate, it is what make University a University in Nigeria. (National Open University, 2015).Today, there are more than 60 Open University in the world, in countries like USA, Canada, Australia, India, UK, Israel, and Japan among others. Also, about 43 NOUN study centers in Nigeria, they includes; Yola, Kano, Mina, Jos, Benin, Kaduna, Calaba, Abuja, Ibadan, Awka study centres among others. In Anambra State only twelve (12) Nigerian Universities have approval by National University Commission (NUC) to operate

Open and Distance Learning (ODL), the Universities includes; Ahmadu Bello University, University of Abuja, University of Maiduguri, University of Lagos (Federal University), Modibo Adama University of Technology, obafomi Awolowo University, University of Ibadan, University of Nigeria Nsukka, Federal University of Technology Mina, Lagos State University (State University), Ladoke Akintola University of Technology(State University) and Joseph Ayo Babalola University (Private University).There is nothing like union action or strike. NOUN graduate does not get call-up letters for youth service but NYSC exception letter are made available to them and was equivalent to NYSC certificate. Admission is very easy and open. One does not need JAMB or post JAMB to gain admission into its centres but forms are continually on sales. In formulating the National Policy on education, the federal government of Nigeria 2017 (FGN) expressed commitment to the fact that education is the most important instruments of change in any society, and that any social outlook of a society has to be preceded by an educational evolution. To bring about meaningful changes in the Nigerian society through education evolution, government then adopted among other things, policies which would ensure equal and adequate education opportunities at all levels, life-long learning and that any stage of the education processes after primary education, an individual will be able to choose between continuing his full-time employment without excluding the prospect of resuming studies latter on. That is, education system in the nation was structured to develop the practice of self-learning (Federal Government of Nigeria, 2017).

The idea of an Open University system for Nigeria, as a separate and distinct institution to be organized nationwide was appropriately reflected in the 2004 National Policy in Education, which stated emphatically and unambiguously that maximum efforts will be made to enable those who can benefit from higher education to be given access to it. Such access may be through universities or corresponding courses, or Open University or part time work study programmes. The policy stipulated a system which encompasses education for all, education for life, lifelong learning, life-wide education, self-learning, personalized learning, and part-time studies, among others.

It is all these variables now known as open and distance education. Distance learning is the advent of open education which crystallized into Open University. According to UNESCO (2015), any educational process in which all or most of the teaching is conducted by someone removed in space and on time communication between teachers and learners is through an artificial medium, either electronic or print is classified as distance education.

It was to deliver the benefit of distance education that the Federal Government of Nigeria on 22nd July 1983 under Alhaji Shehu Shagari leadership established an act for the National Open University of Nigeria (NOUN) to be the fountain head as well as the springboard of modern-day open and distance education in Nigeria.

There are presently about 75 NOUN study centers in Nigeria, they includes; Yola, Kano,

Mina, Jos, Benin, Kaduna, Calaba, Abuja, Ibadan, Awka study centres among others. In Anambra State only twelve (12) Nigerian Universities have approval by National University Commission (NUC) to operate Open and Distance Learning (ODL), the Universities includes; Ahmadu Bello University, University of Abuja, University of Maiduguri, University of Lagos (Federal University), ModiboAdama University of Technology, Obafomi Awolowo University, University of Ibadan, University of Nigeria Nsukka, Federal University of Technology Mina, Lagos State University (State University), Ladoke Akintola University of Technology(State University) and Joseph Ayo Babalola University (Private University). NOUN get new study centre located at Isulo Community in Orumba South Local Government (Vengards News 18th Feb, 2021).

In 2011, NOUN had about 57,759 students and 58 study centers, as of 2015 the student increased to 400 thousand and the center increased to 70 in number. Presently there are 515,000 students and 75 study centers. These centers are resource sites where students pick up courses and other materials as well as interact with instructional facilities, tutors, counselors, study center management and students.

National Open University of Nigeria (NOUN) has 9 faculties and also offer post graduate diploma programme and master's degree programme. The 9 faculties are:

(i) Centre for entrepreneurship and general studies (CE & GS)
(ii) Faculty of Agricultural Science
(iii) Faculty of Arts
iv. Faculty of Education
v. Faculty of health Sciences
vi. Faculty of Law
vii. Faculty of Management Sciences
viii. Faculty of Science
ix. Faculty of Social Sciences

The mission of the Open University of Nigeria is to be regarded as the foremost as University provides highly accessible and enhanced quality education anchored by social justice, equity and national cohesion through a comprehensive reach that transcends all barriers. As an open distances institution they determine to meet the following objectives.

1. Provision of education for all and promotion of long life learning.
2. Filling the gap created by the closure of out reached/satellite campuses cost effectiveness.
3. Improved economic of scale
4. Flexibility of delivery system
5. Maximum utilization of academic personal
6. On the job teachers training
7. Poverty eradication, vocational lifelong education
8. Provision of non-formal education
9. Reaching the unreached
10. Propagation of National orientation

The National Open University of Nigeria established in 1983, has been part of the educational history of Nigeria for 30 years (20 years of dormancy and 10 years of active facilitation in the education equation of Nigeria). Also, Federal government of Nigeria (2017) justified the adoption and deployment of open and distance education

delivery system in Nigeria on several grounds, which includes:

1. The Nation's commitment to provide education for all within the context of the declaration at the world forum on education for all (EFA) in Daker Senegal.
2. Outreach and satellite comprises mush roomed all out the country over the years with little regard for quality or resources to assist students, learning needs.
3. Distance education programs, when properly planned, organized manned and executed are cost effectives to both the nation and students. Considerable savings are made on teachers/lectures, building and textbook cost because in a distances learning program the course materials would be the major teaching/learning resources.
4. Distance Education is attractive because of their flexibility. Learners study what they want, when and where they wants at their own pace which is valuable to those in full time occupations and employment as well as those in remote areas.
5. It leads them to economic of scale.
6. It gives opportunity to maximize the use of high level academic personnel who will be able to teach larger number of students.
7. Girls and women are important target group in development program and education delivery at a distance facilitate the reach of substantial numbers of women including societies where women lack equal opportunities of participation in conventional forms of education and training. Such as women in Purdon, Nomadic, communities, disabled or handicapped people.

Finally the evaluation of the National Open University of Nigeria was holistic, involving the assessment of the implementation of NOUN, ascertaining the extent of achieving their mission, comparing intended outcome with actual outcome, comparing the challenges or issues facing NOUN and assessing the adequacy of the National Open University of Nigeria.

Problem and Prospects of Noun

- Unstable electricity and poor internet service which is the main problems. Therefore effort should be intensified to improve electricity, telecommunication and other communication facilities in both urban and rural areas.
- Poor telecommunication facilities & lack of access just like electrically most Nigerians do not have access to telephone and other telecommunication facilities. Even telephone lies in the urban centres are not adequate to serve the teeming population. Service for those who have access is in most cases epileptic. These may make the integral of telecommunication in the delivery of distance education difficult. In addition, poor state of telephone has led to increase in dial-up cost for most Nigerian. Even with the recent introduction of GSM in August, 2001, access is still limited and service are yet to be perfect and service charge may make GSM unattractive for distant learners.

- Lack of Consistency in Programme/Policy Implementation: It is known fact that success in any education policy is contingent on the involvement of all state holders and sponsorship of funding agency, that is, the government. A succeeding government truncated the attempt at Open University in early 80's. Thus successive government in Nigeria must not only allow the continuation of open and distance education program, it must be supported through adequate fund.
- Poor Postal System: The postal system in the country is not yet up to international standard, in terms of safety of goods, quick delivery of correspondences accessibility to remote areas and soon. Although recent improvements have been made in the post services by NIPOST, the level of services cannot guarantees efficient two way communication between distant learners and distance education institutions.
- Poor ICT penetration: Like most African countries basic ICT infrastructure are inadequate. A study by Nigeria information teaching professionals in America in 2002 indicated that given current ICT penetration it may take Nigeria 50 years to catch up with America on the aspect of PC country pen households (Iromantus, 2015). The most significant problem being the cost of PC. Prospect there should [be emphasis that media themselves cannot ensure good teaching but the way they are integrated. Therefore, courses using "media mix" that is printed materials electronic media, interactive & non-interactive media are essential. There is need for appropriate mix of "low technology" delivery approach using the print media and technology based delivery system.
- Since learners are social beings, no technology regardless of its interaction ability can serve as perfect substitute for human interaction. Thus to use of study centres for adding face to face communication where appropriate is important. This will provide opportunity for teacher-student and student – student interaction which can greatly enhance the delivery of distance teaching (Willis, 2018).
- Low technology delivery using the print option should also be part of delivery system. This becomes imperative in a country like Nigeria where the electricity and telecommunication facilities are below the required standard for distance education. Print documents should be such that get students involved through its structuring, exercises and pacing. Print materials which can serve as a fundamental element should include point formats of textbook, study guides, work books, course syllabi and case study (Willis, 2018).
- Also high-technology, latest teaching will be needed to provide both synchronous and synchronous communicating.

Traditional technological tools can also be relevant. Distance education course materials can be delivered through broadcast radio and T.V, videotape, interactive telephone, satellite, cable or integrated service digital network (ISDN) lines. Many would be distance learners in Nigeria have access to radio, TV & Video tape, this make these media potential delivery systems for distance education With the combination of communicating and technology tools the delivery of distance education may be effective. This can be ensured through integrated involvement of all stakeholders and effective planning to ensure successful implementation of the distance learning program in Nigeria.

Issues/Challenges Facing National Open University of Nigeria Students

There are some issues or challenges facing NOUN students, they include:

- Ineffective time management: Successful time management is associated with greater academic performance and lower levels of anxiety in students. Many students find it hard to find a balance between their studies and their day-to-day lives. And worse that ineffective time management was associated with outcomes like poor sleep pattern and increased level of stress. Effective time management can be especially difficult in a distance learning environment, where students are challenged to pace themselves without the support from friends and peers that would help them stay focused in class.
- Lack of instant communication: In an in-person settings, communication happen instantaneously, making it easy for students to get answers and clarify points of confusion. But in an e-learning setting, communication is often asynchronous, which means there is a gap between teacher and students. It's easy for misunderstandings to develop in these gaps, sometimes, allowing a problem to snowball before it can be corrected.
- Not receiving timely feedback: Providing feedback is one of the most important and meaningful ways that a teacher engages with a student when feedback is delayed by additional days or weeks because of an online format, students can become confused or uncertain about your expectations, their progress and their performance in the class.
- Not receiving clear instructions or expectations: It's always crucial to set clear expectation from students. Otherwise, they can only guess at whether they are performing tasks and projects correctly. While setting clear standard is a challenge in any classroom, asynchronous communication can make it a greater obstacle.

Solution To the Issues/Challenges Facing NOUN Students

- Share time management Apps and Recourses for students: Effective time management is a fundamental skill for NOUN learners. Students should be encouraged to take advantage of the numerous time management apps and resources that are available to e-learners, many of

them for free. For example, NOUN offers a comprehensive suite of 'time management resources for students, including daily planner worksheets, info graphics, link to apps, helpful time management tips and even a time management calculator. Education experts also recommended periodically surveying the students, which provides the lecturer with actionable insight into how the students allocate their time towards various tasks. Once the lecturer identifies the trouble spots that are slowing the students down, he or she can offer them tailored guidance if he or she notice pattern emergency in the surveying data.

- Utilize Education Technology (Ed Tech): Just because communication occurs over the internet doesn't mean it has to be lagged or asynchronous. In fact there are countless tools, many of them free to use, to help students and teachers communicate in real time. Example, use of video conferencing software to have live conversations with the students, either one-on-one or in group setting. This gives students chance to ask questions, raise concerns and work through complex course materials more successfully. In addition to video conferencing software, one can also use instant massaging apps for students who prefer to communicate via text, for example zoom, face time, google meet, Google hangout, Skype and many more.
- Increase peer review: Students need timely, meaningful feedback on order to gauge and improve their performance. There are several way to improve students feedback received. One is to schedule one-on-one or group sessions with the students for instance weekly or bi-weekly basis, that are dedicated to provide feedback on recent assignment. Providing verbal feedback will help to save time on writing and editing documents without scarifying the detail or quality of your evaluation. As a result of students receive better feedback, sooner.
- Provide clear grading rubrics: Rubrics and syllabi are important tools in the traditional classroom. It should be made available in the virtual classroom too, be sure to provide to online students with a clear and detailed overview of the course, including information about, what type of material will be covering, what items each student will need, how each type of assignment will be graded, how to share or upload documents, what to do if they experience technical issues, deadlines, exam dates, days off and other special calendar events and how to contact the lecturer.

Other Problems faced by NOUN Students Includes (Adebola, 2014):

- **Lack of information:** national Open University of Nigeria students lack access to information and services, being non-residential and full-time learners.

- **Isolation:** Some NOUN students 'lives in remote areas which makes them to experience isolation and lack access to course mates.
- **Poor communication link:** The students, most of the time, suffer from poor communication links. In Nigeria for instance, postal service is not encouraging because it could take several days, even weeks for students to get information relating to their studies.
- **Lack of access to the library:** They do not have access to the library.
- **Lack of study places:** They lack suitable place(s) to study.
- **Lack of constant electricity:** Those requiring the electronic media for their lecture contact are disappointed by constant power failure.
- Ignorance: Some NOUN students do not know how to operate the required communication equipment.
- **High cost:** The cost of procuring the communication equipment is very high. Some institutions cannot afford the high cost.
- **Lack of casual constant:** There is constant lack of casual contact with lecturers. This is because students generally stay off campus and they do not see their lecturers often.

Strategies For Enhancing National Open University (NOUN)

The concept and practice of open and distance learning (ODL) in Nigeria has taken new dimensions within the last decade, especially with the resuscitation of the national Open University of Nigeria. This calls for a strategic plan that entails a complete paradigm shift from the traditional mode of learning to a combination of face to face, learner centered, technology assisted interactive, just in time learning, with no social bias or hindrances. The NOUN Plan Includes:

1. Enhance student enrolment in programs being offered in the university.
2. Create demand – driven academic programs relevant to the needs of the society.
3. Create linkages with other universities and industrial concerns.
4. Achieve staff competencies in ODL.
5. Deploy the use of innovation technologies in the delivery of her operational services.

The vision is that when the plan is successfully carried out, NOUN will be able to justify its leading role as a leading ODL centre in the world.

Way Forward

Location of study centre, number of centers, Availability of instructional materials; staffing; funding; power supply and internet connectivity: The number and location of study centres are dismal, to say the least. How could 49 study centres located in the urban areas (rather than rural areas where the ODL is earnestly needed) be adequate for a population of over 150 million people with a demography that is predominantly school age and working class.

Funding is inadequate, not only in NOUN but in the entre education sector of the country. As indicated by Onifade (2016), and Kpolovie and Obilor (2020), funding of education in Nigeria is nothing to write home about. Yet the greatest causes of woe in

NOUN are poor power supply and glossily epileptic internet connectivity. Open and distance learning (ODL) is predominantly an e-learning programme and adequate power supply with appropriate internet connectivity are the main drivers. But in Nigeria these two facilities are either non-existent as unacceptably poor. Access to unhindered use of ICT tools such as telephone and internet has been very low in Nigeria (Asogwa, 2017). Despite the advent of the Global system of mobile (GSM) telecommunication, the use of ICT resources for educational purposes in general and open distance learning in particular is still inadequate in Nigeria and need to be improved.

For Noun to found worthy to continue to exist as an open and distance learning institution in Nigeria, all the indices mentioned above should be made available and adequate. In efforts to meet the new and changing demands for education and training, ODL may be seen as an approach that is at least complementary and under certain circumstances; an approach substitute for the face-to-face methods that still dominate most educational system (UNESCO, 2015). The worthiness of the NOUN can be seen in terms of access, social – enhancement, economic growth and poverty reduction.

Conclusion

The provisions of quality education to millions of Nigerians has been one of the major challenges facing the people and government of Nigeria experiences, both nationally and internationally have shown that convention education is extremely hard pressed to meet the demands of today's colossal demand for education.

Internet conductivity must be improved upon if the NOUN is to realize its objective of access to quality education for all. The number of study centres should be increased and equipped. A minimum of 150 study centres are advocated and such additional centres, should be located in the hinterland rural areas to meet the objectives of education for all in need.

Management of ODL facilities and programs should be by trained ODL personnel. ODL is a special education program and should be managed by ODL specialists. The NOUN should have increase funding; the minimum recommended by UNESCO to education is 26% a nation's budget. The highest budgeting allocation to education in Nigeria was 17.59% in 1997. In 2013 it is 8.70% for ODL to thrive in Nigeria, improved funding is not negotiable

Instructional materials should be timely developed and delivered in right quantities and to the right locations. There should be better and more reaching public awareness of NOUN the benefits of NOUN should be "put on the table" for all to see and appreciate. The result will improve the acceptance of NOUN as an open and distance education institution, leading to higher student enrollment.

Nigeria and the African countries should emulate the institutional evaluation program (IEP), an independent membership service of the European university Association (EUA) that offers support through evaluation of the participating institutions in the continuing development of strategic management and internal quality culture. They will lead to collaboration among member countries and improve quality of their products.

There should be cross-border collaboration between NOUN and other open universities across the world. This will lead to exchange of ideas and facilities, and very importantly, quality enhancement and control for the National Open University of Nigeria.

Recommendations

Based on the findings of this study, the researcher recommended that:

1. Government should ensure consistency in education programme policy implementation.
2. Government should provide flexible and qualitative education especially for distance education. And also reduce the cost, inconveniences and hassles of easy access to education delivery.
3. Government in collaboration with private sectors to make provision for a wider access to education especially for university education in Nigeria.
4. There is need for deploy of innovation technologies in the delivery of operational services. Also, Government in collaboration with internet Agencies should provide, ensure and maintain stable/steady electricity and internet services in order to enhance distance education.
5. There is need for government provision of both educational resources and intensive use of Information and Communication Technology (ICT) and communicating and technological tools for easy delivery and improve in telecommunication and postal system for effective achievement of distance educational goals

REFERENCES

Adebola, H.E. (2014*). Media techniques in adult and non-formal education*. Ifite Awka: EFEVIC

Asogwa, S.E. (2017*). A guide to occupational health practice in development countries 3rd edition, Enugu*: Snaap press between Retrieved on 26/07/2013 from http://www.now.Ed,:ng/noun/NounOCC/pdf/pdf2/NSS% 20508% 20 main % 20 Text pdf.

Ayinla, Dupe (2014) *Ini Edo, Desmond Elliot admitted for law at NOUN*. The Nation Nig.The nationonline.ng.net.Retrieved 26th Nov. 2018.

ChiomaChukwuka .Okpota, Doris Simeon get scholarship to study at National Open University of Nigeria. BellaNaijawww.bellanaija.com.

Creed, .C. (2018).*The use of distance education for teachers:* An appraisal of the Open and Distance Learning Programme in Nigeria.

Federal Government of Nigeria (20O4).*National Policy on Education:* Lagos NERC Press.

Honeyman, J. and Miller, T. (2018) Distance Education. *The foundations of effectives practice.* San Frencisco. CA JossyBass. Retrieved 24/07/2017.

Iromatus, O. C (2015).*Integration of ICT in education: The status, issues, challenges and development of education in Africa (ADEA)*, sub-regional conference on integration of ICT in education for West Africa; issues and challenges held in Abuja, Nigeria, July, 2004. 26-30.

JAMB, UTME/DE Registration 2018/2019 form and closing date.www.nigeriaschool.com.ng.

Jegede, .O. (2019).*NOUN student's handbook*: Lagos VCs office, National Open University of Nigeria.

Journal of education and practice, 14 (3), Retrieved from htt://www.iiste.org. Accessed 20th June, 2019.

Kpolovie, P.J. and Obilor, I.E. (2020). Through the National Open University of Nigeria: *A Paradone in policy practice*. Merit Res J. education Rev. 1(8), 172-180.

National Open University of Nigeria (2015*). Higher education database*: WHED-IAU'S World; www.whed.net. Retieved 11thFebuary 2015.

National Open University of Nigeria (2017).*Getting to know your university*: An orientation and information guides for students of National Open University of Nigeria. Lagos Noun.

National Open University of Nigeria (2020*). Learn at my place at your pace*. Nou.edu.ng>studycentres-view.www.nounportal.org.

National Open University of Nigeria FM. Caster.fm.

National Open University of Nigeria.'NOUN Registration form 2018/2019' January, 2018.

National Open University of Nigeria. NOUN Portals.www.noun student portal.org.

National Policy on Education (2015), Federal Government of Nigeria; cited, Nov. 2016. Nigeria Press.

National University Commission (2017).Nou.edu.ng, Directorate of Academic Planning (DAP).

Onifade, C.A, (2016). The place of social studies education in ensuring free and fair elections in Nigeria.Art and social science Forum Journal 1(3) 10-14. Publishers Limited.

The Nation Nigeria, (2019).NOUN VC: strike will soon go extinct. Nation Nig, 24th October, 2019.

UNESCO (2015).*Open and distance learning:* Trend, policy and strategy considerations. Division of higher education Paris: UNESCO.

UNESCO (2017).*Gender and education for all – The leap to equality:* EFA Global Report.

Vengard News Paper, 18th Feb. (2021).www.vangard ng.com>News.

Willis, .B. (2018).*Effective distance education planning*: Lesson learned; Education Technology, 38 (1), 57-59.