

**INFLUENCE OF COVID - 19 PANDEMIC ON THE ACADEMIC
ACHIEVEMENT OF BUSINESS EDUCATION STUDENTS IN PUBLIC
TERTIARY INSTITUTIONS IN ANAMBRA STATE**

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Abstract

This study determined the influence of the COVID-19 pandemic on the academic achievement of business education students in public tertiary institutions in Anambra State. The study was guided by two research questions, and two hypotheses were tested at a significance level of .05. The research employed a descriptive survey design. The population of the study consisted of 224 business education students from four public tertiary institutions in Anambra State offering business education programmes. A structured questionnaire developed by the researcher was used as the data collection instrument. A pilot test was conducted to assess the instrument's internal consistency, resulting in reliability coefficients of 0.77 and 0.88 for clusters B1 and B2, respectively, as determined by Cronbach's alpha. Data analysis involved the use of mean, standard deviation, and t-test to analyze the collected data and test the null hypotheses of the study. The findings revealed that the non-adaptation to the new learning environment and poor accessibility to e-learning tools influenced academic achievement of business education students during the COVID-19 pandemic in tertiary institutions in Anambra State to a low extent. Findings also revealed that the location of institution did not influence the non-adaptation of new learning environment. However, findings revealed that location of institutions influenced the accessibility to e-learning tools. Based on the findings, the researcher recommended that the administrators of business education programmes should design a learning framework that promotes blended learning for business education students in tertiary institutions. It was also recommended that Government should ensure that funds are made available for the integration of e-learning platforms in business education programmes in tertiary institutions in Nigeria.

Keywords: Influence, Covid-19 Pandemic, Business Education, Academic Achievement, Tertiary Institutions,

Introduction

The Coronavirus outbreak originated as an epidemic in mainland China, specifically in the city of Wuhan, located in Hubei province (Sumitra et al., 2020). On December 31, 2019, the World Health Organization (WHO) received official notification regarding a group of pneumonia cases in Wuhan City. With a population of approximately 11 million people, Wuhan serves as both the cultural and economic center of central China. The World Health Organization (WHO) declared Coronavirus Disease 2019 (COVID-19) as a pandemic on March 11th, 2020. This declaration was primarily based on the rapid and widespread transmission of the disease. The global nature and the speed at which COVID-19 was spreading across different countries and continents prompted the WHO to classify it as a pandemic.

The Coronavirus disease (COVID-19) is a highly contagious and severe viral infection caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The virus can spread from person to person through respiratory droplets, close contact with infected individuals, and possibly through fecal-oral and aerosol contact (Hindson, 2020). Recent studies have demonstrated that airborne transmission is particularly virulent and is considered the primary route for the spread of the disease (Zhang et al., 2020). Since the initial outbreak was recognized in February 2020, the COVID-19 disease has rapidly spread worldwide. As of June 17th, 2020, the European Centre for Disease Prevention and Control reported a total of 8,142,129 confirmed cases and 443,488 deaths globally since December 31st, 2019. The American continent has been heavily affected, with a total of 3,987,543 cases, with the United States and Brazil being the leading countries, reporting 2,137,731 and 923,189 cases, respectively (Worldometer, 2020). In Africa, the first case of COVID-19 was reported on February 14th, 2020, in Egypt. Since then, the virus has spread throughout the continent, although there has been significant under-reporting in countries with less developed healthcare systems. Nigeria confirmed its index case on February 27th, 2020, at the Infectious Disease Centre in Yaba, Lagos State.

In response, the Nigerian government took immediate measures to contain the growth and spread of the pandemic in the country. As a first-stage precaution, the government implemented spontaneous actions, including the closure of all gathering places such as offices, schools, religious institutions, and social event venues. The restrictions by the government brought in it wakes severe consequences on all sectors on the nation's economy. The consequences of the pandemic control measures have significantly impacted all levels of the education system, including early childhood, primary, secondary, and tertiary education. Students, teachers, and parents in each of these sectors have been affected in various ways. One important sector that seem to bear the consequence of the pandemic control measure is the tertiary education sector.

The tertiary education sector, which includes universities and colleges, has faced significant challenges during the pandemic. Many educational institutions had to shift to remote learning and online classes, which posed difficulties for both students and educators. The sudden transition disrupted the traditional learning environment, making it challenging for students to adapt to new modes of instruction and engagement. One of the

courses offered in tertiary institutions to equip students with creative ideas and skills in business entrepreneurship is business education.

Business education encompasses a wide range of courses designed to teach students, across different age groups, about the fundamental principles of business. Usoro (2016) defined business education as an educational program that prepares individuals for entry into and advancement in jobs within the educational sector and the business world. It offers a comprehensive curriculum that covers major areas of business, including marketing, business management, secretarial studies, and accounting. According to Odah et al. (2010), business education is a broad program of study that aims to achieve multiple objectives. These objectives include creating awareness about various occupations, preparing young individuals for employment in business offices, equipping recipients with the skills to become responsible citizens and informed consumers of goods and services, and preparing future business teachers. In the area of study, which is Anambra State, business education is offered in public universities such as Nnamdi Azikiwe University in Awka and Chukwuemeka Odumegwu Ojukwu University in Igbariam. Additionally, it is also offered in other public tertiary institutions, including Federal College of Education (Technical) in Umunze and Nwafor Orizu College of Education in Nsugbe. The focus of the study is specifically on business education programmes offered in these public tertiary institutions in Anambra State. The business education programme in Anambra State also was hampered by the six months of lockdown instituted by the Federal Government of Nigeria to mitigate the impact of the Covid-19.

The implementation of lockdown and social distancing measures caused a significant shift in the way lecturers deliver their lectures to students, necessitating the use of various online platforms. Online learning and continuing education became the solution during this unprecedented global pandemic, despite the challenges faced by both business educators (lecturers) and students. The transition from traditional face-to-face learning to online learning presented a completely different experience for both students and educators, with little or no alternative options available.

The shift to online learning posed a unique set of challenges for business educators. They were suddenly thrust into an "Education in Emergency" situation, having to adapt to a system they were not adequately prepared for. Educators had to quickly learn how to navigate online platforms, create digital course materials, and deliver lectures virtually. This sudden shift required them to acquire new skills and familiarize themselves with technology to effectively engage with students in an online environment (Jegade, 2020). Sadly, moving from the traditional teaching method to an e-learning platform posed a great challenge to the business education programme. This is manifested in the non-adaptation of new learning environment and poor access to e-learning tools.

The non-adaptation of the new learning environment in the business education program in tertiary institutions during the Covid-19 pandemic has been a significant challenge. The sudden shift to online learning presented difficulties for both students and educators in effectively adapting to this new mode of instruction (Joja et al., 2021). Business educators, who were accustomed to traditional face-to-face teaching, faced obstacles in transitioning to online platforms. Many educators were not adequately prepared or trained to deliver their courses through virtual means. They had to quickly

learn and navigate various online tools and platforms, which required time and effort to become proficient. Limited access to technology, unreliable internet connections, and a lack of technical support further hindered their ability to adapt to the new learning environment. Similarly, students encountered difficulties in adjusting to online learning in the business education program (Jegede, 2020). They faced challenges in managing their time effectively, staying motivated, and actively engaging with course materials. The absence of in-person interactions with their peers and instructors also affected their learning experience. Students who were not familiar with online platforms or lacked access to necessary technology faced even greater barriers in participating fully in their courses. Another issue faced by business education during the Covid-19 lockdown was poor access to e-learning tools.

During the Covid-19 pandemic, one of the challenges faced in the business education program in tertiary institutions was the poor access to e-learning tools. The sudden shift to online learning necessitated reliable access to digital resources, internet connectivity, and appropriate devices (Basilaia & Kvavadze, 2020). However, many students and educators encountered difficulties in accessing these essential e-learning tools. Students from disadvantaged backgrounds, particularly those in remote areas or with limited resources, faced significant barriers to accessing e-learning tools. Limited or unreliable internet connectivity posed challenges for students trying to participate in online classes, access course materials, or engage in collaborative activities. Additionally, the lack of personal devices such as computers or laptops hindered their ability to fully participate in online learning activities. Similarly, educators also faced challenges in utilizing e-learning tools effectively. Some may not have had prior experience or training in online teaching methods and had to quickly adapt to the new digital platforms. Limited access to necessary tools, such as high-quality webcams or microphones, may have affected the quality of their instructional delivery (Dahwan, 2020). The poor access to e-learning tools had implications for the overall learning experience and outcomes. Students who faced barriers to accessing online resources may have experienced difficulties in keeping up with course content, engaging in discussions, or submitting assignments. This situation could have potentially widened educational inequalities and affected the overall educational experience for those students especially their academic achievement.

Academic achievement refers to the academic outcomes that indicate the level to which a student has successfully attained their learning objectives. It can encompass a range of accomplishments, such as completing educational milestones like earning a bachelor's degree. Academic achievement is typically assessed through examinations or ongoing assessments that evaluate a student's knowledge, skills, and understanding of the subject matter. The term "academic achievement" can also apply to the overall attainment of educational goals, whether they are short-term objectives or long-term aspirations (Mega *et al.*, 2014). It can encompass individual student achievements as well as the collective achievements of educational institutions. Measuring academic achievement provides valuable insights into students' progress and the effectiveness of educational programmes. It helps assess the quality of instruction, curriculum, and learning experiences (Kathryn, 2010). Academic achievement serves as a benchmark to gauge the level of knowledge, competence, and academic growth attained by students over a specific period. However

the influence of Covid-19 on the business education programme in tertiary institutions in Anambra State is not clear. As other factors like the location of tertiary institutions has been suggested to play a significant role in the non-adaptation of new learning environment and access to e-learning tools. However, these assertions have not been empirically proven. It is against this background that the study is conducted to determine the influence of Covid-19 pandemic on the academic achievement of business education students in public tertiary institutions in Anambra State.

Statement of the Problem

The Covid-19 pandemic has led to the implementation of various measures to mitigate its spread, such as the closure of educational institutions, the enforcement of lockdowns, and the adoption of remote learning modalities. These measures have resulted in a major disruption to the traditional classroom setting, posing significant challenges for students and educators alike. The sudden shift to remote learning has introduced a range of obstacles that may hinder students' ability to effectively acquire knowledge and skills. These obstacles include limited access to necessary technological resources, unreliable internet connectivity, inadequate infrastructure for remote learning, and the absence of face-to-face interaction and direct guidance from instructors.

The lack of physical classrooms and campus environments may also contribute to reduced motivation and engagement among business education students. The absence of peer interactions and group discussions can diminish collaborative learning opportunities, potentially hindering students' comprehension and knowledge retention.

The COVID-19 pandemic has posed significant challenges for tertiary institutions in Anambra State, resulting in an extended academic break for undergraduate business education students. This prolonged period away from intellectual engagement raises concerns about its potential impact on academic achievement. Furthermore, field observations indicate a rise in negative activities among students, such as involvement in cults, substance abuse, kidnapping, and prostitution. The researcher is deeply concerned about the consequences of the extended stay-at-home period on the academic achievement of business education students. The absence of structured learning environments and academic guidance during the lockdown may have detrimental effects on students' motivation, focus, and overall educational performance. It is crucial to investigate the specific influence of the COVID-19 pandemic on the academic achievement of business education students in public tertiary institutions in Anambra State, in order to address these potential negative outcomes.

Purpose of the Study

The main purpose of this study was to determine the influence of COVID-19 pandemic on academic achievement of business education students in public tertiary institutions in Anambra State. Specifically, the study sought to;

1. Determine the extent non adaptation to new learning environment influenced the academic achievement of business education students in public tertiary institutions in Anambra State.
2. Find out the extent poor accessibility to e -learning tools influenced the academic achievement of business education students in public tertiary institutions in Anambra State.

Research Questions

The following research questions guided the study

1. To what extent does non adaptation to new learning environment influenced the academic achievement of business education students in public tertiary institution in Anambra State.
2. To what extent does poor accessibility to e -learning tools influenced the academic achievement of business education students in public tertiary institutions in Anambra state.

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. There is no significant difference in the mean ratings of respondents on the influence of non-adaptation to new learning environment the academic achievement of business education students in public tertiary institutions in Anambra State during the COVID-19 pandemic based on location of institutions
2. There is no significant difference in the mean ratings of respondents on influence of poor accessibility to e-learning tools on the academic achievement of business education students in public tertiary institutions in Anambra State during COVID- 19 pandemic based on location of institution.

Methods

The descriptive survey design was adopted for the study. The study was carried out in Anambra State, Nigeria. The population of this study comprises 224 students enrolled in business education programmes at four public tertiary institutions in Anambra State. These institutions include Nnamdi Azikiwe University in Awka, Chukwuemeka Odumegwu Ojukwu University in Igbariam, Federal College of Education (Technical) in Umunze, and Nwafor Orizu College of Education in Nzugbe. The breakdown of the student population according to their academic levels is as follows: one hundred and nineteen students at the 300 level in Nnamdi Azikiwe University, thirty students at the 300 level in Chukwuemeka Odumegwu Ojukwu University's Igbariam campus, fifty six students at the 200 level in Federal College of Education, Umunze, and nineteen students at the 200 level in Nwafor Orizu College of Education, Nzugbe. The instrument for data collection was a structured questionnaire developed by the researcher. The questionnaire titled "Questionnaire on Influence of COVID-19 pandemic on Academic Achievement of Business Education Students in Public Tertiary Institutions in Anambra State" consists of two sections: Section A and Section B. Section A focuses on collecting demographic data from the respondents covering the location of institution. Section B contains 20 items

spread in two clusters. Cluster B1 contains 10 items on the influence of non-adaptation of new learning environment on academic achievement of business education students while cluster B2 contains 10 items on the influence of poor access to ICT tools on academic achievement of business education students. The instrument is structured on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was face and content validated by three experts in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu, University, Igbariam Campus. The instrument was administered to a sample of 20 business studies students in two universities in Delta State. Delta State was chosen for its similarities in educational characteristics with Anambra State, despite not being part of the study itself. The purpose of this selection was to gather preliminary data and assess the suitability of the instrument for the main study. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS) version 21. To measure the internal consistency of the instrument, Cronbach's alpha was applied. The obtained reliability coefficients were 0.77 and 0.88 for clusters 1 and 2, respectively. These coefficients indicate a satisfactory level of internal consistency and reliability for the instrument.

The data for this study were collected by the researcher with the help of two research assistants. The research assistants were provided with detailed instructions on how to administer and collect the questionnaires. They distributed the questionnaires to the respondents during their free time, which ranged from 15 to 20 minutes, while they were waiting for their lecturers before lectures commenced. The completed questionnaires were collected on the spot from the respondents. The distribution and collection of the questionnaires took place over a period of two weeks. A total of 224 questionnaires were administered to match the manageable size of the study population. The retrieval rate for the questionnaires was 100%, meaning that almost all of the questionnaires were returned and available for data analysis. Mean and standard deviation was used to answer the research question. In analyzing the mean, any item with mean value between 2.50 and above is considered to a high extent. Consequently, any item with mean value less than 2.50 was regarded to a low extent. In analyzing the hypothesis, t-test was used to test the null hypotheses at .05 level of significance. A null hypothesis was rejected where the P - value is less than the stipulated level of significance (.05). Inclusively, if the p- value is greater than or equal to the stipulated level of significance (.05), the hypothesis was acceptable

Results

Research Question 1

To what extent does non-adaptation to new learning environment influence the academic achievement of business education students in public tertiary institutions in Anambra State during the COVID-19 pandemic?

Table 1: Mean and standard deviation of extent of influence of non-adaptation to new learning environment influence the academic achievement of business education students during the COVID-19 pandemic

Item Description	N	Mean	SD	Remarks
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1	Studying, learning out of class during the COVID-19 pandemic is a new learning environment to business education students	224	1.69	.68	LE
2	Business education students adapted to learning out of class during the COVID-19 pandemic.	224	2.16	.68	LE
3	Business education students learning out of class were faced with difficulties in studying, comprehension after learning sessions during the COVID - 19 pandemic	224	2.34	.90	LE
4	Distance between colleagues causes low motivation for studying.	224	2.00	.57	LE
5	Distance between teachers and business education students aides laziness in carrying out assignment	224	3.48	.74	HE
6	Non adaptation to new learning environment influence my academic performance during the COVID-19 pandemic.	224	2.44	.81	LE
7	Non adaptation influence peer based learning during COVID-19	224	1.65	.90	LE
8	Transferring student to new learning environment becomes difficult	224	1.33	.74	VLE
9	Do you adapt to mode of Interaction used during the pandemic	224	2.40	.42	LE
10	If student are not to adapt to their new learning environment they might be left behind	224	2.23	.82	LE
Grand Mean			2.17	.72	Low Extent

Analysis in Table 1 depicted the extent non - adaptation to new learning environment influence the academic achievement of business education students in public tertiary institution in Anambra State during the COVID-19 pandemic. Item by item analysis shows item 5 with mean score of 3.48 was rated high extent by business education students, Items 1, 2, 3, 4, 6, 7, 9 and 10 with mean scores ranging between 1.65 – 2.44 were rated a low extent by respondents. Item 8 with mean scores of 1.33 were also rated a very low extent by respondents. While the grand mean of 2.17 showed a low extent of non-adaptation to new learning environment influence the academic achievement of business education students in public tertiary institution in Anambra State during the COVID-19 pandemic. Standard deviation of .72 also indicate that the respondents opinions were related.

Research Question 2

To what extent does poor accessibility to e -learning tools influence the academic achievement of business education students in public tertiary institutions in Anambra State during COVID-19 pandemic?

Table 2: Mean and standard deviation of extent of influence of poor accessibility to e -learning tools on the academic achievement of business education students in during COVID-19 pandemic.

Items Description	N	Mean	SD	Remarks
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11	E-learning tools are accessibility by business education students	224	1.16	1.07	VLE
12	E-learning tools are accessible by business education students	224	2.00	.82	LE
13	E-learning tools were effective for teaching during the corona pandemic	224	2.16	.68	LE
14	E-learning tools were well used by business education students during the COVID-19 pandemic	224	1.58	.50	LE
15	E-learning tools helped in developing students problem skills	224	1.34	.74	VLE
16	E-learning tools aides retention and motivation in business education students	224	1.49	.50	VLE
17	E-learning tools and help in upgrading students of business education by exposure to variety of E-learning tools.	224	1.55	.50	LE
18	Difficulty in accessing e-learning tools influence my academic achievement during the COVID - 19 pandemic.	224	1.33	.75	VLE
19	Accessibility to e-learning tools influence my academic achievement during the COVID-19 era.	224	1.16	.90	VLE
20	Accessibility to e-learning tool has so much improved academic achievement student of during the COVID-19 era.	224	1.03	.74	VLE
Grand Mean			1.48	.72	Very low extent

Analysis in table 2 showed the extent poor accessibility to e -learning tools influence the academic achievement of business education students in public tertiary institutions in Anambra State during COVID - 19 pandemic. Item by item analysis indicate that item 12, 13, 14 and 17 with mean scores ranging between 1.55 – 2.16 were rated a low extent by respondents. Items 11, 15, 16, 18, 19 and 20 with mean scores ranging between 1.03 – 1.49 were rated a very low extent by business education students. While the grand mean score of 1.48 also showed a very low extent of influence of poor accessibility to e- learning tools on academic achievement of business education students in public tertiary institutions in Anambra State during COVID - 19 pandemic. Standard deviation of .72 indicate that respondent's opinion are closely related.

Hypotheses 1

There is no significant difference in the mean ratings of respondents on the influence of non-adaptation to new learning environment the academic achievement of business education students in public tertiary institutions in Anambra State during the COVID - 19 pandemic based on location of institutions.

Table 3: Independent t-test of urban and rural respondents on the influence of non-adaptation to new learning environment on academic achievement of business education students during the COVID -19 pandemic.

Variation	N	Mean	SD	t-cal	DF	p-value
Urban business education students	119	29.02	5.63	.357	222	.721
Rural business education students	105	31.25	4.82			

Table 3 Showed the independent t-test of urban and rural business education students on non- adaptation to new learning environment on academic achievement of business education students in public tertiary institutions in Anambra State during COVID -19 pandemic. The study revealed the $t(224) = .357$, $p\text{-value} = .721$ at .05 level of significance. The P-value of .721 was greater than .05 level of significance hence we fail to reject the null hypotheses. Therefore, there is no significant difference in the mean responses of urban and rural business education students on influence of non- adaptation to new learning environment on academic achievement of business education students in public tertiary institutions in Anambra State during COVID -19 pandemic.

Hypotheses 2

There is no significant difference in the mean ratings of respondent's influence of poor accessibility to e-learning tools on the academic achievement of business education students in public tertiary institutions in Anambra State during COVID - 19 pandemic based on location of institution.

Table 4: Independent t-test of urban and rural respondents on the influence of poor accessibility of e-learning tools on academic achievement of business education students during the COVID -19 pandemic.

Variation	N	Mean	SD	t-cal	DF	p-value
Urban business education students	119	33.05	3.89	.179	222	.029
Rural business education students	105	33.15	3.92			

Table 4 Indicated the independent t-test of urban and rural business education students on the influence of poor accessibility of e-learning tools on academic achievement of business education students in public tertiary institutions in Anambra State during COVID -19 pandemic. The result indicated the $t(224) = .179$, $p\text{-value} = .029$ at .05 alpha level. The P-value of .029 was less than .05 alpha level, as a result the null hypotheses was rejected. Hence, there is a significant difference in the mean responses of urban and rural business education students on influence poor accessibility of e-learning tools on academic achievement of business education students in public tertiary institutions in Anambra State during COVID -19 pandemic.

Discussion

Findings of the study showed that non-adaptation to new learning environment had a low extent of influence on academic achievement of business education students in public tertiary institutions in Anambra State during COVID-19 pandemic. The finding of this study may have resulted because business education students could not switch to using online learning platforms in order to mitigate the impact of the COVID-19 pandemic. This impacted on their ability to access learning materials at the peak of the COVID -19 lockdown. This finding is in agreement with Iseolorunkanmi, *et al.*, (2021) who reported that one of the major challenges that affected education in the pandemic is the inability of tertiary institutions to switch from the traditional face to face method of classroom instruction to a digitized learning system. The absence of any form of learning for months because of the failure to adopt new learning platforms negatively impacted on students'

academic achievement. However, Zhang et al. (2018) revealed that student were able to adapt to the learning environment based on the positive impact of the learning platforms hence they were able to adapt with the period of the COVID - 19 pandemic. Dahwan, (2020) stated that schools with high level of adaption to new learning environment have students who attain high academic of achievement in higher institution.

Further findings of the study revealed that business education students in urban and rural did not differ in their opinion on the influence of non-adaptation to new e-learning environment on their academic achievement in public tertiary institutions during COVID - 19 pandemic. This indicates that the business education students irrespective of their location believe that non-adaptation to new learning environment had a low extent of influence on academic achievement of business education students in public tertiary institutions in Anambra State during COVID-19 pandemic. This is in consonance with Zhang et al. (2018) who reported that location did not affects students perception on the benefits of adopting new learning environment to the learning process.

The study revealed that poor accessibility to e-learning tools had a very low extent of influence on academic achievement of business education students in public tertiary institutions in Anambra State during COVID-19 lockdown. This finding is an indication the lack of e-learning facilities affected students to access learning materials and collaborate with their lecturers during the period of the pandemic. This finding is in agreement with Giusti *et al.*, (2021) who noted that the adoption of online learning tools improved students' academic achievement. Thus, poor access of e-learning impacts on the ability of the business education students to engage in academic activities. Anene, et al., (2014) revealed that tertiary institutions in Nigeria are faced with the problem of successful e-learning adoption. Anene, et al. noted that the failure to adopt e-learning platforms is because of issues related to commitment on teachers to use the tools for learning. Giusti *et al.*, (2021) opined that the inability of students to utilize e-learning gadgets maybe as a result of lack of provision of ICT infrastructures and poor knowledge of the use of ICT technologies for learning.

Furthermore, the finding of the study revealed that there is a significant difference in mean responses of urban and rural business education students on the influence of poor accessibility to e-learning tools on their academic achievement in public tertiary institutions during COVID-19 pandemic. This finding may have resulted because of the disparity in accessibility of ICT facilities for students in rural and urban areas. It is a known fact that ICT and internet networks are easily accessible in urban areas than the rural areas. Hence, students in urban area may not be affected by issues of e-learning accessibility as long as there are e-learning platforms available for learning.

Conclusion

Based on the findings of the study, the researcher concludes that the COVID-19 pandemic had a limited influence on the academic achievement of business education students in public tertiary institutions in Anambra State. The study revealed that non-adaptation to the new learning environment and poor accessibility to e-learning tools played a role in

influencing students' academic achievement during the COVID-19 pandemic. Therefore, it is crucial for stakeholders involved in the business education program to implement measures aimed at mitigating the negative outcomes of the COVID-19 pandemic. Recognizing the challenges faced by business education students during this period, proactive steps need to be taken to address the identified issues and ensure a conducive learning environment.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Administrators of business education programme should design a learning framework for business education in tertiary institutions that promotes blended learning.
2. Government should ensure that funds are made available for the integration of e-learning platforms in business education programmes in tertiary institutions in Nigeria.

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