An Assessment of Instructional Videos Impact on Students' Learning Experience in the National Open University of Nigeria

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Abstract

The National Open University of Nigeria (NOUN) adopted instructional videos in 2022 to enhance content delivery and improve student learning experiences. Over 70% of the courses offered have integrated these videos. More than two years since deployment, this study evaluates their impact through comparative analysis of student engagement, learning processes across various programmes, and lecturers' perceptions of video-based instruction. Using a mixed-methods approach, data was gathered via structured questionnaires and digital interviews. These were then analysed to identify patterns and trends in the instructional videos' usage. Findings reveal that while most students perceive these videos as highly beneficial to their academic success, some report accessibility challenges. There appear to also exist some misconceptions regarding their usage. Lecturers generally view them as an effective pedagogical tool, citing positive effects on student comprehension and performance. Despite the success of this initiative, gaps remain in the video production coverage and awareness. To maximise impact, the study recommends the completion of the video production across all courses and an extensive publicity campaign to ensure that students are well-informed about the availability of resources, especially in relation to the presence of instructional videos on the virtual learning environment. This will go a long in addressing the problem of distinguishing between instructional videos and online facilitation recordings and further strengthen the effectiveness of the use of the former. Thus, this study contributes to the ongoing discourse on digital learning tools within Open and Distance Learning (ODL) frameworks, offering insights for optimising instructional video implementation in higher education.

Introduction

Education is meant to give access to knowledge and skills acquisition by those that signed up for it. The Open and Distance Learning (ODL) provides a unique opportunity to give unfettered and, sometimes, unending access to educational content. Since 2022, the National Open University of Nigeria has gone a step further by introducing innovative learning approaches to ensure that education is technologically enabled for students enrolled in the various ODL programmes. The foundation for this bold move was laid during the 2020 COVID-19 lockdown, which destabilised many institutions of learning worldwide. Despite the pandemic, there was no disruption in the academic calendar the entire full session because NOUN was able to transition from the synchronous to the asynchronous interactions between learners and teachers innovatively. Instructional videos produced under professional guidance were introduced to give students another way of accessing educational content, in addition to all the other instruments it had deployed (cf. Pattier, 2021). This was done in keeping with the true spirit of ODL where students are expected to have high quality content that are prepared and deployed in a professional manner with the ease of accessibility to the learners at their convenience.

Instructional medium is usually the way and manner a learning content is delivered to students. In the case of the National Open University of Nigeria, the learning content is delivered in diverse ways and through diverse means (NOUN, 2025). However, in the digital age, even the mostly assumed digitalisation is always not readily available for use by everyone. By its very nature and the NOUN *Blueprint*, the university is meant to use diverse types of media to deliver content to its students (Instructional Modes, NOUN, n.d.).

The print and compact disk format technology is among those in use. In addition, radio broadcast of some courses are also available. However, this more often than not has limited coverage due to its being on the FM platform through which the university radio operates. In 2020, the university added the Zoom Live Meetings in relaying content to students. As observed by Nwabueze and Ibe (2024), this occurred just before the outset of the COVID-19 lockdown (cf. NOUN 2025; NOUN QA, 2024). It was almost as if the university anticipated this problem when it decided to go online with all its courses. It should be mentioned that before this time, the university was experimenting with the General Studies (GST) courses to test the feasibility of the virtual delivery of courses. The researcher was a member of the team, teaching the English language GST courses at the time.

The Moodle platform was adapted by the ICT staff of the university to facilitate the experiment that was being embarked upon. While none of the courses offered by the university was exempt, not all the courses were facilitated at the time due to the lack of human resource capacity. An intervention to this staff shortfall was subsequently introduced by resorting to the Adjunct system. Adjunct lecturers were appointed to teach some of the courses that the NOUN faculty could not take on due to the usual small number of academics that the ODL system had required until this particular time. A greater percentage of adjunct member of faculty were deployed for most of the academic delivery. The NOUN internal staff were expected to serve as the gatekeepers to ensure that the standard university format was maintained in producing those contents, including the online facilitation.

This was the norm till the end of the tenure of the former NOUN Vice-Chancellor, Professor Abdalla Uba Adamu. Upon assuming office, the Vice-Chancellor at the time of writing this paper, Professor Olufemi Peters, expanded this vision further by going back to the NOUN *Blueprint* with a view to implementing it to the letter. The original plan therein was for the university to make its learning content accessible to students by deploying diverse and yet to be explored mediums.

The vision was to produce high-quality instructional videos for students learning in tandem with the university's new motto of **learn at**

any place at your pace. With instructional videos, it is expected that the students/clients are not limited to the synchronous learning space. Beyond missing the class and getting its recordings, which again does not necessarily cover all the university courses, this project was inclusive of all the university courses. Expectedly, the videos were to be of high quality that would make learning an interesting adventure for the learner.

Pattier (2021) observed that the low quality of most educational content videos posted by many teachers on YouTube is one of the problems that comes with educators using them. It is also expected that the videos should be editable whenever there is a need to add something fresh to the course material. As such, the video presenting the course material live for their consumption would be seen as a more relatable course content for the learners in a bid to make the learning experience a delight. This was presented to the university Senate for approval, support and action. The vision was clear, and the project eventually took off.

The university went ahead to procure equipment, set up about three studios and give incentives to encourage the faculty members and the technical staff to achieve the projected results of this ambitious vision of the Vice-Chancellor.

It is against this backdrop that this study seeks to investigate the level of impact this project has had on the learning and teaching among the students and staff of the NOUN. It is essentially an impact assessment to determine if resources committed to the project have been commensurate with the outcomes. This would enable the University to carry out a critical assessment of the extent to which action can be said to match the accolades that trailed the project vision. The primary gap that this study fills lies herein - the all-important need for project monitoring and evaluation which helps to determine the extent of the success of the activities and the need for adjustment of the activities (La Plage Meta Verse, 2025).

Research Aim and Objectives

The main aim of the study is to determine the extent to which the instructional videos have improved the learning experience of the NOUN students.

Specifically, its objectives are to:
1.   investigate the extent to which this innovative vision has become a shared reality that cuts across every discipline of the university,
2.   examine the extent to which the instructional videos have added value to pedagogical success in the university,
3.   determine how the students perceive this deliberate deployment of instructional videos to facilitate their learning experience,
4.   assess the impact of instructional video preparation on the teaching skills of faculty members in the university.

Research Questions
1.   How has the instructional video usage impacted the learning experience of students across the various fields of study?
2.   How has the instructional video provision improved the delivery success of the university student support system?
3.   What is the perception of NOUN students on the effect of the instructional video in relation to their learning experiences at NOUN?
4.   To what extent has the instructional video presentation improved the teaching skills of the faculty in NOUN?

Scope of the Study

This study is limited to an assessment of the impact of the instructional videos on the learning experience of the NOUN students since its inception in 2022. It focused on the students and faculty members across different departments that were willing to share their experiences for the purpose of this research. A Google Form was designed to enact a rating scale of the perception of the respondents on the impact of the instructional videos on the students learning experience as well as their views on these. As such, a mixed method of

data collection and analysis was employed for this study involving quantitative and qualitative methods.

Literature Review

Teaching and Learning – Diverse Delivery Methods

In the education industry, the commonly known system is to enter the classroom and deliver your lesson. However, the COVID-19 pandemic changed all that (NOUN QA 2024; Pattier, 2021; Tsiuniak *et al.*, 2021). Nonetheless, before the pandemic, there were many ways that institutions provided contents to their students. Historically, there were high level personalities in Nigeria that got their education by correspondence. The course contents were sent to them through mail delivery. People like the late Chief Obafemi Awolowo is a case in point, besides other eminent personalities. This does not mean that the normal classroom setting went out of fashion. This researcher is currently in a university on sabbatical appointment, using exactly brick and mortar class style to teach the students. Nonetheless, for children exposed every day to the reality of the technological age in their private lives, there appears to be so much non-readiness to embrace it for education. Is it the fault of the teachers or that of the students who seem unwilling to accept this learning paradigm shift? Fortuitously, COVID-19 made the answer definitive for both parties.

Technology and Education

The caution has remained that one should not make the technology to become the focus rather than the educational content. It is always easy to fall into that trap. As simple and final as the use of Artificial Intelligence (AI) in our new world seems to be, falling into the trap of making it the focus can sometimes be seemingly sensible (Chiu, et al. 2023). The tendency for the user to assume that the AI is free to do all their thinking and hard lifting for them is actually the tendency of abdicating their responsibility (cf. UNESCO, 2023). As such, the thing that makes human beings to be different from bots is their ability to think critically. If this is now ceded to machines, one wonders where there is still further hope.

This goes to show that the responsible use of technology in education is what should be advocated (cf. UNESCO, 2023). Anything such as giving the machine the control over the human's thinking or production of knowledge is merely a disaster waiting to happen. This was a major focus of the RETRIDOL Workshop on AI ethical usage in October of 2024.

Nonetheless, this is not an excuse to exclude technology from the classroom. In reality, technology is not just about the digital lifestyle. Any structural engineering that is used for teaching and learning purposes should be considered as technology. What does this mean? The printed books used in class are technology. The pens and paper used for writing are technology. The whiteboard and the whiteboard marker used in the teaching activities are also technologies as well as being products of technology. One cannot run away from applying technology to the education enterprise.

Nevertheless, it should be strictly about helping to make learning and teaching activities more effective in producing and consuming knowledge. This implies that overwhelming learners with digital skills and tools is simply not sufficient to make the process whole. Rather, it should be about making knowledge more accessible and easier to consume. This appears to be what the digital age offers. For the discerning, it is the future. One may observe that those who are not ready to accept this inevitable change yet are unable to find easier ways of mastering knowledge often become complainers. It has also been seen that some seem to focus more on the digital tools above the effective use of these tools to make knowledge more accessible to the students.

The researcher, an expert in the use of digital technology for learning in ODL, has observed that many in the conventional system struggle with adopting the use of technology. In one instance, a student was apparently complaining when the researcher gave the class some digital tests for the purpose of evaluation in a conventional learning mode institution while on Sabbatical. The outcome was paradoxical: many of them were evaluated way below average, even though most stayed on their mobile phones, even when class was in progress. Apparently, they

believed that the phone was mainly an entertainment or cheating tool. Cheating is mentioned because after giving them assignments in class, they would simply go online to download answers. After observing this pattern, the researcher would often remind them: "I did not teach *ChatGPT* so I do not expect it to give the answers to my assignments." The essence was for them to understand innovative ways of learning and give feedback on the topic. When the appeals and reminders failed, the class work was deployed as the main evaluation tool to mitigate the mindless lifting of internet resources. This personal experience is related to foreground the extent of the problem of the positive use of technology resources which this study investigates using the NOUN.

ODL and Student Support System
At the heart of the Open and Distance Learning (ODL) is the support system. Student support is critical to the success of the ODL. As such, the sort of delivery mode used to pass educational content to students is important. It shows how much the university values the ease with which students access its content (Cf. Gillet-Swan, 2017; Adesina, 2020).

As already noted above, the COVID-19 pandemic changed how higher education institutions began to think about facilitating the learning process. While many institutions the world over closed, many ODL institutions were able to go about their critical duty of educating their students asynchronously. This gave an idea to the other educational levels to also go back into the teaching process, but mostly online. In this way, many campuses globally now offer students the option of taking their classes in person or online. Professor Igbineweka of the University of Benin recently advocated this system as a cost cutting devise for federal universities to save cost and still give the best to the students, citing NOUN as an example of such effective delivery (Igbineweka, 2025). One would want to take this as an endorsement of NOUN. However, his reason for this endorsement, that is, cost saving measure, seems a bit overstretched when one considers the cost of keeping the required infrastructure at optimal utilisation. Maybe if his purpose were the effectiveness of reaching everyone, it may seem a very sensible choice in the circumstances. Nonetheless, ODL is supposed to be cost effective. This is part of the reason for this study.

NOUN and Course Delivery Formats

As mentioned above, NOUN's plan from the beginning has been to deliver educational content through diverse media. These include print, compact disks, physical face to face (f2f) facilitation, physical warehouse, radio broadcasting on the university FM radio station, digital warehousing on the university website, live classes through Zoom live classes (online facilitation) added in 2018, and now, instructional videos. All these are meant to enable the students to have access to educational content through diverse means. In terms of the NOUN *Blueprint*, even television broadcast of education content is part of what the university is expected to do. However, in the digital age, it makes sense that the university is harnessing its resources and focusing them on what can be accessed by the students at their convenience. This also makes it important to assess the extent the instructional videos used as an additional means of education content delivery since 2022 is necessary.

Adesina (2020) asserts that facilitators are certain that online facilitation is very helpful to the students. He also adds that faculty members believed it eases content delivery to students. It gives room for a lot of engagement between the teachers and the students. Adelakun (2023) reports that the students are satisfied with the NOUN instructional videos. He, however, suggests that to increase the acceptability of the Open and Distance Learning, instructional videos of the NOUN should be made available to the public on social media platforms. The question, though, is to ask how the university will benefit from this, considering the huge amount used to produce them. In addition, would this not end up being like what we currently have with the free access many people have to the NOUN digital assets in terms of her course materials, without any gain to the university? Some have gone as far as commercialising these digital assets, which are copyrighted. The free access to course materials is enough Corporate Social Responsibility by the university, in addition to training people in incarceration for free.

Methods

A mixed method was used in this study. However, the same instrument was used to collect the data analysed. A Google form was designed as a means of collecting the data. As it is obvious that the Google form is a flexible and adaptable instrument, it was designed in such a manner that it was used to collect data from all participants in the study, that is, the consumers and producers of the videos. In addition, it was used to collect both quantitative and qualitative information from the research subjects.

This is on the one hand a comparative analytical study and a perception analysis study on the other. For in-depth analysis, both faculty and students were interviewed to gain their perception on the issues through their comments, in addition to the rating scale applied to some of the issues. For ease of access, the survey data was downloaded to the spreadsheet for grouping in order to extract the needed content for the interview, as well as to view the data at a glance. The summary of the scales was also viewed within the data spreadsheet. The Google form summaries were then harvested to determine the nexus in their video ratings, and perception of the impact of the videos. All these were related to the qualitative submissions by the participants in their responses to the questions. Their position is indicated in the data accordingly depending on whether it was mined from the quantitative data or otherwise especially where there appeared inconsistency was observed. It was noted that there was consistency in the responses given by the research subjects.

It should be noted that the data collected only presented representative data. It is possible to triangulate and apply the results because respondents cut across different faculties in the university, either as students or staff. The mixed method was strategic. The intention was to get the perceptions of the students and faculty. This should enable us to get the actual feeling of the users and producers of the instructional videos.

The Directorate of Learning Management System of the university was approached for the current data on the production level achieved with

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the instructional video. The data on the progression of the instructional video production process were analysed to serve as a backdrop to the discussion on the collected data.

Data Presentation and Discussion

The data was collected with the Google form. The section on linear scale enabled us to find the grading of the items and information so that we can identify their attitude to the use of the videos. It is necessary to explain that using the mixed method is to ensure that the responses provided in the rating scale still hold true with the interview-like open-ended questions. The analysis was segmented first into the base data from the university and the responses from the questionnaires. In presenting the data, the research questions format was followed because the Google form design essentially followed the structure of the research questions.

The Progress Report of the Instructional Videos Production Since Inception

Table 1 presents the data on the number of videos already produced by the National Open University of Nigeria. This shows the progression of the videos from December 2022. This shows the progress of the video production over the years since it commenced.

Table 1: Historical profile of instructional video development in NOUN

S/N	Statistics	As of December 2022	As of July 21, 2023	As of August 3rd, 2024	As of Feb 17, 2025
1	No. of courses recorded	297	**503**	**1059**	**1236**
2	No. of video units recorded	4764	**8424**	**18147**	**21347**
3	No. of video units edited so far at the DLCMS	3323	**6042**	**14958**	**18370**

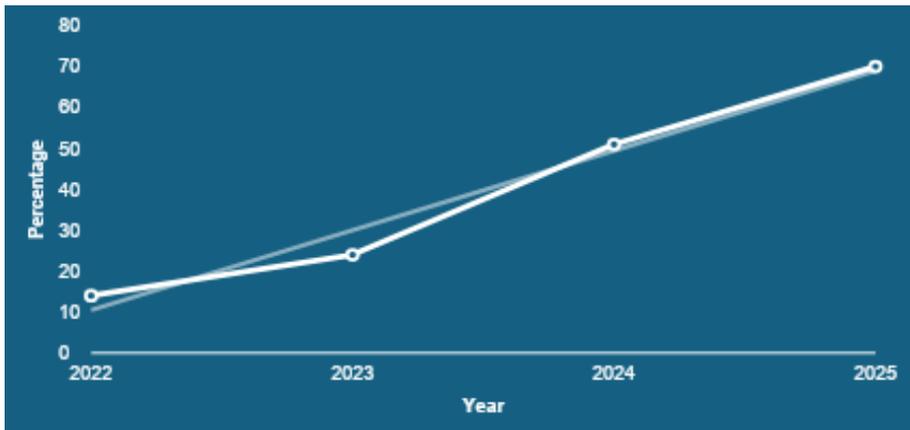| 4	No. of lecturers that have participated so far	149	199	341	366
5	No. of DLCMS staff involved in editing	27	27	27	32
6	% of courses recorded based on an estimate of 1772 total courses	14%	24%	51%	70%

Fig. 1: Historical progression graphical representation of the instructional videos production. Source: The Author

The table shows there has been a progress over the years. There has been a progressive increase from the 14% in 2022 to 70% in 2025. In addition, the number of lecturers making the videos increased by the years. The graphical representation in Fig. 1 captures the progression of the increase in the number of videos as the years went by. It should be interesting to find out from the lecturers' responses below what accounts for the gradual nature of the increase.
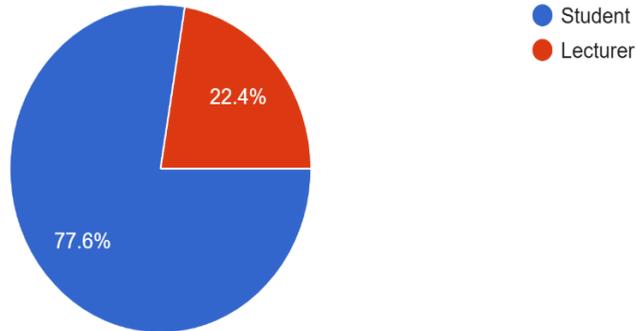
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Participants Biodata

The bar chart shows that the research subjects are spread across Faculties in the university. These can be clearly seen here. The only faculty that could not be identified in the data collected is the Faculty of Computing. All the other faculties could be identified in the responses of the research subjects. This shows that there is an acceptable spread of the respondents which could then be found to be representative for the data.

Fig. 2: Respondents' Departments. Source: The Author

The student and lecturer population were predictably lopsided, with more students responding as shown in the chart below. Almost 80% of the population are students, while only 22% of the respondents are lecturers. This is in tandem with the focus of the study, which is mainly to find out how much the students find the instructional videos impactful to their learning experiences in the NOUN.

Status

58 responses

Fig. 3: Status of research population. Source: The Author

The gender of respondents is almost equal. Nonetheless, the female respondents have a slight edge over the male population. This is not a too significant factor, though. However, having the gender breakdown is necessary for data purposes.

Gender

58 responses
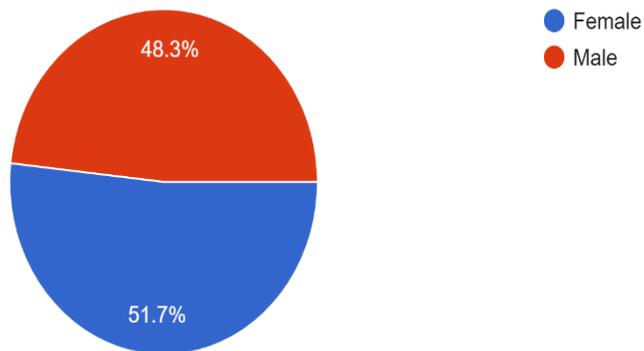
Fig. 4: Gender of the research population. Source: The Author
Usage of the instructional videos for learning.

Research Question 1

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To what extent have instructional videos improved the learning experience of the average NOUN student?

The next set of responses shows the students on the usage of the instructional videos.

Are there instructional videos in your course's virtual environment or virtual class?

47 responses
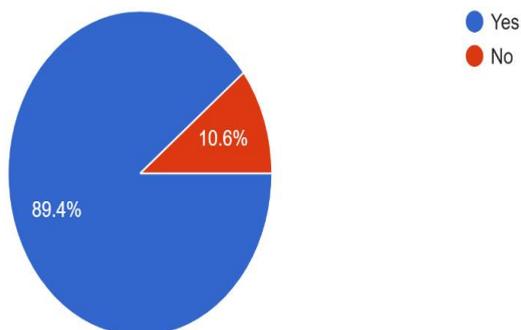
Fig. 5: Presence of the videos in the virtual learning environment. Source: The Author

Have you used these to support your learning?

48 responses
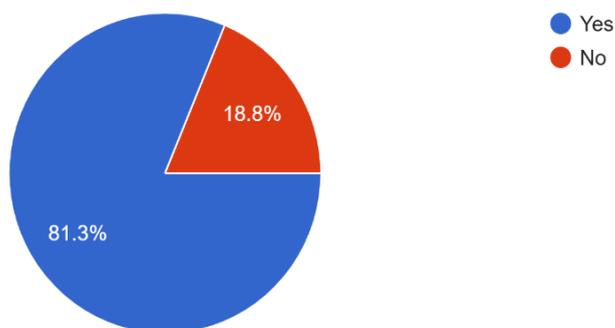
Fig. 6: Usage of the video to support learning. Source: The Author

The responses show that the videos are present in the learning environment. With the 89.4% saying 'yes' and only 10.6% of the students saying 'no'. On the question of if they have used it to support their learning, 81.3% said 'yes' and 18.8% saying 'no'. This seems to make it questionable when some of them complained about the not having access to the videos.

Research Question 2
In what way has the instructional video usage impacted the learning experience of NOUN students in across their fields of study?

Is there any difference to your learning for using the instructional video to learn?
48 responses
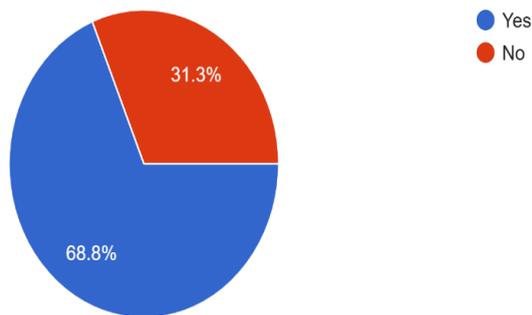
Fig. 7: Impact of the instructional videos. Source: The Author

They mostly agreed that the instructional videos have helped them to improve their learning. The percentage that says it has a positive impact on their learning is 68.8%, while 31.3% are saying 'no'. This seems to confirm the earlier assertion by Adelakun (2023) and other scholars whom we have mentioned earlier. However, a few of the comments of those who chose 'no', suggest that there are areas the university needs to improve its work. This reflects the 31.3% 'no'. Nonetheless, some of the respondents appear confused about instructional videos as they complained about network knocking them off while some noted that they missed their classes as indicated in their answers.

If **yes** to the above, explain briefly what you think has been the major take way for you.

30 responses

It gives better understanding

They make comprehension easier and fun

The guidelines

It gives clarity to the area I could not understand from the live class.

Make understanding easy

It facilitates learning experience

The video explains more and it can replay again as one want or anytime you need yo listen to it.

It is prove my study level

If **no** to the above, state briefly what the problem is with using the instructional videos in relation to your learning experience.

16 responses

We need more time for our learning experience

Network issues

Instructional video is good but there are questions one cannot ask through

I don't have laptop

I prefer Zoom meeting cause it fosters interaction between both parties

No

My problem is that sometimes before I could gain access to the lecture meeting the lecture will almost be over even when I try to log in before the commencement of the meeting and I have problems with my phone speaker the other person can't ear what am saying but I could hear them clearly

Our courses do not come with instructional videos.

Fig. 8: Responses to the questions.
Source: The Author

The main issue is the impact of the instructional videos on their performance. The next set of responses showed that while many agree that the videos have had a positive impact on their performance. They acknowledged that it has helped them to understand their courses
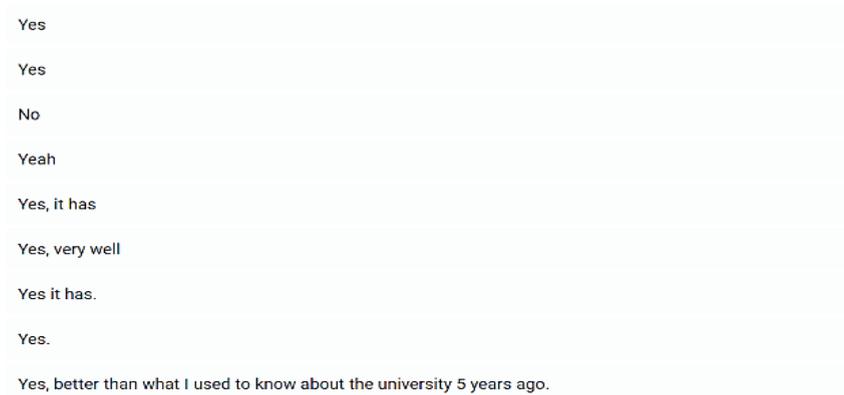
better. On the other hand, they complained that they could not ask immediate questions to the lectures. In another question, they showed that the instructional videos have improved their views of the university.

Research Question 3

How has the instructional video provision improved the delivery success of the university student support system?

Has the instructional video usage made you to feel better towards service delivery by the University?

41 responses

Yes

Yes

No

Yeah

Yes, it has

Yes, very well

Yes it has.

Yes.

Yes, better than what I used to know about the university 5 years ago.

From 1-5, rate the impact of the instructional videos on your view of the way you used to perceive service delivery in NOUN.

47 responses
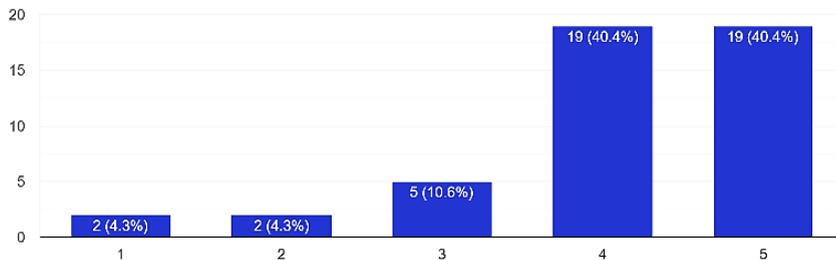
Fig. 9: Impact on the perception of the university service delivery. Source: The Author

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The chart shows a negative skew, which indicates that the university is positively perceived in relation to service delivery, confirming the testimonies given in their responses. The university can leverage this and do more to retain the goodwill.

In terms of their negative views on the university as presented below, the students mostly disagree with such negativity. The linear scale responses showed such responses being positively skewed, as exemplified in Fig. 10 below. In addition, their lecturers also confirm this, showing that the instructional videos have helped to improve the perception of the students on the quality-of-service delivery by NOUN. This also proves that, unlike Adelakun's (2023) suggestion, the focus of the university should be on its immediate clientele, the students, being satisfied with its services. This should enable the word-of-mouth sharing of their satisfaction with the university services to be much more effective, effectual and rewarding for the university. The data is presented below.

Research Question 4
What is the perception of NOUN students on the effect of the instructional videos in relation to their learning experiences at NOUN?

I do not bother to watch the videos because they waste my time and data.
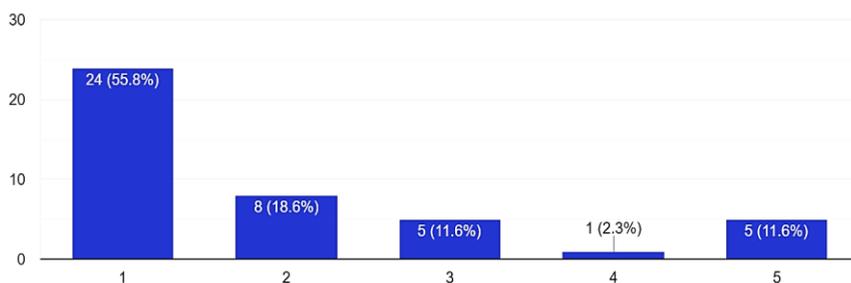43 responses

Fig. 10: Students' report on their watching frequency.
Source: The Author

However, their other comments on the usefulness of their video are quite undecided. They seemed unsure of their position. Nonetheless, the positive skewing of the bar chart (Fig. 10) reveals that only a few respondents have a negative perception of the instructional videos in relation their learning experience. They watch the videos because they find them helpful to their studies. The average rating (given the extent of the engagement of the videos) shows that they seem undecided on their position in relation to their perception of the effect of the instructional videos on their learning experience. These questions were deliberately structured in the negative to see if they will flow with their earlier responses (Fig. 11). While the bar chart above (Fig. 10) maintains that in their response, their response in the one below (Fig. 11) is seemingly unsure. This nonetheless seems to suggest that one of their complaints about instructional videos not being much engaging is a bother to them, even if not so obvious.

The instructional videos are not as engaging as the live classes.
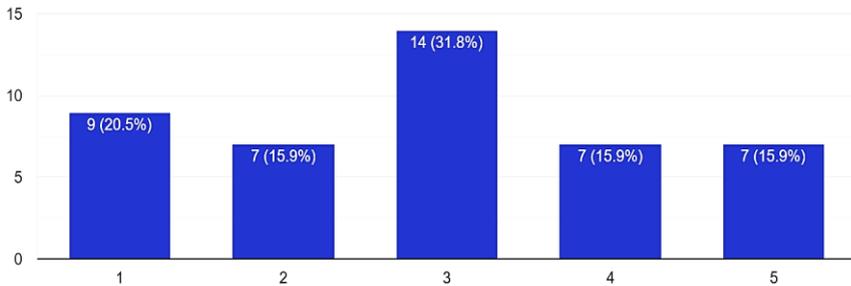44 responses

Fig. 11: Students view on the videos' engagement.
Source: The Author

Research Question 5
To what extent has the instructional video presentation improved the teaching skills of the faculty across fields in NOUN?

The next set of data presentations has to do with the lecturers. A major part of the analysis shows that the lecturers have some challenges in producing their videos. This is presented in the figure below.

I could not do all my assigned instructional videos on time due to
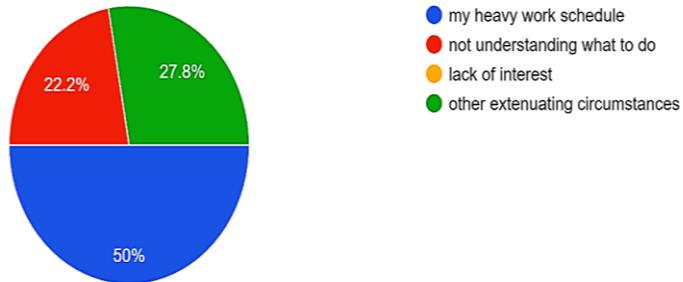
18 responses

Fig. 12: Lecturer's reason for delay in production of videos. Source: The Author

The chart shows that 50% of the respondents complained of heavy load schedule is a major factor that delayed their video production. However, none of them indicated that a lack of interest is a reason for not producing their videos on time. Another interesting part of the chart showed that their answer also indicated specifically that not understanding what to do is also an issue. Specifically, 22.2% of the respondents have this position. This links with the progression data identified in Table 1, that presented the history of the instructional video production. All these may help to explain the gradual nature of the progression of the video production as seen in Table 1.

From your experience, how effective as a learning support tool to your students do you consider the instructional videos to be since their advent?
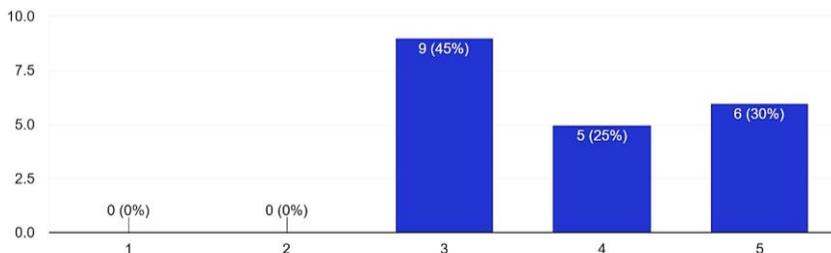
20 responses

Fig. 13: Lecturers' opinion of the effect of the instructional videos

The results clearly show that the lecturers regard the instructional videos as an effective tool in the teaching of their students (Choudhury, 2011; Norton & Hathaway, 2010). This confirms the students' assertion that the videos have been helpful to them and enabled them to study and perform better, as noted above.

I found myself preparing for my lessons better because of my producing an instructional video on it.
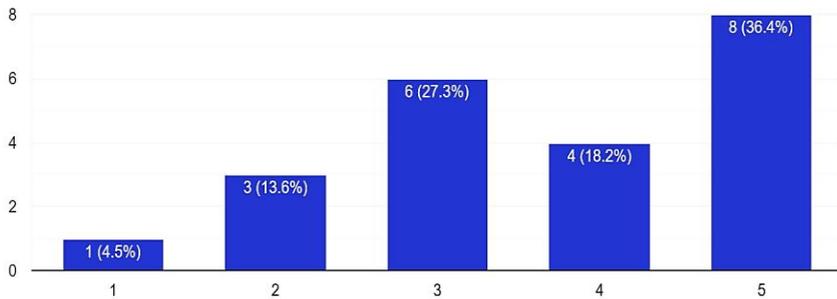22 responses

Fig. 14: Impact of the instructional video preparation on the lecturers' teaching skills
Source: The Author

The important question of whether the preparation for the instructional videos has been helpful for their class delivery is heartening. It shows a 36% rating, excellent at the maximum score, 18.2% at Very Good and 27.3% at Good. Combining the figures shows a very positive impact of the video preparation on the skill improvement of the lecturers. This is a positive development when looked at from the angle that it forces the lecturers to think critically about what they deliver to the students, considering that it is going to be in the public space to be accessed by students for a long time.

However, it is important to note that most of the lecturers who responded say they could not access the videos, as shown in Fig. 15. All of their responses were indicated by two persons. The highest percentage of 25% is for only one video access, while the next highest percentage is 18.8% says none. This is worrisome when looked at from the angle of how they would help to encourage the students to use the videos if they themselves cannot access them. This still boils down to

the need for more publicity to improve the awareness about the usefulness of the video to the students' learning experience. It is also important to let the lecturers know when their work is ready and to make them aware of where and how to access it if they have not.

How many of your produced instructional videos have you been able to access and watch yourself?
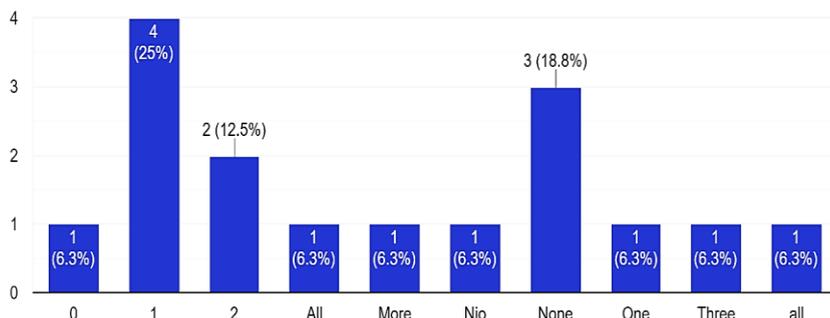16 responses

Fig. 15: Lecturers access to videos produced.
Source: The Author

Findings

From the forgoing, the NOUN's video production project has progressed over a period of four years. However, the slow progress was attributed by the lecturers to their being swamped with work. In addition, an interesting part of their response is that they were also slowed down by not really knowing what to do initially. Is it possible that the university may wish to consider giving that leeway to its faculty members to have counsellors just like students? Is it possible that if they were not being made to feel like they were deliberately wanting to sabotage the university management, they could have received the needed help to do this work faster if they were properly diagnosed as having a problem adjusting fast to the new task? The researcher recalled that this was also a major challenge for many lecturers in 2010 when the university was transitioning into the electronic examination system. The need to set questions many times was really tasking for the lecturers. This has somehow become easier with many faculty members now easily adjusted to setting those

questions after a series of training received on it. As such, maybe training is not enough, but also monitoring that is done with understanding and quiet encouragement.

Many of the students find the instructional videos useful for their learning tasks. This confirms earlier studies' position (Adelakun, 2023; Pattier, 2021; Edem & Ekon, 2021). In addition, the high quality of the videos will also allow for fewer distractions on them. This would allow the students to focus on the main content they need to master.

They assert that it makes them find their learning tasks more enjoyable and very helpful. This is a positive part of the findings, even though not surprising. This agrees with the finding by Norton and Hathaway (2010). In addition, some specific names were mentioned by the students as giving them a lot to look forward to. Nonetheless, it is necessary to state here that some of the respondents seems to mix up instructional videos with online facilitation and its recordings. This was observed in the responses/explanations for their choices, sometimes provided by the respondents.

Some students, however, note that the instructional videos are not making much difference to their learning. We cannot ignore this tiny part of the population. A further investigation may be necessary to find out this. However, to the researcher, this may not be unrelated to the complaints given by some of them that they could not even locate the instructional videos on the virtual learning environment. There may be a need to investigate and find out why or determine if they are the ones too lazy to look out for these on the pages. This still boils down to awareness creation.

The students' perception of the NOUN service delivery became much more positive due to the use of instructional videos. It was found in the lecturer's section that many of them agree with the students that the instruction videos have a positive impact on the university's student support services.

In addition, the many of the lecturers confess that having to prepare their video scripts and deliver same for video production has helped to

improve their teaching skills (cf. Choudhury, 2011; Norton & Hathaway, 2010; Edem & Ekon, 2021). They, however, could determine categorically if the videos are making their students to miss class for online facilitation. Considering that the instructional videos are expected to be another way the students should receive the same educational content already prepared for them by the university, this should not be a problem. However, when some of them also complained about the videos not giving them the opportunity for immediate sport-on engagement with their teachers, it is a matter of concern.

Nevertheless, considering that they were expected to be engaging asynchronously, as shown by the questions that come at the end of each lesson in the videos, they probably need to be taught how the engagement with the videos really works. It still boils down to whether the students themselves are truly ready to engage when we look at how successful the same project worked with students in the case of the report by Norton and Hathaway (2010). It could not have been because of the low video quality raised by Pattier (2021). The NOUN videos were done with high quality professional level, as the lecturers testified to in their response to one of the items in the questionnaire.

Conclusion

It could thus be safely concluded that the innovation of instructional video as an additional resource to be used by learners to access educational content for their courses by NOUN students is a very important and progressive decision by the Prof. Olufemi Peters management at NOUN. Having seen all the outlined benefits identified during the data analysis and the discussion of findings, it is important to note that some of the complaints by the learners need to be tackled head-on. While it may be impossible to meet all the things complained about, it is important that the university take cognizance of the need to improve its awareness drive for the students. Considering how extensive the courses the video production project has covered, it is imperative to help students have constant access to the information on whether their course(s) have been covered and where they can access the videos. Otherwise, it would make nonsense of all the efforts if the

target audience never gets to access or use the videos. This becomes concerning because even some of the lecturers responded that they have not accessed all the videos they have produced. Regular sharing of the information on the videos produced and where they can be safely accessed will go a long way in helping to mitigate this.

Nonetheless, we must vehemently disagree with Adelakun (2023) that marketing the university does not have to be at the expense of its digital assets. Its target audience is the NOUN students, which means they are already admitted and registered with the NOUN. They should be the ones who need the videos to improve their learning experience to improve their performance and come out in the university with flying colours. The university already has different platforms where it gives free access to its materials as well as free education to incarcerated individuals in the Nigeria Correctional Centres.

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