IOSR Journal of Business and Management (IOSR-JBM)
e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 24, Issue 4. Ser. III (April. 2022), PP 13-19
www.iosrjournals.org

Distant Learning Program in Business Education: An Effective Alternative To The Traditional Classroom In The Covid-19 Era

ONYIORAH, Blessing Onyeka
Department of Vocational Education, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Nigeria

Abstract
The study examined distant learning program as an alternative to the traditional classroom for business education. The study reviewed the basic concepts of distant learning, traditional learning, technology and overview of business education. It also looked at COVID 19 pandemic and the protocols. With this foundation, it examined the place of traditional learning and migration to innovative learning strategy. Then it x-rayed the various challenges relating to curriculum, technology and distant learning. The conclusion showed that distant learning should be welcomed in business education to align with the new normal of occasioned by the COVID 19 era. It is recommended that the students should be properly encouraged to key into the use of distant learning model. The government and education authorities should assist to equip secondary schools with the necessary online learning tools to enable comprehensive use of distant learning program to teach all topics to students.

Key Words: *Distant Learning, traditional classroom, COVID19 era, innovation learning, online learning tools*

Date of Submission: 02-04-2022 Date of Acceptance: 14-04-2022

I. Introduction

Education is at the heart of developing human skills and personalities for better society and national development. Education has been formalised from ancient times and structured as a service offered by institutions at various levels, primary, secondary and tertiary. The mode of learning has been a structure wherein the teacher meets with the students at a structure physical location called classroom. The classroom provides a central place where the teacher and the learners come together. The classroom providing a teacher-lecturing/student-listening as the primary mode has been the traditional system. The delivery system sees the teacher giving a lecture and students listening and writing notes. Interaction between the teacher and student has been viewed as an essential learning element within this arrangement (Shachar & Neumann, 2003).

The Nigerian educational system has been anchored on the traditional classroom model and services the system providing quality education and growth of the economy. The recent COVID 19 pandemic came hard of the wide world society necessitating abrupt closure of businesses and educational institutions. The fear for death gave the government of many nations the impetus to practice lookdown (Khan, Vivek; Nabi, Khojah, & Tahir, 2021). Like other countries Nigeria responded with similar lockdown directives leaving schools closed and children at home. Schools in Nigeria and particularly, Anambra State resorted to distant learning strategies such as use of Short Message Services (SMS) through the Phone, social media interactions via the WhatsApp and radio and television programmes. The government of Anambra State encourages distant learning through her teaching on air programme that is aired on the Anambra Broadcasting Service (ABS) station.

The use of distant learning is relatively an aftermath of the COVID 19 pandemic in Nigeria. In the advanced economies, especially the United Kingdom, the distant learning institutions have higher student population than the physical institutions (Duffy, Gilbert, Kennedy & Kwong, 2002). Distant distance learning model offers a platform wherein the teachers and learners are physically separated in term of time and physical facilities without necessary coming into contact (Udokang & Ogundele, 2014). Supporters of distant learning program are of the view that the experience from online course is as rich and fulfilling as the experience of a traditional course; and as well provides flexibility to learning. (Duffy, Gilbert, Kennedy & Kwong, 2002).

The role of digital world on implementing distant learning model is immense. The Information and Communication Technology (ICT) are tools to enable transmission of lessons through digital means to remote locations of students. The status of ICT materials in secondary schools and student's access to gadgets at home to enable distant learning is a huge question and concern in the present day educational society. It is a truism that the use if ICT salvaged educational challenges of the society during the quarantine time, serving the

solution for the ongoing learning process through innovative and learning management systems (Zayabalaradjane, 2020; Muzaffar, Tahir, Anwar, Chaudry, Mir, & Rasheed, 2020).

All over the world, educational institutions and students accepted and adopted the online platform of learning to cushion COVID 19 shortfalls. It gave the teacher and students the learning flexibility need to study from home. Despite this the students in Awka metropolis like their counterpart in many parts of Nigeria are using the online platform for the first time in their life as avenue for studies. This presented them with few limitations like social isolation, technical know-hows to manipulate the devices and even the worst is access to radio, television and WhatsApp platforms to hook on lessons.

Concept of Distant Learning

The concept of distant learning is not new as model of education. It was first practiced in the 16th and 17th centuries by Caleb Phillips and Isaac Pitman, who adopted the use of mail as strategy to teaching students how to write in Shorthand. The popularisation of Distant Learning came to limelight in the 20th century with the advent of the Internet that enables fast and automated distribution of messages (even simultaneously) to all students with a feedback loop that established complete and comprehensive communication channel.

Distant Learning is an education model that eliminates the traditional physical classroom and enable students to be taught from their remote locations. Sabir, Akhtar and Bahadur (2014) defines distance education as ”the use of the internet, audio and video lectures along with correspondence of the tutorial meeting as a medium of instruction”.

Concept of Traditional Learning

The traditional learning also known as the conventional or lecture teaching method is the oldest teaching and learning strategy based on the philosophy of idealism. The traditional learning is teacher-centred and lays more emphasis on the presentation of the content rather than methodology. It only permits the students to remain passive while the teacher acts as a reservoir of knowledge, who pours it for the pupils to listen, ask few questions and write down notes. This one-directional teaching strategy limits the students' freedom to apply, analyse and synthesize the knowledge acquired, and hence affects high level cognitive skills necessary for critical thinking and transfer of knowledge (Adikwu & Abakpa, 2010).

The traditional learning environment is the classroom. Traditional method of teaching is synonymous with lecture or chalk -and –talk method (Yusuf, 2007). Conventional lecture method is characterized by the teacher dominating the class activities. The teacher verbally delivers a pre-planned body of knowledge to his students. The teacher talks while the students listen attentively and jot down points. In some cases, the teacher may not take questions from the students. The students are encouraged to memorize concepts. Areelu and Dawodu (2015) noted that students tend to lack or have low interest in their learning process because of the passive nature of the classroom.

Despite that the traditional learning is already out of date is one of the methods widely used in secondary school classes as well as post-secondary institutions in Nigeria (FME, 2016). The popularity of this method in Nigeria is that the method allows quick coverage of syllabus, consumes less time and can be used to teach large class (Omoike, Oviawe & Ibhafidon, 2018; Adewumi, 2012).

Concept of Technology

The meaning of technology is contextual. It covers the development as well as the use of the tools and skills solving man problems. In the definition of the Merriam-Webster dictionary, it is "the use of science and industry, engineering, among other, to invent useful things or to solve problems". This sees technology as the scientific processes that invents machines that solve human needs. The Collins dictionary also sees technology which defines technology as "…methods, systems, and devices which are the result of scientific knowledge being used for practical purposes".

In the context of the Cambridge dictionary, it is a "the study and knowledge of the practical, especially industrial, use of scientific discoveries". This definition gives examples of technology, uses of technology in war, education etc. This correlates with the context that this study portends. Technology here means the use of inventions in delivering education to the students. Distant education requires the use of technologies in that such technologies as online learning is apt for distant learning. This is in line with the context of Wikipedia where technology can be most broadly defined as the entities, both material and immaterial, created by the application of mental and physical effort in order to achieve some value. In this usage, technology refers to tools and machines that may be used to solve real-world problems.

Overview of Business Education

Business Education is the programme designed to offer the skills that help students in office occupations. Business education covers those subjects taught as vocational subjects for the development of skills, knowledge and attitude required for success in any useful occupation (Ezenwafor & Achugamoney,

2019). In Nigeria, vocational subjects are usually offered at the senior secondary schools or technical colleges. This includes office practice, accounting, economics, data processing, book-keeping, commerce etc which are taught as separate subjects with emphasis on practical training. Vocational subjects are designed to prepare individuals or skilled personnel for one or a group of occupations, trade or jobs. This enables students to acquire skills either in accounting, secretarial or office administration or marketing respectively.

Wanza (2012) cited in Azih and Ikelegbe (2019) stated that business studies subjects also enables the learner to acquire knowledge and awareness of business vital terminologies when discussing business issues, understand business and its environment, appreciate the role of business in the society and to acquire necessary entrepreneurial skills and knowledge.

In this study, vocational subjects refers to a scheduled programme of courses designed to prepare students for jobs in the commercial and industries sectors at the completion of the courses. They include all the subjects currently classified as Trade subject in secondary school curriculum in Nigeria. Trade subjects provide career and technical education to children in secondary school. By deploying the course in your school, you give each student the opportunity to gain hands-on experience to learn a trade alongside their academic studies.

COVID 19 Compliance

The advent of COVID-19 and the protracted scourge has created a new normal on the social. One of these protocols is social distancing. Social distancing guideline of the COVID-19 states that individuals should avoid crowded meetings. Ever before the adoption of the new normal and resumption of educational programmes, schools had found strategies to keep up with teaching and learning, schools resorted to system of learning that would keep the students safe. There was a mass adoption of distant learning system.

According to Unicef (2021), nearly 77 million children were away from the classroom during the COVID 19 pandemic era. The role of the distant learning strategy filled this gap for many students who could afford the cost and where the technologies are available. One thing encouraged by the closure of schools to control COVID-19 scourge are reduced physical activity (Unicef, 2021). Despite that stakeholders including the government, educational authorities, parents join to encourage students to cue in to distant learning, the effect of student's performance has not been verified.

Technologies for Distant Learning

The delivery of distant learning takes two forms: the synchronous and asynchronous learning strategies. In synchronous learning, all learners participate in the education experience at the same time. A traditional classroom is an example of a synchronous learning experience, where students participate in learning and class lectures. With respect to distance education, synchronous learning methods include video conferencing, web conferencing, educational television, internet radio, direct-broadcast satellite (DBS), live streaming video, web-based VoIP, and even telephone. Many modern software programs, such as Adobe Connect, facilitate synchronous distance learning.

Asynchronous distance learning is much more flexible than synchronous learning. Students are able to access course materials whenever they want, from wherever they want – and are not required to be with other students during the learning process. The oldest form of asynchronous distance learning technology is mail correspondence, which has been employed for over a century. Today e-mail, video and audio recordings, message boards, print materials, fax and stream video over the Internet facilitate asynchronous distance learning. Asynchronous distance education is the mode of choice for most online colleges and universities seeking to provide their students the most flexible and convenient distance learning experience possible. However, many higher institutions blend asynchronous learning with synchronous learning.

Distant Learning and Traditional Teaching and Learning Classroom

The physical classroom is primary mode of teaching and learning in the traditional academic education. This allows a contact time for the teacher and the students in an arranged classroom setting with a teacher giving a lecture and students listening and writing notes. Interaction between the teacher and student is the essential learning element within this arrangement that is often referred to as the "sage on the stage." (Shachar & Neumann, 2003).

The traditional classroom has metamorphosed over time to be classified into two major categories of teaching strategies: these are the conventional teaching and innovative teaching strategies. The conventional classroom is a traditional practice. The teacher is the only transmitter of knowledge and the students merely listens, takes notes and asks questions when requested (Adikwu & Abakpa (2010). The conventional strategies are the lecture method and demonstration which are teacher-centred. Advancement in the traditional classroom ushered in the innovative teaching strategy that is student centred. This new strategy allows student participation and allows them to construct their own learning. The learner restructures or reconstructs its conception view through the process of solving related problems. The clues provided by the teacher helps the student in participating actively and comprehensively to the solution of the problem. The innovative strategy sees the

teacher as facilitator while the students constructs and internalities ideas according to his or her perception of the presented problem and the context of the issue (Olaniya & Omosewo, 2015).

The traditional classroom keeps the students to physical location and does not allow the student flexibilities of gain knowledge when he or she cannot make him or herself available to the physical location called school. Technological innovations has helped to create the platform to learn even while in a remote area. Technologies such as printing machines, postal services, telephone, radio, television, and more recently the Internet, have been a driving force yielding new delivery methods and platforms, where the students now studies from distant location.

Curriculum Challenge

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. Many authors have outlined challenges to curriculum development and implementation to include: (1) Knowledge and planning, (2) Lack of vision, (3) Poor communication, (4) Leadership style, (5) Professional development support, (6) Resources, (7) Increased workload, and (8) Role conflict and (9) teacher attitude, among others.

1. Knowledge and planning: The head teacher, principal and head of department play crucial role in interpreting the educational policies in general as well as policy documents for the curriculum, and therefore their knowledge is vital. The legislation and communication of policies for educational change depend on what teachers "think" and do as well as their personal disposition and feelings concerning change or policies proposing change. The manner they mediate and act on policy for educational change proposals impacts the eventual effects.

2. Lack of vision: Vision helps a leader to focus on the educational objectives of the school and to achieve the desired educational goals. In a situation where there is lack of appropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The biggest mistake done by leaders when implementing a curriculum change is to plunge ahead and implement before crafting a vision as to how the implementation will go about, that is, without making an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused. The principal should have a vision about where he/she wants the school to be in a certain period of time and work as a team with teachers for the attainment of the vision.

3. Poor Communication: Effective communication channel is essential for the implementation of school curriculum. The principal as a change agent should not only communicate verbally, but his/her behaviour and attitude towards change should be positive (Ngcongo, 2001).Teachers in a school should be actively involved in decision making so that they do not defy resolutions taken that concern teaching and learning.

4. Leadership style: Leadership gives value to the educational process. The principal should always strive to create a favourable educational environment. Improved teaching and learning should be on top of the principal's agenda. Leadership style determines the relationship between the teachers and the principal. This relationship in return affects the work relations. Therefore, the principal needs to have good relations with teachers for work to go smoothly, and teachers need the principal to guide and support them in the implementation of change.

5. Professional development support: The initial teacher education training alone cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. All professions require a continuous update of knowledge and skills (Somers & Sikorova, 2002). The teaching profession is no exception. According to Kyahurwa (2013:30), changes in education with regard to curriculum at all levels require teachers to expand their level of knowledge and skills. Professional development is most effective when it is an on-going process that includes suitable properly planned learning programmes and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching.

6. Resources: Resources are regarded as the most important support structure because curriculum management depends largely on resources available in schools. Implementation of a curriculum change without the relevant resources to teach it would cause stress and strain leading to dire consequences and impacting on the teachers' morale to implement the planned curriculum changes (Singh, 2012:595). Lack of resources necessary for the execution of teaching and learning can inhibit effective curriculum implementation. Providing essential materials allows teachers to focus their attention on teaching their learners, rather than tracking down materials they do not have (Singh, 2012:598).

7. Teacher attitude: The success of the curriculum depends on the ability of teachers to understand curriculum changes they face on a daily basis (Nsibande, 2002:101). The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach and passion for teaching. Glatthom (2000:22) argues that in most cases when curriculum reforms are being considered, teachers' beliefs, values, practices and interests are normally not taken into account by policymakers. In the process, this hinders implementation because teachers may not understand the foundations for curriculum change.

Technological Challenge

The coming in to use technologies especially from the 20th century has boosted economic activities making lives easier. In the educational sector, technology is perhaps the strongest factor shaping the landscape today. We often talked about "technology in education" in literature. School are showing support for increased levels of technology in the classroom by providing hardware such as tablets and computers, enhancing internet connectivity, and implementing programs designed to improve computer literacy for both teachers and students. In Anambra State for instance, public schools have adopted the use of online for distribution of results and sharing of educational information and processes like admission, payments, transcript, and so on. However, the ease of access to shared information presents a wide range of challenges to the educational communities and students.

The challenges to use of technology in business education in our society can be sub-divided into external and internal issues to classroom technology integration issues.

1. External issues are:

a. **Access constraint**: insufficient equipment or connectivity. If a teacher's school does not possess adequate computers and fast internet connection, the implementation of educational technology is not feasible.

b. **Inadequate training** related to technology: If teachers are not provided with effective professional development on new technologies, they will not be capable of using it to its full potential.

c. Factors related to the support constraint: Support barriers to technology integration include inadequate technical support and administrative/peer support.

2. Internal issues are:

a. Educators' attitudes and beliefs. If teachers do not expect new technology to be useful or do not think they have the required experience to use such technologies, they are more likely to persist using more traditional methods. Attitudes and beliefs about both educational technology and pedagogy in general will ultimately influence how teachers implement technology. It will affect his or her confidence in skills and knowledge. Given the abundance of available educational technology, it is essential that teachers feel comfortable and confident about their ability to use them effectively.

b. Teacher resistance may present a barrier to technology integration. Most teachers will prefer the old lesson plan thereby making it difficult for them to actively integrate into new technologies. They appear satisfied with their current lesson plans. A teacher's desire for their students to learn effectively drives classroom instruction, and if current lesson plans meet the needs of students, there is very little motivation for the teacher to alter them. Educators spend countless hours creating lesson plans that will hold attention and make learning exciting. Revising lesson plans means several hours of additional work for the teacher, which is problematic given an already demanding schedule.

c. Influence of teachers' skills and knowledge as they pertain to technology. Pedagogical content knowledge (PCK) has long been discussed as crucial for effective teaching. Effective educators must not only be domain experts, but also understand how to flexibly use the affordances of different pedagogies for particular content topics. With the advent of numerous novel technologies over the past decades, educators have an abundance of technologies to leverage to make their teaching more effective. Although the potential benefits are clear, the sheer number of possible combinations of technologies and pedagogies for different tasks and students is overwhelming

Challenges of Distant Learning Programme

1. Lack of Social Interaction: The socialisation provided by the physical classroom is denied students by the distant learning model. Social interaction build good relationships and society. Distance learning only limits students to classes and learning materials that are based online. Though students can interact through chat rooms, discussion boards, emails and/or video conferencing software, the experience cannot be compared to that of a traditional campus.

2. High Chances of Distraction: With no face-to-face interaction with instructors and other students, those who are enrolled on an online program might find it hard to keep track of their course work and assignments. This is because there are no constant reminders about pending assignments and/or deadlines. It only requires one to be self-motivated and focused to be able to complete a course successfully. Hence distance learning cannot be a good option for students who keep procrastinating things or those who are not able to stick to deadlines.

3. Complicated Technology: Any student seeking to enrol for a distance learning program needs to invest in a range of equipment including computer, webcam and stable internet connection. There is absolutely no physical contact between students and instructors as instruction is delivered over the internet. This overdependence on technology is a major drawback to distance learning. In case of any software or hardware malfunction, the class session will come to a standstill, something that can interrupt the learning process. Moreover, the complicated nature of the technology used in distance learning only limits online education to students who are not knowledgeable how the practical use of computer.

4. Academic Pressure on Student: Despite the claim of flexibility, Hassenburg, A. (2009) posit that students do not entirely enjoy freedom from the physical classroom. Students are usually placed on heavy time lines and made to participate in online interaction which keeps the students clued to the computer at home for a longer much time. This has shifted the student worry about peer pressure to academic pressure which has more significant challenge on the students.
5. Poor Academic Output: Given the structure of distance learning and the fact that the transition might be difficult for some students, schools have become more lenient with grading and coursework. Some schools have entirely modified their grading system to lessen the burden on pupils by implementing a 'less judgmental' system. Unfortunately, the long-term effects of this lax grading system are still unknown.

Benefits of Distant Learning Programme
1. Flexibility of Learning: Among the benefits of distant learning enabled by new technologies are the flexibility of learning. Distant learning enables students to pursue and complete their desired courses from anywhere with the use of computer and internet connection. Students can equally chose to watch lectures before coming to class and engage in more interactive activities in the class. They can also collaborate with other students and rely on the instructor as a facilitator rather than a lecturer (Mahlangu, 2016).
2. No commuting: Most distance learning takes place online. The student do not have to spend money and time on transportation to the class venue. It also absolves the student from the risk of traveling. The benefits is that the students can take lessons and complete assignments from the comfort of their home; from the comfort of their living room couch, bedroom or garden.
3. Significant Cost Savings: The cost of online-based education programs is generally lower compared to those offered in brick-and-mortar schools. Undertaking an online course or program also eliminates the costs associated with commuting, renting an apartment and/or getting meal plans. That means distance learning an economically viable option for both students and parents. Apart from the convenience of pursuing a course from home, students will have a perfect opportunity to save more on their studies.
4. Convenient Learning: The use of distant learning mode, can enable students to work while studying. More so, the non-physical environment created by distant learning can encourage shy students to be more interactive and ask questions about a hard concept that could be embarrassing on them in the physical class. Also, a disciplined and self-motivated student can learn at his or her own pace. It also allows for a consistent delivery of content, because online videos can be pre-recorded and shared with the rest of the class online (Bell, Douce, Caeiro, Teixeira, Martín-Aranda & Otto, 2017).

II. Conclusion

The COVID 19 pandemic exposed many educational institutions to the inadequacy of the traditional classroom as a sole platform for teaching and learning. The core tools for distant learning of ICTs which is in short supply in most secondary schools. The use of this tool is new to most students and even the teachers. The difficulties of adopting new technologies amidst benefits is an issue of concern. Extant studies have posited that distant learning is a viable alternative to the physical classroom (Osei & Mensah, 2011; Sabir, *et al*, 2014). Despite this assertion, most of the extant studies on distant learning in Nigeria is centred on its effect on student performance on which one of them posits no significant different in job performance of teachers of distance learning system and the conventional school system (Udokang & Ogundele, 2014).

III. Recommendations

The following recommendation are made:
1. It is recommended that the students should be properly encouraged to key into the use of distant learning model. This can be achieved by organizing workshops for the students.
2. The government and education authorities should assist to equip secondary schools with the necessary online learning tools to enable comprehensive use of distant learning program to teach all topics to students.
3. The introduction of distant learning should be combined with the traditional classroom such that some topics can be taught via the online model while others as learned in the traditional classroom setting.

References

[1]. Adewumi, A.O. (2012). Factors influencing effective learning of mathematics at SSS level in education district IV in Lagos state. *Abacus: 37(1) – 49 – 56*
[2]. Adikwu, O. & Abakpa, B.O (2010). Improving the teaching and learning of mathematics in primary school through collaborative approach. Ed. (Sadiku, J.S. 5th- 10th September) *Proceedings of MAN annual national conference.* 190-196. \
[3]. Adikwu, O. & Abakpa, B.O (2010). Improving the teaching and learning of mathematics in primary school through collaborative approach. Ed. (Sadiku, J.S. 5th- 10th September) *Proceedings of MAN annual national conference. 190-196*
[4]. Areelu, F. & Dawodu, O. A. (2015). Effects of jigsaw and individual personalization instructional strategies on senior secondary school students' achievement in mathematics: *Academic Journal of Science, 4(3): 265–281.*

[5]. Azih, N. & Ikelegbe, S. (2019). Extent of implementation of business studies curriculum at the secondary school education for employability skills development. *Nigerian Journal of Business Education*,6(1), 107-116.

[6]. Bell, S., Douce, C., Caeiro, S., Teixeira, A., Martín-Aranda, R. & Otto, D. (2017). Sustainability and distance learning: A diverse European experience? Open Learning: The Journal of Open, Distance and e-Learning, **32**(2), 95-102.

[7]. Duffy, T., Gilbert, I., Kennedy, D. & Kwong, P. W. (2002). Comparing distance education and conventional education: Observations from a comparative study of post-registration nurses, *ALT-J*, 10(1), 70-82, DOI: 10.1080/0968776020100110.

[8]. Ezenwafor, J. I. & Achugamoney, B. N. (2019). Assessment of entre level employability skills of final year secondary schools students of business subjects in Anambra State Nigeria. *Nigerian Journal of Business Education*,6(1), 17-25.

[9]. Glatthom, A.A. (2000). The principal as curriculum leader: shaping what is taught and tested. Philadelphia: Corwin Press.

[10]. Hassenburg, A. (2009). Distance education versus the traditional classroom. *Berkeley Scientific Journal*, 13(1), 7 – 10. DOI**:** 10.5070/BS3131007609

[11]. Khan, M.A.; Vivek; Nabi, M.K.; Khojah, M.; Tahir, M. (2021). Students' perception towards e-learning during COVID-19 pandemic in India: An empirical study. *Sustainability*, 13(57), 1 – 14. https://dx.doi.org/10.3390/ su13010057.

[12]. Kyahurwa, O. (2013). The challenges faced by Primary School Principals in Curriculum Management: A case study of Region C in Gauteng Province. MA-dissertation. University of South Africa.

[13]. Mahlangu, V. P. (2016). The good, the bad, and the ugly of distance learning in higher education. Retrieved from http://dx.doi.org/10.5772/intechopen.75702.

[14]. Muzaffar, A.W.; Tahir, M.; Anwar, M.W.; Chaudry, Q.; Mir, S.R.; Rasheed, Y. A (2020). Systematic review of online exams solutions in e-learning: techniques, tools, and global adoption. arXiv:2010.07086.

[15]. Ngcongo, R.P. (2001). Supervision as transformative leadership in the context of university goals. South African Journal for Higher Education, 15(3), 53-57.

[16]. Nsibande, N. (2002). Curriculum Transformation in South African Schools. Braamfontein: Centre for Education Policy Development.

[17]. Omoike, D.O., Oviawe, J.I. & Ibhafidon, H.E. (2018). Improving teaching and learning through the use of co-operative and collaborative learning. *Journal of Curriculum Studies and Instruction*, 3, 18-28.

[18]. Osei, C. K. & Mensah, J. A. (2011). A comparative study of student academic performance in on-campus teaching and distance learning in a computer engineering programme. *Journal of Science and Technology, 31 (1),* 97 – 102.

[19]. Sabir, R. I., Akhtar, N., & Bahadur, W. (2014). Impact of distance education on student performance: A case of Allama Iqbal Open University. *Middle-East Journal of Scientific Research, 21 (3),* 472-476.

[20]. Shachar, M. & Neumann, Y. (2003). Differences between traditional and distance education academic performances: A metaanalytic approach. *International Review of Research in Open and Distance Learning, 4(2),* 1 – 20.

[21]. Singh, P. (2012). Tobephobia: Teachers Ineptitude to manage curriculum change, World Academy of Science, Engineering and Technology, 72:595- 602.

[22]. Somers, J. & Sikorova, E. 2002. The effectiveness of an in-service education on teachers" course for influencing teachers „practice. Journal of In-service Education, 28(1),

[23]. Udokang, A. E. & Ogundele, M. O. (2014). Comparative study of distance learning and conventional system on the teachers' job performance in Kwara State. *Procedia - Social and Behavioral Sciences,* 141, 1192 – 1195.

[24]. Unicef (2021). ReopenSchools - There's no time to lose. Retrieved from ttps://www.unicef.org/coronavirus/reopen-schools?gclid=CjwKCAjwhaaKBhBcEiwA8acsHIi1HXQLyvi9BsgTGQiMJ_ZWlB3VDWXSw0I4jYGCQxmUkKcUofSjLRoCou8QAvD_BwE.\

[25]. Zayabalaradjane, Z. (2020). COVID-19: Strategies for online engagement of remote learners. *F1000Research*, 9, 246.

ONYIORAH, Blessing Onyeka. "Distant Learning Program in Business Education: An Effective Alternative To The Traditional Classroom In The Covid-19 Era." *IOSR Journal of Business and Management (IOSR-JBM)*, 24(04), 2022, pp. 13-19.