

E-Learning in Vocational Business Education during Covid-19 Pandemic in Nigeria; Challenges, Benefits and Way Forward

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ABSTRACT

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During Corona Virus (Covid-19) lockdown, the introduction of the use of various applications such as zoom and the likes were on high side. Teachers were able to teach from their homes to the students in their respective homes. Because of the economy of Nigeria, not everyone has the financial capacity to acquire phones, laptops and other related ICT tools to enable all to participate in the online teaching – learning process, in fact when it comes to adequate usage of ICT products, Nigeria is still far behind; only few are versatile in the use of ICT tools. The corona-virus is seen as the most trying time in the history of mankind. This period prompted concerned personnel and government to give more attention to the alternative to physical teaching-learning process called e-learning; audio, audio-visual, virtual learning and all forms of nonphysical contact teaching – learning process were more utilized. Though as good as it was, this exposes the major strength and huge weakness of the system owing to the fact very many things still need to put in place to take e-learning in Nigeria to its supposed place in the developmental trend of the world at large. This paper examined concept of E-Learning, historical development of E-learning, E-learning during COVID-19, disruptions of COVID-19 in Nigerian Educational Sector, challenges associated with E-Learning in Business education and benefits of E-Learning during COVID-19 pandemic in business education programmes.



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Introduction

The COVID-19 is a highly infectious disease or illness caused by severe acute respiratory syndrome coronavirus 2 (SARS-COV-2), originated in Wuhan City of China, has already taken on pandemic proportions, affecting across all the continents, mostly spread among individuals during close contact now resulting in millions death. COVID-19 is referred to as pandemic due to its severity and fierceness also as the greatest global health crises since after centuries in human civilization. The onset of the word coronavirus made everything from world economies to social rituals devastated. For that reason, the International Labor Organization (ILO) estimated that 195 million jobs could be lost. One of the preferred ways to subdue the effect of this crisis is to enact the COVID-19 containment measures in their respective territories (Vegas et al., 2020; Dhawan, 2020)

On March 19, 2020, the Federal Ministry of Education in Nigeria approved the closure of learning institutions. This abrupt closure led to significant disruptions in the education system in Nigeria; including Learning modes, access to school related services, parenting routines, and crises management capacities of the federal and state ministries of education (Nleban, 2020). This has caused relevant stakeholders to adapt quickly and developed solutions to minimize the potential learning slide resulting from the pandemic.

According to UNESCO (2020), the closure of schools has affected 36,400,000 primary and secondary school learners across Nigeria, including those in internally displaced camps. Few of these learners-mostly from financially privileged households-have access to quality learning opportunities from the comfort of their homes. Major causes of this inequality include limited or non-availability of smartphones or computers and internet services in most homes, and the large number of schools lack the financial and technical capacity to transition from in-school to remote learning facilitation.

Many schools are limited in their capacity to purchase the required infrastructure for remote learning and often do not have teachers with the appropriate digital skills. For schools that may be better resourced, it has been challenging facilitating practical oriented subjects and courses that typically engage students through shorthand laboratory and typing pool. With the closure of schools, there are very few schools that can afford set up and maintain virtual shorthand laboratory and typing pool where teachers or lecturers and students can work together to stimulate practicals. These students will have make do with learning the theoretical aspects of shorthand and typewriting/ Keyboarding and accounting courses until schools re-open (Adam, 2019; Adeoye et al., 2020)

The COVID-19 Pandemic has also threatened the education of children or youths with special needs and disabilities. Without a crisis, this group of the society already experience some form of marginalization. Hence the likelihood of losing leaning opportunities during and post

COVID; due to combination of factors including the socio-economic income of their families, the non-availability of special needs teachers and the inexperience of parents or guardians in facilitating their learning needs. For children with disabilities, remote home and schooling not only requires access to adequate information Technology (IT) resources and internet, books and other learning materials, but also, access to specific assistive devices or special education curricula that allow for a continuous education at home and accommodates the child's specific learning needs (UNICEF, 2020).

The COVID-19 pandemic presents unique challenges for Nigerians already fragile education system (Obiakpor et al., 2020). Before the pandemic, there was an estimated total of 10.2 million out-of-school children, in response to this education emergency, the federal and state government and private sectors are implementing various learning interventions using technology platforms, internet-based tools and traditional media to mitigate the impact of the closure of schools.

With the increasing of adoption of remote learning interventions, there is limited evidence of their effectiveness. Given that many of these interventions have been adopted as immediate response to the crisis (without prior large-scale implementation), it is important to interrogate if and how they are working. It is also imperative to generate data that can strengthen the decision-making power of key stakeholders within the Nigerian education landscape during and post COVID-19

From the foregoing, the education partnership (TEP) Centre and the Nigerian Economic Summit Group (NESG) have drawn on their competences in education economic research to contribute to knowledge on education provision in emergency contexts, by identifying and marking education interventions that are being implemented in Nigeria during the COVID-19 pandemic. (Alkonic, 2020, Adegboye et al., 2020; Babatunde, 2020, Fakoya, 2020, Odhiambo, 2020)

Method

The method in this article is literature review obtained from several references in Nigeria.

What is E-Learning?

E-Learning (e-learning) is the name implies can be defined as the use of technology (e.g., computer or electronic devices) to provide learning materials including tutorial, stimulations, case or game-based learning modules. It is a system that promotes online learning by storing, processing and distributing teaching materials. It also supports interaction and communication in the context of teaching and learning. However, it primarily aimed at fostering students' independence in order to take responsibility for their learning and thus encouraging them to play a more active role in their learning in doing so, e-learning has changed the way learning takes

place through a student's experience and perception of studying and has become the chosen methods in higher education during the compulsory lock down of all schools in Nigeria.

According to Egielewa et al. (2021), E-Learning refers to all educational activities carried out by individuals or groups working online or offline and synchronously or asynchronously through a network or stands-alone computer or the other electronic devices. E-Learning is the intentional use of electronics media that being the letter "e" stands for "electronic" in which ICT is used for the teaching and learning process.

The terms e-learning is used interchangeably with other similar terms such as online learning, virtual learning distribution learning, as well as network and web-based learning. E-learning is individualized in that it can be fitted to one's individual pace. At the same time, it can also be group-based and tailored towards a specific target group. It is online when the studies require online connectivity, is offline when the resources for the learning do not necessitate a constant online connection, and it is synchronous when all learners work together at the same times verses asynchronous when learners can work at different times. E-learning enables a high level of interactivity among the instructor and Students creating flexibility between the two whether it be undergraduate or graduate-level instruction.

Adelakun (2021), the word E-learning from inception means electronic learning; it is the use of Information and Communication Technology (ICT) commonly called internet/ICT to enhance and support teaching and learning process. E-learning enhance the use of wireless and internet technologies in delivering a wide arrangement of training lecturers who are relatively inexperienced. With this e-learners access their respective Learning from computers and related facilities via the use of internet, the most common one lately is the use of a hand hold device like mobile phone, iPad. In 2001 Marc Rosenberg defined e-learning as "the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance". According to size, Chinedu-Eze et al. (2018), e-learning education is concerned with the holistic in Corporation of modern telecommunication equipment and (ICT) resources into the education system.

Eze et al. (2018) posited that the work "e" should refer to everything everyone, engaging and easy" in addition to electronic. E-Learning can be viewed as an alternative to face-to-face teaching method or as a complement to it, it usually allows the students a greater choice as well as responsibility for their own learning. For so many years back, face to-face learning usually being anchored by an instructor who is an expert of the subject matter was the best way of teaching learners, the emergencies where learners on their own interacts with learning materials without the interferences of a physically available teacher; and other learners from various locations engage in teaching-learning activities with the use of network technologies'; looking at this e-learning offers significant flexibility as to when and how learning occurs. E-learning can be

independent, facilitated, or collaborative in nature. Independent learning refers to individual's learner completing learning activities or modules on their own pace, schedules in their convenient environment.

Learner is independent and does not have the interference of tutors and other learners in person. Through this does not mean that the learner does not have access to other resources such as facilitator or coach, but rather the learner is in control of whether to contact them, and when to contact them if needed. Hence collaborative learning refers to working neither other learners in an online environment. Explaining this Falana (2015) in Adelekun (2021) used a typical example of an email discussion with other learners on a particular topic or everyone positing to a course room or a forum educational group discussing on a particular subject matter, topic or issue. In contrast, facilitated learning is intended to be completed through interaction with teacher.

A learning might complete a section of learning online then discuss key concepts via email with the instructor or with classmates. E-learning can be described as the use of information and Communication Technology such as internet, computer, mobile phone, Learning Management System (LMS), Radios, Televisions and other to enhance teaching and learning of Business Education courses and other activities. E-learning is also the applications and process which include web-based learning, computer-based learning, virtual classroom and digital collaborations. E-learning of education is concerned with the holistic in corporation of modern telecommunication equipment and ICT resources into the education system.

Historical Development of E-learning in Nigerian Education System

The evolution of e-learning could be dated back in 1886 when e-cable connections was established by the then colonial masters between Lagos and the colonial office in London to transmit information and receive feedback on all that is going on in Nigeria. The fax machine was typically in vogue as at that time to updated the colonial office in London on developments carries out by the colonial masters in Nigeria. By 1893, all government offices in Lagos have telephone Services for easy communication, feedback and easy access which later was extended to all other parts of the country.

A lot of innovations was introduced and witness in the telecommunication industry since 1886; the provision of telecommunication services was initially monopolized by the Nigeria Telecommunication (NITEL) until sometimes in 90's when the federal government of Nigeria commend the liberalization policy of telecommunication industry. This gave birth to some private telephone service providers; Mtel-NITEL, Econet which have been sold out a couple of times to Vmobile, Zain and currently in the hands of the administration of Airtel, Etisalat now 9mobile, MTN, Communication Investment Limited-CIL which the licensed was withheld and given to Globalcom (GLO) Nigeria and others were primarily licensed to provide General System for

Mobile Service (GSMS). On the long run, the uses of browsing phones were introduced which the constant availability of data network is needed to ensure effective usage.

The development encourages these private telecommunication companies to ensure upgrading their services and facilities to meet up with the dynamicity of the telecommunication world (Adelakun, 2021). Data services introduced in form of 1G, 2G, 3G, 4G and now 5G which was flagged up in the year 2018. With these developments, relevant educational materials can be easily accessed via internet services, the introduction of virtual communication via the use of facilities mounted with cameras in which the senders and the receiver of messages can easily be communicated facially, this was as well introduced to the educational sector where teaching-learning takes place at comforts of both the teacher and the learners provided there is availability of data network.

During corona virus (COVID-19) lockdown, the introduction of the use of various applications such as Zoom, and the likes were on the high side. Teachers were able to teach from their homes to the students in their respective homes. Unfortunately because of the economic melt-down in Nigeria, not everyone has the financial capacity to acquire phones, Laptops and other related ICT tools to enable all to participate in the online teaching-learning of business education courses, in fact when it comes to adequate usage of ICT products, Nigeria is far behind, only few are versatile in the use, but we hope that all things being equal by 2030 virtually all citizens of Nigeria should be able to make good use of ICT, tools for their daily dealings.

E-learning During COVID-19

COVID 19 was called by World Health Organization (WHO) as a pandemic disease on March 11, 2020. On March 19, emergency state was declared as a response to prevent the spread of COVID-19. It is followed by a curfew, which lasted for two months. The mode of education has turned online due to the closure of primary and secondary schools as well as tertiary institutions in Nigeria.

The closure of schools brings the importance of having good infrastructure and the readiness to conduct online classes. Online learning becomes a tool to prevent the outbreak and ensure social distancing. Online education has useful learning tools and grants 24/7 access to education platforms around the globe at their time preferences. It also offers flexibility, regardless of place and time. It also gives students questions answers freely and provides feedback on the assigned courses context (Adelakun, 2020).

Disruptions of COVID 19 in Nigeria Educational Sector

It is on record that the outbreak of Lassa fever, bird flu, monkey pox, Ebola disease other did not down the socio-economic and educational system as of the case of the ill-fated coronavirus, this becomes a major concern in Nigeria. Concerned personnel of the educational system and well-meaning Nigerians knew for sure the possible effects of the prolonged pandemic, some of the best

possible ways learning must continue, e-learning process was given considerable attention to during this period. Since the closure of schools because of COVID-19 pandemic, several concerted efforts have been made by governments, private sectors driven society and concerned Nigeria to uphold continued learning so as to bridge the gaps created by the temporary closure of schools. These innovations came in various forms such as large-scale, low-tech solutions that do not requires immediate internet-enabled devices (radio and television learning platforms), to high tech alternatives (virtual learning, video conferencing, animated lessons and several E-resources), which requires active internet devices.

Vegas (2020), while about 90% of high-income countries have providing remote learning opportunities, less than 20% low/income countries Nigerian inclusive, are offering any type of remote learning at all. Thus, the former majoring learners via online platforms, while the lather mostly use television and radio to reach learners. In actual fact, Vegas further explained that only about 23% of sub-Saharan African countries have been combining online and broadcast media platform, and only 11% rely exclusively on online platform. On the part of parents, the temporal closing of schools has prompted deeper and more technical levels of active involvement in their children's education since their children were with them and they were able to understand in details the academic capacity of their children.

Through to some parents this has been challenging because they were responsible for the school teachers, task functions directly responsible of for driving the learning outcomes of school children. On the other hand, some parents found it interesting picking the responsibility of teachers and ensuring they impact desirable knowledge into their children who were relating inexperience this helped parents in this category to prepare their children to taste on how best they should become useful and acceptable members of the society. With this development, a number of parents had no choice than to balance working or managing their families with actively facilitating monitoring the home-schooling of children (Babatunde, 2020). Children whose parents cannot afford remote learning facilities may have to wait for schools to re-open to continue learning, as such, it is uncertain that the number of children that will return to school when the pandemic is over (Obiakpor et al., 2020).

The erupting crisis in educational sector in Nigeria during the pandemic also challenged the leadership, style of government agencies working on education because agencies had to deploy disaster management skills in ensuring that the number Nigeria's out-of-school children does not increase permanently by working with stakeholders to provide distance learning opportunity for as many children as possible.

Unfortunately, this become so uneasy for the concerned individuals because the occurrence of lockdown as a result of pandemic was never for seen not to talk of having adequate preparation to ensure proper management of such. In fact, most of the management skills

introduced to ensure there is continuous running of the educational sector were copy and paste foreign countries, this exposes the weakness of the management of the educational sector in Nigeria. It was so bad that an enabling environment for public tertiary to transmit from traditional schooling to remote schooling could not be provided; tertiary institutions had to stay longer at home than the lower education levels during the ragging wave of corona virus. According to Lawal (2020), teaching online is much more difficult than teaching face-to-face. Therefore, Nigeria requires massive training of teachers to teach at a distance and in the use of e-learning.

Through in an attempt to ensure proper management of the educational sector during lockdown, there was introduction of a number of technological tools and services that can facilitate remote teaching and learning of business education courses which were tailored to meet current educational demands. More than ever before, radio, and television network were being used to communicate lessons to make large number of children at the same time, even when the class size is not known.

Most education technology service providers also modified their platform to support remote learning. There was increase in websites for learning during this period where they had several learning contents to further engage primary and secondary school children. This period gave rise to the remoting of the educational technology tools in which features that would facilities the participation of parents or guardians in their children or wards remote were included.

Challenges Associated with E-Learning in Business Education

There are a number of technologies available for online education but sometimes they create a lot of difficulties. This difficult and problem associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video. Sometimes students find online teaching to be boring and unengaging E-Learning has so much of time and flexibility that the students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is still theoretical and does not let students practice what they learn effectively.

Mediocre course context is also a major issue. Students feel that lack of community, technical problems and difficulties in understanding instructional goals are the major barriers for online learning. In a study, students were found to be not successful prepare for balancing their work, family and social lives with their study lives in an online environment. Students also found to be poorly prepared for several e-learning competences and academic type competencies. Also, there is a low-level preparedness among the students concerning the usage of learning Management system (Vegas et al., 2020).

E-learning has no direct communication between the educational and learner and human touch are loss. Users can face many technical difficulties that hinder and slow-down the teaching-learning process. Though it is the strength of online learning these aspects are fragile and create problems. Students non serious behavior in terms of time and flexibility can cause a lot of problems. All students and learners are not the same, they vary in degrees of their capabilities and confidence level. Some do not feel comfortable while leaning online, leading to confusion and frustration. Inadequate compatibility between the design of the technology and components of psychology requires by the learning process; and inadequate customization of learning process can and obstruct the teaching process and create an imbalance (Lawal, 2020).

Online learning is a challenge for institutions to engage students and make than participate in teaching-learning process. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies and managing time. It is challenging to develop content which not only covers the curriculum but also engage the students. The quality of e-learning program is a real challenge. There is no clear stipulation by the government in their educational policies about e-learning program. There is a lack of standards for quality, quality control, development of e-resources and e-content delivery.

Online learning can vary depending on instructors, or student technological abilities to access online site and use computers. These limitations are more evident for young children or school-age students who many have online access or who have had limited experience with learning tools, such as computers. An additional limitation to consider is that young children's online learning, as well as online access, requires adult supervision, availability and involvement. Moreover, online learning may not give sufficient or appropriate opportunities to involve young children who need more interactions and hands on activities to focus and learn compared to adult learners.

High cost of data; privatization of network providers gave rise to the autonomy in allocating cost of data to customers in Nigeria. Very few students, parents and teachers were able to effort the procurement of data to stay connected online, coupled with the fact that people were unable to move freely during COVID-19 pandemic lockdown in search of daily food talkless of having more funds on them to procure date to activity stay online and easy access to online teaching-learning process (Fakoya, 2020)

High cost ICT facilities: The procurement of ICT facilities have over the years become difficult for an average Nigerian, because of the fact that Nigeria is rated one of the developing countries of the world, the economy is still witnessing a lot of setback in the phase of introduction of different policies and program to uphold the sustainability of the economy. This is due to devaluation of the naira, as a result of this phenomenon Nigerians find it pretty difficult to acquire sophisticated ICT tools to further enhance their consistent and continuous education during the

pandemic lockdown and it became so bad to the extent teaching-learning process had to be on hold in some schools since there were no face-face to intentions between the teachers and learners.

Poor technologies infrastructures: Technological infrastructure that could facilitate project in Nigeria and other developing countries of the world, has not received the required attention it deserved from relevant authorities, they further explained that libraries and subdivisions of their parent bodies and several of their projects largely depends on decision from such parent bodies and low attention to such infrastructures from the parents bodies makes libraries appear as though they have no capabilities to execute ICT projects. The lingering of this poses a great challenge to the implementation of effective and efficient use of e-learning during and after COVID-19 pandemic in Nigeria. It becomes so worse that the few available ICT infrastructures in many schools in Nigeria are either obsolete or not even functioning at all (Vagas, 2020).

There is a popular slogan by APC (All Progressive Congress) the ruling political party in Nigeria which sounds thus 'APC-change' and that change is the most difficult process in life. An average human beings is insatiable in nature accepting new innovations, learning of various levels of the educational sector in Nigeria have been the didactic method of teaching where the teacher have face-to-face encounter with learners, when the use of ICT was introduced as a way of relating information to learners who relatively inexperienced it, then became so difficult for both the teachers and learners to adapt with the revolution; Teachers were used to crude way of discharging their duties and responsibility while learners were also not feeling too well with the use of ICT in acquiring the necessary information for them to be useful and acceptable members of the society (Adelekun, 2021).

Result and Discussion

Benefits of E-Learning During COVID-19 Pandemic in Business Education

Whether it is asynchronous or synchronous, online learning has several advantages. It does not depend wholly on being in the same physical location and can thus increase participation rates. In addition, it can be cost-effective because online learning reduces travel and other costs required to attend in-person classes and also may provide learning opportunities for adult students while also engaged in full-time jobs. Moreover, online learning can be a convenient means for communication among participants as well as instructors because participants do not have to meet in person.

Online learning has a lot of opportunities available but, this time of crisis will allow online learning to boom as most academic institutions have switched to this model. Online learning, Remote working and e-collaborations exploded during the outbreak of corona virus crisis.

Academic institutions can grab this opportunity by making their teachers teach and students learn via online methodology. The people have always been complacent and never tried some new modes of learning.

This crisis will be a new phase for online learning and will allow people to look at the fruitful side of e-learning technologies. This is the time when there is a lot of scope in bringing out surprising innovations and digital developments. Teachers can practice technology and can design various flexible program for students better understanding the usage of online learning will test both the business educators and learners. It will enhance problem-solving skills critical thinking abilities and adaptability among students. In this critical situation, users of any age can access the online tools and reap the benefits of time and location, flexibility associated with online learning.

Teachers can develop innovative pedagogical approaches in this primary situation now also termed panickgogy. EdTech Start-ups have plenty of opportunities to bring about radical transformations in nearly all the aspects Associated with education ranging from teaching, learning, evaluation, assessment, result, certification, and degrees. Also, increasing market document for e-learning is an amazing opportunity for EdTech starts-up to bring technological disruption in the education sector (Dhawan, 2020).

E-learning can help in creating collaborative and interactive learning environment where students can give their immediate feedback, ask questions, and learn fascinatedly. The sweetness of the e-learning process is anywhere-anytime feature which is highly beneficial in the phases of COVID-19 pandemic. Presently, many Nigeria tertiary institutions have switched to the proper usage of virtual teaching-learning in order to maintain mutual contact between the learners and teachers, lectures now hold via the social media platforms, through this has not been more effective because very many lectures are still lacking the basic knowledge in the use of ICT tools in teaching owing to the fact that they were not trained with this during their days of learning in order to become a useful asset and acceptance member of the society.

Coupled with this is lack of adequate funds for both the learners and the teachers in acquiring the relevant ICT tools in aid virtual teaching-learning process in our level of education. All through been equal, we do hope that one of this day Nigeria will rise up again and takes its due place in world developmental ranking. In the peak of corona pandemic lockdown, there was introduction of closure of places, gatherings and use safe travelling by roads to curb the past spread of the virus, the place of e-learning was able to help concerned individuals and well-meaning Nigerians in getting access to education in their homes or workplaces. In fact, it can be said categorically that COVID-19 galvanizes the importance of e-learning platforms has not been considered serious since late 90s to a new height (Adelakun, 2021).

Way Forward

A lot of issues are attached to online learning but we cannot ignore the perks of it in times of such crisis. We can always solutions to fix these difficulties. Technical difficulties can be solved through prerecording video lectures, testing the content and always keeping plan B ready so that the teaching-learning process cannot be hampered. Online courses should be made dynamic, interesting and interactive Business educators should set time limits and reminders for students to make them alert and attentive. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to this learning environment. Social media and various groups forum can be used to communicate with students. Communication is the key when it gets difficult to try reading out, to students via texts, various messaging apps, video calls. Content should be such that enable students for practice and also hone their skills. The quality of the courses should be improved continuously and teachers must try to give their best. Online program should be designed in a such a way that they are creative interactive, relevant, student centered and group-based.

Educators must spend a lot of time in making effective strategies for giving online instructions facilitate feedback from learners, make learners ask questions and broaden the learner's horizon for the course content. Instructions must focus on pedagogical issues and emphases collaborative learning, case learning and project-based learning through online instructions. The challenge to educational institutions is not only finding new technology and using it but also reimagining its education, thereby helping students and academic staff who are seeking guidance for digital literacy.

On should not merely focus on the pros attached to the adoption of E-learning during the crises but should also take account of developing and enhancing the quality of virtual courses delivered in such emergencies. A lot of time and cost is involved in e-learning. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training, the human resources and developing the online content. Therefore, an effective and efficient educational system needs to be developed to impart education via online mode. Efforts should be taken by institutions in Nigeria to ensure that all the educational apps work on mobile phones as well, in case students do not have laptops. Therefore, steps must be taken to reduce the incidence of digital divide. There is need to priorities all the critical and challenging situations which may occur and plan accordingly. This pandemic has also taught us that students must possess certain skills such as skills of problem-solving, critical thinking and most importing adaptability to survive the crisis. Educational institutions must build resilience in their systems to ensure and priorities the presence of these skills in their students.

We need a high level of preparedness so that we can quickly adapt to changes in the environment and can adjust ourselves to different delivery modes, for instance remote learning

or online learning in situations of pandemics such as COVID-19. Institutions and organizations should prepare contingency plans to deal decisively with challenges such as pandemics and natural disasters. Reliability and sufficient availability of information communication technology infrastructure, learning tools, digital learning resources in the form of massive open online courses, e-books, e-notes are of at most importance in severe situations. Instructions, content, motivation, relationships and mental health are the five important things that an educator must keep in mind.

While imparting online education. Some teaching strategies such as lectures case-study, debates, discussions, experiential learning, brainstorming sessions, games can be used online to facilitate effective and efficient teaching learning practices. In such panicky situations, where the lives of so many people are at stake, teaching and learning should be made interesting. This will also reduce the stress, fear and anxiety levels of people. For this, proper technique and learning support should be provided to teachers and students and government support is also crucial at such stage.

Pedagogical and technical competency of online educators is of utmost importance. Rigorous quality management programmer and continuous improvement are pivotal for online learning success and making people ready for any crisis-like situation. With the continue innovations going on in the world over and educational sector, there will be a time in the rear future when physical teaching-learning will become archaic methods of communicating with learners, therefore government and Nigeria ministries of education should forecast and employ-experts in the area of ICT to further introduce programmer that will enhance the productivity of the education sector in order to compete with the outside world even in the period of global pandemic lockdown.

Teaching learning activities should be designed via social activities should be designed via social media platform such as Google classroom, modules and the likes which are free web services developed by Google and others for schools that aims to simplicity creating, distribute and grading assignments in a paperless way with the purpose of stream lining the process of sharing files between lectures and students. parents are highly advised to ensure the provision of relevant needed ICT tools for their wards in order for them to be fit into the dynamicity of the education and the world at large that is becoming a global computer village.

Conclusion

The unexpected closure of educational institutions across Nigeria as a result of the emergence of COVID-19 prompted the authorities to suggest alternatives to additional learning methods in emergencies to ensure that students are not left without studying and to prevent the epidemic from spreading. The formal learning system with the help of electronic resources is known as e-learning. Whereas teaching can be inside (outside) the classroom, the use of computer technology

and the internet is the main component of e-learning. The traditional educational methods were replaced by e-learning when COVID-19 Virus appeared because social gatherings in educational institution are considered as opportunity for the virus to spread. E-learning is the best option available to ensure that epidemics do not spread as it guarantees spatial distancing despite the challenges and studied figures, which indicate that students are less likely to benefit from their type of education. Adapting to online environment can be a challenge for both facilitations and students. Previous literature found that technical issues, complexity, sequencing of activities were among the major obstacle to the incorporation of multimedia application in the learning process. Despite of all these challenges encountered by students and teachers in case of teaching learning of Business education courses online, the great news is that no doubt conducting online classes is a praise worthy initiative taken by government of Nigeria to minimize the loss of student academic activities. For the proper implementation of this task students and teachers should be encouraged and take it as a challenge to implement in a befitting manner. Students should bear in mind that they are the key stakeholders and so they should be self-motivated to have greater interest getting response to online classes with all their efforts.

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