



E-MENTORING PREPARATION OF BEGINNING BUSINESS EDUCATION TEACHERS IN NIGERIAN UNIVERSITIES

Prof. W. A. Amaewhule

*Department of Business Education
Faculty of Education
Rivers State University
Rivers State*

Dr. O. S. S. Okiridu

*Department of Business Education
Faculty of Education
Rivers State University
Rivers State*

Nwoko Ngozi Lynda

*Department of Business Education
Faculty of Education
Rivers State University
Rivers State*

Abstract

The paper looked at e-mentoring preparation of beginning business education teachers in Nigeria Universities. The paper captured different perceptions of e-mentoring. It looked at Business Education and Business Education teachers; preparing beginning Business Education teachers in the world; need for e-mentoring of beginning Business Education teachers; areas to prepare beginning Business Education teachers such as teaching methods, instructional materials and lesson plan. The paper also looked at tools used in e-mentoring, benefits of e-mentoring, limitations and suggestions.

Introduction

Education has been proven beyond all doubts as the highest legacy that can transform a nation and even generations to come. According to the Federal Republic of Nigeria (FRN, 2004), education is an instrument per excellence for attaining genuine national development. Teachers are indispensable tools in the education of any nation. Undiyanudeye (2017) opines that the world today, is in a state of flux and there has been incredible pressure on human resource management, to meet up with the continuous changing environment. The elements that are saddled with the responsibility of imparting knowledge and skills to learners must be versed with diversified practices. Kahraman and Kuzu (2016) note that the diversification of skills and knowledge needed in academic, social and business lives are rising expectations from educational institutions. This continuous change in environment demands that the human element in any organization, especially, the education environment meets up with the expectations of the environment.

Teachers play significant roles in the educational achievement of students. Teaching per say, is an intellectual activity that requires teachers to equip themselves with the pre-requisite knowledge and skills. This implies that beginning teachers will need to understand the complexities, intricacies and technicalities of the requirements of the job. This is in line with Bersin (2015) assertion that, mentoring is a powerful way to provide context and help employees refine and build their skills, which in turn will enable item to put those skills to use on the job more quickly and efficiently. However, with the advent and integration of new



technologies, a new approach of preparing beginning Business Education teachers has been developed. This new approach (e-mentoring) is a diversified way of giving a face-left to the traditional method of mentoring beginning teachers. Kahramau and Kuzu (2016) maintain that the re-structured traditional mentoring can be regarded as a life-long learning approach that, as an electronic mentoring (e-mentoring) provides new opportunities and sources. The duo state further that, it is important to question not just the extent to which individuals needs and the information provided in class environment overlap each other but also, more importantly, whether the information has been acquired starting from the moment it is needed.

E-mentoring in Focus

Mentoring is not a new concept. It is as old as the history of mankind, but e-mentoring is an appendage in fact, an alternative method to the old mentoring. Looking at the difficulties and challenges present in the traditional mentoring, there is need to introduce a more modern, flexible, innovative, and creative approach of supporting beginning teachers, hence e-mentoring. Online mentoring always referred to as electronic or e-mentoring, has grown in popularity, as advanced in the social media and online communication over the last 15 years have given momentum and have moved the world of mentors into the virtual world. According to Janaz and Goldshalk, (2013); Murphy (2011) e-mentoring is considered to be a flexible alternative (sometimes as complementary) besides the traditional face-to-face mentoring. In this regard, Akin & Hilbun, (2007); Hunt, Powell, Little & Mike (2013) are of the opinion that e-mentoring not only removes flexibility regarding the response time and allows reacting more people when compared to face-to-face mentoring.

E-mentoring has been described in different terms as; telementoring, cybermentoring, instant mentoring, distance mentoring, online mentoring or virtual mentoring. Smith and Israel (2010) defined e-mentoring as the use of computer-mediated communications such as e-mail, discussion boards, chat rooms, blogs, web conferencing and growing interact-based solutions that are changing the way mentors and mentees interact.

According to Adams and Crews (2004), telementoring involves more experienced individuals sharing experiences with younger or less experienced protégés with the mission of helping the protégé achieve a goal and or gain entry into the mentors world (through the use of e-mail, online chats and conferencing tools). This new approach of mentoring gives beginning teachers access to resources. In support, Smith & Israel (2010) emphasized that teaching in 21st century schools cannot easily be separated from technology-based solutions. Instead, Prensky (2005) stated that technology is increasingly becoming an essential tool for any teacher's toolbox, especially the new teacher who is often considered a digital native (i.e. someone who has grown up with digital technologies). Jaffe, Moir, Swanson & Wheeler (2006) defined e-mentoring as a relationship between a more experienced individual (mentor) and a less skilled or experienced individual (mentee), primarily using computer-mediated communications, that is intended to develop and improve each mentees skills, knowledge, confidence, and cultural understanding.



Darling-Hammaud, Le Maistre and Parne (2010) believed that beginning teachers need support in their first few years of teaching particularly with teachers learning the profession in those early years with according to Howe (2006) a seriously 'Sink or swim' approach from many schools. Online mentoring, often referred to as electronic or e-mentoring, has grown in popularity as advances in social media and online communication over the last 20 years have given both young people and educational institutions increasing ability to move the work of mentors into the virtual world. Studies have been done on mentoring related issues relating to beginning teachers. The studies include Onyemaudu (2014), Nicholas and Ezenwelu (2017), Salter (2016); Smith and Israel (2010); and Okpa (2010). Nevertheless, most studies have not been carried out on e-mentoring and teacher preparation of Beginning Business Education teachers.

Howe (2006) placed emphasis on consisting beginning teachers with teaching rather than assessing them in these formative years of teaching in which mentoring appears to be preferred support mechanism as it draws upon the expertise of existing school staff who can provide immediate benefits to the beginning teacher. Bersin (2015) points that skills are new currency and those professionals at all levels have to continuously re-skill themselves to stay current and relevant.

E-mentoring will assist beginning teachers to be more skilled, versatile, engaged, and productive because they learn while doing. E-mentoring sought to guide Beginning Business Education teachers on the teaching methodologies, instructional materials and lesson preparation/plan.

Business Education and Business Education Teachers

Business education teachers like other disciplines, manage and maximize their potential, develop their skills, improve their performance and become abreast with modern technologies. Business education is seen as education that prepares youth and adult for employment by providing experience which enables them to develop competences needed in the job. Beginning business education teachers need e-mentoring to be more productive on their job so as to achieve educational objectives. For the objectives of business education to be achieved, the human resources (Business Education Teacher) must be painstakingly harnessed. It is in this light that, Spencer (2010) emphasized that the effectiveness of a university is directly linked to the quality and vigour of its faculty members. Okurame (2006) opined that in faculties the professors are the mentors while the newly employed lecturer ranging from assistant to about Lecturer II are often subjected to mentorship.

On the contrary, when beginning teachers are dried of mentorship, Fry (2010) observed that it is expected that some beginning teachers may discover through the full responsibility of teaching that this was not the career for them. On this note, Reis (n-d.) remarks that teaching is one of the loneliest professions, with teachers rarely having the opportunity to work with a colleague in a collaborative way so that they can learn more about the teaching-learning process. E-mentoring in one way or another is a means by which teachers can collapse their isolation and support learning in ways that focus on the daily work



of teachers and teaching learning situations. Using technology is another strategy to address scheduling and distance issues both mentors and beginning teachers can record themselves teaching a class, and then the other can critique, provide feedback and ask questions based on what they observe in the recording. There is need to introduce something new, when there is high expectation from stakeholders and there seems to be so much to be learned by teachers, showing or explaining what they did that really worked to motivate, inspire and engage students in their class.

Preparing Beginning Business Education Teachers in the E-world

Some researchers have asserted that money does not grow a tree. Youths used to be groomed along this line so that they will start on time to prepare and equip themselves for the task ahead. Teachers of Business Education have the responsibility of preparing students for the real world. Business Education teachers help students reach their full potential as consumers, savers, investors, and working professional by exposing them to economics, management principles, personal and corporate finance, and technology (USC Rosser, 2018). For this reason, USC Rossier, (2018) averred that Business Education teachers hold a gratifying position. To join this rewarding and dignifying profession, Beginning Business Education teachers need to be prepared. Since computer literacy is often embellished into the Business Education Curriculum, then, potential business teachers need to be up-to-date with the latest advances in technology.

Need for E-mentoring of Beginning Business Education Teachers in the E-world

Historically, mentoring have been practiced both within schools and organizations where individuals were mentored one-one-one on, according to Kimberly (2012) a synchronous environment.

Akin and Hilbern (2007) believe that mentoring is transferring knowledge and skills from an established professional to a junior or new member of the field and e-mentoring uses an asynchronous electronic means to communicate and establish the support of a mentoring relationship. In contrast, ColkyandYamg (2006) believed that it is important for a mentoring process to be established in a traditional method before moving into an e-mentoring process.

In this regard, Headlam-Wells (2004) maintained that e-mentoring remains reasonably new and still under-researched. In looking at the impact of e-mentoring has on beginning teachers, Single & Single (2003) observed that e-mentoring provides psychosocial benefits such as self esteem, enhancement, confidence building, and support for risk-taking that protégés gain from successful mentoring relationships. They stated that this was due to impartiality, while allowed the relationships to develop and rely on individuals being open and honest with each other.

Areas Beginning Business Education Teachers need Preparation in E-mentoring

The preparation of beginning teachers is an area of concern to educators and stakeholders. Allen (2009) observe that despite pre-service teachers valuing teaching



theories and practicum, bridging the theory practice gap is an issue for beginning teachers, indicated by early-career teachers reflections on their university preparation. A teacher graduating from university commences teaching with the same responsibilities as more experienced teachers in the school. Beginning Business Education teachers need to be sensitized on the teaching method; instructional materials and lesson preparation. These areas bring the beginning teacher face-to-face with the realities of teaching.

Teaching Methods of Beginning Business Education Teachers through E-mentoring

A teaching method comprises the principles adopted by teacher to achieve the desired learning objectives. Effective preparation of beginning teachers is essential in ensuring the transition from neophyte to competent practicing professional. (Brady & Schuck, 2005). This neophytes are at a tight corner of adopting and acclimatizing to the appropriate teaching methods, e-mentoring will enable beginning teachers to get assistance from more experienced and knowledgeable colleagues outside their discipline and institution. Brady and Schuda (2005) contend that e-mentoring (accessing expertise beyond the school) is not a viable substitute, they do support it as a valuable supplement, hence it incorporates technology. This will provide avenue allowing convenient, consistent and frequent communication between a mentor and a beginning teacher. E-mentoring is used to support these beginning teachers who may not have been adequately incorporated into the practices of the classroom. Some novice teachers may not have opportunities to work with members who share similar subject area expertise. E-mentoring can provide novices with a peer in the same discipline even if that person does not teach at the same school. (Legler, 2017). However, research has it that e-mentoring support networks are not being used by Beginning Business Education teachers. These beginning teachers need to tap from these innovative online strategies so as to acquire the appropriate teaching methods. A Business Education teacher needs different teaching methods to help the student through the rigours of learning.

Instructional Materials of Beginning Business Education Teachers through E-mentoring

Scholars are of the view that of all the problems and challenges facing beginning teachers in the early stage of their career, one of them is instructional materials. Naturally, mentoring is a nurturing process, in which a more skilled person, serving as a role model, teachers, sponsors, encourages, cancels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development. E-mentoring can assist beginning teachers because teachers in effective and innovative uses of current and emerging technology. Instructional technology as Umave Owhene (2017) observed, is becoming a challenging with rewarding career move for educators at all levels. E-mentoring makes it easier for the beginning teachers to utilize synchronous video conferencing sessions to encourage collaboration, discussion and peer-networking. Basically, when beginning



teachers have acquired the tenets of mentoring, they will gradually and conscientiously master the basic instructional materials and will exhibit, according to See (2013), more favourable behaviour which changes with teaching experience. E-mentoring creates the access of knowing the suitable instructional materials to use in class, build confidence and also empowers beginning teachers.

Lesson Plan/Preparation of Beginning Business Education Teachers through E-mentoring

Teaching is tedious and rigorous, hence it needs timing and planning so that goals and objectives can be achieved. The biggest challenge confronting beginning teachers is how to manage time to rhyme with each lesson, but with internet accesses, the beginning teacher can work with ease anytime and anywhere. Usually, lesson planning is viewed as a skill that involves developing an objective based on a curriculum and then sequencing a number of activities in which the teacher and students interact in same way. E-mentoring in this regard provides a dynamic and innovative environment outside the face-to-face discussion. It allows beginning teachers free access to explore the globe, without freely with experts and seasoned professionals on the best approach as regards lesson plan. E-mentoring gives beginning teachers time to work at their own pace, this practice, rapidly improves the performance of beginning teachers.

Preparing lessons help the beginning teacher else, Nyaogu (2003) revealed that beginning teachers suffer efficiency freeze, so neither find preparing lessons and notes vital nor fear the consequences of the feedback. The best and productive teaching comes from having not only of good lesson plan for each individual section, but a view of how each learner fits into the grand scheme of things. Obviously, in preparing for a class, both the teacher and students must be involved. E-mentoring guides the beginning teacher to break down large lessons into easy and manageable sections, and ensure that he achieved set goals at every stage.

Tools used in E-mentoring for Beginning Teachers

Learning management systems play a vital role in the type of technology used to faster online learning. E-mentoring utilizes shared software and other tools such as;

Web 2.0 technologies: This enables mentor benefits as the tool offer a convenience for mutual convection. According to Harris and Rae (2009), wet 2.0 technology encourages a variety of different meanings that include an increased in emplaces on user generated content, data and content sharing collaborative effort new ways it interacting with web-based application aid using the web as a social platform for generating repositioning and causing content. Web 2.0 technology wake up a vanity of federal levies such as wikes that enables any one to contribute ad modify contact with updates information, blogs that offers includes an opportunity to have an answer and question forum and pod casts that allows individual to down head media film through the usage of RSS fees. Other tools include social networks such as Facebook and Twitter as well as virtual worlds that allow a user to interact with others without geographical confines.



Benefits of e-Mentoring to Beginning Teachers

1. Teachers preparation leverages on a level technology net work of extend textile, personalized content-specific support to beginning nationwide.
2. E-mentoring has flexibility that was not possible in the past previously communication was carried out in person but now mentees can get in touch with other mentors throughout the face-to-face mentoring and outline infraction addition, mentors, throughout face-to-face mentoring can come from many places.
3. E-mentoring is ideal for those who can look for an informal conduction or who come geographically distant from one another. E-mentoring is an interactive, long-distant relationship between mentors and mentees. In today's globally connected world meaningful mentorship is more auditable than before
4. E-mentoring leads beginning teachers to better performance, and the sense that with the availability and accessibility to processionalns from all walls engaged to life the beginning factors are letter disposal and equipped to perform in them career.
5. E-mentoring can lead to job redaction beginning teachers on like the traditional method of mentoring where beginning teachers failed it burdensome partial three anteing judgemental passive and hierarchical, this had approached is engaging, active, innovative flexible creative this proactive treated to keep beginning teachers on their job.
6. E-mentoring has led to increased and enhanced knowledge transfer between mentors and mentees through a virtual environment which requires technology. Through the use of electrical means, (technology), knowledge transfer can impact or organisations and organisational performance at various levels. Many organisations are develop a virtual mindset lead support a knowledge development platform. Individuals are able to discuss issues through the use of technology and obtain information of a faster speed than ever before. According to Gordon (2011) “things are accelerating so much more rapidly today than they have in the past.
7. E-mentoring can help beginning teachers make rapid and sustained decision based on good information.
8. In an e-mentoring environment, the use of patiently is erased. Hamilton & Scudder (2002) suggestion that e-mentoring can provide options that cogitate these effect and importance the situation by allowing protégés access to a larger more devices pool of mentors. E-mentoring provides additional benefits through group larding and interrogational connections.

Limitations of E-mentoring

Admittedly, e-mentoring offers multiple benefits, it is not without hitches. Mentors and mentees may find it difficult to engage in online e-mentoring because they believe it is impersonal Kimberly (2017) holds that this may be found in individuals who represent generation.

Generation characters were born between 1966-1976 and has been known to many as the generation with high levels of skepticism and having a 'what's in it for me attitude'. Kimberly (2017) notes that Generation Y are individuals who are born between 1977 1994



and are found to be more sophisticated and technologically wise. He concludes that conflict can arise between the X & Y generations when it comes to e-mentoring, especially when the mentor is from X generation and the protégé is from the Y or Z generation and collaboration through the use of technology is the norm.

Trust and communication are vital elements within a virtual environment and world need to be obtained in an e-mentoring setting. As noted by Nemivo (2004), virtual teams that have a strong interpersonal connection have high levels of information sharing and trust, and team mentors establish a personal bound that often goes beyond the teams work. Establishing a virtual bound and developing interpersonal connections without visual cues is critical to successful e-mentoring programme.

According to Nemiro (2004), communication is what brings the team together and move it forward; communication creates synergy. Communication is vital in a virtual environment and can also be a challenge due to time, zones, cultural backgrounds and individuals who may have issues regarding technology proficiencies (Kimberly, 2017), there is need for team mentors to be active and engage in effective communication.

Again, technology can impede effective e-mentoring between mentor and mentee the fact remains that there are still considerable digital divides in Nigeria and not everyone has access to the hardware, software, and internet connectivity needed to make these relationships work well. Although schools and other institutions can argue that access, these options present limited times and circumstances for accessing the help of a mentor (NMRC, 2018). More unlike forms of communication may not offer the safety and risk management features that practitioners would desire when offering mentoring virtually.

Conclusion

E-mentoring is still had among researches and educators, however its important and impact cannot be neglected with the influence of new technologies beginning teachers uses to key in and alien with its trend. These new technologies provide opportunity to improve beginning teachers access to mentors both within and outside their zone. This does not erase the elements of the conventional method of mentoring hence the quality of outlive dialogic between mentors and mentees equation to that of face to face discussion.

E-mentoring can assist in a great extent in teacher preparation and equipping the beginning business education teacher on the appropriate teaching method, suitable instructional materials and the required lessons plan. With the availability and accessibility to modern technology, beginning teachers will benefit.

Suggestions

For E-mentoring to be appreciated by scholars and educators and for it to be of immense assistance to beginning business education teachers, the study suggested the following:

1. For there to be effective implementation of e-mentoring, there should be computer literacy. Beginning teachers must be technologically savvy so as to be able to utilize this modern technology.
2. There should be appropriate computer equipment. If one is computer literate but does not have the required equipment, it is not complete.



3. There should be effective communication skills. Both mentoring and e-mentoring is all about sharing information, ideas and knowledge. All these cannot be shared without effective communication skills. Therefore, if behooves on the beginning teaches to be acquainted with the right communication skills so as to get the best from experience professionals.
4. Both mentors and mentees should ensure the privacy of the messages. This exercise is all about building relationships that is devoid of lack of trust. So, trust plays a significant role in upholding what exists between the two parties.
5. In addition, there should be the willingness for feedback. In as much as there is communication, there is need for feedback.

References

- Adams, G. & Crews, B.T. (2004).Telementoring: Available-tool. *Journal of Applied Research for Business Instruction*, 2(3), 1-5.
- Akim, L. & Hilbun, J. (2007).E-mentoring in three voices. *Online Journal of Distance Learning. Administration*, 10(1), 1.Retrieved from Education Research complete Database.
- Akin, L. & Hilbum, J. (2007).E-mentoring in three voices. *Online Journal of Distance Learning Administration*, 10(1).Retrieved from <http://www.westga.edu-distance/ojdl/spring101/akin.htm>.
- Amesi, J. & Akpomi, M. E. (2013).Application of new technologies and mentoring strategies in Business Education in Rivers State.*International Journal of Accounting Research*, 1(5).
- Anthony, T.D. & Kritsonis, W.A. (2006). National Implications: An analysis of e-mentoring induction year programmes for novice alternatively certified teachers. *National Journal for Publishing and Mentoring Doctoral Students Research*, 3(1).
- Brady, L. & Schuck, S. (2005). Online mentoring for the indication of beginning teachers. *Journal of Educational Enquiring*, 6(1).
- Bsc R. (2016). Business education teacher certification. Retrieved from <https://www.teaching>
- Carmia, C. N. (n.d). Issues on research on mentoring: definitional and methodological. *International Journal of mentoring*, 2(2), 9-13.
- Chaterbuck, D & Lane, G. (2004).*The situation mentor*.Aldershot: Gower Publishing.
- Colky, D. L. & Yamg, W.H. (2006).Mentoring in the virtual organization: Keys to building successful schools and business.*Mentoring and Tutoring*, 14(4), 433-447.
- De Janasz, S. C. & Godshalk, V. M. (2013).The role of e-mentoring in protégés learning and satisfaction. *Group & Organization Management*, 36(6), 743-774.
- Feiman-Nemser, S. (2001). Helping novices learn to teach: Lessons from an exemplary support provider. *J. Teachers Education*; 52(1), 17-30.
- Gordon, A. L. (2011). Cybercentrism: The new, virtual management. *Management Decision*, 39(8), 676-686.
- Hamilton, A. B. & Suandura, A. T. (2002).Implications for organizational learning and development in a weird world.*Organizational Dynamics*, 31(4), 388-402.



- Harris, L.A. & Rae, A. (2009). Web 2.0 and Virtual world technologies: A Growing impact on IS Education. *Journal of Information Systems Education*, 20(2), 137-145.
- Headlam-Wells, J. (2004). Mentoring for Aspiring Women Managers. *Gender in Management*, 19(4), 212-218.
- Herrington, A., Herrington, J., Kervin, L. & Ferry, B. (2006). The design of an outline community of practice for beginning teachers (electronic version).
- Hinckly, S. (2017). Support teachers: One-one-one Online mentoring fills a niche. Retrieved from <https://newteachercentre.org/news-story/support-teachers-one-one-online-menting-fills-niche/>.
- Hunt, J. E., Powell, S., Little, M. E. & Mike, A. (2018). *The effect of e-mentoring on beginning teacher*. Retrieved from <http://www.Journals.sagepub.com>> doi>abs.
- Hunt, J.H., Powell, S., Little, M.E & Mike, A. (2013). The effects of e-mentoring on beginning teacher competencies and perceptions. *The Journal of the Teacher Education Division of the Council for Exceptional Children*, 36(4), 286-297.
- Jaffe, R., Moir, E., Swanson, E. & Wheeler, G. (2006). Online mentoring and professional development for new science teachers. In C. Dede (Ed.). *Online Teacher Professional Development: Emerging models and methods* (pp. 89-116). Cambridge: Harvard Education Publishing Group.
- Kahraman, M. & Kuzu, A. (2016). E-mentoring for professional development of pre-service teachers: A case study. *Turkish Online Journal of Distance Education (TOJDE)*, 17 (3)
- Kimberly, N.C. (2012). E-mentoring: An Innovative twist to traditional mentoring. *J. Technol. Manage Innov.*, 7(1)
- Kuzu, E. B. (2014). Use of online social networks for educational purposes among pre-service IT teachers (unpublished doctoral dissertation), Graduate school of Education social networks for educational sciences, Anadolu, University, Turkey.
- Legler, C.E. (2017). E-mentoring novice science teachers through university-sponsored on-line induction: A self-study. A dissertation presented to the graduate school, University of Florida.
- McLeod, S.A. (2018). Lev Vygotsky. Retrieved from <https://www.simplypsychology.org/vygotsky.html>
- Murphy, W.M. (2011). From e-mentoring to blended mentoring: Increasing students' developmental initiation and mentor's satisfaction. *Academy of Management Learning and Education*, 10(4), 606-622.
- Nemiro, E.J. (2004). Creatively in Virtual teams. *Business Book Review Library*, 21(37), 1-10.
- NMRC (2018). Supporting and inspiring Native Youth through e-mentoring. Retrieved from <https://nationalmentoringresourcecatve.org/index.php/30-topic-area/204e-mentoring.html>.
- Odabasi, H. F. & Kabakai, I. (2007). The significance of information and communication technologies in professional development of teachers (trusl).
- Okurame, D. E. & Balogun, S. K. (2005). Role of informal mentoring in the career success of first-line bank managers: A Nigerian case study. *Career Development International*, 10 (7/7), 512-521.



- Olowu, A. A. (2013). *Mentoring: A key issue in human resource management*. Ile-Ife: Centre for psychological studies services.
- Paulsen, K. M. (2013). Mentoring programme: Learning opportunities for mentors, for mentees, for organizations and for society. *Industrial and commercial Training*, 45(5), 255-263.
- Perchiazzi, M. (2009). *Apprendere il mentoring. Manual operative per la formazione dei mentor massa-Italia: transeuropa*.
- Prensky, M. (2005). Listen to the natives. *Educational leadership*, 6.3(4), 8-13.
- Reis, R. (n.d.). Using mentoring as a form of professional learning. Retrieved from <https://tomprof.stanford.edu/posting/386>.
- Single, P.B. & Single, R.M. (2005). E-mentoring for Social Quality: Review of Research to Inform Programme Development. *Mentoring & Tutoring: Partnership in Learning*, 13(2), 301-320.
- Snutt, S. & Israel, M. (2010). E-mentoring enhancing special education teacher induction. Retrieved from <https://www.research-gate.net/publication/234749504-e-mentoring-enhancing-special-education-teacher-induction>.
- Umaine Online (2017). M. Ed in Instructional Technology. Retrieved from [https://online.umaine.edu/grad/master-of-education-in-instructional-Technology/?gclid=EAlaQo6camiov.../](https://online.umaine.edu/grad/master-of-education-in-instructional-technology/?gclid=EAlaQo6camiov.../)
- Undiyaundaye, F. A. & Basake, J. A. (2017). Mentoring and career development of academics in colleges of education in Cross River State Nigeria. *European Journal of Multidisciplinary Studies*, 4 (4).
- Watson, S. (2006). *Comprehensive mentoring programmes for new teachers*. California: Corwin Press.