

ICT Training and Mentoring Programme as Correlates of Job Performance of Business
Studies Teachers in Junior Second Schools in Rivers State

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ABSTRACT

This study examined capacity building strategies and job performance of business studies teachers in public junior secondary schools in Rivers State. Descriptive survey design was adopted for this study and the population consisted of two hundred and thirty-six (236) business studies teachers. However, the sample size of this study was one hundred and thirty-eight (138) respondents drawn from the population using Taro Yamane formula. Simple random sampling was adopted for this study which gives every respondent the equal chance of being selected. Five (5) objectives, research questions as well as hypotheses were stated, answered, formulated and tested at 0.05 level of significance for this study. A self-developed questionnaire titled Capacity Building Strategies of Business Studies Teachers' Job Performance Questionnaire (CaBuSoBuSTeJoPQ) was used for data collection, which was validated and a reliability index of 0.81 was obtained using test-retest method. Research questions were analyzed and answered using mean and standard deviation while the hypotheses were tested using t-test statistical tool. Findings of this study shows that ICT training and mentoring programme as variables of capacity building strategies enhances business studies teachers job performance to a high extent. In addition, the hypotheses revealed that there is no significant difference in the mean responses of male and female business studies teachers on extent the aforementioned variables of capacity building strategies enhances their job performance in public junior secondary school in Rivers State. It was therefore recommended amongst other things that government and stakeholders in education should constantly develop teachers' capacity in ICT and assist in the acquisition of ICT facilities to enable them develop their intellectual and abilities in ICT.

KEYWORDS: ICT Training, Mentoring Programme, Job Performance, Business Studies Teachers and Rivers State.

Introduction

There has been a general resistance to investment in training in the public service because of the belief that an employee hired under a merit system must be presumed to be qualified. Thus, education is seen as the bedrock of every developed society. It is regarded as a leading instrument for promoting economic development as knowledge based competition within a globalized economy is prompting new consideration of the role of education to economic growth. Education plays a vital role in human capital formation. It raises the performance and efficiency of an individuals and thus produces skilled manpower that is capable of leading the economy towards the path of sustainable economic development.

In the opinion of Egbuson and Okoye (2015), capacity building refers to effort geared towards improving the level of knowledge, skills and attitudes possessed by an individual for proficiency in a given task or job. It is an attempt aimed at increasing an individual's ability to perform a job or task efficiently. Capacity building as described in the report of the United Nations Development Programme (UNDP) (2011) is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform better. Capacity building is also view as a term associated with inventions, ideas, design approaches and its application to novel situations.

Business studies programme as defined by Nwosu and Ojo (2014) is a programme of instruction that prepares the recipients with the necessary manpower skills and competencies that can enable the graduates meet the needs of societal development. The objectives of business studies as stated by Koko (2010) are to equip the individual with relevant skills required in their occupation through training for success in teaching relevant vocation in secondary schools in Nigeria and also develop the individual for self-employment in relevant industries. For these objectives of business studies programme and other inherently benefits of education to be realized, there is need to ensure sustainable standards in the education system.

Akingbe (2017) asserted that performance is the accomplishment of task. It involves integration of both physical and human resources efficiently to increase output. It is used to describe how the various skills, talents and potentialities are utilized to cause changes or innovation in the learning environment. Onoja et al. (2019) argued that the challenges of performance in academic environment have been the challenge of measurement. Challenge in measure stems from the fact that inputs and outputs are not only difficult to define but are also difficult to quantify.

Thus, capacity building and performance of business studies teachers always targets at improving the skills and knowledge of these teachers to play their roles and fit in their academic assignments optimally. It also aimed at removing performance deficiencies as its target workplace safety and proficiency, develop high level of management personnel and for further career development. It therefore follows that improvement of business studies teachers' competence is crucial to high level of academic performance

Statement of the Problem

Business studies is a programme that requires skills and innovativeness of the teachers to teach effectively. Poorly trained teachers tend to produce their kind of students because without proper training they remain passive and inactive (Gordon, 2021). It is believed that capacity building programme is aimed at helping teachers keep abreast with modern trends or new developments in the educational system. Also, when teachers are sent on development programmes, it enables them acquire more skills, knowledge and develop greater interest for the profession.

Objectives of the Study

The study sought to:

1. examine the extent to which ICT training enhances job performance of business studies teachers in junior secondary schools in Rivers State.
2. ascertain the extent to which mentoring programme improves job performance of business studies teachers in junior second schools in Rivers State.

Research Questions

The following research questions were raised to guide the study

1. To what extent does ICT training enhance job performance of business studies teachers in junior secondary schools in Rivers State?
2. To what extent does mentoring programme improves job performance of business studies teachers in junior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to give direction to the study

1. There is no significant difference in the mean responses of male and female business studies teachers as regard the extent ICT training enhances their job performance in junior secondary schools in Rivers State.
2. There is no significant difference in the mean responses of male and female business studies teachers as regard the extent mentoring programme improves their job performance in junior secondary schools in Rivers State.

Concept of Capacity Building

The concept of capacity building has evolved over the past two decades from one focused on human capital development and individuals to a concept that encapsulates individuals, organizations and the wider society in which they function. Importantly, there is recognition in development discourse that sustainable capacity building is an endogenous process driven by those whose capacities are to be developed. This means that while external assistance can play an important role in developing capacities, externally imposed initiatives are less likely to develop sustainable capacities.

Capacity building as an essential part of development has been the subject of numerous definitions. Babatunde (2018) conceived capacity building as the value that workers add to the organization through their skills and knowledge which are either acquired on the job or via education. For this scholar, capacity building is an economically significant resource that can function like any other economically value unit of input but distinct in its inextricable relationship to an individual.

Capacity building is a long term continuous action of progress that involves all stakeholders in the development process. In the opinion of Egbuson and Okoye (2015), capacity building refers to effort geared towards improving the level of knowledge, skills and attitude possessed by an individual for proficiency in a given task or job. It is an attempt aimed at increasing an individual's ability to perform a job or task efficiently.

Capacity building as described in the report of the United Nations Development Programme (UNDP) (2011) is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enable them to perform better.

In secondary schools, teacher's development programmes are considered very critical because it is planned activities which focus on increasing and enlarging he capabilities, improving the technical and conceptual skills of teachers to poses tactical abilities to handle complex situations surrounding their jobs.

In addition, capacity building refers to the productive skills and technical knowledge of workers. It includes individuals' knowledge, skills and abilities that collectively contribute and apply for the attainment of the organization's goals. Kwon (2009) is of the view that capacity building values include expandable, self generating, transportable and shareable characteristics. Capacity building is recognized by organization as the strategy value and the collective value of the workforce. It is not the worker in an organization but it is what individual brings and contribute to the success of the organization. Thus, it is perceived as the collective value of the capabilities, knowledge, skills, life experiences and motivation of the workforce.

Information and Communication Technology (ICT) Training and Job Performance of Business Studies Teachers

The introduction of information and communication technology in education in recent times is a technology innovation in the Nigerian educational system. For a nation to be in tandem with modern trends in this digital era, it should be able to boost of a viable and functional ICT driven education, especially in the fast changing world where globalization is the order of the day. Globalization enables people in diverse field become more able, physically, culturally and psychologically to engage with each other in one world (Popoola, 2021).

Adeyemi and Bruce (2018) averred that globalization has made necessary the use of ICT, as ICTs such as e-mail, cellular telephone and teleconferencing enable people to share knowledge without having to be in the same place. It is therefore, required of academic and non-academic staff in schools to have ICT competence through ICT training in order to survive in this technology driven age.

Scholars of diverse fields have given varied definitions to explain the acronym of ICT. According to Kundishora (2011), ICT refers to technologies that are used for collecting, storing, editing and passing on information in varied forms. Shema (2016) asserted that ICT is the varied collection of technological gears and resources which are use for communication. Similarly, Adeyemi and Bruce (2018), Y

The aforementioned facts reveals that ICTs are tools and processes used to retrieve, store, organize, manipulate, produce, present and exchange information through electronic and other ICT automated means. These tools according to UNESCO in Onyere and Ray-Ofor (2016) include hardware, software and telecommunications in the forms of personal computers, laptops scanners, digital cameras, phones, moderns, CD, DVD player recorders, digital video, radio and TV programmes.

Today, computers perform a host of function in teaching and learning as educational institutions of learning are adding computers literacy, reading and writing literacy as skills students will need for succeeding in this technological developed world (Maxwell and Ugonna, 2019). Similarly, Ejesu (2015) contended that computers aid instructional processes and facilitate students learning. Also, Crux in Ejesu (2015) opined that computer illiteracy is now regarded as the new illiteracy. This perception has elicited a new and strong desire for schools to be equipped with computer facilities and qualified personnel necessary for producing technologically proficient and effective teaching and learning, and increases people's creative and intellectual resources in today's society. Through simultaneous use of audio, text, images, graphics and so on, ICT provide varied opportunities for teachers to develop the required capacities for academic effectiveness, which thus boost student's performance. The Ministry of Education in Nigeria attaches more importance to the innovative roles of ICT in modern education. Thus, Federal Republic of Nigeria (2013) declares that

A Network of Educational Service Centers in Nigeria (NESCEN) shall be up to providing a forum for exchange of ideas on the development and use of innovative materials for improvement in education. All states, teachers, resources centers, university institutes of education and other professional bodies shall belong to the network of Information and Communication Technology (ICT).

These contributions of ICT bring to the fore its relevance in education. The importance of ICT in teaching and learning is evidence from the educational perspective, since marker boards, radio/television sets, projectors and film as instructional materials are been used for educational purposes, but none has so much impacted on the educational process like the computer. Unlike the other, the computer activates the senses of sight, learning and touch of users.

Consequently, ICT provides higher interactive potentials for users to develop their individual, intellectual and creative ability. ICT brings greater efficiency in schools as communication channels are increased through the use of e-mail and discussion groups. It is pertinent to note that the regular uses of ICT in different curriculum subjects have beneficial motivational impact on teachers and students in teaching and learning (Elmo, 2014).

In the opinion of Ememe and Njoku (2017), ICT has the potentials for improving the problem solving skills in teachers and students as it is possible for them to browse the internet to source materials or information with which to do their jobs, assignment and research using current and high quality materials retrieved online. Clarkson in Ememe and Njoku (2017) averred that combining ICT with effective teaching helps academic staff develop valued skills and abilities such as literacy and numeracy. The scholars reiterated that ICT and good teaching are combined to produce generic skills like teamwork and problem solving.

ICT Advantages and Disadvantages (2011) enumerate the following as beneficial contributions that ICT brings to job performance

1. ICT enhances the sharing of school resources, expertise and advice.
2. Leads to the flexibility of executing tasks wherever and whenever needed.
3. Makes the planning, preparation of lessons in the designing of instructional materials easier.
4. Enables academic staff to have access to current students and schools data anywhere and anytime.
5. Facilitates and enhances the projections of professional images of colleagues and students that uses computer in executing tasks.
6. The use of computers by teachers during lessons, motivate students to participate in learning.
7. Leads to more focused teaching tailored to students' strengths and weaknesses through better analysis of data.

In addition, Okpara (2018) stated that in the classroom setting, ICT is used as instructional tool to explore, investigate, solve problem, interact, reflect, reasons, communicate and learn concepts embedded in the curriculum. The scholar buttressed that ICT benefit in education delivery is evidence in these areas access to more information by learners and

teachers; shift in teacher's role as a sole information provider to that of a facilitator of learning; virtual field trip and so on, this is to enhance practical skills acquisition in non-risk environment and individualized instruction at the learner's pace.

In a nutshell, the contributions of ICT in the improvement of educational standards in institutions of learning in Nigeria are enormous. Oyenike (2010) confirmed that ICT tools has been proven to be of importance in teachers' professional development as productivity is dependent on teachers' competencies, which are achieved through accessing online journals, joining discussion forums, downloading lesson ideas and plans, exploring teachers resources and keeping of records.

Anyago (2015) also contended that obtaining research findings in any subject area through the internet and e-learning has not only brought about improvement in what is taught in the classroom but has also encouraged personal and professional advancement. As a measure of capacity building in education, ICT training has enhanced the delivery of quality education by increasing the engagement and motivation of learners by ensuring learners acquisition of basic skills and by facilitating the training of learners.

Mentoring and Job Performance of Business Studies Teachers

Mentoring is a personal development relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. However, true mentoring is more than just answering occasional questions or providing adhoc help. It is about an ongoing relationship of learning, dialogue and challenge. The mentor may be older or younger but have a certain area of expertise. It is a learning or development partnership between someone with vast experienced and someone who wants to learn (Ogunlade, 2021).

Allen and Eby (2016) viewed mentoring as a process for the informal transmission of knowledge, social capital and the psycho social support perceived by the recipient as relevant to work, career or professional development. For Nwanewezi and Akpomi (2009), mentoring entails informal communication, usually face-to-face and during a sustained period of time between a person who is perceived to have greater relevant knowledge, wisdom or experience (the mentor) and a person who is perceived to have less (protégé or mentee).

Mckimm, et al. (2020) averred that mentoring is the ability to support and encourage people, students and graduates to manage their own learning so that they may maximize their potentials, develop their skills, improve their performance and become what they want to be, thus, it is an effective way of helping people progress in their careers. Mentoring is seen as a support from tutors, teachers, counselors, parents, friends and work teams. It is a two end approach; that is teaching and learning which involve the mentor and mentee. No wonder Joel (2011) stated that mentoring is a two way process of dialoguing and planning, helping someone acquire expected competencies and skills for a job or employment that can sustain and stabilize his economic level.

Mentoring in education system is one of the oldest components of human capacity building. It is a one-on-one instruction of people who have specific skills and knowledge (mentors) with a less experience staff (mentee or protégé), who need or want the same skills and advantages to move up in work, skill level or school performance. It is worthy to note that, in mentoring programme, both the experienced and less experienced share their values and personal goals in a mutually respectful and supportive way which directs or leads to a more enriched life for both categories of staff. Therefore, a successful mentoring programme in

school help in the process of breaking down barriers and creates opportunities for a way forward (Scandura, 2010).

Mentoring occurs in order to boost relationship between colleagues, basically senior and junior colleagues. The mentor provides a one-on-one guidance and unique encouragement in the educational setting, the mentor to the mentee help in the development of the mentee career in research, teaching administration and contribute to the realization of the school objectives.

It is imperative to note that mentoring programme is set up to help new and less experience staff to acclimate more quickly into the job/organization. Here, less experience teachers are pair with their senior colleagues in order to obtain more knowledge, information and acquire experience. The importance of mentorship in an individuals' career advancement is virtually universal as it provides critical benefits to individuals as well as the school.

Napolitano and Henderson (2019) opined that mentorships allow new and less experience staff to set and achieve goals that build in what they already know but cannot yet achieve alone, gradually increasing their proficiency in practice until they are able to capably perform all required functions without guidance or supervision. In this regard, mentoring is used most often to help staff transition between career stages. It is invaluable as a tool to support individuals who are being fast tracked or accelerated into more senior leadership roles.

According to Pompper and Adams (2014), mentoring relationship provides avenues for career growth and, benefits both the mentor and the mentee/protégé. For instance, the mentor has to show leadership qualities by giving back and, perhaps being refreshed about his/her own task. The institution receives employees that are being gradually introduced and shaped by the organizations culture and operations because they have been under the mentorship of experienced employees. The person/staff being mentored becomes integrated easier in an organization, gets experience and advice along the way to do well in their assignment. Hence, in workplace, there are many benefits of mentoring which include giving the employees the opportunity to align with organizational goals to advance professionally which in turns gives them a feeling of engagement, and which also leads to better retention rates.

Mentoring promote mutual learning to challenges and stimulate employees at all levels within the organization. Supporting the concept of mentoring, Kendell (2018) described mentoring as a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced person, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies. Mentoring is regarded as one of the best tools for reducing stress for a novice or less experience staff and help in the resolution of challenges and predicaments, making it more likely that an individual attains their career goals and growth (Napolitans and Henderson, 2019).

In conclusion, recent studies and workforce research indicate that mentorship is needed to increase and boost staff productivity, performance and decrease the time needed to produce quality work.

Methodology

Descriptive survey design was adopted for this study and the population consisted of two hundred and thirty-six (236) business studies teachers. However, the sample size of this study was one hundred and thirty-eight (138) respondents drawn from the population using Taro Yamane formula. Simple random sampling was adopted for this study which gives every respondent the equal chance of being selected. Five (5) objectives, research questions as well as

hypotheses were stated, answered, formulated and tested at 0.05 level of significance for this study. A self-developed questionnaire titled Capacity Building Strategies of Business Studies Teachers' Job Performance Questionnaire (CaBuSoBuSTeJoPQ) was used for data collection, which was validated and a reliability index of 0.81 was obtained using test-retest method. Research questions were analyzed and answered using mean and standard deviation while the hypotheses were tested using t-test statistical tool.

Research Question 1: To what extent does ICT training enhances job performance of business studies teacher in public junior secondary schools in Rivers State?

Table 1 Mean and Standard Deviation of the Responses of Male and Female Business Studies Teacher on extent ICT Training enhances the Job Performance.

S/N	Statements	M	SD	RMK	M	SD	RMK
1	Increases teacher's motivation and engagement in teaching/learning process.	3.52	0.27	HE	3.80	0.71	HE
2	Develops teacher's competencies of carrying out effective research on the web.	3.76	0.32	HE	3.58	0.62	HE
3	Facilitates teachers teaching/learning process with the use of computers.	3.74	0.41	HE	3.65	0.57	HE
4	Enables teachers share knowledge among themselves without close contact.	4.35	0.30	HE	3.71	0.66	HE
5	Helps in the reduction of teachers workload	3.63	0.43	HE	3.89	0.60	HE
6	Enables teachers develop their intellectual and creative ability	3.87	0.48	HE	3.88	0.73	HE
Grand Mean		3.81	0.62	HE	3.75	0.65	HE

Source Survey Data (2022)

Table 1 indicated the grand mean of responses 3.81 and 3.75 respectively for male and female business studies teachers. They rated that ICT training enhances their job performance to a high extent. The item by item statement analysis shows that item 1,2,3,4,5 and 6 with mean ratings ranging from 3.52 to 4.35 for both male and female respondents were rated to a high extent. In addition, the standard deviation ratings ranging from 0.27 to 0.73 with a grand ratings of 0.62 and 0.65 for male and female business studies teachers respectively shows that there was homogeneity amongst the responses indicating a consensus of opinion.

Research Question 2: To what extent does mentoring programme improves job performance of business studies teachers in public junior secondary schools in Rivers State?

Table 2: Mean and Standard Deviation of the Responses of Male and Female Business Studies Teachers on extent Mentoring Improves the Job Performance.

S/N	Statements	M	SD	RMK	M	SD	RMK
7	Serves as a tool for reducing stress for less experienced teachers.	3.83	0.52	HE	3.69	0.40	HE
8	Helps new teachers acquire the expected competencies and skill to do their jobs	3.67	0.46	HE	3.76	0.55	HE
9	Provides avenues for teachers' career growth.	4.07	0.60	HE	4.00	0.54	HE
10	Enhances relationship with a mentor and a mentee	3.67	0.42	HE	3.79	0.64	HE
11	Enhances professional development of teachers.	3.69	0.44	HE	3.77	0.58	HE
12	Increase and boost teachers' performance.	3.26	0.35	ME	3.64	0.42	HE
Grand Mean		3.70	0.47	HE	3.78	0.52	HE

Source Survey Data (2022)

The analysis in Table 2 shows the grand mean responses of 3.70 and 3.78 respectively for male and female business studies teachers which indicates that both male and female business studies teachers rated that mentoring programme improves their job performance to a high extent. The item by item statement analysis reveals that item 7.8,9,10 and 11 with mean ratings ranging from 3.67 to 4.07 for both male and female respondents were rated to a high extent, while item statement 12 for the male respondents were rated to a moderate extent and that of the female respondents were rated to a high extent with mean ratings ranging from 3.26 to 3.64 respectively.

In addition, the standard deviation ratings ranging from 0.35 to 0.64 with a grand rating of 0.47 and 0.52 for male and female business studies teachers respectively shows that there was homogeneity amongst the responses indicating a consensus of opinion.

Hypothesis 1: There is no significant difference in the mean responses of male and female business studies teachers on extent ICT training enhances their job performance in public junior secondary schools in Rivers State.

Table 3: T-test of Mean Difference on Responses of Male and Female Business Studies Teachers on Extent ICT Training Enhances Their Job Performance at 0.05 Level of Significance

Gender	No of Respondents	\bar{X}	SD	DF	A	t-cal	t-crit.	Decision
Male	54	3.81	0.62	136	0.05	0.55	1.96	Not sig.
Female	84	3.75	0.65					

Source Survey Data (2022)

Table 3 shows that the calculated t value of 0.55 is less than t-critical value of 1.96. Therefore, since the computed t-value is less than the t-critical value, the hypothesis which states that there is no significant difference in the mean responses of male and female business studies teachers on extent ICT training enhances their job performance in public junior secondary schools in Rivers State is hereby accepted. This finding is in agreement with Adeyemi and Bruce (2018) that ICT provide varied opportunities for teachers to develop the required capabilities for academic effectiveness, which in turn boost the student's academic performance.

Hypothesis 2: There is no significant difference in the mean responses of male and female business studies teachers on extent mentoring programme improves their job performance in public junior secondary schools in Rivers State.

Table 4: T-test of Mean Difference on Response of Male and Female Business Studies Teachers on Extent Mentoring Improves Their Job Performance at 0.05 Level of Significance

Gender	No of Respondents	\bar{X}	SD	DF	A	t-cal	t-crit.	Decision
Male	54	3.70	0.47	136	0.05	1.00	1.96	Not sig.
Female	84	3.78	0.52					

Source Survey Data (2022)

Table 4 reveals that the calculated t-value of 1.00 is less than the t-critical value of 1.96. Therefore, since the computed t-value is less than the t-critical value the hypothesis which states that there is no significant difference in the mean responses of male and female business studies teachers on extent mentoring programme improves their job performance in public junior secondary schools in Rivers State is hereby accepted. Furthermore, the finding is in accordance with the study of Joel (2011) that mentorship programmes enhances the productivity of teachers in universities through understanding of job specification, reliable relationship between senior and junior colleagues, having in-depth knowledge of research, and strengthens their relationship with the university hierarchy.

Conclusion

The study considered capacity building strategies and job performance public junior secondary schools in Rivers State. Based on the findings of this study, it can be deduced that for business studies teachers in secondary schools in Rivers State to be at their best performance and achieved higher performance in their jobs, then it is imperative that their capacity in terms of ICT training and mentoring programme need to be developed on a regular basis for them to be competitive in this 21st century work environment.

Recommendations

Based on the findings of this study, the following recommendations were proffered

1. Government and stakeholders in education should constantly develop teacher's capacity in ICT and assist in the acquisition of ICT facilities for them to use in order to develop their intellectual and creative ability in ICT.
2. Schools administrations, stakeholders in education and ministry of education should encourage mentoring programme so that less experienced teachers would be guided properly by more experienced and knowledgeable ones for greater professional development.

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