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# INFLUENCE OF MENTORS' ADVICE ON CAREER ADAPTABILITY OF PUBLIC SECONDARY SCHOOL STUDENTS IN KIAMBU COUNTY, KENYA

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## ABSTRACT

The study sought to establish the influence of mentors' advice on career adaptability of public secondary schools in Kiambu, Kenya. The sample comprised of 1230 students selected through simple random sampling from 30 sampled schools that were selected through stratified random sampling. In addition, 30 guidance and counseling teachers selected through purposive sampling participated in the study, one in each school. Data was collected using three instruments namely: student questionnaires; students focus discussion guide and interview guide for guidance and counseling teachers. The data was analyzed through both descriptive and inferential analysis.

The main inferential analysis used was simple linear regression analysis that provided the correlation coefficient ( $r$ ), the coefficient of determination squared ( $R^2$ ) and the F-Ratio (ANOVA). The findings of the study revealed that mentors' advice had a positive and statistically significant influence on career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence.

Further findings revealed that mentors' advice accounted for a significant proportion of the variance observed in career adaptability and its four dimensions of concern, control, curiosity and confidence. The study therefore concluded that all activities comprising mentors' advice and role modeling significantly contributed to an increase in career adaptability and its dimensions at home, school and community settings, thereby improving their ability to make informed choices.

**Key word:** Career Adaptability, Mentors' Advice, Career Choice

## INTRODUCTION

Secondary education is very critical to the social economic development of any country. Additionally, it is at this level that students develop their identity in various areas including career development as highlighted by Eric Erickson (1968) in his Psychosocial Theory that considers forming an identity as a major developmental task at this stage.

The contribution an individual will make in the family and society is determined by the career path that the individual pursues whose basis is majorly laid down at the secondary school level in the adolescence and emerging adulthood stages (Annett, 2015).

To help secondary school students successfully choose career paths for higher education and future work settings, governments worldwide have invested heavily in enacting comprehensive laws, developing policies, and creating programs that facilitate effective career choices and support successful transitions into the workforce. For instance, United States of America, has had elaborate laws such as the “No Child Left Behind” (NCLB) Act, 2002 (Grasta, 2008), later replaced by “Every Child Succeeds Act” (ESSA), 2015 as well as a comprehensive career guidance and counselling programme to facilitate every learner’s career decision making (Gysers, 2013). Canada has the “High Five” (Redekopp et al, 1995; Hiebert, 2005, 2010) “plus One” (Hiebert, 2010) while United Kingdom has the “Good Career Guidance” referred to as Gatsby’s benchmarks (Holman, 2014). Similarly, Australia (Rothman & Hillman, 2008) and New Zealand (Furbish and Reid, 2013) also have clear policies and programmes to offer career guidance to learners in education institutions and workplaces.

In the African Continent, South Africa is one of the countries with a policy that guarantees an elaborate, robust and inclusive system of career guidance that covers those in school and those who

are working and its clarion call is “lifelong career guidance from birth to cradle” (Department of Higher Education and Training, 2017). Kenya on its part has shown great interest and efforts in provision of career guidance as demonstrated by the recommendations in various education commission reports starting from Ominde (1964), Gacathi (1976), Mackay (1981), Kamunge (1988), Koech (1999), Sessional papers and policies on education (Republic of Kenya, 2005a, 2019) that have highlighted the importance of providing career guidance for effective choice of career paths. The major focus of the commission reports and policies in Kenya has been mainly on the provision of career information with little emphasis on other career guidance practices such as mentorship.

In view of the foregoing, learners must develop skills, knowledge, and competences to empower them to make career choices. Career Adaptability is referred to as career choice readiness (Savickas, 1990, 1997; Durosaro & Adebanye, 2012; Manfud et al, 2020; Malcianik et al, 2020; Azhenov et al, 2023; Braush-Boger & Forster, 2024; Yap, 2021). Harun, Rahman, and Rahman (2021) established that career adaptability has a positive and moderate influence on career choice. Career adaptability is developed through exposure to various career guidance practices and interventions that are either deliberately planned or incidental in both formal and informal settings. In this study, career adaptability is viewed as the ability, readiness, and preparedness to make career choices.

A study by Alfianto et al. (2019) among secondary school students in Indonesia revealed that career guidance has a positive and statistically significant influence on students' career adaptability.

The Government of Kenya has made considerable strides in formulating policies in support of career guidance in support of career guidance for instance, the Task Force on Realignment of the Education Sector to the 2010 Constitution (Ministry of Education, 2012), observed that despite the importance of mentoring and molding in the education sector, there were serious gaps regarding who among the various the stakeholders is responsible for providing the service, an absence of clear policy and guidelines as well as ineffective delivery of the programmes. The Taskforce, however, established that some secondary schools had developed their own learner mentorship programmes that involved new students in Form One being paired with older students and sometimes with teacher- parents being attached to monitor progress on new students until they settle in the school. According to the Task force this type of innovation had not been adopted for institutionalization across primary and secondary schools and therefore called for development of a mentorship policy to address identified weaknesses (Ministry of Education, 2012).

Subsequently, the Ministry of Education (2019) developed and disseminated a mentorship policy for use in early learning and basic education institutions. The Mentorship Policy is to provide direction and a coordination framework for effective and efficient delivery of mentorship

services to all learners and recognizes that mentorship facilitates acquisition of life skills, values and attitude to cope with day-to-day challenges as well as preparing learners for the world of work (Ministry of Education, 2019). Limisi, Ngeno and Kipruto (2023) in a study carried out on review of the impact of mentorship policies on disruptive behaviours among secondary schools in informal settlements in Nairobi, observed that despite the Ministry of Education having developed a Mentorship Policy for basic education institution, only 18.8% of schools in the sample had a copy of the policy document and the available mentorship programmes were rated as rudimentary with limited time allocation.

Furthermore, most teachers interviewed were not aware of the existence of the mentorship policy. A key question that has lingered in the minds of scholars in the Kenyan education ecosystem is the status mentorship in secondary schools is and how does it influence students' career adaptability.

Despite the heavy investment, elaborate laws, policies and all efforts to implement career guidance programmes for students, career choice continues to be a problem not only in Kenya but all over the world therefore making career decision making a daunting task (Kulcsár, Dobrean, & Gati, 2020; Dodd et al, 2021; Chambers et al, 2020; Gicharu, 2015; Njogu et al, 2019).

Research studies done in Kenya to establish how career guidance practices influence career adaptability/ career choice readiness have been limited.

Despite the limitations on studies seeking to establish how career guidance influences career guidance influences career adaptability, Gitonga (2013) carried a study in Kiambu, Kenya, which revealed that 64% of Form IV secondary school students were undecided on their career choices to pursue in post-secondary institutions while 88% of the Guidance and Counselling teachers sampled were ill prepared to offer career guidance services. In addition, secondary schools lacked adequate resources to offer career guidance services thus negatively impacting on attainment of career adaptability competencies.

Moreover, review of Report by Kenya Universities and Colleges Central Placement Service (KUCCPS) on placement of 2021 KCSE cohort revealed that Kiambu County had 537 candidates out of 20,205 not placed to Kenyan Universities in the first selection which translated to 2.7% nationally who therefore, had to revise their course preferences for consideration during second placement. The figure was higher than her seven neighbouring counties. For instance, Nairobi and Murang'a Counties had 2.3% and 1.8% respectively. It is due to these reasons that Kiambu County was chosen as the location for this study with Gitonga (2013) serving as the baseline. This study therefore was undertaken to assess the current level of access to mentors' advice among public secondary school students from Kiambu County, Kenya and to establish how this influenced their career adaptability.

#### **OBJECTIVES OF THE STUDY**

The specific objective of the study was to determine the extent to which mentors' advice influences career adaptability of students in public secondary schools in Kiambu County, Kenya.

#### **RESEARCH METHODOLOGY**

This study has used the causal comparative research design which is also referred to as *ex post facto* design. Gay and Airasion (2000) describe causal comparison research as a type of research which describes conditions that already exist and where both the effect and alleged cause are studied in retrospect as they have already occurred. The study population for this research comprised of 1230 Form IV students of year 2023 students from public secondary school in Kiambu County, Kenya, of whom 593 were male while the remaining 637 were female. Form IV students were chosen for this study because they were assumed to have the capacity to make vocational choices as they have already chosen all subjects, they were to be examined for in the 2023 Kenya Certificate of Secondary Examinations.

In addition, 30 Guidance and Counselling teachers were selected one from each sampled school to respond to interview schedule and provide qualitative data to assist in the validation of findings obtained from the student questionnaires.

The Krejcie and Morgan (1970) formula was used to calculate the sample size of 1361 students who participated in this study.

The sample size is 1361 which was rounded off to **1400** secondary school students. The 1400 students were selected through simple random sampling from 30 (10.5%) public secondary school which had been selected through stratified random sampling based on type school and student gender from a total of 285 public secondary schools in Kiambu County. The required number of secondary schools was then selected through simple random sampling to ensure each school in a sub-category had equal probability of being selected to form part of the sample as mentioned by Bryman (2012).

A total of 30 guidance and counselling teachers one from each of the schools' sampled were selected through purposive sampling technique in consultation with the principal of the respective school agreeing with Orodho et al (2016) who asserts that in this type of sampling, the researcher handpicks the cases to be included in the sample based on one's judgment typically based on one criterion.

Three instruments were used to collect quantitative and qualitative data from the students and the guidance and counselling teachers. These were: student questionnaires for collection of quantitative data; guidance and counselling teachers interview schedule; and student focus group discussion guide. These are highlighted below. A Structured questionnaire was used for this study as it is ideal for the collection of a large amount of data within a short time and it also ensures consistency of

responses among respondents thus avoiding bias (Osu, 2016; Kothari & Darg, 2014).

The interview guide with open ended questions was used to collect qualitative data from the guidance and counselling teachers to provide crucial information for validating the research findings obtained from hypothesis testing. The Focus Group Discussion Guide which had open-ended questions was used to collect qualitative data from students to validate findings obtained from quantitative data that was earlier collected from students through the questionnaires.

The study was carried out in accordance with research protocols in Kenya that involved approval to collect data from the Maasai Mara University Board of Post Graduate Studies; the research regulatory body, National Commission for Science Technology and Innovation (NACOSTI) through grantee of research licence; Local County Administration, the County Commissioner, Kiambu County; County Director of Education, Kiambu County; and the individual principals of sampled public secondary schools. The researcher followed all research protocols and ethical principles, including informed consent, confidentiality of the collected data, voluntary participation and free withdraw of respondents at any time without fear of any reprisals among other provisions.

The quantitative data was analysed using both descriptive statistics and inferential statistics using SPSS Version 25.

Descriptive statistics such as means, standard deviations, frequencies, percentages, histograms and inferential statistics were used to analyze data. Data for testing of the null hypotheses was analyzed by Linear Regression Analysis that enabled prediction of the amount of variance in career adaptability accounted for by mentors' advice; provided correlation coefficient to indicate the measure of strength and direction of influence; and provided F ratio (ANOVA) which indicated whether prediction was due to error, or it was as an effect of treatment. Qualitative data obtained through focus group discussion from students and interviews schedules with guidance and counselling teachers was analysed thematically and summarized into totals and percentages and used to explain the findings obtained through student respondent responses to the questionnaires.

**Table 1: Student Responses on Participation/exposure to Mentors Advice (n = 1,230)**

## RESULTS AND DISCUSSIONS

### *A. Descriptive Statistics on Provision of Mentors' Advice to Students*

Data on mentors' advice was collected by nine (9) items in the student respondent's questionnaire and covered interactions with mentors and mentors' ability to offer advice. The data is presented in Table 1.

N o.	Item	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total	Mean	S. D
1.	My mentor takes a personal interest in my career	131	84	316	354	345	1230	3.57	1.258
		10.7%	6.8%	25.7%	28.8%	28.0%	100%		
2.	My mentor helps me coordinate professional (career) goals	100	89	301	380	360	1230	3.66	1.202
		8.1%	7.2%	24.5%	30.9%	29.3%	100%		
3.	My mentor has devoted special time and consideration to my career	141	116	367	340	266	1230	3.39	1.244
		11.5%	9.4%	29.9%	27.6%	21.6%	100%		
4.	I share personal problems with my mentor	212	164	285	292	277	1230	3.21	1.385
		17.2%	13.3%	23.2%	23.7%	22.5%	100%		
5.	I exchange confidences with my mentor.	164	112	306	357	291	1230	3.41	1.303
		13.3%	9.1%	24.9%	29.0%	23.7%	100%		
6.	I consider my mentor to be a friend.	126	67	214	373	450	1230	3.78	1.277
		10.2%	5.4%	17.4%	30.3%	36.6%	100%		
7.	I try to model my behaviour after my mentor.	113	64	250	374	429	1230	3.77	1.238
		9.2%	5.2%	20.3%	30.4%	34.9%	100%		
8.	I admire my mentor's ability to motivate others	77	49	199	374	531	1230	4.00	1.148
		6.3%	4.0%	16.2%	30.4%	43.2%	100%		
9.	I respect my mentor's ability to teach others	56	36	155	328	655	1230	4.21	1.068
		4.6%	2.9%	12.6%	26.7%	53.3%	100%		
	<b>SUM (TOTAL)</b>	<b>1,120</b>	<b>781</b>	<b>2,393</b>	<b>3,172</b>	<b>3,604</b>	<b>11,070</b>		
	<b>Average</b>	<b>124</b>	<b>87</b>	<b>266</b>	<b>352</b>	<b>400</b>	<b>1230</b>	<b>32.98</b>	<b>8.144</b>
		<b>10.1%</b>	<b>7.1%</b>	<b>21.6%</b>	<b>28.7%</b>	<b>32.6%</b>	<b>100%</b>		

Findings as presented in the Table 1 indicate that only 10.1% (124) of students had not been exposed to mentors' advice at all. This implies that over 89% (1106) of the students had been exposed to mentors' advice ranging from very small extent to a very large extent therefore showing that mentorship is widely available to public secondary school students. Indeed 61.2% (752) of the students were exposed to mentors' advice in the range of agree to strongly agree. The mean participation on mentorships was 32.98 out of the maximum possible of 45.

This translates to an overall participation of 73.3% which was moderately high. This indicates that there is still some room for improvement on the level of exposure. The findings of the current study differ from those of Midigo and Mberia (2019) who observed that mentorship opportunities are among factors that influenced student choices. They concluded that students required mentorship to facilitate them develop ideas regarding their careers thereby aiding them to make informed choices. The findings however, indicated a negative and statistically significant relationship with career choice which could have been due to instrumentation used.

*B. Descriptive Statistics on the development of Career Adaptability competencies*

Students’ responses were sought in relation to development of Career Adaptability competencies and the findings are shown in Table 2.

**Table 2: Student Responses on Development of Career Adaptability (n = 1,230)**

N o.	Item	No t Str on g	Some what Stro ng	Str ong	Ver y Str ong	Stro nges t	To tal	M ea n	S. D
1.	Career Concern	41	52	225	349	563	1230	24.54	4.420
		3.3%	4.2%	18.3%	28.4%	45.8%	100%		
2.	Career Control	69	82	230	321	528	1230	23.65	4.687
		5.6%	6.6%	18.7%	26.1%	43.0%	100%		
3.	Career Curiosity	73	104	244	343	466	1230	23.00	5.086
		5.9%	8.4%	19.8%	27.9%	37.9%	100%		
4.	Career Confidence	54	78	199	346	553	1230	24.17	4.889
		4.4%	6.4%	16.2%	28.1%	44.9%	100%		
	<b>SUM (TOTAL)</b>	<b>237</b>	<b>316</b>	<b>898</b>	<b>1359</b>	<b>2110</b>	<b>4920</b>		
	<b>Average</b>						<b>1230</b>	<b>95.37</b>	<b>15.167</b>
		<b>59</b>	<b>79</b>	<b>225</b>	<b>340</b>	<b>528</b>			
		<b>4.82%</b>	<b>6.42%</b>	<b>25%</b>	<b>27.62%</b>	<b>42.89%</b>			

From the findings in Table 2, majority of the student respondents totalling 1093 (88.7%) had developed career adaptability competencies in the range of strong to strongest categories. The mean achievement of career adaptability was 95.37 out of the possible maximum of 120. This translates to 79.5% achievement of career adaptability competency which was in the range of high. Importantly, the findings of this study agree with those of Kariithi et al (2022) who observed that students had mentorship programmes in their schools and mentorship had a positive influence on students’ discipline and mentorship could positively influence teacher –student interactions. The current study and that of Kariithi et al (2022) share a common feature in that both established that mentorship was available in Kiambu County Secondary Schools.

*C. Hypothesis Testing on Influence of Mentors Advice on Career Adaptability of students*

The objective was to ascertain the extent to which Mentors Advice influences the career adaptability of students in public secondary schools in Kiambu County, Kenya. This was achieved through the testing of null hypothesis. That is: H<sub>01</sub>: There is no statistically significant influence of Mentors Advice on career adaptability of students in public secondary schools in Kiambu County, Kenya. The hypothesis was tested using Linear Regression Analysis to establish the influence of provision of career information on career adaptability and its four dimensions of career concern; career control; career curiosity; and career confidence as described in the subsequent sections.



**Table 3: Correlation, Linear Regression and ANOVA Statistics Mentors Advice and Career Adaptability**

Mentors Advice	Career Adaptability	Pearson Product Moment Correlation Coefficient (r)	Significance Level for r (p)	Adjusted Coefficient of Determination (R <sup>2</sup> )	F ratio	Significance level (p) for F ratio	Durbin-Watson
	Career Concern	.244	.000*	.059	78.059	.000	1.705
	Career Control	.138	.000*	.018	23.802	.000	1.884
	Career Curiosity	.138	.000*	.018	23.786	.000	1.882
	Career Confidence	.209	.000*	.043	56.292	.000	1.878
	Career Adaptability	.228	.000*	.051	67.294	.000	1.815

### 1) Influence of Mentors Advice on Career Concern

Hypothesis testing on the influence of mentors' advice on career concern revealed a Pearson Product Moment Correlation Coefficient of  $r = .244$  which was significant at  $p = .000$  as the probability was lower than acceptance level of  $p = .05$ . This led to the rejection of null hypothesis of no significant influence of mentors' advice on career concern.

The alternative hypothesis of statistically significant influence of mentors' advice on career concern was accepted. This is indication that there was a positive and statistically significant influence of mentors' advice on career concern. Linear Regression Analysis revealed that adjusted  $R^2$  was  $.059$  which was significant at  $p = .000$  as the probability was lower than the acceptance level of  $p = .05$ . ANOVA further revealed that the F ratio for the regression model that fit the data was significant at  $p = .000$  thus indicating that the observed relationship was not caused by chance but was due to an effect. The  $R^2$  of  $.059$  meant that mentors advice accounted or explained  $(.059 \times 100)$  5.9% of the variance observed in Career Concern. In other words 5.9% of the variance observed in Career Concern was attributable to mentors' advice. The findings in this study agree with those of Chang et al (2023) and Lazarova et al (2019). Chang et al (2023) established that mentoring had a positive and statistically significant relationship with career adaptability.

### 2) Influence of Mentors Advice on Career Control

Hypothesis testing on influence of mentors' advice on career control revealed a Pearson Product Moment Correlation Coefficient of  $r = .138$  which was significant at  $p = .000$  as the probability was lower than the acceptable level of  $P = .05$ . This leads to the rejection of the null hypothesis of no statistically significant influence of mentors' advice on career control. The alternative hypothesis of statistically significant influence of mentors' advice on career control was accepted.

The implication was that there was a positive and statistically significant influence of mentors' advice on career control. Linear Regression Analysis revealed that adjusted  $R^2$  was .018 which was significant at  $p=.000$  as the probability is lower than the acceptable level of  $P=.05$ . ANOVA further revealed that the F ratio for the regression model that fit the data was significant at  $p=.000$  thus indicating that the observed relationship was not by chance but was due to an effect. The  $R^2$  of .018 means that mentors advice accounted or explained  $(.018 \times 100)$  1.8% of the variance observed in Career Control.

The findings confirm that 1.8% of the variance observed in Career Control was attributable to mentors' advice. Lazarova (2019) noted that perceived teacher support also had a positive and statistically significant relationship with career adaptability and its four dimensions of career concern, career control, career curiosity and career confidence.

### *3) Influence of Mentors Advice on Career Curiosity*

Hypothesis testing on influence of mentors' advice on career curiosity revealed a Pearson Product Moment Correlation Coefficient of  $r=.138$  which was significant at  $p= .000$  as the probability was lower than the acceptable level of  $P=.05$ . This led to the rejection of the null hypothesis of no statistically significant influence of mentors' advice on career curiosity. The alternative hypothesis of statistically significant influence of mentors' advice on career curiosity was accepted.

This was indication that there was a positive and statistically significant influence of mentors' advice on career curiosity. Linear Regression Analysis revealed that adjusted  $R^2$  was .018 which was significant at  $p=.000$  as the probability was lower than the acceptable level of  $P=.05$ . ANOVA further revealed that the F ratio for the regression model that fit the data was significant at  $p=.000$  thus indicating that the observed relationship was not caused by chance but was due to an effect. The  $R^2$  of .018 means that mentors advice accounts or explains  $(.018 \times 100)$  1.8% of the variance observed in Career Curiosity.

The findings confirm that 1.8% of the variance observed in Career Curiosity was attributable to mentors' advice. Koto et al (2017) observed that social support had a positive and statistically significant relationship with career adaptability and career decision making. At African continent level, Umukoro and Okurame (2018) observed that effects of mentoring on career adaptability were significant among both young and old graduates in Nigeria thus comparing well with the current study. Mudulia (2017) also observed that mentorship was available to girls at 67.3% and that students' perception of career guidance services including mentoring had a statistically significant relationship with career choice and academic performance.

4) *Influence of Mentors Advice on Career Confidence*

Hypothesis testing on influence of mentors' advice on career confidence revealed a Pearson Product Moment Correlation Coefficient of  $r=.209$  which was significant at  $p=.000$  as the probability was lower than the acceptable level of  $P=.05$ . This led to the rejection of the null hypothesis of no statistically significant influence of mentors' advice on career confidence. The alternative hypothesis of statistically significant influence of mentors' advice on career confidence was accepted. This was indication that there was a positive and statistically significant influence of mentors' advice on career confidence. Linear Regression Analysis revealed that adjusted  $R^2$  was  $.043$  which was significant at  $p=.000$  as the probability was lower than the acceptable level of  $P=.05$ . ANOVA further revealed that the F ratio for the regression model that fit the data was significant at  $p=.000$  thus indicating that the observed relationship was not caused by chance but was due to an effect. The  $R^2$  of  $.043$  means that mentors' advice accounted or explained ( $.043 \times 100$ ) 4.3% of the variance observed in career confidence.

The findings confirm that 4.3 % of the variance observed in Career Confidence was attributable to mentors' advice. The findings are also like those of Kanten et al (2017) and Jyoti and Sharma (2015). Kanten et al (2017) established that role modelling mentoring had significant effect on career adaptability of undergraduate students in Turkey.

Jyoti and Sharma (2015) established that mentoring functions positively and significantly influenced career adaptability of call centre workers in India.

5) *Influence of Mentors Advice on Career Adaptability*

Hypothesis testing on influence of mentors' advice on career adaptability revealed a Pearson Product Moment Correlation Coefficient of  $r=.228$  which was significant at  $p=.000$  as the probability was lower than the acceptable level of  $P=.05$ . This led to the rejection of null hypothesis of no significant influence of mentors' advice on career adaptability. The alternative hypothesis of statistically significant influence of mentors' advice on career adaptability was accepted. This was indication there was a positive and statistically significant influence of mentors' advice on career adaptability.

Linear Regression Analysis revealed that adjusted  $R^2$  was  $.051$  which was significant at  $p=.000$  as the probability was lower than the acceptable level of  $P=.05$ . ANOVA further revealed that the F ratio for the regression model that fit the data was significant at  $p=.000$  thus indicating that the observed relationship was not caused by chance but was due to an effect. The  $R^2$  of  $.051$  means that mentors' advice accounted or explained ( $.051 \times 100$ ) 5.1% of the variance observed in career adaptability. The findings confirm that 5.1% of the variance observed in Career Adaptability was attributable to mentors' advice.

The study's findings mirror Wambua, Kalai and Okoth (2017) study undertaken in Machakos County where they established that mentoring was available in 66.3% of secondary schools in their sample.

Furthermore, the findings also resonate with Schoon and Henseke (2023) who reported that school-based career preparation activities were significantly related to career adaptability. The career guidance practises included mentoring which had a strong positive correlation with career adaptability and accounted for 23.1% of the variance in career adaptability (Schoon and Henseke, 2023).

#### **CONCLUSIONS**

The study concluded that Mentors' Advice had a statistically significant influence on students' career adaptability. The findings further revealed that the influence Mentors' Advice on students' career adaptability was positive. In addition, Mentors' Advice explained a significant proportion of the variance in career adaptability. This therefore suggested that Mentors' Advice positively and significantly influences students' career adaptability implying that an increase in Mentors' Advice results in increase in students career adaptability. The study concluded that all aspects of Mentors' Advice including role models significantly contributed to increase students' career adaptability at home, school and community settings thereby improving their ability to make informed choices.

#### **RECOMMENDATIONS**

The Ministry of Education is encouraged to consider developing policies and programmes for career guidance of secondary school students incorporating mentors' advice thus enhancing students' career adaptability for effective career decision making. These may include sensitization/advocacy programmes for School Management, teachers and parents as well as capacity building of teachers on provision of mentorship. The Ministry may also consider providing resources to support mentorship in schools as inadequate financing of career guidance services was mentioned by guidance and counselling teachers as one of the key impediments to provision of career guidance services.

The school management and administration including the Boards of Management (BOM), and Parents Association may consider exploiting the enormous mentorship opportunities at school and the community settings by funding and facilitating teachers and school administration to increase access to mentorship. Teachers may consider playing a bigger role on student mentorship as well as exploiting career guidance related opportunities to strength students career adaptability for effective of career paths.

Parents are encouraged to consider providing resources for and to actively participate in providing students career guidance through a variety of interventions such as use of mentors' advice to improve students career choice readiness.

Students need to be sensitized to make use of mentorship opportunities available in school, at home and community settings to improve their career adaptability for effective career choice.

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