

MENTORING IN TEACHING/LEARNING OF BUSINESS EDUCATION SUBJECTS IN COLLEGES OF EDUCATION: A MEANS TO ACHIEVING GOOD GOVERNANCE FOR SUSTAINABLE GLOBAL ECONOMY IN ADAMAWA STATE

Nwachukwu Chinwendu L.
Business Education Department
F.C.E. Yola
08062395422
nwenduritat@gmail.com

Abstract

The study examined mentoring in teach/learning of business education subjects in College of Education in Adamawa State as a means to achieving good governance for sustainable global economy. Mentoring has two components – Mentor and Mentee. It is a relationship where the mentor helps the mentee to become what he desires. Mentoring has three attributes – reciprocity, developmental benefits and regular/consistent interaction over a period of time. Wong & premkumar (2007) identified three models of mentoring relationship – the apprenticeship, the competency and the reflective models. A lot advantages abound in mentoring as well as challenges. Teaching/learning of business subjects have gone beyond the classroom settings in this technology ear. Learning is no longer an initial activity preparing one for a productive life, but rather a continuous necessity to cope with changing demand. Business education cannot afford to be static when its environment is changing and this change is propelled by technology. Two research questions and two hypotheses guided the study. Survey design was adopted and a 36 item questionnaire was used to collect data and analyzed using SPSS. The study concludes that business education as part of vocational/technical education, if fully developed and utilized will put a stop to “drop outs” syndrome which eventually culminate into corrupt practices such as 419, armed robbery, kidnapping, electoral fraud, thuggery, money laundering and the likes, it recommend among other things that business education should be encouraged by both government and management to bring about graduates who will be self-reliant and participate in determining good governance for sustainable global economy.

Key Words: Mentoring Teaching/Learning Business Education Subjects Good Governance Sustainable Global Economy

Introduction

Mentoring is a multifaceted concept. It is defined in different ways by different people. Mentoring in the work place has been defined as an intense interpersonal exchange between a more senior member of the organization, the mentor and a less experienced member, the mentee, by the mentor provides advice, counsel, feedback and support in order to facilitate the career and personal development of the mentee (Neo, Greenberger & Wong, 2002). Mentoring relationship according to Clutterbuck & Schneider (2011) usually ask the question what? Which focuses on the future. The authors maintain that the aims and objective of mentoring is developing and committing to learning goals and broadening an individual's horizon.

The term “Mentor” and “Mentee” are components of the mentoring relationship. The person offering the mentoring is usually referred to as a mentor while the recipient is referred to as mentee. Thus a mentor is someone who helps another person (mentee) to become what that person aspires to be. Mentoring can be seen as a simple but very important remedy in aiding the teaching/learning. Mentoring builds confidence and boldness in teaching/learning, over centuries mentoring has been hailed as an important human resource management strategy, a career tool and a work place learning activity for men and women and minority groups in a

variety of organizational settings (Scandura, in Kanu, 2016). The author maintained that mentoring was a common practice in the time of Guilds and Trade apprenticeship, when young people learning to acquire technical skills often sit under a more experienced and established skill master. Most successful people in various work of life probably have had one or more people over the year that have exerted a particularly influence over their lives and career such as teaching/learning of business education subject.

Teaching/learning of business education subjects have gone beyond the classroom settings in this technology era. Business education as part of vocational education, is an occupational programme tailored towards meeting the objective of vocational business education which includes enabling youths to:

- a) Have the skills and competencies required for the performance of basic business jobs;
- b) Apply the various business concepts acquired in class in the real life situation;
- c) Recognize and demonstrate their responsibilities and rights as consumers;
- d) With some business skills recognize and play their roles as productive participants or members of the society especially in our free enterprise economy;
- e) Improve personal qualities and build attitude necessary for adjustment in personal and other employment situations;
- f) Guide individuals for suitable placement in business and office employment (Onwuachu, 2014)

Business education is a programme of instruction which consists of two parts (a) office education, a vocational education programme for office careers through initial refresher and upgrading education leading to employability and advancement in office occupations, and (b) general business education, a programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world (Mamman & Nwabufu, 2014). The authors sums that business education offers specialized instruction for office occupations and general orientation which is capable of transforming a nation. Learning is no longer an initial activity preparing one for a productive life, but rather a continuous necessity to cope with changing demand. However, Ekundayo (2009) posited that teaching/learning has gone beyond the teacher standing in front of the students and disseminating information to them without the students' preparation and participation. The traditional form of teaching has revolved round the planned transmission of body of knowledge followed by some forms of interaction with the content as a means to consolidate the knowledge acquisition. Thus there is an urgent need to replace the traditional pedagogical approach that underpins business education programme through mentoring and technology use. The objective of any strategy for human resource development should be to build the skills and knowledge required for economic, social, cultural and political growth and to provide avenue for participation in the creation of better society which governance.

Governance is a concept that is commonly used by many people. There is no consensus on the official definition of governance because its use often depends on the intended purpose, the people involved and the socio-political environment of the term. United Nations (2021) governance refers to the activities of all political and administrative authorities to govern their country. Governance is the process of decision- making and the process by which decision are implemented (or not implemented). Governance in this concept can apply to corporate, international, national or local governance as well as the interaction between other sectors of society David (2023)

Good governance is the process of measuring how public institutions conduct public affairs and manage public resources and generate the realization of human right in a manner essentially free of abuse and corruption with due regards for the rule of law. Mayor (2021)

reported that in 1990s, the World Bank became the first international institution to adopt the concept of good governance into lending arrangements for developing countries and introduced the idea to the general public. In World Bank 1992 report entitled “Governance and Development”, the notion of good governance was written as the way in which power is used to regulate the economic and social resources of a country for development. Good governance aims to minimize corruption, take into account the opinions of minorities, listen to the cry of the oppressed people in the decision-making process and respond actively to the needs of the community now and in future. Hence good governance is the process whereby public institutions conduct public affairs and manage public resources in a manner that promotes the rule of law and the realization of human rights (civil, political, economic, social and cultural). IMF in David (2023) declares that promoting good governance in all its aspects, including by ensuring the rule of law, improving the efficiency and accountability of the public sector and tackling corruption are essential elements of a framework within which economies can prosper.

Theoretical Background

The term mentoring first appeared in Homer’s *Odyssey*. A Greek mythology in which a wise and trusted guide, Mentor, looked after and guided Telemachus, son of Odysseus, who had left home to fight in the Trojan War. To a major degree, Mentor was responsible for the boy’s education as well as the shaping of his character, wisdom of his decisions and the clarity and steadfastness of his purpose (Kanu, 2016). This historical context has informed the definitions of mentoring across decades. Hence, mentoring is usually considered a relationship between an older/more experienced person and a younger/less experienced person for the purpose of developing the younger person professionally, academically or personally. According to Megginson & Clutterbuck in Kanu (2016) mentoring is ‘offline help by one person to another in making significant transitions in knowledge, work or thinking. Wong & Prekumar (2007) argue that mentoring is an insightful process in which the wisdom of the mentor is acquired and applied by the mentee. Mckimm in Kanu (2016) was more descriptive in his definition of mentoring as the process by which an experienced, highly regarded, empathic individual (the mentor), by listening and talking in confidence, guides another individual, often but not always working in the same field (the mentee), in the development and re-examination of the mentee’s own ideas, learning, personal and professional development.

In the light of the above, mentoring is a highly interactive and nurturing process between a more experienced professional (mentor) and a less experienced person (mentee) which the mentor provides direction and guidance with a view to helping the mentee develop necessary skills, navigate work place politics and improve performance. Mentoring can be formal or informal. Formal mentoring relationships are usually organized in the workplace where an organization matches mentors and mentees for developing careers, they are characterized by agreed appointments, venues and timing (Alfred et al, 2003), the authors explained that informal mentoring relationships, on the other, occur spontaneous and are usually casual. In informal mentoring relationships, the mentee visits the mentor on anytime basis. Hence the difference between formal and informal mentoring relationships is the presence of intensity of agreement and ground rules, the programmes can be long or short, one-to-one or group and can take the form of senior-to-junior, peer or reverse.

Deciding which structure educational institutions can adopt to achieve larger pool of skilled and committed manpower is important because each structure of mentoring may be better suited to support particular mentoring function. It is usually expected that mentors whose skills, motivations, and backgrounds best match the goals and structure of the programme will be selected. Dolaz in Kanu (2016) was expressive in his description of a mentor. He described mentors as guide who leads us along the journey of our lives... they cast light on the way ahead, interpret arcane signs, warns us of lurking dangers and point out unexpected delights along the way. Thus a mentoring programme must identify and select mentors who will provide the

required guidance, opportunities and connections for the mentee, ensure that mentees can stay committed to expanding their capabilities. Care must be taken to match mentors and mentees in order to facilitate successful mentoring relationship between the two because to achieve the objective of a mentoring relationship, the two must remain in the relationship for the intended duration.

Cook (2005) reported that mentoring circle form part of government strategies to train staff and have suggested for use in university/college environment. However mentoring in teaching/learning of business education subjects in colleges of education is seen as a vehicle or intervention in academic, career and social development of staff/students. Business education is an education for the acquisition and development of skills and competencies, attitude and attributes which are needed for efficiency of the economic system (Onyesom & Okolocha, 2018). They stressed that it is the intellectual and vocational preparation of students for earning a living in the contemporary society. Business education to Ajuluchukwu (2014) is a programme that involves general knowledge, vocational literacy and entrepreneurship. Ajuluchukwu emphasized that general knowledge offers learners the opportunity to be vastly knowledgeable in order to understand the demands of contemporary society. From the above definitions of business education, it is believed that if students are properly guided at the classroom level by a well mentored teacher can be able to understand the demand of the contemporary society and participate in the governance process.

Good governance is among other things, participatory, transparent and accountable. It is also effective and equitable, it promotes the rule of law, ensure that political, social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision making over the allocation of development resources (Avijit, 2023). Good governance in sustainable global economy is to assist societies to develop an effective government within a democratic system and implement sustainable principles through global partnership. Avijit (2023) stated that sustainable development is not possible without good governance and listed the following as important of good governance:

- i. Economic Development – without good governance in a state, the economic development is not stable;
- ii. Social Development – there should be fair distribution of wealth among various people to avoid social discontent;
- iii. Political Development – good governance depends largely on the sincerity of the political leadership and adherence to the rules and regulations of the political establishment.

Good governance manifesting in areas of rule of law, transparency, accountability and citizen participation among others are sine quo non for national peace and development (Adeleke & Banji, 2017). Their study revealed that unethical practices, arbitrary rules and corruption which pervade public offices are not products of good governance and that it has brought about unemployment, poverty, crimes, internal violence, insurgency, diseases, loss of lives and properties and underdevelopment of the nation. Nwachukwu, (2010) strongly advocated that business education as part of vocational/technical education, if fully developed and utilized will put a stop to “drop outs” syndrome which eventually culminate into corrupt practices such as 419, armed robbery, kidnapping, electoral fraud, thuggery, money laundering and the likes. If one is learned in Business education and is self-reliant and self-employed and can even employ another person and they are earning their living with their hands, they will not be interested or be part of corruption that have robbed Nigeria of good governance. As Agbese, (2009) puts it, that business education has all that it entails to transform not only the citizens but also our rulers to transform themselves into leaders and turn governance from a contract-driven system to a social responsibility-driven by sense of service to the people.

The study is limited to mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State as a means to achieving good governance for sustainable global economy.

Statement of the Problem

Mentoring is relatively new in educational institutions and are rare in business education in Adamawa State. New teachers need to be matched with the older ones in order not to fall prey to personal or professional bad decision or moral failure without mentoring. Mentoring relationship build confidence and boldness in the new teachers because entering new practice in any profession offer many challenges, but new teachers are seldom matched with senior members of the faculty, to consolidate their skills and provide guidance and support for effective teaching/learning of business education subjects as it is practical and skill oriented. Clutterbuck & Schneider (2011) developed 4 stage competence cycle model that can be helpful in mentoring less experienced teacher to enable the production of capable graduates that will bring about good governance in future. The preparation of today's students for tomorrow's world for job yet invented and to uses technologies yet manufactured has created a gap that has to be filled by present day mentors and mentees especially in teaching/learning of business education subjects in colleges of education in Adamawa State.

Purpose of the study

The study is designed to find out extent how mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State can be a means to achieving good governance for sustainable global economy. Specifically to find out the:

1. Benefits of mentoring in teaching/learning of business education subjects in colleges of education Adamawa State;
2. Challenges of mentoring in teaching/learning of business education subjects in colleges of education Adamawa State;

Research Questions

The following questions guided the study:

1. What are the benefit of mentoring in teaching/learning of business education subjects in colleges of education Adamawa State;
2. What are the challenges of mentoring in teaching/learning of business education subjects in colleges of education Adamawa State;

Research Hypotheses

The following null hypotheses was formulated for the study and were tested at 0.05 level of significance:

1. There is no significant difference between the mean response of old and new teachers on the benefit of mentoring in teaching/learning of business education subjects in Colleges of Education in Adamawa State.
2. There is no significant difference between the mean response of old and new teachers on the challenges of mentoring in teaching/learning of business education subjects in Colleges of Education in Adamawa State

Methodology

The study adopted a survey research design, the population of the study was drawn from the three Colleges of Education in Adamawa State which consists of 71 respondents. There was

no sampling as the number was manageable. A total of 71 questionnaires developed by the researcher on mentoring in teaching/learning of business education subjects was distributed to 20 old teachers and 51 new teachers and collected on the spot. Old teachers refer to those who have spent over ten (10) years while new teachers refer to those who are under 5 years in teaching in department of business education of the Colleges of Education in Adamawa State. A 4 point rating scale response category was adopted and mean and standard deviation were employed to analyze the data collected while t-test was used to test the two null hypotheses formulated and tested at 0.05 level of significance using Statistical Package for Social Science (SPSS). Any item with a mean of 2.50 and above was accepted while any item with a mean of 2.49 and below was rejected. The null hypotheses was accepted when the t-calculated was less than or equal to t-critical.

Result interpretation

Research Question 1: what are the benefit of mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State.

Table 1: Mean and Standard Deviation on the responses of old and new teachers on the benefit of mentoring relationship in teaching/learning of business education subjects.

S/N	Item Statement	Old Teachers		New Teachers		Decision
		Mean	SD	Mean	SD	
1.	Increase staff moral and job satisfaction	3.4	0.5	3.45	0.5	Accepted
2.	Help to achieve vision and mission	3.35	0.55	3.4	0.5	Accepted
3.	Build relationship with professional peers which lead to professional growth	3.3	0.4	3.3	0.4	Accepted
4.	Improved team work & cooperation	3.4	0.5	3.45	0.5	Accepted
5.	Give Senior Management a more informed view of the organization talents	3.3	0.5	3.2	0.64	Accepted
6.	Develop habit of trust and confidentiality	3.45	0.5	3.4	0.5	Accepted
7.	Increase job satisfaction	3.5	0.5	3.4	0.5	Accepted
8.	Offer opportunity to pass on knowledge and experience	3.5	0.5	3.4	0.5	Accepted
9.	Influence mentee to participate in conference	3.5	0.5	3.5	0.5	Accepted
10.	Improve leadership organizational and communication skills	3.4	0.5	3.4	0.5	Accepted
11.	Develop ability to give and take criticism	3.5	0.5	3.4	0.5	Accepted
12.	Develop organizational and professional knowledge	3.3	0.5	3.4	0.5	Accepted
13.	Develop autonomy and personal independence	3.2	0.6	3.1	0.64	Accepted
14.	Develop self-confidence and boldness	3.3	0.6	3.3	0.76	Accepted
15.	Increase maturity and willingness to take risk	3.3	0.5	3.1	0.58	Accepted
16.	Develop own practice	3.3	-.5	3.1	0.55	Accepted
17.	Offer opportunity for effectiveness	3.2	0.5	3.4	0.58	Accepted

SD = Standard Deviation

The analysis in table 1 above shows that all the 17 items for both old and new teachers rated between 3.1 – 3.5 on the 4 point scale which however strongly considered accepted. This indicates that mentoring in teaching/learning of business education subjects in the three Colleges of Education in Adamawa State is considered beneficial for both old and new teachers for effective instructional delivery.

Table 2: Research question 2: what are the challenges of mentoring in teaching/learning of business education subjects in Colleges of Education in Adamawa State.

S/N	Item Statement	Old Teachers		New Teachers		Decision
		Mean	SD	Mean	SD	
18.	Inadequacy of experienced mentors pose is a challenge	3.4	0.5	3.5	0.5	Accepted
19.	The mentee background is a challenge	3.5	0.5	3.4	0.5	Accepted
20.	Lack of continuous in-service training among business education teachers	3.49	0.5	3.45	0.5	Accepted
21.	Lack of fund for procurement of teaching and learning tools	3.5	0.5	3.5	0.5	Accepted
22.	Inconsistency in electricity supply poses challenge in the classroom	3.45	0.5	3.75	0.4	Accepted
23.	Some teachers being adamant to mentoring process is a challenge	3.47	0.5	3.55	0.5	Accepted
24.	Rapid change in technology is a challenge to mentoring process	3.4	0.49	3.4	0.5	Accepted
25.	Delay in government compliance to equipping and creating serious awareness of business education is a challenge to mentoring process	3.4	0.5	3.55	0.5	Accepted
26.	Negative feeling about teaching is a challenge to mentoring process	3.5	0.5	3.5	0.5	Accepted
27.	Mentors being reluctant in helping the mentee is a challenge to mentoring process	3.5	0.5	3.55	0.5	Accepted
28.	Lack of understanding between mentor and mentee is a challenge to mentoring process	3.5	0.5	3.55	0.5	Accepted
29.	The long-term time committed to mentoring poses a challenge to mentoring process	3.86	0.3	4.0	0.0	Accepted
30.	Business education teachers are not used to mentoring hence are skeptical about it	3.3	0.5	3.45	0.5	Accepted
31.	Mentors are afraid of mentees taking over their position	3.3	0.48	2.2	0.5	Accepted & Rejected
32.	Interpersonal issues arising between the mentor and the mentee during the process	3.37	0.48	3.45	0.5	Accepted
33.	New instruments and materials for mentors may pose a challenge in the process	2.3	0.48	3.5	0.5	Accepted & Rejected
34.	The variation nature in mentoring process may pose a challenge in its application	2.5	0.5	2.3	0.5	Accepted & Rejected
35.	Cost of resources associated with administration of mentoring process is a challenge	3.3	0.46	3.6	0.5	Accepted
36.	Mentoring strategy may not be properly organized thereby causing a problem in the process	3.4	0.5	3.4	0.5	Accepted

SD = Standard Deviation

The information in table 2 above revealed that items 31 and 34 had a mean score of 3.3, 2.2 and 2.5 and 2.3 respectively for old and new teachers. Here there is a little disagreement between the two groups, while in item 31 the old teachers are afraid the new ones will take over their position, the new ones disagreed and in item 34 the old teachers agree that the variation nature in mentoring will not be a challenge, the new teachers are saying that it is going to be a challenge in its application. Item 33 had a mean score 2.3 and 3.5 for both old and new teachers meaning that while old teachers disagree that the new instrument and materials may pose a challenge, the new ones agreed the it may pose a challenge. For all other items, their mean score range from 3.3 – 4.0 which were the criterion mean for agree (accepted). This indicates that both old and new teachers responded to majority of the items as agreed on the challenges of mentoring in teaching/learning of business education subjects in Colleges of Education in Adamawa State.

Table 3: Hypothesis 1

There is no significant difference between the mean responses of old and new teachers on the benefits of mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State.

S/N	Item Statement	Old Teachers		New Teachers		Sig. 2 tailed	Decision
		Mean	SD	Mean	SD		
1.	Increase staff moral and job satisfaction	3.4	0.5	3.45	0.5	.895	Not sig
2.	Help to achieve vision and mission	3.35	0.55	3.4	0.5	.744	Not sig
3.	Build relationship with professional peers which lead to professional growth	3.3	0.4	3.3	0.4	.791	Not sig
4.	Improved team work & cooperation	3.4	0.5	3.45	0.5	.785	Not sig
5.	Give Senior Management a more informed view of the organization talents	3.3	0.5	3.2	0.64	.602	Not sig
6.	Develop habit of trust and confidentiality	3.45	0.5	3.4	0.5	.702	Not sig
7.	Increase job satisfaction	3.5	0.5	3.4	0.5	.945	Not sig
8.	Offer opportunity to pass on knowledge and experience	3.5	0.5	3.4	0.5	.412	Not sig
9.	Influence mentee to participate in conference	3.5	0.5	3.5	0.5	.714	Not sig
10.	Improve leadership organizational and communication skills	3.4	0.5	3.4	0.5	.460	Not sig
11.	Develop ability to give and take criticism	3.5	0.5	3.4	0.5	.412	Not sig
12.	Develop organizational and professional knowledge	3.3	0.5	3.4	0.5	.393	Not sig
13.	Develop autonomy and personal independence	3.2	0.6	3.1	0.64	.372	Not sig
14.	Develop self-confidence and boldness	3.3	0.6	3.3	0.76	.389	Not sig
15.	Increase maturity and willingness to take risk	3.3	0.5	3.1	0.58	.126	Not sig
16.	Develop own practice	3.3	-.5	3.1	0.55	.387	Not sig
17.	Offer opportunity for effectiveness	3.2	0.5	3.4	0.58	.601	Not sig

SD = Standard Deviation, Not sig = Not Significant, Sig. = Significant

The table 3 above revealed that all the items were not significant, therefore we uphold the null hypothesis that, there is no statistical significance between the mean responses of old and new teachers on the benefits of mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State.

Table 4: Hypothesis 2

There is no significant difference between the mean responses of old and new teachers on the challenges of mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State.

S/N	Item Statement	Old Teachers = 20		New teachers = 51		Sig. 2 tailed	decision
		Mean	SD	Mean	SD		
18.	Inadequacy of experienced mentors pose is a challenge	3.4	0.5	4.00	.000	.061	Sig
19.	The mentee background is a challenge	3.5	0.5	3.4	0.5	.554	Not sig
20.	Lack of continuous in-service training among business education teachers	3.49	0.5	3.45	0.5	.764	Not sig
21.	Lack of fund for procurement of teaching and learning tools	3.5	0.5	3.5	0.5	.942	Not sig
22.	Inconsistency in electricity supply poses challenge in the classroom	3.45	0.5	3.75	0.4	.023	Sig
23.	Some teachers being adamant to mentoring process is a challenge	3.47	0.5	3.55	0.5	.554	Not sig
24.	Rapid change in technology is a challenge to mentoring process	3.4	0.49	3.4	0.5	.929	Not sig
25.	Delay in government compliance to equipping and creating serious awareness of business education is a challenge to	3.4	0.5	3.55	0.5	.554	Not sig

	mentoring process						
26.	Negative feeling about teaching is a challenge to mentoring process	3.5	0.5	3.5	0.5	.826	Not sig
27.	Mentors being reluctant in helping the mentee is a challenge to mentoring process	3.5	0.5	3.55	0.5	.889	Not sig
28.	Lack of understanding between mentor and mentee is a challenge to mentoring process	3.5	0.5	3.55	0.5	.764	Not sig
29.	The long-term time committed to mentoring poses a challenge to mentoring process	3.86	0.3	4.0	0.00	.083	Sig
30.	Business education teachers are not used to mentoring hence are skeptical about it	3.3	0.5	3.45	0.5	.314	Not sig
31.	Mentors are afraid of mentees taking over their position	3.3	0.48	2.2	0.5	.677	Not Sig
32.	Interpersonal issues arising between the mentor and the mentee during the process	3.37	0.48	3.45	0.5	.555	Not sig
33.	New instruments and materials for mentors may pose a challenge in the process	2.3	0.48	3.5	0.5	.826	Not sig.
34.	The variation nature in mentoring process may pose a challenge in its application	2.5	0.5	2.3	0.5	.291	Not sig.
35.	Cost of resources associated with administration of mentoring process is a challenge to management	3.3	0.46	3.6	0.5	.026	Sig
36.	Mentoring strategy may not be properly organized thereby causing a problem in the process	3.4	0.5	3.4	0.5	.878	Not sig

SD = Standard Deviation, Not sig = Not Significant, Sig. = Significant

From the table 4 above, items 18, 22, 29 & 35 were significant as their value levels were .061, .023, .083 and .026 which is less than the level of significance of 0.05 the hypothesis was tested. The remaining 11 items were not significant so as 11 is higher than 4 we attempt to still uphold the null hypothesis that there was no statistically significant difference in the mean response of old and new teachers on the challenges of mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State except for the four items mentioned.

Discussion of the Findings

The study looked at mentoring in teaching/learning on business education subjects in three colleges of education in Adamawa State as a means to achieving good governance for sustainable global economy. It was discovered that both old and new teachers agreed on the benefits of mentoring in teaching/learning of business education subjects. The implication of these findings is that mentoring relationship when effectively established in college of education would constitute a vital tool for the improvement of skills in instructional delivery, increase the opportunity to develop self-confidence and boldness, personal independence and extinct fear and inferiority complex by new teacher

The research question two reveals the challenges associated with mentoring in teaching/learning of business education subjects in colleges of education in Adamawa State. Notwithstanding the benefits of mentoring relationship, Ehrich & Hansford in Igberaharha (2014) outlined the draw backs of mentoring relationship as - the implementation of a mentoring relationship when there are few opportunities for advancement in an organization. The author argue that such situation can lead to frustration to mentee, the danger of allowing mentoring programme to proceed when there no complete organizational commitment to the programme. Some organizations have encountered difficulties in endeavoring to coordinate existing on-going training or human resource programme with new mentoring programme; the difficulty to convince management to implement a mentoring programmes when there is a relative lack of hard data justifying the effectiveness of such programme, the complexity and potential

expensive administration associated with a mentoring programme that incorporate cross-functional pairing.

Conclusion

Mentoring existed in colleges of education but significantly salient. Mentoring has been recognized as very vital in aiding easy teaching/learning. The study revealed that there are some benefits and challenges derivable from mentoring relationship which can enhance teaching/learning of business education subjects for both new and old teachers. (Adeleke & Banji, 2017). Their study revealed that unethical practices, arbitrary rules and corruption which pervade public offices are not products of good governance and that it has brought about unemployment, poverty, crimes, internal violence, insurgency, diseases, loss of lives and properties and underdevelopment of the nation. Nwachukwu, (2010) strongly advocated that business education as part of vocational/technical education, if fully developed and utilized will put a stop to “drop outs” syndrome which eventually culminate into corrupt practices such as 419, armed robbery, kidnapping, electoral fraud, thurggery, money laundering and the likes. If one is learned in Business education and is self-reliant and self-employed and can even employ another person and they are earning their living with their hands, they will not be interested or be part of corruption that have robbed Nigeria of good governance.

Recommendations

From the discovering from the study, the following were recommended:

1. Mentoring relationship should be adopted formally in colleges of education in Adamawa State for effective teaching/learning of business education subjects.
2. The new and old teachers need to be mentored, coached for smooth transition and adoption of mentoring process in teaching/learning of business education subjects
3. Managements should implement mentoring relationship programmes to reassure mentors of their position security.
4. Business education should be encouraged by both government and management to bring about graduates who will be self-reliant and participate in determining good governance for sustainable global economy.

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