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Influence perçue du mode de non-facilitation de l'Université nationale ouverte du Nigéria sur la performance académique des étudiants: Une étude du Centre d'études Apapa, Lagos

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Abstract

The paper assessed the influence of the mode of non-facilitation of National Open University of Nigeria on students' academic performance in Apapa Study Center, Lagos. The main objective of the study was to determine the level of NOUN non-facilitation in Apapa study center. Data for this study were obtained from primary and secondary sources. Primary data were obtained from 80 respondents through the use of administration of questionnaires. A total of 80 questionnaires were administered to selected students through systematic random sampling techniques in the 8 faculties across the 28 Postgraduate and Undergraduate programmes offered in the study center. The inferential statistic of Chi-square was used for this analysis. The results revealed that there was positive perception of the influence of non-face-to-face facilitation of NOUN on academic performance of students in Apapa Study Center. In addition, this mode of learning gives students leverage opportunity to engage in other activities relating to their courses of study which in turn boost their knowledge and increase their academic performance. It is

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recommended that Learner Support Services should be intensified and encouraged between the University management, staffs and lecturers to further enhance academic performance.

Keywords: Academic Performance; Assessment; Influence on Students; Non-Facilitation and Apapa.

Abstrait

L'article a évalué l'influence du mode de non-facilitation de l'Université nationale ouverte du Nigéria sur les résultats scolaires des étudiants à Apapa Study Center, Lagos.L'objectif principal de l'étude était de déterminer le niveau de non-facilitation de l'UN NOUN dans le centre d'étude d'Apapa.Les données de cette étude ont été obtenues à partir de sources primaires et secondaires.Les données primaires ont été obtenues auprès de 80 répondants par l'utilisation de questionnaires.Au total, 80 questionnaires ont été administrés à des étudiants sélectionnés au moyen de techniques systématiques d'échantillonnage aléatoire dans les 8 facultés des 28 programmes de troisième cycle et de premier cycle offerts dans le centre d'études.La statistique inférentielle de Chi-square a été utilisée pour cette analyse.Les résultats ont révélé qu'il y avait une perception positive de l'influence de la facilitation non en face-à-face de NOUN sur le rendement scolaire des étudiants du Centre d'études d'Apapa.De plus, ce mode d'apprentissage donne aux étudiants l'occasion de s'engager dans d'autres activités liées à leurs cours d'études qui, à leur tour, stimulent leurs connaissances et augmentent leur rendement scolaire.Il est recommandé d'intensifier et d'encourager les services de soutien aux apprenants entre la direction de l'Université, le personnel et les chargés de cours afin d'améliorer davantage le rendement scolaire

Mots-clés: Rendement scolaire; Évaluation; Influence sur les élèves; non-facilitation et Apapa.

1.0 Introduction

Academic performance means the overall outcome of a student quest for educational knowledge. It means the extent to which a student and institution has achieved their educational goals and attainments (Mickey and Yoram,

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2010; Ipaye, 2010; Williams, 2013; NOUN, 2013; Agbebaku, 2018). Academic performance is a function of a combination of factors such as; academic records of an individual, institution, or any educational outfit. Academic performance can be termed as; positive or negative, high or low, above average or below average (Bernard, Abrani, Lou, Borokhovski, Wade, Wozney, Wallet., Fiset and Avang, 2004; Ipaye, 2010; NOUN, 2018). A positive academic performance is a measure of how successful the students are in the course of studying or the overall outcome of the academic year. Students are required to maintain a satisfactory academic record and meet the obligations of the course they enrolled for as well as graduation requirements (Vivalariam, 2011; Jamiu, Aminu and Nebath, 2012; Agbebaku, 2018; NOUN, 2018). On the other hand, academic performance can be termed as satisfactory or unsatisfactory. Academic performance can be term satisfactory only where it has meet with the minimum requirements of the course/programme of student while the unsatisfactory academic performance is the opposite of satisfactory academic performance (Tacher, McCommel and Kogan, 2004; Bennard et al. 2004; Vivalariam, 2011, Okopi and Aminu, 2012; NOUN, 2013; Williams, 2013 Williams, 2013; Agbebaku, 2018).

Facilitation irrespective of its kind is assumed to provide satisfactory academic records of students and meets the obligations of the courses in which they have enrolled (Aminu 2013; NOUN, 2013; Agbebaku, 2018). One popular approach of classifying facilitation processes or activities is to separate them into four categories which are as follows: pedagogical, social, managerial, and technical (Okopi and Aminu, 2013; Williams, 2013). The study of Gonzalez (1997), revealed that many pupils in schools are struggling to attained academic performance and measures of intelligence. Gonzalez (1997) further made a very important distinction between two things that might lead to poor academic performance and states that some children will do badly because they simply aren't intelligent, so there's not much that can be done to directly help them improve their grades and that the other category of children have plenty of learning ability and potential to do well, but they struggle simply because of life circumstances. Gonzalez (1997), believed that these children, who have a high learning ability, should be distinguished from children who do badly in school because of low intelligence. However, studies on Open and Distance Learning (ODL) believed that there are differences in the nature of

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achievement of academic performance between and among Open and
Distance Learning (ODL) institutions from students who received ODL form
of face-to-face-facilitation and On-line-facilitation and that these can hardly
be determined technical (Jamiu et al, 2012; Okopi and Aminu, 2013; NOUN,
2018; Agbebaku, 2018). Furthermore, facilitation irrespective of its kind and
mode is an essential key to learning (Malley and McCray, 1999). Learning
usually involves the acquisition of knowledge, skills and attitudes towards
self-development with the general belief that the face-to-face mode of
facilitation as obtainable in the conventional systems of education has a major
impact on academic performance of students. The National Open University of
Nigeria mode of facilitation seems to be different. This is because the National
Open University of Nigeria (NOUN) which functions as the only single-mode
Open and Distance Learning (ODL) institution in Nigeria operates the non-
face-to-face system of facilitation. This mode of non-face-to-face facilitation
in NOUN multi-campus system otherwise known as study centers has a
significant effects and influence on student's academic performance in the
sense that students can study on their own pace and time without the
conventional classroom contact (Ipaye, 2010; Jamiu, Aminu and Nebath,
2012; Agbebaku, 2018; NOUN, 2018).

The National Open University of Nigeria since its inception in 2003 operates
the non-face-to-face facilitation and this have both positive and negative
effects on students' academic performance (Mickey and Yoram, 2010). The act
of facilitation (whether face-to-face or non-face-to-face facilitation) to
students forms an integral part of learning process of NOUN as an academic
institution (NOUN, 2016; Agbebaku, 2018). Facilitation renders minima
assistance to students irrespective of their social upbringings and age (Ipaye,
2010; Okopi, 2010; Jamiu, et al 2012). This mode is similar to other
Universities of the Open and Distance Learning Institutions across the globe
(Agbebaku, 2018). Though, NOUN operates at minima level (some form of
contacts) similar with the style of face-to-face facilitation as one of their
delivering learning contents. These forms of contact take place some couple of
weeks prior to students' examination mostly for 100 and 200 undergraduate
level students. However, the face-to-face-facilitation in Open and Distance
Learning institutions such as NOUN is mainly conduct on learners' request and
this facilitation is expected to facilitate dialogue between the facilitator and the

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learners' (COL,2003; NOUN, 2016; Agbebaku, 2018).

Furthermore, interactions in Distance Learning programme with face-to-face classroom contacts is different from the normal conventional lecture method as practiced in most of the conventional universities. Face-to-face-facilitation in Open and Distance Learning is scheduled mainly on the basis of learners' needs and meetings are conducted based on the complexities of the study materials (NOUN, 2015, 2016). In NOUN for example, the direct face-to-face facilitation is practicable and on request mainly at a lower degree and only for courses or programmes that has more than fifty number of students at a given time and program (NOUN, 2016). This mode of learning is different from the On-line facilitation that accommodates all categories of learners, without limit to number, request by learners' or distance in time and space (NOUN Registry, 2014). According to the studies of Vivalariam (2011) and Agbebaku (2018), the mode of face-to-face-facilitation in NOUN is a support service system which may or may not be used by the learners in line with the establishments of ODL institutions at the global level (NOUN, 2015). Online facilitation has much in similar with the non-face-to-face facilitation. This medium of facilitation accommodates all categories of learners, without limit to number, or distance in time and space (NOUN: Registry, 2014). To Okopi (2010) and COL (2001), face-to-face is a support service which may or may not be used by the learners. However, this medium of learning allows for teleconferencing on Open and Distance Learning system such as NOUN (NOUN, 2016). Furthermore, in Distance Learning mode of education the learners are physically separated from the educational provider, while communication through the medium of writing is done through the use of letter mail, e-mail, fax or computer conferencing. Communication through verbal means is done through the means of telephone and audio conferencing or in face-to-face-tutorial sessions (COL, 2002; Agbebaku, 2018). Open Learning, on the other hand is similar to Distance Learning but in this case, the learners use resources in a flexible way to achieve their goals.

These resources mediums could be a combination of factors such as; printed materials, audio CD's and computer-based gadgets which can be used at home, at study centers and work place; with or without the guidance of a tutor or mentor (COL, 2003; NOUN, 2016; Agbebaku, 2018). These two broad models

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of delivering learning contents that is face-to-face and online facilitation are adopted by the NOUN but classroom face-to-face facilitation is practice at a lower degree when compared to on-line facilitation. Open and Distance Learning (ODL) is a general term for the use of telecommunication to provide or enhance learning. Around the world, the academic community is discovering and exploring the Internet, teleconferencing, and related means to achieve an extended classroom or learning experience (Shachar, 2002; Ipaye, 2007; Williams, 2013; NOUN, 2016). In addition, the rising number of enrolment of students into NOUN programmes is another conformation of student perception, quality of service delivery and achievements of academic performance in NOUN mode of operation. All these variables have helped to enhanced NOUN students' academic performance in recent time but the major problems in NOUN mode of learning is that some students have less or no contact with content facilitators, while some centers not well equipped with tutors for tutorial-facilitations prior to examination periods or where the course contents need further clarification. On the bases of these development, the study enlightens us of the influence of the mode of non-facilitation of NOUN on students' academic performance and that without facilitation as in the case of the conventional mode of learning, students can still achieve their quest for academic knowledge and standards, obtained academic performance in their quests and goals for quality education. The achievements of NOUN students' academic performance have been attributed to many variables. These has been in the improvements and quality in recent time of the supports of the service delivery systems of NOUN, adoption of an effective and efficient mode of information and communication technology (ICT) as well as the style of e-learning, e-library and e-laboratory resources of NOUN, whereby the students can access information's with ease of network providers and of other communication devices and undertake practical and seminar courses with ease irrespective of distance barriers and the challenge of non-facilitation (NOUN, 2016; Agbebaku, 2018). Based on this, this study was out to ascertain whether there is significant difference of student's perception of the influence of NOUN facilitation on academic performance in Apapa study center and this constitute the research gap for the study. The objectives of the study are to determine the level of students' perception of the influence of NOUN facilitation and of the relationship between non-face-to-face-facilitation and academic performance in Apapa study center. While the research question is to determine the

percentage of students' perception on the influence of NOUN of Based on this, this study is out to ascertain whether there is significant difference of student's perception of the influence of NOUN facilitation on academic performance in Apapa study center.

2.0 Conceptual Analyses

2.1.1 Academic Performance and Academic Achievement: This is a measure of academic record of an individual, institution, or any educational outfit. Academic performance can be positive or negative, high or low, above average or below average. A positive academic performance is a function of how successful the students are in the course of studying or the overall outcome of the academic year. Students are required to maintain a satisfactory academic record and meet the obligations of the course they enrolled for as well as graduation requirements. On the other hand, academic performance can be termed as satisfactory or unsatisfactory. A satisfactory academic performance is that which have meet with the minimum requirements of the course/programme of student while the unsatisfactory academic performance is the opposite of satisfactory academic performance (Bennard et al. 2004; Vivalariam, 2011; NOUN, 2018) While academic achievement means the outcome of any educational institution or the trend of success recorded or achieved over time. It's the extent to which a student, teacher or institution has achieved their educational goals (Ipaye, 2007; Agbebaku, 2018). Academic achievement is commonly measured by examinations or continuous assessment of student's performance, but there is no general agreement on how it is best tested or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. However academic achievement varies from one institution to another and this is attributed to so many variables which could be the level of facilities in place, information and communication technology, capacity of students, societal value and government assistance. Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings (Bennard et al, 2004; Tacher et al, 2004; Ipaye, 2007; Agbebaku, 2018; NOUN, 2018).

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2.1.2 Satisfactory and Unsatisfactory Academic Records: A satisfactory academic record is one that can be termed as positive academic performance while unsatisfactory academic record is that termed as negatives academic performance. The requirements for a satisfactory academic record are satisfactory grades in all subjects or courses. This means that the student must have at least the credit grade 'letter C' and above and at least one letter grade for degree credit (or in a course taken by cross-registration and counted toward concentration or UTEP requirements). However, for fresh student in their first term, an academic record will be considered satisfactory if all grades are passing, at most one grade is unsatisfactory, and at least one grade is a satisfactory letter grade. A student whose record is unsatisfactory is ordinarily placed on probation. A student with two consecutive unsatisfactory records (probation) ordinarily will be required to withdraw from the system as his/her academic performance is below expectation or unsatisfactory (Vivalariam, 2011; Agbebaku, 2018; NOUN, 2018).

2.1.3 Facilitation and Non-Facilitation: Facilitation is the act of facilitating **or** the state of being facilitated. Facilitation is the act of leadership role in group communication (Ipaye, 2007). A facilitator is one who fulfills this leadership quality. He stands in-between the learners and the institution. He ensures that students/learners get value for their quest for knowledge. In NOUN mode of learning, since facilitation is faceless between teacher and student, the facilitators can operate from anywhere and students get the message across through the aid of the devices of information and communication technology, Internet, telecommunication and video coverage facilities (NOUN, 2016). While non- facilitation is the direct opposite of facilitation. It's the state of lack of facilitation. This is purely the mode of operations of open and distance learning institutions of which the NOUN is part of. In this situation, there is no contact between the learners and teachers. It's a do-it-your-self way of learning process (NOUN, 2018).

2.1.4 Online Facilitation/Learning and E-Facilitations: Online facilitation has much in similar with the non-face-to-face facilitation. This medium of facilitation accommodates all categories of learners, without limit to number, request by learners' or distance in time and space (NOUN: Registry, 2014). To Okopi (2010) and COL (2001), face-to-face is a support service which may or

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may not be used by the learners. However, the medium allows for teleconferencing. While E-facilitation on the other hand refers to the ways in which different types of online dialogue (as opposed to face to face) are facilitated and managed. Email-based interaction is one of the most frequently used types of online dialogue because it is simple in terms of bandwidth requirements as well as technical understanding of participants. It is also a direct form of communicating, as messages go straight to the inbox of the participating individuals (Ipaye, 2007; Williams, 2013; NOUN, 2014, 2019; Agbebaku, 2018).

3.0 Research Methodology

3.1 Area of Study: The area of study is the Apapa Study Center of the National Open University of Nigeria, Lagos. This area is approximately between Latitude $60'22^{0}$N and $60'24^{0}$N and Longitude $30'20^{0}$E and $30'40^{0}$E. The Apapa Study Center is located inside the Beecrot complex is one of the Training Schools of the Nigerian Navy Service (NNS) Quorra of the Naval Western Command Lagos, along Dockyard Road Apapa. Apart from the target population of residence in Apapa community, the study center has also provided educational services to military personnel in the area for enhancement and advancement in their educational pursuits. Apapa community serves is a hub of socio and economic activities such as; industrial, residential, institutional, commercial, administrative and terminal of which NOUN was privilege to have a study center for academic learning. Apapa Study Center happens to be the 2nd largest after Agidingbi which is now Lagos Study Center (Victoria Island) in term of student's population among the others 5 Study Centers in Lagos State. Apapa Study Center has a total number of Two Thousand Four Hundred and Seventy-Seven (2,477) student's population as at the time of this research. Figure 1 shows map of Lagos State and Apapa Study Center.
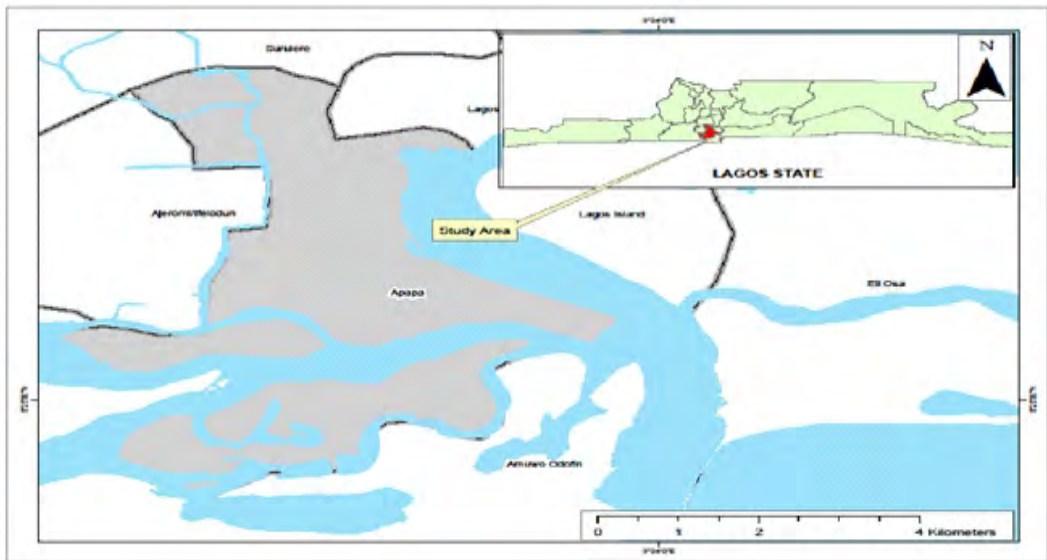
Figure 1: Map of Lagos State and Apapa Study Area**.**
Source: GIS and Cartography Unit, LASU, Ojo **(**2020)

3.2 Research Method

This paper is purely an empirical research which involved the use of primary and secondary data. Primary data were got through the process of field survey, questionnaire administration and oral interview while secondary data were got from already existing literatures, theses and established sources. Materials used for this study includes the used of map and design of questionnaires which formed the research instrument. Study of this magnitude required basic contact(s) for information between the researcher and students. The research design adopted for this study was the used of survey research which comprises of the used of questionnaire design and administration. A total of Eighty (80) copies of questionnaires was designed and administered to some selected students, majorly to Postgraduate students and were not applicable, the distribution was lower to Undergraduate students of all the 28 courses and programmes of studies of NOUN students accross the eight (8) Faculties of courses offered by NOUN in the Apapa Study Center. The 80 copies of questionnaires were designed and structured in line with the research objective of study. The questionnaires were distributed accross the selected 80 students

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of the 28 programmes that cut accross the 8 Faculties of the study center using the systematic random sampling technique which represented about 32% of the students' population.

To this end, 2 copies of the questionnaires were administered each-per-day for a-5-day duration (Monday to Friday) and total of 25-Postgraduate and 3-Undergraduate programmes were used for this study. This brings the number of copies of distribution per-day to 10 and of the 8-Faculty per-day also to 16, that is 16 copies-per-day in all the Faculties thereby making a total of 80 copies of questionnaires distribution at a stretched of a-5-day duration. Majorly, the target population for distribution of the questionnaires was for the 6-Postgraduate and less of the 2-Undergraduate programmes of the 8 Faculties. The choice for selection of Postgraduate students for 6 Faculties and 2 from the Faculties of Law and Health Sciences were due to their levels of students' maturity, understanding and reasoning to the stated objective of the study better than merely students from Undergraduate s programmes. In addition, to these is the simple fact that the Faculties of Law and Health Sciences were yet to commence a Postgraduate programe and for the fact that all programmes and Faculties have to be carried along for actualization of the stated objective.

The questionnaire administration was administered for a-duration of one week, the administration was towards the commencement of the 2nd Semester Examinations of the 2019 academic session before the outbreak of Covid-19 Pandemic in Nigeria in February, 2020. That period was when all students were expected to have converge at their respective study centers for final stage of tutorials and preparation for their Semester Examinations. To this end, one whole week was designated for questionnaire administration and it lasted for a period of 5 days(Monday-Friday). On each day of questionnaire distribution, 16 copies of the questionnaires were administered mainly to the Postgraduate and Undergraduate (Law) students in the ratio of 6 to 2 in all the 25-Postgraduate and 3-Undergraduate programmes of some of the courses offered accrossed the 8 Faculties of NOUN in Apapa Study Center. The 8 Faculties and Programmes selected for questionnaire administration were the Faculty of; (1)**Sciences**; PGD and M.Sc, Information Technology, Digital Communication, Mobile Wire Communication and Computer Science, (2)**Management Science**; PGD and M.Sc. Public and Business

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Administrations, Human Resources and Financial Management, (3)**Social Science**; PGD and M.Sc. Peace Studies and Conflict Resolution, Criminology and Security Studies, Mass Communication and Journalism (4)**Agriculture Science**; PGD, Agriculture and Extension Management, (5)**Education**; PGD and M.Ed, Education Administration and Planning, Science Education, Education Technology and Postgraduate Diploma in Education (6)**Arts**; PGD, M.Sc. and P.hD, Theology, (7) **Health Sciences**; B.Sc, Public Health and B.NSc. Nursing Science and (8) **Law**; LL.B Law respectively.

The questionnaires were self-administered for a period of 5-day while the technique of systematic random sampling technique were used in other to give every student of the population equal chance of being selected, well guided and solicit their indulgence of the importance of the study that the information provided would be treated confidentiality for the purpose for the study. Table 4.1 shows distribution and administration of questionnaires accrossed the 8-Faculties and programmes of NOUN, Apapa Study Center, Lagos. The Table, further shows the breakdown in number of questionnaires administered per-day during the 1-week exercised and the number of NOUN students-per-Faculty and of the number used for both the Postgraduate and Undergraduate programmes of the courses offered in Apapa Study Center. The study was subjected to Chi-Square Statistical Analysis to examines the relationship between non-face-to-face-facilitation and academic performance of students in Apapa study center.

4.0 Results and Discussion

The results and discussion of the tests carried out on perceived influence of the mode of non-facilitation of NOUN students on assertions of academic performance in Apapa Study Center, Lagos were summarized and presented in Tables 1 to 9.

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Table 1: *Distribution and Administration of Questionnaire in the 8 Faculties and Programmes of NOUN in Apapa Study Center, Lagos*

S/N	Faculty	No. of Students Per Faculty	Number of Postgraduate and Undergraduate Programmes	Number of Questionnaire Administration					
				Mon	Tues	Wed	Thurs	Fri	
				Day 1	Day 2	Day 3	Day 4	Day 5	
1	Sciences	555	P -4	2	2	2	2	2	10
2	Social Science	754	P -4	2	2	2	2	2	10
3	Agricultural Science	08	P -1	2	2	2	2	2	10
4	Education	197	P -6	2	2	2	2	2	10
5	Arts	38	P -4	2	2	2	2	2	10
6	Management Science	773	P -6	2	2	2	2	2	10
7	Health Sciences	83	U -2	2	2	2	2	2	10
8	Law	69	U -1	2	2	2	2	2	10
S-Total	**8**	**2,477**	**28**	**16**	**16**	**16**	**16**	**16**	**80**
						80			

G-Total

Source: Fieldwork Survey (2020) and NOUN Registry, (2020).

Table 1 shows breakdown in copies of questionnaire administered per day during the week and total number of NOUN students per Faculty and number of programmes covered for both the Postgraduate and Undergraduate programmes in operation in Apapa Study Center, Lagos. As shown in Table 1, Apapa has a total of 2,477 students across the 8-Faculties. For this study, only 28 programmes were used and these programmes were 25-courses for Postgraduate and 3-course for Undergraduate levels respectively.

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Table 2: *Online Facilitation is Similar to Non-Face-to-Face-Facilitation*

Options	Frequency	Percentage (%)
Strongly Agree	40	50
Agree	20	25
Undecided	5	6.25
Disagree	5	6.25
Strongly Disagree	10	12.5
Total	**80**	**100**

Source: *Field Survey, (2020)*

Results from Table 2 revealed that the style of online facilitation is similar to non-face-to-face facilitation in the conventional institution. Results from Table 2 shows that 40(50%) of the respondents strongly agreed with this assertion that online facilitation was similar to non-face-to-face facilitation. 20(25%) respondents agreed with the notion, 10 of the respondents that is 5(6.25%) each of the respondents were undecided and disagreed respectively while the remaining of 10(12.5%) of the respondents strongly disagreed. This is an indicator that online facilitation is similar to non-face-to-face facilitation.

Table 3: *The Style of Non-Face-to-Face Facilitation is a Boost to NOUN Students' Academic Performance*

Options	Frequency	Percentage (%)
Strongly Agree	45	56.25
Agree	15	18.75
Undecided	10	12.5
Disagree	10	12.5
Strongly Disagree	-	-
Total	**80**	**100**

Source: *Field Survey, (2020)*

Results from Table 3 revealed that the style of non-face-to-face facilitation is a boost to NOUN students' academic performance as 45(56.25%) of the respondents strongly ascribed to this fact, that the style of non-face-to-face facilitation is the best measure towards improving students' academic performance. 15(18.75%) of the respondents agreed with the style and mode of learning, while the remaining 20 respondents that is, 10 each which represents

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10(12.5%) respondents were undecided and disagree respectively of the style
and mode of learning. This simply means that non-face-to-face facilitation is a
measure and has help towards improving students' academic performance as
confirmed by majority of the respondents in Apapa study center as Tabled in 3.

Table 4: *The Style of Non-Face-to-Face-Facilitation is one of the Measure of
Open and Distance Learning towards Improving Students' Academic
Performance at Global Level*

Options	Frequency	Percentage (%)
Strongly Agree	40	50
Agree	20	25
Undecided	5	6.25
Disagree	5	6.25
Strongly Disagree	10	12.5
Total	**80**	**100**

Source: Field Survey, (2020**)**

Results from Table 4 revealed that the style of non-face-to-face facilitation has
been a global practice as one of the measures of Open and Distance Learning
institutions in recent times towards improving students' academic
performance mainly in the developed world where people work and learn and
also with the advent of technology. Results from Table 4 shows that 40(50%)
of the respondents strongly agreed ascribed with this notion as stated above.
20(25%) respondents agreed with the notion, while 10 of the respondents that
is 5(6.25%) each of the respondents were undecided and disagreed with the
notion respectively and the remaining of 10(12.5%) respondents strongly
disagreed with the notion that non-face-to-face facilitation is one of the
measure of open and distance learning towards improving students' academic
performance. To this end, prospective students are aware and are ready to
acquits themselves with the style of non-face-to-face-facilitation and have to
effectively combine their work with studies and for advancements in the
chosen carriers.

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Table 5: *Students' Usage of Computer and Internet Facilities has helped to Improved Academic Performance in NOUN Mode of Learning*

Options	Frequency	Percentage (%)
Strongly Agree	20	25
Agree	30	37.5
Undecided	10	12.5
Disagree	10	12.5
Strongly Disagree	10	12.5
Total	**80**	**100**

Source: Field Survey, (2020**)**

Results from Table 5 revealed that student's usage of computer and Internet has been improved over time through the non-face-to-face facilitation, the advent in technology and transformation in learning have help students to achieve academic performance. From Table 5, it was revealed that 20(25%) of the total respondents strongly agreed with this statement. 30(37.5%) of the respondents agreed with the statement, while the remaining of 20(25%), that is 12.5% each were undecided and disagreed with the statement respectively. This simply implies that Students usage and improvement of computer and Internet facilities has helped to improved performance of students even with the style of non-face-to-face facilitation as operated in NOUN. Table 5 confirmed that majority of the respondents agreed to this fact.

Table 6: *Students are Already Getting use to NOUN Style of Non-Face-to-Face-Facilitation*

Options	Frequency	Percentage (%)
Strongly Agree	30	37.5
Agree	25	31.25
Undecided	-	-
Disagree	5	6.25
Strongly Disagree	20	25
Total	**80**	**100**

Source: Field Survey, (2020)

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Results from Table 6 revealed that students are already getting used to NOUN style of non-face-to-face facilitation due to ease and affordability of communication and information technology gadgets. From Table 6, it can be deduced that 30(37.5%) of the total respondents strongly agreed with this statement. 25(31.25%) of the respondents agreed while 5(6.25%) of the respondents disagreed with the statement. The remaining 20(25%) of the respondents strongly disagreed and no respond for the option on undecided statement. This means that students are already getting used to NOUN style of non-face-to-face facilitation and this has help to enhance their achievement in academic performance. Confirmation to these facts is that prospective students of NOUN programmes have already acquitted themselves with computer skills and knowledge about the operations of NOUN before enrolments into their dream programmes of the News Bulletin on NOUN.

Table 7: *Students' Academic Performance Has Improved over the Years in NOUN*

Options	Frequency	Percentage (%)
Strongly Agree	30	37.5
Agree	25	31.25
Undecided	-	-
Disagree	5	6.25
Strongly Disagree	20	25
Total	**80**	**100**

Source: Field Survey, (2020)

Results from Table 7 revealed that academic performance of NOUN students has improved over the years if not more than with that obtainable in the conventional system as presented in Table 7. Table 7 shows that 30(37.5%) of the respondents strongly agreed with this notion. 25(31.25%) respondents agreed while 20(25%) of the respondents were undecided and 5(6.25%) of the respondents disagreed respectively. There was no response for question on undecided. This revealed that academic performance of NOUN students is have improves over the years with the ease and affordability of communication and information technology and the services of the learners supports system of NOUN the conventional system. The results of academic performances of

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NOUN students in the past 7 years are testimonial facts to these analyses going by the Annual Reports of NOUN Bulletins from their part convocation ceremonies according to News Bulletin of NOUN, 2018.

Table 8: *Academic Performance of NOUN Students can be Commensurate with that Obtainable in the Conventional System*

Options	Frequency	Percentage (%)
Strongly Agree	40	50
Agree	20	25
Undecided	5	6.25
Disagree	5	6.25
Strongly Disagree	10	12.5
Total	**80**	**100**

Source: Field Survey, (2020)

Results from Table 8 revealed that academic performance of NOUN students can be commensurate with that obtainable in the conventional system as Table 8 shows that 40(50%) of the respondents strongly agreed with this notion. 20(25%) respondents agreed while a dual 10(12.5%) that is 5(6.25%) each of the respondents were undecided and disagreed respectively. The remaining 10(12.5%) respondents strongly disagreed with the notion. This revealed that academic performance of NOUN students is commensurate with that obtainable in the conventional system going by the track records of NOUN grandaunts in the past seven years as stated in the past and recent convocation ceremonies according to News Bulletin of NOUN, 2019.

Table 9: *NOUN Students' Relationship between Non-Face-to-Face-Facilitation and Academic Performance*

Options	0	E	0 – E	$(0 - E)^2$	$\dfrac{(0 - E)^2}{E}$
SA	45	16	29	841	52.56
A	15	16	-1	1	0.06
U	10	16	-6	36	2.25
D	10	16	-6	36	2.25
SD	0	16	-16	256	16.00
					73.12

Source: Field Survey, (2020)

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Results from the Table 9 revealed that the calculated values of the Chi-square analysis (X^2c, 73.12) is greater than Chi-square tabulated (X^2t, 9.45) therefore we reject the null hypothesis and accept the alternative hypothesis and conclude that there is significant relationship between non-face-to-face-facilitation and NOUN students' academic performance. Furthermore, findings of the study revealed that there is positive perception of the influence of non-face-to-face-facilitation of NOUN facilitation on academic performance in Apapa Study Center. Furthermore, it was also discovered that students on NOUN can study on their own pace and convenient time with the non-face-to-face-facilitation mode of learning of the National Open University of Nigeria through the Open and Distance Learning System. In addition, it was revealed that the style of NOUN non-face-to-face-facilitation has help to increase the morale of students that with hard work and commitments to study they can achieve and attains academic excellences and performance in the mode of learning of the National Open University of Nigeria in line with others Open and Distance Learning institutions of the advance world like china and South Africa according to News Bulletin of NOUN, 2019.

5.0 Conclusion

The mode of ODL in NOUN in recent time can be equated with that of the conventional system of learning anywhere in the universe. This is because ODL institutions are operational everywhere and with track records of academic achievements and performance in views of their multi-system mode of learning and technology in their style of operations. The usage of computer and Internet devices and improvement in academic standards in Nigeria and globally are added advantages. Many ODL institutions rely greatly on On-line-modes of facilitation because it allows learners to study whenever and wherever and at their convenient. The ODL system allows students to study and continuing making advancements in their chosen careers while fulfilling commitments to work, family or community services. Those with educational desires but living in educational backward places with poor networks of transport system can study at their pace and time. The on-line mode of facilitation of NOUN programmes provides a variety of study opportunities, such as; academic, technical/vocational, personal and professional development and basic education to a wide-range of learners such as; young

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adults, adults returning to learning, people preparing to enter trades or professions, people acquiring new work-related skills, established professionals in health and education working towards further education. Furthermore, NOUN style of non-face-to-face-facilitation allows lecturers to undergo series of training and re-training programmes on skills acquisitions and knowledge for course materials development and text-examination-questions to enhance facilitations and boast of academic performance of students. In addition, students' usage of computer and Internet facilities have helped to broaden and improves the processes and procedures of the non-face-to-face facilitation of NOUN. Finally, the study revealed that the style of non-face-to-face-facilitation gives students the leverage opportunity to engage in other activities relating and outside their course of study which in turn boost their knowledge and increase academic performance. On the basis of these findings, it is recommended that there should be improvements in human, materials and capital resources of NOUN that will enhance the effectiveness and efficiency of the already existing communication channels from the University Management to Students. The systems of the Learner Support Services (LSS) should be intensified and encouraged between the University Management that will further enhance academic performance.

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